

The Relationship between Prospective Social Studies Teachers' Attitudes towards Gender Roles and Entrepreneurship Levels

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ABSTRACT

Social studies is an important course to include current issues and associate them with life. Within the course, the concept of gender and supporting the entrepreneurship of individuals are noteworthy. Since it is an interdisciplinary course, the recognition of gender roles, and understanding correctly and developing the concept of entrepreneurship are emphasized in the course content. The aim of this study is to determine the relationship between the prospective social studies teachers' attitudes towards gender roles considered to play an important role in the emergence of entrepreneurial skills and their entrepreneurship levels. For this purpose, the study was carried out using a relational screening model. The study group consisted of 222 prospective teachers studying in social studies teacher education program at a university located in the Central Black Sea Region of Turkey during the 2016-2017 academic year. In the study, Gender Roles Attitude Scale developed by Zeyneloğlu (2008) and University Students Entrepreneurship Scale developed by Yılmaz and Sünbül (2009) were used as data collection tools. As a result of the study, it was found that there is a significant relationship between the participants' egalitarian gender role attitudes and entrepreneurship levels.

Key words: Gender, Gender Roles, Entrepreneurship

INTRODUCTION

The rapid changes in science and technology in today's world and the accompanying innovations directly affected the roles expected from individuals. Individuals are expected to produce information actively, use the produced information in life, have literacy competences (environmental literacy, digital literacy, financial literacy, map literacy, legal literacy, medial literacy, political literacy, technology literacy, etc.), realize the problems around them, generate solutions to these problems, have an entrepreneurial spirit and contribute to society and culture in this way. Especially rapid increase of globalization and competition has enhanced the need for qualified manpower, so it has become important that individuals have entrepreneurial spirit. Entrepreneurship, which has great meanings for developed economies, has become a part of education for these countries. In this respect, it is known that entrepreneurship education is included in the current curricula of European and US education policies. For Turkey, in order to keep up with the changes in the world and to raise entrepreneurial individuals, entrepreneurship has taken place in primary education programs as a skill (See Science Education Program, 2018; Social Studies Curriculum, 2018).

Entrepreneurship actually requires individuals to be active as a social individual. Entrepreneurship, which will

be able to find place in every field of life, includes actions that enable individuals to capture and evaluate appropriate opportunities within life and to take action for a purpose. Entrepreneurship education aims to provide knowledge, skills and motivation to promote entrepreneurial success. However, the entrepreneurship level of each individual may vary. In other words, the level of revealing the entrepreneurial skills of individuals can change because entrepreneurship education actually interacts with different aspects such as family, economic situation, cultural accumulation and social environment. Gender roles that society assigns to individuals also play a role in the emergence of entrepreneurial skills. The aim of this study is to determine the relationship between the prospective social studies teachers' attitudes towards gender roles considered to play an important role in the emergence of entrepreneurial skills and their entrepreneurship levels.

For this purpose, the following sub-problems were sought.

1. What are prospective social studies teachers' attitudes towards gender roles and entrepreneurship levels?
2. Is there a significant difference between prospective social studies teachers' attitude towards gender roles and entrepreneurship levels according to their gender?

3. Is there a relationship between prospective social studies teachers' attitudes towards gender roles and entrepreneurship levels?

THEORETICAL FRAMEWORK

Entrepreneurship and Entrepreneur

Entrepreneurship, mostly in the economic sense, includes the meaning of initiative, breakthrough, employment (Vossenbergh, 2016). Different definitions are available in the literature on entrepreneurship. For example; According to Muzyka, De Koning and Churchill (1995) entrepreneurship is a process that is valuable for the individual and the society, evaluates the opportunities that arise in the economic sense, and accelerates the developments in the economic system with innovative movements; according to Mueller and Thomas (2000) it is taking action to take advantage of an opportunity and seize the opportunity; for Low and Macmillan (1988) it is the establishment of a new enterprise; for Hisrich and Peters (1989) it is the process of spending necessary time and effort and thus creating something different with a value by recognizing the associated financial, psychological and social risks. When the related definitions are examined, it is observed that entrepreneurship is considered as a process in which various opportunities are evaluated. Entrepreneurship actually requires individuals to be active as a social individual. Person with entrepreneurial spirit is one who the power of a broad understanding and perception and creates a benefit except having a lot of money. The characteristics of the entrepreneur include the need to achieve success, self-confidence, enthusiasm to start a business, sense of not giving up, taking risks, creativity, development of ability of persuasion, being tolerant and respectful of ideas (Lambing & Charles, 2000). The person with the entrepreneurial spirit is not a one having a lot of money but the one creating benefit using his/her wide perspective and potential of this perspective.

