



DEVELOPMENT AND PSYCHOMETRIC PROPERTIES GENDER ROLES ATTITUDE SCALE*

TOPLUMSAL CİNSİYET ROLLERİ TUTUM ÖLÇEĞİNİN GELİŞTİRİLMESİ VE PSİKOMETRİK ÖZELLİKLERİ

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ABSTRACT: This research was conducted for the purpose of developing a scaling tool to determine university students' attitudes towards gender roles. University students' attitudes should first be determined in order to change this traditional view to gender and to achieve a more egalitarian view. The research sample was comprised of one university's students chosen using a size-proportional stratified random sampling method. A total of 500 students (291 female, 209 male) were included in the sample. Data was collected via self-administered questionnaires. The Gender Roles Attitude Scale (GRAS) contains 38 items and five dimensions (egalitarian gender roles, female gender roles, marriage gender roles, traditional gender roles and male gender roles). Statistically significant differences were determined among all survey items ($p<0.01$). The instrument's total Cronbach alpha internal consistency coefficient was found to be 0.92. The findings that were obtained showed that the survey is a valid and reliable instrument for determining university students' attitudes towards gender roles.

Keywords: gender, university students, attitude scale.

ÖZET: Çalışma, üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumlarını ölçebilecek bir araç geliştirmek amacıyla gerçekleştirilmiştir. Toplumsal cinsiyet rollerine ilişkin geleneksel bakış açısının değiştirilerek, eşitlikçi bakış açısının kazanılabilmesi için öncelikle üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumlarının belirlenmesi gerekmektedir. Araştırmanın örneklemini bir üniversitede öğrenim gören ve büyüklüğe orantılı tabakalı rastgele örnekleme yöntemi kullanılarak seçilen öğrenciler oluşturmuştur. Örneklem kapsamına toplam 500 öğrenci (291 kız, 209 erkek) alınmıştır. Veriler veri toplama formu aracılığı ile toplanmıştır. Toplumsal Cinsiyet Roller Tutum Ölçeği 38 madde ve beş boyuttan (eşitlikçi cinsiyet rolü, kadın cinsiyet rolü, evlilikte cinsiyet rolü, geleneksel cinsiyet rolü ve erkek cinsiyet rolü) oluşmaktadır. Ölçeğin tüm maddeleri arasında istatistiksel olarak anlamlı fark olduğu belirlenmiştir ($p<0.01$). Ölçeğin toplam Cronbach's α iç güvenirlik katsayısının 0.92 olduğu bulunmuştur. Elde edilen bulgular ölçeğin; üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumlarını belirlemede istenen düzeyde geçerli ve güvenilir bir ölçme aracı olduğunu göstermektedir.

Anahtar sözcükler: toplumsal cinsiyet, üniversite öğrencileri, tutum ölçeği.

1. INTRODUCTION

Gender roles are defined as duties, accountabilities, and activities that the culture attributes to women and men (Dökmen 2004; World Health Organization 1998). A reflection of gender roles to women and men on their communal life denotes significant differences in family life, professional life, social life, education life, and career choice (Akın & Demirel 2003; Basow 1992; Dökmen 2004; Lindsey 1990).

Men and women's roles according to gender are classified as traditional and egalitarian roles. Roles attributed to women in traditional roles consist of non-egalitarian accountabilities such as being responsible for domestic affairs and not being active in professional life. Roles attributed to men in traditional roles consist of accountabilities such as being the head of the house and also responsible for breadwinning. Egalitarian roles, however, are equal sharing of accountabilities in family, professional, social and educational life (Akın & Demirel 2003; Basow 1992; Dökmen 2004; Kimberly & Mahaffy 2002; Lindsey 1990). In studies conducted with the aim of determining their thoughts about gender roles of high school and university students; statements including traditional gender roles such as

* Ankara'da hemşirelik öğrenimi gören üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumları isimli tez çalışmasının, "Toplumsal Cinsiyet Roller Tutum Ölçeği"nin geliştirilmesi ile ilgili bölümünden hazırlanmıştır.

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'woman's main duty is to take care of home and the family', 'man should be the head of the household', 'breadwinning should be the man's responsibility', 'man should be successful in professional life' etc. were addressed to the students. Students were confirmed to embrace gender traditional gender roles as a result of these studies. Moreover, female students were found to be embracing the traditional roles less than male students (Aşılı 2001; Keith & Jacqueline 2002; Kimberly & Mahaffy 2002; Rosenkrantz 1986; Trommsdorff & Iwawaki 1989).

In studies conducted with the aim of determining their thoughts about gender roles of university students in Turkey; female students were found to have more egalitarian view regarding gender roles than male students (Baykal 1988; Güvenç 1996).

