

IMPACT OF GENDER STEREOTYPE REPRESENTATIONS IN PRIMARY SCHOOL TEXTBOOKS ON CHILDREN'S COGNITIVE DEVELOPMENT

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Abstract. This study investigates the impact of gender stereotype representations in primary school textbooks on children's learning with particular reference to Northern Cyprus. It reviews theoretical perspectives and empirical studies on the links between gender representations and children's cognitive development process. A combination of qualitative and quantitative research method was used in this research. Using content analysis and questionnaire results, the paper found out that representations of females and males are generally stereotypical in the sampled school textbooks. Males are portrayed as more active and the distribution and representation of their activities are relatively higher than female representations. The findings also reveal gender roles in social life with regard to activities students are exposed to in the primary 1st and 5th level school textbooks. This result strongly supports the theory that socialization with regards to gender role differentiation starts at an early age and develops with age as one socializes at home, at school and in community.

Keywords: cognitive development; gender representations; gender stereotype roles; primary school textbooks.

1. Introduction

This paper attempts to examine gender discrimination and gender stereotyped presentations in the society and in the school environment with particular attention to teaching materials. Through books, young children learn which behavior patterns are acceptable and which are not. They also learn about the types of behavior that are expected according to their gender. It is crucial to analyze school textbooks in order to find out whether they represent gender stereotypes roles or not. If books are role models for children, then books have the power to affect their gender identity. Children learn about gender roles and stereotypes from literature and school textbooks which they read and study (Fisher and Silber 2003; Taylor 2003).

However, not everyone has equal opportunity and access to education, and women have less opportunity to have better representations in books than men. More recently, it has become crucial to consider biases in teaching materials in textbooks which represent girls and women in passive domestic roles as housewives staying indoors. Women are always situated at fixed locations, they are mothers raising their children, doing housekeeping and serving men and children. On the other hand, males are shown as non-domestic, outdoors, working outside the home, and socially more active than females (McCabe et al. 2011; Kaya 2015; Golkar et al, 2014).

Jannati (2015) reported that in most books the most popular activities are portrayed differently both men and women, boys and girls. Boys attitude masculine who are depicted as more adventurous, active, and outdoors in children's literature. For example, the activities for boys are depicted as fishing, building and camping while girl activities include playing in the sand, dancing, swinging and rope jumping.

There are arguments in the literature that assert job related roles, TV programs, movies, coloring books, honor books, award winning children's books, educational software and so on are placed in traditional stereotyped roles for both genders. Men are shown as doctors, politicians, policemen, drivers, inventors, scientists, administrators, farmers, physicians and pilots. Alternately, women are shown as teachers, nurses, housekeepers, and servants (Luo et al., 2018). In terms of female and male differences in characters, the stereotyped attitudes and behaviors or personal traits include characteristics showing females as beautiful, sweet, positive, hardworking, loving, caring, sensitive, emotional, worthy, frightened, weak, scared, dependent, passive. On the other hand, males are bigger in size, independent, proud, powerful, active, persistent, creative, explorative, competent (Coates 2015; Lem 2013; Luyt 2011; Yello 2012; Jenaabadi & Issazadegan, 2014).

In everyday life, children have the opportunity to observe or engage with many members of each gender category in terms of behavior and attitudes. Socialization agencies influence gender stereotype roles. Parents, peers, teachers, storybooks, school textbooks, and media are the most important agencies for the children's life to impart knowledge about being a girl or a boy and being a woman and a man. The parents design their daughters' and sons' rooms differently; the daughters' rooms are decorated with baby dolls, domestic items and furnishing is done in pink color. The sons' room, however, is decorated with cars, vehicles, educational materials, and furnishing is in blue color (Metsämuuronen, 2018). Children spend most of their time at home and school. It is undeniable that even very young children believe their parents expect them to conform to stereotypic gender roles. At the early ages, a child learns about gender roles by playing, observing their parents, brothers, and sisters. However, when they come to the school age, there are numerous factors that act as a guides for experiencing gender typed behavior. Children are continually

exposed to models of gender stereotypical roles, firstly, at home, but also on the playground and in storybooks. Later, when they are at school age they are influenced by school textbooks. Based on these several sources, children learn many of the things that differentiate gender roles from the female and male models. Developmental research confirms that children model whatever they see, watch and read. Therefore, social influence is highly significant on a child's gender identity development.

