



DOI: 10.54919/physics/55.2024.208qp7

Reconsideration of traditional value standards: Results of a sociological study of gender stereotypes

Zoia Shevchenko*

The Bohdan Khmelnytsky National University of Cherkasy
18031, 81 Shevchenko Blvd., Cherkasy, Ukraine

Olha Rylova

Cherkasy State Technological University
18006, 460 Shevchenko Blvd., Cherkasy, Ukraine

Anna Bakhmach

Cherkasy State Technological University
18006, 460 Shevchenko Blvd., Cherkasy, Ukraine

Abstract

Relevance. Modern society is witnessing a change in value standards and priorities. Patriarchal culture increasingly contradicts modern views and acquires discriminatory features.

Purpose. The research aims to investigate the nature of the interaction between traditional value standards and gender stereotypes and new trends in the distribution of gender roles.

Methodology. The methods of analysis and synthesis, comparison method, author's questionnaires "Gender Stereotypes in Modern Society" and "The Role of Women and Men in the Family" and the method of generalisation were used to achieve this goal. Traditional value standards of a personality that have been formed in modern society are described in this paper.

Results. The influence of gender stereotypes on the formation of the personality of men and women is revealed. Gender stereotypes are presented in the information space and how this affects the perception of the world by the individual. A study was conducted among students of Bohdan Khmelnytsky Cherkasy National University, which showed that patriarchal standards still dominate in society, but the respondents showed a high potential for changing value priorities and views. The findings were used to compare the dynamics of changes in perceptions of traditional value standards of gender culture in modern Ukrainian society and demonstrated the need to form a value-based attitude to culture and introduce gender education at all stages of personal development.

Conclusions. The results of this study can be used by sociologists to conduct further research in the field of gender stereotypes, by teachers in the process of forming a personality at all stages of its development, as well as by ordinary citizens, in particular young people, to expand their understanding of gender stereotypes and their impact on the individual.

Keywords: gender beliefs; gender equality; patriarchal attitudes; identity; gender education.

Suggested Citation:

Shevchenko Z, Rylova O, Bakhmach A. Reconsideration of traditional value standards: Results of a sociological study of gender stereotypes. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(55):2087-2096. DOI: 10.54919/physics/55.2024.208qp7

*Corresponding author



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

Introduction

The problem of gender stereotypes is not new, as models of gender behaviour have evolved over the centuries and were considered to be something established and unchanging. Over time, gender stereotypes have been transformed into traditional values that are still being imposed on society through literature, cinema, and the mass media. An average person who does not delve deeper into the topic of gender beliefs may not be able to identify gender stereotypes in their lives and not understand their impact on their own decisions, patterns, and behaviour. More often than not, society automatically reproduces gender stereotypes in their lives, considering them to be something traditional and sometimes not understanding their true desires and needs. The priority is to create a tolerant society in which everyone can occupy a social role that corresponds not only to their gender but also to their abilities and aspirations. However, recent studies show that both men and women still show a fairly high level of compliance with gender standards. Their observance can harm the development of each individual (in particular, on the choice of hobbies, profession, partner, principles of family building and child-rearing), as well as on the processes taking place in society, which demonstrates the need for a more detailed study of this issue.

K.V. Kysylyova [1], studying the issue of gender stereotypes, concluded that gender stereotypes have been established in society for years and now they affect the formation of the individual, his or her development, as well as the construction of a family and further relationships within it. The researcher also notes a problem of public awareness of the negative impact of gender stereotypes. T.V. Lien [2] also analysed the historical origins of gender stereotypes and the struggle for equal rights and noted that modern society needs to be prepared to change the usual views on female and male gender roles, as they date back to the Renaissance and are perceived by society as something unchangeable. O. Hirnyak [3], studying gender stereotypes in online discourse, noted that users of the Internet space, communicating on social networks, do not even realise that they are adopting gender stereotypes and giving each other a gender assessment. The same problem was noticed by T. Sukalenko [4], who in her study of gender stereotypes in the media noted that people do not realise how they are affected by gender stereotypes and interpret all the information received from the outside and their own lives following their existing beliefs. The researcher also emphasises the importance of revising women's social roles due to socio-political events in Ukraine and the increasing number of women in the military.

D.M. Tiurina [5] highlighted the role of education in shaping gender culture and concluded that in the modern world, ordinary citizens cannot correctly perceive gender stereotypes in terms of modern reality, have no idea about gender roles and, what is the biggest problem, do not realise the need to acquire knowledge on this topic. The author believes that education can have a positive impact on the formation of gender culture and reveal all its aspects to future generations, which will affect not only the development of each individual but also the development of the state as a whole. S. Bondarevych and L. Suslik [6], in their study of the impact of gender stereotypes on self-

esteem, also note that gender stereotypes affect the individual, and the individual's self-esteem also depends on them, which will affect the quality of life and self-perception of the individual. The analysed literary sources note that gender stereotypes date back to the Renaissance, which explains their persistence and influence on modern society. It is determined that the existence of gender stereotypes is not noticed by most ordinary citizens and is perceived by them as something traditional and unshakable. Scientists note that the impact of gender stereotypes on personality formation is rather negative, as many people, due to certain gender beliefs, do not develop in the direction they want. However, there was no evidence of gender stereotypes in modern society and their impact on the lives and fulfilment of citizens in the analysed scientific sources.

Based on this, the purpose of this study is to analyse the extent to which gender stereotypes and traditional value standards influence modern society.

