



Factors Influencing Social Treatment Based on Gender Stereotypes

Nureja Khatun

Assistant Professor, Department of Sociology, Gour Mahavidyalaya, Malda, West Bengal, India.

ABSTRACT

Many aspects of contemporary society uphold gender stereotypes. Disparities between the sexes stem, in large part, from entrenched gender norms. The preschool years are crucial for the development of gender cognition. Even as adults, the gender stereotypes that children internalize from preschool have a lasting impact on their development. The development of appropriate gender role cognition has a significant impact on the mental and vocational health of infants. Therefore, it is essential to maintain a positive approach to educate toddlers about gender roles. The primary objective of this study is to determine what factors have a role in the formation of gender stereotypes among kindergarten and preschool-aged children. This study aimed to identify characteristics shared by young children. Gender stereotypes in young children can be influenced by three areas: adults, the social perspective, and kindergarten. These factors include adult language, clothing, material provision, children's picture books and magazines, and adult behaviour. People from birth to adulthood are impacted by gender stereotypes (GS), which have a significant impact on society and the mind. Early exposure to media and social interactions instils stereotypes in children's interests and self-concept. Specifically, these preconceptions influence career aspirations and academic success. According to studies, for example, women are deterred from studying STEM (Science, Technology, Engineering, and Mathematics) fields by cultural views of intellect and masculinity as well as GS in these fields. Unconscious cognitive processes linked to this behavior have the potential to reinforce prejudices without conscious awareness. Stereotypes also negatively affect women's job satisfaction in male-dominated fields like finance. Furthermore, depression, anxiety, and low self-esteem are made worse by these biases, particularly for women who are deterred from pursuing specific academic or career courses. By limiting women's options and sustaining discriminatory practices that negatively impact their career advancement and mental health, GS generally contributes to societal imbalance. It also has an impact on their professional growth and emotional wellness.

Keywords: *Gender Stability, Gender Stereotypes, Preschool Education, Gender Role Identify, Social Treatment, Mental Health.*

Introduction

It is expected that males should work outside the home and provide financially for the family, while women should stay at home and take care of the house. Males are more analytical and logical, while women are more sentimental and empathetic. These are some of the most widespread gender stereotypes in use today. Gender stereotypes are based on the introduction of expected male and female behaviors and the comparison of these norms with the traditional roles assigned to men and women in various professions. As a result of historical events, the gender stereotype is now widely accepted and even strengthened.

Gender Stereotype's effect on Academic Performance Early on, ideas about intelligence surfaced, and they shaped kids' interests. Stereotypes arise because various genders are treated differently in society. The first half of the study looked at the fact that men are more likely than women to participate in fields that can be used to reflect intellect because of preconceptions. The age-interest link, the gender-intelligence relationship, and the rationale behind the development of these facts were also discussed in the study.

Gender stereotypes, however, play a significant role in making social inequity worse. A woman's future profession choices can be further impacted by schoolyard comments like "Unfit to study math and science" that cause her to mistrust and self-regulate her talents. Due to their traditional roles as breadwinners and primary caregivers for their families, including the education of their children, women will be probed about their plans to get married or pregnant. It is seen as unusual for males to weep when they are sad or hurt. Gender equality is now a worldwide movement, driven by increased awareness of gender issues and societal development. There is a rising movement for a more equal and diverse society as a result of dissatisfaction with traditional gender roles and so-called masculine and feminine stereotypes. In early life, a person's knowledge of gender is always developing, and this idea is most strongly established during the preschool years. Addressing gender stereotypes is especially important during preschool.

The effects of gender stereotyping on children's understanding of social development and gender inequity can be seen throughout their lives, impacting their gender cognition, academic performance, and job decisions as adults. Without a doubt, parents, practitioners, and the environment all play a role as external influences in children's gender cognitive development. Based on research into preschool programs, this paper examines the variables that contribute to the development of gender stereotypes. The educational approaches of both parents and practitioners can benefit from it as a resource and guide.