All of these related studies agree that children's homes and schools are the most essential factors on children's socialization process. The institution of the school is powerful in shaping the student's mind. Therefore, the school curriculum and textbooks should be free from stereotyped gender role representations for both genders. In this study, the literature revealed that the theories sought to explain a child's gender role development. They argue that the child's gender development involves her or his biological, psychological and sociological development through the effects of family, peer groups, school, teaching materials such as textbooks or children's literature and so forth.

Primary education is generally the most crucial stage in children's educational development. Formal education starts with pre-school and it is followed by secondary education. In many communities, primary education is compulsory for children, where the child gets life long knowledge through the medium of school textbooks. During the primary education period, children acquire not only knowledge and skills but they also receive convenient gender roles from their educators, friends, story and school books. The fundamental school duration is an essential period in children's cognitive development. This is because what the children look at their story and school books or what they observe from their classmates and educators will influence their views regarding stereotypical types of behavior and roles. There is a growing consensus that children should be given proper guidance about gender roles and school textbooks are an important medium for inculcating this objective.

According to various psychologists and sociologists, children observe and learn appropriate gender roles according to their developmental process. Psychologists have emphasized the importance of the development of the cognitive process and many advocate that parents, teachers, teaching methods, materials and the school curriculum should emphasize basic abilities that help intellectual autonomy. They generally argue that children should be encouraged to develop cognitive processes themselves, and educators and curriculum developers have an important role in this process.

In general, school textbooks are shaped gender roles according to the expectations of society which they live in. Since children develop their cognitive development abilities through seeing and hearing from others, early exposures to gender stereotypical roles as embodied in primary textbooks could significantly influence children's gender biases or equity. Therefore, there is the need to identify the extent to which primary school textbooks are a significant source of gender bias and the impact on children's cognitive development. The main contributions to the literature are as follows: the first is to determine whether the gender stereotype representations in primary school textbooks have an impact on children's learning. Second is whether chosen primary 1st and 5th school textbooks carry on gender bias representations. Thirdly, it reviews theoretical perspectives and empirical studies on the links between gender representations and children's cognitive development process.

In summary, significance of the article and the contribution of this research paper to the literature on the basis of first research paper on gender discrimination and gender stereotyped representations in the society and the school environment with particular attention to the teaching materials. The importance of the primary education as most crucial stage both educationally and socially. So, primary school textbooks, classmates, teacher's attitudes shape gender roles according to the expectations of community which they belong. So, this article provides a deep understanding the impact of gender stereotype representations in primary school textbooks on children's learning and gender roles.

The rest of the paper is organized as follows: Section one reviews the theoretical perspectives linking gender stereotype representations on cognitive development. Section two attempts to synthesize various studies on gender stereotypes and the impact on cognitive development. Section three discusses the methodology used to investigate the hypothesis that gender stereotypes representations in textbooks have significant impact on students' cognitive development. Section four provides and discusses; firstly, a summary of gender representation in a sample of primary school textbooks in Cyprus. Secondly, an analysis of the implications on children's cognitive development. The final section summarizes and concludes the study and draws important policy recommendations.

2. Theoretical perspectives on gender stereotype representations and cognitive development

The relationship between learning and curriculum is varied and complicated. Children may learn best when they are active and seek solutions for themselves. This implies that students learn better in a discovery manner. Samuelson and Smith (2000), argue that cognitive development begins in infancy and extends into adulthood. However, some studies suggest that cognitive competencies are higher among infants and young children than in adolescents and adults (Heckman 2006). The growing literature on Cognitive Development shows how different combinations of psychological approaches facilitate learning and that students can construct their own knowledge activities by themselves and with the support of teaching materials such as textbooks.

Social learning theory argues that there are interactions between cognitive, behavioral and environmental influences. The environment, behavior, and one's psychological processes are three components which influence personality development. Social learning theories argue that people learn through observation, modeling and imitation.

Gender roles are learnt by observation and imitation. At an early stage, children imitate their parents or friends by modeling their attitudes and behaviors on them. Gender role behavior develops before gender identity and gender role behavior can be changed through rewards and punishments by parents and some socialization agents. Accordingly, for children not to imitate behavior of others, they need to have rewards and punishments by their parents, peers or teachers. For example: if the parents are encouraging their daughter to clean her room and encourage this attitude according to her gender role, the child will have reward as 'good girl' or 'good lady' on the other hand, when their son has a high grade from mathematics examination he will get rewards from the parents as 'good boy'. As a result of these types of behavior the girl and the boy have executed appropriate gender role behaviors. Although parents could insist that they treat their daughters and sons equally, children nevertheless tend to learn gender roles through their parents' behavior.

