

Opinions Of Academicians On The Concept Of Social Gender Role

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Abstract

The study was conducted to determine academicians' perceptions of and views on social gender roles. In this research, the phenomenology design, one of the qualitative research models, was used. The study group were the academicians who were working in universities located in various provinces in Turkey and who were volunteer to participate in the research. In the study, purposive sample type from non-random sample types were utilized. In this research, five questions about gender were asked to the academicians as a means of data collection. The questions were prepared with Google Docs and collected via e-mail and Facebook. The study group consisted of 71 academicians in total. The collected documents formed the main data source of the research. The data obtained in the research were analyzed by content analysis. The results from this study can be listed as follows: 49 academicians said that there was social inequality in the family and 22 academicians said that there was no difference. 31 academician stated that gender was an influencing factor in getting a job, 15 academicians stated that gender was not an influencing factor in getting a job and 25 academicians said that this situation would change according to profession and organization. 45 academicians stated that gender was an influencing factor in being selected as a manager, 17 academicians said that it was not an influencing factor in being selected as a manager, 9 academicians stated that this would change depending on the situation. 24 academicians pointed out that gender was an influencing factor in professional promotion, 39 scholars believed that it was not an influencing factor in this and 8 academicians stated that this would change depending on the situation. 56 academics stated that gender was an influencing factor in choosing a profession, 10 academicians stated that it was not an influencing factor and 5 academicians said that this would change depending on the situation.

Key Words: *Social gender role, academician, gender*

Introduction

Sex is one of the criteria used in order to differentiate and classify people. In the simplest term and basically, while sex is biologically defined, gender is defined in a cultural sense. Sex includes the structural, functional and behavioral characteristics of all living creatures, which are determined by the sex chromosomes (Torgrimson & Minson, 2005). According to the Oxford English Dictionary, sex (*noun*) is defined as “differences in the structure and function of the reproductive organs of living beings distinguished as male and female on that basis, and the other physiological differences resulting from this.” Gender may be regarded as behavioral, cultural or psychological features which are related to a sex typically. The word gender (*noun*) was derived from the Latin word “genus” which refers to the species or race. Gender (*noun*) is defined as the type that refers to the common hominid line. In this case, sex describes the genetic, physiological and biological traits which the one has as a male or female. It can be said that sex is an ascribed status. That an individual starts to become socialized in line with the values and norms of the society in which he or she lives is called as gender.

Gender is a concept related to the roles, duties and responsibilities that the society has assigned to the one, and concerning in which ways the society regards, perceives the one and its expectations from the individual (Seçgin, F and Tural, 2011). While being related to the concept of masculinity and femininity, gender does not have to be a direct outcome of the individual's biological sex (Giddens, 2008). Dökmen (2004) stated that gender concept includes the values, expectations, judgments and roles relevant to how the society perceives and considers the individual and what it expects the individual to do. Gender has differed in time and according to the theories. This case shows that it is changeable. It reveals how male and female should behave and that there are different duties expected to be performed by them. Roles present a certain status or social expectations attributed to the social standings, and analyze the realization process of these sorts of expectations (Marshall, 1999). Gender means sex related expectations that the society has defined and expected from the individuals to realize (İsen and Batmaz, 2002). The term “sex” indicates the biological aspect of being a woman or a man. Sex is a demographic category that is determined as based on the one's biological sex. The expression written on identity cards stands for this. As for the term “gender”, it involves the meanings which the society and culture attribute to being woman or man and expectations, cultural structure and also psychological features correlated with the individual's biological structure. Gender is a whole of psychosocial properties which characterize the individual as feminine or masculine (Rice, 1996). In order to eliminate this confusion, Gentile (1998) proposed five different terms: (1) sex; expresses biological function - sexual activities - (2) biologically sex-linked; states the features linked to the biological aspect of being woman or man - like color-blindness - (3) gender-linked; states the features linked to the cultural or social aspect of being woman or man - like the acceptance of that men are more aggressive - (4) sex- and gender-linked; indicates the features of both biological and social origin - like women's dealing with baby-care - (5) sex-correlated; states the features related to being woman or man, but whether the origin of which is biological or

cultural is not known. People are born biologically female or male, but they learn to be a girl or a boy while growing up. In this way, gender is a concept developing and changing in time; it differs from one culture to the other and in time; and, the woman's and man's roles and responsibilities and the power relations between these two sexes are defined according to these differences (Tümen, 2003).

