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Psychological Counselor Candidates' Attitudes towards Gender Roles: The Predictive Role of Multicultural Personality Trait

Psikolojik Danışman Adaylarının Toplumsal Cinsiyet Rollerine Yönelik Tutumları: Çok Kültürlü Kişilik Özelliklerinin Yordayıcı Rolü

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Abstract. This study aims to investigate multicultural personality traits and attitudes towards gender roles of psychological counselor candidates (PCC). A total of 234 (156 female, 67%) PCCs completed measures of Gender Roles Attitude Scale, Multicultural Personality Scale and the Personal Information. Correlation analysis, variance analysis, independent samples t-test, regression analysis and mediation analysis were performed for data analyzing. This study showed that while attitudes towards gender roles of PCCs have a significantdifference in terms of gender, mother working status and place where most of life is passed, no significant difference was observed according to the grade level. Furthermore, multicultural personality traits were related to attitudes toward the gender roles. In addition, gender, cultural empathy, flexibility and social initiative multicultural personality traits explained about 31% of the variance in the attitudes towards gender roles of PCCs. Lastly, cultural empathy and flexibility had a partially mediating effect on the predictive role of gender.

Keywords. Attitudes toward gender roles, multicultural personality, psychological counselor candidates

Öz. Bu çalışmada, psikolojik danışman adaylarının çok kültürlü kişilik özellikleri ile toplumsal cinsiyet rollerine yönelik tutumları arasındaki ilişkinin incelenmesi amaçlanmıştır. Araştırmanın çalışma grubunu rastgele örneklem yöntemiyle belirlenen 156'sı (%67) kadın olmak üzere toplam 234 psikolojik danışman adayı oluşturmaktadır. Araştırmada veriler Toplumsal Cinsiyet Rolleri Tutum Ölçeği, Çok Kültürlü Kişilik Ölçeği ve Kişisel Bilgi Formu ile toplanmış, elde edilen verilerin analizinde bağımsız örneklem t-testi, varyans analizi, Pearson korelasyon analizi, regresyon analizi ve aracılık analizi uygulanmıştır. Araştırma bulgularına göre, psikolojik danışman adaylarının toplumsal cinsiyet rollerine yönelik tutumları cinsiyete, anne çalışma durumuna ve yaşamın çoğunun geçirildiği yerleşim yeri değişkenlerine göre istatistiksel açıdan anlamlı derecede farklılaşırken, sınıf düzeyi değişkenine göre farklılaşmamıştır. Psikolojik danışman adaylarında, cinsiyet (kadın olma), kültürel empati, esneklik ve sosyal girişimciliğin birlikte toplumsal cinsiyet rollerine yönelik tutumların %31'ini açıkladığı sonucuna varılmıştır. Ayrıca kültürel empati ve esnekliğin cinsiyet ile toplumsal cinsiyet rollerine yönelik tutum arasındaki ilişkide aracı olduğu bulunmuştur.

Anahtar Kelimeler. Toplumsal cinsiyet rollerine yönelik tutum, çokkültürlü kişilik, psikolojik danışman adayları

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Based on the idea that the biological reasons cannot explain the differentiation between women and men, gender studies argue that the roles of men and women are different in various cultures and that these differentiations are established on the social level (Ökten, 2009). Although the concept of sex is a difference provided by biological existence, gender role is social patterns determined by the culture in the axis of masculinity and femininity (Zeybekoğlu, 2010). Diversities from each other of women's and men's appearance, feelings and thoughts, abilities and even personality traits are extensions of biological sex differences (Çalışır & Okur-Çakıcı, 2015). In the light of gender role, the difference between men and women does not only arise from biological origin, but it also derives from socio-cultural value differentiations resulting from biological differences. Thus, categories related to gender roles are categories created in social and cultural platform such as existing behaviors of femininity, masculinity, personality traits, and roles (Dedeoğlu, 2000). On the other hand, discussions about whether gender roles are a biological necessity or a result of socialization continue. From a bio-psycho-social perspective, gender role includes social, cultural and behavioral features related to being women or men by considering from a psychological perspective. According to this, while sex expresses the biological aspects of being male or female, the gender roles are formed in the process of socialization. In the socialization process beginning with birth, individuals learn gender roles and what behaviors are ethical by distinguishing patterns that society considers acceptable and unacceptable behavior (Çam, Çavdar, Seydooğulları, & Çok, 2012; Wienclaw, 2011). Acquired gender roles become valid by internalizing with the contribution of the culture, social relations and family (Avşar, 2017).

As a result of interactions between gender roles of individuals, groups and societies, gender roles are based on the values, beliefs and expectations of every society, including economic equality, marriage policies and violence against women (Lindsey, 2015). Appropriate gender roles are patterns that are defined according to the beliefs of the society about sexes (Blackstone, 2003). As these patterns are formed on the social level, they are get changed and transformed together with social change as well as being constant and universal. The concept of gender, which refers to value judgments, roles and expectations that society deems appropriate for women and men, can be characterized as a

changed gender position in the historical process as it can change from society to society (Çalışır & Okur-Çakıcı, 2015).

As gender perception shapes the life of both men and women, gender perception in individual terms also forms the gender roles of society (Öngen & Aytaç, 2013). Therefore, the gender perception of the society significantly affects the participation and representation form of male and female in a society. The order of gender roles shaped by the economic, cultural and social structure of the society also produces miscellaneous mechanisms accordingly. These methods and mechanisms vary according to the time, place, race or class as well as the economic and political structure of that society in the historical process (Ökten, 2009).

