

## MEASURING AND ANALYSING WOMEN'S EMPOWERMENT IN TURKEY

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### ABSTRACT

*This research is geared at exploring the gender disparities and empowerment of women in modern day Turkey. Since the creation of the Turkish Republic, various reforms have been put in place in a bid to promote the cultural and socioeconomic development of women. With the onset of these reforms, Turkey still has a major challenge, which is gender inequality. The aim of this research is to look at the gender gap that exists in Turkey; using women's empowerment as a point of emphasis. This research will study gender disparity by adopting Turkish Statistics Institute data and applying binary logistic regression. The results gotten from this research will show that being in labor market is crucial to the empowerment of women. This study also reveals that women working in some job fields have a greater chance at empowerment.*

**Keywords:** Women's Empowerment, Gender Equality, Logistic Regression.

**JEL Classification:** C35, D63, J16.

## TÜRKİYE'DE KADIN GÜÇLENDİRİLMESİNİN ÖLÇÜLMESİ VE ANALİZİ

### ÖZ

*Bu çalışma modern Türkiye'deki giderek artan cinsiyet eşitsizliğini ve kadınların güçlenmesini için gerekli çalışmaları araştırmaya yöneliktir. Türkiye Cumhuriyeti'nin kuruluşundan bu yana, kadınların kültürel ve sosyo-ekonomik gelişimini desteklemek amacıyla çeşitli reformlar gerçekleştirilmiştir. Bu reformlara rağmen, cinsiyete dayalı eşitsizlik hala Türkiye'nin başlıca problemlerinden birisidir. Bu araştırmanın amacı, kadın güçlendirilmesine vurgu yaparak Türkiye'de var olan toplumsal cinsiyet eşitsizliğini incelemektir. Çalışmada, ikili lojistik regresyon ile cinsiyet eşitsizliği incelenmektedir. Bu araştırmadan elde edilen sonuçlar, çalışma hayatı içerisinde yer alan kadınların önemini ortaya çıkarmaktadır. Bu çalışma da ayrıca bazı iş alanlarında çalışan kadınların güçlendirilme konusunda daha büyük bir şansa sahip olduklarını ortaya koymaktadır.*

**Anahtar kelimeler:** Kadın Güçlendirmesi, Cinsiyet Eşitliği, Lojistik Regrasyon

**JEL Sınıflandırması:** C35, D63, J16.

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## 1. INTRODUCTION

Simply put, Empowerment is a term that entails development; it could also be referred to as liberation. The term empowerment carries much weight or is a central objective of both international governmental and nongovernmental organizations. In spite of the importance of this time, it is not treated as expected. Hence, there is the need to glorify this condition and observe it from the Turkish point of view.

It could be difficult to understand or define the concept of empowerment entirely. Medel-Anonuevo and Bochynek (1995) referred to empowerment as a goal for various programs. Empowerment can also be defined as the process that brings about changes. Stromquist (1995) defined empowerment as the process by which distribution of power in institutions and interpersonal relations is changed. Furthermore, Lazo (1995) defined empowerment as the course of providing acquiring, giving the means and the resources, or granting access to have control over the resources and the means. To fully understand the idea of empowerment according to the definition of Stronguist (1995), examining the origin of empowerment among popular movements is a nudge in the right direction. Empowerment can be traced back to the United States civil rights movements that took place in the 1960s (Stokeley and Hamilton 1967). Black leaders were dissatisfied with the pace and level of changes among African Americans. Thus, they called for the unity of the black race. They called for black people to unite together, give their goals a definition, support themselves, build a sense of community and identify their heritage. In modern times today, a sufficient number of societies and institutions have placed women and men in certain positions that allow or permits women to be suppressed. Daily practices and activities have confirmed men and women to various family practices, education, religion, laws, the social division of labor and much more. This brings about expectations with constraints attached, and at the same time, these limitations cannot be fought against as they as seen as being essential or natural. No doubts that this is a major part of the rules of men. Hence from this perspective, we define empowerment as the process by which the distribution of power is changed in institutions throughout society and interpersonal relations Stronguist, 1995:13. Wives and mothers should not be relegated to being wives and mothers only; they need to become activists so as to fight against the challenges and limitations affecting them today. Women need to step up to the right the golden rule of men that had been put in place. In a nutshell, empowerment is geared at increasing the consciousness of policy makers about women and aiming for societal change at the same time.

From the illustration above, the concept of empowerment can be concluded to be common to some group of individuals that is, the illiterate, the poor, and the religious or ethnic minorities. The concept of empowerment is aimed at women as they cut across the groups mentioned above. Different cultural areas



influence the various definitions of empowerment and as such the term empowerment is contextual and relative. Now, this paper or research will examine the empowerment of women in Turkey from the contextual nature of empowerment.

This objective and aim of this article are to identify and analyse the impacts and effects of demographic and socioeconomic factors on the empowerment of women in Turkey. The primary objective is to determine the ways by which gender Equality can be increased while improving the empowerment of women. The male members of a woman's family such as father, brother or husband limit the authority of the woman or the decisions the woman can make in the family. Multiple types of research in Turkish literature have revealed that the absence of indicators in measuring women's demographic and socioeconomic status is very much apparent. Thus, in a bid to achieve the empowerment of women in Turkey, there should be improvements in policy right from the household level before extending it to the country as a whole.

