ASOS JOURNAL

The Journal of Academic Social Science

Akademik Sosyal Araştırmalar Dergisi, Yıl: 9, Sayı: 113, Şubat 2021, s. 93-106

ISSN: 2148-2489 Doi Number: <http://dx.doi.org/10.29228/ASOS.48761>

Yayın Geliş Tarihi / Article Arrival Date
5.01.2021

Yayınlanma Tarihi / The Publication Date
28.02.2021

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ATTITUDES OF WOMEN IN AN EASTERN TURKEY CITY TO GENDER ROLES: A COMMUNITY-BASED STUDY

Abstract

Purpose: The aim of this study was to determine the attitudes of women living in city center towards gender roles and factors influencing these attitudes.

Methods: This cross-sectional study was conducted with 800 female participants who were living in the province in Eastern Turkey.

Findings: Mean scores of the Gender Role Attitude Scale (GRAS) was calculated as 116.46 ± 13.23 points. The mean GRAS scores of women married, illiterate, having illiterate spouses, unemployed, having unemployed spouses, and who had extended family type were comparatively lower.

Conclusion: To ensure equality between women and men in social life and to increase the social status of women, it is necessary to raise the educational level of women.

Keywords: Gender, gender roles, women, attitude.

TÜRKİYE’NİN DOĞUSUNDA KADINLARIN CİNSİYET ROLLERİNE KARŞI TUTUMLARI: TOPLUM TABANLI BİR ÇALIŞMA

Öz

Amaç: Bu araştırmanın amacı, bir il merkezinde yaşayan kadınların toplumsal cinsiyet rollerine yönelik tutumlarını ve bu tutumları etkileyen faktörleri belirlemektir.

Yöntem: Kesitsel tipteki bu çalışma, Türkiye'nin doğusunda yaşayan 800 kadın katılımcı ile gerçekleştirildi.

Bulgular: Kadınların Cinsiyet Rolü Tutum Ölçeği (CRTÖ) toplam puan ortalaması 116.46 ± 13.23 olarak belirlenmiştir. Araştırmada evli kadınların, kendisi ve eşi okul eğitimi almamış olanların, kendisi ve eşi çalışmayan kadınların, eşiyle akrabalık bağı olanların, en uzun süre köyde yaşayanların ve geniş aile yapısında yaşayan kadınların CRTÖ puan ortalaması anlamlı düzeyde düşük bulunmuştur ($p < 0.05$).

Sonuç: Sosyal hayatta kadın erkek eşitliğini sağlamak ve kadının sosyal statüsünü yükseltmek için kadınların eğitim seviyesinin yükseltilmesi gerekmektedir.

Anahtar kelimeler: Cinsiyet, cinsiyet rolleri, kadınlar, tutum.

1. INTRODUCTION

The term ‘gender’ is a comprehensive concept people created socially, through their interactions with one another and their environments. This term pointed out that female and male gender are learned patterns, which are established by the society (Özaydınlık, 2014, Altuntaş and Altınova 2015, Esen et al 2017). This term was first used by Oakley (1972). Oakley stated that the roles of men and women in society are often determined by culture and therefore are subject to variation.

It is not possible to completely separate ‘sex’ and ‘gender’, because the cultural expectations for women and men (gender) are not entirely separable from observations about the physical bodies (sex) of women and men. In this case, this cultural configuration of gender includes sex, in some sense (Lips, 2017). The society attributed some traditional roles to both men and women. Men are expected of being the head of the household by providing financially for the family, while women are expected of being responsible for domestic affairs rather than being active in the professional life (Çelik, Pasinlioğlu, Tan and Koyuncu, 2013; Pekel 2019). In the past fifty years, family patterns in Western societies underwent dramatic changes. Still, one area in which change has been unusually slow is the family roles of men and women. It was shown that women continue to perform most of the domestic affairs and child care, regardless of their employment status (Gere and Helwig, 2012; Direk and Irmak, 2017; Oktik and Reşitoğlu, 2018; Gökcan and Kavas, 2018). Modernization has brought women's economic empowerment and greater gender equity; however, these changes have not been concluded with the increased participation of men in the housework and childcare (Darakchi, 2018, Savaş 2018).

