

Examining Gender Role Attitude: The Roles of Cognitive Flexibility, Authenticity, Gender, Age, Number of Siblings, and Working Status of the Mother¹

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Abstract

Being an important part of human identity, gender has gone beyond being a biological concept with the social roles assigned to it, and has become a determining factor in participation in social life. However, this situation does not belong to the nature of gender, but is mostly the product of a social construction process. In this process, the limit to what extent each individual will be affected by social norms can be related to the individual's cognitive capacity and efforts to lead an authentic life by revealing her/his own reality. Based on this, examining the relationship of these factors is important in understanding the development of gender role attitudes. The aim of this study is to examine gender role attitudes in the context of cognitive flexibility, authenticity, gender, age, number of siblings and working status of the mother. The research was designed in accordance with correlational design and causal comparison methods among quantitative research approaches. The research group consists of 452 participants studying at Trabzon University in the 2019-2020 academic year. Personal Information Form, Gender Roles Attitude Scale, Cognitive Flexibility Inventory and Authenticity Scale were used as data collection tools. Analyzes were performed on SPSS 22.0. Regression analysis was conducted to examine the relationship of gender role attitudes with cognitive flexibility, authenticity, gender, age, number of siblings, and working status of the mother. As a result of the analysis, the regression model was found to be significant. The study revealed that cognitive flexibility, authenticity, gender, age, number of siblings and working status of the mother explained %23.9 of the total variance in gender roles attitude. While cognitive flexibility, gender, number of siblings and working status of the mother have a significant role in predicting gender roles attitude, authenticity and age do not. The study also found that gender roles attitudes differ significantly according to gender and working status of the mother. The obtained findings were discussed based on the literature and recommendations for further research were presented.

Keywords: Gender role, gender role attitude, cognitive flexibility, authenticity.

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Toplumsal Cinsiyet Rollerinin Tutumunun İncelenmesi: Bilişsel Esneklik, Otantiklik, Cinsiyet, Yaş, Kardeş Sayısı ve Annenin Çalışma Durumunun Rolü¹

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Öz

İnsan kimliğinin önemli bir parçası olan toplumsal cinsiyet, kendisine biçilen toplumsal rollerle biyolojik bir kavram olmanın ötesine geçerek toplumsal yaşama katılımında belirleyici bir unsur haline gelmiştir. Ancak bu durum, toplumsal cinsiyetin doğasına ait olmayıp daha çok sosyal bir inşa sürecinin ürünüdür. Bu süreçte her bireyin sosyal normlardan ne ölçüde etkileneceği, bireyin bilişsel kapasitesi ve kendi gerçekliğini ortaya koyarak otantik bir yaşam sürme çabaları ile ilişkilendirilebilir. Buna dayalı olarak bu faktörlerin ilişkisini incelemek, toplumsal cinsiyet rollerinin tutumunun gelişimini anlamak açısından önemlidir. Bu çalışmanın amacı toplumsal cinsiyet rollerinin tutumunu bilişsel esneklik, otantiklik, cinsiyet, yaş, kardeş sayısı ve annenin çalışma durumu bağlamında incelemektir. Araştırma, nicel araştırma yaklaşımlarından ilişkisel desen ve nedensel karşılaştırma yöntemlerine uygun olarak tasarlanmıştır. Araştırmanın örneklem grubu, 2019-2020 eğitim öğretim yılında Trabzon Üniversitesi'nde öğrenim gören 452 katılımcıdan oluşmaktadır. Veri toplama araçları olarak Kişisel Bilgi Formu, Cinsiyet Rollerinin Tutum Ölçeği, Bilişsel Esneklik Envanteri ve Otantiklik Ölçeği kullanılmıştır. Analizler SPSS 22.0 üzerinde yapılmıştır. Toplumsal cinsiyet rollerinin tutumunun bilişsel esneklik, otantiklik, cinsiyet, yaş, kardeş sayısı ve annenin çalışma durumu ile ilişkisini incelemek için regresyon analizi yapılmıştır. Analiz sonucunda regresyon modelinin anlamlı olduğu görülmüştür. Bilişsel esneklik, özgünlük, cinsiyet, yaş, kardeş sayısı ve annenin çalışma durumunun toplumsal cinsiyet rollerinin tutumundaki toplam varyansın %23.9'unu açıkladığı ortaya koyulmuştur. Toplumsal cinsiyet rollerinin tutumunu yordamada bilişsel esneklik, cinsiyet, kardeş sayısı ve annenin çalışma durumu önemli bir role sahipken; otantiklik ve yaş anlamlı bir role sahip değildir. Araştırmada ayrıca toplumsal cinsiyet rollerinin tutumunun cinsiyete ve annenin çalışma durumuna göre önemli ölçüde farklılaştığı tespit edilmiştir. Elde edilen bulgular literatüre dayalı olarak tartışılmış ve ileride yapılacak araştırmalar için öneriler sunulmuştur.