Kaya (2015) argues that cognitive development is an important factor which should be considered in the development of children's awareness about their gender role. Self consideration of the child as being male or female is influential in the social learning of gender roles. In everyday life, every child interacts with others, hence the important role of social competence in the child's development. Children's social lives are affected by the community in which they live. Children may take someone else's attitude and behavior as their role- model. Specifically, children would be influenced either positively or negatively by their peers, parents, teachers at an early age. What they learn or what they see become habits and learning could be weakened or strengthened from reinforcements and rewards. There is evidence that children mostly learn from imitating what they see and hear other people do and say.

Recent attention was centered on the relationship between agents of socialization such as teachers, peers, and media influence on children's development of gender roles. Instructional materials, most importantly school textbooks in all varieties of media (such as television, films, radio, and magazines), are influential in social learning (Buckingham 2013). Children must develop their mental capacity to function well in social settings and social psychologists categorize those social roles such as: mother, father, brother, sister, neighbor, teacher, doctor and so on. Children begin to learn their roles from their independent agents such as their parents at an early age. From the time they are born, children have a choice of toys which are bought by their parents according to their gender. For example, having a doll for a baby girl means that she is already given a role related to her gender which she is likely to play throughout her life. Furthermore, the role of institutions have influence on child development. Firstly, parents on children's socialization and the development of their gender roles is the most effective (Mchale et. al. 2003). Secondly, schools are one of the important social institutions which work systematically, planned, well programmed and provide educational service for the society. In addition, they serve as powerful establishment of civilization and also specifically school textbooks are the figures of socialization. The knowledge or learning about specific topics are covered through textbooks learning, lecturing, group working and active classroom learning. Education helps every individual to socialize with the same values in the society in which (2003). The system of education involves teaching and learning by educators, curriculum developers, and school management, students and all that comprises assessment of teaching. Teaching materials especially school textbooks have a big role in the educational system as they provide students with the main sources of skills and information. Books impart knowledge to the reader and are therefore important conduits of transmitting knowledge and social gender roles to society.

In this theoretical framework let us consider the psychoanalytic theory; Sigmund Freud's psychodynamic theory argues that human development is an active, dynamic process that is strongly influenced by the individual's social and emotional experiences. This theory draws attention to the importance of early childhood experiences and unconscious motivations on human behavior through his or her life.

It argues that many instinctual urges, experiences, and memories are repressed early in life. They are driven out of awareness into the unconscious mind and it influences behavior. The theory emphasizes the basic structure of personality and that girls' and boys' genitals have an important role of developing their gender identity. Freud suggests that there are strong relations between biology of a person and their personality development. He identifies five stages through which children shift from one stage of maturity to another. According to Freud, if children are fixated at the latency stage which refers to age 6 to puberty they repress sexual feelings and continue with the same sex parent, never moving on heterosexual relations or maturations (Rice 2001: Santrock 2001: Dehart 2000: Seifert et, al., 2000).

In other words, early experiences play a major role in personality and gender development and continue to influence behavior later in life. Personality is mostly established in early ages, during childhood. So, the personality and the gender develop through a series of childhood stages. If the stage is completed successfully, the result of a person's identity, personal traits or gender role will be valid and valuable by the society.

The next step is to explain gender schema theory and it also argues that sex stereotyping is learned through social interaction. Children learn to be female or male from their parents and the society and culture to which they belong. Social learning theory and gender schema theory have similar aspects. It is a combination of cognitive developmental and social learning theories by arguing that gender stereotypes is a result of basic experience of interaction with others' gender type information and behavior.

Broadly, gender schema theory could be described as a process of learning gender identity and having information about gender identity which starts with a child's observations during childhood. According to gender schema theory, children develop female gender schema and male gender schema; it allows infants to have their own

idea in conditions of having relevant attitude which helps them to develop a gender role (Kaya 2015). In this theory, children organize knowledge by their own society's definition of femaleness and maleness and observe the appropriate roles based on their own culture.

This section reviews several theoretical perspectives on the sources of links between gender stereotypes and their implications for children's cognitive development. The reviews show that different theoretical perspectives emphasize different sources of gender bias, while some theories emphasize the dominant role of biological differences, others emphasize the predominance of social influences. The cognitive developmental theory argues that children learn more at an early age before they are influenced by their society. According to this theory, children first establish their own gender identities and later child assumes role models actively from the society.

