

Determination of Social Studies Teachers' Opinions on Social Gender

Melek Körükcü*

Faculty of Education, Niğde Ömer Halisdemir University, Turkey

Corresponding author: Melek Körükcü, E-mail: melekcorukcu@ohu.edu.tr

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ABSTRACT

Social gender is a concept built with life experiences. It distinguishes men and women through their biological differences. Social gender attributes behaviors and roles in accordance with the gender identity of the society to individuals. Social studies regard each student as a unique individual. Social studies students should be sensitive to these differences in their relationships and should respect each other. This is important for respect and equality between the genders. In this context, social studies teachers have an important role in conveying concepts such as gender, equality and human rights to their students accurately and effectively. The aim of this study is to examine social studies teachers' perceptions of social gender equality in terms of various variables. In the research, qualitative and quantitative methods were used together and mixed structure was applied. The quantitative study group of the research consists of 112 female and 92 male social studies teachers in total. Participants were determined by using criterion sampling, one of the purposeful sampling methods. In the research, the qualitative study group was selected from the quantitative research group through simple random sampling. A total of 20 social studies teachers, 10 female and 10 male, working in 6 different schools were interviewed. In the study, quantitative data were collected with the "Social Gender Perception Scale" developed by Altınova and Duyan (2013). The semi-structured interview form prepared by the researcher was used to obtain qualitative data. The qualitative data of the research were analyzed by content analysis method. The quantitative data obtained in the study were analyzed in IBM SPSS 15.0 program. Social studies teachers' views on social gender equality have also been evaluated in terms of curriculum literacy. At the end of the study, it was found that social studies teachers have high social gender perceptions. In the gender variable, it was determined that the social gender perception levels of female social studies teachers were higher than male teachers. In the qualitative findings of the study, it was found that teachers treated their students equally and fairly, regardless of gender, and avoided sexist discourse. It was determined that when sexist attitudes and groups were formed in the classroom, teachers directed their students to respect and empathize with each other. In addition, it was found that the teachers mostly explained gender equality in their lessons by linking with biographies. Recommendations are made taking the findings of the study into consideration.

Key words: Social Gender, Social Studies Teacher, Social Studies, Curriculum Literacy

INTRODUCTION

Gender is the sum of biological, genetic and physiological characteristics that are congenital, classified as male or female. This sum, which is related to the bodies of men and women, corresponds to the gender term written on the identity card. Gender is an undeniable fact of human nature. This fact is that the differences such as women giving birth to children, feeding them with breast milk, and men producing sperm are the same for individuals all over the World (Adaçay, 2014; Dökmen, 2006; March et al., 1999; Moser, 2003; Zeyneloğlu, 2008). However, social gender is a status that is learned later in life (Ertung, 2013; Köysüren, 2016; Lindsey, 2016). This status is cultural, social and psychological characteristics

associated with women and men. In other words, it is the set of meanings, learned behaviors and expectations that society's culture imposes on women and men (Dökmen, 2006; Ecevit, 2003). In this integrity, it is seen that the concepts of gender and social gender are used in the same way. However, this is a wrong practice because gender is universal and unchangeable. Social gender is a characterized concept that clearly indicates the roles, actions, behaviors, responsibilities and opportunities specific to all men and women. In short, it is a culturally constructed way of showing the roles seen as appropriate for men and women (Arslan, 2000; Sayılan, 2012; Scott, 2013; Vatandaş, 2007).

