Analyzing The Messages That Prospective Turkish Teachers Receive From Their Environment About Gender Roles*

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Abstract

The aim of this study is to examine the messages that Turkish teacher candidates receive from their environment regarding gender formation. Relational survey model, one of the quantitative research models, was used in the study. The sample group of the study consisted of volunteer prospective Turkish language teachers between the ages of 18 and 25 studying at a state university in western Turkey. The Gender Formation Scale was used to collect the data of the study. The quantitative data obtained in the study were analyzed using SPSS for Windows 21.0 program. Descriptive statistical methods (number, percentage, mean, standard deviation) were used to evaluate the quantitative data. The scores of the sub-dimensions of the Gender Formation Scale were analyzed using t-test and one-way analysis of variance (ANOVA) according to the socio-demographic characteristics of the participants. As a result of the study, it is possible to say that male participants heard or received more from their parents and friends about expressing their feelings about the traditional gender role and appearing strong. In addition, it can be said that women have higher motivation to do everything that a woman can do for a man regarding the egalitarian gender role. It was found that the messages about egalitarian gender role and traditional gender role received from their environment did not differ according to gender.

Keywords: Gender, Gender Formation, Prospective Turkish Teachers.

Introduction

It is through educational institutions that the values of society are planned and systematically transmitted to new generations. Individuals take various courses in the educational environment. The most important course, especially in developing the basic language skills of new generations and acquiring cultural values, is the Turkish course (Ayten, 2021). The texts and poems in Turkish textbooks are taken from major works in Turkish literature. Although there is no gender in Turkish grammar, the influence of gender is seen in Turkish vocabulary in terms of behavior models, roles and duties accepted for genders (Çolak, 2018). When the 2019 Turkish Curriculum, which was prepared with a thematic approach, is examined, it will be seen that the subject suggestions of "gender justice" and "gender equality" under the theme of rights and freedoms are included (MoNE, 2019). This program aims to provide students with certain knowledge and skills. The texts conveyed to students in Turkish lessons are of vital importance. For this reason, it is seen that these titles are especially included in the subject suggestions. The legitimate knowledge offered to students through education programs is determined within a framework. Thus, all students, children and young people, acquire a determined cultural policy through education programs while being socialized. In a sense, education programs are used to ensure social control (Tan, 2000).

The attitude of teachers who use textbooks in their educational activities seems to be decisive. It is important that Turkish teachers have awareness about gender. Turkish textbooks convey socio-cultural and human values through the texts they contain. These transfers are a tool that provides an opportunity to convey values through reading, listening and discussion activities. In this way, students develop their thought systems by comparing what is conveyed in the texts with their own daily life practices and knowledge. At this stage, teachers' attitudes are important for students' positive thought development. Families in the society generally show teachers as role models and accordingly, young people take their teachers as role models (Çimen, 2019). For this reason, it is extremely important that prospective teachers with high potential to be role models for young generations have high awareness of gender roles. Especially primary and secondary school students attach great importance to their teachers' attitudes and behaviors as role models (Köse & Demir, 2014). Teachers' behaviors and attitudes are considered important for students. Because students can be affected by teachers' attitudes. Although they are not aware of it, teachers' gender stereotypes, beliefs and attitudes play an important role in their communication with students in school (Torun, 2002). Therefore, teachers' perceptions and experiences about gender and gender roles are important. In addition to the social environment for students, teachers and textbooks play an important role in the reproduction and reinforcement of gender stereotypes.

In a study on secondary school Turkish textbooks, textbooks were analyzed in terms of gender and it was seen that gender stereotypes were reproduced (Yaylı & Çınar, 2014). When the 5th grade Turkish textbook was examined, it was seen that males were more predominant in the text, visuals and activity work (Satılmış, 2019). Since 2005, the 100 Basic Works published by the Ministry of National Education (MoNE) have been researched, assuming that they are among the most consulted lists, and