Traditional perspectives on gender roles of men had some adverse effects on the status of women in society. In Turkey, women and men traditionally are placed in different social

patterns, even before birth (Balkır, 2012). This process, which begins with the preference of blue and pink-colored clothes for boys and girls respectively, result in the gender-based approach of discrimination in different subjects such as the role distribution among spouses during marriage. In this context, a difference occurs between males and females regarding the level of participation in social life. The woman spends a great deal of her time at home, while the man expresses himself in all kinds of public spheres outside the home. This appearance by two genera in all sorts of public scopes from working life to politics, and from civil society organization to education is a reflection of gender inequity (Aydın, Bekar, Gören and Sungur, 2016; Güzel 2016, Çiçek and Çopur, 2018, Yılmaz 2018). To ensure prosperity and peace in the society, to achieve sustainable development, and to increase the social status of women, it is necessary to provide equal participation of women in all areas of the social life.

It is essential to investigate the meaning of the roles attributed to both women and men in the traditional Turkish society. Determining the attitudes of women towards gender roles is crucial in contributing to the views of future generations on gender roles in an egalitarian way. This study aimed to determine the attitudes of women living in Eastern Turkey toward gender roles and the factors influencing these attitudes.

2. METHODS

2.1. Study selection:

This descriptive and cross-sectional study was conducted with a group of female participants (aged over 15 years) living in Elazığ, a province in Eastern Turkey. The study population comprised 130,000 females aged 15 and over. The sample size was calculated according to the following formula: $n = \frac{Nt^2pq}{d^2(N-1) + t^2pq}$ Sümbüloğlu and Sümbüloğlu, 1997). The expected frequency of the event was accepted as $p=25\%$, the confidence interval was taken as 95% , which revealed a minimum sample size of 796 individuals. However, the participants were selected from the patient lists of the family practice centers in Elazığ city center by systematic random sampling, and finally, 800 participants were reached.

2.2. Study Period

The questionnaires were administered by the researchers during home-visits. The study was conducted between September and December 2017.

2.3. Data collection

The data collection tool had two sections. The first section of the survey had 14 items related to demographic properties such as age, marital status, educational level, occupation, and type of social health insurance.

In the second section of the survey, the Gender Role Attitude Scale (GRAS), developed by Zeyneloğlu and Terzioğlu (2011), was used.

Gender Role Attitude Scale (GRAS): The scale contains 38 items and has five dimensions (egalitarian gender roles, female gender roles, marriage gender roles, traditional gender roles, and male gender roles). Egalitarian gender roles are equal sharing of accountabilities in the family during daily life. Female gender roles are the roles and accountabilities explicitly attributed to women by society. Marriage gender roles are the roles and responsibilities assigned to both men and women in the marriage. Traditional gender roles are the roles and responsibilities attributed to both men and women by society during daily life.

Male gender roles are roles and accountabilities assigned to only men by the community (Zeyneloğlu, 2008).

The responses were collected using a five-point Likert scale (5: 'strongly agree', 4: 'agree' 3: 'undecided', 2: 'disagree', and 1: 'strongly disagree'). The maximum and minimum possible scores are 190 and 38, respectively. A total score of 95 and above is translated as an egalitarian attitude towards gender roles, while a score below 95 means a traditional approach towards gender roles (Zeyneloğlu and terzioğlu, 2011).

2.4. Data processing and analysis

Statistical analyses were performed with the SPSS 22 program. The variables were presented as number (n), percentage (%), mean, and standard deviation (SD). One-way ANOVA and Student-t tests were used when comparing independent groups. The statistical significance level (p) was set to <0.05.

2.5. Ethical consideration

Before initiating the study, participants were informed about purpose of the study, methodology and techniques, and consent was taken. This study was reviewed and approved by the Ethics Committee of the relevant institution (97132852/302.14.01/).

3. FINDINGS

Table 1 presents the distribution of socio-demographic characteristics of the participants. Of the participants, 52.0% were in the 15-26-year age group, 49.1% were single, 32.0% were university graduates, and 81.4% were unemployed. Additionally, of the women, 47.9% perceived their economic status as "medium" level, 89.4% had social health insurance, 67.8% lived in the city center for a long time, and 73.4% had a nuclear family structure.