The gender and gender role together with social patterns have an impact on help-seeking attitudes and behaviors (Özbay, Terzi, Erkan, & Cihangir-Çankaya, 2011). This highlights the need that psychological counselor candidates (PCC), who are likely to work with clients with different gender roles, to take into account the gender roles and to be aware that gender roles may have an impact on clients' lifestyles (American Psychological Association, 2003), to realize that their gender roles may affect the psychological counselingprocess(Mintz&O'Neil, 1990). Consequently, psychological counselors mayneed to have egalitarian attitudes toward gender role for effective counseling process.

Another concept related to social diversity like gender roles is multiculturalism. Having multicultural personality traits may be useful in showing egalitarian gender-role attitudes and providing counseling services sensitive to gender roles. Because of thedevelopments arising from political, economic and technological factors, the world is becoming more global in general and countries are becoming more and more multicultural among themselves (Çelik, 2008). As a natural consequence of this, interest in concepts such as nationality, intercultural reapprochement, multiculturalism, multilingualism and international harmony is increasing day by day (Polat, 2009). Multiculturalism is a system that created by the various kind of societies or different groups within the society, recognizes their own cultural lives and supports them. In this sense, multiculturalism can be defined as the diversity and richness of culture within the social system (Rosado, 1996). Along with this diversity in the social

structure, individuals' being sensitive to the thoughts and behaviors of people in different cultures come to the fore as a necessity of their common lives. Individuals should be aware of cultural differences, adapt their behavior in a flexible way, respect in order to be open to other cultures and be sufficiently sensitive to adapt to other culture (Kortmann, 2016). Shortly, the individual must have a personality structure that is sensitive to the cultural differences of the other individuals in social spaces such as workplace, school, private life etc. (Van der Zee & Van Oudenhoven, 2001).

Multicultural personality is a multidimensional structure comprising of emotional stability, cultural empathy, open-mindedness, social initiative and flexibility (Van Der Zee & Van Oudenhoven, 2000). Open-mindedness corresponds to a clear and prejudicial attitude towards cultural differences. Cultural empathy expresses to understanding the emotions, behaviors and thoughts of individuals from different culture. Social initiative refers to approaching social situations and showing initiative in these interactions. Emotional stability reflects the skill to stay calm under stressful and new conditions. Flexibility means evaluating new situations as a positive challenge and behaving accordingly these situations (Van der Zee & Van Oudenhoven, 2001). Nowadays psychological counseling approaches have addressed the concept of multiculturalism and culturally sensitive psychological counseling practices become increasingly important (Bektas, 2006). Especially in recent years, it is questioned whether the traditional psychological counseling theories arising from the needs of Western societies meet the cultural, ethnic, sexual and religious needs of different groups (Karaırmak, 2008). Therefore, PCCs, who are likely to work with clients from different cultural backgrounds in multicultural countries such as Turkey, should also consider the cultural diversity,should have multicultural personality as well as culturally sensitive counseling competence.

Multicultural counseling competencies began to be discussed in the early 1980's with a call argued that helping professionals had to be culturally skilled to cope with the challenges of cultural diversity(D. W. Sue et al., 1982) and they were defined as skills to provide ethical and effective counseling interventions to culturally diverse clients (D. Sue, Arredondo, & McDavis, 1992). Moreover, multicultural counseling is not only a relationship between the clients and the counselor, but also an effective way to increase intercultural communication and interaction in counseling groups. This interaction and

communicational environment also allows the dissolution of resistance between groupmembers (Umucu & Acar, 2011). At the same time, the cultural themes or needs, shared in the sub-group in which the individual feels that s/he belongs, may occur in the psychological counseling process and may have a determining role in the intervention methods of the psychological counselor (Karaırmak, 2008). On the other hand, psychological counselors who know that they should have cultural sensitivity, empathetic and unconditional acceptance, may have difficulty to practice what all they know when they come together with a client from different culture. Even, their cultural background may bias them during counseling process. For this reason, knowing that his/her clients have a different cultural background, the counselors should have cultural awareness for an effective psychological counseling relationship, should have cultural knowledge to better understand them and should have cultural skills to use culturally sensitive methods and techniques (Kağnıcı, 2016). Furthermore, multicultural training is related to gender-role attitudes and therefore American Psychological Association (2003) and D. W. Sue and Sue (2012) proposed that through multicultural training counselors may enhance their awareness in gender-role attitudes and may have more egalitarian attitudes, which, in turn, may enhance their counseling skills. Otherwise, counselor may have difficulties in implementing culturally sensitive counseling with diverse clients without realizing the gender role attitudes (Wester, 2008)

As a result, of external migrations in recent years (Türkiye İstatistik Kurumu, 2018), Turkey's existing multicultural structure has enriched. Schools are one of the most important indicators of this diversity. In addition to this diversity in schools, the individual educational needs of the students with disabilities, in disadvantaged groups or with different developmental characteristic require "inclusive education". The 2023 Education Vision, which includes the "inclusive education" as the target, aims to ensure that school psychological counselors have competencies to cover these differences (Milli Eğitim Bakanlığı, 2018). In particular, it is important to educate PCCs with a service understanding that is sensitive to the roles of multiculturalism and gender (American Psychological Association, 2003). Also, on the one hand having multi-cultural personality such as emotional stability, open-mindedness, cultural empathy, flexibility and social initiative of psychological counselor provides support for more inclusive and effective work for clients from

different cultures, on the other hand these features may be useful in the light of having a more egalitarianperspective on gender roles. Therefore, the aim of the present study is the investigation of the relationbetween multicultural personality traits and gender-role attitudes of PCCs. Furthermore, despite the social infrastructure of PCCs, we expect that attitudes toward gender roles differentiate according to the grade levels due to the psychological counseling education and training. Thus, we examine the relationship between attitudes toward gender roles, grade level and some socio-demographic variables (gender, mother working status, permanent residence).

METHOD

We used correlational research design that aims to determine the presence or degree of relationship between two or more variables (Creswell, 2012). In the current study, we examined the relationship between multicultural personality and attitudes toward gender roles.