Some characteristics features of Children

Kolberg originally developed the concept of gender constancy, which he defined as an innate biological trait that is unchangeable regardless of one's environment. The idea that gender does not change with age is something that youngsters between the ages of three and five grasp, according to studies, but the idea that gender does not alter in response to environmental factors is still foreign to them. Similarly, as time goes on and more and more gender stereotypes are internalized, the gender

norms that youngsters internalize will also harden. One of the most significant forms of learning, according to Bandura, is observational learning. If a child's parents or teachers are of the same sex as them, the child will pick up on gender norms and appropriate behavior by seeing and mimicking the actions of those adults. Children, according to Lawrence Kohlberg's notion of moral development phases, are in the preconventional stage. As soon as those in charge show themselves, they will blindly follow their lead to safeguard their own interests. For the most part, kids look up to their parents or teachers as the ultimate authorities in their lives, and they internalize the gender norms that adults have. Young children are more susceptible to the effects of adults and their surroundings due to these psychological traits.

Factors Influencing Gender Stereotypes

a) Adult Language

The linguistic environment has been used to illustrate gender stereotypes in ordinary discourse using corpus analysis. Stereotypes about gender are common in language and can be applied to anything from professional groupings to personal qualities. The terms "gentle" are more frequently linked to women, whereas "strong" and "tough" are typically associated with men. The results showed that both adults and children employ gender-based job associations in their daily speech. A woman in one of those occupations is usually the first image that springs to mind when someone hears the words "teacher" or "nurse." Most people agreed that men belonged in the "police," "military," and "fireman" occupations. It might be argued that women are not a default gender connected with men because the English terms "man" and "female" are the origins of the English terms "woman" and "male," respectively.

"Man" and "he" can mean either a man or a woman in both Chinese and English grammar. A man can only do what he is capable of, and numerous popular proverbs reflect this. Whether we don't know someone's gender, we usually say "he." However, whether we're referring to an elementary school teacher or a secretary, we use "she" as a personal pronoun. "Lady first" is an internationally known etiquette rule that suggests women are more likely to be "vulnerable" and "need special care" than most people. As a result of linguistic growth, gender stereotypes have become more widely understood and people have been more drawn to them in their pursuit of identity and conformity to societal norms. Children mostly pick up languages from their parents and other adults in their lives. Gender stereotypes influence how young infants perceive them since they are present in everyday language and used often by adults.

Words and sentences used by adults while teaching young children language can also transmit a gender perspective, which impacts the children. The comparison of genders in children is the first thing that stands out. Boys often hear the phrase "Even girls can do it, you should do it better" said to them. That a boy can't "lose to a girl" is just one more way this portrayal perpetuates sexist stereotypes and teaches young children that girls are weaker than boys. "It is determined by her gender," thus it's natural for girls to be subordinate to boys. As an additional piece of advice, the phrase "a girl should be beautiful." is often used to encourage young women to prioritize their

physical attractiveness. The phrase "A man cannot cry lightly" is used to discourage a boy's tears, and the phrase "Act like a girl" is used to describe an athletic girl.

Gender designations are sometimes used to describe individuals who do not identify with either gender. So, "She is doing housework" or "He is fixing the computer" are examples. Such statements delicately distinguish between the spheres of responsibility of men and women. According to Bigler's gender classroom experiment, kindergarteners reinforce gender stereotypes when their teachers use terms like "one column for boys and one column for girls!" or "Boys and girls, please quiet!" when addressing the class. When teachers categorize students based on their gender when planning and carrying out group activities, it can set a negative example for the students, who may begin to associate specific traits with girls and certain activities with boys.