These roles attributed to women and men in social life causes women to be frequently cast away in the second place and to continue an inequality model, which favors men more than women, thus creating a negative discrimination towards women. This inequality model stands out more in working/opportunity equality, decision making, freedom of choice, health benefits, even payroll to same profession, education, and career choice. All of these factors belonging to the inequality model add up to eliminate social status equality between men and women (Akın & Demirel 2003; World Health Organization 1998).

Education level of women, which is one of the significant indicators for social status, is considerably lower than man's in developing countries (Akın & Demirel 2003). The ratio of illiterate women in Turkey was 19.6 percent whereas the same ratio was 4.0 percent in men according to the 2006 Population and Development indicators (Results of the Population and Development Indicators 2006). Raising the mandatory education to eight years in 1997 has caused an increase in the ratio of girls in every step of the education and in the duration for their active education. On the other hand, schooling ratio of girls in primary education is 87.9 percent while this ratio is 92.2 percent in boys according to the data of education year 2006-2007. Schooling ratio of girls in faculties and collegiate schools, however, is 18.6 percent. The same ratio for boys is 21.5 percent (Education Statistics in Turkey 2006). These findings indicate that gender inequality is distinctive between women and men for every level of the education in Turkey. Additionally, the literacy difference between women and men has stayed constant although the literacy level in Turkey has generally increased in the past 70 years (Demirel 2007).

The most important component to raise the women's participation in professional life and politics/decision making mechanisms is the increase of their education (The Condition of Woman in Turkey 2004). Insufficiency of women's education level, inconsiderable participation of women in professional life, their inadequate benefit from health services also affects their participation in politics/decision making mechanisms. The employment rate of women in Turkey is 22.2 percent whereas the ratio is 64.3 percent in men according to statistics in 2007. Moreover, 19 percent of men are engaged in agricultural activities as unpaid family worker but 47.3 percent of these workers are women (Household Labour Investigation in Turkey 2007). Women's representation ratio regarding the members of the Turkish Parliament was 4.4 percent according to 2002 National Election results. This ratio increased to 9.1 percent in 2007 National Elections (Distribution of the Members of the Parliament Regarding Gender According to 2007 National Elections 2007).

Negative consequences of all of the mentioned social status inequalities affect women the most. This situation, which is directly related to the women's social status, obstructs women to equally benefit from human rights in every domain as men do. Equal participation of men and women in every field of life is important for sustainable development as well as for maintenance of peace and prosperity in a society. The assessment of attitudes of university students towards gender roles is important as an indicator of their perception on gender equality. There are several definitions for the concept of attitude, which can best be defined as a person's positive or negative predisposition towards an object, situation or incident. Attitude is a strong factor affecting the individual's behavior towards the object of each attitude. An individual's behavior towards an object is directly related to his or her perception of each particular object (İpek & Bayraktar 2004). It is indicated in the literature that it is important to

primarily determine students' attitudes towards gender roles in order to ensure them to alter their traditional attitudes towards gender roles and to adopt an egalitarian perspective (Basow 1992; Lindsey 1990; World Health Organization 1998). There are no other instruments available in Turkey with proven validity and reliability on this subject matter. In this respect, first determining the attitudes of the university students towards gender roles would make a contribution to integrate more egalitarian view to the content of the university education. Therefore, it is extremely significant to prevent these inequalities between men and women.

1.1. Research Aim

Various studies are present in different cultures about determining the attitudes towards gender roles. On the other hand, attitudes towards gender roles differ between cultures. The purpose of this study was to develop a valid and reliable instrument to determine the attitudes of university students towards gender roles in Turkey.

2. METHOD

2.1. Sample

Official permission to conduct this research was obtained from the ethics committee of the interested university as a written document. Likewise, the research data were collected after receiving informed written consent from the students included in the sample. Students from different university departments were chosen using a size-proportional stratified random sampling method; and a total of 500 students (291 female, 209 male) were included in the sample. Data were collected by the researchers between February and March 2007. The scale was administered during recess in the classes and the first five to ten minutes of the lesson was also used by asking verbal permission from the responsible instructor. The students individually completed the instrument that took approximately 20 minutes to complete.

2.2. Gender Roles Attitude Scale (GRAS) Item's Development

A semi-structured interview form was prepared to use for the development of survey items that would be used to determine university students' attitudes towards their gender roles. The semi-structured interview form was administered to a total of 40 students by choosing four female and four male students from each class (years one-five) in the pharmacist school. Students' statements on the interview form that could be considered as attitude statements were identified.

These statements were rewritten as complete statements according to grammar rules with consultation with an expert in measurement & assessment and an expert in the field of psychology. Thus the GRAS's framework was created. Additionally, studies conducted on the subject of gender and instruments developed in other countries on this subject were used for the development of items on the scale (Frize et al. 2003; Khalid 2004; Tougas 1995; Uji et al. 2006). The result of this preliminary work was a rough draft survey containing 124 items about gender roles.