Study Group
Participants of this research which are 234 PCCs (156 females, 67%) at Erzincan BinaliYıldırım University were randomly recruited. The age range of the sample is 17-28, having an average of 20,44 and standard deviation of 1.72.

Ethics Committee Approval
The authors declare that they have carried out the research within the framework of the Helsinki Declaration and with the particiapation of volunteer students.

Data Collection Tools

Gender Role Attitude Scale developed by Zeyneloğlu and Terzioğlu (2011), Multicultural Personality Scale adapted by Polat (2009) and Personal Information Form including socio-demographic variables such as gender, mother working status etc. are used to collect data.

Gender Role Attitude Scale: Gender RoleAttitude Scale, consists of 38 items, was developed by Zeyneloğlu and Terzioğlu (2011) to determine the gender-role attitudes. The scale is a Likert-type scale that is scored between 1

(absolutely disagree), 2 (disagree), 3 (neutral), 4 (agree) to 5 (exactly agree). The highest score of the scale is 190 and the lowest score is 38. The higher score indicates the egalitarian gender-role attitude, and the lower score indicates the traditional attitude. The Cronbach's Alpha internal reliability coefficient of the scale was .92 and it was calculated as .93 in this study (Table 2).

Multicultural Personality Scale: Multicultural Personality Scale, developed by Van Der Zee and Van Oudenhoven (2000),was used to determine the level of participants' multicultural personality traits. Scale consisting of five sub-dimensions including flexibility, social initiative, emotional stability, open-mindedness and cultural empathy is a Likert-type scale that is scored between1 (absolutely disagree) and 5 (exactly agree). The Cronbach's Alpha internal consistency coefficients of the original form of the scale vary between .72 and .87. The high score indicates that the perceived multicultural personality traits are high and the low score indicates that the perceived multicultural personality traits are low. The original form of the scale consists of 91 items, but shorter forms have been used in different studies (Van Oudenhoven& Van der Zee, 2002). The adaptation of the scale to Turkish culture (Polat, 2009) showed that the five-factor structure of the scale, consisting of 33 items, was verified. The Cronbach'sAlpha internal reliability coefficients for the Turkish form of the scale were between .65 and .87. The internal consistency coefficients calculated within the scope of this study are shown in Table 2.

Process
Data were obtained in the spring semester of the 2017-2018 academic year. Participants completed the surveys in paper form during class time after an informed consent process.

Data Analysis
We applied independent samples t-test, variance analysis, Pearson product-moment correlation analysis, multiple regression analysis and mediation analysis. For preliminary analyzes, firstly, we examined the normality distribution of data, skewness-kurtosis (-1 - +1) values, average, median, mode, scatter, and histogram graphs and homogeneity of variance (Levene F Test). We tested whether there are outliers by Mahalanobis distance (17.22) and Cook's (Cook's <1) values, no data were extracted from the data set because there were no outliers to affect the analysis. As a result of preliminary analysis,

we found that the data were normally distributed and suitable for parametric statistics. We tested the assumptions of multiple linear regression analysis: There was no multicollinearity between predictor variables (all correlations were below than .80), the tolerance value is higher than .20, VIF value is less than 10, CI is less than 30 and the value of Durbin-Watson is between 1-3 (DW = 1.81). These results showed that the data were suitable for multiple linear regression analysis.Moreover, gender was coded as a dummy variable with 1 female and 0 male for regression analysis. We conducted stepwise regression analysis in which order of entry of variables depends on statistical criteria. Because the subject of the current study has relatively not been tested before, stepwise regression analysis, which is a model-building rather than model-testing, may be more beneficial to define variables in order to build structural models in future researches (Tabachnick&Fidell, 2013).

FINDINGS
First phase of this section contains the findings of the demographic characteristics of the participants. In this context, Table 1 demonstrates descriptive statistics on the grade level, permanent residence and mother working status.

Table 1. Descriptive statistics of demographic variables

Variable	Level	n	%
Grade level	1	64	27.4
	2	64	27.4
	3	55	23.5
	4	51	21.8
Permanent residence	Village	51	21.8
	Town	66	28.2
	City	117	50
Mother working status	Not working	213	91
	Working	21	9

Table 1 including the findings of the various demographic variables indicated that 27.4% of the participants (64 people) were both in the 1st and 2nd grades, 23.5% (55 people) were in the 3rd grade and 21.8% (51 people) were in the 4th grade. When we look at the permanent residence, it can be seen that 21.8% of

the participant (51 people) were fromthe village, 28.2% (66 people) from thetown and of 50% (117 people) were from the city. In addition, 91% of the participants (213 people) stated that their mothers donot work in any job; only 9% (21 people) stated that their mothers have a job. The mean, standard deviation, Cronbach's alpha and correlation values of the variables are given in Table 2.

Table 2.Descriptive statistics of the study variables

	Min-Max	$\bar{X}$	Sd	α	r (Gender role)
Gender Role	89-190	151,47	21,48	.93	1
Cultural Empathy	16-55	46,01	5,04	.87	.316**
Social Initiative	6-30	20,59	3,62	.71	.147*
Emotional Stability	14-32	22,62	3,45	.42	-.022
Open-mindedness	11-25	18,84	2,53	.56	.181**
Flexibility	5-20	14,68	2,46	.46	.286**

r= Pearson correlation value; *= p<.05; **= p<.01; α= Cronbach's alpha internal consistency coefficient.

As seen in Table 2, attitudes towards gender roles of PCCs were related to cultural empathy (r = 0.316, p<.01), social initiative (r = 0.147, p<.05), open-mindedness (r = .181, p<.01) and flexibility (r = .286, p<.01) multicultural personality traits; but it was not related to emotional stability (r = -.022, p>.05) multicultural personality trait. Table 3 shows the results of the independent samples t test in order to detect whether the attitudes towards gender roles differ significantly according to gender and mother working status.