it has been seen that men are seen as superior to women and traditional gender roles are presented (Çetin & Mangır, 2021). In a study examining the visuals in the texts in the eighth grade Turkish textbooks of Koza and MEB publications, it is seen that men are both given more space and presented in a more positive role than women (Çeçen, 2015). The content of the texts containing stereotypes about traditional gender roles in the textbooks offered to students is extremely important. Because students are influenced by the texts they read and the visuals they see in the choices and decisions they make in their individual and social lives. The books that school-age individuals read and the heroes in these books affect their personality development. Turkish textbooks are very important in terms of including texts that will contribute positively to personality development. In the study titled "Gender in Secondary School Turkish Textbooks", it is seen that men are more visible in the visual section and texts of secondary school Turkish textbooks, characters are reflected similar to gender stereotypes, and Turkish textbooks reflect traditional gender roles and reinforce stereotypes (Çınar, 2013).

This study is based on the assumption that pre-service teachers have a special position in terms of being role models for new generations in the change and transformation processes of society in terms of behaviors related to gender roles. It aims to determine the messages they receive from their families, friends and environment regarding gender roles and how they construct their professional stance and perceptions of gender roles with these messages. It is thought that pre-service teachers constitute the group that can undertake a more critical and transformative mission in the encounter with the socio-cultural codes they have received from their environment for the transformation of gender roles. When the literature is reviewed (Çetin & Mangır, 2021; Karabulut, 2021; Kılıç & Eyüp, 2011; Kuluroğlu Sevinç & Kana, 2019; Özbaşı & Kalenderoğlu, 2020; Yaylı & Çınar, 2014) It has been observed that there is no research on the messages that prospective Turkish teachers receive from their environment regarding gender roles. In this study, an answer to the question "What are the messages that prospective Turkish teachers receive from their environment about gender roles?" was sought. Within the framework of this problem statement, the sub-problems of the research were determined as follows.

1. Is there a significant difference between the sub-dimensions of the gender construction scale and the genders of prospective Turkish teachers?

2. Is there a significant difference between the sub-dimensions of the gender construction scale and the ages of prospective Turkish teachers?

3. Is there a significant difference between the sub-dimensions of the gender construction scale and the grade levels of prospective Turkish teachers?

4. Is there a significant difference between the sub-dimensions of the gender formation scale and the mother's education level of prospective Turkish teachers?

5. Is there a significant difference between the sub-dimensions of the gender formation scale and the level of father education of prospective Turkish teachers?

Method

Research Model

Relational survey model, one of the quantitative research models, was used in the study. "The relational survey model is a survey approach that aims to determine the existence of change between two or more variables together. In the relational survey model, it is tried to determine whether the variables change together and if there is a change, how it happens" (Karasar, 2011). In this study, the relational survey model was used to determine the messages that Turkish teacher candidates received from their environment regarding gender roles.

Sample Group

In this research, simple random sampling technique was used in which each of the elements in the population was given an equal chance of being selected (Gürbüz & Şahin, 2018). Information about the sample group in the study is given in Table 1, Table 2 and Table 3.

Table 1. Distribution of participants by gender

Gender	n	%
Women	85	69,7
Men	37	30,3
Total	122	100,0

Table 1 shows that 69.7% of the participants were female and 30.3% were male.

Table 2. Distribution of participants by age

Age	n	%
18	13	10.7
19	23	18,9
20	27	22,1
21	22	18,0
22	19	15,6
23 ve üzeri	18	14,8
Toplam	122	100

When Table 2 is analyzed, it is seen that 10.7%, 18.92%, 22.1%, 22.1%, 21%, 15.6%, 22% and 14.8% of the prospective Turkish teachers participating in the study are 18, 19, 20, 21, 22, 22 and 23 years of age or older, respectively.

Table 3. Distribution of participants according to their class

Class	n	%
1	48	39,3
2	14	11,5
3	43	35,2
4	17	13,9

When Table 3 is examined, it is seen that 39.3% of the Turkish teacher candidates participating in the study are 1st grade, 11.5% are 2nd grade, 35.2% are 3rd grade, and 13.9% are 4th grade.