Anahtar Sözcükler: Toplumsal cinsiyet rolleri, toplumsal cinsiyet rollerinin tutumu, bilişsel esneklik, otantiklik

¹ Bu çalışma birinci yazarın yüksek lisans tezinin bir parçasından üretilmiştir.

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Introduction

Human behaviors are the subject of examination in many aspects such as emotions, cognitions, attitudes, and actions in social sciences, and sex has taken its place among them as an evaluation criterion since the end of the 19th century. The effect of sex on human behavior, how to define oneself, how to be perceived and evaluated by others, was mostly examined in early studies based on biological differences. Sex is the classification of men and women according to their characteristics determined by genes, chromosomes, and hormones (Helgeson, 2016). Differences in chromosomes and genes impose different functions on men and women in the reproductive process (Carlson, 2012), while the hormonal system makes some differences between the two sexes by creating primary and secondary sex characteristics (Dökmen, 2010). These differences represent other real and irreplaceable differences.

Besides the differences caused by sex based on biological features, its effect on human life differs according to the meaning it gains in society. The difference revealed by the position of being a woman and a man in the society refers to the socio-cultural dimensions of sex, and the cognitive dimension of sex- how it will affect the concept of self that an individual will develop throughout life (Hay and Ashman, 2003). Society offers some expectations to men and women according to the sex they have. These cultural expectations imposed on the individual are called gender (Scott, 2010). It is not necessary to have an obligatory link between gender and reproductive functions (Nicholson, 1977), however, sexual characteristics acquired by birth are shaped by the patterns presented by family, peers, and wider environments, creating gender. Gender refers to a process built through roles in life, not innate. In this respect, it can be said that it constitutes a social classification as masculine and feminine (Oakley, 2015). Individuals realize the expectations of the feminine or masculine categories to which they belong, through their gender roles. Gender roles usually refer to a repertoire of feelings, attitudes, behaviors, and perceptions that are more associated with one gender than the other (Eagly, Wood and Diekmann, 2000). The male gender role is conceptualized with features reflecting independence, assertiveness, and dominance, while the female gender role is conceptualized with characteristics reflecting sensitivity towards others and sociality (Bem, 1974).

Individuals have certain attitudes while realizing their gender roles. For example, when it comes to domestic and out-of-home work, there are some ideas about which gender will predominantly fulfill them. Their attitudes are shaped between an egalitarian approach, which includes a balanced sharing among the genders, and the traditional approach, which involves one of the genders taking these roles more predominantly (Korabik, McElwain and Chappel, 2008). The traditional approach is implicitly based on the assumption that men are stronger than women, reflecting the attitude that out-of-home work is the responsibility of men, while domestic and family affairs are the responsibility of women. The egalitarian approach emphasizes that power is equally distributed between women and men and that all works should be shared appropriately between the two genders. Individuals' having a traditional attitude towards gender roles may lead them to behave in a way that approves stereotypes presented according to gender (Helgeson, 2016). These stereotyped gender roles can have a direct impact on the values on which individuals' lives are based (Evans and Diekmann, 2009). When expectations about gender roles conflict with the individual's core values, they can be a source of tension (Schippers, 2014), create an obstacle to self-expression, and the effort to realize their potential can be negatively affected (O'Neil, 2008; Pleck, 1981).

Gender role expectations require individuals to take a stand against these expectations. The attitude they will adopt offers them a wide spectrum, from the limitations of traditional approaches to the opportunity to realize the potential of egalitarian approaches. It can be said that the characteristics of the environment in which individuals' attitudes towards gender roles develop and the capacity of the individual to evaluate these characteristics will have an effect on the attitudes they will internalize. According to Levy and Carter (1989), it is not possible to explain the development of gender roles attitude by reducing it to a single factor. Various factors, from the social environments in which the individual is located to their cognitive capacity, can be effective in this process. The first environment the individual encounters is the family environment. The family can have an impact on individuals' gaining gender roles and attitudes they will develop in this regard, with the roles that individuals perform and the model it creates (McHale, Crouter and Whiteman, 2003). Especially the attitude to be adopted by the mother and the environment that the mother will provide with the distribution of various

responsibilities can have a significant effect (Helgeson, 2016). It can be said that the family structure and the distribution of roles in the family are important in terms of an individual's attitude towards gender roles. Yağan-Güder and Güler-Yıldız (2016), in their study examining the role of the family in preschool children's perceptions of gender, revealed that the mother's being a housewife and the traditional distribution of family responsibilities are effective in gender perceptions. This situation makes it necessary not to ignore the effect of the family, especially the mother, on the perception of gender.