Dressing up in Society

One facet of gender stereotypes is the way people dress. Kids may internalize gender stereotypes about how certain colors are associated with certain genders (e.g., pink for girls and blue for boys) and come to believe that "color is the information that marks the gender type" as a result of adults' tendency to buy gender-specific products for kids. The youngster will learn which colors are associated with the sexes through this type of collocation. People are more critical of males who partake in feminine stereotypes; hence studies reveal that boys whose engineering assignments include pink, purple, and white materials have lesser engineering skills. This suggested that children's gender norms are impacted by their skin color, which in turn affects how they showcase their abilities.

Types of Toys

Both the color and the type of material used to make children's toys and other materials might perpetuate gender stereotypes when it comes to the products that these kids play with. Some adults can hold the prejudiced view that girls like social games and boys are better at making competitive ones. Because of this bias, parents will give their boys more chess sets and blocks and their girls more dolls. This would hasten the development of gender stereotypes by teaching young children that there is a difference between toys or games for males and girls. Furthermore, these kinds of regulations have the potential to exclude kids from particular kinds of games, which can stunt their social development and corresponding abilities.

Picture Books /Children Magazines

Kids' books have a powerful impact on how they internalize gender stereotypes and how society views children's sexuality. The gender stereotypes that youngsters internalize are reinforced by the numerous picture books that feature characters and adult vocations that adhere to these stereotypical gender roles. Research into children's literature has revealed some interesting gender roles: men in these books tend to work in high-tech fields, while women play more supporting roles. What's more, women are more likely to stay at home and raise children, while men are more likely to be absent or too busy with work to be involved in household chores. These depictions make it seem as though

males don't have an important role in the family and that women's roles in the home and children's education are intrinsic to the feminine role. Children witness these images and learn early on that males are not expected to take care of the home and children, that women have to balance job and family responsibilities, and that housewives are the ideal role for women.

Even when there isn't a role model for boys at home, dads can still play a key role in their children's development by accompanying them on adventures and outings, which may help them identify more strongly with the masculine qualities of strength and independence. The same is true of women's domestic labor; it demonstrates the gender stereotype of virtue and the association of virtue with women.

Some picture book renditions of fairy tales feature women in submissive roles; for example, in "Sleeping Beauty" and "Snow White," the female princesses fall asleep and can do nothing but wait for the male prince to come to their rescue. Despite the positive messages conveyed by these picture books, the female protagonists never take the lead. Picture books have an effect on children's gender concepts just like adult images do. The common portrayal of youngsters in picture books is that of strong, independent boys and girls who love to cry. These depictions teach young children about gender differences in a subtle way.

Kids also have a lot of access to children's periodicals and other forms of print media. Girls' publications tend to be more concerned with personal style and family life, whilst boys' periodicals tend to be more focused on career and school. The activities that men engage in (studying and working hard for the future) differ from those that women engage in (grooming and caring for the family). Furthermore, compared to magazines aimed at males, those with a female audience were substantially more likely to seek aid from adults. This perpetuates the idea that girls are weaker and more reliant on other people, and it suggests that these magazines may influence girls to seek assistance more readily, which could stunt their growth in independence and confidence. Meanwhile, boys could feel embarrassed to ask for aid, which can lead them to suppress their real needs, because they think that's only female do it.

Behavior

Parents influence their children's gender stereotypes by their actions and the norms they unknowingly pass on to them. There are two main types of parental behavior: the parents' typical behavior and the parents' reactions to their children's actions. Children are particularly vulnerable to the effects of gender stereotypes and the early development of such views if their parents uphold the conventional gender roles of men as breadwinners and women as caregivers for the home and children. Research has shown that parents begin providing positive and negative gender feedback about their children's behavior as early as infancy through their reactions to their behavior. When children act in a way that is typical for their gender, parents respond by smiling and supporting them; when they act inappropriately, parents respond by discouraging or scolding them. Toys like robots are promoted for boys while cuddly toys are not, and girls are not encouraged to play dangerous sports. When it comes to child discipline, parents may rationalize their children's violent and rule-breaking behavior as

typical, but they may accept their daughters' shyness as typical. The children's divide of personality traits will be further exacerbated by this tolerance, which will lead them to believe that girls should be delicate and quiet and boys should be energetic and bold.

