STEREOTYPED GENDER ROLE PERCEPTIONS AND PRESENTATIONS IN ELEMENTARY SCHOOLING: A CASE STUDY IN BURDUR (2001-2002)

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Approval of the Graduate School of Social Sciences

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We certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science in Gender and Women's Studies.

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ABSTRACT

**STEREOTYPED GENDER ROLE PERCEPTIONS AND PRESENTATIONS
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(2001-2002)**

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A schooling system that claims to offer its students the opportunities to develop their talents and help towards self-determination in their adult lives might be expected to have a career structure itself that demonstrated these virtues, one in which there was equality of the genders in positions of influence and leadership, and no gender stereotyping of roles. Apart from the fairness and consistency of that expectation, it is also reasonable to expect the neutral template of teacher employment and textbook selection in schools.

Many children may grow up with few books in their homes but lots of those in their schools. Many of the textbooks used in elementary schools, according to recent studies, contain gender stereotypes. In these, females are rarely found as central characters and when they appear at all, they are often passive figures dependent on male characters. Women are frequently shown in domestic roles; in most textbooks it is assumed that only males 'go out to work' whereas daughters are the best helpers of their mothers whose sons are allowed to do what they wish.

In the light of those allegations, this research is designed as a case study which addresses itself to the aim of looking into stereotyped gender role presentations

existing in elementary school textbooks used by the students studying at 1st-5th grades in 2001/2002 academic year of an elementary school placed in Burdur and to see whether these students are affected by the exposure of those stereotyped gender role presentations. For this purpose, the textbooks being studied are analyzed according to pre-set categories to deduce how they include stereotyped gender role presentations and the evaluation of the effects of that exposure on students are made by asking 1st-3rd grade students to draw and 4th-5th grade students to write compositions on a given topic.

This study also attempts to find out both whether Turkish elementary school teachers teaching at 1st-5th grades are aware of stereotyped gender role presentations in those textbooks that they use and their own points of view about stereotyped gender role presentations via interviews carried out with them. In conclusion, stereotyped gender role presentations are encountered in those analyzed school textbooks studied at 1st-5th grades in 2001/2002 academic year of the elementary school placed in Burdur and the perceptions of those presentations are also obtained in the drawn and written productions of the students studied at the same school. Through the teachers' interviews, various kinds of perceptions towards gender role concept and its stereotyped presentations that take place in those textbooks are observed in their sayings.

Keywords: Role, Gender (Sex)-Role, Gender-Role Stereotype, Gender-Typing, Gender Identity, Femininity, Masculinity, Teacher Attitude, Student Attitude, Stereotype, Discrimination, Gender Role Identity, Androgyny, Gender Schemas, Gender Biases.

ÖZ

İLKÖĞRETİMDE KALIPLAŞMIŞ TOPLUMSAL CİNSİYET ROLÜ ALGILAMA VE SUNUMLARI: BURDUR'DA BİR İLKÖĞRETİM OKULUNDA ALAN ÇALIŞMASI
(2001/2002)

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Öğrencilerine yaşamlarının ileri aşamasında kendi hür iradelerini ve becerilerini geliştirme fırsatları sunduğu iddiasında olan bir eğitim sisteminin içeriğinde, faydalı özelliklere sahip, etkin liderlik konumlarında cinsiyetler arasında eşitliğin bulunduğu ve dahası rollerin cinsiyetlere göre kalıp örnekler olarak belirlenmediği bir kariyer yapısının bulunması beklenmelidir. Bu beklentinin uygunluk ve tutarlılığı bir yana, okullarda öğretmen istihdamı ve ders kitabı seçimi konusunda da tarafsız bir şablona sahip olmalıdır.

Pek çok çocuk evlerinde birkaç kitapla okullarında ise düzinelerce kitapla büyür. Yakın zamanda yapılan araştırmalara göre, ilkokullarda okutulan ders kitaplarının büyük bir kısmı cinsiyetçi kalıplar içermektedir. Bu kitaplarda, kadınlar nadiren ana karakter olarak karşımıza çıkarlar ve ana karakter oldukları durumlarda da genellikle erkek karakterlere bağımlı pasif figürlerdir. Kadınlar çoğu zaman ev hayatı ile ilgili rollerde gösterilir; birçok ders kitabında, sadece erkeklerin işe gittikleri, erkek çocuklarının canları ne isterse yapabilecekleri, kız çocuklarının ise annelerinin en iyi yardımcıları oldukları varsayımından hareket edilir.

Bu iddialar ışığında araştırma, 2001-2002 eğitim-öğretim yılında Burdur'da bir ilköğretim okulunun 1-5'inci sınıflarında öğrenim gören öğrencilerine okutulan ders kitaplarında, toplumsal cinsiyet rolü kalıp sunumlarının varlığının incelenmesini ve öğrencilerin, bu tür cinsiyetçi sunumlardan etkilenip etkilenmediklerinin öğrenilmesini hedefleyen bir vaka çalışması olarak hazırlanmıştır. Bu amaçla, okutulmakta olan ders kitapları, toplumsal cinsiyet rolü kalıp sunumlarını ne şekilde içerdiklerinin anlaşılması için önceden belirlenmiş kategorilere uygun olarak analiz edilmiş, bu sunumların öğrenciler üzerindeki etkilerinin değerlendirmesi ise, 1-3'üncü sınıf öğrencilerinden belirlenen bir konuda resim yapmaları, 4-5'inci sınıf öğrencilerinden ise yine aynı konu üzerine resim çizmeleri ve kompozisyon yazmaları istenerek yapılmıştır.

Bu çalışmanın bir diğer amacı da, Türk ilköğretim okullarının 1-5'inci sınıflarında eğitim veren öğretmenlerin kendileri ile mülakat yapılmak suretiyle, incelenen ders kitaplarındaki toplumsal cinsiyet rolü kalıp sunumlarının farkında olup olmadıkları ve bu rollerin kalıp sunumları konusunda genel görüşleri öğrenilmek istenmiştir. Araştırmanın sonucunda, 2001/2002 eğitim-öğretim yılında, Burdur'da incelenen ilköğretim okulunun 1-5'inci sınıflarında okutulan ders kitaplarında, toplumsal cinsiyet rolü kalıp sunumlarına ve aynı okulda eğitim gören öğrencilerin resim ve kompozisyonlarında da bu tür sunumların yansımalarına rastlanmıştır. Yapılan mülakatlar esnasında ise öğretmenlerin, toplumsal cinsiyet rolü kavramına ve söz konusu ders kitaplarında yer alan bu rollerin kalıp sunumlarına karşı farklı bakış açılarına sahip oldukları gözlenmiştir.

