



# An Analysis of Citizenship and Democracy Education Text Book in the Context of Gender Equality and Determining Students' Perceptions on Gender Equality

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## Abstract

Gender equality has been explained as both the equal treatment of women and men before the law and women's and men's equal usage of resources, opportunities, and services within the family and society. Today, although the conditions that support gender inequality have relatively decreased, gender discrimination still persists. Gender equality is expected to be taught by means of education at all levels and through curricula since they are the most important and indispensable elements of education. The first aim of this study is to determine whether an activity in the unit titled Towards Equality within the textbook, Citizenship and Democracy Education used in Turkey is appropriate for use in teaching gender equality. The second aim of the study is to determine through this activity students' views on gender equality/inequality and the reasons behind them based on the gender of students and the socio-economic levels of the schools which they attend. This is a descriptive study using both qualitative and quantitative research models. The study group consisted of a total of 160 students in 8th grade from four primary education schools from the lower, middle, and upper socio-economic levels (SEL) (three public schools, and one private school) in inner-city Ankara, Turkey. While descriptive statistical techniques (f-%) were used to analyze the quantitative data, content analysis was used to analyze the qualitative data. According to the findings of the study, the activity selected for testing by the researchers was found not to be adequate in strengthening gender equality awareness. Students generally attributed daily household chores and certain characteristics in the activity, which included such tasks as setting the table, being emotional, being a nurse, playing volleyball, and having blonde hair, to women. On the other hand, being a judge, playing football, and bravery were expressed as characteristics more likely to be specific to men. The ratios of these types of gender inequality based views were found to be higher particularly at the lower socio-economic level. The fact that gender inequality still continues in curriculum, course materials, and in the minds and behaviors of students makes it difficult to change this situation into a positive one. The content found in the curriculum and printed materials that are in connection with the curriculum should be cleared from implicit and explicit discourse that create or support gender inequality. Awareness of teachers about the variables that cause gender inequality should be increased.

## Key Words

Citizenship and Democracy Education, Gender Equality, Gender Inequality, Gender Roles, Hidden Curriculum, Text Book.

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Democracy is not only a form of government, it is also a lifestyle. Apple and Beane (2007) reported that the values and principles that lay the basis of this lifestyle should be considered as a deep, meaningful philosophy.

In democracy, all individuals are free. All citizens possess inherent fundamental rights and freedoms, which are inviolable and inalienable (TC. Anayasası [Constitution of the Republic of Turkey], 1982, Article 12). The principle of equality is explained based on four different areas: legal, political, social, and ethical (Gözler, 2000). According to Aristotle; "Justice is a certain type of equality." (Cevizci, 2007, p. 754).

Inequality, on the other hand, occurs when an individual or a group is favored in a given situation (Tilly, 2011, p. 185). Even in many democratic societies, there are studies which have found that the individuals with different religions, ethnic origin, color, gender, political opinion and philosophical beliefs are not treated equally (Alesina, Di Tella, & MacCulloch, 2004; Aran, Demir, Sarıca, & Yazıcı, 2010; Candaş, Yılmaz, Günseli, & Çakar, 2010; Delaney, 2001; Dökmen, 2012; Filmer & Scott, 2008; İnamoğlu & Yasak-Gültekin, 1993; Ökten, 2009; Sayılan, 2012; The World Bank, 2005; Ulusoy, 1999; Üner, 2008).

As it is covered in this study, sex is defined as the existing genetic, physiological, and biological characteristics of an individual as a woman or a man, while gender is defined as personality traits, roles, responsibilities, values, expectations and judgments attributed to women and men by their society and culture (Akın & Demirel, 2003; Bhasin, 2003; Dökmen, 2012; Kottak, 2002; Yögev, 2006). When the concept of gender first began to be used in the 1970s (Pilcher-Whelehan, 2004 as cited in Erdoğan, 2010), the primary purpose was to make people adopt the view that the roles women and men perform were not natural. Bolak and Boratav (2001) reported that the concept of gender is related to how specific cultures process the raw material of biological gender, namely "sex" (as cited in Güldü & Kart, 2008).