Table 3.Independent samples t-test results of the attitudes towards gender roles according to gender and mother working status

Score		N	$\bar{X}$	Sd	df	t	p
Gender	Male	78	138.74	21.36	232	7.05	.000*
	Female	156	157.84	18.56			
Mother working status	Working	21	160.86	18.22	232	2.11	.036*
	Not working	213	150.55	21.60			

*= p<.05

Independent samples t-test results demonstrated that male candidates had less egalitarian attitudes towards gender roles than female candidates ($t_{(232)}$= 7.05, p<.001). Moreover, the attitudes of candidates whose mothers work in a job were also more egalitarian than the attitudes of candidates whose mothers do not work in a job ($t_{(232)}$= 2.11, p<.05). The results of the One Way ANOVA, which examines whether the attitudes towards gender roles differ according to the permanent residence and grade level, are presentedin Table 4.

Table 4.One-way ANOVA test results related to the attitudes towards gender roles according to the settlement where most of their lives spent and grade level

Variable		Sum of Squares	df	Average of Squares	F	p	LSD
Permanent Residence	Between Groups	3136.68	2	1568.34	3.462	.033*	B-A
	In-group	104192.8	230	453.01			C-A
	Total	1077329.5	232				
Grade Level	Between Groups	1769.63	3	589.88	1.283	.281	
	In-group	105777.2	230	459.90			
	Total	107546.8	233				

*= p< .05; A= Village, B= Town, C= City center

The attitudes of PCCs towards gender roles were not found to be significantly different according to the grade level (F_{3-230}= 1.283, p>.05) while it differed according to the permanent residence (F_{2-230}= 3.462, p<.05). Post-hoc LSD test demonstrated that the significance was between city center and the village and townin favor of city center. Students who lived mostly in cities have more egalitarian attitudes than students who live mostly in village or town. In consequences of the correlation analysis, variance analysis and t-test, we performed the regression analysis on gender, mother working-status, permanent residence and four multicultural personality traits relate to the attitude towards gender roles (Table 5).

Table 5.The results of multiple regression analysis for predicting the attitudes towards gender roles

Model	B	SE	β	t	r	Partial r	R	R^2	F
1 Constant	138.744	2.212		62.712**			.420	.173	49.690**
Gender	19.101	2.710	.420	7.049**	.420	.420			
2 Constant	90.907	11.321		8.030**					
Gender	17.127	2.653	.377	6.456**	.420	.391			
Cultural Empathy	1.068	.248	.251	4.303**	.316	.272	.487	.231	35.977**
3 Constant	68.460	12.834		5.334**					
Gender	15.358	2.643	.338	5.812**	.420	.358			
Cultural Empathy	1.030	.243	.242	4.242**	.316	.269	.524	.275	29.084**
Flexibility	1.728	.501	.198	3.450*	.286	.222			
4 Constant	45.270	14.247		3.177*					
Gender	16.129	2.592	.355	6.222**	.420	.380			
Cultural Empathy	.968	.238	.227	4.067**	.316	.260	.557	.311	25.782**
Flexibility	1.882	.492	.216	3.828**	.286	.245			
Social Initiative	1.130	.329	.190	3.433*	.147	.221			

*= p<.05; **= p<.001

ANOVA resultsfor stepwise regression analysis showed that, explained variance is statistically significant (F_{1-232}=49.690; F_{2-231}=35.977; F_{3-230}=29.084; F_{4-229}=25.782; p<.001). Since the predictive variables successfully performed the procedure on the model, we conducted a stepwise multiple regression analysis to predict the attitude towards gender roles in the next stage.

In the first step of the stepwise regression analysis, the Beta (β) coefficient was .420 in predicting the attitudes towards gender roles of the PCCs of *gender* (0= male). Consequently, gender (being female) singly explained 17.3% of the variance in the attitudes towards gender roles of PCCs (R=.420; R^2 =.173; p<.001). In the second step of the stepwise regression analysis, *cultural empathy*

was added to the model as well as *gender*. The beta coefficient of *gender* was .377; β coefficient of *cultural empathy* was .251 and when we controlled other variables, *gender* and *cultural empathy* explained together 23.1% of the variance in the attitudes towards gender roles of PCCs (R=.487; R^2 =.231; p<.001).

The model consisted of *gender*, *cultural empathy* and *flexibility* in the third step. β coefficient of *gender* was .338; β coefficient of *cultural empathy* was .242; β coefficient of *flexibility* was .198. *Gender*, *cultural empathy* and *flexibility* explained together 27.5% of the variance in the attitudes towards gender roles of PCCs (R=.524; R^2 =.275; p<.001). *Social initiative* was added to the model in the last step and β coefficient of *gender* was .355; β coefficient of *cultural empathy* was .227; β coefficient of *flexibility* was .216, β coefficient of *social initiative* was .190. Social initiative explained additional 3.6% of variance in the attitudes towards gender roles (R=.557; R^2 =.311; p<.001). In summary, considering the beta values in the model, *gender*, *cultural empathy*, *flexibility* and *social initiative* significantly predicted the attitudes towards gender roles of PCCs. In other words, the relative importance of predictive variables on attitudes towards gender roles was lined up as *gender*, *cultural empathy*, *flexibility* and *social initiative* respectively.

To examine whether the predictive role of gender is accounted for the multicultural personality, we run a mediation analysis using gender as independent variable (0= male), attitudes towards gender roles as dependent variable and multicultural personality traits (cultural empathy, flexibility and social initiative) as mediators. We used multiple mediation model and cultural empathy, flexibility and social initiative entered simultaneously to the model. Following the methods of Hayes (2018), we used bootstrapping procedure, using 5000 bootstrapping sample, to calculate SEs and %95 confidence intervals of indirect effects. The fact that the confidence interval does not contain zero indicates that indirect effects are significant. The SPSS macros Process V3 provided by Hayes (2018) were performed for this analysis. Table 6 includes the results of mediation analysis. We also provided regression/path coefficients in Figure 1.