Of course, this varies from society to society. Because society offers men and women a different world of thinking

and perception. After birth, the individual also has the social gender accepted by the society. These role patterns, which are appropriated and dressed for men and women, are a concrete expression of gender. With this expression, parents begin to implement appropriate gender roles for their children (Vatandaş, 2007). The aim here is to shape all growth phases from infancy within the framework of the biological sex of the child (Kottak, 2002). This is the perception of femininity and masculinity in the world. Differences in roles, positions, dignity and power between men and women cause different meanings and tasks to be attributed to the genders (Giddens, 2012, p. 514). On the other hand, individuals do not make random choices when determining how to behave in different situations. They act according to the social gender identity of the society which they belong to (Butler, 2014). Because social gender identity determines expectations. These expectations are abstract situations that show how women and men are perceived. Drawing attention to these situations, Ann Oakley (2005) used the term “social gender” for the first time in her work titled “Sex, Gender, Society”. According to her, social gender refers to the roles and responsibilities that are determined by the society and assigned to women and men. According to Oakley, being masculine and feminine is a result of unequal social classification in society:

How are they different, what is the breadth and scope of the difference? Why is it important to behave as a man or a woman and how is it welcomed in society? The first question is about the facts of individuals. The last question is a value question. (Oakley, 2005)

Of course, it is society itself, which is a factory of meaning that creates this value (Bauman, 2020).

Social Gender Equality and Education

The learning of social gender roles is a lifelong process. The first step of this process starts in the family. Therefore, children come to school with gender-based behaviors and thoughts (Sırmabıyıklı, 2017). Schools, on the other hand, are institutions with an open social gender regime. Acquisition of social gender roles that start in the family becomes stronger and permanent in the educational process at school (Connell, 2016, p.182). Because in schools, social gender roles are separated and coded to students. In other words, the new construction of an intentional and unintentional social gender culture is realized (Esen, 2013; Yorgancı, 2008). In school, administrators, teachers, educational activities, training programs and textbooks play a key role in the transfer of social gender roles (Esen, 2013; p. 282; Fidan, 2019). Social gender equality awareness is formed with an education system that is “democratic and egalitarian”, away from sexist judgments (Seçgin & Kurnaz, 2015, p. 25). This formation depends on the equal opportunities of the women and the men against the same obligations (Fontana et al., 1998). In our country, the right to education and social gender equality are emphasized in national and international documents, especially in the constitution. Turkey has taken important steps with the help of these documents signed. Turkey has accepted the obligation to provide girls and boys with the right to compulsory primary

education for all individuals. These obligations are stated in Article 7 of the Ministry of National Education’s Regulation on Social Activities of Educational Institutions: “Scientific, social, cultural, artistic and sports activities are carried out to encourage students’ awareness of volunteering, to raise awareness of disability, old age, human and children’s rights and social gender equality” (Milli Eğitim Bakanlığı Eğitim Kurumları Sosyal Etkinlikler Yönetmeliği, 2017). In the Social Studies Curriculum (2018) 6th Class Active Citizenship Unit, it is said that “Positive issues such as positive discrimination, economic, political and social representation, negative issues such as violence against women and gender discrimination are emphasized.” The program includes 18 values, one of which is the value of equality. In social studies textbooks, gender roles are presented to students in written and visual forms. Textbooks are a field aiming at equality between genders. Textbooks are expected to present the male and female roles to students in an egalitarian manner. At this point, social studies teachers are expected to have curriculum literacy skills. Curriculum literacy means that teachers have knowledge and skills about understanding, applying and evaluating curriculum. With curriculum literacy, teachers perceive the curriculum plans correctly by understanding the structure of the curriculum. They search for all the terms in the education program and master them. In classroom activities, they act in accordance with the program, organize multi-dimensional learning areas, and use methods, strategies and techniques in accordance with the goals (Bolat, 2017).

Social Gender Equality and Social Studies Teachers

Social studies course is closely related to the student’s life. With the social studies course, students learn about their past, present, future, society’s value judgments, the official ideology of their state, respect for differences and others, equality, and non-discrimination (Çengelci, 2013; Yazıcı et al., 2016). The effectiveness of these teachings depends on the competence of the teacher. Education systems constitute the microcosm of social gender systems. Thus, they give legitimacy to social relations (Tan, 2006). At this point, teachers’ perspectives on social gender equality are effective in shaping this legitimacy. Because teachers are role models for students. They are the people who affect the students the most after the family. Indeed, teachers present their sexist discourse and behavior explicitly or implicitly (Asan, 2010; Kasa & Şahan, 2016). According to Osadan and Burrage (2013), the behaviors that teachers should avoid in terms of social gender equality are as follows:

- Creating classroom seating arrangement based on gender. In this case, teachers support the belief that girls and boys are treated differently.
- Approaching male students with the understanding of “the boy is finally a boy” and ignoring their independent, active and competitive behavior.
- Considering that the tasks assigned to male students will be done more quickly and completely, and prefer male students to female students during classroom activities.