Table 1. Distribution of findings related to socio-demographic characteristics of the participants

Demographic Features		n	%
Age (n=800)	15-26 years	416	52.0
	27-38 years	204	25.5
	39-50 years	126	15.8
	>50 years	54	6.8
Marital status (n=800)	Single	393	49.1
	Married	384	48.0
	Divorced	23	2.9
Educational status of the women (n=800)	Illiterate	108	13.5
	Primary and Secondary School	189	23.6
	High school	247	30.9
	University	256	32.0
Educational status of spouses (n=391)	Illiterate	33	4.1
	Primary and Secondary	125	15.6

	School		
	High school	124	15.5
	University	109	13.6
Employment status of women (n=800)	Employed	651	81.4
	Unemployed	149	18.6
Employment status of the spouses (n=386)	Employed	53	13.7
	Unemployed	333	86.3
Consanguinity with the spouse (n=388)	Present	115	29.6
	Absent	273	70.4
Economic status (n=800)	High	360	45.0
	Medium	383	47.9
	Low	57	7.1
Women's social health insurance	Present	715	89.4
	Absent	85	10.6
Having children (n=401)	Present	361	90.1
	Absent	40	10.0
Longest residence place (n=800)	City center	542	67.8
	District	154	19.3
	Village	104	13.0
Family type (n=800)	Nuclear family	587	73.4
	Extended family	198	24.8
	Single-parent family	15	1.9

Table 2 shows the distribution of the mean GRAS and its subscale scores. The sub-dimension of 'egalitarian gender role' consists of the following attitude statements: 'Decision to have a child should be made by both spouses in a marriage', 'Domestic work should be shared equally between spouses in the family', 'Daughters and sons should be benefited equally from the family's economic means', 'Equal fee should be paid to the women and men in professional life', 'Widowed woman should be able to live by herself', 'Spouses decide together in the family', 'Assets should be shared equally when spouses divorce,' and 'Equal chances should be enabled to women and men for professional development'. The maximum and minimum scores that can be taken from the egalitarian gender role scale are 8 and 40, respectively. In our study, participants received 14.94 ± 5.38 points from this subscale.

The sub-dimension of 'female gender role' consists of the following attitude statements: 'Girls can be able to live by themselves when they gain their economic freedom', 'The last decision regarding the choice of her husband should be made by her father', 'A woman's basic task is motherhood', 'Families should allow girls to flirt', 'A woman should be able to go out by herself at night', 'A woman should experience sexual encounter after they are married', 'The future wife of a man should be a virgin', and 'A woman should consult a woman doctor in the

hospital'. The highest possible score from the female gender role scale was 40, and the lowest was participants of our study received 22.85 ± 3.73 points from this subscale.

The sub-dimension of 'marriage gender role' consists of the following attitude statements: 'Every wish of the man should be realized at home', 'A woman is considered more precious if she delivers a boy', 'Husbands should make the decisions regarding woman's life', 'Woman should prefer to remain silent instead of arguing in case of a conflict with their husbands', 'Husband's cheating on a wife should be regarded as normal', 'Man should marry again if the woman is not able to deliver a child', 'A woman should reject sexual encounter in marriages if she does not desire it', and 'Contraception in marriages should be responsibility of only woman'. The maximum and minimum scores that can be taken from the marriage gender role scale were 8 and 40, respectively. Participants received 31.62 ± 4.47 points from this subscale.

The sub-dimension of 'traditional gender role' consists of the following attitude statements: 'Profession implemented by woman and man should be different', 'Men should be preferred in employment applications because of women's fertility', 'A girl should obey his father's wishes until she is married', 'The head of the household is man', 'Girls should be dressed in pink while boys should be dressed in blue', 'A man's main task in the house is breadwinning', 'Woman should not work if the economical situation of the man is adequate', and 'Man should deal with tasks away from home such as shopping and paying the bills'. Same as the other dimensions, the highest possible score from the traditional gender role scale was 40, and the lowest was 8. participants of our study received 24.44 ± 6.37 points from this subscale.