## **2. THE HISTORY OF THE GENDER CHALLENGES**

In modern day Turkey, the role of women is distinctive of the struggle for gender equality. This struggle for liberation can be dated back to the 16th and 17th centuries when the Sultanate of Women was prominent. Back then; women of the imperial harem had the capability to influence the policies that were made in the Ottoman Empire. Women were able to change policies than because they were at the helm of affairs. Many sultans back then were minors, which make their sisters or mothers indirectly in charge. But the empire soon declined in the 19th century, and educated women in Istanbul tagged themselves as feminists.

Gündüz (2004) reported that the Tanzimat reforms, which improved women's condition in the country, were seen as modernisation efforts. The women began to request for rights such as paid employment, access to education, the ban on freedom and polygamy. Some magazines were dedicated to improving the popularity of these incitements, and in 1908, the Ottoman Welfare Organization of Women was established. The Ottoman Welfare Organization aligned itself with the Young Turks Movement and had prominent members like Nezihe Muhiddin, Halide Edip Adivar and Fatman Aliye Topaz. Halide Edip Adivar is popular for her writings, which talk about the poor status of women in Turkey and their disinterest in changing their situation. Gündüz (2004) reported that the inception of the Turkish Republic in 1923 brought about the feminist movement that became a part of Kemalist effort at modernization. Further development was observed in the 1930s when Turkish women were given full political rights.



Even with the development, there was still much gap in the social position and formal rights of women when compared with their male counterparts. After the coup in 1980, women's movements stepped up their attempts to change their situation. They came together and formed reading groups; they discussed issues relating to their empowerment thereby keeping themselves more informed. They stood up against some roles that were being forced on women, most especially the ones related to gender. There was a welcome development in 1987 as the first public protest against sexual harassment was staged by the women's movement. The prolonged struggles of women eventually received attention of the government and their demands were discussed for the first time in the Fifth Five Year Development Plan (1985-1990). The outcome of this was establishment of the General Directorate for the Status and Problems of Women in 1990 with the job of conducting various activities aimed at safeguarding the rights of women, protecting and strengthening the position of women socially, politically, culturally, and economically. Since the 1990s feminist discourse has been institutionalized with university programs and women's study centres as evidence. The country even had a woman as Prime Minister in 1993, who however was not a feminist and not much concerned on gender and women's status and empowerment or gender equality.

Several individuals and groups have examined gender disparity in Turkey. For instance, Spidla (2007) writing about women's empowerment in Turkey says that empowering women in social and political fields relates to the questions of effective democracy, equality of rights of all citizens, and the sustained development of pluralist society. According to him, empowering women should be a priority in Turkey as it is about strengthening the administrative capacity of relevant bodies and appropriate structure to monitor women's situation. Campbell (2010) writes that societies give positions to women and men with the masculine roles being more dominant what affects the educational system, the family, the economy, and more; this goes on to show that gender equality between men and women exists only in formal documents. According to him, gender difference in the social lives of men and women is rooted in societies' beliefs and such societal beliefs metamorphose into self-fulfilling prophecies through sex role socialization. In other words, the different sexes are assigned different roles, which are often unequal. Sex refers to physical attributes like sex chromosomes, hormones and identifying people as men and women. On the other hand, gender refers to the characteristics of women and men as norms, roles, expectations of behavior and relationships of women and men in the society. Of course it can change from society to society or from culture to culture.

Yorgun (2013) examines the extent and nature of women's oppression in Turkey and attempts by secular/nationalist movements to improve women's condition. She writes that the main paradox of the Turkish women's situation is that while Turkish women are oppressed, they still do not, as should be



expected, embrace feminism as an emancipation ideology to aid them in their struggle against oppression. She says that most Turkish women have come to accept their condition in life and that the feminist ideology was until quite recently despised and ridiculed even amongst many women. Arıkan (2013) studied gender equality from the perspective of education. He writes that formally girls and boys are equal in the Turkish educational system, especially when it comes to both sexes taking education at all levels but that this exists only as a written document. According to him, the annual United Nations' Human Development Reports (HDR) indicate that women in Turkey study less and leave school earlier than their male counterparts and women are extremely underrepresented in parliament and other power-demanding fields of employment. Ranki and Aytaç in their 2006 study assessed the effect of macrostructure, family resources and cultural attitude and practices on females in attaining primary and post primary education in Turkey. Their study revealed that while locality, family resources and family structure and culture influence the education of both genders, girls' chances of post-primary schooling are greater if they live in metropolitan areas and in less patriarchal families.