According to Giddens, gender is something learned. Babies learn their sexes unconsciously. Before children can name themselves properly as a girl or a boy, they receive a series of signs (hairstyle, scent, and etc.) that are not uttered. The children at around two years old have an understanding or comprehension, even if not complete, about what the gender is and/or means. They are conscious of their own sexes, and can also classify the others. However, children, until they reach the age of five or six years, do not know that the one's gender does not change, everyone has gender, and sex differences between girls and boys are anatomy-based. The toys which little children see around them, illustrated children books and television programs underline the differences between male and female characteristics (Giddens, 2008). Seçgin and Tural (2011) stated that factors such as parents, teachers, the mass media, and etc., have an effect on not only the child's socialization but also the determination of the individual's gender role stereotypes. Sexual socialization constitutes one of the most important learning experiences for individuals. When the child starts nursery school, he or she can distinguish between sexual roles and is able to prefer his or her sex role. Boys are defined by masculine roles and girls by feminine ones (Brown, 1956). They learn the proper behavioral patterns. Hartley (1960) states children realize that the first female role is cleaning and the first male role is earning money, when they are at the age of four. In addition to the descriptions for sex roles and relevant expectations, girls and boys also learn the expectations of the society. They learn that boys are more esteemed than the girls. And as for the differences related to personality, while boys learn how to be active and successful, girls learn to be passive and affective. The eight-year-old children define girls as virtuous, proper, quiet and mild-mannered while they define adult females as nameless, ineffective, unlooked for, bad and exploitative (Hartley, 1959). In patriarchal societies like Turkey, as gender roles are shaping, traditionally, the roles of bearing and raising child, dealing with the household chores such as cleaning, cooking, and so on, and not taking an active role in business life are assigned to woman; on the other hand, the roles of being active in business life, ruling over financial issues and being the head of the household are attributed to men (Atış, 2010; Bhasin, 2003; Dökmen, 2004; Vefikuluçay, Zeyneloğlu, Eroğlu and Taşkın, 2007; Zeyneloğlu and Terzioğlu, 2011).

Discriminations associated with business life, family and marriage affect the status of women within the society in a negative way. An atmosphere of inequality in which women fall behind men in the society has occurred. However, nowadays, with the women's taking their own parts in business life and the upward tendency in their education levels, this has undergone a change (Attanapola, 2003).

The rise in women's education levels has introduced a contemporary perspective into the gender roles for individuals, and become a determinant of equality and justice for the benefit of woman. Enabling the social awareness to be gained is quite important so that the equality of woman and man can be ensured and the social status of woman can be enhanced. Therefore, it is essential to determine the academicians' opinions on gender. The objective of this study is to assess the opinions on gender which the academicians have adopted. Accordingly, the problem statement of the study is as below:

What are the academicians' opinions on gender?

Considering how the subject of gender is analyzed in the body of literature, foreign publications will be dealt at first, and following this, domestic publications will be mentioned. In foreign literature, certain studies analyzing the attitudes towards role sharing in families (Smith and Reid, 1986; Cooper, Chassin and Zeiss, 1985), carried out on the female and male sex roles (Bradbury and Fincham, 1988), analyzing the relation between sex roles and marriage satisfaction (Lye and Biblarz, 1993; Juni and Grimm, 1994; Guzman, 1996; Lee, 1999), and determining the high school and university students' perceptions on gender roles (Kimberly and Mahaffy, 2002; Rosenkrantz and et. al., 1986; Trommsdorff and Iwawaki, 1989; Keith and Jacqueline, 2002) have been encountered.