Teachers

Gender stereotypes held by teachers can have a negative impact on students' self-esteem, which in turn might affect their decision-making as they grow up. In addition to hindering the development of young children's abilities (such as mathematical ability and rule awareness), it can even be harmful if the teacher organizing the activity has a biased view of young children, such as the belief that girls will not do well in science and math and that boys are more difficult to discipline.

When it comes to role play, the influence of teachers' intervention on kids is especially noteworthy. Role play, in which the child acts out hypothetical social situations in line with his or her own desires, is one of the most obvious components of children's social development. Role-playing games like "house," "police," and others are popular. A boy may acquire the idea that males are not required to support their families if a teacher interrupts him while he is playing house.

As long as more girls aren't encouraged to join the force, the gender stereotype of women in law enforcement will continue. Since women make up the majority of kindergarten teachers, they may enforce their own gender conventions on the children while they are playing. By accepting stereotypically feminine tasks like housework and child care, for example, female kindergarten teachers may contribute to the continuation of sexism in the classroom. While cooking and house games are discouraged for boys, they are promoted for girls.

Social Perspectives

Changes in macro-social attitudes are necessary for the development of positive gender attitudes in youngsters. More and more women are working in social services, and men and women are competing on equal footing in the workplace, in school, and in other fields thanks to rising social production. Gender role stereotypes persist despite the fact that societal norms about gender roles are dynamic and subject to change. In light of the concern that male adolescents are becoming too feminine, the Chinese government's education ministry suggested that "more emphasis should be placed on the of cultivation of male masculinity" as a means to curb this trend. "Traditional masculine traits" like bravery and dedication are what this response means when it talks about masculinity (Yang Gang). If we want to underline that women can have the same features as males, why not use these words instead of "masculinity"? The term "feminization" evokes similar feelings. It stands for stereotypically feminine qualities like kindness and thoughtfulness, which are stigmatized when they appear in males. Good character should not be characterized by gender, whether it be strong or soft.

In order to teach kids positive gender roles, it's important for media like children's books, movies, and TV shows to avoid stereotyping either gender. Using princesses and princes as archetypes, the characters in "The Paper Bag Princess" subvert stereotypical gender roles. A dragon attacks the

prince's castle and abducts him at the beginning of the story, just as the prince and princess are about to begin their happily ever after. In her pursuit of the dragon and rescue of the prince, the princess was compelled to don a paper bag. However, the prince hated the worn-out garments of the princess even after he had been saved. After scolding the prince, the princess departed for good. This story presents a different portrayal of women from the usual one, in which the prince is saved by the princess after she displays strong leadership qualities such as intelligence, courage, and decisiveness.

A strong female leader, a kind cook who enjoys taking care of the kids' family husband, an adventurous girl, a boy who loves singing and dancing—all of these and more can be created in children's media, including movies, TV shows, picture books, magazines, and more. Young viewers may gain a more nuanced view of gender and see less gender stereotypes as a result of these pictures. Manufacturers of children's clothing and toys should also steer clear of overtly gender biased themes and colors (blue and pink, for example) and language.

Some Points for Gender Role by Adults

Gender stereotypes should be corrected and scientific educational conceptions should be formed by adults.

a) Parental Role

Parents should be receptive to their children learning "opposite-sex characteristics" and should encourage and support their young children to participate in so-called "opposite-sex activities." Parents should support and encourage their children to follow their interests, even when those interests run counter to gender norms; this will help them overcome the inhibitions that may come from limiting themselves to one activity. Just as parents may instil strong moral values in their children by modelling appropriate behavior, they can also teach their children to be courageous and independent.