Materials and Methods

This study used the analysis and synthesis methods, the comparison method, the author's questionnaires "Gender Stereotypes in Modern Society" and "The Role of Women and Men in the Family" and the generalisation method. The method of analysis was used to study the origins of gender stereotypes and roles and their impact on modern society. This method was also used to describe traditional value standards inherent in modern society. The analysis was used to reveal the peculiarities of gender stereotypes in modern society, as well as those areas of human life where gender stereotypes are most often encountered. The synthesis method was used to combine the information received and, on its basis, to draw a conclusion about the impact of traditional value standards and gender stereotypes on the formation of a personality. The synthesis method was also used to provide recommendations on how to change the impact of gender roles on the individual and society as a whole. The method of comparison was used to correlate existing gender stereotypes with gender stereotypes that have been formed over the years, as well as to compare the impact of gender stereotypes depending on the stages of personal development. The method of comparison allowed to correlate gender stereotypes related to men and women and determine the difference between them. The method of generalisation was used to summarise the general results of the study and to establish the significance of these results for further consideration and solution of the research problem.

The study was conducted among the students of The Bohdan Khmelnytsky National University of Cherkasy. A total of 800 full-time students were interviewed, including 507 women and 293 men. The average age of the respondents was 19 years (male students – 18.8 years, female students – 18.9 years). All the students surveyed are from different faculties and specialities and have different academic achievements, different life experiences, different family and financial situations, and different living conditions. The survey was conducted online using customised questionnaires. The first questionnaire was "Gender Stereotypes in Modern Society", which includes

25 questions and allows to identification of gender stereotypes inherent in respondents (Table 1).

Table 1. “Gender stereotypes in modern society” questionnaire blank

No.	Question	Yes	No
1	Do you agree that the main role of women in society is associated with “procreation” and “maintaining the home”?		
2	Do you agree that the main role of men in society is related to achieving success?		
3	Do you agree that education is not as important for women as it is for men?		
4	Do you agree that men are more successful in holding high positions than women?		
5	Do you agree that women do not need to be financially independent?		
6	Do you agree that men should be financially secure?		
7	Do you agree that women should earn less than men?		
8	Do you agree that men are more capable of driving cars than women?		
9	Do you agree that household duties are divided into “men’s” and “women’s” duties?		
10	Do you agree that women are too emotional and cannot control their emotions?		
11	Do you agree that men should not show their emotions and experiences to the public?		
12	Do you agree that marriage and family building are more important for women than for men?		
13	Do you agree that women give birth to a child primarily “for themselves”?		
14	Do you agree that women are better at raising children than men?		
15	Do you agree that attending parent-teacher conferences and dealing with other organisational issues in the process of a child’s education is a purely female matter?		
16	Do you agree that men are more likely to commit adultery?		
17	Do you agree that women should preserve their families in any case?		
18	Do you agree that only men should initiate reconciliation after a quarrel?		
19	Do you agree that men in general should be the initiators of all processes that take place in a relationship between a man and a woman?		
20	Do you agree that a woman is a “decoration” for her husband and family?		
21	Do you agree that a man is the head of the family?		
22	Do you agree that a woman is a “fragile” gender?		
23	Do you agree that a man is a “strong” gender?		
24	Did gender stereotypes affect your attitude towards you?		
25	Did gender stereotypes affect your attitude towards others?		

Source: compiled by the author.

The results of the author’s questionnaire helped to identify gender stereotypes inherent in respondents. In addition, the number of “Yes” answers in this questionnaire indicated the extent to which respondents support the patriarchal structure of society, where 10 or more “Yes” answers indicate compliance with patriarchal standards and stereotypes. To confirm or refute the results of the author’s questionnaire “Gender Stereotypes in Modern Society”, respondents were offered an additional

questionnaire “The Role of Women and Men in the Family”, which included a list of 10 actions that can be performed by partners in the family. The respondents were asked to indicate which of the actions they consider to be men’s (M) responsibilities and which to be women’s (W). The respondents also had the opportunity to attribute each of the actions to the responsibilities of both sexes: both men and women (Table 2).

Table 2. The role of women and men in the family

No.	Actions and functions of partners in the family	M	F
1	Clean up and keep apartments tidy.		
2	Clean and iron clothes		
3	Compile a shopping list and keep track of food		
4	Cook		
5	Look after home pets		
6	Prepare children for school		
7	Help children with homework		
8	Make decisions on home renovation/purchase or replacement of home appliances		
9	Keep track and report on bills		
10	Financially sustain a family		

Source: compiled by the author.

The results of the additional questionnaire “The Role of Women and Men in the Family” demonstrated the extent to which gender stereotypes were observed in the respondents’ families or to what extent they would apply

them in their families. This questionnaire also indicated the extent to which respondents adhere to patriarchal stereotypes and was used to confirm or refute the results obtained with the Gender Stereotypes in Modern Society

questionnaire. Collectively, both questionnaires and their results helped to conclude the extent to which traditional value standards are being rethought in society and the extent to which gender stereotypes play a significant role.