When the relevant literature in Turkey is reviewed, the publications analyzing the relation between sex roles and marriage satisfaction (Tezer, 1992; Curun, 2006; Çınar, 2008; Demirtaş and Dönmez, 2006), and the ones analyzing the attitude, perception and opinion on gender (Aylaz, Güneş and Uzun, 2014; Baykal, 1988; Girginer, 1994; Dinç Kahraman, 2010; Sis Çelik, Pasinoğlu, Tan and Koyunca, 2013; Pinar, Taşkın and Eroğlu, 2008; Aşılı, 2001; Güven, 1996; Vefikuluçay and et. al., 2007; Ersoy, 2009; Karasu, Göllüce, Güvenç and Çelik, 2017; Seçgin and Tural, 2011; Ünal, Tarhan and Çürükoğlu Köksal, 2017; Yaman Efe and Ayaz, 2015; Çetişli, Top and Işık, 2017; Öngen and Aytac, 2013) have been seen.

Method

1. Research Model

Phenomenological design, one of the qualitative research models, has been used in this research. Phenomenology is the qualitative research design which aims to reveal the individuals' experiences relevant to a specific phenomenon. It presents introductory information about the phenomenon that we intend to research and helps us to make sense of the phenomenon (Creswell, 2016: 78-79). Since the academicians answer the research question by benefitting from their own experiences, phenomenological design has been employed in the research.

2. Collection of Data

In the research, as data collection means, 5 questions on the subject of gender were asked to the academicians. The questions were prepared in Google docs and collected via e-mail and Facebook. 91 feedbacks in total were received. 20 of those were excluded due to reasons such as inaccurate sampling, giving incomplete information, leaving the answer blank and so on. Therefore, totally 71 academicians are included in the study group. All those collected documents constituted the core data source of the research. The answers given by the academicians were kept confidential by the researcher and were not shared with any other person. The problem statement of the research is in the following.

- What are the academicians' perceptions on gender?

3. Analysis and Interpretation of Data

Data obtained in the research were analyzed by the method of content analysis. Content analysis is among the analysis methods which are mostly employed in the studies in the field of social sciences. Content analysis is the analysis within the scope of which the existence of the research object consisting of text or texts is specified by words, phrases or sentences (Büyüköztürk et. al., 2012). In this research, the answers given by the academicians were coded and classified into categories by the researcher. Each of the answers formed was grouped by themes. Data was analyzed according to the analysis stages that were established by Büyüköztürk et. al (2012).

3.1. The stage of determining the objectives:

In this research, the researcher has aimed to reveal the academicians' perceptions on gender, through the answers they give to the questions in the interview form. The answers given by the academicians in the interview form constituted the source of data of the research.

3.2. Classifying the relevant data:

The researchers organized the data obtained at that stage as based upon theoretical framework. The academicians participating in the research were firstly grouped according to their educational backgrounds. Then, they were given codes according to their sexes. For instance, a female assistant professor was coded as Dr.F.1.

3.3. Developing the logical structure:

The answers given by the academicians participating in the research were reviewed and sorted by frequency counts and percentages. In the event that questions left unanswered by the academicians are available, these have been excluded from the research. It was determined that received answers would be arranged according to the categories developed, educational status and sex.

3.4. Determining the coding categories:

At that stage of the research, data were read and valid answers were determined. After being analyzed, the common points in the answers were detected. Considering the grounds in common, categories were formed.

3.5. Counting / Digitization:

At that stage of the research, answers were systematized by being tabulated in frequencies (f) and percentages (%).

4. Validity and Reliability

Validity in qualitative researches is the condition in which the researchers, participants and/or subjects and readers assess the same thing in the same way, in consequence of the analysis of data (Creswell, 2016). In this research, validity has been tried to be ensured by explaining the analysis of data obtained in a detailed way and giving a direct coverage to the academicians' opinions related to the findings. Reliability in qualitative researches is explained in the way that the data obtained are reviewed by more than one coder and a shared decision is made in cases where dissent is (Creswell, 2016). In this research, data have been coded, classified and also the process of forming categories has been carried out by the two researchers. The differences in views were resolved by way of the researchers' getting together and arriving at a shared decision. Patton (2014) explains this case as the investigator triangulation. Investigator triangulation is the case where two or more researchers take part in an integrative analysis by analyzing the data of a research independently, and then comparing the data obtained.