The social learning theory, on the other hand, argues that gender development is based on socialization. It basically argues that social expectations based on tradition or stereotypes create different gender roles. Gender role preferences develop in two ways: firstly, children could be rewarded or punished for their attitudes or behavior. Secondly, children learn through observation of others. Observational learning could occur in watching others' attitudes and behavior. On the one hand, Freud's psychoanalytic theory state that gender preferences for a gender role emerge during early childhood (phallic stage). At an early age, children begin to identify themselves with their mother and father.

The approach of gender schema provides a useful synthesis in combining socialization and cognitive development to explain the development of gender stereotypes. According to this theory, children pick up relevant feminine and masculine roles and they internalize those knowledge as a gender schema. They experience those gender roles and subsequently incorporate their own gender schema with their experiences.

When all the developmental theories are examined, it becomes apparent that socialization is the most crucial factor in the process of learning appropriate gender roles. Since schools are one of the important institutions of socialization and more especially given the crucial role of school textbooks in the education of children, this paper focuses on how gender roles are transmitted to children in Cyprus through the agency of primary school textbooks.

The paper argues that children differentiate, develop and learn the stereotyped roles which exist in the society in which they live through seeing, hearing and reading from others and from textbooks and literature. The gender roles structured by the social authorities and social settings and society have significant influence on characteristics of children's gender development. Schools help in the socialization of students in every aspect of life as well as teaching appropriate gender roles based on what is acceptable to the society.

3. Literature Review Empirical Studies, Studies on Gender Roles and Children's cognitive development

Gender stereotype representations have an influence on cognitive development and gender inequality around children. There have been various findings and views about gender discrimination in the distribution of roles in children's books. In recent empirical literature over the last ten years, there has been an increasing focus on the children's gender role stereotyping and its effect on cognitive development. In light of their findings Millard (2002) state that female and male children and adults were portrayed differently in a variety of school materials. Their study concluded that the effect of gender stereotypes on cognitive development is presented in schoolbooks. The study of Martin et al. (2002) provides clear evidence that the existence of gender stereotyping in children's literature is obvious. In their research where male and female characters are described, males are represented in titles and in pictures as in central role as more active, potential, masculine than females. Likewise, based on the gender stereotype illustration and description of female and male characters in children's books mentioned above, Táboas-Pais and Rey-Cao (2012) study that gender biases exist even in physical education textbooks. Their study concludes that both genders female and male representation are imbalanced showing males as more predominant. Roper and Clifton's (2013) findings also suggest that girls and boys should be represented equitably in the literature of physical education and sports. Although Gooden and Gooden (2001) assert that female representation has improved but gender representation is still frequently represented in children's books. Diekman and Murnen (2004) also point that the unequal female and male representations exist in elementary level novels. The roles and characters given to both genders are asymmetrically distributed. McCabe and colleagues (2011) findings also inform that even in award winning books the gender-stereotyping representation of female characters are illustrated fewer than males and main male characters are more frequent than female ones. They also found that award winning books represent female as indoor and women not in paid occupations. So their research demonstrates that the representation of gender stereotyping is even in popular children's books and so on. There are implications for children even in twenty first century. Drees and Phye (2001) produced considerable evidence that gender representations appear unequally in children's literature and gender roles in children's computer software. Furthermore, Sheldon (2004) investigated that educational software's have gender role stereotypical and inequity on both gender perceptibility. In this respect gender stereotypes exist even in educational software. Female and male visibility on educational software is definitely gender stereotyped. Lee (2014) declares that male representation is visually and textually more represented in spite of females. Females even have a limited range of social roles than males. His study pays attention to unbalanced gender images in textbooks that have a big impact on children's social cognitive development. Lee (2016) extends his study from children's textbooks to high school EFL textbooks and his results also demonstrate that gender stereotypical inequities exist on use of words and expressions. He found out 'Linguistic sexism' in EFL textbooks. Based upon the integration results, gender stereotypical representations

need to be eliminated from educational materials, which have an impact on children's cognitive development.

The main objective of this research is to investigate how gender role in terms of activities is equitably distributed in primary school course books. Following from the problems discussed above, the research obtained two important questions:

1. What is the distribution of gender roles in society in the primary 1st and 5th grade textbooks?
2. Is there any significant difference in the gender roles in society (activities) exposed to the student's in the contents of the primary 1st and 5th grade textbooks?