Evaluating gender role expectations with an egalitarian approach can only be possible if individuals have a flexible point of view, far from stereotypes. Flexibility allows individuals to evaluate situations differently from their point of view and to see the components in a versatile way (Martin and Rubin, 1995). Cognitive flexibility is the ability of individuals to produce mental strategies in the face of expected or unexpected situations and to adapt them according to the situation (Canas, Quesada, Antoli and Fajardo, 2003). Considering that individuals with cognitive flexibility have characteristics such as awareness of alternative options, ability to adapt cognitions, high self-control, self-efficacy, and self-regulation, it is possible to expect them to be less inclined to adopt stereotypical gender roles offered by the society (Colzato, Huizinga and Hommel, 2000; Martin, Anderson and Thweatt, 1998; Masley, Roethem and Gualtieri, 2009). As opposed to these individuals, individuals with rigid cognitions may be more insistent on using existing information and resilient to change and may tend to internalize categorical information when it comes to gender roles (Jonassen and Grabowski, 1993; Scott, 1962). Considering the behavioral diversity provided by flexibility, it can be said that cognitive flexibility will be an advantage in terms of reflecting the individual's value in the construction of gender role attitude. For this reason, it is important to examine the role of cognitive flexibility in the development of gender role attitudes.

In the development of gender roles attitude, the extent to which an individual can achieve this away from the influence of others reveal her/his essence may also have an effect on the attitude s/he will adopt. Gender roles attitude can be developed by revealing one's self from the perspective of flexibility (Martin and Halverson, 1981). Autonomously revealing one's self is explained by being authentic (Kernis, 2003). Being authentic can be possible through self-actualization (Maslow, 2001). Individuals who can achieve this are individuals who can approach critically, can regulate their emotions and behaviors by their internal values, and act autonomously instead of directly adopting the expectations and rules of the society (İnanç and Yerlikaya, 2014; Kuzgun, 1972). Therefore, being able to build a harmonious life between values and the expectations of the environment may provide less opportunity to feel the tension caused by gender role expectations (Wood, Linley, Maltby, Balious and Joseph, 2008). Besides, studies are showing that there is a link between authenticity and individuals' social roles in life (Sheldon, Ryan, Rawsthorne and Ilardi, 1997). The harmony between roles in social life has been accepted as a requirement of authenticity. Considering that gender roles are one of the roles that an individual acquires in social life, the attitude they will have in evaluating these roles can be associated with the desire to reach an authentic life. As a matter of fact, it is considered necessary to consider authenticity as an important concept in the construction of gender roles.

Purpose of Study

Studies dealing with the effect of gender on human nature and behaviors have led researchers to the conclusion that gender is a social category and has become judgments that can be passed on for generations through culture (Esen, Soylu, Siyez and Demirgürz, 2017). Considering the extent of its impact on human life, it is important to examine the dynamics that may be related to gender roles attitude. This study aims to examine the role of cognitive flexibility, authenticity, gender, age, number of siblings, and working status of the mother in predicting gender role attitudes. It is thought that the research will contribute to the literature to examine the development of gender roles in terms of these changes. Accordingly, the research questions of this study are as follows:

1. Do gender, age, number of siblings, mother's working status, cognitive flexibility and authenticity predict gender roles attitude?
2. Does the gender roles attitude differ significantly on the gender and working status of the mother?

3.

Method

Research Design

Correlational design and causal comparison methods were used in this study conducted by the quantitative approach. Correlational design is a non-experimental research method that provides the opportunity to obtain clues about the relationship between two or more variables without using the control variable (Price, Jhangiani, Chiang, Leihgton and Cuttler, 2017). The causal comparison method aims to examine whether the independent variable affects the dependent variable by comparing groups of people (Salkind, 2010). The dependent variable of this study is gender roles attitude, and independent variables are gender, age, number of siblings, mother's working status, cognitive flexibility, and authenticity. It was aimed to examine the effects of these independent variables in predicting gender roles attitude.

Research Sample

This study was conducted with 452 participants studying at Trabzon University in the 2019-2020 academic year. The research group was formed by taking into account the limitations such as time, financial opportunities, and workforce, and starting with the most accessible participant, through convenience sampling. The convenience sampling method is widely preferred due to some advantages and facilities it provides. However, the samples reached by this method may be affected by some factors beyond the control of the researcher. Besides, it is a necessity to consider the low power of the obtained results to represent the population (Hatch and Lazaraton, 1991 as cited in Etikan, Musa and Alkassim, 2016). The fact that the majority of the participants reached in this study were educated in the faculty of education can be expressed as a limitation of the study. Descriptive characteristics of the study group in which the study was conducted are presented in Table 1.

Table 1. Descriptive Findings Regarding Participants

		N	%
Gender	Female	362	80,1
	Male	90	19,9
Age	Range	Mean - Sd	
	18-30	20,87-1,68	
Faculty of study	Faculty of Education	391	86,5
	Faculty of Theology	27	6
	Sports Science Faculty	6	1,3
	Faculty of Law	16	3,5
	Communication Faculty	12	2,7
Working status of mother	Not working	341	75,4
	Working	111	24,6
Number of siblings	Range		
		1 - 12	
Socioeconomic income level	2000 TL and less	49	10,8
	2001-2985 TL	102	22,6
	2986-3910 TL	77	17
	3911-5250 TL	119	26,3
	5251 TL and more	105	23,2

Research Instruments and Procedures

Personal Information Form

The personal information form was created by the researcher to gather information about the participants' gender, age, faculty of education, working status of their mothers, socioeconomic income level, and number of siblings.