Table 6. Bootstrap results for indirect effect of gender on gender-role attitudes through multicultural personality traits.

	Coefficient	SE	95% Confidence Interval	
			Lower	Upper
Total effect				
	19.1006	2.7096	13.7619	24.4392
Direct effect				
	16.1288	2.5924	11.0208	21.2369
Indirect effects				
Total	**2.9717**	1.3667	.4898	5.7788
Cultural Empathy	**1.7890**	.8793	.4025	3.7927
Flexibility	**2.0024**	.8158	.6106	3.8043
Social Initiative	-.8197	.5778	-2.0703	.2084
Contrast				
C1	-.2134	1.2247	-2.5145	2.3045
C2	**2.6087**	.9740	.9386	4.7362
C3	**2.8221**	1.0318	.9625	4.9547

Boldface type indicates a significant effect as determined by the 95% bias-corrected and accelerated confidence interval based on 5000 bootstrap samples.
C1= Cultural empathy - Flexibility; C2= Cultural empathy - Social Initiative; C3= Flexibility - Social Initiative

Although the total indirect effect was significant (B=2.97; SE= 1.37; 95% confidence interval= .49-5.78; p<.001), only the indirect effect of cultural empathy ($a^1.b^1$= 1.79; SE= .88; 95% confidence interval= .40-3.79) and flexibility ($a^2.b^2$= 2.00; SE= .82; 95% confidence interval= .61-3.80) showed significance but social initiative ($a^3.b^3$= -.82; SE= .58; 95% confidence interval= -2.07-.21) did not gain significance. The paths from gender to the cultural empathy and flexibility and the paths from culturalempathy and flexibility to

the attitudes towards gender roles were significant (Figure 1). These findings demonstrated that female students were more likely to state higher rate of cultural empathy and flexibility, which, in turn, had positive predictive effect in attitudes towards gender role. On the other hand, as seen Figure 1 and Table 6, gender still had a significant direct effect on attitudes towards gender role (c'=
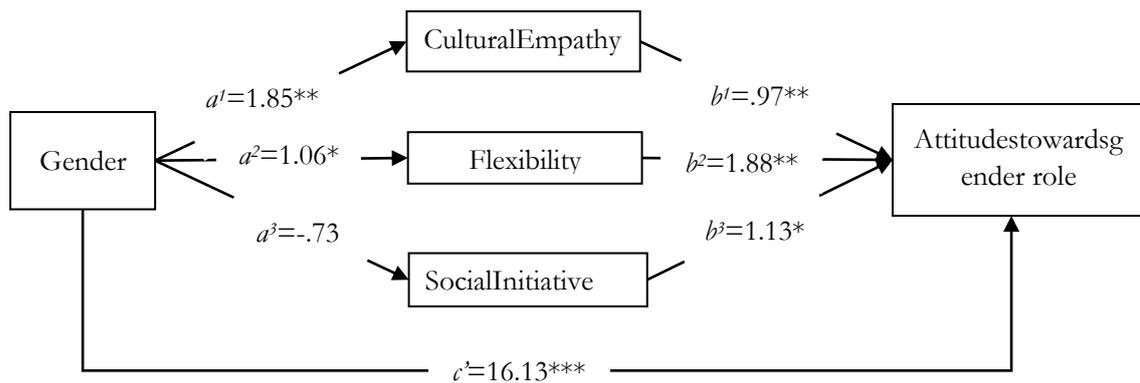
16.13; $t_{(229)}$= 6.22; p<.001), indicating that even when we controlled the indirect effect of gender on attitudes towards gender role through cultural empathy, flexibility and social initiative, the direct effect of gender on attitudes towards gender role was still significant.

Figure 1. Multi-mediation model(*= p<.05; **= p<.001)

DISCUSSION

The current study showed that the attitudes towards gender roles of PCCs significantly differed according to the gender, the working status of the mother, and permanent residence, however it did not significantly differ according to the grade level. In addition, present study indicated that except from *emotional stability* all multicultural personality traits related to the attitudes of gender roles whereas only *cultural empathy*, *flexibility*, *social initiative* and *gender* significantly predicted the attitudes towards gender role. Moreover, gender has an indirect effect on attitudes towards gender role through *cultural empathy* and *flexibility*. Female PCCs have higher state of cultural empathy and flexibility level, which predicts the higher level of egalitarian attitudes.

The fact that male PCCs have less egalitarian attitude towards gender roles may be an indication that male PCCs do not want to lose their power and authority

both within the family and in the society. These findings are similar to the findings of Özmete and Yanardağ (2016)'sstudy related to the gender roles with the perspective of men. Özmete and Yanardağ (2016) stated that as males grow older and their education levels decrease, they have moved away from the perception of equitable gender roles. Especially understanding about the sanctity of motherhood that encumbered by cultural structure in Turkey to the girls in the family may be a reason for the differentiation of women's and men's attitudes towards gender roles (Seçgin & Tural, 2011). However, theories examining the moral development from a gender perspective stated that women take more responsibility in line with people's needs and act with care thinking (Çam et al., 2012). In this context, the fact that male PCCshave lower egalitarian gender roles than female PCCsmay be a result of this understanding within the family.