Anahtar Kelimeler: Rol, Toplumsal Cinsiyet Rolü, Toplumsal Cinsiyet Rolü Kalıp Yargıları, Toplumsal Cinsiyet Çeşitlemi, Cinsiyet Kimliği, Kadınlık, Erkeklik, Öğretmen Tutumu, Öğrenci Tutumu, Kalıp Yargı, Ayırımcılık, Toplumsal Cinsiyet Rolü Kimliği, Androjeni, Toplumsal Cinsiyet Şemaları, Toplumsal Cinsiyet Önyargıları.

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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CHAPTER I

INTRODUCTION

"Everybody has the right to education". However; it should be the one, which is specially purified from the components of sexist ideology. At the same time the goal pursued in the theory of education defends a full equality for all in society if it cannot be achieved as required. Otherwise, there is no sense in having that right to education since it creates inequality among individuals in practice.

It is undeniable that gender is relevant to education and sometimes makes all the difference in education. At this point, textbooks mostly prepared to promote the sexist expectations and values of societies are one of the means, which premeditatedly serve to structure that difference among individuals by bringing unequal treatment into education**.**

Unfortunately, to teach children their sex roles in accordance with the defined templates of any society has been accepted as the most important issue of education for ages. At this point, providing the norms to be practiced without changing or harming the kernel of valid hierarchy acquires great importance in that system as well.

When we want to draw the frontier of the term **'gender role',** which acquires great importance during the creation of sexist ideology in formal and informal education of a child, we can have a frame which is comprised of feminine and masculine behaviors which have behavioral components such as values, attitudes, way of talking, thinking, acting, etc.

1.1. Statement of the Problem

Through the socialization process via education both in family and school, children learn how to develop identity and individuality as a girl or a boy. They differentiate the roles of each sex and/or learn the stereotyped ones of the society in which they live. The roles, which were structured by the social authorities before and which have a very significant influence on characteristic sex development of children, are presented systematically in order to make generations live in harmony without interrogating the norms of the society as usual.

It is an undeniable fact that the educational system of a country aims to create a type of education that will meet its needs, suit its custom within patriarchy, and serve for its present regime and so on. Any educational system achieves that aim with the curriculum, and is in the application via teachers, teaching methods and materials. Those will help to create individuals who are just manufactured according to the demand of that mentality. Unfortunately, under these circumstances planned and applied step by step, girl students are the ones who are affected more than boy students since the aim of the educational system especially leads them not to realize their full potential in terms of contributing to society.

More generally, thus, focus on gender raises some fundamental opinions about the links education and social and cultural patterns. While talking about the effects of the gender issue, Burr (1998) says that gender is implicated not only in race relations, in social stratification ,in legal codes and practices, in religion but also in educational systems of societies. Besides, it affects social interaction, social and cognitive development, roles in the family and the workplace, behavioral styles, conceptions of self, the distribution of resources , aesthetic and moral values and much more. In a brief way, it can be clearly seen that the gender issue is in close contact with social conduct.

I will argue that gender discrimination and its stereotyped presentations in education are more crucial and urgent to discuss here than the ones in other fields of life since each kind of discrimination is mainly born in educational process and fed by inequalities and inequities between girls and boys throughout that process.

1.2. Significance and Purpose of the Study

Some researches done on textbooks used in 1st and 2nd grades of elementary schools in Turkey (Helvacıoğlu, 1996; Arslan, 2000) show that there is an increasing ratio of sexist ideology in those books published after 1945. For instance, Helvacıoğlu (1996) states that the tendency of using sexist components in school textbooks has gradually risen since 1945 and the continuity of the same tendency in 2000's can be easily seen when Arslan's (2000) study is examined. In her study, Arslan underlines that there is still a great amount of sexist teaching via its ideological components populated in textbooks analyzed throughout the research.

My purpose here is not to conduct a replicative study but just to combine the former ones with my own in order to see what changed from yesterday to today in the name of stereotyped gender role presentation since those will help me to have a better understanding for the evaluation of today's textbooks by examining the textbooks studied in public elementary schooling (1st-5th grades) in the light of my research questions in terms of whether they contain sexist components or not and if they do so, whether those components influence teachers during their teaching activities and the students' attitudes about gender or perceptions on gender.

Actually, the examples of the presentation style of female characters in textbooks examined through Helvacıoğlu's study (1996) is one indicator of how teaching materials deliberately serve for those aims mentioned above. Home is shown as the best place for a woman and it will probably be the best choice for her daughter, too. Besides that, teachers' different attitudes towards girl and boy students are also significant in terms of affecting their performance for an equal learning and practicing. Some of them always accept girl students as passive, calm, docile, fragile, hardworking but not as intelligent as the boy students although there is no scientific evidence found regarding sex difference in IQ levels (Francis, 2000: 27).

Another purpose is to comprehend the attitudes of public elementary school teachers and students of 1st- 5th grades in Burdur towards the stereotyped gender role presentations in textbooks in which that sexist ideology exists through interviewing teachers and getting students to draw and write on a given topic. At this point, it is

therefore important to know whether the continuity of sexist tendency is existent in today's textbooks of public elementary schooling, how teachers and students may be affected by those kinds of practices in education, any other factors such as, their age, gender are supporting them through this process, if teaching is independent from or dependent on these sexist components in textbooks. Besides, making suggestions for the future to eliminate the components promoting sexist ideology not only in textbooks but also in other practices of elementary schooling process is the other basic purpose of this study.

1.3. Scope and Limitations of the Study

In this study, 30 textbooks of elementary schooling studied at 1st-5th grades are examined in terms of searching for if or not any sexist ideology components are existent by looking through those: e.g. any difference in textbooks of different lessons in terms of having the components of sexist ideology or not, and for changes in presentation of those components in the textbooks of same or different lessons in different grades are dealt by touching upon some basic concepts such as the way of female and male presentation. If any difference exists in those presentations, then, how those are varying across the textbooks of lessons, any stereotyping in female and male presentations and practices of gender role stereotyping in teaching of those textbooks.