Beşpınar (2010) in her study on women's work related strategies and social class in urban Turkey writes that in the current Turkish socio-political and economic structure, women have developed individual means of getting room to manoeuvre around the patriarchal system rather than work towards long term collective gain. She writes that the various work related strategies adopted by women do not necessarily change the patriarchal system of rules that exist in the Turkish society, nor do they question it, instead these acts provide women certain opportunities to change their everyday lives and give them a more favourable position in their relationship. What this implies is that the "patriarchal gender regimes in the family, labour market, and state policies do not allow women to be full and equal members of society." Men and women are considered equal in Turkey, but in reality and practice, the reverse is the case. There are still some obstacles, which hinder the liberation of women in Turkey. Thus, this work is targeted at re-examining the gender problem in Turkey. This paper is aimed at identifying the challenges that impede the achievement of women's empowerment. The problems include inadequate training and education, incongruity in the Labour market and reduced political participation. Finally, this paper sets out to identify measures that can help women to overcome these challenges and be empowered.

### **3. GENDER EQUALITY TODAY**

In her quest to become a member of the European Union in 2004, Turkey embarked on making reforms in human rights, the judicial system, and Equality. This was a prerequisite to gaining access to



European Union accession process and meeting the EU aquis communautaire. It's safe to conclude that this is a step in the right direction. Furthermore, the Labour Act, Criminal and Civil codes and the Constitution has been reviewed to promote Gender Equality. However, there is still a significant challenge. The biggest problem remains to implement these rights. You'd agree that the implementation of these rights depicts the development of women.

Fast forward to 2012, the United Nations data on human development indicators showed that Turkey had a gender inequality index value of 0.366. In the political sector, that is, in parliamentary seats, women only hold 14.2%. In the education sector, about 26.7% of adult women have reached a higher education level, and this is quite small when compared to the 42.4% of their male counterparts. A National Action Plan on Gender Equality was embarked upon in 2008. The plan, which is aimed at promoting Gender Equality and women's empowerment, was designed to run from 2008 to 2013. The action plan covered women and health, women and power, decision-making process, girl children, women and environment, and women's human rights. The overall aim and objective of the action plan were to allow ministries and government agencies promote Gender Equality in the concerned areas while developing policies to fight against gender issues at the same time. In February 2009, Law 5840, that is, the Turkish National Parliament adopted the Law on Equal Opportunities Commission for Women and Men. Then, in March 2009, the country established the Equal Opportunities Commission and gave the commission the responsibility of encouraging gender equality in law making. Simply put, the job of the commission is to be an institutional dimension to equality and gender in Turkey, starting from the government level. The creation of the commission is a step in the right direction as it tackles gender discrimination that has become the social norms in the world today. However, the commission has not been able to achieve its responsibilities as expected. For instance, The Ministry for Women's Issues and the Family has since lost the name "women." The ministry has been changed to "Family and Social Affairs Ministry." From this point, it is safe to conclude that women are not considered as individuals but a part of a family.

#### **4. THE EMPOWERMENT OF WOMEN IN TURKEY**

Significant progress has been made in the quest of Turkey to actualize female empowerment, but there remains a lot to be done. The situation of women in Turkey is still a major source of concern especially in the areas of domestic violence against women, education, and participation in the job market. This paper will not be complete without mentioning the violence that women suffer every day. They



experience violence from their husband's, family members, ex-husbands or anyone in the street. The records of domestic violence are on the increase and government has done little or nothing to change the situation. The unfortunate thing is people who carry out violence against women goes unpunished.

TurkStat (2014) reported that the law of the country had been revised to promote and protect women's right. The Progress Report adopted by the European Commission in November 2006 fully supports the revision of the laws of Turkey. The report included Law on Municipality, The Labour Code, The Penal Code and many others. The report showed that there is a need for alignment on equal pay, among other things parental leave, social security and equal access to employment. Even with the onset of these legislations, changes have not been fully implemented. The respect for women rights is still at large. As a result of high rate of illiteracy, women remain vulnerable to discriminatory practices. Without any doubts, training women and overcoming the gender gap in education is a crucial step in empowering women. The importance of education in women's economic independence and emancipation cannot be overemphasized. Education affects virtually every aspect of human endeavours. When girls/women get education, they are better able to take care of themselves; hence child and maternal mortality rates are reduced. An educated woman will also provide equal access to education for her children irrespective of gender and their production is higher. Put all these together and the result is an increase in economic growth and better equitable distribution of resources. Education greatly increases women's economic choices and these women hardly succumb to society's patriarchal structure that confines them to unpaid jobs. Education will also prepare women to attain positions of leadership at various levels and this will improve society's approach to problem solving and decision-making. As much as the country has recorded some gains in this aspect through various campaigns targeted at getting girls to school, campaigns regarding to European Commission in November 2006 such as the "Let's go to school girls" which has seen over 222,800 girls in school, and the "campaign to support National Education" that has itself reached over 4 million adults within 4 years - mainly women from rural areas as well as girls who were unable to attend school, it is important that the government does not relax now. This is the time to set up a monitoring committee to ensure that these programs are properly implemented and girls remain in school. Education is significant – unquestionably. However, today's feminist literature highlights that education alone may not be enough. Unfortunately, there are still many educated women, who suffer violence, discrimination, inequality, and who many times to not act actively to fight this. So education is necessary, but not sufficient when it comes to gender equality.