Gender Roles and Entrepreneurship Relationship

Gender that focuses on the cultural differentiation between men and women expresses the meanings attributed by society and culture to individuals in terms of being male or female and expectations from them as role models (Dökmen, 2010; Mutlu, 1998). From a social perspective, it is seen that there are roles attributed to men and women. It is generally seen that these roles are given not according to the abilities or preferences of women and men, but according to the expectations of society namely to their gender roles (Tunç, 2013). In some societies, women are only attributed the elements related maternal and nursing care, while men are given responsibilities for making money and making decisions (Can & Karatas, 2007). Within the framework of gender roles, it is expected that individuals will behave differently according to their gender in the context of their cultural background and characteristics. This different point of view regarding gender role can be seen in every field from education to business life. For example, in education, women

are mostly engaged in artistic and mostly verbal skills; men are directed to higher status areas that give direction to society. Similarly, a difference in perspective according to gender in business life can occasionally occur; dissociations are carried out in the form of works that are specific to both women and men (Yüzüak, 2010). Due to the dissociations between these gender differences, various problems may occur. One of the areas where these problems arise is entrepreneurship. Entrepreneurship perspectives of female and male entrepreneurs show differences in points such as personal competences. In general, men are considered to have stronger entrepreneurial intentions than women (De Bruin, Brush & Welter, 2007; Díaz-García & Jiménez-Moreno, 2010; Gupta, Turban, Wasti & Sidkar, 2009). Some studies show that there are almost twice more male entrepreneurs (Bosma & Levie, 2009). Some studies also suggest that cultural context influences entrepreneurs and entrepreneurship. For example, Wilson, Marlino, and Kickul (2004) found significant differences in boys' and girls' intention and interest in entrepreneurship. Entrepreneurship especially focuses in gender equality, integration within social status and social environment in the matter of the presence of women in social life. However, there has been an increasing interest in supporting women's entrepreneurship especially in recent years. It is emphasized that women can contribute to the economic structure by thinking creatively (European Institute for Gender Equality (EIGE), 2016).

In this context, the relationship between gender and entrepreneurship is influenced by the cultural background of the society. For example, cultural values accepted in a society, gender roles deemed appropriate for women or men and stereotypes shape the professions they choose. According to Heilman (1983), individuals avoid jobs that are more appropriate to the opposite sex; emphasizes that they are more willing to pursue jobs considered to be appropriate for their own gender and socially accepted. According to Ahl (2006) entrepreneurship has been an area dominated by men in the traditional structure from past to present. The best indicator of this is that men mostly have more businesses than women (Marlow, 2002). At this point, the family has an important guiding effect. The most important structure is the family at the point where the gender approach on the concept of entrepreneurship is discussed. With structural examination of the family, the relationship between women's role and entrepreneurship in social life gender perception with implicit roles in women tries to be explained (Bruni, Gherardi & Poggio, 2005). Girls and boys supported by family can participate more actively in business life and develop entrepreneurial sides. In the work life men are considered as more sociable individuals, so this suggests that entrepreneurship is associated with gender perception (Manley, 2015; Pines, Lerner & Schwartz, 2010).

Although men's and women's gender roles vary according to norms and value judgments from society to society, it is seen the perception that men are more powerful than women in every area is dominant in almost every society (Tunç, 2013). In developed countries, women are considered to have different roles such as leaders, managers and entrepreneurs in social life while women in developing societies

often do not have equal conditions and opportunities with men (Kızıldağ & Kula, 2009). The inequality of opportunity between the sexes is also found among women living in big and small cities. In big cities, women lives together with institutions created by the technology in a differentiated, specialized and organized environment that forms the life of the city and they all develop and change more or less due to effect of these conditions (Günay & Bener, 2011). In our country, especially in big cities, women have more of the basic characteristics of entrepreneurship concept such as risk taking, being courageous and determined, having flexible thinking, creativity and professional competence, but they do not have same situation in small cities (Kızıldağ & Kula, 2009).