Besides, the attitudes of teachers and students in a public elementary school towards the stereotyped gender role presentations in textbooks are also analyzed. This school is chosen among the other 2 MLO (Milli Eğitim Laboratuar Okulları) elementary schools in the city because the rate of schooling of both girl and boy students in the area is higher than the other school districts and the number of female teachers at 1st level are more than the number of female teachers in other schools. However, the teachers and students of the 6th-8th grades of elementary education, and the textbooks of same or different lessons which are being studied in that grade will not take part in this scope since, in general the development of consistent gender role construction and its stereotypes corresponds to first years of elementary schooling and during the last years of the elementary schooling already developed gender stereotypes lose their rigidity (Piaget, 1969).

In this study, the number of textbooks studied is limited. The sample size is also limited to 1st-5th grade students of a public elementary school in Burdur and the teachers who teach in 1st-5th grades as well. The study is also limited by the number of textbooks studied in 2001/2002 academic year of elementary schooling for 1st-5th grades in that school. No other teaching materials are analyzed for this study. The number of teachers interviewed and students participated in drawing and writing practices are also limited since only the ones who are teaching and studying at the 1st level of elementary schooling are present for the timing consistency of the study. Thus, 13 teachers (4 female, 9 male) and 308 students (178 female, 130 male) are the participants for the research section of the study. The interview instrument prepared for this study is limited by the number of questions. Besides, the study is limited to subjects who volunteer to participate in the research.

1.4. Overview of the Study

Chapter 1 provides an overview of the need, rationale, and goals for this study. Chapter 2 is the literature review which provides the context for the study. The concepts of sex, gender, gender role stereotyping, femininity and masculinity which will provide a better understanding to have a better analysis of the Chapters 3 and Chapter 4 are explained. The earlier studies related to the current study are covered in this chapter.

Chapter 3 describes the research model and its application to a school setting. In this chapter, a sample of today's elementary schooling is explained in terms of whether it lodges sexist ideology implications. Basically, by referring to Chapter 3, 2 and 1, Chapter 4 discusses the results of the study which is expected to show how much the applications of teaching in primary education reflect gender sensitivity. Recommendations are made also for future studies related to the study's field.

CHAPTER II

GENDER ROLE DEVELOPMENT

2.1. An Overview of Gender Role

Whether you are born female or male will be of major consequences for all aspects of your life: for the expectations others in the society will form of you, for treatment by other people, and for your own behavior. This is true, no matter which society someone is born into, although the consequences will vary from society to society. Virtually all societies are organized on the basis of gender differences between men and women.

The importance of distinguishing between the terms **sex** and **gender** rests on the importance of distinguishing between biological aspects and social aspects of being either male or female. **'Sex'** and **'gender'** are clearly related, but **'sex differences'** and **'gender differences'** are not like them since the former is inherent whilst the latter is largely learned through socialization process (Garrett, 1987: 28).

Although frequently used interchangeably, the two terms **gender** and **sex** actually differ in important ways. Sociologists make an important distinction between **'sex'** and **'gender'**. The term **'sex'** refers to the biological differences between males and females, while **'gender'** refers to the socially-determined personal, and psychological characteristics associated with being female or male, namely **'femininity '** and **'masculinity'** or in other words, **gender** is a psychological and cultural term, referring to one's subjective feelings of maleness or femaleness (gender identity). Gender may also refer to society's evaluation of behavior as masculine or feminine **(gender role)**. The degree to which a person identifies with societal definitions of masculinities or femininities is referred to as gender role identity (Basow, 1992: 35).

2.1.1. Masculinities and Femininities

Biologically, females and males are often presented as two quite distinct categories. Biological factors have been used to explain the different social roles and behavior of the sexes, and in some instances, as a justification for treating men and women differently. For example, the smaller size of a woman's brain has been said to indicate intellectual inferiority compared to men, and this view has then been used to justify more favorable treatment and better opportunities for men in every field /especially in education.

However, the view that **'feminine'** and **'masculine'** behavior is determined by universal biological factors or instincts is challenged by evidence on gender roles from many different societies showing tremendous variation in these roles. There are rules in every society about which activities are' suitable ' for woman and man, but that these roles vary considerably and do not support any generalizations about the influence of biological factors on behavior.

Many people believe that biological factors are very influential in shaping the gender roles of women and men in society. All too frequently, people assume that apparent behavioral and personality differences between males and females are due to sex differences that the differences are biologically based. It is often argued that men are stronger than women are and therefore better suited to physically exacting work, such as laboring or hunting (Oskamp and Costanzo, 1993: 41).

A person develops gender identity, a term referring to an individual's own feelings and consciousness or whether s/he is a woman or a man, a girl or a boy, and learns a gender role, a set of expectations about the behavior considered appropriate for people of that gender. These expectations vary according to the way in which 'femininities' and 'masculinities' are defined. The basis for gender is completely biological, but here it is necessary to refer to social or environmental factors that interact with biological factors and lead to the development of gender identity and gender role and the stereotypes.

Moreover, some people maintain that biological factors are responsible for personality and temperamental differences between the sexes and thus women are widely considered to be more emotional than men are and to have an innate desire to nurture or care for the others. These qualities suit women to such work as nursing, teaching, and caring for children. The qualities women 'naturally' possess are often thought to be inferior (Oskamp and Costanzo, 1993: 41-42).

A large number of people believe that there are clear cut biological differences between men and women, and that these differences, rather than any cultural values learned during socialization, determine the social roles of men and women. However, most of the behavioral and personality differences that exist between males and females are due to social factors, such as, socialization practice, social rewards, status variables, and observer expectation. Thus, **gender** is not constructed by biology, people construct it and this construction is shaped by historical, cultural and psychological processes as well. In recent years, feminists and others have attacked the notion that biological differences are clear-cut, and also the view that biology, rather than culture, determines the social behavior.

2.2. Gender Role Development Theories

Psychologists have proposed some theories to account for how a child perceives and learns appropriate gender roles. Some of these theories differ critically in the assumptions they make about children and their socializers, i.e., parents and teachers. Four influential models of gender role development are the **'cognitive developmental theory'**, **'social learning theory', and 'psychoanalytic theory' 'gender schema theory' and 'power theory'**. These are all concerned with the notion of 'identification'; the process through which girls come to identify with feminine model and boys with the masculine model.

Cognitive Developmental Theory supports the idea of children's exploring their gender identities through years but for first years of their childhood, they are not aware of their gender images, year by year, they get that physical factors are the indicators of one's gender. Social Learning Theory states the importance of family in children's obtaining gender identities and how a gender identity develops. It stresses

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that children imitate their parents and behave as they approve and reward. Psychoanalytic Theory indicates children's awareness of their genital organs and identification of themselves with the same-sex parent. Gender Schema Theory claims that children learn their own gender roles by observing the cultural definitions of femininity and masculinity roles of the society where they are brought up. Power Theory emphasizes the importance of the family members in terms of their affecting children's acquiring gender roles according to the amount of their power in that family.