Data Analysis

The data obtained for the study were made ready for analysis and descriptive statistics, t-test and one-way analysis of variance were used using SPSS 21 program depending on the variables. In this study, skewness and kurtosis values were examined to determine the normality of quantitative data. It was stated that Skewness and Kurtosis values should be in the range of +2 and -2 for the data to show normal distribution (Şencan, 2005). When the findings obtained from this study were examined, it was seen that the Egalitarian gender role sub-dimension of the Gender Formation Scale had skewness (-1.0) and kurtosis (.461) values and the Traditional Gender Role sub-dimension had skewness (.021) and kurtosis (.-641) values and it was observed that the data conformed to normal distribution.

Data Collection Tool

In this study , in order to collect data, a personal information form, which aims to collect sociodemographic information such as gender, age, and grade, and the Gender Construction Scale (GCS) adapted into Turkish by Arıcı (2011) were used. The Gender Construction Scale (GCS) was developed by Epstein (2008) to determine the messages about gender roles that individuals receive from their parents and friends during the socialization process. The 4-point Likert-type scale is scored as "Not at all", "Very little", "A little" and "A lot". The reliability coefficients for the sub-dimensions of the scale, whose original sub-dimensions were traditional gender roles, egalitarian gender roles, being good and nice, being big and strong (resilient), and body awareness, were found to be .83-.85, .64-.78, .62-63, .76-.78, and .51-.63, respectively. As a result of the factor analysis of the scale, a 2-subdimensional scale consisting of a total of 19 items was obtained. There are 14 items covering egalitarian gender roles and 5 items covering traditional gender roles. Cronbach's Alpha internal consistency reliability of the scale was analyzed. The reliability coefficients of the Turkish version of the scale were calculated as .79 for traditional gender roles and .63 for egalitarian gender roles.

Findings

The percentage and frequency distributions of the demographic variables of the participants who participated in this study are presented in the table.

Table 4. Distribution of participants according to mother's education level

Mother's Education Level	n	%
Primary	55	45,1
Middle	23	18,9
High	32	26,2
Associate Degree	2	1,6
Undergraduate	8	6,6
Master's - Doctorate	2	1,6

When Table 4 is examined, it is seen that 45.1% of the mothers of the Turkish teacher candidates participating in the study have primary school education, 18.9% secondary school education, 26.2% high school education, 1.6% associate degree, 6.6% undergraduate degree and 1.1% master's degree-doctorate education.

Table 5. Distribution of participants according to father's education level

Father's Education Level	n	%
Primary	31	25,4
Middle	34	27,9
High	32	26,2
Associate Degree	6	4,9
Undergraduate	16	13,1
Master's - Doctorate	3	2,5

When Table 5 is examined, it is seen that 25.4% of the fathers of the prospective Turkish teachers who participated in the study had primary school education, 27.9% had secondary school education, 26.2% had high school education, 4.9% had associate degree, 13.1% had bachelor's degree and 2.5% had master-doctorate degree.

Table 6. Distribution of participants according to where they spend most of their lives

Places where they spend most of their lives	n	%
Village	14	11,5
District	35	28,7
City	22	18,0
Metropolitan	51	41,8

When Table 6 is analyzed, it is seen that 11.5% of the Turkish teacher candidates who participated in the study spent most of their lives in villages, 28.7% in districts, 18% in cities and 41.8% in metropolitan cities.

Table 7. Descriptive analyses related to the egalitarian gender role sub-dimension

Scale Items	$\tilde{x}$	ss
Women and men should treat each other equally at home, at school and at work.	3,54	,06284
Helping to care for children is important for both women and men.	3,42	,07714
A human being is a human being, gender does not matter.	3,36	,08803
A woman can do anything a man can do.	3,10	,08132
When women and men work together, relationships work better when one does not have more say than the other.	2,90	,10280

When Table 7 is examined, it is seen that the Turkish teacher candidates who participated in the research stated that women and men should treat each other equally at home, school and workplace in their socialization processes ($\tilde{x}$=3.54), helping to care for children is important for both women and men ($\tilde{x}$=3.42), that the gender of a person is not important ($\tilde{x}$=3.36), that a woman can do everything a man can do ($\tilde{x}$=3.10), that when women and men work together, relationships will work better as long as one does not have more say than the other ($\tilde{x}$=2.90).