5. Study Group

The study group of the research consists of the academicians who serve at the universities in various cities of Turkey and have agreed to voluntarily participate in the research. Purposeful sampling, which is of the non-random sampling techniques, was applied in the research. Purposeful sampling means specifying a community which is the most appropriate to the issue to be studied on as the subject of observation (Sencer, 1989, pg. 386). As a feature of qualitative research, it is determined in accordance with the considerations, typicality and the condition of having specific properties that all will assist to the researcher's study. In this way, to constitute a satisfying sampling for the researcher's special needs is aimed (Cohen, Manion and Marrison, 2007, pg. 114, 115; Fraenkel

and Wallen, 2009; pg. 99). Within the scope of this research, detecting academicians' perceptions on "gender" concept has been desired.

Table 1. Demographic information of academicians

Gender	N	%	Educational Level	N	%
Female	33	46,5	Master	28	39,4
Male	38	53,5	Phd	43	60,6
Total	71	100,0	Total	71	100,0
Age	N	%	Monthly Income (TL)	N	%
25-30	23	32,4	1000-2500	1	1,4
30-35	27	38,0	3000-4500	30	42,3
35-40	13	18,3	4501-6000	25	35,2
40-45	6	8,5	6001-7500	9	12,7
55-60	1	1,4	7501-9000	5	7,0
70-75	1	1,4	9000 +	1	1,4
Total	71	100,0	Total	71	100
Living Region	N	%	Title	N	%
Central Anatolia	25	35,2	Lecturer	3	4,2
Aegean	8	11,3	Instructor	10	14,1
Eastern Anatolia	5	7	Research assistant	28	39,4
Southeastern Anatolia	1	1,4	Research assistant Dr.	4	5,6
Mediterranean	3	4,2	Assistant professor	13	18,3
Black Sea	19	26,8	Associate Professor	10	14,1
Marmara	8	8	Professor Dr.	3	4,2
Abroad	2	2,8	Total	71	100
Total	71	100,0			
Number of Books Per Month	N	%			
0	8	11,3			
1-2	36	50,7			
3-4	14	19,7			
5-6	9	12,7			
7-8	1	1,4			
9-10	3	4,2			
Total	71	100			

Findings

In this part of the research, the answers which the academicians had given to the questions related to gender were initially subjected to the content analysis, and thereafter, interpreted and presented in tables.

Table 2. Academicians' opinions on the effect of gender differences in family

	f	Category	Theme	f
Yes	49	Social Reasons	Customs	9
			Social Directions	8
			Patriarchal	5
			Point of View	3
			Environment	2
			Media	1
			Biological Reasons	Physical Power
		Predisposition/Talent		6
		Temperament		3
		No	22	Educational Level
Responsibilities	12			
Mutual Life	Modernization			1

In Table 2, academicians' opinions on gender differences in family are presented. The answers that they had given were analyzed by categorization and thematization. 49 of the academicians have mentioned that gender difference is effective at home and the mentioned effect depends on social and biological reasons. Among the social reasons, the ones restated at most are that customs, i.e. social mores, are highly effective, the society directs individuals and the differences result from the patriarchal family structure. In terms of biological reasons, the ones mostly repeated in the opinions expressed by the academicians are in the way that the distribution of tasks is according to the abilities and/or talents of sexes, and the man is active in situations requiring physical strength and power. Apart from this, the number of academicians who have stated that sex is not effective is 22, and the reason of why they say no can be seen from their statements indicating that the responsibilities in the family are equal and life is mutual.

The sample of answer:

Dr. F. 58. *Yes. Because of the ways we are raised, some tasks are suitable for men, and other tasks are suitable for women. Apart from that, I think that women's jobs in the house, probably because they spend more time at home than men. Usually, women finish household chores more diligently. For example, for men, some household tasks are done in a fast fashion unlike women. While men place dishes at random in the dishwasher, women place the dishes more precisely and more often than not in a way that they can fit in the contaminant. If they were placed by a man, the woman would probably replace those dishes and allow more space for other ones. Thus, the dishwashing work is done twice. Instead, the woman may prefer her husband to do the shopping. I think there is a task sharing in every house. A share in which the woman and the man take on the tasks she can do better in her ability.*