Results

In today's world, both men and women are expected to act according to stereotypes based solely on their gender, without regard to their abilities, desires, and aspirations [7]. Gender stereotypes are formed from birth through colours (pink for girls, blue for boys), and toys (cars for boys, dolls for girls), which leads to the formation of views and interests that are specific to their gender by the age of 3. Over the years, gender stereotypes have been further reinforced through society, school environment, literature, and cinema [8]. Sexual beliefs result in a range of limitations for both men and women in all areas of their lives and aspects of their personalities. In particular, the limitations relate to the personal characteristics of men and women (men are described as the "stronger sex" while women are described as the "weaker sex", women are allowed to be more emotional and vulnerable while men are prohibited from showing their emotions in public, women are perceived by society to be more empathetic while men are attributed with the inability to express empathy and understanding), physical characteristics (men are supposed to be strong, taller and heavier than women, who are supposed to be short, lightweight, weak and generally petite), professional activities (division of professions into purely "male" professions – police, military, engineer and purely "female" professions – teacher, nurse, artist), family life (women are supposed to take care of the household and children, while men are supposed to be the financial component of the family).

Gender stereotypes are also represented in cinema, literature, the Internet, and the media. In particular, the media space contains stereotypes about the role of women, as well as a distorted view of femininity; in advertising, there is a call for women to prioritise family, forgetting about self-realisation and career; advertising also clearly demonstrates the social role of women as responsible for comfort and cleanliness (in most advertisements for detergents and household goods, the main character is a woman) [9]. In most TV shows, women are shown as mothers, housewives, and "keepers of the home", while men in TV shows are careerists who support their families. There are stereotypes in cinema as well, most often men are shown as strong, powerful, and invincible, while women are shown as weaker, more emotional or stronger in those actions and things that are traditionally considered "female" (everyday life, family, marriage) [10].

Some studies show that children and adolescents are highly vulnerable to gender stereotypes. For example, researchers have found that gender stereotypes influence adolescents' career choices, which is the result of the influence of two social and educational institutions: family and school and the gender beliefs that have been formed within them [11]. The researchers conducted a study that showed that 85% of male adolescents surveyed chose to work in the technical field, while only 15% of the respondents chose the humanitarian field for their future activities. The results of the survey of female adolescents showed that, on the contrary, 57% of girls chose the

humanitarian field for their future activities, and 43% chose the technical field. This is due to professional gender stereotypes: society has formed the idea that professions can be divided into "female" (e.g., teacher, art critic, social worker) and "male" (e.g., engineer, physicist, police officer). As a result, many teenagers are unable to develop and benefit the state in areas that are interesting and promising for them, based on their abilities. This proves the need for gender education starting from primary school age to ensure that gender beliefs do not influence adolescents' choice of profession and do not hinder their comprehensive development. Having analysed the issue of traditional values and gender stereotypes in scientific sources, it is reasonable to conduct a study on the impact of gender stereotypes on modern society. For the initial verification of the presence of gender stereotypes in modern society and their impact on the individual, the author's questionnaire "Gender Stereotypes in Modern Society" was used. The survey was completely anonymous, so respondents were able to answer as truthfully as possible without worrying about the possible assessment of their opinions or their condemnation [12].

The social role of women, according to the prevailing societal perceptions, is to perform family tasks, raise children and maintain a cosy home. A total of 480 (60%) respondents supported the statement that the main role of women in society is related to "procreation" and "maintaining the home". Other 416 (52%) respondents agreed that household duties are divided into "male" and "female" responsibilities. Of those surveyed, 296 (37%) said that education is not as important for women as it is for men, and another 240 (30%) said that financial independence is not important for women. At the same time, 360 (45%) of respondents said that the main role of a man is to achieve success, and 456 (57%) said that men are more successful in holding high positions. 600 (75%) respondents said that a man must be financially secure, and 560 (70%) said that a woman should earn less than a man. Thus, it can be concluded that in modern society, women still have the social role of mother and housewife, excluding the possible desire of some women to have a quality education, build a career and be financially independent of men. At the same time, there are a lot of demands on men. According to respondents, a man should be successful, wealthy, and fully support his family. At the same time, 480 (60%) of respondents said that men should not show their emotions and experiences to the public. Thus, already at this stage, the negative impact of gender stereotypes on the personality of both women and men can be traced. A man who is not successful in his career does not have a lot of money, is not able to support his family and demonstrates his true feelings and emotions is likely to be condemned by society. At the same time, a woman who has chosen self-development and a career will also be rejected by society in most cases.

Many stereotypes also relate to marriage, childbirth, and child-rearing. According to 144 (18%) respondents, a woman gives birth to a child "for herself". This indicator indicates that in modern society, there is an understanding that having a child is the responsibility of both mothers and fathers and that they should be equally involved in the lives of their children. However, at the same time, 448 (56%) respondents said that women are better at raising children

than men. According to 480 (60%) respondents, a woman must attend parental meetings and solve other organisational issues related to the child's education. That is, although there is a change in views on the responsibility for the birth of a child, more than half of the respondents still place the responsibility for upbringing and education on women. In addition, there are views that marriage and childbirth are more important for women and that men are more prone to infidelity. Only 168 (21%) respondents said that marriage and childbearing are not important for men. However, as many as 560 (70%) of respondents concluded that men are more likely to commit adultery. At the same time, only 176 (22%) respondents said that a woman should keep her family together in any case. That is, there is a stereotype that men are more prone to adultery than women. At the same time, there is a positive trend towards changing "marriage" stereotypes. Men and women are seen as having the same desire to get married, and women are not condemned if they do not want to keep their family together for certain reasons (adultery, deception, financial and other issues).