Table 8. Descriptive analyses related to the traditional gender role sub-dimension

Scale Items	$\tilde{x}$	ss
It is important to keep your emotions in check.	3,49	,06186
It is important to look good, no matter how much time or energy it takes	3,02	,08900
You need to be strong enough to defend yourself in a physical fight.	2,99	,09202
It is important to act as if you are strong, even if you are very afraid inside.	2,97	,09273
Never show your fear.	2,69	,09520
No man wants to take orders from a woman.	2,63	,09244
If you talk about your problems people will think you are weak/soft.	2,50	,10230
If you're overweight, you'll have a hard time finding a boyfriend.	2,36	,10489
Never let others see you cry	2,36	,10026
Even if you are not happy, it is part of being good to look happy.	2,35	,09451
You have to keep up with what others want to do.	2,22	,08924
A real man gets what he wants.	2,19	,09643
Your body is never good enough as it is.	2,03	,09594
Women are happiest when they are in a relationship.	2,00	,09239

When Table 8 is analyzed, it is seen that the pre-service teachers who participated in the study were in favor of keeping their emotions under control, ($\tilde{x}$=3.36) and acting as if you are strong even if you are very scared ($\tilde{x}$=2.97) and that it is important to look good no matter how much time or energy it takes ($\tilde{x}$=3.02); that you should be strong enough to defend yourself in a physical fight ($\tilde{x}$=2.99), that one should never show fear ($\tilde{x}$=2.69), that no man would want to take orders from a woman ($\tilde{x}$=2.63) and that talking about problems will reveal people's weaknesses ($\tilde{x}$=2.50) and that they receive related messages more from their environment. It is difficult to find a girlfriend if you are overweight ($\tilde{x}$=2.36), you should never let others see you cry ($\tilde{x}$=2.36), you should look like you are happy even if you are not ($\tilde{x}$=2.35), you should keep up with what others want to do ($\tilde{x}$=2.22), a real man should get what he wants ($\tilde{x}$=2.19), the body is never good enough as it is ($\tilde{x}$=2.03), women are happiest when they are in a relationship ($\tilde{x}$=2.00) messages less than other messages.

Table 9. t-Test results of the sub-dimension of the gender construction scale according to gender variable

Dimensions	Gender	n	$\bar{x}$	ss	t	df	p
Egalitarian Gender Role	Female	85	3,29	,66587	,557	120	,579
	Male	37	3,22	,57307			
Traditional Gender Role	Female	85	2,43	,63120	-3,601	120	,000
	Male	37	2,85	,50871			

When Table 9 is examined, it is seen that there is no significant difference between the gender of the participants and the egalitarian gender role formation sub-dimension ($t_{(122)}$ =,557. p>0,05), while there is a significant difference in favor of men in the traditional gender role ($t_{(122)}$ = -3,601. p<0,05) sub-dimension.

Table 10. t-Test results of the gender construction scale egalitarian gender role sub-dimension items according to gender variable

Scale Items	Gender	n	$\bar{x}$	ss	t	df	p
A woman can do everything a man can do	Female	85	3.24	,829	2,685	120	,008
	Male	37	2,78	,975			
Helping to care for children is important for both women and men	Female	85	3,35	,882	-1,447	120	,151
	Male	37	3,59	,762			
A human being is a human being, gender does not matter	Female	85	3,35	1,031	-,273	120	,785
	Male	37	3,40	,831			,
Women and men should treat each other equally at home, at school and at work	Female	85	3,56	,644	,571	120	,569
	Male	37	3,48	,803			
When women and men work together, relationships work better when one does not have more say than the other.	Female	85	2,94	1,198	,461	120	,646
	Male	37	2,83	,986			

When Table 10 is examined, it is seen that there are statistically significant differences in favor of women between the participants' responses to the item "A woman can do everything a man can do" ($t_{(122)}$ = 2,685. p<0,05) in the egalitarian gender role sub-dimension of the gender construction scale. It can be said that women have higher motivation for a woman to do everything a man can do. In addition, in the Egalitarian Gender Role sub-dimension, "Helping to take care of children is important for both women and men" ($t_{(122)}$ = -1,447. p>0,05), "People are people, their gender is not important" ($t_{(122)}$ = -,273. p>0,05). "Women and men should treat each other equally at home, at school and at work" ($t_{(122)}$ = ,571. p>0,05) and "When women and men work together, relationships work better as long as one does not have more say than the other" ($t_{(122)}$ = ,461. p>0,05).