On the other hand, "gender equality" is defined as treating women and men equally before the law; and equal usage of resources, opportunities, and services within the family and the society by the women and men (Demirel, 2007; World Health Organization [WHO], 1998). As underlined by Dahl (2010), the political system is not democratic and that all illusions and lies saying that it is democratic are merely a myth told by undemocratic governments to their citizens.

Although the conditions that support gender inequality have relatively decreased, men still possess greater power than women in patriarchal society (Diekman, Eagly, & Kulesa, 2002). In a patriarchal system constructed around men, the rules are laid down by men and women are forced to adopt and behave in line with these rules to be a part of the system (Demren, 2001). Oakley (1974) stated that to break the chains that restrict women, we as a society have to understand how and by whom those chains are created. According to results of various studies, the fact that the characteristics attributed to men do not vary significantly indicates that these characteristics are considered by the society as desired, are adopted, and are thus more reinforced characteristics (Jones, Chernovetz, & Hansson, 1978; Kelly & Worell, 1977; Pedhazur & Tetenbaum, 1979; Taylor & Hall, 1982 as cited in Yögev, 2006).

There is a large body of national (Turkey) and international research on gender equality (Acker, 1987; Esen, 1998; Esen & Bağlı, 2002; Dökmen, 1995; Gümüsoğlu, 2013; Helvacıoğlu, 1996; Kalaycı, Güneş, & Sarıtaş, 2011; Kılıç & Eyüp, 2011; Sayılan & Özkazanç, 2009; Sayılan, 2012; Tan, 2005; Tietz, 2007; Weiler, 1988). The literature contains studies determining the perceptions of secondary education and university students toward gender roles (Keith & Jacqueline, 2002; Kimberly & Mahaffy, 2002; Koca, 2006; Rosenkrantz, Vogel, Bee, Broverman, & Broverman, 1986; Trommsdorff & Iwawaki, 1989). However, there is a limited body of research on this issue, both in Turkey and abroad, on the perceptions of primary education students.

### Purposes

The first purpose of this study is to determine whether the activity in the subject *Towards Equality* in the text book, *Citizenship and Democracy Education*, is appropriate for teaching and promoting gender equality. The second purpose of the study is to determine, by using this activity, students' views on gender equality/inequality and to determine the reasons behind their variance based on the gender of students and the socio-economic levels of schools.

### Method

#### Research Model

Since this study's goal is to analyze whether the activity contained in the *Citizenship and*

*Democracy Education* text book is appropriate for teaching gender equality and since the research has attempted to determine the perceptions and views of the students on gender equality with this activity as deeply and cautiously as possible, this study takes the form of a descriptive study (Büyüköztürk, Kılıç, Akgün, Karadeniz, & Demirel, 2009). Furthermore, since both the analyzed activity and written comments of the students are considered documents, this study used a document analysis method. As such, this research has also both qualitative and quantitative features.

### Data Collection Source/Tools, Study Group and Data Collection

The data source selected to fulfill the requirements for the first purpose of the study was the activity included in the “*Towards Equality*” subject under the theme “*Democracy Culture*” contained in the *Citizenship and Democracy Education* text book prepared by the Ministry of Education of Turkey for the primary education 8<sup>th</sup> grade Citizenship and Democracy Education course (Milli Eğitim Bakanlığı [Ministry of Education, MEB], 2011a, p. 25).

The study group for the second purpose of the study included a total of 160 students enrolled in 8<sup>th</sup> grade from four primary schools, (three public schools and one private school) from lower, middle, and upper socio economic levels in Ankara’s inner-city area. The activity selected for the first aim of the study was prepared as a form for the purpose of using it as a data collection tool for the second purpose of the study.

### Data Analysis

The current study used document analysis principles while taking into consideration the results gleaned from the analysis of the activity in line with the first purpose of the study. The activity was first analyzed by the researchers independently, who then compared their individual analyses with each other. Afterwards, the data obtained were rediscussed and the classifications were given their final form.