No parent has the right to tell their children "Boys can't play with girls" or dictate what constitutes appropriate male and female conduct. Instead, they should encourage children's holistic development by letting them engage in a variety of activities, such as playing with dolls or toy guns, and by not imposing gender norms on play. Another important thing for parents to teach their kids is that "differences make the world more colorful." This will help them overcome prejudice, embrace variety, and create inclusive ideals.

Parental gender preconceptions should be downplayed while disciplining children. The conventional wisdom holds that males "Help" out around the house, yet this is far from the truth. No woman or mother should be expected to do housework, and no man should be expected to pitch in to help. Household duties should be divided up equally between family members, regardless of gender. This can help young children see positive role models in both sexes. Helping youngsters with what they can, like putting away dinner plates, is something parents can do as well. As they mature, boys raised in such a home will not object to helping out around the house or believe that housework is exclusively a woman's responsibility. Even more problematic is the fact that some parents have sexist

views, such as the idea that boys should put forth more effort in school and strive to be the family's pride, while lowering the bar for girls. This kind of parenting, which appears to be strict with boys but soft with girls, is essentially a form of girl neglect. When it comes to raising and educating their children, parents should not discriminate based on gender.

b) Teachers' Role in Preschool

Teachers of young children should help establish healthy gender roles and use scientific methods to support their students' growing knowledge of gender issues. Teachers should embrace the idea of lifelong learning and keep expanding their knowledge in areas such as gender equality, gender stereotypes, and similar topics. They should also instil this attitude in their students. Additionally, it is important for teachers to be mindful of the prevalence of gender stereotypes among students of all ages and to guide them as they work to create a diverse understanding of gender. Educators should watch what they say and do around students and refrain from using gender as a means of differentiation. Teachers should not impose gender preconceptions on children when directing their role play, but rather should honour the roles that the children themselves choose to play.

Children should be informed by their teachers that there are jobs that do not require a certain gender. Additionally, preschool instructors should promote gender-neutral teamwork so that kids of both sexes can learn from one another's strengths and realize that there's no need to categorize others based on their gender. Educators have a responsibility to shield students from bullying and harassment because of their anti-gender stereotype actions. The teacher must act swiftly and take the chance to continue teaching the young child about gender concepts when this type of event arises. Preschool instructors might work to dismantle gender preconceptions in the planning of kindergarten activities by setting an example where girls are led in athletics and boys in art.

Teachers should systematically train children's accurate gender concept, eradicate gender stereotypes from the curriculum, and actively organize the growth of gender equality in collective teaching activities. They should be well-versed in the laws of children's development and have learned more child-related knowledge as certified preschool teachers. That way, parents can get scientific advice. When there is harmony between home and kindergarten expectations, kids won't have to worry or get confused about competing norms.

c) Preschool / Kindergarten Role

In order to prevent conflicts that arise from a lack of materials, kindergarten should provide a variety of items for the children to utilize, such as costumes for role play and tools for construction games. Furthermore, it would be beneficial for kindergartens to procure and supply products that do not perpetuate gender stereotypes for the benefit of young children. This includes reducing the prevalence of blue and pink items and stocking the reading corner with picture books that do not adhere to such stereotypes. Additionally, when designing the space for young children to play in, kindergartens should stay away from colours that are commonly linked to gender stereotypes, particularly when dividing up play spaces. Ideally, the artwork would depict a diverse range of professions represented by both sexes, such as teachers and police officers, if it were to be utilized as

kindergarten decor. These actions can subtly influence kids' attitudes about gender, lessen their preconceived notions about gender, and increase their understanding of gender.

A more balanced gender ratio in kindergarten classrooms would be beneficial for students' healthy development of gender roles and for the teaching staff as a whole. Currently, there are more female than male kindergarten teachers. Kindergarteners will internalize the gender stereotype that instructors are all women if they only ever observe female teachers in the classroom. Having more male educators can have a multiplicative effect on children's exposure to gender roles, as they may grow up knowing more men than their fathers or male relatives. It is imperative that kindergarten educators undergo ongoing professional development in order to broaden their knowledge of gender equality, combat gender stereotypes, and better guide and instruct young students. To further assist parents in learning effective parenting techniques, kindergartens might also provide lectures for them.