However, there are still stereotypes that a man is the head of the family, and a woman is just a "decoration" for her husband and family (50% and 35% of respondents, respectively). The existence of this stereotype affects the role of women in the family: a woman essentially loses the right to vote and to choose and cannot feel like a participant in the processes taking place in the family. This can hurt a woman's emotional state, and her ability to make decisions not only in terms of her own family but also in her own life. The same trend is observed concerning the stereotypes

"man is the stronger gender" and "woman is the weaker gender". According to 480 (60%) respondents, men are the "stronger" gender, and 624 (78%) respondents said that women are the "weaker" gender. This can also affect a person's self-perception: men may not allow themselves weaknesses, certain emotions and actions, which leads to additional stereotypes that men are unemotional, cold, and insidious. Women, on the other hand, may not show their strength and may be considered incapable of certain actions and emotions, which leads to additional stereotypes about their dependence on men's help, infantilism, and hyper-emotionality.

In addition, 432 (54%) of respondents noted that they had experienced the impact of gender stereotypes. Meanwhile, 320 (40%) respondents said that they had used gender stereotypes concerning others. The gap in these figures is that a person can feel the negative influence in their direction more acutely than manifestations of negative influence in the direction of other people. In addition, gender stereotypes are often not realised, and while their impact on oneself can be partially felt, the transfer of gender stereotypes to others may not be conscious. To summarise the results, the number of "Yes" answers in the questionnaire was analysed. More than 10 "Yes" answers indicate a high level of adherence to gender stereotypes and patriarchal standards. The results showed that more than half of the respondents (448 people) adhere to gender stereotypes and patriarchal standards in their lives, which demonstrates the need to review and change them (Figure 1).

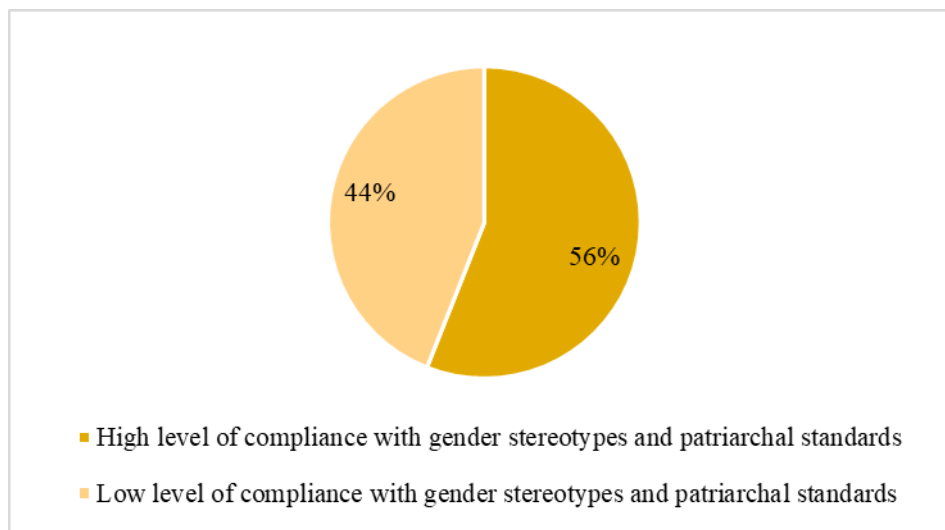


Figure 1. Percentage of compliance with gender stereotypes and patriarchal standards by respondents

To confirm the results of the questionnaire "Gender Stereotypes in Modern Society", an additional questionnaire "The Role of Women and Men in the Family" was used. Respondents were offered 10 actions performed in everyday life. Each of these actions had to be attributed to the male or female gender, depending on who

in the family, in the respondents' opinion, should perform this action. The results of the additional questionnaire "The Role of Women and Men in the Family" confirmed the results of the first questionnaire "Gender Stereotypes in Modern Society" (Figure 2).

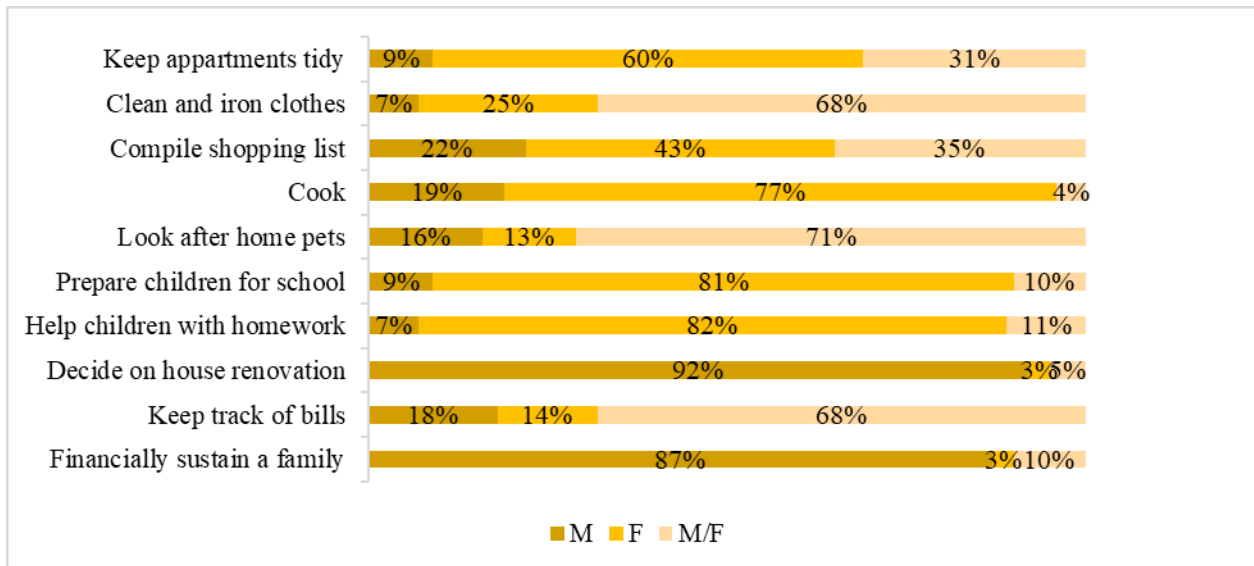


Figure 2. The percentage ratio of the results of the author's questionnaire "The Role of Women and Men in the Family"