However they basically vary in their assumptions about the age at which gender identity develops, whether gender identity leads to the adaptation of a gender role or vice versa, and about the role of parents in the development of both gender identity and gender role.

2.2.1. Cognitive Developmental Theory

The theory is based on Jean Piaget's theory of cognitive development, which proposes that children pass through a fixed series of stages as they mature. The thinking of young children is different and less mature than the thinking of older ones; young children have less sophisticated modes of cognitive organization. Lawrence Kohlberg believes that the acquisition of gender roles can be explained within this theory in contrast to the social learning theory, which argues that sex typing is a result of reinforcement and modeling, Kohlberg's theory sees the child as the only active agent of her own sex role socialization. Regardless of the maturation stage of the child, children actively try to interpret and make sense of the world around them (Piaget, 1969 and Kohlberg, 1969).

The acquisition of gender constancy by the child, which is understanding that gender does not change, occurs in the following stages: Children first acquire gender identity. They understand that some activities and objects are associated with each sex. They recognize themselves as belonging to a gender class, they learn to label themselves and others correctly as males and females sometime between they are 18 months or 3 years of age. Later by age 4, they learn that gender does not change over time. This is the acquisition of gender constancy.

Around age 5-6, they understand that gender remains the same regardless of changes in appearance, clothing, activities (gender constancy) (Mussen et al., 1990). Children with high gender constancy are more attentive to or are influenced by same sex models and this is especially true for boys. The theory assumes that once the children acquire gender identity, they show systematic preferences for gender appropriate behaviours and objects. Children actively try to fit their beliefs, values and behaviours to their sex. They rely on reinforcers as a guide to see how well they are doing. This theory does not deny social learning principles, rather it adds to them, by offering that children willingly socialise themselves as feminine and masculine (Unger and Crawford, 1992).

Kohlberg's research uses results from male participants and make generalizes about female and male development. His theory pays little attention to the diversity of women and the cultural influences on their behaviour. It does not deal, for example, with why there are wide individual differences in gender typing among women (and men) who have equally strong and stable gender identities. Like social learning theory, cognitive developmental theory also has clear concepts that can be empirically tested. Research supports the theory's assumption that children's understanding of gender is related to their cognitive maturity. However, it does not support the idea that children become gender typed only after they acquire an understanding of gender constancy. They show a preference for gender typed objects by the age of three, long before they achieve an understanding of the concept of gender constancy (Matlin, 1987). The theory assumes that sex differences are more salient than other differences in the formation of behavior; all the children have a built in readiness to perceive the social world based on sex. This theory, however, is unable to explain why sex of the child has cognitive primacy over other characteristics (Bern, 1983). Although cognitive factors play a role in the development of sex role typing, they alone are not adequate to explain the development of sex differences in behaviour.

This theory maintains that gender is based on genital sex and is thus a physical property of people that has to be learned in the same way as other unchanging physical properties. It argues that children see the world in a radically different way

from adults, and that their development involves the gradual learning of an adult perspective. Although a child of two or three can be label herself or himself accurately as a girl or a boy, it does not know at this age that a person's gender is based on physical factors, nor that a person's gender cannot change. A child of this age does not understand that physical objects have an unchangeable quality and that, for example, boys cannot become girls at will.

By the age of six, however, a female child not only knows that she is a girl but that she will always be one. When this realization occurs, she begins to demonstrate a definite preference for activities and behavior that are defined as 'feminine'. When she adopts such behavior she is rewarded, for instance, by parental approval. From this point onwards, according to the theory, children develop a conscious wish to be like the same-sex parent and other same sex adults (Heward and Bunwaree, 1999: 23).

2.2.2. Social Learning Theory

This theory argues that learning of gender roles takes place first through observation, then by imitation. Parents play a crucial role in this process, because of the amount of time they spend in close contact with children and because of the emotional relationship they have with them. Parents reward children for behavior they consider to be gender-appropriate; children learn to anticipate what will produce approval and behave accordingly. Parents and other adults distinguish between males and females in terms of their interaction with them. The child learns the label 'girl' or 'boy' appropriate to the behavior that is rewarded, learns to apply that label to him or herself, and to positively value the label. According to this theory, gender identity develops after gender role behavior has been established. It does not occur at a particular age (Heward and Bunwaree, 1999: 26).

Social learning theory states that children acquire sex appropriate behaviour as a result of the rewards and punishments they receive for their behaviour. The theory emphasizes on modeling and reinforcement. Children not only watch and imitate the behaviour of others, but also receive rewards and punishments for their own behaviour. They learn sex typing, just as they learn other behaviour. The extent to

which they imitate an action depends upon the sex of the person doing the action and whether the person is rewarded or punished for that action (Matlin, 1987). They identify themselves with their same sex parents; they see themselves like that parent in personality traits and feelings. Observational learning may not always be reflected in immediate imitation, but may be stored for later use (Unger and Crawford, 1992). The learning of sex typed behaviour is made easier by parents, who make up the environment in such a way that some activities are much more likely to occur than others; that is, certain behaviours are reinforced. When a boy's room is filled with sports equipment and his sister's room is furnished with a dressing table, he is more likely to engage in sports activities than his sister is. Parents may then notice and reinforce the difference that occurs in behaviours and preferences of their children with comments as, "My son is a real boy" or "She is a real lady".

These words convey information about what parents expect from their children and what behaviors they are likely to reward and punish. According to the theory, reinforcement and punishment occur whether or not the parents attempt to influence behavior. Teaching and learning about gender often seems so natural and unremarkable to both parents and children that, parents may sincerely believe that they treat their sons and daughters similarly. Other socialization agents such as teachers, peers, and mass media also have a very strong influence on children's lives. However, among them, while teachers and peers serve as role models, mass media presents role models.

Social learning theory is a general theory on how children learn to behave in different situations. It sees the child as a passive recipient of environmental forces rather than an active agent trying to comprehend and respond to the outside world. Women's experiences are viewed more positively in this theory than the psychoanalytic theory, in that it does not see an inherent inferiority in women. This theory has great potential to encompass the diversity of women. Moreover, it has clear concepts which can be empirically tested.