Social Studies Course - (Basic Skills, Multiple Literacies) and Entrepreneurship Relationship

The advancement and development of a country and rapid adaptation to changing conditions of the global world depend on its ability to train talented entrepreneurs. It is seen that discovering the spirit of entrepreneurship of most individuals regardless of gender, being able to adapt to the rapidly changing today's conditions by improving their internal potential and most importantly, building this entrepreneurial spirit in a way that can contribute to economic growth, open to innovation, and make it more creative are an undeniable necessity for societies (Seçgin, 2016). From this viewpoint, it is extremely important for the development of students to discover their abilities, support them in line with their interests and skills, and most importantly to give them a sense of self-confidence. In this way, we raise individuals who work, produce, take responsibility and look at the future with confidence both socially and individually. Entrepreneurship education plays a significant role in improving students' self-confidence, being productive and taking responsibility. The aim of entrepreneurship education enables individuals to work independently by revealing their entrepreneurial characteristics and establishing their own business (Patır & Karahan, 2010). In the studies on entrepreneurship, many authors have stated that entrepreneurship is a learnable discipline (Waraich & Sharma, 2012). According to Özdemir (2016), innate characteristics are important in being an entrepreneur, but they alone are not sufficient to be entrepreneurs. At this point, entrepreneurship education would contribute to revealing, supporting and developing the personality traits of individuals to become entrepreneurs. In this regard, in order to keep up with the changes in the world and to raise entrepreneurial individuals as highlighted earlier entrepreneurship as a skill has taken place in the primary school curriculum as in social studies curricula in Turkey. Social studies is a course which aims to educate students with skills that will adapt to the changing and developing world. When the content of the social studies course is examined, it is seen that it is aimed to teach the individual to multiple literacy thanks to this course. The understanding of literacy is defined by UNESCO as the ability to recognize, understand, interpret, compose, calculate and use printed and written materials in communication by using them in many

different contexts (Montaya, 2018). The social world we live in is changing faster than the physical world. In order to understand the social world, which constitutes the source of social studies information, it is necessary to explain the meaning of this constantly changing information correctly and interpret it. On the basis of this course, actually there are traces of all disciplines related to human and society. For this reason, social information has an important place in preparing the child for social life. According to Öztürk (2009), social studies is the only course focused on direct citizenship education. According to Ata (2009), the activities in the social studies course should not be limited to classroom activities and learning experiences, so students will be able to open up to the world by participating more actively out-of-the-school learning environments and to participate effectively in the process of transforming, developing and beautifying the social and physical environment in which they live. Thus, students will be more active, sociable and participatory individuals by trying to solve the problems they face in their daily life because the social studies course is intrinsically an interdisciplinary course that sophisticatedly supports individuals to adapt to the society they live in. In this regard, Social Studies Curriculum (MoNE, 2018) aims to equip students with many skills including multiple literacy. These skills are listed in Table 1:

When the table is examined, it is seen that the social studies course has the basic skills that support the development and socialization of students. Foreexample, with financial literacy skills, individuals are expected to have knowledge about the most frequently used economic issues such as money, inflation, interest rate, credit, and use this information in their lives and have knowledge about the effects of economic events (Oanea & Dornean, 2012) expected. With entrepreneurship skill, it is aimed to reveal the entrepreneurial characteristics of people. Thanks to successful

Table 1. Basic skills in social studies curriculum

1. Research	15. Using Evidence
2. Environment Literacy	16. Giving a Decision
3. Perceiving Change and Continuity	17. Location Analysis
4. Digital Literacy	18. Media Literacy
5. Critical Thinking	19. Perception of Location
6. Emphaty	20. Self-Control
7. Financial Literacy	21. Politic Literacy
8. Entrepreneurship	22. Problem Solving
9. Observation	23. Social Participation
10. Mapliteracy	24. Drawing and Interpreting table, graphic, and diagram
11. Law Literacy	25. Using Turkish Correctly, Welland Effectively
12. Communication	26. Innovative Thinking
13. Cooperation	27. Perceiving Time and Chronology
14. Recognizing Sterotypes and Prejudices	

Source: Social Studies Curriculum (MoNE, 2018)

entrepreneurship training, it can be ensured that individuals open new enterprises and the economy can develop (Akin & Demirel, 2015; Solmaz et al., 2014).