These items about gender roles were sent to six experts in different disciplines who have done work on the subject of gender (two Women's Health Nursing experts, one Community Health expert, one Educational Testing and Evaluation expert, and two General Psychology expert). These experts were asked to evaluate the attitude statements for; i-appropriateness to the goal of measurement ii-comprehensibility, and iii-representative of the area of interest for measurement. The experts gave their opinions by marking each item as 'completely appropriate,' 'appropriate but needs changes,' or 'not appropriate'. 76 items were removed from the 124-item rough draft survey as a result of the expert opinions; which was an important part of the research of the instrument's construct validity. A 48-item survey was used in the instrument's validity and reliability study; and a final 38-item survey was created as a result of these analyses.

2.3. Gender Roles Attitude Scale

The instrument developed to determine university students' attitudes towards gender roles was a 5-point Likert type scale. The students' egalitarian attitude sentences regarding gender roles were scored as 5 points for 'completely agree,' 4 points for 'agree,' 3 points for 'undecided,' 2 points for 'disagree,' and 1 point for 'absolutely disagree.'

The traditional attitude sentences regarding gender roles were scored opposite to the positive sentences: 1 point for 'completely agree,' 2 points for 'agree,' 3 points for 'undecided,' 4 points for 'disagree,' and 5 points for 'absolutely disagree.'

The highest possible score from the scale was 190 and the lowest was 38 according to this scoring scale. The higher scores from the scale indicated that the students had more egalitarian attitudes towards gender roles and the lower scores showed that the students' attitudes were more traditional.

2.4. Statistical Analyses

Cronbach alpha reliability coefficient and Pearson's Product Moment Correlation Coefficient were used to measure the reliability of the GRAS and its subscales. Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy was used for the construct validity of the GRAS in order to test whether or not the data obtained was homogeneous. The value of 0.819 obtained as the result of the test shows that the data was homogeneous for using in factor analysis. Additionally, Bartlett's test of spheroid, which tests whether the correlation matrix is an identity matrix, was significant ($p < 0.01$).

The instrument's construct validity was determined by using rotational factor analysis. The Principle Component Technique and Varimax rotation method were used for this analysis. The Eigenvalue and explained percentage in factor analysis were examined for the purpose of determining which items belonged in how many factors.

3. RESULTS

3.1. Demographic Characteristics

In the examination of the students' demographic characteristics; it was determined that their mean age was 23.19 years (SD 3.04); 58.2 percent of the students were female; 47.3 percent attended to social sciences, 32.4 percent in science, and 20.3 percent in health sciences departments at the university.

3.2. Gender Roles Attitude Scale's Validity

Item analysis and factor analysis with rotation were used to test the construct validity of the GRAS. In the item analysis; the Pearson's Product Moment Correlation coefficient and item-total score correlations were first calculated. Correlation coefficients were determined to be between 0.25-0.70 and the difference between them was found to be statistically significant ($p < 0.01$, see Table 1) in the examination of the survey's item-total score correlations. It was decided to remove item number 48 from the survey as a result of this analysis because its item-total score correlation was found to be less than 0.25; and the total number of items was decreased to 47. An item analysis of the differences in the upper and lower group means for the scale items was implemented in the second stage. According to this analysis; a statistically significant relationship was found in the 'p' values for the top and bottom 27 percent ($p < 0.01$, see Table 1). Factors having a load less than 0.30 from the scale (items numbered 2, 11, 15, 22, 27, 31, 38, 39, 41), out of the 47 items on the scale, was decided to be removed as a result of the factor analysis conducted after the factor analysis. Thus, the scale was constructed into its final format with 38 items. The factor matrix with rotation showed that the instrument was comprised of 38 items and five factors. The items' factor load values were between 0.35 and 0.79. The Eigen values for all factors were greater than one and were found to explain 46 percent of the variance (see Table 2). The scale's factors and correlations are shown in Table 3.