Conclusion

This study found that adult language, children's clothing and resources, children's picture books and publications, and adult behavior all influence how gender preconceptions are formed in young children. According to research, children's natural capacity for imitation and the law of children's gender idea development makes them more vulnerable to outside influences and the emergence of gender stereotypes. The aforementioned elements serve as the foundation for a social concept, children's books, scientific education techniques for adults and kindergarten instructors, kindergarten supplies, classroom design, teacher responsibilities, parent and teacher training, and resource distribution. It is essential to be aware of the development of gender stereotypes and endeavor to stop their formation if we want young children to develop a positive gender identity and succeed holistically in life. It is thought that improving education will make kids more tolerant and diverse adults, which will make the world a livelier and more varied place.

In order to keep up with the times and provide better scientific recommendations on early childhood education, future study can broaden and improve the elements that influence children's gender stereotypes. Hormones and other biological elements can be examined alongside psychological and environmental ones.

References

1. Ba Jianrong. (2022) Study on gender identity of middle-class children in role play——Take Xining x kindergarten as an example. [D]. Qinghai Normal University.
2. Cao Renyan. (2010) The Relationship with the Development of Children's Gender Stereotypes and Gender Constancy: the Moderation of Mother's Gender Roles Rearing Attitudes (Master's thesis, Shandong Normal University).
3. Charlesworth, T. E., Yang, V., Mann, T. C., Kurdi, B., & Banaji, M. R. (2021) Gender stereotypes in natural language: Word embeddings show robust consistency across child and adult language corpora of more than 65 million words. *Psychological Science*, 32(2), 218-240.

4. Else E. de Vries, Lotte D. van der Pol, Dimitar D. Toshkov, Marleen G. Groeneveld, Judi Mesman. (2022) Fathers, faith, and family gender messages: Are religiosity and gender talk related to children's gender attitudes and preferences? 59: 21-31.
5. Gerber, G. L. (1988). Leadership roles and the gender stereotype traits. *Sex Roles*, 18, 649-668. <https://link.springer.com/article/10.1007/BF00288051>.
6. Hentschel T, Heilman ME and Peus CV. (2019) The Multiple Dimensions of Gender Stereotypes: A Current Look at Men's and Women's Characterizations of Others and Themselves [J]. *Front*.
7. Hu Lina, Hu Jiaxin, Xiong Wei. (2022) A Review of Researches on Gender Stereotypes in Children's Picture Books. [J]. *Early Childhood Education (Educational Sciences)*, No.925(33):35-40.
8. Ji Yan, Zhang Jing. (2021) A study of gender stereotypes in children's picture books: a case study of 135 children's picture books. *Early Education*, (04),29-34.
9. JIA Wei, CHEN Yiwen. (2022) Influence of mothers' color-gender stereotype and counter-stereotype on pre-school children's color-gender stereotype at both implicit and explicit levels. [J]. *Journal of Bio-education*,10(04):301-307.
10. Jianing Li. (2023) Gender never defines me: A study on preschool teachers' do and don't about gender, *Social Sciences & Humanities Open*, 7(1).
11. Jin Xin, Yang Mengping, (2021) The main influencing factors of infant gender stereotype: foreign research progress and enlightenment. *Early Education*, (39),40-42.
12. Kelly Lynn Mulvey, Bridget Miller, Victoria Rizzard. (2017) Gender and engineering aptitude: Is the color of science, technology, engineering, and math materials related to children's performance? *Journal of Experimental Child Psychology*, 160: 119-126.
13. Kennison, S. M., & Trofe, J. L. (2003). Comprehending pronouns: A role for word-specific gender stereotype information. *Journal of Psycholinguistic Research*, 32, 355-378. <https://link.springer.com/article/10.1023/A:1023599719948>.
14. Lauren Spinner, Lindsey Cameron & Harriet R. Tenenbaum. (2023) Gender Stereotypes in Young Children's Magazines, *Mass Communication and Society*, 26:1, 147-170.
15. Li Jiayang, Liu Wenli. (2020) Gender stereotypes in families and coping strategies. *JIANGSU JIAOYU*, (32),30-33.
16. Li, M. M. (2022). The impact of cooperation on the contextual memory of gender stereotype words (Master's thesis, Zhejiang University). <https://doi.org/10.27461/d.cnki.gzjdx.2022.000784>.
17. Ma Xianmin, Luo Yanzhen. (2020) A survey and analysis of parents' gender stereotypes. *Mental Health Education in Primary and Secondary School*, (17),12-16.
18. Ma Yan, Fu Genyue. (2004) The influence and shipping of school education on the development of gender stereotypes in primary school students. *Primary & Secondary Schooling Abroad*, (02),36-39.
19. Miller, C. F., Lurye, L. E., Zosuls, K. M., & Ruble, D. N. (2009). Accessibility of gender stereotype domains: Developmental and gender differences in children. *Sex roles*, 60, 870-881. <https://link.springer.com/article/10.1007/s11199-009-9584-x>.