Entrepreneurship and human relations skills are learned in social studies course (Otaha, 2010). For example, considering the field of Learning 'Production, Distribution and Consumption' the basis of the learning area is the improvement of the skills required for students to become more entrepreneurial and more conscious consumers in social life (Ministry of National Education (MoNE), 2018). Students are encouraged to develop new ideas by giving examples of the works of successful entrepreneurs who develop new ideas in different fields within this learning area. Deveci (2015) emphasizes that the social studies course positively contributes to the students' entrepreneurship thoughts. He has reached this argument through the activities he carried out with students on entrepreneurship education. He observed in these activities that in order to be an entrepreneur the students were not afraid to participate in social activities; they were open to the idea of establishing a new business and for working together in children's charity and development activities.

METHOD

In this study, relational screening model, one of the types of screening model, was used. Relational screening model is a type of research model that aims to determine whether there is a relationship between two or more variables and/or the degree of relationship (Creswell, 2012; Fraenkel & Wallen, 2006; Mertens, 1998). The use of this pattern is appropriate since it is aimed to investigate whether there is a relationship between social studies teacher candidates' attitudes towards gender roles and their entrepreneurship levels.

Study Group

The study group consisted of 222 prospective teachers, 125 women (56.3%) and 97 men (43.7%), studying in social studies teacher education program at a university located in the Central Black Sea Region of Turkey during the 2016-2017 academic year. The participants have voluntarily participated in the study.

Data Collection Tool

In the study, as the data collection tools, Gender Roles Attitude Scale developed by Zeyneloğlu (2008) and University Students Entrepreneurship Scale developed by Yılmaz and Sünbül (2009) were used.

Gender Roles Attitude Scale was developed by Zeyneloğlu (2008). It aims to determine the attitudes of individuals towards gender roles. It consists of 38 items and five basic sub-dimensions in which each substance is grouped in harmony. Its sub-dimensions consist of 'egalitarian gender role', 'female gender role', 'gender role in marriage', 'traditional gender role', 'male gender role'. The range of points in this 5-point Likert-type scale is between 38 and 190 and while high scores indicate egalitarian attitudes, while low scores

indicate traditional attitudes. In the scale, sub-dimensions consists of eight items: 'egalitarian gender role' (items 4, 13, 18, 22, 27, 8, 12, 20), 'female gender role' (items 1, 5, 16, 19, 21, 29, 31, 37), 'gender role in marriage' (items 2, 6, 9, 10, 14, 15, 26, 36) and 'traditional gender role' (items 3, 7, 11, 17, 23, 24, 25, 32) while 'the male gender role' (items 28, 30, 33, 34, 35, 38) consists of six items. Accordingly, the maximum score in the male gender role dimension is '30' and the minimum score is '6'. But the maximum score is '40' and the minimum score is '8' in other dimensions. In the study, Cronbach Alpha Reliability Coefficient of 'Gender Roles Attitude Scale' is ".914" for 38 items. This result shows that the scale items have high internal consistency and high reliability. In sub-dimensions, Cronbach's alpha values were ".731" for equitable gender role, ".731" for female gender role ".812" for gender role in marriage, for traditional gender role ".790", ".739" for male gender role.

University Students Entrepreneurship Scale was developed by Yılmaz and Sünbül (2009) and it aims to determine the entrepreneurship levels of university students. It consists of 36 items and one dimension. The scale was prepared as a 5 point likert type, the answers range from 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Frequently, 5 = Always. In the study, Cronbach's Alpha Reliability Coefficient of 'University Students Entrepreneurship Scale' is ".923" for 36 items.