Gender Roles Attitude Scale (GRAS)

Developed by Zeyneloğlu and Terzioğlu (2011), the Gender Roles Attitude Scale is a 5-point Likert-type measuring instrument consisting of 38 items. Each item of the scale is scored as 1- Strongly disagree, 2- Disagree, 3- Undecided, 4- Agree, and 5- Totally agree. There are some reverse-scored items in the scale. If the total score obtained by adding up the scores obtained from the items is greater than 95, it can be interpreted that the gender roles attitude of the sample is equitable. A total score of less than 95 is interpreted as the sample's gender roles attitude is traditional. The lowest score that can be obtained from the scale is 38, and the highest score is 190. The Pearson correlation coefficients calculated in the validity study of the scale were found to vary between .25 and .70. In the reliability study, the Cronbach Alpha internal consistency coefficient was calculated and this value was found as .92 for the whole scale. Within the scope of this study, the reliability of the scale was recalculated and the Cronbach Alpha value was found to be .94. As a result, it has been seen that the scale is a valid and reliable measurement tool.

Cognitive Flexibility Inventory (CFI)

The original of the scale was the Cognitive Flexibility Inventory developed by Dennis and Wal (2010) and adapted to Turkish by Sapmaz and Doğan (2013). Cognitive Flexibility Inventory is a 5-point Likert-type measurement tool consisting of 20 items. Each item of the scale is scored as 1- Not Appropriate, 2- Somewhat Unsuitable, 3- Somewhat Appropriate, 4- Suitable, 5- Completely Suitable. The scale has some reverse-scored items. The total cognitive flexibility score is obtained by summing the scores from each item. The higher the total score, the higher the cognitive flexibility. The scores that can be obtained from the scale vary between 20 and 100. As a result of the factor analysis performed in the validity study of the scale, factor loads of all items were found to be .30 and over. In the reliability study, the Cronbach Alpha internal consistency coefficient was calculated and this value was found as .90. Within the scope of this study, the reliability of the scale was recalculated and the Cronbach Alpha value was found to be .91. As a result of the analyzes, the Cognitive Flexibility Inventory was accepted as a valid and reliable measurement tool.

Authenticity Scale (AS)

Authenticity Scale Wood et al. (2008) and adapted to Turkish by İlhan and Özdemir (2013). It is a 7-point Likert type measuring instrument consisting of 12 items. The items of the scale are scored as 1- Does not describe me at all, 2- It rarely describes me, 3- It describes me a little, 4- I am indecisive, 5- It describes me, 6- It highly describes me, 7- It completely describes me. The scale has 3 sub-dimensions: self-alienation, authentic life, and acceptance of external influence. The total authenticity score is calculated by subtracting the scores of acceptance of external influence and self-alienation from the subscale of authentic life. The increase in the total score indicates an authentic life. As a result of the factor analysis performed in the validity study of the Authenticity Scale, it was concluded that the fit indices supported the original scale. In the reliability study, Cronbach's Alpha internal consistency coefficients were found .79, .67, and .62 for self-alienation, acceptance of external effects, and authentic life sub-dimensions, respectively. Within the scope of this study, the Cronbach Alpha values calculated for the entire scale were calculated as .65. As a result of the analyzes, it was accepted that the Authenticity Scale is a valid and reliable measurement tool.

Data Collection Procedures

The compliance of this study with the ethical rules was examined by the Social and Human Sciences Scientific Research and Publication Ethics Committee of Trabzon University and approved with the decision numbered 8161401-000-E.149. After obtaining the necessary permissions from the scale owners and the ethics committee, the data collection process started. The scale form, which was finalized by combining the personal information form and other measurement tools, was presented to the participants through Google Forms. At the end of the data collection process, a total of 466 participants were reached, but 14 scales with incorrect and incomplete markings were excluded and 452 scales were included in the analysis. To decide on the techniques to be used in data analysis, the suitability of the data to the parameter was examined. Conformity to the parameter was evaluated by

examining the kurtosis and skewness coefficients. Since the kurtosis and skewness coefficients of the variables are between -1.5 and +1.5, it is accepted that they fit the parameter according to Tabahnick and Fidel (2013) (see Table 2).