Consistency coefficients between coders reported by Miles and Huberman (1994) were found to be 0.85 for the first round of content analysis for classification of the first purpose and 0.75 for the second round.

The formula: Consistency Coefficient =  $[Na/(Na+Nd)] \times 100$  was used to obtain these results.

Among the descriptive statistic techniques used to analyze quantitative data were frequency distribution and percentage. In order to analyze qualitative data, a content analysis technique was used due to the fact that students’ experiences can be derived from their own written comments (Van Manen, 1990). The “Consistency Ratio P” calculated to gauge consistency between the coders in order to ascertain the study’s reliability, was found to be 0.95. Kurasaki (2000) reported that a ratio of 70% is acceptable during the training of coders and that 94% is acceptable for the calculation as a whole. On the other hand, both Hruschka et al. (2004), and Krippendorff (2004) reported that more “flexible” standards can be appropriate. Based on the literature, the total consistency ratio of  $PT=0.95$  was believed to be adequate for a qualitative study. Furthermore, the analysis stages of the study were explained in detail to provide exterior reliability of the study.

### Results

There are two different tasks to be completed by students in the selected activity from the text book in question (MEB, 2011a, p. 25). The first task asks for the characteristics in the activity to be classified according to being “innate and acquired” while the second one asks for the same characteristics to be classified according to being “specific to women or specific to men” These characteristics were analyzed by the researchers according to the instructions. The classification is presented in Table 1.

An analysis of twenty items in the activity presented as “characteristics” revealed that items 1., 2., 3., 4., 5., 6., 7., 8., 16., 17., 18., 19., and 20. were considered as human characteristics. On the other hand, items 9., 10., and 11. were considered to express jobs. Item 12 were just an action. Items 13 and 14 pertain to physical ability, while item 15 pertains to an academic skill. As the word “specific<sup>1</sup>” in the instruction means “something which is not particular to any other kind of things, something especially related to as a specific kind, a feature which can be seen or observed in just one kind of thing” (Türk Dil Kurumu [Turkish Language Institute, TDK], 2012) (The original definition of the Turkish word “özgü” is given as foot note.<sup>2</sup>) using this word for all characteristics is a biased expression. It is not easy for an 8<sup>th</sup> grader to classify

1 In this study the Turkish word “özgü” is translated into English as “specific”.

2 “Aynı cinsten başka hiçbir türde veya bireyde rastlanılmayan, öze has, mahsus” [Türk Dil Kurumu [TDK], 2012]

these “characteristics” without receiving help from outside sources. Furthermore, the teachers’ guide book also does not contain an explanation of this activity (MEB, 2011b).

**Table 1.**  
*Classification of Characteristics of Humans by the Researchers as “Innate and Acquired” and “Specific to Men and Specific to Women”*

Categories		Characteristics			
Innate Characteristics	Specific to women	1. I am a woman	Sex (S)		
		2. I am a girl			
	Specific to men	3. I am a man			
		4. I am a boy			
	Specific to both sexes	5. I have got blond hair		Sex Unbound	
		6. I cry			
Acquired Characteristics	Specific to women (BS+G)	7. I am a mother	Gender (G)		
	Specific to men (BS+G)	8. I am a father			
		9. I am a doctor			
	10. I am a judge				
	11. I am a nurse				
	12. I set the table at home				
	Specific to both sexes	13. I play football			
		14. I play volleyball			
	Both Innate and Acquired Characteristics	Specific to both sexes		15. I am more successful in mathematics	Sex Unbound
				16. I am brave	
17. I am helpful					
18. I am emotional					
19. I am clever					
20. I am tall					

The fact that leaving the interpretation of the activity to the initiative of teachers who lack competent knowledge in this area or to those who might be biased in terms of gender equality might cause a subjective classification. Study results of Asan (2010) and Bennet et al. (1993 as cited in Tauber 1997) also confirm this concern. In addition, much of the previous research has shown that teachers’ behaviors, attitudes, and expectations are affected by students’ social class, gender, ethnic group, race, and even name (Alptekin, 2002; Arslan, 2000; Birleşmiş Milletler Çocuklara Yardım Fonu [United Nations International Children’s Emergency Fund, UNICEF], 2003; Esen & Bağlı, 2002; Gümüşoğlu, 2013; Helvacıoğlu, 1996; Tan, 2000).