According to 476 respondents, cleaning the apartment, and keeping it clean and cosy is a purely female role in the family, 250 respondents said that it can be both a male and female responsibility, and only 74 respondents said that it is a male role to keep it clean. Washing and ironing, according to 548 respondents, is a shared responsibility of both men and women, with only 50 respondents stating that it is a man's role and 202 respondents stating that it is a woman's role in the family. Making the shopping list and keeping the fridge stocked was chosen as a female role by 346 respondents. 280 respondents said that it was a shared responsibility, and 174 people said that it was a man's role. Cooking is perceived as a female role, as indicated by 620 respondents, 150 people indicated that it is a male role, and only 30 people indicated that this duty in the family is shared by both men and women. Taking care of pets was chosen as a shared responsibility – 570 respondents chose this option. 98 respondents said that it was a woman's responsibility in the family, and 132 respondents chose it as a man's responsibility. Getting children to school and doing homework with them was chosen as a purely female role – 650 and 656 votes respectively. However, according to the survey, deciding on the repair/replacement/purchase of appliances or other items was a purely male role – 734 votes. The same applies to the financial support of the family: according to 698 respondents, this is a purely male responsibility. Reading meters were chosen as a shared role, with 546 votes.

The results of the supplementary questionnaire showed a higher level of patriarchal attitudes and gender stereotypes in society. This is caused by a more detailed description of the social roles of men and women in the family, as well as the choice to attribute a particular household action to the male or female gender, or both. Modern society still demonstrates a high level of commitment to the standards of patriarchal culture, and gender stereotypes affect both the self-perception of the individual and the perception of others. Based on gender stereotypes, individuals give each other an assessment that is often incorrect and unjustified. However, the problem may be that, based on gender stereotypes, a person evaluates himself or herself first and foremost, which affects his or her realisation, development, and the way he

or she raises his or her children, and thus gender stereotypes can be passed on to the next generation.

Changing gender behaviour and rethinking gender stereotypes is possible and necessary. The basis for change may be the study of the theory of planned behaviour [13; 14]. It is based on the fact that a person makes certain decisions based on several factors, including attitude to certain behaviour, norms of behaviour, and behavioural control. Attitudes towards a particular behaviour are determined by certain beliefs and feelings (positive or negative) about the behaviour that is expected of a person or that he or she has chosen. An equally important factor is the perceived benefits of this behaviour – by behaving in a certain way, a person expects to get a certain result from his or her behaviour. If a person feels that they will be harmed by a certain behaviour, this may be an indicator that this pattern of behaviour is wrong or unacceptable. The acceptability or unacceptability of certain actions of a person refers to the factor of behavioural norms and is determined by the attitude of others to the behaviour and actions of the individual. Norms of behaviour can be family, social, professional, cultural, and personal. If a woman's family has accepted that the woman takes care of the children and runs the household, while the man provides for the family, she is unlikely to generate different behaviour in her own family, as it is not in line with her family's norms of behaviour. If in the culture of certain countries, it is accepted that the husband is the main man in the family and all his decisions and requests are implemented and are not subject to discussion, a man who grew up in this culture is very likely not to give the leading role in the family to his wife, because it does not correspond to the cultural norms of behaviour to which he is accustomed. The last factor is behavioural control, which can be both external and internal. Internal behavioural control is determined by the individual's ability to make decisions and reproduce certain patterns of action in his life. External behavioural control is caused by the influence of external factors on the reproduction of certain patterns of action in a person's life [15- 17].

Based on the aforementioned, changing traditional value standards and rethinking gender stereotypes is possible only if the new norms are accepted by the

individual, his or her environment and society as a whole. A person will not be able to abandon gender stereotypes if their change causes negative feelings, harms them, is not accepted by society, or if there is a lack of internal or external resources. Therefore, there is a need to raise awareness about the importance of changing traditional values and abandoning gender stereotypes, as reform in this area is only possible if new values and standards are adopted and built.

Discussion

This study has shown that gender stereotypes are formed in a person from birth. The same opinion is shared by F. Santoniccolo et al. [18], noting in their review of the literature on gender stereotypes that the development of a person's gender identity begins from the first days and lasts throughout conscious life. Based on the upbringing in the family and educational institutions, observations, the influence of literature, cinema and television, cultural characteristics of the country of residence and interaction with other people, a person develops ideas about social roles and, in particular, their social role in society. This study notes that modern society needs to rethink traditional value standards and rethink gender stereotypes. The same opinion is shared by A.H. Eagly and S. Sczesny [19], exploring the prospects for researching gender stereotypes in the future. The researchers note that gender and gender stereotypes continue to be the factors that determine social behaviour in society, but they hurt individuals' personal lives, professional activities, and family relationships. According to the authors, the change of social roles and rethinking of traditional values is already taking place and this process will undoubtedly continue for years, which necessitates further research and echoes the results of this study.