Data Analysis

One of the analysis techniques used in the research is multiple linear regression analysis. In the regression analysis, gender, age, number of siblings, working status of mother, cognitive flexibility, and authenticity as independent variables, gender roles attitude were determined as dependent variables. Among the independent variables, gender and mother's working status are discontinuous variables. Gender was classified as male (0) and female (1), working status of mother as not working (0) and working (1). Whether there is a multicollinearity problem for the regression analysis to be made was determined by examining the correlation values between variables and variance inflation factors (VIF). According to Byrne (2010), the high level of relationship between variables causes multiple connection problems. When the relationships between the variables of this study were examined, it was found that it varied between .12 and .19 (see Table 3). Therefore, it was determined that this criterion was met. Another criterion is that VIF values are less than 10 according to Tabahnick and Fidel (2013). When the VIF values of the variables are examined; $VIF_{\text{working status of mother}} = 1.04$, $VIF_{\text{gender}} = 1.02$, $VIF_{\text{age}} = 1.03$, $VIF_{\text{number of siblings}} = 1.05$, $VIF_{\text{cognitive flexibility}} = 1.35$ and $VIF_{\text{authenticity}} = 1.35$, it was determined that this criterion was also met. The normal distribution of errors and homoskedasticity assumption, which are other assumptions of the regression analysis, were examined with histograms and scatterplot plots. It was seen that the histogram graph was close to the normal distribution and the scatterplot graph showed a distribution that could be considered as homoskedasticity. Therefore, these assumptions are also met. After these stages, the analysis of the data was carried out using the SPSS 22.0 package program, and the significance tests were made at the level of .05 in the evaluation of the analysis results.

Results

The minimum-maximum scores, mean scores, standard deviations, and kurtosis-skewness values of the variables from the Gender Roles Attitude Scale, the Cognitive Flexibility Inventory, and the Authenticity Scale are presented in Table 2.

Table 2. Descriptive Statistics on GRAS, CFI and AS Scores

	N	Min	Max	\bar{X}	Sd	Skewness	Kurtosis
GRAS	452	86	190	165.38	18.52	-1.10	1.27
CFI	452	42	100	76.17	9.79	-.18	.26
AS	452	-36	20	-2.71	11.55	-.33	-.42

The results of Pearson correlation analysis conducted to examine the relationship between gender roles attitude and age, number of siblings, cognitive flexibility, and authenticity are presented in Table 3.

Table 3 . Correlations Between GRAS Scores and Age, Number of Siblings, CFI and AS Scores

	1.	2.	3.	4.	5.
1. AS	1				
2. CFI	.50	1			
3. Yaş	-.10	-.08	1		
4. Number of siblings	-.08	-.001	.05	1	
5. GRAS	.15*	.19*	-.12*	-.14*	1

* $p < .05$

When Table 3 is examined, it is seen that gender roles attitude is weakly positively associated with authenticity ($r = .15$, $p < .05$) and cognitive flexibility ($r = .19$, $p < .05$). Gender role attitude is weakly negatively correlated with age ($r = -.12$, $p < .05$) and number of siblings ($r = -.14$, $p < .05$).

The results of the multiple linear regression analysis conducted to examine the variables that predict gender roles attitude are presented in Table 4.

Table 4. Results of Regression Analysis

Variable	B	Se	β	t	p
Constant	137.34	12.51		10.97	.001*
Cognitive flexibility	.36	.09	.19	4.05	.001*
Authenticity	.06	.07	.04	.84	.40
Gender	18.83	1.93	.40	9.75	.001*
Age	-.48	.46	-.04	-1.04	.29
Number of siblings	-1.89	.60	-.13	-3.11	.002*
Working status of mother	5.23	1.80	.12	2.89	.004*
	R=.49	R ² =.24	Δ R ² =.239	F=24.56	

* $p < .05$

When Table 4 was examined, it was found that the model was significant and that cognitive flexibility, authenticity, gender, age, number of siblings and working status of mother explained %23.9 of the total variance in gender roles attitude ($R=.49$, $R^2=.24$, $\Delta R^2=.239$, $F_{(6,445)}=24.56$, $p < .05$). When the contribution of variables to predict gender roles attitude is examined separately, the contribution of cognitive flexibility, gender, number of siblings, and mother's working status to the model is significant according to the standardized regression coefficients. Cognitive flexibility ($\beta=.19$, $p < .05$), gender ($\beta=.40$, $p < .05$), and working status of mother ($\beta=.12$, $p < .05$) positively predicted gender roles attitude. The number of siblings negatively predicts gender roles attitude ($\beta=-.13$, $p < .05$). The contribution of authenticity ($\beta=.04$, $p > .05$) and age ($\beta=-.04$, $p > .05$) to the model is not significant. When the effect of one standard deviation changes of the independent variables contributing to the model on gender roles attitudes is examined, it is seen that gender has the highest effect. The contribution of gender to the model is .40. It is followed by cognitive flexibility with .19, number of siblings with -.13 and working status of mother with .12, respectively.

Whether gender role attitudes differ significantly according to gender and working status of the mother was examined with an independent t-test, and the analysis results are presented in Table 5.