Another finding of the study demonstrated that the candidates whose mother works in a job has more egalitarian attitude towards gender roles. Women, working in a job, have masculine roles such as working outside the home,being responsible for the livelihood of the family, having control over material resources (Zeyneloğlu & Terzioğlu, 2011). Supporting these findings, another study found that stay-at-home fathers who took the feminine roles such as child rearinghad more egalitarian gender-role attitudes. Thus it demonstrated the effect of working status on gender-role attitudes (Fischer & Anderson, 2012). Sharing the roles loaded in the family to the women with men may also have been influential in having more egalitarian attitudes of children in this family. Likewise, similar findings in studies show that children of working women have more egalitarian gender-role attitudes(Öngen & Aytaç, 2013; Pınar, Taşın, & Eroğlu, 2008; Tuck, Rolfe, & Adair, 1994). On the other hand, the fact that parent with traditional attitudes had more conventional expectations of their children (Gervai, Turner, & Hinde, 1995) showed the effect of parents on the attitudes of children.

The present study also showed that PCCs who came from rural areas (village or town) had less egalitarian attitudes towards gender roles. Other studies stated that university students living in the cities have more equitable attitudes however university students living in rural areas have more traditional attitudes (Aylaz, Güneş, Uzun, & Ünal, 2014; Pınar et al., 2008). Similarly,Istenič (2007)found that men and women from rural areas have more traditional

attitudes than their urban counterparts. Nevertheless, rather than place of residence, more traditional attitudes towards gender roles are principally related with lower-education level and conventional view about marriage. Therefore, rural residents who have more liberal family life and are well educated, demonstrates more egalitarian gender attitudes similar to urban residents. Urban life may provide more resources such as the inclusion of women in working life and social life and the coexistence of different cultures etc. Thus, with the effect of these resources,PCCswho grow up in the citiesmay have more egalitarian attitudes.

Another finding demonstrated that the attitudes of PCCs towards gender roles was not differed according to the grade level. While we expect an increase and differentiation in the egalitarian attitudes towards gender roles of PCCs in the end of a four-year period of a social-oriented program such as psychological counseling training, we found a reverse finding. Similarly, in a study was carried out with 6933 students by Aylaz et al. (2014), found that freshman and senior students' attitudes towards gender roles did not differentiate. However, a study with nursing students indicated that fourth grade students had more equitable attitudes (Atış, 2010). In the process of "socialization of the gender" that begins with the birth of the baby, learning the gender roles was realized almost unconsciously and these stereotypes, which are reinforced from the childhood, get structured before the university period (Giddens, 2008). In this context, these findings may be considered as a need for more comprehensive education and experience in order to change these attitudes.

While *cultural empathy, open-mindedness*, *flexibility* and *social initiative* multicultural personality traits are related to the attitudes towards gender roles of PCCs, there was no significant relationship between *emotional stability.*In addition, *gender*, *cultural empathy*, *flexibility* and *social initiative* explained together for about 31% of the attitudes towards gender roles of PCCs. Individuals with high *cultural empathy* (having the ability to understand actions, feelings and thoughts of individuals from diverse or different population), with high *flexibility* (having a tendency to the active participation in social life) and with high *social initiative*, (having the ability to adapt to new situations) (Van der Zee & Van Oudenhoven, 2001), may have more egalitarian attitudes towards gender roles. Similar to the present study, another study demonstrated that adolescents with social, enterprising and artistic personalities showed more egalitarian gender-role attitudes. The explanation of this differentiation could be that social and enterprising personalities tend to seek and value social interaction and artistic

personalities may be sensitive, expressive and nonconforming. Considering the fact that attitudes towards gender roles of adolescents are expression of their personality, this tendency could make them have more egalitarian attitudes (Tuck et al., 1994). Similar to the present study, egalitarian gender-role attitudes are positively related to multicultural awareness and knowledge (Chao, 2012). Moreover, the relationship between traditional gender-role attitudes and psychological distress (Sweeting, Bhaskar, Benzeval, Popham, & Hunt, 2014) and between authoritarianism consisting of conventionalism, submission, aggression (Duncan, Peterson, & Winter, 1997) may explain the association between egalitarian gender-role attitudes and cultural empathy, flexibility and social initiative.

In the present study, gender's effect on the prediction of gender-roles attitudes is relatively larger than multicultural personality traits. Likewise, Tuck et al. (1994) also stated that the effect of gender on attitudes was relatively larger than the effect of personality features. Furthermore, we examined the mediating role of the multicultural personality traits on the predictive role of gender on gender-roles attitudes and found that the gender has an indirect effect on attitudes towards gender role through *cultural empathy* and *flexibility*. These findings showed that female PCCs have higher level of cultural empathy and flexibility, which predict the higher level of egalitarian attitudes towards gender role. We may interpret this result as enhancing the cultural empathy and flexibility may lead to increasing in egalitarian attitudes towards gender role. Supporting the findings of the current study, Chao (2012) found that multicultural training reinforced the relationship between gender-role attitudes and multicultural knowledge and awareness. Multicultural training enabled the counselors to understand their gender-roles attitudes and develop an awareness on egalitarianism. Thus, we might claim that enhancing in the multicultural personality features may lead to have more egalitarian gender-role attitudes.

Emotional stability personality trait is used to describe individuals who are confident, open to criticism, and are able to cope with patient and stressful situations(McCrae & John, 1992). Considered in terms of multiculturalism, it expresses the ability of people living in different cultures to remain calm in the face of situations that may cause contradictions, tensions and fears (Polat, 2009). In a study examining the association between opposition attitudes and big-five personality, people with higher level of emotional stability who are defined as objective, obedient, peaceful and calm, have been able to maintain

their calmness by controlling their emotions in the face of cultural events (Ötken & Cenkci, 2013). In this context, we expected that there would be a relationship between gender roles and emotional stability personality trait. However, results of the present study suggest that extensive studies may be beneficial to investigate the relationship between emotional stability and gender roles.