M. Tremmel and I. Wahl [20] note that gender stereotypes are often not recognised by individuals, and it is possible that gender stereotypes can be disguised. The researchers also note that traditional values are currently being reassessed and gender stereotypes are being revised, but this process is very slow. R. Rusu [21] studied gender stereotypes and traditional values in Romania and concluded that traditional values (such as the need to preserve the family in any case, to have at least one child in the family, to send women on maternity leave) are imposed, but the unwillingness to adhere to them is unacceptable to society and is condemned, which slows down the process of rethinking them. The researcher also notes that the process of rethinking traditional values is slow but rather constant: each family and each individual periodically develop their values and views on the role of women and men, which may differ from the generally accepted ones. Global changes are possible only with structural changes in the whole society, not in individual families [1; 22; 23].

It has been identified that gender education can be one of the factors of structural changes in society, which should start from primary school age and develop over the years. However, a study by S. Yang [24] shows that gender education may not be effective enough because the educational space is also influenced by gender stereotypes. Teachers, like parents, can instil certain patterns of behaviour and thinking in a child according to his or her

gender. In addition, gender stereotypes can be traced in the educational process itself. For example, in the school environment, there is a perception that girls have higher academic achievements, while boys have lower academic achievements. Stereotypes also relate to student behaviour: girls are perceived by society as more obedient and disciplined, while boys are more likely to have discipline problems, including quarrels, fights, and damage to school property. There is a stereotype in the student space regarding certain academic disciplines: women are described as more capable of the humanities, and men – of technical sciences, which is evident in the results of the study [25-27]. In general, the author notes that gender education can indeed be an effective method of changing views on gender stereotypes, but the presence of gender stereotypes in the educational process itself can slow down this process. One of the ways to solve this problem is to educate teachers, as well as to make certain changes in the curriculum and change attitudes towards students [28-30].

According to J. Sullivan et al. [31], who studied gender stereotypes throughout the process of personal development, it is important to consider that each stage of life has certain peculiarities of perception of values and gender stereotypes. In particular, according to the researchers, at school age girls are described as smarter than boys, while in adulthood men take the role of smarter; at school age boys are described as undisciplined, while in adulthood men are described as more disciplined than women. The researchers also note that all available studies focus on gender stereotypes among adults, while more stereotypes are applied to children in childhood, which requires more detailed research on this issue. This study identifies educational awareness raising at all levels as an effective method of combating gender stereotypes. A. Llorens et al. [32], studying methods of combating gender stereotypes, agree with the proposal and note that in addition to educational work, it is necessary to introduce double peer review into the information space. Double peer review means having several reviewers for one project, as well as complete anonymity of both authors and reviewers. Double peer review is driven by the need for more transparent and detailed review not only in fiction and science but also in cinema and the media to eliminate gender stereotypes from all possible information sources consumed by citizens.

Thus, scientists agree that gender stereotypes are formed from birth and throughout the life of an individual, supported by literature, cinema, media and the environment and the stereotypes they transmit in their interaction with an individual. Furthermore, according to the researchers, modern society needs to change traditional values and eradicate gender stereotypes, as they harm the individual and his or her development, which is in line with the results of this study. Gender stereotypes may indeed not be recognised by society and each individual, and the process of awareness and change in traditional values and views on gender stereotypes may be slow [33-35]. This study identifies gender education and awareness-raising as effective methods of combating gender stereotypes. However, researchers have concluded that gender education is not always effective due to the large number of gender stereotypes in the educational space itself. Teachers, along with parents, can shape certain gender

stereotypes in students through their attitudes and actions. However, the methods of change in the educational space can include educational work with teachers, the management of the educational institution and a complete rethinking of approaches to the educational process. The researchers also note that the available studies concern only adults, while it is important to study gender stereotypes among children and adolescents because each stage of development has its characteristics and at each stage, there are different opportunities for forming or eliminating gender stereotypes. In general, another method of changing traditional value standards and changing views on gender stereotypes is to double-check all possible information sources consumed by citizens. This way, gender stereotypes will be minimised in fiction, science, cinema and the media.

Conclusions

The place of gender standards in modern society and the processes of rethinking traditional values were identified. The formation of gender stereotypes and their impact on modern society are revealed. It is determined that gender stereotypes are presented in the media, cinema and literature, and are also formed within two social and educational institutions: the family and the educational institution. The author reveals the peculiarities of the negative impact of gender stereotypes on the individual, including misunderstanding of their true desires, and aspirations, impossibility of comprehensive development, and sometimes the inability to make informed decisions about their lives.

A study was conducted among 800 students of the Bohdan Khmelnytsky Cherkasy National University using two questionnaires (“Gender Stereotypes in Modern Society” and “The Role of Women and Men in the Family”), which showed that respondents continue to demonstrate a fairly high level of commitment to the standards of patriarchal culture. Both men and women demonstrate a high level of adherence to patriarchal standards. Men – by reproducing and supporting gender stereotypes both about women and about themselves. Women, in turn, although they demonstrate more

progressive views and higher gender sensitivity in some issues than men, are themselves a source of gender inequality, following several gender stereotypes. It has been determined that 56% of respondents adhere to patriarchal standards and established gender stereotypes. 54% of respondents said they had experienced the impact of gender stereotypes. It has been determined that traditional gender values do not meet the needs of modern society, hurt the individual and do not correspond to modern reality. Gender stereotypes limit the ability of men and women to develop their abilities, pursue professional careers, and choose their own lives.