- Giving praise according to students' gender. Girls are characterized as clean, tidy, calm, while boys are characterized as naughty, active and independent.

Objective and Research Questions

In this context, the aim of the study is to examine social studies teachers' perceptions of social gender equality in terms of various variables. Within the scope of this main objective, the research questions of the study are as follows.

1. What is the level of social gender perception of social studies teachers?
2. Do social studies teachers' perception of social gender change according to their gender?
3. How should the behavior of social studies teachers in the classroom be for achieving social gender equality?
4. How should social studies teachers behave towards students if sexist groups-attitudes are formed in the classroom?
5. What do social studies teachers do to raise awareness about social gender equality in their lessons?

METHOD

Research Method

In this research, qualitative and quantitative methods were used together and mixed structure was applied. In studies where mixed method is used, at least two different research models are used. It is ensured that qualitative and quantitative methods support each other. Thus, the scope of the analysis and interpretation of the research questions is increased. Sequential explanatory design, one of the mixed method designs, was used in the study (Creswell, 2020). In this context, the research was carried out in two successive stages. In the first stage of the research, quantitative data were collected and analyzed. In the second phase, qualitative data were collected and analyzed to support quantitative data. Findings obtained from quantitative and qualitative analyzes were associated with each other and interpreted.

Research Group

Participants from whom quantitative data were collected in the study were determined by the criterion sampling, which is one of the purposeful sampling methods that enables the selection of social studies teachers whom we believe will find answers to the research questions (Yıldırım & Şimşek, 2011). As a criterion, teachers' volunteerism and high self-expression potential were determined. In the study, a total of 204 social studies teachers, 112 women 92 men, working under the Niğde Provincial Directorate of National Education were selected as a study area owing to being easily accessible.

In mixed method research, the qualitative and quantitative parts of the research are generally not studied with the same group sizes. The working group in which qualitative data were collected mostly consists of a smaller number of individuals selected from the group in which quantitative

data were collected (Creswell, 2020). In the research, the qualitative study group was selected from the quantitative research group through simple random sampling. In simple random sampling, "every unit in the universe has an equal and independent chance to be selected for sampling" (Balci, 2010, p. 92). Attention has been paid to the fact that the schools of the teachers in the study group represent different socio-economic levels, the teachers are in different age groups and different gender distributions. For this purpose, a total of 20 social studies teachers, 10 women and 10 men, working in 6 different schools were interviewed.

Data Collection Tools

In the study, quantitative data were collected with the "Gender Perception Scale" developed by Altınova and Duyan (2013). The semi-structured interview form prepared by the researcher was used to obtain qualitative data.

Semi-Structured Interview Form: According to Patton (2002), the interview form includes a list of questions and topics to be discussed during the interview. It is used to obtain the same type of information from different individuals on similar subjects. In this direction, the interview form was prepared in a semi-structured manner. The form included a total of three open-ended questions. These questions focused on what the social studies teachers thought about social gender equality in their work environment, classroom, and lessons. For the validity of the open-ended questionnaire, the interview form was prepared with the support of the opinions of two faculty members and three social studies teachers who worked in the field and with the help of the literature. Care was taken to ensure that the items were suitable for the purpose of the interview, that they were easily understood by teachers and were guiding.