Table 11. ANOVA analyses between gender construction scale sub-dimensions and age variable

Sub Dimensions	Source of Variance	Sum of Squares	sd	Mean Squares	F	p
Egalitarian Gender Role	Between groups	4,295	5	,859	2,219	,057
	Within groups	44,899	116	,387		
	Total	49,194	121			
Traditional Gender Role	Between groups	1,711	5	,342	,869	,504
	Within groups	45,697	116	,394		
	Total	47,408	121			

According to Table 11, it is seen that there is no significant difference between the ages of the Turkish teacher candidates participating in the study and the dimensions of Egalitarian Gender Role (F=2.219; p>.05) and Traditional Gender Role (F=.869; p>.05).

Table 12. ANOVA analyses between the items in the gender construction scale and the age variable

Scale Items	Source of Variance	Sum of Squares	sd	Mean Squares	F	p
A real man gets what he wants.	Between groups	3,957	5	,791	,689	,633
	Within groups	133,322	116	1,149		
	Total	137,279	121			
It is important to keep your emotions in check.	Between groups	3,818	5	,764	1,682	,144
	Within groups	52,674	116	,454		
	Total	56,492	121			
Even if you are not happy, it is part of being good to look happy.	Between groups	4,396	5	,879	,800	,552
	Within groups	127,449	116	1,099		
	Total	131,844	121			
Women are happiest when they are in a relationship.	Between groups	5,646	5	1,129	1,088	,371
	Within groups	120,354	116	1,038		
	Total	126,000	121			
Never show your fear.	Between groups	1,755	5	,351	,308	,907
	Within groups	132,023	116	1,138		
	Total	133,779	121			
You have to keep up with what others want to do.	Between groups	1,514	5	,303	,303	,910
	Within groups	116,060	116	1,001		
	Total	117,574	121			
Your body is never good enough as it is.	Between groups	6,746	5	1,349	1,212	,308
	Within groups	129,123	116	1,113		
	Total	135,869	121			
You need to be strong enough to defend yourself in a physical fight.	Between groups	3,861	5	,772	,739	,595
	Within groups	121,131	116	1,044		
	Total	124,992	121			
If you talk about your problems, people will think you are weak/soft.	Between groups	8,719	5	1,744	1,388	,234
	Within groups	145,781	116	1,257		
	Total	154,500	121			
If you're overweight, you'll have a hard time finding a boyfriend.	Between groups	5,170	5	1,034	,763	,578
	Within groups	157,232	116	1,355		
	Total	162,402	121			
No man wants to take orders from a woman.	Between groups	12,179	5	2,436	2,480	,036
	Within groups	113,952	116	,982		
	Total	126,131	121			
Never let others see you cry	Between groups	6,528	5	1,306	1,068	,382
	Within groups	141,874	116	1,223		
	Total	148,402	121			
It is important to look good, no matter how much time or energy it takes	Between groups	4,634	5	,927	,957	,447
	Within groups	112,293	116	,968		
	Total	116,926	121			
It is important to act as if you are strong, even if you are very afraid inside.	Between groups	7,214	5	1,443	1,398	,230
	Within groups	119,712	116	1,032		
	Total	126,926	121			

A=18; B=19; C=20; D=21; E=22; F=23+

When Table 12 is examined, it is seen that there is no significant difference between the ages of the Turkish teacher candidates participating in the study and the items in the traditional gender role sub-dimension.