On the other hand, when feminist movement is carefully analysed, Turkey was once represented as an example of abandoning tradition (Islam) in favour of modernism. However, today's Turkey is quite



different in comparison to the secular state that was emerging a few decades in the past. On one hand, Islam is flourishing in Turkey. Besides, Osmanağaoğlu (2015) investigates developmental stages of women's struggle. She marks a new period of feminism on the basis of the highly-debated issue of women's right to determine what to wear, their willingness to work and participate in wage labor, their right to do politics, and most importantly the discourse still being advocated by feminists: 'Men! stay out of our decisions, we can struggle for freedom on our own'. Therefore, investing in women's economic empowerment is an important step towards women's emancipation. Turkish women's participation in the labour market remains low (30.8% against the EU's average of 58.6%), and is one of the lowest in OECD countries (UNDP, 2014). There is a labour divide as women are mainly in agriculture and/or other low income or unpaid jobs. To solve this problem, the country really needs to get more women into the labour market, into well paid professions with good working condition in line with the agenda of the International Labour Organization (ILO) and the European Union (EU). The country needs to embrace innovations that promote women's economic resilience; innovations that will help women overcome the barriers of livelihood and promote a more equitable income flow of financial and non-financial benefits. This could be in the form of promoting women's entrepreneurship and providing female entrepreneurs with credit facilities and vocational training while supporting organizations that do the same. Once women have increased control of resources, it will give them a level of confidence so they increase their contribution to the household, economy, their reproductive health, etc.

Economically empowered women can also promote the development of a nation. Such women are likely to have fewer children and fertility rates discussed so far indicate this. Such women (unlike their male counterparts) are likely to defy the patriarchal system in operation by giving their sons and daughters equal opportunities to attain education. They can promote better environmental sustainability. If the society can view the benefits from this perspective, it will understand the need for women's education and empowerment; it will realize that not only is it a matter of a human right, but also of human security. So unless women are economically empowered, Turkey will continue to grapple with poverty and gender inequality.

## **5. DATA AND METHODOLOGY**

While examining the relationship between socio-economic, financial, demographic and religious variables concerning the empowerment of women in Turkey, progressions of binary logistic regression models are used. This model was adopted to separate the different indicators on the probabilities of

Turkish women, the overall net effect of intro variables, the overall net impacts of control variables and various indicators on the chances of Turkish women. The logistic technique of analysis allows a researcher to trust the logical result irrespective of the adequacies of gathered data, which may make the product of several linear regression methods lack evidence. Some discrete dependent variables used in the individual analysis ascertain the binary logistics regression. As earlier stated, empowerment is a complex concept which cannot be easily measured. As a result of this, there is an underlying weakness in any research that tries to measure empowerment. Measuring behavioural changes is quite easier than measuring attitudinal change as such; more confidence is required in control of financial resources and decision-making. Irrespective of the problems associated with measuring attitude, taking on an attitudinal measure of empowerment is very crucial. Instead of this, the term empowered and the whole concept of empowerment needs to be considered. However, people who did not supply concrete answers to the items in this work were deleted from the study.

Concerning the way of logistic regression, every single variable are coded so that a one (1) connotes concurrence with unequal women economic empowerment in Turkish economic way of life. Hence, odd proportions that are over an estimation of one (1) mean a positive relationship between the indicator variable and the indigent variable. By differentiation, odd proportions that are underneath an estimation of one (1) imply a negative relationship between the indicator variable and the subordinate variable. For example, we can characterize: inspect dissect method ability.

$$y_i = \begin{cases} 1 & \text{if the } i^{\text{th}} \text{ women are willing to be in economic life in Turkey} \\ 0 & \text{otherwise} \end{cases}$$

$y_i$  can be viewed as realization of a random variable  $Y_i$  that takes the values of “0” and “1” with probabilities  $\Pi_i$  and  $1-\Pi_i$ . Note that if  $y_i = 1$ ,  $\Pi_i$  is obtained, if  $y_i=0$ ,  $1-\Pi_i$  is obtained. Therefore,

$$P_i = E (Y=1, X_i) = \beta_1 + \beta_2 X_i \quad (1)$$

$$P_i = E (Y=1, X_i) = \frac{1}{1 + e^{-(\beta_1 + \beta_2 X_i)}} \quad (2)$$

$$P_i = \frac{1}{1 + e^{-Z_i}} \quad \text{Where } Z_i = \beta_1 + \beta_2 X_i \quad (3)$$

The most obvious idea to make it linear function of  $X$ , logarithms of the two sides must be taken.

As a result, the logistic regression model is:

$$P_i$$

$$1-P_i$$

$$L_i = \log \frac{P_i}{1-P_i} = \alpha_i + \beta_1 + \beta_2 X_i \quad (4)$$

$P_i$

$P_i$

$\frac{P_i}{1-P_i}$  in equation (4) represents the odds ratio for empowerment, while  $\log \frac{P_i}{1-P_i}$  represents the Log-odds.