Social Gender Perception Scale: The scale developed by Altınova and Duyan (2013) has a total of 25 items, 10 of which are positive and 15 of which are negative. In the scale in the form of a five-point Likert type, the participants are asked to give their opinions at five degrees: I totally agree (5), I agree (4), I am undecided (3), I do not agree (2), and I completely disagree (1). Accordingly, the scores that can be obtained from the scale are in the range from 25 to 125, and high scores indicate a positive social gender perception. The scale consists of one dimension. In the reliability analysis made by the researcher for this study, the Cronbach Alpha value of the scale was calculated as .87.

Data Collection and Analysis

The qualitative data of the research were analyzed by content analysis method. Content analysis is used to reduce qualitative data by making logical inferences from qualitative data (Patton, 2002). In content analysis, similar data are brought together within the framework of certain concepts and themes and organized and interpreted in a way that the reader can understand (Yıldırım & Şimşek, 2011). The data obtained in the research were written down and a theme list was created for each item. These themes are organized and presented under categories and content codes. In the findings section, the

opinions of the participants were directly conveyed and they were given with codes such as K1, K2, K3....K20. For the reliability of the study, the precautions and recommendations for qualitative research were taken into consideration. At this point, the manually created categories were compared using NVivo 10 program and themes and categories were created. Reliability between coders was calculated with the formula "Reliability = Agreement / (Agreement + Disagreement) $\times 100$ ". Reliability in the calculation was calculated as 92% on average. According to Miles and Huberman (1994), the fact that the reliability of the research is above 70% is an indication that the coding is performed reliably. The quantitative data obtained in the study were analyzed with IBM SPSS 15.0 program. Since the data obtained within the scope of the research meet the parametric test assumptions, parametric tests (t-test for unrelated samples, single factor analysis of variance) were used in the analysis of the data. Significance level was determined as $p < .05$ in all analyses.

RESULTS

This section presents the results of the study following the order of the research questions.

Level of Social Gender Perception

The first research question was related to the level of social gender perception of social studies teachers. The results are summarized in Table 1.

The item with the lowest average score ($M=3.09$) on the social gender perception scale is "Women should always be protected by men" (Item 9). The item with the highest mean score on the social gender perception scale ($M=4.13$) is "Women should not work after marriage" (Item 6). Social studies teachers' perception of social gender is at a high level (I Agree) ($3.41 < M \leq 4.20$) in a total of 19 items, and at a medium level (Undecided) ($2.61 < M \leq 3.40$) in 6 items. In line with these findings, it can be stated that social studies teachers' mean scores on social gender perception scale are generally high (I agree) ($3.41 < M \leq 4.20$). Based on this finding, it can be stated that social studies teachers have a high level of social gender perception.

Perception Level According to Gender

The second research question is about the gender perception levels of social studies teachers according to their gender. The results are summarized in Table 2.

When Table 2 is examined, it is seen that there is a statistically significant difference ($t_{(202)} = 4.521, p < .05$) between the gender of social studies teachers and their perception of social gender. Social gender perception levels of female social studies teachers are higher than those of male teacher candidates.

Teacher Behavior Towards Gender in the Classroom

The third research question is about the behavior of social studies teachers in the classroom in ensuring gender equality. The results are summarized in Table 3.

When Table 3 is examined, 6 of the social studies teachers on the democratic theme are egalitarian and 4 are fair; 6 of them have sexist discourse, 3 of them have speaking on the language-discourse theme; 6 are a model on the theme of behavior; on the education and training theme, 2 of them stated their opinions as training of trainers. Some of the teachers' views are as follows:

I form mixed groups in my classroom. I try to make sure that there are girls and boys in the seating arrangements or in the groups formed during the games. [K3]

Teachers should be careful about the issues such as the right to speak, the selection of the class president, and the distribution of tasks, regardless of gender, and see each student as special. [K12]

The most common situation is that girls are not given deserved value and sometimes they are not even accepted as individuals. Of course, this situation causes feelings of worthlessness, lack of self-confidence and even guilt in these children. These false feelings and ideas should be explained in detail and each student should be explained that they are very precious and valuable on their own. The teacher should not make any gender inequality in the classroom, and their students' behavior towards each other should be controlled. Correct behavior should be reinforced and of course set an example. [K18]

Behaviors of Social Studies Teachers Towards Gender Equality Against Sexist Groups-attitudes in the Classroom

The fourth research question is to determine the behaviors of social studies teachers towards gender equality against sexist groups-attitudes in the classroom. The results are summarized in Table 4.