Data Analysis

In the scope of the study, firstly mean and standard deviation values for attitudes towards gender roles and entrepreneurship level were calculated. It has been initially examined whether dataset follows a normal distribution in selection of the analysis to be carried out and determination of tests to use. For this purpose, skewness and kurtosis coefficients of the dimensions were examined according to each variable category. It was determined that skewness coefficients for the distribution of scores from gender and entrepreneurship scale were respectively "0.004" and "-0.212" while kurtosis coefficients were respectively "-0.639" and "-0.427" respectively. When the skewness and kurtosis coefficients of the scale scores were examined, it was seen that the values were within ± 1 range. The distribution is perfectly normal if the skewness and kurtosis coefficients are zero (Tabachnick & Fidell, 2013). According to this, distributions related to scale scores can be said to have a normal distribution. Parametric tests were used in the study when the data are not normally distributed. In order to determine the relationship between the participants' perceptions on gender roles and entrepreneurship levels, Pearson Moment Correlation coefficient was investigated. The independent groups t-test was used for participants' perception on gender and the differentiation of entrepreneurship levels according to gender. Data were analyzed by SPSS 20.

FINDINGS

In this part of the study, the mean, standard deviation, minimum and maximum values for the participants' attitudes

towards gender roles and entrepreneurship levels were calculated and the findings were presented in Table 2.

The averages of University Students Entrepreneurship Scale and scores of Gender Roles Attitude Scale and sub-dimensions were examined on table 2 and it is understood that total scores of both scales and sub-dimensions of Gender Roles Attitude Scale except traditional gender role sub-dimension are higher than the middle point 3 of the 5 point Likert scale. As well, it is understood that traditional gender role has the lowest average value (2.92) while egalitarian gender role has the highest average value (4.25).

An independent sample t-test was conducted to determine whether prospective social studies teachers' gender create a significant difference on their attitudes towards gender and entrepreneurship levels. The results of the analysis are presented in Table 3.

As seen in the table 3, prospective teachers' gender did not create a significant difference on entrepreneurship levels ($t=.410, p>.05$). However, the same variable results in a significant difference at the $p <.01$ level on all sub-dimensions

Table 2. Gender role attitude scale and sub-dimension scores and findings regarding entrepreneurship scale

Sub-dimension	Minimum	Maximum	\bar{X}	Ss
Entrepreneurship	2.58	4.78	3.78	.460
Egalitarian gender role	1.38	5	4.25	.644
Female gender role	1.25	5	3.08	.799
Gender role in marriage	1.75	5	3.09	.760
Traditional gender role	1.00	5	2.92	.834
Male gender role	1.17	5	3.68	.827
Gender role attitude scale total score	2.21	5	3.63	.609

Table 3. Differentiation of social studies teachers' attitudes towards gender roles and sub-dimensions, and entrepreneurship levels according to their gender

Sub-dimension	Gender	N	\bar{X}	Ss	t	p
Entrepreneurship	Female	125	3.79	.43	.410	.683
	Male	97	3.76	.50		
Egalitarian gender role	Female	125	4.40	.62	4.017	.000**
	Male	97	4.06	.63		
Female gender role	Female	125	3.37	.73	7.193	.000**
	Male	97	2.66	.71		
Gender role in marriage	Female	125	3.46	.48	9.598	.000**
	Male	97	3.60	.84		
Traditional gender role	Female	125	2.53	.73	-9.044	.000**
	Male	97	3.40	.70		
Male gender role	Female	125	3.94	.72	5.803	.000**
	Male	97	3.34	.84		
Gender role attitude scale total score	Female	125	3.93	.50	9.847	.000**
	male	97	3.25	.52		

**p<.01

of the gender roles attitude scale of the participants. Accordingly, except the traditional gender role sub-dimension; women's egalitarian gender role, female gender role, gender role in marriage, male gender role, and scale total scores are higher than men. The traditional gender role sub-dimension scores of the male participants were higher than the female participants.

Pearson correlation analysis was conducted to determine the relationship between the participants' attitudes towards gender roles and entrepreneurship levels and the findings were presented in Table 4.

When Table 4 was examined, it was found that there was a low and significant relationship between entrepreneurship level and egalitarian gender role dimension of gender roles attitude scale ($r=0.170, p<0.05$). However, it was determined that there was no relationship between the entrepreneurial scale and other dimensions. Gender roles attitude scale sub-dimensions were positively correlated with each other and scale total score ($p <.01$).