Table 3. Academicians' opinions on gender difference in acquiring job

	f	Category	Theme	f
Yes	31	Job-related Reasons	Employer's point of view (9)	23
			Required qualification (14)	
		Reasons Related to Women	Marital status / Child (6)	19
			Benevolent sexism (5)	
			Responsibilities (4)	
Sexism (2)				
Reasons Related to Men	Pregnancy (2)	11		
	Confidence (1)			
	Labor / Work force (6)			
		Men in the forefront (5)		
		Social judgment / expectation		2
No	15	Achievement		5
		Competence		4
		Service Sector		2
		Should not be effective		1
		Pulling the wires		2
Sometimes	25	According to Profession		17
		According to Institution		7
		According to Position / Status		1

In Table 3, academicians' opinions on gender differences in acquiring job are included. The answers given by them were analyzed by categorization and thematization. Most of the academicians (n=31) have expressed their opinions in the way that gender difference is effective in acquiring a job. They have stated that the reason of why they answered in that way is its being related to job and especially resulting from being a woman or man. They have also stated the qualification required by the job and the importance of the employer's point of view, that women may have difficulty in acquiring a job if they are married with children, and on the other hand, as some business enterprises attach particular importance to appearance, women may acquire job in an easier way. Moreover, they have expressed that it can be easier for men to acquire a job since they are strong and do not have any special cases like pregnancy. Answers indicating that gender difference is not effective have been also received from the academicians (n=15). The reason for these answers has been explained in the way that the one who is successful and competent would acquire the job. Beside this, there are also academicians who state that it will change according to the case (n=25).

DR. F. 13. *Yes, because women have different responsibilities. Male employees are the reason for preference. Turkey Statistical Institute data for 2016 says that one-fifth of female employment of male employment. There is no clear scientific conclusion, but single women and married male employees are preferred especially in the private sector. It may be because single women are more independent and married men have more regular lives.*

In the meantime, you should not ignore a segment of the population who seem very modern from the outside that believes that women are shrinking the business sector, and believes that a child should be looked after at home. Unfortunately, women are also under the influence of manipulative psychologists like Adem Güneş, and they have begun to betray their children to continue their working life. In recent years, we have been slowing down on these issues, which may be another study issue.

Table 4. Academicians' opinions on gender difference in being elected as executive

	f	Category	Theme	f
Yes	45	Reasons Related to Men	Logic (12)	27
			Authority (6)	
			Dominancy (4)	
			Leadership (3)	
			Achievement (2)	
		Social Reasons	Patriarchal (5)	11
			Prejudices / codes (5)	
			Child-rearing Manner (1)	
		Reasons Related to Women	Liabilities at home (6)	15
			Sexism (5)	
Glass ceiling syndrome (3)				
Pregnancy (1)				
No	17	Achievement	5	
		Equal conditions / circumstances	3	
		Competence	4	
		Ideological Favoritism	2	
		Increase in Female Employee Rates	1	
		Sometimes	9	According to Job
		According to Institution	3	
		Occupational Expectation	2	
		According to Person	2	

In Table 4, academicians' opinions on gender difference in being elected as executive are involved. The answers given by them were analyzed by categorization and thematization. Most of the academicians have expressed their opinions in the way that gender difference has an effect on being elected as executive (n=45). It was seen that the personal reasons arising from the women and men themselves and additionally the structure of the society are effective in terms of being elected as executive. It was stated that men are elected as executive due to the fact that they are logical, can easily assert their authority and are dominant characters. Moreover, they have stated that women are not elected as executive since their responsibilities at home are much, and due to the gender-based approaches to women and a point of view related to glass ceiling syndrome keeping women from rising in the ranks no matter how hard they try. It was pointed out that gender would lead to a great difference in advancing in the career and/or business life as socially a patriarchal structure is possessed and the society has certain prejudices as a consequence. Besides, some of the academicians have expressed that it does not have an effect (n=17). They have stated that the one who is successful can get his or her promotion as based on the view that women are equal men in being executive. In addition to this, academicians stating that it will change according to circumstance (n=9) are also present.