When Table 4 is examined, if sexist groups-attitudes occur in the classroom, 5 of the social studies teachers on the empathy theme expressed their opinion as being fair; 3 as individual and 3 as equal rights on the equality theme; 6 as respect on the theme of respect; 4 as lessons on the education and training theme. Some of the teachers' views are as follows:

First of all, I explain the reason why these sexist groups are formed. I correct these wrong judgments coming from the family and the society and inform them about what should happen. Afterwards, I create different gender groups and bring these children, who have to live together in society, in a joint work. I explain in detail how and why we live in society with respect for each other. [K6]

I try to create a safe classroom environment where students will respect their identity and, most importantly, their friends, free from discrimination based on gender. [K11]

When I encounter such a situation, I usually explain that the behavior is wrong and I make the students empathize. In this way, I make them aware of the mistake they made. [K20]

Table 1. Social studies teachers' social gender perception levels

Item No	Item	n	M	Level
1	Marriage does not prevent women from working.	204	4.00	I agree (High)
2	A woman should only work if her family has financial difficulties.	204	3.91	I agree (High)
3	Working women can also spare enough time for their children.	204	3.36	I am indecisive (Middle)
4	Women should not work after becoming mothers.	204	3.74	I agree (High)
5	Women politicians can also be successful.	204	3.97	I agree (High)
6	Women should not work after marriage.	204	4.13	I agree (High)
7	Working life does not prevent a woman from doing housework	204	3.44	I agree (High)
8	A working woman enjoys life more.	204	3.71	I agree (High)
9	Women should always be protected by men.	204	3.09	I am indecisive (Middle)
10	Woman should not work if her husband does not allow	204	3.77	I agree (High)
11	Women can be managers.	204	3.94	I agree (High)
12	A working woman should give the earned income to her husband.	204	3.57	I agree (High)
13	A working woman becomes a better mother to her children.	204	3.34	I am indecisive (Middle)
14	Men should also do household chores such as washing dishes	204	3.92	I agree (High)
15	A husbandless woman is like a house without owner	204	3.75	I agree (High)
16	Men should provide the income for a family.	204	3.73	I agree (High)
17	Women should not run businesses (cafes, markets, real estate agents) on their own.	204	3.88	I agree (High)
18	The first duty of women is to take care of house.	204	4.02	I agree (High)
19	A woman should not earn more money than her husband.	204	3.93	I am indecisive (Middle)
20	The man should always be the head of the house.	204	3.51	I agree (High)
21	Leadership of the community should generally be in the hands of men	204	3.62	I agree (High)
22	Girls should be given as much freedom as boys.	204	3.77	I agree (High)
23	In order for a woman to have her rights, she must be able to challenge her husband if necessary.	204	3.34	I am indecisive (Middle)
24	The woman must be younger in age than her husband	204	3.35	I am indecisive (Middle)
25	Men must make important decisions in the family.	204	3.75	I agree (High)
Total		204	3.70	I agree (High)

Table 2. Independent t-test results of the scale average for social studies teachers' social gender perceptions according to the gender variable

Gender	n	M	Ss	SD	t	p
Female	112	69.68	14.60	20.2	4.521	.000
Male	92	87.51	14.18			

Social Studies Teachers' Awareness of Gender Equality

The fifth research question is about how social studies teachers raise awareness about gender equality. The results are summarized in Table 5.