Table 5. Findings Regarding the Gender Role Attitude in Terms of Gender and Working Status of Mother

Gender role attitude		N	\bar{X}	Sd	t	p	Cohen's d
Gender	Female	362	169.03	15.81	-7.66	.001*	.97
	Male	90	150.70	21.26			
Working status of mother	Not working	341	163.64	18.88	-3.82	.001*	.40
	Working	111	170.73	16.32			

* $p < .05$

When Table 5 is examined, it is seen that gender roles attitudes differ significantly according to gender ($t=-7.66$, $p < .05$), women have higher GRAS mean scores ($\bar{X}=169.03 \pm 15.81$) than men ($\bar{X}=150.70 \pm 21.26$). When the gender roles attitude was examined in terms of the mother's working status, significant differences were found ($t=-3.82$, $p < .05$). The GRAS score averages ($\bar{X}=170.73 \pm 16.32$) of the participants who reported that their mother was working in a job that provides financial gain was found higher than the participants who reported that their mother was not working ($\bar{X}=163.64 \pm 18.88$). When the effect sizes of the findings were examined according to Cohen (1988), a high effect size for gender ($d=.97$) and a medium effect size for the mother's working status ($d=.40$) were determined.

Discussion, Conclusion and Recommendations

The positive relationship between gender role attitude and cognitive flexibility as confirmed by the findings of current study can be interpreted as an egalitarian gender role attitude increases with cognitive flexibility. Factors such as being aware of alternatives, being able to make original evaluations, and being able to develop strategies in the face of situations provided by having flexible cognitions can be related to the fact that individuals with egalitarian gender roles attitude are far from adopting the

categorical information provided by the society. This interpretation is consistent with the results of previous studies in the literature. Özdemir (2019) concluded that gender role attitude is a significant predictor of cognitive flexibility. Stoltzfus, Nibbelink, Vredenburg, and Thyrum (2011) demonstrated that non-traditional gender role attitude is related to cognitive flexibility. The results of previous studies have also made comments that gaining gender roles in childhood may be related to cognitive understanding (Chafetz, 2006; Maccoby, 1992).

The study revealed that gender role attitudes have an increasing relationship with authenticity. Based on this result, it can be inferred that a connection can be made between an authentic life and an egalitarian gender role attitude. When the literature is examined, a limited number of studies have been reached. It can be said that the results obtained in a study conducted by Sheldon et al. (1997) and the result obtained in this study contain similarities. Sheldon et al. determined that the social roles individuals have in life are related to living an authentic life. Considering that gender roles are one of the roles acquired in social life, the similar relationship between them can be clarified. The result that authenticity does not have a significant role in predicting gender roles attitude suggests that the relationship between the two variables needs to be evaluated in terms of predicting authenticity. Authenticity is associated with satisfaction of autonomy, which includes the individual's freedom of choice and directing her/his behavior (İlhan and Özdemir, 2013). The freedom provided by having an egalitarian gender role attitude can make a meaningful contribution in predicting an authentic life.

One of the variables that have a significant role in predicting gender roles attitude is gender. There are many studies in the literature on the relationship between gender and gender roles attitude. Most of these studies have reached meaningful findings in favor of women in egalitarian gender role attitude (Bryant, 2003; Çetinkaya, 2013; Davis and Greenstein, 2009; Frieze et al., 2003; Kulik, 2018; Öngen and Aytaç, 2013; Perales, Jarallah and Baxter, 2018; Türk, 2019; Ünser, 2019; Yüceol, 2016; Zhang 2006). A similar finding obtained in this study shows that the results support the literature. The fact that women adopt more egalitarian attitudes towards gender roles compared to men can be explained by the differences in the active participation levels of the two genders in various areas of life. According to the UNICEF (2020) report, women in many parts of the world are still not as active as men in various areas of life. In Turkey, there is a similar case. According to the Gender and Woman Perception Research (2019); The idea that they have not equal rights and opportunities for women and men in Turkey is being adopted at a rate of %75. The fact that women representing almost half of the population cannot be represented equally in life with men, can explain their predisposition to adopt egalitarian attitudes regarding gender roles.

When the relationship between gender roles attitude and age was examined, it was concluded that there was a negative correlation. This result can be interpreted as the egalitarian attitude towards gender roles changes in the opposite direction with increasing age. Regression analysis results revealed that age did not significantly contribute to predicting gender roles attitude. When the literature was examined, it was seen that there were different findings regarding the relationship between gender roles attitude and age. Fan and Marini (2000), Keskin (2019), and Ünser (2019) reported that as age increases, egalitarian attitudes are more likely to be adopted. Kadılar (2011), in a study examining the views of women of three generations, revealed that the group over +60 adopted more traditional perspectives compared to women aged 20-39 and 40-59. Some studies have reached the opposite of these results regarding age (Başar, 2012; Türkmenoğlu, 2015). Crouter, Whiteman, McHale, and Osgood (2007), on the other hand, observed a decrease in traditional attitudes from 7 to 13, stagnation between 13-15 and an increase in traditional attitudes between 15-19 in a study in which they monitored the change in gender role attitudes of children from 7 to 19 years of age. As a result, it can be said that it is not possible to make definite inferences about the relationship between age and gender role attitude.

Another variable that gender roles attitude is associated with is the number of siblings. Besides, the result of the regression analysis revealed that the number of siblings was a significant predictor of gender roles attitude. This situation can be interpreted as the gender roles attitude may be affected by the role differentiation in homes with a high number of children. Some studies in the literature have concluded that the increase in the number of siblings will be associated with traditional gender role attitude (Başçı and Giray, 2016; Ergin, Bekar and Acar, 2019; Güzel, 2016).