In today's world, cultural diversity, created especially by political factors (war, migration, etc.) and the individual diversity, created by the existing social structure (students with disabilities, students with different developmental orientations, gender roles, etc.) require the education-learning environments to be inclusive. This requirement makes essential that PCCs have egalitarian attitudes towards differences and have multicultural personality traits. Therefore, it can be said that adding multicultural personality skills such as cultural empathy, social initiative, flexibility and open-mindedness to the curriculum is more crucial to train the PCCs. This research also showed that PCCs with more multicultural personality traits have more egalitarian gender-role attitudes. These findings show that teaching multicultural personality skills to the PCCs can be useful in gaining an egalitarian attitude towards gender roles as well as having the multicultural psychological counseling competences. At the same time, the target "A new role, task and function structure will be established for the school counselors to meet the needs arising from migration and similar reasons" (Milli Eğitim Bakanlığı, 2018) for the school psychological counselors in the 2023 Educational Vision, which was announced in 2018 emphasizes to have multicultural personality traits by PCCs. As a result of the fact that, attitudes towards gender roles of PCCs do not differ according to grade level, this result emphasizes the necessity to take these factors into consideration and to evaluate the content of Guidance and Psychological Counseling curriculum.Moreover,researchers and practitioners may develop and examined the efficiency of educational programs aimed at improving the multicultural personality traits and egalitarian attitudes of PCCs.

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Mustafa Eşkisu, PhD, is an assistant professor at the department of Psychological Guidance and Counseling at Erzincan Binali Yıldırım University. He completed his undergraduate education at Ankara University and graduate education at Istanbul University. He received is PhD. degree from Ankara University. His research area contains cognitive and behavioral therapy, mental health, child behavioral problems, parent training, problematic internet use, and social media use.

Mustafa Eşkisu, Dr., Erzincan Binali Yıldırım Üniversitesi Eğitim Fakültesi Rehberlik ve Psikolojik Danışmanlık Anabilim Dalı'nda öğretim üyesi olarak görev yapmaktadır. Lisans eğitimini Ankara Üniversitesi'nde, yüksek lisans eğitimini İstanbul Üniversitesi'nde, doktora eğitimini ise Ankara Üniversitesi'nde Rehberlik ve Psikolojik Danışmanlık alanında tamamlamıştır. Çalışma alanları arasında bilişsel ve davranışçı terapi, ruh sağlığı, çocuk davranış problemleri, anababa eğitimi ve problemli internet ve sosyal medya kullanımı yer almaktadır.

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Oğuzhan Çelik, Erzincan Binali Yıldırım Üniversitesi Psikoloji Bölümü'nde araştırma görevlisi olarak çalışmaktadır. Lisans eğitimini Karadeniz Teknik Üniversitesi Psikolojik Danışmanlık ve Rehberlik alanında, lisansüstü eğitimini ise Erzincan Binali Yıldırım Üniversitesi Psikolojik Danışmanlık ve Rehberlik Programı'nda almıştır. Doktora eğitimi Ankara Üniversitesi Rehberlik ve Psikolojik Danışmanlık alanında devam etmektedir. Araştırma ilgi alanları arasında aile danışmanlığı, boşanma danışmanlığı, bilişsel davranışçı aile yaklaşımı, psiko-eğitim faaliyetleri ve bağımlılıklar yer almaktadır.

Author Contributions/ Yazar Katkıları

ME and MA were involved in the design of the study, literature research, summary of previous research studies and data collection. ME conducted the statistical analysis. ME, MA, and OÇ contributed to developing all manuscripts draft, writing the discussion and approved the final manuscript.

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Genişletilmiş Türkçe Özet

Giriş: Cinsiyet kavramı biyolojik varoluşun getirdiği bir farklılık olmasına karşın, toplumsal cinsiyet rolleri bireyin yaşadığı kültür tarafından erillik ve dişilik ekseninde belirlenen ve bireyden bireye farklılık gösteren sosyal kalıplardır (Zeybekoğlu, 2010). Bu sosyal kalıplar, farklı toplumsal cinsiyet rollerine sahip danışanlarla bir araya gelmesi muhtemel olan psikolojik danışmanların, kendilerinin sahip olduğu cinsiyet rollerinin farkında olmaları, toplumsal cinsiyet rollerindeki çeşitlilik faktörünü göz önünde bulundurmaları ve danışanların yaşam tarzlarında cinsiyet rollerinin de etkisi olabileceğinin bilincinde olmaları gerekliliğini ön plana çıkarmaktadır. Psikolojik danışman adaylarının daha eşitlikçi cinsiyet rolleri göstermesinde etkili olabilecek bir kavram da çok kültürlülüktür.

Çok kültürlülük, çeşitli türden toplumların veya toplum içerisinde yer alan farklı grupların bulundukları sosyo-kültürel sistem içerisinde oluşturdukları, kendilerine ait kültürel yaşantılarını tanıyan ve bu yaşantıları destekleyen bir sistemdir. Çok kültürlülük, toplumsal sistem içerisinde oluşan kültür çeşitliliği veya zenginliği olarak da tanımlanmaktadır (Rosado, 1996). Çok kültürlülükle birlikte bireylerin farklı kültürlerdeki insanların düşünce ve davranışlarına duyarlı olması ortak yaşamlarının bir gereği olarak ön plana çıkmaktadır (Kortmann, 2016). Dolayısıyla farklı kültürel öğelere sahip danışanlarla bir araya gelmesi muhtemel olan psikolojik danışmanların kültürel çeşitlilik faktörünü de göz önünde bulundurmaları, kültüre duyarlı danışma yeterliliğinin yanında çok kültürlü kişilik özelliğine de sahip olmaları gerekmektedir (Bektas, 2006).