When Table 5 is examined, regarding raising awareness on gender equality, it can be seen that on the role model theme, 7 of the social studies teachers expressed their opinions as exemplary personalities. On the course theme, 6 of them gave their opinions as unit-course topics. While 4 of the teachers stated their opinions as drama-theater on the theme of teaching methods; on the social activity theme, 2 of

Table 3. How should teachers behave in terms of achieving social gender equality?

Theme	Category	Direct Teacher Opinion	f
Democratic	Egalitarian	Not making positive-negative discrimination, being equal in the distribution of tasks, in elections, about right to speak	6
	Fair	Equal gender distribution in projects, assignments and presentations, being fair	4
Language-Discourse	Sexist Discourse	Avoiding stereotypes, not using sexist discourses, using language aimed at gender equality, Giving a clear and covert message according to the situation	6
	Speaking		3
Behavior	Example	Setting an example with their behavior, using reinforcers, being a practitioner, being a role model,	6
Education-Training	Trainer' Training	Administrators should be trained	2

Table 4. How do you treat your students when sexist groups or sexist attitudes form in your classroom

Theme	Category	Direct Teacher Opinion	f
Empaty	Understanding	Putting yourself in the other gender's position, feeling the same feelings	5
Explanation	Information One to one conversation Using I language-you language	Listening to students, speaking one to one, explaining the reasons and consequences of the behavior	5
Equality	Individual	Behaving students equally	3
	Equal Rights	Stating that men and women have equal rights	3
Respect	Same Rights	The rights people have due to being human	6
Education-Training	Lesson	Following student behavior, telling wrong behaviors, informing about gender roles, associating with lesson topics	4

Table 5. What do you do to raise awareness about social gender equality in your lesson?

Theme	Category	Direct Teacher Opinion	f
Role Model	Biography	Introducing well-known men and women from Turkish history and the world	7
Lesson	Unit – Lesson Topics	To give examples from the life of the Prophet, to tell people about the subject in detail, to give information about sexist discourses and behavior, to give information about women's rights with the declaration of the Turkish Republic, to give information about idioms and proverbs, current issues	6
Teaching Methods	Teaching Technics	Drama, theater Using discussion, question-answer, discussion technique	4
Social Activity	Projet-Exhibition	Setting up a girls soccer team, teaching boys cooking and sewing, photo exhibition	2

them stated their opinions as projects. Some of the teachers' views are as follows:

I am working on making students aware of this situation through activities in accordance with social roles before it turns into discrimination. By holding a photography exhibition with students, I draw their attention with the photos and stories of well-known people. In this way, I want them to be aware of this situation and to be conscious. [K7]

We are researching and talking about female mathematicians especially in a project we took part this year. In my region, mothers are generally housewives. Therefore, I explain and explain that women exist in working life. Most importantly, I treat them equally. I

make them empathize or think the opposite of what they think, I guide. [K9]

Successful doctors, teachers, engineers, etc., along with male examples, female examples should also be presented. I emphasize that women can be as successful as men as scientist. [K15]

DISCUSSION AND CONCLUSION

According to Beauvoir (2019), a woman is not born, she becomes a woman because differences were created by defining women with reference to men. These differences point to the gender norms in the culture of the society we live in. Here, social gender inequality occurs with the natural acceptance of these differences. However, this perception is changing in today's modern societies. Indeed, research findings also support this change. In the study, it was found that social studies teachers' perceptions of social gender equality are high. This finding is important in terms of showing that social gender equality, which is a concept open to social transformation (Uzun et al., 2017, p. 67), is especially internalized by teachers. Because social facts and norms are changing. In this change, teachers are directly responsible for the educational activities. In addition, teachers' behaviors and discourses have permanent effects on students. As a matter of fact, the qualitative findings of the research also support the quantitative findings. Teachers treat their students equally and fairly, regardless of gender, and prevent the formation of sexist stereotypes. At this point, the teachers stated that they avoided sexist discourses. Because language is the most important tool by which cultural identity and ideologies are conveyed. The use of masculine language in speech can expose women to compulsory roles by pushing them in the background socially (Acar Erdol & Gözütok, 2017). It is possible to say that teachers are conscious about this issue and they act in accordance with the target, content and learning and teaching process competencies of curriculum literacy. It is possible to say that teachers act consciously on this subject. Another finding obtained from the research is that school administrators should be informed about gender equality. It is thought that this situation stems from the experiences of the teachers. Because for many years, men have been seen as the first choice in administrative positions (Ayan, 2000). However, this perception and practices have changed over time. As in other public institutions in our country, various practices have been implemented in the Ministry of National Education to ensure gender equality in administration. School administrators have been chosen not by appointment but by examination recently. With projects such as "Improving Social Gender Equality in Education Project", it was aimed to ensure social gender equality in educational institutions (Baş & Şentürk, 2017). It is considered that gender equality in administrations will be fully achieved with the practices of the Ministry.