Considering the aforementioned, there is a need for gender education at all stages of personality development and the formation of gender competence. It is effective to start gender education from primary school age, including new topics and concepts over the years. At the same time, the traditional system of gender attitudes significantly complicates the process of gender education, as it requires individuals to reproduce gender stereotypes as a social norm, thus contributing to the constant reproduction of gender inequality and the marginalisation and stigmatisation of social groups or individuals who do not meet the established norms. The basis for changing gender stereotypes and traditional values can be the theory of planned behaviour, which points to the need for educational work, as society is not always ready to accept the change of social roles, and changing traditional value standards and minimising gender stereotypes is possible only if this process is accepted and supported by society. Prospects for further research include the study of gender stereotypes among children and adolescents and their impact on personality development, as well as the study of the theory of planned behaviour and its impact on changing gender stereotypes in society.

Acknowledgements

None.

Conflict of Interest

None.

References

- [1] Kyslyyova KV. Problem of gender stereotypes in modern society: Issues of theory and practice. *Sci Note. Series: Law*. 2023;14:238-243.
- [2] Lien TV. Rights of equality: Continuation of the struggle. *Taurida Sci Herald. Series: Pub Manag Admin*. 2022;3:58-63.
- [3] Hirnyak O. Gender stereotypes in internet media discourse. *Lviv Phil J*. 2020;8:40-45.
- [4] Sukalenko T. Gender stereotypes in the language of modern media. *Prob Human. Series “Phil”*. 2021;48:174-183.
- [5] Tiurina DM. The role of education in forming gender culture and increasing gender consciousness. *Bull Nation Uni Civil Defen Ukraine. Series: “State Admin”*. 2023;1(18):257-263.
- [6] Bondarevych S, Suslik L. The influence of gender stereotypes on the formation of personality self-assessment. *Sci Work Interreg Academ Person Manag. Psychol*. 2022;3(52):27-35.
- [7] Peter R, Pathak A. A study of gender stereotypes in gender inequality. *J Women Empow Stud*. 2023;3(2):17-22.
- [8] González-González CS, Violant-Holz V, del Castillo-Olivares Barberán JM. Gender roles and gender stereotypes in childhood education: A pilot study. In: *Proceedings TEEM 2022: Tenth International Conference on Technological Ecosystems for Enhancing Multiculturality* (pp. 448-454). Singapore: Springer; 2023.
- [9] Liyanage D. Gender stereotypes portrayed in television advertisements. *J Gender Stud, Sri Lanka*. 2022;1(1):68-97.
- [10] Andriaka R, Sukarno Setiari R. Gender stereotypes in Rick Riordan’s the lightning thief. *Int J Multidiscip Res Analys*. 2023;6(5):2265-2278.