4. Methodology

The methodology of this research is quantitative and qualitative which investigates the representations of gender roles in primary school textbooks used in 1st and 5th grades. The quantitative research method is used to analyze the primary 1 and 5 levels students views toward gender role representations in those school textbooks. Qualitative research method was used to explore the distribution of stereotyped gender roles in the sample course books. Therefore, the research used both qualitative and quantitative research methods for an in-depth analysis and understanding of the problem in hand. Both quantitative and qualitative methods were used to collect multiple data about the issue to be investigated.

5. Research Sample

In this research, as research sample 248 primary students questioned about impact of gender stereotype representations in primary school textbooks. And also 17 textbooks selected for this study.

6. Data Instruments

In this research, questionnaire and content analysis used for data collection. The researcher has collected information from primary 1st and 5th grade school course books and questionnaire. As a first research instrument course books used for content analysis. As second research instrument questionnaire which has been developed according to the content of the primary 1st and 5th course text-books.

Previously, the researcher developed checklist which was according to the content of primary school course books and checklist, a questionnaire has been developed to collect data from students. Accordingly, for the aim of this research, activity categories were construct by the researcher. The departing feature of this research is to start with preparation process the categorization of gender roles was used for school text-books. Additionally, the researcher establish a questionnaire to expose student views about gender role related to the category of activity.

7. Data Collection

The data for this study are based on a content analysis of 17 school textbooks. The researcher focused on category of activity– in order to find out the reflections of male and female representations and their stereotyped images of female and male characters engaged in the Turkish Cypriot primary school textbooks.

As content analysis, the researcher has identified gender roles which exist in those school textbooks. Starting from that point of view, the researcher has counted numerical representation of female and male roles via checklist which involves the category in order to find out whether they reflect those stereotyped representations in school textbooks prepared for 1st and 5th grade of primary school students.

8. Data Analysis

The collected data was analyzed via Statistical Package for Social Sciences (SPSS). For this research there were two variables that primary 1st and 5th grade students and students view's (answers were coded by 1 female, 2 male and 3 both). In the next step the researcher analyzed data. On the basis of the data analysis obtained, the frequency to find out the distribution of numbers and percentage of gender role representations for evaluation according to each textbooks for 1st and 5th grades, whether the percentages of female and male gender role representations differed from each other or not. Additionally, Mann-Whitney U test was conducted to evaluate that whether there were any differences in the gender roles in society (activities) exposed to the students in the contents of the primary 1st and 5th grade textbooks. The researcher focused on the activity category which is what girls and boys, women and men do according to the textbooks representations. The numerical representations were done in order to see the reflections of male and female presentations and roles which are given in school textbooks written for 1st and 5th grade of primary school children.

9. Findings Findings of 1st Research Question :The Distrubition of Gender Role Representations in Textbooks

The study aimed to find out the stereotypic gender roles representations that Primary school students are exposed to by analyzing their school textbooks. Eight primary 1st grade school textbooks and nine primary 5th grade

school textbooks were analyzed. When the numbers and the percentage of stereotyped gender role representations were evaluated according to each textbooks for 1st and 5th grades, the numbers and the percentages of female stereotyped and male stereotyped role representations differed from each other as given:

According to the first research question the total percentage of activity representations in 1st grade textbooks is 35 % for female, 32 % for male and 32 % for both genders. The total percentage of activity representations in the 5th grade textbooks is 13 % for female, 27 % for male, and 60 % for both genders. The results of frequency revealed that category of activity are given for both (92 %) genders according to the contents of primary 1st and 5th grade textbooks. In the activities, the number of differences in the percentages of female, male and both representations are equal for each grade of school textbooks. In the 17 school textbooks analyzed for this study, total number of items in category, stereotyped representations occurred 275 times for both female and male. 143 in the 1st grade textbooks and 132 in the 5th grade textbooks.

In addition to these numbers and percentages, under the activity category, different kinds of items or activities connected with each category were studied. In addition to the category activities done by females in the textbooks, we see that dancing, jumping rope and drawing are shown for women activities. Looking through the data collected, activities for men included riding bicycle and playing. There are other activities like swimming, fishing, shopping, studying, reading, singing and watching tv that are represented equally for both women and men.

10. Findings of 2nd Research Question

The second research question asked whether there were any differences in the gender roles in society (activities) exposed to the students in the contents of the primary 1st and 5th grade textbooks. For this purpose, a Mann-Whitney U test was conducted to evaluate that there would be a significant difference.