Finally, it was concluded that a mother's working status made a significant contribution in predicting the gender roles attitude. Besides, when the gender roles attitude was examined according to the working status of the mother, it was observed that the participants who reported that their mother was working in a job that generates financial income adopted more egalitarian attitudes than those who reported that their mother was not. It can be said that a similar finding was reached in Morgan's (1987) study. Morgan found that individuals with working mothers have an attitude towards less traditional stereotypes. Cunningham (2004) also found that the gender roles attitudes of adults are related to the attitudes adopted by their mothers. Therefore, it can be said that the finding obtained in this study is consistent with the results of these two studies. Working of the mother, which is accepted as a necessity of an egalitarian life, is important in terms of both transforming her role from traditional to egalitarian and being a role model in this respect. Kağıtçıbaşı (1982), especially in a country like Turkey is dominated by patriarchal values, women's education and may change but has expressed its status in the community and at home with a profession would have continued. As a result, the relationship between the mother's working status and gender roles attitude can be explained by providing role models for individuals.

Some suggestions can be made based on the results obtained in this study. Determining the research group through convenience sampling limits the generalization of the research results to the population. Accordingly, using different sampling methods, the level of representation of the findings reached here can be tested. Besides, although the two variables were interrelated, the study found that authenticity did not have a significant role in predicting gender role attitude. In this respect, the role of gender roles attitude in predicting authenticity can be examined with a regression model to be established in the opposite direction. Finally, considering the situations where gender roles attitudes differ significantly, an opportunity can be created to narrow the gap between groups by disseminating studies such as advocacy for gender equality and social justice throughout the country.

Lisans Bilgileri

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Etik Beyannamesi

Bu çalışmada “Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi” kapsamında belirtilen kurallara uyulduğunu ve “Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler” başlığı altında belirtilen eylemlerden hiçbirini gerçekleştirmediğimizi beyan ederiz. Aynı zamanda yazarlar arasında çıkar çatışmasının olmadığını, tüm yazarların çalışmaya katkı sağladığını ve her türlü etik ihlalinde sorumluluğun makale yazarlarına ait olduğunu bildiririz.

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Genişletilmiş Özet

Giriş

Cinsiyetin insan davranışları, onun kendisini nasıl tanımlayacağı, başkaları tarafından nasıl algılanacağı ve değerlendirileceği üzerindeki etkisi ilk dönem araştırmalarında büyük çoğunlukla biyolojik farklılıklara dayalı olarak incelenmiştir. Ancak bugüne değin yapılan çalışmalar, araştırmacıları cinsiyetin sosyal bir kategori olduğu ve kültür yoluyla nesiller boyu aktarılabilen yargılar haline geldiği sonucuna götürmüştür (Esen vd., 2017). Özellikle aile, akranlar ve daha geniş çevrelerin sunacağı kalıplar toplumsal cinsiyet rollerini meydana getirir. Kalıp yargısal cinsiyet rolleri bireylerin yaşamlarını temellendirdikleri değerler üzerinde doğrudan etki yaratabilmektedir (Evans ve Diekman, 2009). Toplumsal cinsiyet rollerine ilişkin beklentiler bireyin öz değerleri ile ters düştüğünde bir gerginlik kaynağı olabilmekte (Schippers, 2014), onun kendisini ifade etmesinin önünde bir engel oluşturabilmekte ve kendi potansiyelini gerçekleştirme çabası bundan olumsuz etkilenebilmektedir (O'Neil, 2008; Pleck, 1981). Bu sebeple bireylerin toplumsal cinsiyet rollerine karşı nasıl bir tavır alacakları önem arz etmektedir. Benimseyecekleri tutum onlara geleneksel yaklaşımların sınırlayıcılığından eşitlikçi yaklaşımların sağlayacağı potansiyelini gerçekleştirme fırsatına kadar geniş bir yelpaze sunar. Toplumsal cinsiyet rollerini meydana getiren birçok faktör olduğu (Levy ve Carter, 1989) göz önüne alınırsa, buna ilişkin benimsenecek tutumun da çeşitli faktörlerden etkileneği söylenebilir. Etkili olabilecek söz konusu faktörlerin belirlenmesi toplumsal cinsiyet rolleri tutumunun inşa edilme sürecini daha anlaşılır kılabılır. Bu araştırma da toplumsal cinsiyet rolleri tutumunu yordamda bilişsel esneklik, otantiklik, cinsiyet, yaş, kardeş sayısı ve annenin çalışma durumunun rolünü incelemeyi amaçlamıştır. Bu doğrultuda aşağıdaki sorulara cevap aranmıştır:

1. Cinsiyet, yaş, kardeş sayısı, annenin çalışma durumu, bilişsel esneklik ve otantiklik toplumsal cinsiyet rollerinin tutumunu yordamakta mıdır?
2. Toplumsal cinsiyet rolleri tutumu annenin çalışma durumuna ve cinsiyete göre anlamlı düzeyde farklılaşmakta mıdır?