The sub-dimension of 'male gender role' consists of the following attitude statements: 'Education level of the man should be higher than woman in marriages', 'Boy's education should be prioritized in the family', 'Men should be employed in high status professions', 'Man should decide on how to use family income', 'A man should beat up his wife if necessary', and 'Man should be older than woman in marriages'. The maximum and minimum scores that can be taken from the male gender role scale were 6 and 30, respectively. In our study, participants received 22.60 ± 4.30 points from this subscale. The maximum and minimum scores that can be taken from the GRAS are 190 and 38, respectively. The total mean score was calculated as 116.46 ± 13.23 points. This result showed that the participants had an egalitarian attitude toward gender roles.

Table 2. Distribution of the mean GRAS and subscale scores.

GRAS and subscale scores	Mean $\pm$ SD	Min.-Max. scores
Egalitarian gender roles	14.94 $\pm$ 5.38	8-39
Female gender roles	22.85 $\pm$ 3.73	13-37
Marriage gender roles	31.62 $\pm$ 4.47	12-40
Traditional gender roles	24.44 $\pm$ 6.37	8-40
Male gender roles	22.60 $\pm$ 4.30	6-30
GRAS Total score	116.46$\pm$13.23	78-152

Table 3 presents the distribution of mean GRAS scores and its subscales according to the socio-demographic characteristics of the participants. The followings were determined as significant variables related to the egalitarian gender role sub-dimension: age, marital status, educational status, social health insurance status, employment status, economic status, educational status of the spouse, having children, and family type. Women who were in the 15-26 years age group, who were single, who had medium-level of economic status, and who had a separated family structure received the lowest scores from this subscale ($p<0.05$). Illiterate women with illiterate spouses, women who had no social health insurance, and who had children received the highest score ($p<0.05$). Age, marital status, and educational level of the women have been determined as significant variables for the female gender role sub-dimension ($p<0.05$). Women in the 15-26-years age group, university graduates, and singles received the highest scores in this sub-dimension ($p<0.05$). Age, marital status, economic status, consanguinity with the spouse, the presence of social health insurance, the presence of children, place of most extended residence, family type, as well as the educational and employment status of the spouses were variables that significantly affected marriage gender role sub-dimension scores. Accordingly, age over 50, marriage, illiteracy of the women and spouse, unemployment with unemployed spouse, consanguinity with the spouse, low economic status, absence of social health insurance, presence of children, living in the village for a long time, and extended family type were associated with lowest scores ($p<0.05$).

Similarly, when the demographic variables were examined in the traditional gender role subscale, women over age 50, married, illiterate with illiterate spouse, unemployed with unemployed spouse, having consanguinity with the spouse, having children, living in the village for a long time, and having an extended family received the lowest scores ($p<0.05$). Furthermore, when the demographic variables were examined in the male gender role subscale, it was seen that women over age 50, married, illiterate with illiterate spouse, unemployed with unemployed spouse, having children, living in the village for a long time, and having an extended family received the lowest scores ($p<0.05$).

Considering the total mean scores of GRAS, it was detected that women over age 50, married, illiterate with illiterate spouse, unemployed with unemployed spouse, having consanguinity with the spouse, having no social health insurance, having children, living in the village for a long time, and having an extended family received the lowest scores ($p<0.05$).

Table 3. Distribution of the mean GRAS scores and its subscales according to the socio-demographic characteristics of the participants.

Demographic Features	Egalitarian gender roles	Female gender roles	Marriage gender roles	Traditional gender roles	Male gender roles	GRAS Total score
Age	Mean±SD	Mean±SD	Mean±SD	Mean±SD	Mean±SD	Mean±SD
15-26 years	13.90±5.19*	23.20±3.75	32.69±3.95	26.23±6.02	23.23±4.10	119.25±12.11
27-38 years	15.35±5.07	22.41±3.71	31.41±3.87	23.54±5.94	22.51±4.07	115.22±12.85
39-50 years	16.95±5.73	22.92±3.82	30.10±5.07	22.21±6.02	21.64±4.53	113.83±14.20
>50 years	16.72±5.33	21.70±3.05	27.74±5.61	19.28±6.31	20.31±4.96	105.76±13.53
<i>P</i>	0.000	0.009	0.000	0.000	0.000	0.000
Marital						