2.2.3. Psychoanalytic Theory

This theory was originally developed by Sigmund Freud, a Viennese psychiatrist. Based on the work of Freud (1977), it maintains that a child's awareness of the differences in boys' and girls' genitals is of crucial importance in the development of gender identity. At first, the development of boys and girls is similar; both focus their love on the person who spends her or his most time with them, generally the mother. Around the age of five, girls/boys become aware that they do not have a penis/have a penis, and this leads to their developing a fantasy involving genitals and their parents. Therefore, they come to identify themselves with the same-sex parent. Imitation follows identification, and gender role behavior develops (Heward and Bunwaree, 1999: 28-30).

Freud developed a theory of personality development, which focused on the relationship between biological sex and personality development. His theory states that sexuality is very important in explaining human behavior. The maturation of infants is divided into stages and each stage is characterized by a concentration of libidinal (sexual) energy in a specific area of the body. The development of males and females are similar during the first two stages. In the first, oral, stage, babies focus on the mouth region and achieve primitive sexual gratification through sucking. In the second, anal, stage, they focus on the anal region and obtain pleasure from defecating. Female and male babies are strongly attached to their mothers during these stages (Freud, 1977).

About the age 4, children reach the third, phallic, stage, and begin to differ from the other sex. They focus on the differences between the genitals. Boys discover that they have penis, one thing that the girls lack, and fear that they will be mutilated (this is called castration anxiety). Their love for their mothers intensifies the effect of the Oedipal complex. They desire their mother sexually and see their father as a rival. Boys cope with their castration anxiety by repressing both their sexual desires for the mother and their hostile rivalry with the father. They identify themselves with the father, try to be like him and accept his values. After this identification, the Oedipal complex in boys is resolved. Girls, on the other hand, find out the lack as the boys have and develop penis envy.

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They wish that they also had it and consider the lack as an inferiority. Girls blame their mothers for this inferiority and turn to their fathers, hoping that their fathers will give them a penis as a gift. The feeling of inferiority in a woman's life continues till she gives birth to a male baby, thus producing the longed for penis at last. Freud states that girls fail to completely resolve the Oedipal complex; because they see themselves as already castrated, rather than having a castration anxiety. This leads to the typical feminine personality characterized by passivity and intense desire to be a mother. The desire to be impregnated and the enjoyment of pain in intercourse and childbirth indicate masochism. Freud believes that the lifelong feeling of inferiority and a tendency to be jealous emerge as a consequence of penis envy. Thus, women have lesser-developed senses of morality. The fourth stage is the latency stage and lasts from age 6 until puberty. Psychosexual development does not move forward during this stage. At puberty, the genital stage begins and the sexes are primarily concerned with intercourse.

There are several weaknesses in Freud's theory. He sees women through stereotypes. His concepts are not testable. Empirical operations necessary for scientific evaluations are absent from his theory. For example, it is difficult to verify empirically, whether infants suffer from penis envy or castration anxiety (Unger and Crawford, 1992). Moreover, his statement that anatomy is destiny and male anatomy is superior to female is not true and cannot be binding for women. He does not consider any outside influences such as parents, peers and the media, in children's development (Matlin, 1987). Later theorists have found that children show clearly sex typed behaviour long before they are 4-5 years old, when Freud thought identification with the same sex parent occurred (Matlin, 1987).

Lastly, an extension of Psychoanalytic and Social Learning theories is the Power Theory (Parsons and Bales, 1955). It claims that children identify themselves with powerful parents -that is parents who can be both effective rewarders and effective punishers. In this sense, fathers are the models for a child since they are just powerful.

2.2.4. Gender Schema Theory

Gender Schema Theory is the combination of Social Learning Theory and Cognitive Developmental Theory in terms of explaining how children acquire gender typed knowledge and behavior. Bem (1983) has proposed that sex typing is mediated by the child's own cognitive processing and gender schematic processing is derived from the sex differentiated practices of the social environment. A gender schema is a cognitive network of gender-related associations that allows the child to give meaning and structure on any new information encountered, organizing it according to the culture's definition of femaleness and maleness.

Parents, friends, teachers, and the media lead the child to realize the importance of gender by labeling the world in gender-related terms. Children internalize this labeling system and eventually begin to evaluate new information from this system point of view. They develop a male gender schema and a female gender schema and, as they pattern their own self-concept in terms of making out appropriate schema, they develop a gender-role.

This theory is very important in that, it explains why gender stereotypes and gender role preferences are self-perpetuating and how they restrict children's alternatives; because children attend to schema consistent information and ignore, misinterpret or reject schema inconsistent information. When events violate sex stereotypes, children may fail to notice or remember (Mussen et al., 1990).

For instance, it has been observed that many children simply remember a man cooking at a stove as a woman and a male nurse as a doctor, some time after the scene (Martin and Halverson, 1983, cited in Berk, 1994). The theory suggests that children become gender typed since adults teach them to differentiate the world in terms of gender. However, it also suggests that children can be brought up in ways that minimize the development of the gender schema. If children are taught to use the concept of sex only concerning with physical differences, they will not assimilate irrelevant dimensions to the schema (Bem (1985), cited in Unger and Crawford, 1992).

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2.3. Criticisms of the Traditional Gender Role Development Theories

Feminists have criticized all five theories for their concentration on male development, and have pointed out that many of those are responsible for the theories of male. This concentration has resulted, in a relative inability to understand how girls develop. It is true that parents differentiate between boys and girls in their behaviour towards them even when they are newborn babies. Also, they are pre-occupied with girls' appearance than with boys' appearance. This led girls being dressed in' feminine' clothes and to frequent references to their appearance. Clothes emphasize the gender of a child and the gender-typed clothing tendency of parents begins in hospital by dressing their babies in certain colors right after their birth: typically blue for boys and pink for girls (Basow, 1992: 41).

While they are playing, girls' work is washing up, bed making, and laying the table, taking care of dolls, boys' work is driving truck, taking garbage out, breadwinning etc. However, parents are largely unconscious of the fact that this might produce gender-typed behavior in the children. The different behaviour of male and female children is seen as 'natural' rather than as the product of learning. We use gender to classify everything about our worldview.

The distinction between what is 'natural' and what is 'cultural' is equally hard to draw. It is especially hard to disentangle the 'natural',' biological' aspects of male and female behaviour (sex) from the 'cultural', 'adaptive' ones (gender). However, it is obvious that 'gender' is socially created, because every culture discovered across the world has different norms for 'masculinity' and 'femininity'.