Therefore, Turkish Statistical Institute (TUIK)'s survey titled "Household Labour Force Survey", Women's Labour and Employment Initiative Platform (KEIG)'s "Problem Areas and Policy suggestions I and II", The Minister of Family and Social Policies General Directorate on the Status of Women "Analysis of Women's Labour Force Profile and Statistics in Turkey" are analysed using binary logit regression method. Especially, Turkish Statistical Institute (TUIK) data has been utilized which incorporates a representative arbitrary probability test of people with the age of 15 years or more, furthermore gives an one of a kind chance to answer the inquiries of this exploration. WEI is considered as the dependent variable and variables are obtained from selected socio-economic and demographic factors. The sample was intended to be illustrative of the grown-up populace of Turkey. Along these lines, the subsample of women utilized is illustrative of Turkish women. Be that as it may, the first dataset had a few missing cases. In this way, to handle missing qualities, different ascriptions are acquired to eliminate missing qualities from the information set. This strategy attributes missing qualities by taking the dependent and independent variable as indicators.

As the main focus of research exploration is to inspect Turkish women's economic empowerment as for presence of women in the work force, education, marital status of women, family size, place of residence, women's ownership of property, age of women, and women's income, four dependent variables that identify with each of these sections to test women's economic empowerment were utilized. A measure of freedom of rights was developed that is the average of a respondent's scores on a question about mobility: "do you need permission to continue your education?" In the study, responses are "yes" and "no". The average ranges from 0 to 1 and a score of 1 indicates that the respondent does not need permission to continue their education and so also indicates a higher level of empowerment. This variable measures Turkish women dispositions toward economic empowerment where 76.9 percent of respondents agreed with this announcement. Finding the mean score for each respondent across two decision-making indicators created a measure of decision-making. Scores range from 0 to 1 with higher scores corresponding to greater levels of decision-making power within the household and therefore greater levels of empowerment in terms of decision-making capabilities.

Decision-Making is measured by a variable asking: "who decides about the presence of your statue in the work force?" Response categories are "husband or father" or "respondent or jointly with others."



This variable measures Turkish women demeanours toward eagerness to be in working life where 72.7 percent of respondents agreed with the statement.

The other measure of place of residence was developed that is the average of a respondent's scores on a question about economic decision-making: "does place of residency ease your life in finding a better job?" In the study, responses are "yes" and "no". Urban women have more prospects to participate in economic decision making as compared to rural women. So this variable measures Turkish women's level of economic empowerment and their well-being where 81.3 percent of respondents agreed with this announcement.

Control over resources is often cited as a very important indicator of empowerment. In this research, one variable is used to begin to get at this connection between control over income and empowerment: "do you have permission to arbitrament your income?" While it does not ask if the respondent manages her own or household funds, it does ask whether or not the respondent is allowed to have money set aside. This measure is linked to financial control and does give important information about a women's ability to have her own-funds and ownership of property. Responses are "yes" and "no". Roughly 82.6 percent of respondents agreed with this announcement. Being able to have money set aside indicates having some measure of control over one's resources and is therefore included in this study as a possible indicator of empowerment.

### ***5.1 Financial Control Variables***

The major independent variable of the examination; employment, is a dichotomous variable with 0 alluding to not working and 1 alluding to working. Since there is a rhetoric link between employment and empowerment, many women shape their lives depending on the dimensions of occupations. The financial logical attributes for the gender crevice in economic investment that are presented are work status, per capita income, livestock ownership and land ownership. Income is a ceaseless variable and alludes to the respondents' impression of their profit. It ranges between (=0) most minimal and (=9) most astounding. Work status is a trivalent variable showing whether an individual is as of now (=2) not employed; (=1) housewife; or (=0) employed. Ownership of a property can raise women's chance to invest in various income generating assets. Livestock ownership and land ownership variables are computed by asking women about any property they have in their possession and it is "1" if the woman has an ownership and "0" otherwise.

## **5.2 Demographic Control Variables**

In addition to the employment variables, a few main socio-demographic characteristics are included as control variables. Education alludes to the finished education level and it is measured by four categories: (=3) primary; (=2) secondary; (=1) higher, and (=0) tertiary. Women's economic empowerment is well influenced by age. Therefore, the variable of age is continuous and it is hypothesized that there might be higher levels of women's economic empowerment among women in the older age group. The respondents are recognized as "15–29" (= 0), "30–44" (= 1), "45–64" (= 2), and "65 or more" (= 3). Family size is an additional societal factor, which determines women's economic empowerment. In most of the big size families, higher aged members of household make larger evaluation. However, in nuclear families women can work independently in domestic activities. A dummy variable is used for family size as "1" if woman lives in a large family and "0" otherwise. Marital status is coded to distinguish respondents as "single" (= 0); "married" (= 1) or "other" (e.g., separated, divorced or widowed) (= 2). In conclusion, number of youngsters is dealt with as a continuous variable, extending from "no kids" (= 0) to "four or more kids" (= 4). In Turkey, because of undetermined dominant patriarchal rules over women and their positions in the society, males are heads of the household and female headship is not acknowledged culturally. It is expected that women's economic empowerment is negatively related to husband's headship if husband makes most of the household decisions alone without engaging women.