Tablo 13. ANOVA analyses between the items of the egalitarian gender role sub-dimension of the gender construction scale and the age variable

Scale Items	Source of Variance	Sum of Squares	sd	Mean Squares	F	p	Significant differences
A woman can do anything a man can do.	Between groups	3,624	5	,725	,894	,487	
	Within groups	93,991	116	,810			
	Total	97,615	121				
Helping to care for children is important for both women and men.	Between groups	4,089	5	,818	1,133	,347	
	Within groups	83,747	116	,722			
	Total	87,836	121				
A human being is a human being, gender does not matter.	Between groups	14,451	5	2,890	3,354	,007	B-C D-C
	Within groups	99,951	116	,862			
	Total	114,402	121				
Women and men should treat each other equally at home, at school and at work.	Between groups	1,134	5	,227	,460	,805	
	Within groups	57,161	116	,493			
	Total	58,295	121				
When women and men work together, relationships work better when one does not have more say than the other.	Between groups	13,983	5	2,797	2,284	,051	
	Within groups	142,025	116	1,224			
	Total	156,008	121				

A=18; B=19; C=20; D=21; E=22; F=23+

When Table 13 is examined, it is seen that there is a significant difference between the ages of the prospective Turkish teachers participating in the study and the item "People are people, their gender is not important" (F=3,354; p<.05) in the egalitarian gender role sub-dimension. According to the result of the Tukey multiple comparison test conducted to find the source of the significant difference, 19- and 21-year-old pre-service teachers stated that they value people because they are human beings and that they do not look at gender when valuing people, compared to 20-year-old pre-service teachers.

Table 14. ANOVA analyses between the gender construction scale and the class variable

Sub Dimensions	Source of Variance	Sum of Squares	sd	Mean Squares	F	p
Egalitarian Gender Role	Between groups	.797	3	,266	,648	,586
	Within groups	48,397	118	,410		
	Total	49,194	121			
Traditional Gender Role	Between groups	1,847	3	,616	1,595	,194
	Within groups	45,560	118	,386		
	Total	47,408	121			

A: 1st Class, B: 2nd Class, C: 3rd Class, D: 4th Class

According to Table 14, it is seen from the results of one-way analysis of variance (ANOVA) that there is no significant difference between the grades of the Turkish teacher candidates participating in the study and the dimensions of Egalitarian Gender Role (F=,648; p>,05) and Traditional Gender Role (F=1,595; p>,05).

Table 15. ANOVA analyses between the items of the egalitarian gender role sub-dimension of the gender construction scale and the class variable

Scale Items	Source of Variance	Sum of Squares	sd	Mean Squares	F	p
A woman can do anything a man can do.	Between groups	3,322	3	1,107	1,386	,251
	Within groups	94,293	118	,799		
	Total	97,615	121			
Helping to care for children is important for both women and men.	Between groups	,460	3	,153	,207	,891
	Within groups	87,376	118	,740		
	Total	87,836	121			
A human being is a human being, gender does not matter.	Between groups	,905	3	,302	,314	,815
	Within groups	113,496	118	,962		
	Total	114,402	121			
Women and men should treat each other equally at home, at school and at work.	Between groups	1,280	3	,427	,883	,452
	Within groups	57,015	118	,483		
	Total	58,295	121			
When women and men work together, relationships work better when one does not have more say than the other.	Between groups	2,320	3	,773	,594	,620
	Within groups	153,688	118	1,302		
	Total	156,008	121			

A: 1st Class, B: 2nd Class, C: 3rd Class, D: 4th Class

When Table 15 is examined, it is seen that there is no significant difference between the grades of the Turkish teacher candidates participating in the study and the items in the egalitarian gender role sub-dimension.

Table 16. ANOVA analyses between the items in the gender construction scale and the class variable