DISCUSSION

This study firstly examined attitudes of the prospective social studies teachers towards gender roles and their entrepreneurship levels according to gender variable and tried to determine the relationship between both attitudes. In this context, when the average values of University Students Entrepreneurship Scale were analyzed, it was seen that the average of the scale had a high value. This finding can be understood that prospective teachers display high level entrepreneurship behaviours. There are studies supporting this study finding in the literature (Aydın & Öner, 2016; Memduhoğlu & Şahin, 2017; Pan & Akay, 2015; Yılmaz & Sünbül, 2009). On the other hand when the results were examined in detail, it was found that there was no significant differentiation in the scores of prospective teachers on entrepreneurship characteristics according to gender. The

Table 4. Correlation between attitudes towards gender roles and entrepreneurship levels

Dimension	1	2	3	4	5	6	7
(1) Entrepreneurship		.110	.170*	.102	.051	-.070	.048
(2) Gender role attitude scale total score			.631**	.777**	.836**	-.854**	.810**
(3) Egalitarian gender role				.279**	.543**	-.316**	.440**
(4) Female gender role					.451**	-.731**	.499**
(5) Gender role in marriage						-.605**	.686**
(6) Traditional gender role							-.611**
(7) Male gender role							

*p<.05, **p<.01

results of this study are similar to some other studies in the literature, but different with some studies. For example, in the studies conducted by Bilge and Bal (2012); Demir, Eliöz, Çebi and Sezen, (2015); Yılmaz and Sünbül, (2009); it was concluded that the entrepreneurship levels of students did not change according to gender. However, considering the studies of Doğaner and Altunoğlu, (2010); Kılıç, Keklik and Çalış(2012); Köksal and Penez (2015), as a result, it was concluded that the level of entrepreneurship of male students was more advanced and higher than that of female students. Pines, Lerner and Schwartz, (2010); Manley (2015) also emphasized that men were more entrepreneurial than women.

As the dimensions of gender roles attitudes scale it was seen that the traditional gender role has the lowest average value while egalitarian gender role has the highest average value. In this context, it can be said that the students' high scores in the egalitarian gender role dimension indicate that they can be positively inclined towards to the egalitarian gender role. In the similar studies on university students conducted by Kaya (2016) as the dimensions of gender roles attitudes scale it was seen that the traditional gender role had the lowest average value while gender role in marriage egalitarian gender role had the highest average value. The reflections of gender roles on social life shape the life of women and men in family and society in different ways in terms of traditional and egalitarian roles (Zeyneloğlu, 2008). The egalitarian gender role of the scale include the expression such as "spouses should take a decision to have children in marriage", "spouses should equally share goods when they divorce", "women and men should take equal wages in working life", "spouses should equally share housework in the family", "girls and boys should equally benefit from the financial possibilities of the family", "the widow-woman should be able to live alone like a widow-man", "spouses in the family should take decisions together", "equal rights should be granted to women and men in professional development opportunities" (Zeyneloğlu & Terzioğlu, 2011). Contextually, egalitarian gender role is a dimension in which women and men share equally the roles and responsibilities in daily life. In this respect, the egalitarian roles loaded on women and men by the society is extremely important for women and men to share equal responsibilities in family, work, marriage and education (Atış, 2010; Zeyneloğlu, 2008). The roles and responsibilities loaded on women and men in the daily life are defined as traditional gender role. Traditional gender role sub-dimension in scale consisted of the expressions such as "the profession that