## **6. ESTIMATION RESULTS**

Model 1 only contains demographic variables, while Models 2 shows demographic and financial control variables in the regression. Then, Model 3 shows female occupations where Model 4 studies all indicator variables included in the research. Table 1 shows the relationship between occupations, demographic and financial control variables, freedom of rights, and agreement with the assertion that education is very important for women's empowerment in the labour market. The results from the logit reveal that freedom of rights in work life has a huge effect on women's empowerment. The positive significant coefficient shows that working women have high chance of having higher empowerment figures. There is a strong connection between women's empowerment and education level where education is shown to be directly influenced by women's freedom of rights and the women who have freedom of rights when it comes to decision making have about 2.18 times more chances of being able to

complete their schooling or do not require permission to complete their education. Consequently, by calculations in Model 1 of Table 1, the probability of this happening are higher for women who are educated than for those who aren't (OR= 2.18,  $p < 0.01$ ). Model 2 demonstrates that the likelihood of support for women's empowerment is immensely influenced with whether they are employed or not employed (OR = 3.12,  $p < .05$ ). In Model 3, while it can be seen that the increases are a bit little for the women who are skilled, it also shows that women with better occupations, have a higher probability of enjoying more freedom of rights. Also, socio-demographic indicators are great influencers to the chance of rights. The totality of these findings continue when all the variables for control are included in Model 4, with a little decrease in the probability of assertion and criticalness level for educated women (OR = 1.95,  $p < .05$ ).

**Table 1: Logit Model Predicting Freedom of Movement by Financial, Demographic and Occupational Characteristics**

Variable	Model 1	Model 2	Model 3	Model 4
<i>Demographic measures</i>				
Primary education (omitted = tertiary)	1.27**	1.22**	1.21**	1.17**
Secondary education (omitted = tertiary)	1.92**	1.84**	1.84**	1.83**
Higher education (omitted = tertiary)	2.18**	2.18*	2.16*	1.95*
Age 15–29 (omitted = 65-older)	.217***	.215***	.215***	.211***
Age 30–44 (omitted = 65-older)	.312***	.307***	.279**	.279**
Age 45–59 (omitted = 65-older)	.635**	.723***	.721***	.715***
Married (omitted= Single)	1.43**	1.48**	1.41**	1.38**
Married (omitted= Other)	1.27**	1.27**	1.33**	1.33**
Urban (omitted= Rural)	1.47**	1.45**	1.45**	1.42**
Rural (omitted= Urban)	-.719**	-.712**	-.708**	-.703**
Large family size (omitted= otherwise)	-.072***			
Children	1.34**			
<i>Financial Measures</i>				

Income	1.78***	1.55***
Employed (omitted = unemployed)	3.12*	2.83*
Unemployed (omitted = employed)	1.65**	1.17**
Housewife (omitted = employed)	.813***	.653***
Ownership of property (omitted= otherwise)	1.36**	1.29**

*Occupations*

Not Working	Omitted	Omitted
Professional/Managerial	.677**	.466**
Service	.721**	.622**
Household	.265**	.257**
Skilled manual	.469**	.278**
Unskilled manual	.252**	.173**
Agricultural	.287**	.144**

Likelihood ratio X-square	74.059	47.867	193.825	166.803
(-2 log likelihood)	1614.667	1451.923	1389.244	1218.435
Weighted N	1450	1450	1450	1450

\* p < .05, \*\* p < .01, \*\*\* p < .001

Model 1 in Table 2 proves the positive relationship between women's empowerment and marital status. This particular model, forecasts that the rate of women in urban areas with higher education has centrality levels. Also, table 2 displays results on the statement that men are preferred as professional heads over women across various occupations. In this particular table, critical results are observed for educated individual, skilled variable, with the likelihood of assertion increasing by 86 percent for educated women in comparison with uneducated women (OR = 1.86, p < .01). These chances of understandings were lower however huge for uneducated women (OR = 1.54, p < .01) and (OR = 1.62, p < .01). Model 3 puts forward the suggestion that occupation is connected with women's decision-making. For decision-making in women, the coefficients show that women who work in technical/professional/managerial, in sales/services, in clerical, and also in household have a higher chance of opportunities to make decisions

than women in other fields of work. In Model 4, no significant relationship was produce by any other control variables.

**Table 2: Logit Model Predicting Decision-Making by Financial, Demographic and Occupational Predicts Characteristics**

Variable	Model 1	Model 2	Model 3	Model 4
<i>Demographic measures</i>				
Primary education (omitted = tertiary)	1.54**	1.47**	1.45**	1.37**
Secondary education (omitted = tertiary)	1.62**	1.62**	1.46**	1.43**
Higher education (omitted = tertiary)	1.84**	1.77**	1.75**	1.68**
Age 15–29 (omitted = 65-older)	.137***	.132***	.127***	.127***
Age 30–44 (omitted = 65-older)	.267***	.267***	.253**	.217**
Age 45–59 (omitted = 65-older)	.738**	.731***	.715***	.703***
Married (omitted= Single)	1.26**	1.23**	1.18**	1.09**
Married (omitted= Other)	.699**	.664**	.648**	.599**
Urban (omitted= Rural)	1.25**	1.23**	1.16**	1.07**
Rural (omitted= Urban)	-.488***	-.431***	-.427***	-.424***
Large family size (omitted= otherwise)	-.072***			
Children	.907***			
<i>Financial Measures</i>				
Income		1.287***		1.279***
Employed (omitted = unemployed)		1.560*		1.504*
Unemployed (omitted = employed)		.561**		.497**
Housewife (omitted = employed)		.460***		.358***
Ownership of property (omitted= otherwise)		1.35**		1.17**
<i>Occupations</i>				
Not Working			Omitted	Omitted
Professional/Managerial			.457**	.341**
Service			.508**	.387**
Household			.362**	.299**