Scale Items	Source of Variance	Sum of Squares	sd	Mean Squares	F	p	Significant differences
A real man gets what he wants.	Between groups	12,761	3	4,254	4,031	,009	A-B C-B D-B
	Within groups	124,518	118	1,055			
	Total	137,279	121				
It is important to keep your emotions in check.	Between groups	2,788	3	,929	2,042	,112	
	Within groups	53,703	118	,455			
	Total	56,492	121				
Even if you are not happy, it is part of being good to look happy.	Between groups	5,261	3	1,754	1,635	,185	
	Within groups	126,583	118	1,073			
	Total	131,844	121				
Women are happiest when they are in a relationship.	Between groups	1,159	3	,386	,365	,778	
	Within groups	124,841	118	1,058			
	Total	126,000	121				
Never show your fear.	Between groups	3,303	3	1,101	,996	,397	
	Within groups	130,476	118	1,106			
	Total	133,779	121				
You have to keep up with what others want to do.	Between groups	,647	3	,216	,217	,884	
	Within groups	116,927	118	,991			
	Total	117,574	121				
Your body is never good enough as it is.	Between groups	1,834	3	,611	,538	,657	
	Within groups	134,034	118	1,136			
	Total	135,869	121				
You need to be strong enough to defend yourself in a physical fight.	Between groups	3,359	3	1,120	1,086	,358	
	Within groups	121,633	118	1,031			
	Total	124,992	121				
If you talk about your problems, people will think you are weak/soft.	Between groups	9,074	3	3,025	2,454	,067	
	Within groups	145,426	118	1,232			
	Total	154,500	121				
If you're overweight, you'll have a hard time finding a boyfriend.	Between groups	10,452	3	3,484	2,705	,049	D-B
	Within groups	151,950	118	1,288			
	Total	162,402	121				

No man wants to take orders from a woman.	Between groups	11,391	3	3,797	3,905	,011	C-A D-A
	Within groups	114,740	118	,972			
	Total	126,131	121				
Never let others see you cry	Between groups	3,905	3	1,302	1,063	,368	
	Within groups	144,497	118	1,225			
	Total	148,402	121				
It is important to look good, no matter how much time or energy it takes,	Between groups	1,809	3	,603	,618	,605	
	Within groups	115,117	118	,976			
	Total	116,926	121				
It is important to act as if you are strong, even if you are very afraid inside.	Between groups	2,854	3	,951	,905	,441	
	Within groups	124,072	118	1,051			
	Total	126,926	121				

A: 1st Class, B: 2nd Class, C: 3rd Class, D: 4th Class

When Table 16 is examined, it is seen that there is a significant difference between the grades of the prospective Turkish teachers participating in the study and the items of the traditional gender role sub-dimension "A real man gets what he wants" (F=4,031; p<,05), "If you are overweight, you will have difficulty finding a girlfriend." (F=2,705; p<,05) and "No man wants to take orders from a woman." (F=3,905; p<,05). According to the Tukey multiple comparison test conducted to find the difference of the significant source, 1st, 3rd and 4th grade pre-service teachers stated that a real man will get what he wants compared to 2nd grade pre-service teachers. 4th grade pre-service teachers think that they will have difficulty in finding a boyfriend when they are overweight compared to 2nd grade pre-service teachers. 3rd and 4th grade pre-service teachers did not think that any man would want to take orders from a woman compared to 2nd grade pre-service teachers.

Table 17. ANOVA analyses between the gender construction scale and the variable of mother's education level

Sub Dimensions	Source of Variance	Sum of Squares	sd	Mean Squares	F	p
Egalitarian Gender Role	Between groups	31,832	5	6,366	,862	,509
	Within groups	856,454	116	7,383		
	Total	888,286	121			
Traditional Gender Role	Between groups	41,614	5	8,323	,113	,989
	Within groups	8530,550	116	73,539		
	Total	8572,164	121			

A: Primary School, B: Secondary School, C: High School, D: Associate's Degree, E: Bachelor's Degree, F: Master's and Doctorate

According to Table 17, it is seen that there is no significant difference between the mother's education level and the dimensions of Egalitarian Gender Role (F=.862; p>.05) and Traditional Gender Role (F=.113; p>.05).

Table 18. ANOVA analyses between the gender construction scale and the variable of father's education level

Sub Dimensions	Source of Variance	Sum of Squares	sd	Mean Squares	F	p	Significant differences
Egalitarian Gender Role	Between groups	111,920	5	22,384	3,344	,007	A-C
	Within groups	776,366	116	6,693			
	Total	888,286	121				
Traditional Gender Role	Between groups	380,226	5	76,045	1,077	,377	
	Within groups	8191,938	116	70,620			
	Total	8572,164	121				

A: Primary School, B: Secondary School, C: High School, D: Associate's Degree, E: Bachelor's Degree, F: Master's and Doctorate

According to Table 18, it is seen that there is a significant difference between the father's education level and the Egalitarian Gender Role (F=3.344; p>.05) dimension, while there is no significant difference between the Traditional Gender Role (F=.377; p>.05) dimension. According to the results of the Tukey multiple comparison test conducted to find out the significant difference, it can be said that pre-service teachers whose fathers graduated from primary school have a more egalitarian approach than pre-service teachers whose fathers graduated from high school.