Yöntem

Bu çalışma, araştırma soruları dikkate alınarak nicel araştırma yaklaşımlarından korelasyonel desen ve nedensel karşılaştırma yöntemlerine göre dizayn edilmiştir. Araştırma grubu Trabzon Üniversitesi'nde öğrenim gören 452 öğrenciden oluşmaktadır. Veri toplama aracı olarak Zeyneloğlu ve Terzioğlu (2011) tarafından geliştirilen Toplumsal Cinsiyet Rollerini Tutumu Ölçeği, İlhan ve Özdemir (2013) tarafından Türkçe uyarlaması yapılan Otantiklik Ölçeği, Sapmaz ve Doğan (2013) tarafından Türkçeye uyarlanan Bilişsel Esneklik Envanteri ve araştırmacı tarafından oluşturulan kişisel bilgi formu kullanılmıştır. Verilerin analizi SPSS 22 programında gerçekleştirilmiş ve parametrik tekniklerden Pearson korelasyon analizi, çoklu doğrusal regresyon analizi ve bağımsız t testi kullanılmıştır.

Bulgular

Pearson korelasyon analizi sonuçları toplumsal cinsiyet rolleri tutumunun otantiklik ve bilişsel esneklik ile zayıf düzeyde pozitif yönde, yaş ve kardeş sayısı ile zayıf düzeyde negatif yönde ilişkili olduğunu göstermiştir. Çoklu doğrusal regresyon analizi sonuçlarına göre kurulan model anlamlıdır; bilişsel esneklik, otantiklik, cinsiyet, yaş, kardeş sayısı ve annenin çalışma durumunun toplumsal cinsiyet rolleri tutumundaki toplam varyansın %23,9'unu açıklamaktadır. Değişkenlerin toplumsal cinsiyet rolleri tutumunu yordamaya olan katkıları ayrı ayrı incelendiğinde standardize edilmiş regresyon katsayılarına göre bilişsel esnekliğin, cinsiyetin, kardeş sayısının ve annenin çalışma durumunun modele katkısı anlamlıdır. Bilişsel esneklik, cinsiyet ve annenin çalışma durumu toplumsal cinsiyet rolleri tutumunu pozitif yönde yordamaktadır. Kardeş sayısı ise toplumsal cinsiyet rolleri tutumunu negatif yönde yordamaktadır. Otantikliğin ve yaşın modele katkısı anlamlı değildir. Ayrıca toplumsal cinsiyet rolleri tutumunun cinsiyete ve annenin çalışma durumuna göre incelenmesi amacıyla yapılan bağımsız t testi sonuçları anlamlı farklılıklar olduğu sonucunu ortaya koymuştur. Kadınların toplumsal cinsiyet rolleri tutumu puanları erkeklerden, annesinin maddi kazanç sağlayan bir işte çalıştığını bildiren katılımcıların toplumsal cinsiyet rolleri tutumu puanları annesinin çalışmadığını bildiren katılımcılardan daha yüksektir.

Tartışma, Sonuç ve Öneriler

Bu araştırmanın amacı toplumsal cinsiyet rolleri tutumunu yordayan bazı değişkenleri incelemektir. Yapılan korelasyon analizi sonucunda toplumsal cinsiyet rolleri tutumunun bilişsel esneklik ve otantiklikle pozitif yönde zayıf düzeyde, yaş ve kardeş sayısı ise negatif yönde zayıf düzeyde ilişkili olduğu tespit edilmiştir. Değişkenler arasındaki ilişkiler tespit edildikten sonra uygulanan çoklu doğrusal regresyon analizi sonucunda toplumsal cinsiyet rolleri tutumundaki toplam varyansın %23.9'unun bilişsel esneklik, cinsiyet, annenin çalışma durumu, kardeş sayısı, yaş ve otantiklikle açıklanabileceğine ulaşılmıştır. Toplumsal cinsiyet rolleri tutumunu yordamada bilişsel esnekliğin, cinsiyetin, annenin çalışma durumunun ve kardeş sayısının anlamlı bir katkıya sahip olduğu; yaşın ve otantikliğin ise anlamlı bir katkıya sahip olmadığı sonucuna ulaşılmıştır. Bilişsel esnekliğin toplumsal cinsiyet rolleri tutumuyla ilişkisi ve yordama gücü düşünüldüğünde esnek bilişlere sahip olmanın eşitlikçi toplumsal cinsiyet rolleri tutumunu benimseme konusunda avantaj sağlayacağı söylenebilir. Aynı zamanda toplumsal cinsiyet rolleri tutumunun anlamlı farklılıklar gösterdiği durumlar düşünülürse, toplumsal cinsiyet eşitliği ve sosyal adalet savunuculuğu gibi çalışmaların ülke çapında yaygınlaştırılmasıyla gruplar arasındaki farkın daralması için fırsat oluşturulabilir.