Ms. M, 38. *Yeah. Women do not act professionally because they are emotional beings.*

Table 5. Academicians' opinions on gender difference in being promoted

	f	Category	Theme	f
Yes	24	Social Reasons	Social prejudice (7)	15
			Social perspective (6)	
			Social expectation (2)	
		Reasons Related to Men	Easy for men (5)	9
			Complex (3)	
			Authority	
Reasons Related to Women	Woman's responsibilities (4)	6		
	Easy for women			
	Marital status			
No	39	Equal	8	
		Industriousness	7	

		Qualification	3
		Equity	3
		Should not be effective	2
		Pulling the wires	2
Sometimes	8	According to Position / Status	5
		According to Institution	2
		According to Person	3

In Table 5, academicians' opinions on gender difference in being promoted are presented. The answers given by them were analyzed by categorization and thematization. Most of the academicians have expressed their opinion in the way that gender difference is not effective in terms of being promoted (n=39). They have stated that woman and man are equal when it comes to be promoted, and the one who is successful will advance in his/her business life. Also, some of the academicians have put forth that gender has an effect upon being promoted (n=24). The reason of its being effective has been explained by the views indicating that it can result from a social prejudice, and additionally, a negative social perspective towards the woman's getting promoted exists, men advance in their careers more easily and woman's responsibilities and/or duties at home are also effective in this sense. Moreover, there are academicians stating that it will change according to circumstance (n=8).

Dr. F, 58. *No, I think they are more fair in career upgrades. In particular, I think that the gender discrimination in the career upgrades. through examinations is not taken very seriously.*

Table 6. Academicians' opinions on gender difference in the choice of profession

	f	Category	Theme	f
Yes	56	Social Reasons	Expectation (14)	34
			Cultural Structure (11)	
			Social Pressure (4)	
			Social role (2)	
			Sexism 2	
			Family Discipline 2	
		Reasons Related to Individuals	Suitability for professions 22	41
			Physical structure 11	
			Personality / nature 5	
			Responsibility (2)	
			Women's travel restrictions	
No	10	Modernization		5
		Desire		3
		Merit		2
Sometimes	5	According to Profession		1
		According to Person		1
		Job Definition		3

In Table 6, academicians' opinions on gender difference in the choice of profession are involved. The answers given by them were analyzed by categorization and thematization. Most of the academicians have expressed their opinion in the way that gender difference is effective in being promoted (n=56). They have clarified the reason why they gave that answer by stating that it takes its source from the society itself and individuals; the society has an expectation from men and women to choose some certain professions; the cultural structure requires for individuals to make this choice; and women and men are more predisposed to some professions in terms of their physical and emotional structures. Some of the academicians have also stated that gender difference is not effective in being promoted (n=10). They have explained the reason of giving this answer by stating that women and men can choose a profession at their own pleasure by virtue of modernization. Additionally, academicians who have expressed that it will change according to circumstance (n=5) are also present.

Dr. F, 1. *Certainly there are some features that bring the sexes, but they can vary even within the same sex. I think that the individual has a direct relation in choosing a self-sufficient profession.*

Conclusion and Discussion

49 of the academicians have stated that social disparity exists within the family, and 22 of them have asserted that there is no difference. Academicians have put forward that customs and traditions are influential, and additionally, the society directs individuals and has a patriarchal structure, as the reason of this social inequality in the family.

Öngen and Aytaç (2013) explain that the reflections of gender roles on communal living shape the women's and men's lives in different ways as traditional and egalitarian roles. Karasu and Göllüce (2017) have stated that gender-based discrimination has its root in the family itself, and women and men who approve gender inequality will have been raised, in conclusion, as based upon the fact that girls and boys are directed differently by the society. Considering the biological reasons, they have expressed their opinion in the way that sexes have different distribution of roles according to their abilities and man is more active in the situations requiring strength. In the body of literature, it has been seen that men deal with the out-of-home activities which require power and/or strength, while women engage in domestic responsibilities such as cooking, cleaning and so on (Weitzman et. al, 1972: 1125). Apart from this, the number of academicians stating that gender is not effective is 22, and they have also expressed that the distribution of tasks is performed equally. Families are known to be important institutions in the process of socialization. Families convey their own world-views to their children while raising them; however, children learn various things during the process of communication with the other people around, are affected by the media, television programs and books, and also acquire the others' views and stereotypes of the social circles where they are in (Arat, 1996). So, this promotes the results of the study.