Table 1. Mean, SD and Item Analysis of Attitudes Towards Gender Roles (n= 500)

	M	± SD	Total item correlation (p<0.001)	t value (p<0.001)	Cronbach's α r (p<0.001)
A. Egalitarian gender roles					
A1. Decision to have a child should be made by both spouses in a marriage.	4.69	0.77	0.35	6.324	0.55
A2. Equal fee should be paid to the women and men in professional life.	4.27	1.13	0.48	9.701	0.68
A3. Widowed woman should be able to live by herself.	4.17	1.05	0.50	11.631	0.67
A4. Assets should be shared equally when spouses divorce.	4.24	1.09	0.46	10.788	0.66
A5. Equal chances should be enabled to women and men for professional development.	4.50	0.79	0.50	11.100	0.67
A6. Domestic work should be shared equally between spouses in the family.	4.12	1.13	0.53	11.510	0.71
A7. Daughters and sons should be benefited equally from the family's economical means.	4.55	0.91	0.35	8.387	0.54
A8. Spouses decide together in the family.	4.62	0.83	0.37	7.847	0.55
B. Female gender roles					
B1. A woman should experience sexual encounter after they are married.	2.64	1.44	0.41	9.809	0.59
B2. The future wife of a man should be a virgin.	3.19	1.44	0.59	17.604	0.75
B3. Girls can be able to live by themselves when they gain their economical freedom.	3.71	1.25	0.54	14.049	0.71
B4. A woman should be able to go out by herself at night.	3.75	1.23	0.55	13.618	0.72
B5. A woman should consult a woman doctor in the hospital.	3.92	1.18	0.59	15.180	0.74
B6. Families should allow girls to flirt.	3.71	1.25	0.65	7.395	0.55
B7. The last decision regarding the choice of her husband should be made by her father.	4.30	0.95	0.38	7.957	0.55
B8. A woman's basic task is motherhood.	3.45	1.31	0.52	13.148	0.69
C. Marriage gender roles					
C1. Husband's cheating on a wife should be regarded as normal.	4.69	0.80	0.38	6.279	0.56
C2. Every wish of the man should be realized at home.	4.33	0.95	0.56	12.063	0.73
C3. Man should marry again if the woman is not able to deliver a child.	4.56	0.88	0.47	8.752	0.65
C4. A woman should reject sexual encounter in marriages if she does not desire it.	4.28	1.05	0.51	11.199	0.68
C5. Husbands should make the decisions regarding woman's life.	4.46	0.83	0.62	13.722	0.78
C6. Contraception in marriages should be responsibility of only woman.	4.02	1.14	0.46	10.564	0.64

Table 1. Mean, SD and Item Analysis of Attitudes Towards Gender Roles (n= 500)

	M	± SD	Total item correlation (p<0.001)	t value (p<0.001)	Cronbach's α r (p<0.001)
C7. A woman is considered more precious if she delivers a boy.	4.74	0.65	0.37	6.208	0.55
C8. Woman should prefer to remain silent instead of arguing in case of a conflict with their husbands.	4.24	1.02	0.62	13.897	0.78
D. Traditional gender roles					
D1. The head of the household is man.	3.69	1.41	0.70	21.334	
D2. A man's main task in the house is breadwinning.	3.00	1.27	0.48	11.680	0.84
D3. Woman should not work if the economical situation of the man is adequate.	3.84	1.22	0.59	14.803	0.76
D4. Profession implemented by woman and man should be different.	3.71	1.17	0.45	10.112	0.63
D5. Men should be preferred in employment applications because of women's fertility.	4.42	0.99	0.56	12.541	0.74
D6. A girl should obey his father's wishes until she is married.	3.39	1.23	0.60	15.723	0.76
D7. Man should deal with tasks away from home such as shopping and paying the bills.	3.51	1.15	0.41	9.253	0.58
D8. Girls should be dressed in pink while boys should be dressed in blue.	3.59	1.24	0.49	10.776	0.66
E. Male gender roles					
E1. Man should decide on how to use family income.	4.33	1.18	0.38	9.159	0.56
E2. Men should be employed in high status professions.	4.04	1.21	0.56	14.123	0.73
E3. Boy's education should be prioritized in the family.	4.43	0.92	0.50	11.101	0.68
E4. A man should beat up his wife if necessary.	4.63	0.87	0.39	8.085	0.57
E5. Education level of the man should be higher than woman in marriages.	3.57	1.26	0.48	11.380	0.64
E6. Man should be older than woman in marriages.	3.17	1.30	0.41	10.152	0.56
Total Gender Roles Attitudes	152.48	20.89			0.92

Table 2. Rotated Factor Matrix of Gender Roles Attitude Scale (n= 500)