Sayılan (2012) claimed that text books are the very tools which continue to transfer gender inequality and patriarchal ideology. The traditional viewpoint held by men on gender roles is one of the most important reasons which negatively affect the perceptions of women’s gender in society. The studies of Delaney (2001) and Ergil (1980) also support this point of view.

The current study’s findings were obtained based on the analysis of the point of view of the students on gender roles by the application of instructions for the selected activity. All of the students who were, at the time of the study, enrolled in middle, upper socio-economic level (SEL) stated that crying was specific to both genders. Of the students in the lower SEL, 81% stated that both women and men can cry, while 19% stated that only women can cry. The students explained crying partially based on gender roles. Previous research (Cornelius, 1997; Frey, 1985) explained this based on sex characteristics.

It was found that the majority of the students in all schools perceived being a “mother” or a “father” as an acquired characteristic with a significant majority of the students (in all schools) emphasizing that child care was mostly the mother’s duty. While the characteristic of being a “mother” was perceived as a biologic characteristic specific to women, considering child care as the duty of mother is explained within the scope of gender. Similarly, in Gender and Family Life Research carried out in Turkey, the subjects stated that the fundamental duty of women is “child care” (Türkiye İstatistik Kurumu [Turkish Statistical Institute, TÜİK], 2006).

Of the three socio-economic groups, 10%, 17%, and 45% believed that setting the table at home was specific to women in upper, middle, and lower SEL schools, respectively. The fact that these ratios increase as the socio-economic level of the schools decrease is an interesting finding. It was found that both male and female students adopted this belief in all three SEL schools. The fact that female students perceive this as their duty can be explained by the fact that they were taught from an early age that setting the table at home is a “women’s duty.” According to Gender and Family Life Research, among housework, cooking and setting the table were found to be the tasks performed by women (80%) (TÜİK, 2006). These similar results are important in terms of revealing that this perception began in the society at an early age and persisted into adulthood. Mead (1935) attributed these views to cultural conditioning.

Playing football was stated as being specific to men by 67% of the students in lower SEL schools and by 27% of the students in middle SEL schools. Koca (2006) reported that perceiving sports as a skill specific to men by associating sports with the athletic structure of men was caused by the patriarchal perception which accepts the domination of men in the society.

Being successful in mathematics was stated as an acquired characteristic by 90% of the students in both the lower and middle SELs and by approximately 80% of the students in the upper SEL schools and private school. In addition to the studies showing that mathematics achievement is acquired (Özer & Anıl, 2011; Şengönül, 1995; Yenilmez & Duman, 2008; Yıldız, 1999; Yılmaz, 2000), the literature also contains studies provides evidence that this skill is genetic (Halberda & Feigenson, 2008). Furthermore, previous studies (Dursun & Dede, 2004; Else-Quest, Hyde, & Linn, 2010; Yenilmez & Duman, 2008) have concluded that gender is not an effective factor that affects mathematics achievement.

Approximately 10% of the students in the middle SEL schools reported that being a nurse was an innate characteristic. Delice (2006) emphasized that nursing was mostly perceived as specific to women due to the fact that affection is expected in nursing and that affection is attributed to women.

One reason behind students' (as well as society in general) considering nursing to be a man's job is that social prejudices put pressure on males who perform jobs associated with women (Tanıç, 1988). In fact, legal arrangements made on Nursing Law in 2007 were made with the goal to eliminate gender discrimination in nursing (Hemşirelik Kanununda Değişiklik Yapılmasına Dair Kanun [Law on the Amendment of Nursing Law], 2007).