Table 1: A Mann-Whitney U test results for total gender roles on activities represented in primary 1st

	and 5th grade textbooks		
	Mann-Whitney U	Mean Rank	sig difference
Total activity	12.5	5.55	.021*

As Table 1 shows, a Mann-Whitney U test was conducted to find out the differences in the gender roles in society (activities) exposed to the students in the contents of the primary 1st and 5th grade textbooks. As Table 1 shows, a Mann-Whitney U test was conducted to find out the difference in the gender roles in society (activities) exposed to the students in the contents of the primary 1st and 5th grade textbooks. The results of the test were significant for total activity; $U=12.5$, $p=.021 < 0.05$ (see table 1). According to the results, 1st grade textbooks total activity representations average rank is 11.94, and 5th grade textbooks total activity representations average rank is 6.39. The results of the test were in the expected direction and significant, primary 1st and 5th grade textbooks regarding their grade level on the activity.

11. Discussion, Conclusion and Suggestions

On the basis of the results obtained we can conclude that females and males are generally represented in a stereotyped way in the school textbooks. The present research findings regarding activities distributes amongst male and female students reveal that male representations are higher than female representations. Brugeilles et al. (2002) states in his study that textbooks correspond to gender stereotypes with regard to activities. Mothers are mainly busy with housekeeping: cooking, laying the table and serving meals, washing dishes, sewing, washing clothes, cleaning up, whereas fathers are exposed differently: gardening, fixing, resting, newspaper reading, listening to the radio or watching television.

One interesting result from the data collected in this study is that there is a significant difference in the gender roles in social life (activities) exposed to the students in the contents of the primary 1st and 5th grade textbooks. However, when student views are examined, we can clearly see that, their views of these activities are fairly neutral at the 1st grade level. As such, they do not reveal dominant roles for the gender groups in any of the activity types. The results of students in the higher class (5th grade) exhibit higher percentages for gender role classifications for the latter category. This result strongly supports the theory that socialization with regards to gender role differentiation starts at

an early age and develops with age as one socializes at home, school and in the wider context of the society.

With reference to the point mentioned above, children learn appropriate gender roles from several different sources. The first source is family (home); mothers, fathers, sisters and brothers are influential based on learning appropriate gender roles, attitudes or behavior. The second source is school. In the school environment, gender roles are learned mostly through the textbooks. Generally, stereotyped gender roles are in the differentiations in activity in textbooks. Through textbooks, the children learn appropriate and inappropriate gender roles for females and males. As a result, school textbooks most often than not endorse these 'acceptable' and 'unacceptable' gender roles by the society. That being the case, it is still quite necessary to explore the benefits of non gender stereotyped textbooks with equally distributed roles, activities, characters and positions which can proffer students.

The relevance of this study is that it takes an attention to the convenient of male and female gender role stereotypes in school text-books in Northern Cyprus and advocates for an equal representation of gender in textbooks of Turkish Cypriot schools. In this context, this study may open the avenue for further studies relating to school curriculum which takes an important aspects in gender role development of male and female students. More significantly, the conclusions of this research is to create understanding for school textbook authors, education policy makers, decision makers in relation to stereotyped gender role existence in education carried out via textbooks. Also the study takes into consideration not only the students' views but also negative reflections that textbooks may cause by presenting women and men in stereotypical ways. Gender stereotype roles and gender discriminations presentations in the society life long learning process and in the formal education process needs to be attention and to be avoided.

The present research was mainly based on content analysis of textbooks and the probing of the views of 1st grade and 5th grade student in primary schools in Northern Cyprus. As a suggestion for further study, it can be considered that storybooks for children commonly called children's literature, teacher's and parents views about gender role distributions are all fertile grounds for research in the context of Northern Cyprus.

Based on the situations mentioned above, this study is thought to take an attention about the importance of primary school course books. The recent attention has centered on the equal gender opportunities in the education system hence, the need to exclude gender discrimination from the school textbooks. This being the situation, there is need to determine the relationship between the presentation of gender role stereotyping in textbooks.

The school as a social institution is authoritative and the textbooks used carry authoritative messages as role models. In a nutshell, the textbooks we use in schools should present both female and male genders equally. This is important because the image of male and female roles shaped by institutions. Likewise, schools shape infants' views about proper gender roles. All of research and literature have produced considerable evidence that infants' views and attitudes shape what they grow up to see in community through media, institutions, peers, parents etc.

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