The behaviours that can be defined as **feminine** or **masculine** are basically in **'gender role'** concept, e.g. attitudes and values of a person approved by the society lived in. A person learns how to understand her/his gender individuation as female or male and more, s/he gets the conception of difference in the roles of each sex, as harmonized according to her/his society norms. Then, s/he starts categorizing the behaviour accepted by the society, as what is and what is not good for her/him and what is not and applies what is desired during the socialization process.

2.4. Gender Role Identification

Although this study focuses on education because it is one of the most substantial factors affecting the identification of gender roles, the burden of responsibility for the existence of gender stereotypes should not weigh uniquely upon the institution of education. Neglecting the context from which a fact or notion takes its meaning may lead to inaccurate abstractions. Society, at all levels, with all of its existing institutions and interactions, contributes to what the individual learns and internalizes.

Children are taught gender appropriate labels for objects in their environment by such agents as family, school and the media They are accustomed to learn different play objects by the help of toys they are given. They are directed to get different social roles on their own. So, they develop a preference for certain kinds of activities and an avoidance of other activities by the age of 4. These preferences form the traits that we call belonging to feminine or masculine personalities and thus shape the life of the child in traditional ways (Unger and Crawford, 1992).

One determinant of children's sex typed role adoption is the degree to which their parents enact traditionally prescribed sex roles in the areas of earning family living, performing household and domestic tasks and taking care of children. Married women with children are entering the labor force at an increasing rate even when their children are still young (preschool). These women are less home oriented and have more control over their and their children's lives than unemployed women.

They have interests and activities outside their families. Children of these mothers have been observed to have less stereotyped sex typing concepts in terms of personal, social attributes and parental task divisions than children of unemployed mothers. Like working mothers, middle class fathers also spend more time with their children and participate more actively in the tasks of routine child and household care and family recreational activities (Huston, 1983).

The effect of the various gendered expectations/ treatments of socialization agents, such as families, education media, peers on different aspects in children's lives will be investigated in the following section of the study.

2.4.1. The Role of Stereotypes in the Development of Gender Role Identity

Most people believe that women and men differ in many important ways. To know that what these differences are between females and males is easy in respect to methodology. In practice, a researcher may measure or ask a group of women and a group of men about their own ability, behavior or whatever s/he wants to know, and then compute the mean scores for each group and finally compare these means. In this kind of research, sex is used as a subject variable and results of these studies show whether there are "sex differences" or not Such main effect differences of subjects' sex were found to be small in most cases. Literature shows that there is more similarity than difference between women and men in respect to measured abilities or traits (Deaux, 1984; 1985)

Therefore rather than focusing further effort for documenting differences, researchers have proposed alternative approaches such as exploring differences created "in mind" and the social causes of differences. When the social issues are considered in this context, the explanation of tow important concepts is necessary, "stereotype" and "gender".

Stereotypes are strongly held overgeneralizations about people in some designated social category. Such beliefs tend to be universally shared within a given society and are learned as a part of the process of growing up in that society. Then when we speak of gender role stereotypes, we are speaking of those structured sets of beliefs about the personal attributes of women and men. These beliefs are normative in the sense that they imply that gender-linked characteristics not only exist but are also desirable. Gender stereotypes exist both on the cultural level (e.g. as reflected in the media) and on personal level (our implicit personality theory regarding the attributes linked with being female or male) (Heward and Bunwaree, 1999).

Stereotyping can also be accepted as the one way of organizing the vast array of information that must be processed in daily social interaction. As such, stereotyping provides a relatively simple and possibly efficient way of dealing with a complex environmental context. Despite the utility of stereotyping, generally, however, it is clear that such simplification may result in a bias toward an individual member of a

social category. In particular, stereotypes based on gender may explain some types of discrimination experienced by the sexes in any kind of strata of the society (e.g. education, work, politics, etc.) (Heward and Bunwaree, 1999).

How do children learn that they are girls or boys? How does gender role behaviour develop, as they become adults? What is the influence of specific factors such as parental behavior and mass media in the process of gender socialization? At birth, a baby is assigned to the female or male gender on inspection of its genitals, and this profoundly influences its subsequent experiences.

How do **gender role identities** develop? All of us may learn very early what it means to be male or female. Actually, "we are taught", because of the actions of our parents in the first years of our lives. Chodorow (1978) states that child's differentiating her/his gender and behaving as appropriate to her/his own gender roles are related with identifying her/himself with the same sex parent. Fathers play more roughly and vigorously with their sons and also seem to spend more time interacting with them, their problems than mothers do with daughters. Both parents tend to touch male infants more at first, later they keep male toddlers at a greater distance than females. Both parents are more likely to react positively to assertive behavior on the part of their sons and emotional sensitivity in their daughters.

Through their interactions with family, peers, teachers, and the environment in general, children begin to form **gender schemas,** or organized networks of knowledge about what means to be male or female. These schemas help the children make sense of the world and guide their behavior according to the things directed by the subjects above intentionally or not in them. So a young girl whose schema for "girls" includes "girls play with dolls and not trucks" or "girls cannot be scientist" will pay attention to, remember, and interact more with dolls than trucks, and she may avoid science activities (Martin and Little, 1990: 23).

Different treatment of the sexes and **gender role stereotyping** start in early childhood and continue in **elementary school years.** In early childhood, also called as preschool years, boys are encouraged to be more physically active, girls are encouraged to be affectionate and tender. Researchers have found that boys are given

more freedom to roam the neighborhood, and they are not protected for as long a time as girls from potentially dangerous activities like playing with sharp scissors or crossing the street alone. Parents quickly come to the aid of their daughters, but are more likely to insist that their sons handle problems themselves. Thus, independence and initiative seem to be encouraged more in boys than in girls (Block, 1983: 44).

Many feminists argue that culture and socialization shape sexuality and they have drawn attention some of most important aspects of this in western societies. Parents play a crucial part in the process of socialization. For instance, in Western cultures, parent's expectations of appropriate behavior in teenage girls often exclude overt sexual activity, whereas for boys it is permitted or overlooked (Garrett, 1987: 35).

It can be extracted that we acquire gender stereotypes as we acquire information about the world and our roles in it. For example; children in every culture need to learn their roles and the behaviors that go with them. They need to learn what a child, a student, a brother, a sister, son or daughter, woman or man should do: With gender roles, as with other roles, the expectations are not always clear nor does everyone adopt them to the same degree (Ruble, 1984: 62).