An analysis of students' views on "being a judge" and "being a doctor" revealed that all of the students in all of the SEL schools stated that these jobs were acquired. In Turkey, 63.9% of judges are male while 36.1% are female (Hakimler ve Savcılar Yüksek Kurulu [High Council of Judges and Prosecutors, HSYK], 2013). Tuskan reported that the number of female judges was not lower in Turkey when compared to other countries, but that women had a lower level of participation in the actual decision-making mechanisms (Yargıya Erkekler Hakim, 2011). Hymovitz and Schellhard (1986) explained this by citing the "glass ceiling" effect (as cited in Uluslararası Çalışma Örgütü [International Labour Organization, ILO], 2011).

As a great majority of medical doctors devote almost their whole life to their jobs, there is a perception that male doctors can deal with these difficulties more easily as compared to female doctors ("Kadın doktorlar ve...", 2012). However, the students in the present study attributed being a doctor to both men and women.

This can also be explained in a different aspect. According to the World Health Sector Report, being a medical doctor, which is more profitable, is mostly perceived as a man's job, while nursing, which is less profitable, is perceived as a women's job (Helmen, 1990 as cited in Mardin, Tulun et al., 2000). Jobs should not be categorized according to sex or gender roles. We should make the students adopt the view that both genders can do all jobs if they are taught.

The majority of the students in the lower, middle, and upper SEL schools stated that "bravery" was an acquired characteristic whereas the students in the private school believed that bravery was both an innate (45%) and acquired (45%) characteristic. In this regard, Farley (1991) found that bravery, as well as other personal characteristics, can be correlated with genetics.

The majority of the students in the lower, middle, and upper SEL schools perceived helpfulness as an acquired characteristic while the students in the private school perceived it as both an innate (42%) and acquired (50%) characteristic.

It was found that while the majority of the students in both the upper SEL and the private school perceived being emotional as an innate characteristic, the majority of the students in the lower and middle SEL schools perceived it as an acquired characteristic. In addition, 36% of the students in the lower SEL school defined being emotional as a characteristic specific to women.

According to a study by Helgeson (1994), while American university students defined women's characteristics as caring, insecure, helpful, emotional, social, and shy, they defined men's characteristics as insolent, confident, aggressive, passionate, unemotional, and dominant. Eckes and Trautner (2000) reported that these results were similar to the results of a separate study by William and Best (1990). In addition there is a high consensus between the students all around the world, including the USA, that male gender role is passionate, dominant and independent, while female gender roles are being obedient and emotional (as cited in Plotnik, 2009).

The majority of the students in both the lower and middle SEL schools perceived being tall as an acquired characteristic, while the majority of the students in upper SEL and private school perceived it as an innate characteristic.

Opinions of students on this issue vary with respect to socio-economical level of the schools. However,

the opinions of students are in good agreement with scientific research results of this field. Scientific research results suggest that the most important factor effecting height of a child is genetically heritage of the child, in addition to this fact, enough and balanced nutrition, hormonal balance of the child and environment in which the child lives can have effects on child height level (Şenel, 2005).

### Discussion

Our findings showed that the activity in the subject “Towards Equality” under the theme “Democracy Culture” as part of the course *Citizenship and Democracy Education* was not prepared properly to create and encourage perceptions, beliefs, and views on gender equality in students. Another finding of the study was that primary education students held views of gender inequality. It was found that sexist approaches were higher particularly in the lower social economic level. In Turkey, while gender inequality heavily maintains its popularity, it is quite alarming that educational materials, which are one of the variables that can change this situation into a positive one, were prepared in such a way as to reinforce or reproduce this negative attitude. This concern suggests that the present situation is deliberately created by dominant powers. The studies of Apple (1989; 2006), Anyon (1980), McLaren (2007), Giroux (1983), Pinar, Reynolds, Slattery, and Taubman (2004), and Tan (2005) are consistent with this opinion.

The content of teaching programs and of printed materials prepared based on these programs should be cleared from implicit and explicit discourse that create or support gender inequality. Furthermore, students should be made aware of the traditional sexist views they hold.