	Loading on primary factor
A. Egalitarian gender roles (<i>eigenvalue 4.10, explained variance 10.81, Cronbach's α 0.78</i>)	
A1. Decision to have a child should be made by both spouses in a marriage.	0.690
A2. Equal fee should be paid to the women and men in professional life.	0.681
A3. Widowed woman should be able to live by herself.	0.639
A4. Assets should be shared equally when spouses divorce.	0.573
A5. Equal chances should be enabled to women and men for professional development.	0.505
A6. Domestic work should be shared equally between spouses in the family.	0.409
A7. Daughters and sons should be benefited equally from the family's economical means.	0.501
A8. Spouses should decide together in the family.	0.452
B. Female gender roles (<i>eigenvalue 3.92, explained variance 10.31, Cronbach's α 0.80</i>)	
B1. A woman should experience sexual encounter after they are married.	0.737
B2. The future wife of a man should be a virgin.	0.687
B3. Girls can be able to live by themselves when they gain their economical freedom.	0.613
B4. A woman should be able to go out by herself at night.	0.586
B5. A woman should consult a woman doctor in the hospital.	0.591
B6. Families should allow girls to flirt.	0.572
B7. The last decision regarding the choice of her husband should be made by her father.	0.435
B8. A woman's basic task is motherhood.	0.459
C. Marriage gender roles (<i>eigenvalue 3.29, explained variance 8.65, Cronbach's α 0.78</i>)	
C1. Husband's cheating on a wife should be regarded as normal.	0.748
C2. Every wish of the man should be realized at home.	0.594
C3. Man should marry again if the woman is not able to deliver a child.	0.558
C4. A woman should reject sexual encounter in marriages if she does not desire it.	0.533
C5. Husbands should make the decisions regarding woman's life.	0.481
C6. Contraception in marriages should be responsibility of only woman.	0.440
C7. A woman is considered more precious if she delivers a boy.	0.400
C8. Woman should prefer to remain silent instead of arguing in case of a conflict with their husbands.	0.351
D. Traditional gender roles (<i>eigenvalue 3.27, explained variance 8.61, Cronbach's α 0.78</i>)	
D1. The head of the household is man.	0.546
D2. A man's main task in the house is breadwinning.	0.521
D3. Woman should not work if the economical situation of the man is adequate.	0.511
D4. Profession implemented by woman and man should be different.	0.501
D5. Men should be preferred in employment applications because of women's fertility.	0.492
D6. A girl should obey his father's wishes until she is married.	0.478
D7. Man should deal with tasks away from home such as shopping and paying the bills.	0.424
D8. Girls should be dressed in pink while boys should be dressed in blue.	0.420

Table 2. Rotated Factor Matrix of Gender Roles Attitude Scale (n= 500)

	Loading on primary factor
E. Male gender roles (<i>eigenvalue 2.79, explained variance 7.34, Cronbach's α 0.72</i>)	
E1. Man should decide on how to use family income.	0.794
E2. Men should be employed in high status professions.	0.686
E3. Boy's education should be prioritized in the family.	0.585
E4. A man should beat up his wife if necessary.	0.530
E5. Education level of the man should be higher than woman in marriages.	0.426
E6. Man should be older than woman in marriages.	0.359

Table 3. Correlation between Factors for Determination of Gender Roles Attitude Scale's Subgroups Following Varimax Rotation

Factors	Factor 1 Egalitarian gender roles	Factor 2 Female gender roles	Factor 3 Marriage gender roles	Factor 4 Traditional gender roles	Factor 5 Male gender roles
Factor 1	1.000				
Factor 2	0.35	1.000			
Factor 3	0.57	0.53	1.000		
Factor 4	0.54	0.60	0.66	1.000	
Factor 5	0.47	0.36	0.44	0.53	1.000

3.3. Gender Roles Attitude Scale's Reliability

The scale's reliability was measured with Cronbach alpha reliability coefficient. The scale's and subscales' Cronbach alpha values are shown in Table 1. The scale's Cronbach alpha reliability coefficient for 38 items was found to be 0.92. A Cronbach alpha reliability coefficient of 0.80 was found for the 'female gender roles' subscale in the analyses of the subscales for internal consistency. The Cronbach alpha reliability coefficient of 0.78 was found for the 'marriage gender roles' and 'traditional gender roles' subscales. Moreover, the Cronbach alpha reliability coefficient for the 'male gender roles' subscale was found to be 0.72. These results showed that the internal consistency of the scale's items with each other is high indicating that the scale has a high reliability. The total score mean from all items on the scale was 152.48 (ranging from 38-190) and the standard deviation was 20.89. All items were found to have statistically significant correlation ($p < 0.01$).

- Factor 1 was 'egalitarian gender roles' and was comprised of eight items. The explained variance was 10.81 percent and internal consistency was 0.78.
- Factor 2 was 'female gender roles' and was comprised of eight items. The explained variance was 10.31 percent and internal consistency was 0.80.
- Factor 3 was 'marriage gender roles' and was comprised of eight items. The explained variance was 8.65 percent and internal consistency was 0.78.
- Factor 4 was 'traditional gender roles' and was comprised of eight items. The explained variance was 8.61 percent and internal consistency was 0.78.
- Factor 5 was 'male gender roles' and was comprised of six items. The explained variance was 7.34 percent and internal consistency was 0.72.