status						
Single	13.83±5.31	23.30±3.72	32.82±3.82	26.65±5.89	23.48±4.05	120.08±11.9
Married	16.07±5.21	22.43±3.71	30.38±4.73	22.04±5.86	21.67±4.33	112.58±13.28
Divorced	15.30±5.83	22.17±3.66	31.78±4.81	26.83±7.78	23.13±4.81	119.22±15.67
<i>P</i>	0.000	0.004	0.000	0.000	0.000	0.000
Educational status of the women						
Illiterate	17.05±6.11	22.37±3.87	28.25±5.99	21.16±6.94	21.18±5.31	110.00±15.15
Primary and Secondary School	15.70±5.03	22.31±3.32	30.34±4.39	22.57±5.85	21.92±4.42	112.84±12.95
High school	14.17±4.96	22.98±3.60	32.69±3.45	25.61±5.88	23.40±3.75	118.85±11.34
University	14.25±5.42	23.33±4.02	32.95±3.60	26.08±6.09	22.93±4.03	119.54±12.73
<i>P</i>	0.000	0.016	0.000	0.000	0.000	0.000
Educational status of spouses						
Illiterate	19.79±5.80	21.73±4.60	26.42±6.22	19.27±6.31	20.27±5.50	107.48±16.08
Primary and Secondary School	16.78±4.89	22.28±3.32	28.90±4.69	21.17±5.76	20.67±4.51	109.79±12.95
High school	15.27±4.70	22.42±3.46	31.53±4.23	22.67±5.55	22.59±4.19	114.48±12.40
University	15.01±5.49	22.84±4.04	32.20±3.50	23.73±6.16	22.45±3.53	116.24±12.97
<i>P</i>	0.000	0.430	0.000	0.000	0.000	0.000
Employment status of women						
Employed	15.08±5.35	22.86±3.59	31.31±4.62	24.08±6.43	22.47±4.42	115.81±13.3
Unemployed	14.34±5.52	22.83±4.30	32.96±3.42	26.01±5.85	23.13±3.71	119.27±12.58
<i>P</i>	0.131	0.926	0.000	0.001	0.092	0.004
Employment status of the spouses						
Employed	17.08±5.26	22.23±3.55	28.60±5.14	20.30±6.45	19.96±5.15	108.17±14.54
Unemployed	15.97±5.23	22.46±3.71	30.67±4.63	22.40±5.82	21.96±4.12	113.46±13.01
<i>P</i>	0.154	0.670	0.003	0.017	0.002	0.007
Consanguinity with the spouse						
Present	16.43±4.84	21.95±3.30	29.58±5.43	20.95±5.87	21.30±4.66	110.22±13.31
Absent	15.92±5.41	22.64±3.85	30.77±4.40	22.65±5.9	21.90±4.17	113.89±13.24
<i>P</i>	0.378	0.093	0.024	0.010	0.212	0.013
Economic status						
High	15.37±5.98	23.01±3.66	32.04±4.05	24.89±6.29	22.59±4.24	117.90±12.85
Medium	14.42±4.68	22.80±3.71	31.44±4.66	23.99±6.35	22.58±4.45	115.24±13.39
Low	15.74±5.58	22.19±4.28	30.16±5.32	24.65±6.80	22.74±3.66	115.47±13.91
<i>P</i>	0.029	0.290	0.007	0.147	0.968	0.020
Women's						