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## EK-1

**Tablo 8.**  
"İnsana Dair Özellikler" in Doğuştan ve Sonradan Kazanılma Durumuna Göre Sınıflandırılmasına İlişkin Öğrenci Görüşleri

	Alt SED İlköğretim Okulu						Orta SED İlköğretim Okulu						Üst SED İlköğretim Okulu						Özel İlköğretim Okulu							
	Doğuştan Sonradan		Toplam		Doğuştan Sonradan		Toplam		Doğuştan Sonradan		Toplam		Doğuştan Sonradan		Toplam		Doğuştan Sonradan		Hem Doğuştan Hem Sonradan		Toplam					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
1. Ben kadınum.	30	71	12	29	42	100	35	85	6	15	41	100	39	100	-	-	39	100	32	84	3	8	38	100		
2. Ben kız çocuğuyum.	42	100	-	-	42	100	41	100	-	-	41	100	39	100	-	-	39	100	38	100	-	-	38	100		
3. Ben erkeğim.	34	81	8	19	42	100	41	100	-	-	41	100	39	100	-	-	39	100	35	92	3	8	38	100		
4. Ben doktorum.	-	-	42	100	42	100	-	-	41	100	41	100	-	-	39	100	39	100	-	-	38	100	-	-	38	100
5. Ben hâkimim.	-	-	42	100	42	100	-	-	41	100	41	100	-	-	39	100	39	100	-	-	38	100	-	-	38	100
6. Ben erkek çocuğuyum.	42	100	-	-	42	100	41	100	-	-	41	100	39	100	-	-	39	100	38	100	-	-	38	100		
7. Eyde sofrayı ben hazırlarım.	2	5	40	95	42	100	5	12	36	88	41	100	-	-	39	100	39	100	-	-	38	100	-	-	38	100
8. Ben futbol oynarım.	2	5	40	95	42	100	4	10	37	90	41	100	1	3	38	97	39	100	4	10	33	87	1	3	38	100
9. Ben cesurum.	16	38	26	62	42	100	11	27	30	73	41	100	10	26	29	74	39	100	17	45	17	45	4	10	38	100
10. Ben uzun boyliyum.	2	5	40	95	42	100	10	25	31	75	41	100	29	74	10	26	39	100	20	54	13	34	5	12	38	100
11. Ben duygusalım.	10	24	32	76	42	100	16	40	25	60	41	100	25	64	14	36	39	100	22	58	8	21	8	21	38	100
12. Ben akıllıyım.	32	76	10	24	42	100	21	51	20	49	41	100	27	69	12	31	39	100	29	76	5	13	4	11	38	100
13. Ben babayım.	-	-	42	100	42	100	3	6	38	94	41	100	-	-	39	100	39	100	-	-	38	100	-	-	38	100
14. Ben hemşireyim.	-	-	42	100	42	100	4	9	37	91	41	100	-	-	39	100	39	100	-	-	38	100	-	-	38	100
15. Ben ağlarım.	34	81	8	19	42	100	30	73	11	27	41	100	28	72	11	28	39	100	24	63	9	24	5	13	38	100
16. Ben anneyim.	-	-	42	100	42	100	-	-	41	100	41	100	6	15	33	85	39	100	2	5	36	95	-	-	38	100
17. Ben matematik dersinde daha başarılıyım.	4	10	38	90	42	100	4	9	37	91	41	100	10	26	29	74	39	100	5	13	31	82	2	5	38	100
18. Ben voleybol oynarım.	2	5	40	95	42	100	1	2	40	98	41	100	4	10	35	90	39	100	1	3	37	97	-	-	38	100
19. Ben yardımseverim.	14	33	28	67	42	100	8	20	33	80	41	100	9	23	30	77	39	100	16	42	19	50	3	8	38	100
20. Ben sarı saçlıyım.	26	62	16	38	42	100	38	94	3	6	41	100	27	69	12	31	39	100	31	82	3	8	4	10	38	100

**Tablo 9.**  
"Jansana Dair Özellikler" in Kadına ve Erkeğe Özgü Olma Durumuna Göre Sınıflandırılmasına İlişkin Öğrenci Görüşleri