4. DISCUSSION

4.1. Gender Roles Attitude Scale's Validity

The GRAS has 38 items and five subscales. There are eight items in the 'egalitarian gender roles', 'female gender roles', 'marriage gender roles', 'traditional gender roles' subscales, and six items in the 'male gender roles' subscale. It is necessary to remove items from scales that have a factor load less than 0.30 as a result of factor analysis according to Tezbaşaran (1997). The GRAS factor load value was between 0.35 and 0.79; and the nine items which had factor load less than 0.30 were removed from the scale as explained previously. The factor analysis results showed that the instrument has more than one dimension. These dimensions present the variety of factors that are influential in students' attitudes about gender roles.

An attitude toward Women Scale (AWS) is a 25 item scale developed by Spence et al. It contains items such as 'Boys should be more induced than girls towards education in families', 'women should deal with child care and domestic work', and 'professions that requires leadership abilities should be implemented by men in the societies'. The AWS measures beliefs regarding appropriate male and female gender roles. This measure has been demonstrated to have accurate internal consistency; with alpha coefficients ranging from 0.84 and 0.89. Test-retest reliability over a brief time period (three weeks) was 0.89 for AWS. The construct validity of this measure has been demonstrated with significant correlations between AWS scores and stereotypical male/female trait ratings in the expected direction: Those who scored low on the AWS, indicating that they had more traditional attitudes, rated typical males and females more differently than did those who scored high on the AWS; who had more egalitarian views (Damji & Lee 1995; Frize et al. 2003; Khalid 2004; Taslem & Catherine 1995; Uji et al. 2006).

Islamic Attitudes towards Women Scale (IAWS), developed by Khalid and Frieze (2004) consist of 30 items. This scale was created by using nine items from AWS and adding 21 new items (special to Muslim women). It includes items such as 'right to divorce should be given to both women and men', 'women's consent is as important as men's for marriage', and 'women's veil is a cultural not a religious practice'. All of the items are responded by '1=completely agree', '2=agree', '3=undecided', '4=disagree', '5=completely disagree'. Higher points achieved from the scale indicate more traditional attitudes whereas lower points indicate more egalitarian. Cronbach alpha value of the scale is 0.91.

Suzuki Egalitarian Sex Role Attitudes scale (SESRA) assesses the attitudes towards gender roles. SESRA is a forty item scale that is evaluated by five point likert scale. SESRA includes items such as 'the most important work for women is raising her children' and 'wife and mother roles are important for women but having a profession is equally important'. More egalitarian attitudes are portrayed as the points obtained from the scale increases. SESRA-S, which is a shorter version of SESRA, is developed by Masayo et al. SESRA-S is developed by choosing 15 items that have a factor load more than 0.5 for at least three of the six factor analysis. SESRA-S is a self-scaling/self-attitude test for egalitarian attitudes of women and men towards their roles. It is evaluated by five point likert scale. The presence of more egalitarian attitudes is observed as the points obtained from the scale increases. Cronbach alpha value of SESRA-S is 0.91 and test-retest reliability in every four weeks was 0.89. The scale has two dimensions that are titled 'women's rights' and 'women's independence' (Uji et al. 2006).

Neosexism scale was developed by Campbell et al. (1997). This scale was developed to assess more modern aspects of gender role attitudes and attempts to assess 'residual negative feelings toward women'. All items were responded to on a scale of one to five from strongly disagree to strongly agree. Items were scored so that a higher score was less egalitarian or more sexist. Sample items for the Neosexism scale were 'discrimination against women in the labour force is no longer a problem in this country' and 'women shouldn't insist upon being there where they are not wanted'. Alphas for Neosexism were 0.60 (Tougas et al. 1995).

4.2. Gender Roles Attitude Scale's Reliability

There are no scales available in Turkey for determining university students' attitudes towards gender roles. Therefore, this is the first study conducted on this subject. The GRAS's Cronbach alpha value was found to be high (0.92). In our study; the scale's subscales' Cronbach alpha reliability coefficients were ranging from 0.80 to 0.72. The 'female gender roles' subscale's Cronbach alpha reliability coefficient was found to be 0.80 when the analysis of each subscale for internal consistency. The 'egalitarian gender roles', 'marriage gender roles' and 'traditional gender roles' subscales were found to have a Cronbach alpha reliability coefficient of 0.78. Cronbach alpha reliability coefficient of the 'male gender roles' subscales, however, was found to be 0.72. The scale's high Cronbach alpha reliability coefficients indicate that the instrument has high internal consistency.

This result shows that the scale and its subscales are reliable. The scale's subscales' correlations with each other were found to be between 0.65 and 0.35 (see Table 3). This result indicates that this scale can measure university students' attitudes about gender roles in the same dimension.