Table 19. ANOVA analyses between the gender construction scale and the variable of where pre-service teachers spend most of their lives

Sub Dimensions	Source of Variance	Sum of Squares	sd	Mean Squares	F	p
Egalitarian Gender Role	Between groups	6,579	3	2,193	,293	,830
	Within groups	881,708	118	7,472		
	Total	888,286	121			
Traditional Gender Role	Between groups	169,329	3	56,443	,793	,500
	Within groups	8402,835	118	71,210		
	Total	8572,164	121			

According to Table 19, it is seen that there is no significant difference between the place where the Turkish language teacher candidates who participated in the study spend most of their lives and the dimensions of Egalitarian Gender Role (F=.293; p>.05) and Traditional Gender Role (F=.793; p>.05).

Discussion and Conclusion

Different results emerged in terms of egalitarian traditional role and traditional gender role of the messages received by prospective Turkish teachers regarding gender roles according to gender. It was observed that there was no significant difference according to gender in terms of egalitarian gender role, while male students had higher scores than female students in traditional gender role. There are similar studies in which male participants had higher scores than female participants in traditional gender roles (Scale, 2020). There are studies with "high" scores for egalitarian gender roles and "low" scores for traditional gender roles (Özaydınlı, 2024). The similarity of the results obtained with other studies shows that men are exposed to the traditional view in expressing emotions. While definitions of masculinity in gender roles generally include characteristics such as being tough, emotion control, and competition, femininity includes characteristics such as taking care of others, being interested in appearance, being emotional, being sensitive and needing protection (Connell, 2005). Women may also be affected as gender pressure directed at men may affect them to exhibit negative behaviors towards women. Defining masculinity through not being a woman can create distance between men and women (Bayar, Avcı, & Koç, 2018). The distance between individuals can have negative consequences. Looking at other studies, it was stated that there was no significant difference between ECR and GCR according to gender (Çiçek & Çopur, 2018). In another study, there is a significant difference in the ECR and GCR sub-dimensions of gender formation according to gender and it is seen that women have a higher egalitarian gender role score than men (Soylu & Esen, 2022). Regardless of gender, it is important for women and men to develop their personal potential without being categorized separately and with a perspective free from gender pressure (Arıcı, 2011). It is possible to say that the male participants in this study heard or received more from their parents and friends about expressing their feelings about the traditional gender role and appearing strong. In addition, it can be said that women have higher motivation to do everything that a woman can do for a man regarding the egalitarian gender role.

There is a relationship between the age of the pre-service teachers participating in the study and the messages they received about gender roles. Pre-service teachers aged 19 and 21 value people with a more egalitarian perspective than pre-service teachers aged 20. They stated that the gender of a person is not effective in their decisions and behaviors. There is a relationship between the grade level of the Turkish language teacher candidates participating in the research and the messages they received about gender roles. In general, it is seen that 2nd grade prospective Turkish teachers approach events from a more egalitarian perspective. Prospective Turkish teachers stated that a real man will get what he wants, that no man would want to take orders from a woman, and that they would have difficulty finding a girlfriend when they are overweight. It was observed that there was no relationship between the mother's education level of the Turkish language teacher candidates participating in the study and the messages they received about gender roles. Regardless of their mothers' education level, prospective Turkish language teachers' perspectives on gender roles are the same. There is a relationship between the father's education level of the prospective Turkish language teachers participating in the study and the messages they

received about gender roles. Pre-service Turkish language teacher candidates whose fathers graduated from primary school stated that a woman can do everything a man can do, that helping to take care of children is important for both women and men, that the gender of a person is not important, that women and men do not treat each other equally at home, at school and at work, and that when women and men work together, relationships will work better as long as one does not have more say than the other.

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