social health						
insurance						
Present	14.77±5.21	22.85±3.69	31.77±4.26	24.47±6.34	22.67±4.30	116.53±13.04
Absent	16.39±6.52	22.84±4.05	30.36±5.84	24.24±6.61	22.01±4.28	115.84±14.84
<i>P</i>	0.009	0.967	0.006	0.751	0.185	0.648
Having children						
Present	16.24±5.26	22.42±3.66	30.24±4.82	21.99±6.07	21.57±4.46	112.46±13.54
Absent	14.18±4.42	22.28±4.24	32.35±3.46	24.30±4.84	22.78±3.18	115.88±12.03
<i>P</i>	0.018	0.814	0.008	0.021	0.097	0.127
Longest residence place						
City center	14.88±5.38	22.87±3.76	31.85±4.12	24.90±6.13	22.75±4.12	117.25±12.75
District	14.53±5.24	23.07±3.44	31.81±4.47	24.68±6.20	22.93±4.09	117.03±12.63
Village	15.90±5.57	22.41±3.99	30.13±5.80	21.70±7.18	21.33±5.25	111.47±15.442
<i>P</i>	0.117	0.372	0.001	0.000	0.005	0.000
Family type						
Nuclear family	14.78±5.50	22.71±3.81	31.93±4.19	24.81±6.18	22.79±4.16	117.02±12.89
Extended family	15.66±4.84	23.18±3.41	30.58±5.11	22.94±6.55	21.90±4.69	114.26±14.16
Single-parent family	11.87±6.18	24.13±4.24	33.20±4.07	29.67±6.78	24.40±2.69	123.27±9.09
<i>P</i>	0.012	0.127	0.000	0.000	0.012	0.005

4. DISCUSSION

The reflections of gender roles to communal life shape the lives of men and women in different directions leading to traditional or egalitarian roles. The roles attributed to women with traditional roles include non-egalitarian accountabilities such as meeting the needs of their spouses and children, no involvement in professional life and being responsible for domestic affairs (child-care, cleaning, and cooking). On the other hand, the roles attributed to men with traditional roles include non-egalitarian accountabilities such as working outside the home, fighting to eliminate difficulties of the family, deciding on how to use family income, and being the head of the household with financial responsibility.

The egalitarian roles attributed to both women and men by society are equal sharing of accountabilities in the family, professional, social, and educational life (Zeyneloğlu, 2008). The gender roles of Turkish women are changing with time. Reasons possibly contributing to this change may be the establishment of the “General Directorate on the Status of Women in Turkey,” feminist movements after the 1990s, an increase in the number of associations and institutions related to women, and increased participation of women in the professional life. These changes in gender roles are influential in the adoption of egalitarian roles by distancing women from traditional gender roles (Vefikuluçay, Zeyneloğlu, Eroğlu and Taşkın, 2007). In this study investigating the attitudes of women towards gender roles, it was found that the participants had an egalitarian attitude. This finding may be an indication that women's gender-related awareness has increased and they have adopted a more egalitarian perspective by abandoning traditional perspectives.

Many factors are influencing the shaping of gender role attitudes. In our study, a significant relationship was detected between women's age and attitudes toward gender roles ($p < 0.001$, Table 3). Women had more traditional gender-role attitudes with increasing age ($p < 0.001$). This can be explained by the fact that older people still carry traditional beliefs regarding gender role attitudes. A research performed by Kurşun (2016) supported the findings of our study. Similarly, Inglehart and Norris (2003) reported that older people had more traditional attitudes toward gender roles compared to younger ones. As a different finding, Fan and Marini (2000) stated that societal influences would tend to shift gender-role attitudes in an egalitarian direction with age. On the other hand, Gök, Aydın and Weidman (2019) expressed that age had no significant effect on gender attitudes.

Marital status was determined as an affecting factor of gender role attitude in our study ($p < 0.001$, Table 3). The scores of gender role attitude of the single women were higher than the married women ($p < 0.001$). It is thought that married women have more negative attitudes than singles because they take care not to disrupt domestic affairs and pay more attention to women's traditional roles. In Çıtak's (2008) study, it was determined that attitudes of singles towards working women were significantly more positive than attitudes of married participants.

Education, seen as an indicator of social change and development, is linked to individual attitudes towards gender issues (Gök et al. 2019). Increases education brings a contemporary perspective on the gender roles of individuals. A statistically significant difference was found between the educational levels of women and their spouses and women's attitude towards gender roles ($p < 0.001$, Table 3). Women who were illiterate and had illiterate spouses got the lowest scores. As the educational level of women increases, a parallel increase is seen in the gender role attitudes. This increase can be accepted as the main finding demonstrating the role of education in the development of these attitudes. A study that revealed the attitudes toward gender role in Egypt, Lebanon, Morocco, and Palestine, found that the majority of men in these countries had discriminating views on the roles of women in the society. However, the authors determined that there was a positive relationship between the educational level of the participants and their view of women's egalitarian roles in society (Women, 2017). In another study, it has been shown that earning a college degree has a positive effect on gender equity (Campbell and Horowitz, 2016). Atış (2010) detected lower scores of gender role attitude among university students with uneducated mothers. In another study conducted by Aylaz et al. (2014) with university students, it was observed that as the educational status of the mothers was inversely associated with the traditional attitudes of the students. However, the increase in the educational status of women and their transfer to business life has seriously influenced the roles of men and women. In this process, the distance between the roles of women and men in traditional society decreased, and similarities began to be seen (Karasu, Göllüce, Güvenç and Çelik, 2017).