5. CONCLUSION AND RECOMMENDATIONS

It is extremely important that this scale is to be used in studies examining attitudes about gender roles. There are no other instruments available in Turkey with proven validity and reliability on this subject matter. The findings obtained show that this scale is a valid and reliable instrument at the desired level for determining university students' attitudes towards gender roles.

We think that the scale developed in this study will make a significant contribution to the subject in this field. In this respect, first determining the attitudes of the university students towards gender roles would make a contribution to integrate more egalitarian view to the content of the university education. Additionally, precautions for preventing gender discrimination should be developed; and then integrated to the country's strategic plans and programmers. Announcement of research results in related scientific communities and various disciplines is necessary for being able to use the scale in future researches.

Limitations

This study has a few limitations. The scale's validity and reliability study was only implemented with young people studying at a university. It is recommended that this scale is to be used in other studies and tested with individuals in different age and educational groups.

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Genişletilmiş Özet

Toplumda yaşanan tüm toplumsal statü eşitsizliklerinin olumsuz sonuçları, en çok kadınları etkilemektedir. Kadının toplumsal statüsü ile doğrudan ilgili olan bu durum, kadınların her alandaki insan haklarından, erkeklerle eşit ölçüde yararlanmalarını engellemektedir. Bu nedenle, kadınlar ve erkekler arasındaki eşitsizliklerin önlenmesi son derece önemlidir. Bu açıdan üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumlarının belirlenmesi, üniversite eğitiminin içeriğine toplumsal cinsiyet rollerine ilişkin eşitlikçi bakış açısı bilincinin entegre edilmesine katkıda bulunacaktır. Farklı kültürlerde toplumsal cinsiyet rollerine ilişkin tutumları belirlemeye yönelik çeşitli çalışmalar bulunmaktadır. Ancak toplumsal cinsiyet rollerine ilişkin tutumlar kültürden kültüre değişiklik göstermektedir. Bu nedenle bu çalışmada Türkiye'deki üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumlarını belirlemeye yönelik geçerli ve güvenilir bir ölçme aracının geliştirilmesi amaçlanmıştır.

Araştırmanın örneklemini bir üniversitede öğrenim gören ve büyüklüğe orantılı tabakalı rastgele örnekleme yöntemi kullanılarak seçilen öğrenciler oluşturmuştur. Örneklem kapsamına toplam 500 öğrenci (291 kız, 209 erkek) alınmıştır.

Üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumlarını (TCRT) belirlemeye yönelik kullanılacak ölçeğin maddelerinin geliştirilmesi aşamasında yarı yapılandırılmış görüşme formu hazırlanmıştır. Yarı yapılandırılmış görüşme formu, üniversitenin Eczacılık Bölümünün her sınıfından (1-5. sınıf) dört kız, dört erkek öğrenci seçilerek toplam 40 öğrenciye uygulanmıştır. Ön çalışmaların sonucunda geliştirilen taslak ölçek, toplumsal cinsiyet rolleri ile ilgili 124 madde içermektedir. Toplumsal cinsiyet rollerine ilişkin hazırlanan bu maddeler, toplumsal cinsiyet konusunda çalışma yapan farklı disiplinlerden altı uzmana (iki Doğum ve Kadın Sağlığı Hemşireliği, bir Halk Sağlığı, bir Eğitimde Ölçme ve Değerlendirme ve iki Psikoloji uzmanı) gönderilmiştir. Bu uzmanlar tutum ifadelerini; i- amacına uygun olma, ii-anlaşılır olma ve iii-ölçülmek istenen alanı temsil etme açısından değerlendirmişlerdir. Uzmanlar her bir maddeye ilişkin görüşlerini 'tamamen

uygun', 'düzeltme yapılmalı' ya da 'uygun değil' şeklinde belirtmişlerdir. Ölçeğin yapı geçerliğinin artırılmasında önemli bir katkı sağlayan uzman görüşleri sonucunda; 124 maddeden oluşan taslak ölçekten 76 madde çıkarılmış ve 48 madde ölçeğin geçerlik ve güvenilirlik çalışmasında kullanılmıştır. Geçerlik ve güvenilirlik analizleri sonucunda geliştirilen ölçek '38 madde' den oluşmuştur.

Üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumlarının belirlenmesi için geliştirilen ölçek '5'li likert tipi' bir ölçektir. Bu ölçek, öğrencilerin toplumsal cinsiyet rollerine ilişkin eşitlikçi tutum cümlelerine; 'tamamen katılıyor' ise 5 puan; 'katılıyor' ise 4 puan; 'kararsız' ise 3 puan; 'katılmıyor' ise 2 puan; 'kesinlikle katılmıyor' ise 1 puan olacak şekilde puanlandırılmıştır. Toplumsal cinsiyet rollerine ilişkin geleneksel tutum cümleleri ise; yukarıda belirtilen puanlamanın tam tersi olarak öğrenciler; 'tamamen katılıyor' ise 1 puan, 'katılıyor' ise 2 puan, 'kararsız' ise 3 puan, 'katılmıyor' ise 4 puan, 'kesinlikle katılmıyor' ise 5 puan olacak şekilde puanlandırılmıştır. Bu puanlama sonucuna göre, ölçekten alınabilecek en yüksek puan '190'; en düşük puan ise '38' olarak hesaplanmıştır. Ölçekten alınan en yüksek değer öğrencinin toplumsal cinsiyet rollerine ilişkin 'eşitlikçi tutuma sahip' olduğunu, en düşük değer ise; öğrencinin toplumsal cinsiyet rollerine ilişkin 'geleneksel tutuma sahip olduğunu' göstermektedir.

TCRT ölçeği, 38 madde ve beş alt boyut içermektedir. Ölçeğin 'eşitlikçi cinsiyet rolü', 'kadın cinsiyet rolü', 'evlilikte cinsiyet rolü' ve 'geleneksel cinsiyet rolü' alt boyutları sekiz, 'erkek cinsiyet rolü' alt boyutu ise altı maddeden oluşmaktadır. Tezbaşaran (1997) faktör analizi sonucunda faktör yükü 0.30'un altında olan maddelerin ölçekten çıkarılması gerektiğini ifade etmektedir. TCRT ölçeğinin faktör yükü 0.35-0.79 arasında değişmektedir ve faktör yükü 0.30'un altında olan dokuz madde ölçekten çıkarılmıştır. Faktör analizi sonuçları, ölçeğin birden fazla boyuttan oluştuğunu göstermektedir. Bu boyutlar, öğrencilerin toplumsal cinsiyet rollerine ilişkin tutumlarında etkili olan faktörlerin çeşitliliğini ortaya koymaktadır.

Türkiye'de üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumlarını belirlemeye yönelik geliştirilmiş bir ölçek bulunmamaktadır. Bu nedenle bu çalışma konuya ilişkin yapılan ilk çalışmadır. TCRT ölçeğinin Cronbach α değeri yüksek bulunmuştur (0.92). Çalışmamızda ölçeğin alt boyutlarının Cronbach α güvenilirlik katsayısı 0.80-0.72 arasında değişmektedir. Her bir alt boyut iç tutarlılık analizleri açısından değerlendirildiğinde; 'kadın cinsiyet rolü' alt boyutunun Cronbach α güvenilirlik katsayısı 0.80 olarak bulunmuştur. 'Eşitlikçi cinsiyet rolü', 'evlilikte cinsiyet rolü' ve 'geleneksel cinsiyet rolü' alt boyutlarının Cronbach α güvenilirlik katsayısı 0.78 olarak saptanmıştır. 'Erkek cinsiyet rolü' alt boyutunun ise, Cronbach α güvenilirlik katsayısı 0.72'dir. Ölçeğin Cronbach α güvenilirlik katsayılarının yüksek olması ölçeğin iç tutarlılığının (internal consistency) yüksek olduğunu göstermektedir. Bu sonuç, ölçeğin ve alt boyutlarının güvenilir olduğunu ortaya koymaktadır. Ölçeği oluşturan maddelerin kendi aralarında ve ölçek ile olan korelasyonlarının yüksek olması, maddelerin aynı boyutta ölçme yaptığını göstermektedir (Tezbaşaran 1997). Ölçeğin alt faktörlerinin birbirleriyle olan korelasyonlarının 0.65-0.35 arasında olduğu bulunmuştur. Bu sonuç, ölçeğin üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumlarını aynı boyutta ölçebildiğini göstermektedir.

Toplumsal cinsiyet rollerine ilişkin tutumların inceleneceği çalışmalarda bu ölçeğin kullanılması son derece önemlidir. Ülkemizde bu konuya ilişkin geçerliği ve güvenilirliği kanıtlanmış ölçme aracı bulunmamaktadır. Elde edilen bulgular, ölçeğin üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumlarını belirlemede geçerli ve güvenilir bir ölçme aracı olduğunu ve bu konuda yapılacak çalışmalarda kullanılabilirliğini göstermektedir. Bu çalışma birkaç sınırlılığa sahiptir. Bu ölçeğin geçerlilik ve güvenilirlik çalışması, sadece üniversitede öğrenim gören genç yaş grubunu içermektedir. Bu nedenle ölçme aracının, farklı yaş ve eğitim gruplarındaki bireylere yönelik farklı çalışmalarda kullanılarak test edilmesi önerilmektedir.