the woman will do and the man will do should be separated.", "Due to the fertility of the woman, men should be preferred for job applications.", "A young girl should listen to her father's promise until she get married", "Man is the head of the house.", "Baby girl should be dressed in pink, baby boy in blue.", "The most important duty of the man is to earn to support their family.", "The woman should not work if the man's financial power is sufficient.", "Men should deal with outside chores such as shopping, bill payment." (Zeyneloğlu & Terzioğlu, 2011). As you can see, these roles are non-egalitarian responsibilities such as being responsible for child care, and household chores ; compromising their own will for the happiness and comfort of their spouse and children, and being in charge of the work that needs to be done at home. In addition, the non-egalitarian responsibilities such as taking an active role in the business life, meeting the economic needs of the family, and being the head of the house are examples of the traditional roles loaded on men. Although the traditional gender role dimension has the lowest average of this study the resulting ratio is very close to 3, the middle point of the 5-point likert scale. As in the study conducted by Önder, Yalçın and Gökteş (2013) on Department of Management of Health Institutions students' attitudes towards gender roles, it is concluded that although the students' average scores from the gender attitude scale show that they have an egalitarian attitude in terms of gender roles in general, predisposition to traditional gender is also important. Bruni, Gherardi and Poggio (2005) emphasized the importance of the concept of family in their studies on the relationship between entrepreneurship and gender roles. In terms of entrepreneurship, the study explained the role of women as part of the family in the context of gender roles is important to support the results of the research.

Except traditional gender role and gender role in marriage sub-dimensions female participants' egalitarian gender role, female gender role, and male gender role sub-dimensions and Scale Total Score were higher than males. While male participants' traditional gender role and gender role subscale scores are higher than female participants. In fact female students' averages were higher for egalitarian attitude is similar to the results of other studied on the same issue (Burt & Scott, 2002; Eroğlu & Taşkın, 2007; Katsurada & Sugihara, 1999; Kimberly & Mahaffy, 2002; Kodan, 2013; Khalid & Frieze, 2004; Seçgin & Tural, 2011; Taslem & Catherine, 1995; Trommsdorff & Iwawaki, 1989; Vefikuluçay, Zeyneloğlu, Eroğlu, & Taşkın, 2007).

CONCLUSION

The aim of this study is to determine the relationship between the prospective social studies teachers' attitudes towards gender roles considered to play an important role in the emergence of entrepreneurial skills and their entrepreneurship levels. In the study, the most important result from the research findings is the relationship between the level of entrepreneurship and egalitarian gender role in the sub-dimensions of the gender roles attitude scale. According to the correlation analysis, it was found out that there was a meaningful relationship between participants' attitudes towards egalitarian gender role and entrepreneurship levels. Similarly to the results of the study, it was seen that there was a meaningful relationship between egalitarian gender role and entrepreneurship level (Kaya, 2016). In various studies on the issue it has been emphasized that since women face with non-egalitarian practices in social life and exclusion in social, economic and private life women are less entrepreneurial. Therefore, it has been stated that women always have to work harder in order to show their entrepreneurship (Pines, Lerner & Schwartz, 2010). On the other hand, it is understood that because of non-egalitarian attitudes for many years towards women- they especially in business life, cannot demonstrate entrepreneurship due to psychological pressure in economically developed countries where women's entrepreneurship is supported. However, in recent years, innovative projects aiming to reveal the female entrepreneur spirit have been launched especially with the contributions of social groups and non-governmental organizations; it is emphasised that having egalitarian gender role attitudes can improve the level of entrepreneurship (EIGE, 2016; Sanchez Canizares & Fuentes Garcia, 2013). This is because, if egalitarian gender roles are supported, women will undoubtedly be able to reveal their potential for entrepreneurship just like men. In Manley's (2015) study, although it has been found that men display more entrepreneurial behaviours, it has been emphasised that when egalitarian approaches to women are supported, they will be able to expose their entrepreneurial potential as well.

As a result, looking at the findings obtained from the research, it is seen that it is necessary to support egalitarian gender roles in order to develop entrepreneurship levels in individuals. In the process of supporting the entrepreneurship levels of women and men in the socialization process, it is seen that the importance of approaching the issue with an egalitarian perspective is supported by the results of the study. Within the scope of these results, it is thought that supporting the social gender roles and entrepreneurial characteristics of social studies teacher candidates by developing them educationally can be beneficial in terms of social and economic development. Within the framework of the results of the study, the following recommendations are included:

The relationship between teacher candidates' gender roles and entrepreneurship levels can be examined using a mixed method. In this way, both an applied process can be formed with experimental practice and in-depth information and opinions can be obtained from pre-service teachers with qualitative data collection techniques. Such studies can

also be performed on different sample groups. Results can be presented comparatively.

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