 Throughout the history, women and men have been viewed as possessing different personal characteristics by defining each one's roles, which are stereotyped in positive or negative way via social norms of that community. In general, males are viewed as possessing characteristics, such as independence, self-confidence, and aggressiveness that suggest accomplishment and achievement. In contrast, females are viewed as possessing characteristics such as; gentleness understanding, and warmth that suggest an orientation toward others. As we see the roles for men are stereotyped positively or negatively whilst at the same time, the ones for women are not. So, it can be said that stereotyped roles are same to define the way that how this tuning of stereotyping should go on in that society (Block, 1983).

Actually, there is no single definition for stereotyped role(s), because this issue changes with contexts, which are dealt with. However, we can start from the basic characteristics of stereotyping process in terms of how stereotyped role is realized and practiced within the gendered context. First, stereotyping involves the

classification or categorization of individuals or groups (e.g. female or male). Second, stereotyping involves the assignment of a dispositional quality (e.g., trait, attitude, intention) to an individual or group based on their membership in various categories or subcategories. Thus, stereotypes may be viewed as judgments that a given individual is likely to possess a certain characteristic based on their placement in a particular social category (Ruble, 1984).

The stereotypes connected with gender roles shape the societies' wishes from the woman and the man. The roles of woman and man are defined according to these wishes. Definition of 'appropriate' sexual behavior is communicated to boys and girls through education system as well as the family, via both the' official' and the 'hidden' curriculum. However, it is generally described under the traditional concept. Female sexuality is usually presented as reproductive (about having babies rather than pleasure) and submissive. Thus, while little children carry on learning these stereotyped roles from their families, during their formal education (e.g. from their teachers, from the materials used in education, and also from their peers), it is really difficult to change the stereotypes since in time they will be reinforced by the society and so the chance of being changed will not be obtained easily (Delamont, 1990: 18).

2.4.2. The Role of Parents in Gender-Role Identification

The family, as a component of society, is the first medium where internalization of social norms and values takes place as a result of interaction with family members as well as the influence of TV and radio programs, and books addressed to pre -school children.

In a family, parents and parental attitudes towards gender-role have great effect on the early learning of sex roles. Starting from the moment of birth, parents tend to treat boys and girls differently. Although there are a few behavioral differences between male and female babies, most parents will describe their daughters as cuter, softer, or more delicate than their sons. Fathers tend to emphasize the beauty and delicacy of their newborn daughters, the strength and coordination of their newborn sons (Krieger (1976) cited in Dworetzky, 1981). Mothers have been reported to be

more verbal and use more supportive speech with their infant daughters than sons (Leaper, Anderson and Sanders, 1998).

Child development researchers, workers in the field of personality theory and clinical psychology all consent that identification is a fundamental process in which familial influences play an important role. Although there are some differences on how the terms is used, it generally implies that a child develops an emotional bond with one of his parents and tries to imitate the attitudes, behaviours and ideals of the parent with whom she is identifying (Hill and Shelton, 1971).

Fagot (1977) found that mothers discouraged their toddler sons from following them around the house. Their daughters, on the other hand, were encouraged to stay near them, while boys are allowed to explore wider areas of the environment without parental permission and that they are encouraged to become independent at an earlier age. Boys are generally given more freedom in all areas of life, whereas girls are kept under control and protection so that they are sheltered from any hazardous situation. This difference in treating children, which is meant to protect daughters as an apparent reason is proposed to lead girls toward a greater conformity to adult standards and social norms of gender-roles.

In a comparative study of North European and American countries, where researchers asked parents to describe the way they rear children or asked young adults to recall the way their parents treated them, reports from both groups were found to be similar.(Block, (1978), cited in Hall, Lamp and Perlmutter, 1986). Girls were taught to hide their feelings, encouraged to compete, and pushed toward social conformity. Boys were more likely to be trusted, to get warmth, and affection from their parents, and to be closely supervised. Block (1983) claimed that although cultural expectations might have effected adults' recollections and the parents' reports, the research findings were consistent with that of the independent aggressive male and the dependent, helpful female that is found in studies of young children.

According to some theorists, children of both sexes initially identify with their mothers since they spend most of their time largely with her and are most likely to develop emotional attachment to her especially in preschool years and imitate

behaviours that receive rewards (Mowrer, 1950; Sears, Rau and Alpert, 1965). However, Smith and Cowie (1991) criticise the view that if observation in itself were important, most children would be expected to acquire female sex-role identity. In addition, being female of the great majority of caregivers of young children and the child's own gender awareness, which is her knowledge of herself as being female or male, are also influential in the social learning of gender -roles.

On the other hand, a different pattern of identification developed in which both parents are salient and provide for their children models of competence, tolerance, consideration of others and a sharing of familial responsibilities can be applied. This pattern is called androgynous to describe a parental pair which neither mother not father exemplifies the typical cultural sex - role stereotypes.

The quality of the relationship between the parents is also a contributional factor in gender-role identity development of children. (Block and Morrison, 1981). For instance, direct rewards for imitating of the father's behavior would play an important role in the adaptation of masculine behavior patterns. If the child is rewarded frequently in a consistent way for imitating her father's behaviors, the child develops a generalized tendency to imitate her father. As it is pointed out by Mowrer (1950), the extent to which the child is rewarded for the desired gender-role depends not only on the actions of the parents but also on generally harmonious interparental relationships.

One part of the gender-role identification process involves identifying with and imitating the persons of one's own gender which are primarily the parents, and then peers and female teachers by girls (and parallel male figures for boys). A second part of this process involves being told how to behave and what not to do because one is a girl or a boy. This requires learning about the gender-role of the other gender, so that one knows what behavior should be avoided and how one's behavior should complement the behavior of the other gender. A third part involves the child's attempts for learning, internalizing, and making sense of this information. Thus, the child's cognition has an important role in this process of learning gender roles.

Traditionally, work in this area has emphasized the determining role of parental socialization practices in the development of gender-role identity. According to the psychoanalytic tradition, researchers have considered the identification process with the same-sex parent (Arditti, Godwin and Scanzoni, 1991). Other researchers (Grusec and Brinker, 1972; Perry and Bussey, 1979) with a social learning point of view, have investigated the ways in which parents shape children's sex-role development through reinforcement and modeling.

Researchers having a cognitive- development approach (Emmerich, Goldman, Kirsh and Sharabany, 1977; Marcus and Overtone, 1978) examined the influence of the parents as models in sex-role development, but basically emphasized the importance of taking the individual's cognitive- developmental stage into consideration. When the psychoanalytic, social learning, and cognitive- developmental positions are taken together, they suggest that sex-role identity is to be considered as a product of parental identification and modeling, together with the cognitive development of the individual taken into account, as well.