31 of the academicians have stated that gender difference is effective in acquiring job; 15 of them that it is not important in terms of acquiring a job and 25 of them that it will change according to the profession and institution. 56 of the academicians have expressed that gender difference has an effect upon determining or choosing the profession, 10 of them that it is not effective and 5 of them that it will change according to circumstance. Starting from this, the conclusion arrived at is that gender stands for an influential factor in acquiring job, getting job and being elected as executive. In regard to be promoted, that gender difference is not considered as effective is concluded from the answers given. The existing stereotypes indicating that women are emotional, but men are not (Dökmen, 2012) and that women are considered as more sensitive, interested and caring while men are perceived as independent, assertive, with a leader spirit and strong lead them to serve in professions including these features (Dökmen, 2004). In the study carried out by Gönüllü and İçli (2001), the most suitable professions for girls have been specified as teaching, civil service, and they have decided on the professions such as engineering, advocacy, and being a doctor for boys. Çelik et. al (2013) have given a coverage to enabling woman to participate in communal living on an equal basis, preventing woman from being detached from working life by the articles related to pregnancy and maternity leave, opening kindergarten and day nurseries and so on, within the scope of the regulatory laws on working life, and strengthening the unity of family. This case is for preventing women's being detached from the business life. As is seen from the results, it has been observed that women in Turkish society are thrown background out of focus in working life. The perspective of the society and the employer's point of view have been shown as the reason for this. Physical and emotional characteristics of women have sometimes been reasons for preference; but however, sometimes they have not been preferred because of these same characteristics. Women's taking in charge actively for domestic life accelerates their being detached from professional life (Özçatal, 2011).

45 of the academicians have stated that gender is effective in being elected as an executive, 17 of them that it is ineffective and 9 of them that it will change according to circumstance. 24 of the academicians have expressed that gender difference is effective in being promoted, 39 of them that it is not effective and 8 of them that it will change according to circumstance. Leadership is to gather people on the basis of specific objectives and also the whole of knowledge and skill which will motivate people into realizing these objectives. Leadership is the skills which are inherent in every individual, can be potentially learnt and are improved (Grossman and Valiga, 2005). From past to present, in almost all societies, women have not been represented enough in the world of power, leadership and business which stands for the world of men; professionalism, authority and leadership have been the characteristics or traits identified for men (Terzioğlu and Taşkın, 2008). In the study carried out by Brooks and Bolzendahl (2004), it is seen that individuals exhibit positive attitudes in terms of the effects of gender perspective on woman's leadership behaviors. In this study, academicians have stated that women's responsibilities related to domestic life, as well as their physical and emotional traits, pose an obstacle for them to be elected as an executive. In literature, although publications asserting that men are acceptable as executive are generally encountered, the exact opposite result has revealed in the study which Aylaz et. al (2014) carried out. In other words, women are also able to carry out the executive task inasmuch as men can do. Judgments towards women such as their working in lower-paying occupations, not being able to work without receiving their husband's permission and/or consent, not staying out at night and not living alone, and mother role in family still exist; and as for men, the consideration of assigning the reverse roles is common. These sorts of discrimination affect the woman's social status negatively. Woman falls behind man. Yet, at the present time, this situation has changed in favor of woman (Attanapola, 2003).

Suggestions;

Academicians' perceptions and detections for gender have revealed highly important outcomes. Accordingly, the following suggestions can be brought forward.

In Turkey, within the scope of higher education programs, lectures for Gender can be included. Paying attention to that the contents of these lectures be same for each educational institution can be suggested. These lectures should be in interrogating quality, participative and responsive.

This study is in the quality of a fenemongly. New studies can be carried out by different methods. These studies can be performed with different sample groups. Also, the studies can be repeated with the same sample groups at regular intervals. Thus, it can be observed whether a change is in question, or not.

Academicians are the figures significant for the society. Various panel discussions can be arranged and/or organized in order to inform the individuals by the academicians who have studies on gender.

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