In Turkish society, men are significantly influenced by social values which especially do not approve married women working outside the home. A woman's involvement in the workforce can't be easily accepted by her husband, family members, or the community. Thus, women who want to work have first to convince their husbands and families. In other words, women in lower income groups have difficulty to participate in work life without gaining legitimacy in their social environments. This is attributed to the fact that women are affected by the same social norms, value judgments, and belief system (Bedük, 2005). Women's dependence results in legitimating gender inequity in the society (Baxter and Kane, 1995).

It can be said that starting to benefit from educational opportunities for women and changing the stereotypes related with the social developments such as economic difficulties and other few variables, increase the women's participation in professional life. In our study, the scores of gender role attitude of employed women were significantly higher than that of unemployed women ($p=0.004$, Table 3). A similar finding was also valid for married women whose spouses were employed. The mean GRAS scores of women whose spouses were employed were significantly higher than those whose spouses were unemployed. This can be explained by the fact that the educated individual is open-minded and is not affected by the culture in which he/she lives. Consanguinity with the spouse is another factor that affects the attitude of gender roles. Women who had kinships with their husbands had significantly lower scores.

Women were asked to rate their economic status. It was seen that economic status is an effective factor for the attitude towards gender roles ($p=0.013$, Table 3). The mean scores of gender role attitude of women who had high economic status were higher ($p=0.020$, Table 3). As women become economically stronger, their self-confidence and control over individual decisions increases. Thus, women with increasing socioeconomic status have more positive attitudes. At that point, Çıtak's (2008) study supports our findings. However, unlike our study findings, Altın (2018) claimed that individuals with low economic status have more egalitarian attitudes.

The mean gender role attitude scores were significantly lower in women who had been living in a village for a long time ($p<0.001$). This can be explained by the fact that women living in the village cannot benefit from education and job opportunities as much as women living in the city and gender norms are more effective on these women. Unlike our study findings, Altın (2018) determined that individuals living in the village had more egalitarian attitudes than the ones living in the city.

The family is the most important social environment in which gender is consolidated. The family structure that women live in was also one of the factors affecting attitudes toward gender roles. Accordingly, the gender role attitude scores of women living in extended families were significantly lower ($p=0.005$). This result can be explained by the fact that traditional gender roles are more dominant in the extended family structure. Gök et al (2019) showed that the number of household members had a negative effect on attitudes toward gender roles. As the number of people living at home increased, the support for egalitarian gender attitudes reduced. In our study, the status of having social health insurance, and having children did not affect gender role attitude scores ($p>0.05$, Table 3).

5. CONCLUSION

As a result, women had an egalitarian attitude regarding the attitudes towards gender roles. Additionally, it was determined that the age, marital status, educational status of women and their spouses, employment status of women and their spouses, kinship with their spouses, longest residence place, and family type of the women were affecting factors for gender role attitudes. To ensure equity between women and men in the social life and to increase the social status of women, it is necessary to raise the educational level of women, to ensure equal participation of women in all spheres of social life, and to raise awareness of the society on the attitude towards gender roles. In general, the results obtained from this study are consistent with the previous studies. In this study, some differences may arise because of the difference in

methodology and sampling from different segments of society. More extensive future studies might reveal further reasons for these differences.

A limited number of studies was determined in the current literature about the relationship between the women's attitudes toward gender roles and age, marital status, education level, employment status, economic status, and residence place. One limitation of this study is the availability of a limited number of literature for comparison. It is thought that further related studies will be beneficial in understanding the relationships between women's attitudes towards gender roles and other variables.

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