Regarding the second research question of the study, it was found that the social gender perception levels of female social studies teachers are higher than male teachers. Similar findings are encountered in the literature (Başçı & Giray, 2010; Kantaroğlu et al., 2018; Öngen & Aytac, 2013;

Özkan, 2019; Seçgin & Kurnaz, 2015; Seçgin & Tural, 2011; Türkiye'de Toplumsal Cinsiyet ve Kadın Algısı Araştırması, 2016). This finding is important because it shows that men cannot get rid of the influence of traditional gender roles and that the asymmetrical power relationship between men and women continues.

Teachers' awareness and attitudes towards social gender equality are important for students to gain awareness in this direction. Because; teachers' classroom practices, behaviors and ways of communication cause positive and negative effects on students. As a matter of fact, students learn most of what they learn at school by experiencing (Asan, 2010). In this context, when sexist attitudes and groups are formed in the classroom, teachers' reactions and solutions are also important. In the study, it was determined that social studies teachers direct their students to show respect and empathy towards each other in such situations. For this purpose, they followed the sexist attitudes and behaviors of the students by using an appropriate language and discourse for gender equality. In other words, for curriculum literacy, teachers grasped the philosophy of the curriculum and acted in line with its aim of raising qualified manpower. In this context, it is possible to say that teachers act consciously and take an active role in structuring students' perceptions of social gender equality.

How to teach is as important as what to teach for success in education. Teaching is planned in accordance with the expectations of male and female students. In this plan, issues regarding gender equality are determined in line with the needs of the students. Research findings show that social studies teachers explain gender equality according to the need arising during the lesson. The teachers mostly wanted to raise awareness of gender equality through biographies. As a matter of fact, life stories that are abstract with biographies become concrete. Students are interested in the life of the person whose biography is described. This situation increases the motivation and success of students (Er & Körükcü, 2016). Of course, the teaching methods used in the lessons are also effective in increasing this success. According to the research findings, teachers draw attention to gender equality by using various teaching techniques. Thus, teachers enable students to question social gender inequalities that have been accepted with prejudices and to look at them from a different perspective. Being questioning of students is one of the most effective ways to achieve social gender equality. Thus, students associate the subjects with daily life and gain insight (Toplumsal Cinsiyet Eşitliğine Duyarlı Okul Standartları Klavuzu, 2016). In addition, teachers organized social activities that their students participated in so that the insights gained by the students became permanent. Thus, teachers both developed the sense of social responsibility in students and enabled them to gain internal control (Şirin, 2005). Because it will be difficult for individuals who have not developed an understanding of social responsibility and who are not aware of their social responsibilities to be sensitive to social gender equality. Within the scope of the findings, it is possible to say that the teachers understood and interpreted the educational program in terms of curriculum literacy

and reflected the curriculum targets to the classroom through classroom practices.

RECOMMENDATIONS

Female teachers can be provided with in-service training on gender equality. New studies can be done to ensure that school administrations are institutionally sensitive to social gender equality. Curriculum Program literacy levels of teachers in different subjects can be investigated. It can be suggested that teachers should act based on needs rather than gender.

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