- [11] Kong L, Wang J, Zhang X. How gender stereotypes impact the career choice of high school students. *J Educ, Human Social Sci.* 2023;12:254-265.
- [12] Pallathadka L K, Pallathadka H, Devi SK. A review of gender in the 21st century: Fighting dangerous stereotypes. *Integ J Res Art Human.* 2022;2(5):209-216.
- [13] Priyashantha KG, De Alwis AC, Welmilla I. Gender stereotypes changes and changing gender role behaviors: A theoretical perspective. *Kelaniya J Manag.* 2022;11(2):63-80.
- [14] Sylejmani B, Maliqi A, Gontarev S, Haziri S, Morina B, Durmishaj E, Bajrami A. Anthropometric characteristics and physical performance of young elite kosovo soccer players. *Int J Morphol.* 2019;37(4):1429-1436.
- [15] Guo X. Identifying different types of gender stereotypes displayed by social media. *J Educ, Human Social Sci.* 2022;1:1-5.
- [16] Loxha A. Do remittances reduce poverty in kosovo? - A counterfactual analysis. *South East Eur J Econ Bus.* 2019;14(2):117-132.
- [17] Deryaev AR. Well trajectory management and monitoring station position borehole. *SOCAR Proceed.* 2023;1-6. DOI: 10.5510/OGP2023SI200870
- [18] Santoniccolo F, Trombetta T, Paradiso MN, Rollè L. Gender and media representations: A review of the literature on gender stereotypes, objectification and sexualization. *Int J Env Res Pub Health.* 2023;20(10):5770.
- [19] Eagly AH, Sczesny S. Editorial: Gender roles in the future? Theoretical foundations and future research directions. *Front Psychol.* 2019;10:1965.
- [20] Tremmel M, Wahl I. Gender stereotypes in leadership: Analyzing the content and evaluation of stereotypes about typical, male, and female leaders. *Front Psychol.* 2023;14: 1034258.
- [21] Rusu R. Social values, attitudes and gender stereotypes in Romania. *Int Conf Know-Based Org.* 2023;29(2):235-241.
- [22] Spytka L. Anxiety and depressive personality disorders in the modern world. *Acta Psych.* 2024;246:104285.
- [23] Koroviaka Y, Lubenets T. Substantiation of the method for constructing the diagram of the horizontal belt conveyor tightness. *Min Mineral Depos.* 2017;11(3):111-116.
- [24] Yang S. Gender stereotypes in education practice. *BSP Social Sci Human.* 2022;17:405-413.
- [25] Spytka L. Symptoms and main features of personality formation of a psychopath. *Arch Psych Psychotherap.* 2024;26(1):34-43.
- [26] Pak YN, Pak DY. Parameter Optimization of the Radioisotope Gamma Albedo Method for Controlling Quality of Variable Composition Coals. *J Min Sci.* 2018;54(2):352-360.
- [27] Deryaev A. Dual completion operation technology for two gas condensate reservoirs with production lifting by one column of pumping and compressor pipes. *Mach Energ.* 2023;14(4):33-41.
- [28] Bhattacharjee A. *Social science research: Principles, methods, and practices.* Tampa: University of South Florida; 2012.
- [29] Bocheliuk VY, Spytka LV, Shaposhnykova IV, Turubarova AV, Panov MS. Five stages of professional personality development: Comparative analysis. *Pol Psych Bull.* 2022;53(2):88-93.
- [30] Deryaev A. Features of forecasting abnormally high reservoir pressures when drilling wells in areas of southwestern Turkmenistan. *Innov.* 2023;11(1). DOI: 10.15649/2346075X.3605
- [31] Sullivan J, Ciociolo A, Moss-Racusin CA. Establishing the content of gender stereotypes across development. *PLoS ONE.* 2022;17(7):e0263217.
- [32] Llorens A, Tzovara A, Bellier L, Bhaya-Grossman I, Bidet-Caulet A, Chang WK, Cross ZR, Dominguez-Faus R, Flinker A, Fonken Y, Gorenstein MA, Holdgraf C, Hoy CW, Ivanova MV, Jimenez RT, Jun S, Kam JWY, Kidd C, Marcelle E, Marciano D, Martin S, Myers NE, Ojala K, Perry A, Pinheiro-Chagas P, Riès SK, Saez I, Skelin I, Slama K, Staveland B, Bassett DS, Buffalo EA, Fairhall AL, Kopell NJ, Kray LJ, Lin JJ, Nobre AC, Riley D, Solbakk AK, Wallis JD, Wang XJ, Yuval-Greenberg S, Kastner S, Knight RT, Dronkers NF. Gender bias in academia: A lifetime problem that needs solutions. *Neuron.* 2021;109(13):2047-2074.
- [33] Anslinger J. Causes and consequences of biases and (Gender-) stereotypes. In: *Customised Change Co-Producing Gender Equality Knowledge in Science and Research* (pp. 32-40). Graz: Interdisciplinary Research Centre for Technology, Work Culture; 2022.
- [34] Suchanek M, Wołek M. The Relations Between the Bikesharing Systems and Public Expenditures. Cluster Analysis of the Polish Bikesharing Systems. In: *Springer Proceedings in Business and Economics* (pp. 37-45). Sopot: Springer Science and Business Media; 2018. DOI: 10.1007/978-3-319-74461-2_4
- [35] Ismailova JA, Delikesheva DN, Akhymbayeva BS, Logvinenko A, Narikov KA. Improvement of Sweep Efficiency in a Heterogeneous Reservoir. *Smart Sci.* 2021;9(1):51-59.

Переосмислення традиційних ціннісних стандартів: Результати соціологічного дослідження гендерних стереотипів

Зоя Шевченко

Черкаський національний університет імені Богдана Хмельницького
18031, бульвар Шевченка, 81, м. Черкаси, Україна

Ольга Рилова

Черкаський державний технологічний університет
18006, бульвар Шевченка, 460, м. Черкаси, Україна

Ганна Бахмач

Черкаський державний технологічний університет
18006, бульвар Шевченка, 460, Черкаси, Україна

Анотація

Актуальність. Сучасне суспільство є свідком зміни ціннісних стандартів і пріоритетів. Патріархальна культура все більше суперечить сучасним поглядам і набуває дискримінаційних рис.

Мета. Дослідження спрямоване на дослідження характеру взаємодії між традиційними ціннісними стандартами та гендерними стереотипами та нових тенденцій у розподілі гендерних ролей.

Методологія. Для досягнення поставленої мети використано методи аналізу та синтезу, метод порівняння, авторські анкети «Гендерні стереотипи в сучасному суспільстві» та «Роль жінки та чоловіка в сім'ї», метод узагальнення. У роботі описано традиційні ціннісні стандарти особистості, що сформувалися в сучасному суспільстві.

Результати. Виявлено вплив гендерних стереотипів на формування особистості чоловіків і жінок. Гендерні стереотипи представлені в інформаційному просторі та як це впливає на сприйняття світу особистістю. Серед студентів Черкаського національного університету імені Богдана Хмельницького було проведено дослідження, яке показало, що в суспільстві все ще домінують патріархальні стандарти, але респонденти показали високий потенціал зміни ціннісних пріоритетів і поглядів. Отримані результати використано для порівняння динаміки змін уявлень про традиційні ціннісні стандарти гендерної культури в сучасному українському суспільстві та продемонстровано необхідність формування ціннісного ставлення до культури та запровадження гендерної освіти на всіх етапах розвитку особистості.

Висновки. Результати цього дослідження можуть бути використані соціологами для подальших досліджень у сфері гендерних стереотипів, педагогами у процесі формування особистості на всіх етапах її розвитку, а також пересічними громадянами, зокрема молоддю, для розширити уявлення про гендерні стереотипи та їх вплив на особистість.

Ключові слова: гендерні переконання; гендерна рівність; патріархальні установки; ідентичність; гендерне виховання.