Skilled manual			.224**	.207**
Unskilled manual			.093**	.068**
Agricultural			-.083**	-.056**

Likelihood ratio X-square	43.887	48.913	126.052	153.8016
(-2 log likelihood)	1719.839	1701.281	1627.174	1508.065
Weighted N	1450	1450	1450	1450

\* p < .05, \*\* p < .01, \*\*\* p < .001

Model 1 in Table 3 demonstrates that, generally, women living in rural areas are basically more prone to earning less income than their counter parts in urban areas. Consequently, a substantial gender gap in empowerment occurs as a result of women's undetectable stance in working life. Women who do manual and agricultural jobs have shown constantly to be the least empowered ones, nevertheless their employers also influence this. One of the significant discoveries made is the big difference in marriage status and age level by socio-demographic background for women in rural areas not minding their occupation and type of work. For instance, for women working in the agricultural sector for a person who is not a family member, the chance of income is greater than rural women, not old and without education to women who are older, more educated and urban. Results as shown by Table 3, show that areas where the women live have an impact on their well-being, the control figures, that are critical, income (OR = 1.14, p < .05) and educational level (OR = 1.68, p < .01). Hence, this paper further supports sociological methodologies (such as Burns et al., 2001) or post-modernization hypothesis (like Inglehart, 1997) to observe how financial and demographic indicators have huge effect on women's empowerment and gender balance too.

**Table 3: Logit Model Predicting Place of Residence by Financial, Demographic and Occupational Characteristics**

Variable	Model 1	Model 2	Model 3	Model 4
<i>Demographic measures</i>				
Primary education (omitted = tertiary)	.685**	.674**	.671**	.657**
Secondary education (omitted = tertiary)	.918**	.891**	.879**	.873**
Higher education (omitted = tertiary)	1.68**	1.62**	1.61**	1.57**

Age 15–29 (omitted = 65-older)	1.13***	1.04***	.974***	.945***
Age 30–44 (omitted = 65-older)	.887***	.879***	.863**	.847**
Age 45–59 (omitted = 65-older)	.704**	.684***	.647***	.638***
Married (omitted= Single)	1.03**	.887**	.876**	.869**
Married (omitted= Other)	.809**	.785**	.730**	.726**
Urban (omitted= Rural)	1.97**	1.88**	1.83**	1.83**
Rural (omitted= Urban)	-.586**	-.485***	-.482***	-.469***
Large family size (omitted= otherwise)	.093***			
Children	1.08***			
<i>Financial Measures</i>				
Income		1.14*		1.08***
Employed (omitted = unemployed)		1.847*		1.638*
Unemployed (omitted = employed)		1.21**		1.16**
Housewife (omitted = employed)		1.13***		1.05***
Ownership of property (omitted= otherwise)		1.73**		1.55**
<i>Occupations</i>				
Not Working			Omitted	Omitted
Professional/Managerial			.685**	.463**
Service			.817**	.614**
Household			.438**	.293**
Skilled manual			.267**	.185**
Unskilled manual			.154**	.067**
Agricultural			.239**	.162**
Likelihood ratio X-square	3.167	18.893	26.989	25.537
(-2 log likelihood)	1831.428	1768.649	1581.378	1547.065
Weighted N	1450	1450	1450	1450

\* p < .05, \*\* p < .01, \*\*\* p < .001

The logit model results showed below in Table 4 demonstrates the relationship between demographic

features, occupation and the ability of women to have control over resources, livestock and land. The results displayed by the logit shows that occupation is a vital indicator of control over resources. There is little probability for both unskilled and skilled women working in the agricultural sector to be empowered when in contrast with women in other sectors. Nevertheless, the logit results put forward a suggestion that for many women, making huge contributions to the income of the family influences resource control than the kind of employer they work for. For example, all women who work in the agricultural sector, unskilled or skilled positions and even professionals who work for family or are self-employed have a little chance of having the ability to control their properties, income, or resources. As shown by Table 4, women control over resources is influenced by women’s education, age and occupation. Moreover, it can be seen from the table that the control variables of income (OR = 1.78,  $p < .01$ ), marital status (OR = 1.37,  $p < .01$ ) and living in urban areas (OR = 1.26,  $p < .05$ ) have higher chance of influencing women’s control over resources.