Türkiye'deki kültürel çeşitliliğin en önemli göstergelerinden biri de okullardır. Son yıllardaki siyasi, toplumsal ve ekonomik gelişmeler eğitim alanına da yansımış, '2023 Eğitim Vizyonu' başlığıyla oluşan paradigma değişiminde, "Kapsayıcı Eğitim" adı altında; herhangi bir engele sahip olan, dezavantajlı grupta yer alan veya farklı gelişimsel özellikleri olan öğrencilerin bireysel eğitim ihtiyaçlarının giderilmesi öncelikli olarak hedeflenmiştir (Milli Eğitim Bakanlığı, 2018). Doğal olarak, okul psikolojik danışmanlarının bu farklılıkları kapsayacak yeterliklere sahip olması, özellikle günümüz koşullarında önem kazanan çok kültürlülük ve toplumsal cinsiyet rollerine duyarlı bir hizmet anlayışıyla yetiştirilmesi önem kazanmaktadır. Bu düşüncelerden hareketle bu araştırmada, çeşitli değişkenlerle birlikte psikolojik danışman adaylarının mevcut çok kültürlü kişilik özellikleri ile toplumsal cinsiyet rollerine yönelik tutumları arasındaki ilişkinin incelenmesi amaçlanmıştır.

Yöntem: Araştırmanın örneklem grubunu Rehberlik ve Psikolojik Danışmanlık programında öğrenim görmekte olan öğrenciler arasından rastgele örneklem yöntemiyle belirlenen 156'sı (%67) kadın, 98'i (%33) erkek olmak üzere toplam 234 üniversite öğrencisi oluşturmaktadır. Araştırmada veri toplama araçları olarak,

Toplumsal Cinsiyet Rolleri Tutum Ölçeği (Zeyneloğlu, 2008), Çok Kültürlü Kişilik Ölçeği (Polat, 2009) ve Kişisel Bilgi Formu kullanılmıştır. Araştırmadan elde edilen verilerin analizi için bağımsız örneklem t-testi, varyans analizi, Pearson korelasyon analizi, regresyon analizi ve aracılık analizi yöntemleri uygulanmıştır.

Bulgular: Araştırma bulgularına göre, psikolojik danışman adaylarının toplumsal cinsiyet rollerine yönelik tutumları cinsiyete, anne çalışma durumuna ve yaşamın çoğunun geçirildiği yerleşim yeri değişkenlerine göre istatistiksel açıdan anlamlı derecede farklılaşırken, sınıf düzeyi değişkenine göre farklılaşmamıştır. Psikolojik danışman adaylarının toplumsal cinsiyet rollerine yönelik tutumları ile kültürel empati, açıklık, sosyal girişimcilik ve esneklik çok kültürlü kişilik özellikleri arasında pozitif ilişki gözlemlenirken, duygusal denge çok kültürlü kişilik özelliği ile arasında anlamlı düzeyde bir ilişki tespit edilememiştir. Psikolojik danışman adaylarında, cinsiyet (kadın olma), kültürel empati, esneklik ve sosyal girişimciliğin birlikte toplumsal cinsiyet rollerine yönelik tutumların %31'ini açıkladığı sonucuna varılmıştır. Ayrıca cinsiyetin toplumsal cinsiyet rollerine yönelik tutumları açıklamasındaki rolünde, kültürel empati ve esnekliğin kısmi olarak aracı olduğu bulunmuştur. Bu bulgulara göre, kadın psikolojik danışman adaylarının daha yüksek düzeyde kültürel empati ve esneklik özelliklerine sahip olması onların daha eşitlikçi tutumlara sahip olmasında aracı bir rol oynamaktadır.

Tartışma ve Sonuç: Günümüz dünyasında özellikle politik faktörlerin (savaş, göç, vb.) oluşturduğu kültürel çeşitlilik ve mevcut toplumsal yapının oluşturduğu bireysel çeşitlilikler (engeli olan öğrenciler, farklı gelişimsel yönelimleri olan öğrenciler, toplumsal cinsiyet rolleri vb.) eğitim-öğretim ortamlarının kapsayıcı olmasını gerekli kılmaktadır. Dolayısıyla eğitim öğretim ortamında, psikolojik danışman adaylarının da çok kültürlü kişilik özelliklerine, farklılıklara yönelik eşitlikçi tutumlara sahip olması ve bu özelliklerin psikolojik danışman adaylarına kazandırılması önem kazanmaktadır. Yine, Milli Eğitim Bakanlığı tarafından açıklanan 2023 Eğitim Vizyonu'nda okul psikolojik danışmanları için belirlenen "Göç ve benzeri nedenlerle oluşan ihtiyaçları karşılamak üzere rehber öğretmenlere yeni bir rol, görev ve fonksiyon yapısı oluşturulacaktır" (Milli Eğitim Bakanlığı, 2018) hedefi de psikolojik danışman adaylarının çok kültürlü kişilik özelliklerine sahip olmasının önemine vurgu yapmaktadır. Nitekim bu araştırmada da, daha fazla düzeyde çok kültürlü kişilik özelliklerine sahip olan psikolojik danışman adaylarının, toplumsal cinsiyet rolleri açısından daha fazla düzeyde eşitlikçi tutuma sahip olduğu görülmüştür. Çok kültürlülüğe yönelik bilgi ve farkındalık kazandıran eğitimlerin, psikolojik danışmanlarda eşitlikçi cinsiyet rollerinin oluşmasında etkili olduğu göz önüne alındığında, çok kültürlü kişilik özelliklerinin psikolojik danışma adaylarına kazandırılmasının psikolojik danışma yeterliklerini de geliştireceği ileri sürülebilir (Chao,

2012). Diğer taraftan, psikolojik danışman adaylarının toplumsal cinsiyete yönelik tutumlarının sınıf düzeyine göre farklılaşmaması, psikolojik danışman adaylarına sunulan Rehberlik ve Psikolojik Danışmanlık eğitiminin içeriğinin değerlendirilmesi gerekliliğini ön plana çıkarmakta, psikolojik danışman eğitiminde bu faktörlerin dikkate alınmasına ihtiyaç olduğunu göstermektedir.