İnsana Dair Özellikler	Alt SED İlköğretim Okulu						Orta SED İlköğretim Okulu						Üst SED İlköğretim Okulu						Özel İlköğretim Okulu											
	Kadına Özgü		Hem Kadına Hem Erkeğe Özgü		Toplam		Kadına Özgü		Hem Kadına Hem Erkeğe Özgü		Toplam		Kadına Özgü		Hem Kadına Hem Erkeğe Özgü		Toplam		Kadına Özgü		Hem Kadına Hem Erkeğe Özgü		Toplam							
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
1. Ben kadınum.	28	67	-	14	33	42	100	40	98	-	1	2	41	100	39	100	-	-	39	100	32	84	-	6	16	38	100			
2. Ben kız çocuğuyum.	36	86	-	6	14	42	100	41	100	-	-	-	41	100	39	100	-	-	39	100	38	100	-	-	39	100	38	100		
3. Ben erkekçim.	-	-	32	76	10	24	42	100	-	41	100	-	-	-	39	100	-	-	39	100	-	-	35	92	3	8	38	100		
4. Ben doktörüm.	6	14	1	2	35	83	42	100	1	2	4	38	94	41	100	-	-	-	39	100	-	-	-	-	38	100	38	100		
5. Ben hakimim.	-	-	8	19	34	81	42	100	-	2	4	39	96	41	100	-	-	-	39	100	-	-	-	-	38	100	38	100		
6. Ben erkek çocuğuyum.	-	-	36	86	6	14	42	100	-	41	100	-	-	-	39	100	-	-	39	100	-	-	-	-	38	100	38	100		
7. Evde sofrayı ben hazırlarım.	19	45	-	23	55	42	100	7	17	4	10	30	73	41	100	4	10	-	-	35	90	-	-	-	38	100	38	100		
8. Ben futbol oynarım.	-	-	28	67	14	33	42	100	-	11	27	30	73	41	100	-	5	13	34	87	39	100	-	3	8	35	92	38	100	
9. Ben cesurum.	-	-	13	31	29	69	42	100	-	10	24	31	76	41	100	-	-	-	39	100	39	100	-	1	3	37	97	38	100	
10. Ben uzun boyluyum.	1	2	4	10	37	88	42	100	-	-	-	41	100	41	100	-	-	-	39	100	39	100	-	-	-	38	100	38	100	
11. Ben duygusulum.	15	36	3	7	24	57	42	100	-	-	-	41	100	41	100	-	-	-	39	100	39	100	2	5	-	36	95	38	100	
12. Ben akıllıyım.	-	-	2	4	40	96	42	100	-	1	2	40	98	41	100	-	-	-	39	100	39	100	-	-	-	38	100	38	100	
13. Ben baharım.	-	-	42	100	-	-	42	100	-	38	94	3	6	41	100	-	35	90	4	10	39	100	-	38	100	-	38	100		
14. Ben hem-sireyim.	30	71	-	12	29	42	100	18	44	-	23	56	41	100	3	8	2	5	34	87	39	100	5	13	1	3	32	84	38	100
15. Ben şellereyim.	8	19	-	34	81	42	100	3	6	-	38	94	41	100	-	-	-	-	39	100	39	100	-	-	-	38	100	38	100	
16. Ben anasıyım.	42	100	-	-	-	42	100	40	98	-	1	2	41	100	39	100	-	-	-	-	39	100	38	100	-	-	38	100	38	100
17. Ben matematik dersimde daha başarılıyım.	-	-	-	-	42	100	-	-	1	2	40	98	41	100	-	-	-	-	39	100	39	100	-	-	-	38	100	38	100	
18. Ben voleybol oynarım.	13	31	6	14	23	55	42	100	-	-	41	100	41	100	-	-	-	-	39	100	39	100	-	-	-	38	100	38	100	
19. Ben yarışmeseverim.	-	-	-	-	42	100	-	-	-	41	100	-	-	41	100	-	-	-	39	100	39	100	-	-	-	38	100	38	100	
20. Ben sarı saçlıyım.	8	19	4	10	30	71	42	100	-	-	41	100	41	100	-	-	-	-	39	100	39	100	-	-	-	38	100	38	100	