20. Ministry of Education of the People's Republic of China. (2020-12-8), (2023-5-8) Letter on the reply to proposal no. 4404(Education no. 410) of the third session of the 13th National Committee of the Chinese People's Political Consultative Conference. http://www.moe.gov.cn/jyb_xxgk/xxgk_jyta/jyta_jiaoshisi/202101/t20210128_511584.html
21. Ministry of Education of the People's Republic of China. Kindergarten work rules, (2016-2-29), (2023-5-8). http://www.moe.gov.cn/srcsite/A02/s5911/moe_621/201602/t20160229_231184.html
22. Patterson, M. M. (2012). Self-perceived gender typicality, gender-typed attributes, and gender stereotype endorsement in elementary-school-aged children. *Sex roles*, 67, 422-434. <https://link.springer.com/article/10.1007/s11199-012-0184-9>.
23. Pavlova, M. A., Weber, S., Simoes, E., & Sokolov, A. N. (2014). Gender stereotype susceptibility. *PloS one*, 9 (12), e114802. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0114802#s2>.
24. Plant, E. A., Hyde, J. S., Keltner, D., & Devine, P. G. (2000). The gender stereotyping of emotions. *Psychology of women quarterly*, 24 (1), 81-92. <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1471-6402.2000.tb01024.x>.
25. Wei Guo-Ying, CHEN Xue-Fei. (2005) The Impact of Family Culture on Teenagers' Gender Stereotype. *Collection of Women's Studies*, (01),29-36.
26. Xu Li. (2018) Research on the gender stereotype of preschool children. (Master's thesis, Jiangxi Science and Technology Normal University).
27. Yu Junhui. (2022) The development of gender stereotypes in preschoolers and its influence on peer choice. [D]. Guangxi Normal University.
28. Yu Ying, Ma Lan-Hui. (2020) A Comparative Analysis of Stereotype about Parents' Gender Role in Chinese and English Picture Books, *Journal of Shaanxi Xueqian Normal University*, (11),16-23.
29. Yu, J. H. (2022). The development of gender stereotypes in preschool children and their influence on peer selection (Master's thesis, Guangxi Normal University). <https://doi.org/10.27036/d.cnki.ggxsu.2022.000410>.
30. Zhang Xiuqin. (2019) Re-interpretation and enlightenment of Kolberg's theory of the stages of moral cognitive development. *Inner Mongolia Education*, (29),28-29.
31. Zhao Wen. (2008) Gender stereotypes in English and their linguistic and cultural roots. *The Science Education Article Collects (Midmonth issue)*, (35),176.