**Table 4: Logit Model Predicting Control over Resources by Financial, Demographic and Occupational Characteristics**

Variable	Model 1	Model 2	Model 3	Model 4
<i>Demographic measures</i>				
Primary education (omitted = tertiary)	.017**	.017**	.014**	.013**
Secondary education (omitted = tertiary)	.723**	.715**	.706**	.701**
Higher education (omitted = tertiary)	1.55**	1.52**	1.52**	1.38**
Age 15–29 (omitted = 65-older)	.162***	.158***	.158***	.137***
Age 30–44 (omitted = 65-older)	.386***	.370***	.370**	.367**
Age 45–59 (omitted = 65-older)	.583**	.571***	.566***	.547***
Married (omitted= Single)	1.37**	1.37**	1.29**	1.14**
Married (omitted= Other)	1.18**	1.09**	1.02**	.972**
Urban (omitted= Rural)	1.67*	1.65*	1.58*	1.54*
Rural (omitted= Urban)	-.485**	-.479**	-.467**	-.429**
Large family size (omitted= otherwise)	0.162**			
Children	.157**			
<i>Financial Measures</i>				
Income		1.78*		1.17***
Employed (omitted = unemployed)		1.716*		1.682*

Unemployed (omitted = employed)	1.17**	1.04**
Housewife (omitted = employed)	.472***	.319***
Ownership of property (omitted= otherwise)	1.105**	1.029**

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*Occupations*

Not Working	Omitted	Omitted
Professional/Managerial	.679**	.473**
Service	.725**	.725**
Household	.573**	.551**
Skilled manual	.224**	.127**
Unskilled manual	.035**	.018**
Agricultural	.097**	.082**

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Likelihood ratio X-square	4.537	16.218	23.159	27,488
(-2 log likelihood)	1271,885	1278,609	1157,380	1081,065
Weighted N	1450	1450	1450	1450

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\* p < .05, \*\* p < .01, \*\*\* p < .001

## 7. CONCLUSION

The world we live in today is a global one hence it is imperative that we make use of every economic and social asset within our reach to achieve success. From the theories of the Criminal Code, constitutional reforms, Labour Act and Civil Code, men and women appear to be equal although some sorts of discrimination still occur in other areas. These form of discrimination includes the unequal access to the woman to education, economic resources, legal and social discrimination, their burden of outstanding jobs or low income, the absence of women in the political sector and different domestic violence that are targeted against women. These challenges reduce or bring down the effort of women towards March of women towards liberation from slavery and as such, their families, country, and communities at large faces the consequences.



The effect of the patriarchal structure is seen in urban and rural Turkey although women's empowerment is prominent in urban Turkey. As compared to women in the urban areas, women in rural areas face much discrimination and inequality at a greater rate. The women in urban settings who are educated enjoy free and better access to health care, economic opportunities and chances are, they will experience less domestic violence compared to the rural women. Also, empowerment of women is impeded by the society's definition of the responsibilities of women. This may be religious or social. The general idea in main parts of Turkey is that women are not equal to men and as such, they should be given lower status in the community and family. This idea makes it difficult or impossible for women to gain access to economic possibilities, education and much more. As a result, their choices and freedom are limited.

This work, therefore, suggests that there should be the sincere implementation of educational policies, which will make it compulsory for girls/women to stay in school for an extended period. Likewise, this work suggests that government should rise and create innovations like insurance and savings, credit, Social and legal strategies, and microfinance all in a bid to promote the economic resilience of women and to increase the access of women to real employment opportunities and productive assets. All these will assist them to overcome the barriers surrounding livelihood and the policies that are targeted at promoting gender Equality. This is believed the nudge in the right direction towards the liberation of women in Turkey.

However, the results of this research work are in agreement with other studies that have been conducted on women's empowerment but also disclose new insights and perceptions. From the previous studies carried out, one can deduce that socioeconomic, demographic background is a greater part of women's empowerment. Having highest levels of education, the state of being single and old, and inhabiting in an urban society are connected to higher empowerment levels. Marital Status, levels of teaching, coming from an urban or rural area are significant demographic factors. It's safe to conclude that demographic factors play a crucial role in empowerment. Of a truth, the old methods of organizing empowered for women and girls, delaying marital age is backed up by this discovery. The result of this research work also reinforces the assertion that working alone cannot be used as criteria to liberate women except liberation over freedom of rights and control over financial resources. When it narrows down to occupation, women who engage in clerical, professional/technical, sales/services, and managerial have a greater chance of controlling financial resources and making decisions. The results observed for women who engage in household jobs and domestic work agrees with regard results found for females who engage in no manual jobs in contrast to women who do manual work. However, in some cases, chances



are these women can be empowered that those who participates in professional jobs. The question now is, what effects does all have on women empowerment? While this study states that the liberation is women is connected to employment, the relationship is not as simple or easy as it appears to be. This just means that to understand the relationship between jobs and empowerment entirely, employment should be given adequate attention. That is, sufficient attention should be paid to the jobs available for women, women's income and the control they have over it and how well the revenue sustains her family.

This research has done the work of studying the complex relationship that exists between empowerment and employment. However, the work suggests that all the steps mentioned or listed are the necessary prerequisites for empowering women. It also reveals that employment is useful regarding behavioural measures of empowerment. All these discoveries show that empowerment is complex. Besides, the fact that a woman is liberated in one sector does not connote that she will be liberated in the other.

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