Behaviorists and social learning theorists claim that gender differences are the result of a lifelong process of sex-role socialization. Children and adults acquire and maintain sex-appropriate behaviors largely through operant conditioning and observational learning. The effects of operant conditioning learning can be seen whenever young children act in sex-appropriate ways; girls win approval for showing an interest in dolls and for acting sweet and lovely, and boys are rewarded with parental appreciation for playing football and standing up to those who try to push them around. Moreover, children also realize through observational learning that if they behave in sex-inappropriate way, then their parents by whom they are also rewarded will punish them. This pattern of parental rewards and punishments soon shapes children's orientations towards traditionally feminine and masculine gender-roles (Burger, 1989).

Social learning, cognitive, and psychoanalytic theories agree that the behaviors and attitudes of both parents have a striking effect on the child's developing sexual identity even though each theory views the development of gender-identity and appropriate sex-role behavior differently. In the psychoanalytic theory, identification

with the father results from a drive to avoid punishment for initially desiring the mother. The boys adapt the fathers' behaviors, and this results in identification with the father. According to social learning theory, a boy first becomes attached to his father, because his father is the major rewarder and controller in his life, and then he soon begins to imitate his father, who provides a model of behavior for him.

Still another approach, according to the cognitive-development view is that, children form a conception of femaleness and maleness which is a very simple, exaggerated stereotyped image. They use this image in their lives to select and act out the behaviors that are consistent with their gender concepts. As it is the case, each theory argues that a parent's attitudes, behaviors and sexual orientations should paralelly affect the child's gender- role orientation (Dworetzky, 1981).

The style of parenting is also found to be an influencing factor on the personality development and consequently on the gender-role orientations of individuals. Both authoritarian and permissive parents are likely to produce dependent children. Authoritarian parents are highly demanding, stressing obedience and respect for authority, work and the preservation of order are important. The child must accept without question the parent's word on matters of right and wrong. Children of such parents tend to be overprotected and dependent. Nonconformist parents are somewhat permissive, but exert more control than the permissive parents. Daughters of nonconformist parents are dependent children who cope with frustration by withdrawing; and the sons are independent, high achieving boys. Authoritative parents, who are firm but not repressive, tend to produce independent, socially responsible girls and socially responsible boys with average levels of independence (Hall et al., 1986).

2.4.3. The Role of Peers in Gender-Role Identification

Maccoby (1990) sees the participation of the child in peer group, in which each sex discovers its gender's place and limits in the society, as an important point in children's developmental cycle. She thinks that, this may be the point where interests of the two sexes begin to diverge.

The typical female/ male child behavior observed in peer groups shows some similar characteristics. Boys in all types of groups (mixed sex and all boy groups) are more likely to interrupt one another than girls in all girl groups; boys use commands, threats and boasts of authority, refuse to comply with one another's suggestions, give information, tell jokes, tap someone else's story. Girls in all groups, on the other hand , are more likely than boys to come to agreements , give other girls the chance to speak. These findings show that speech serves egoistic functions for boys, where as speech as a social conversation is more important for girls (Maltz and Barker, 1983).

Boys' speeches aim to be controlling and include negative reciprocity, whereas girls' speeches are collaborative. During conflict in groups, boys are found to use threats and physical force, whereas girls use conflict-mitigating strategies. Girls aim to be nice and protect their social relationships, while at the same time, trying to achieve their own individual ends. They are not unassertive, however. They usually restore agreement and maintain group functioning. Boys, on the other hand, try to prove self-assertion. In spite of the confrontational style, boys' groups succeed in, they also succeed in maintaining group functioning (Maccoby, 1990).

A study by Alexander and Hines (1994) investigated whether play styles and gender labels are more important in children's playmate choices. Children come together with peers for play activities. It is found that, young girls show preference for girl playmates with masculine play styles. These girls' playmate choices seem to be derived from group processes underlying gender identification. These results are supportive of cognitive theory predictions. The same study found that play styles of playmates may be more critical than gender labels of playmates for boys; that is, boys feel a greater social pressure for sex appropriate play.

Boys' play styles include rough and tumble play characteristics and they are oriented toward competition and dominance whereas girls' play styles comprise self-possessed and cooperative play characteristics and they are stimulated toward sharing and helping. Moreover, it is difficult for girls to influence boys. Girls and boys begin attempts to influence their peers between three and a half and five and a half years. Girls' influence attempts are observed as making polite suggestions and

boys' attempts are observed as the use of direct demands. This leads to girls' influence being effective with each other, with teachers and with some other adults. Girls are also influenced by their male peers. However, boys are unresponsive to girls' influence attempts. The formation of and preference for same sex groups begins at this point; children avoid forming groups in which there are members they cannot influence (Maccoby, 1998).

Peers encourage sex typing in several ways. Firstly, they encourage segregation of the sexes. Other peers will interpret any interaction among same sex peers as an attraction among them. Secondly, they are prejudiced against members of the other sex. They favor the activities of their own sex, rather than the activities of the other sex. They also avoid playing with sex inappropriate plays and toys. This avoidance is especially prevalent in boys, because they receive less positive response and more criticism when they play with girls' toys. Girls usually rate negative characteristics as masculine. As the result of these negative reactions shown by parents, boys' choices of plays and toys are more extremely sex typed than girls', whether observed in forced choice tasks or in tasks where neutral toys or activities are available. Thirdly, parents have different achievement expectations for boys and girls (Matlin, 1987).

2.4.4. The Role of Media in Gender-Role Identification

Children are surrounded by media images, both inside and outside school, from a variety of sources, verbal and visual, that carry more or less consistent messages about females and males and their respective attributes and activities and that rely on certain cultural assumptions for their interpretation.

The early formation of strong gender stereotypes in young children are also conveyed and facilitated by advertising. Both television advertising and catalogue and package advertising directly aim at children and show children playing with gender appropriate toys. The clothing, colors, roles of children included in these advertisements all reveal gender appropriateness. Boys' tricycles, for instance, are in dark colors and have heavy-duty tires, whereas girls' tricycles are pastel colored and have floral designs. These advertisements form a model for children's real lives and shape their preferences (Hughes, 1995).

Television programs, other than advertising are some other extrafamilial influences on gender role typing. Children under 5 years of age, watch an average of more than 25 hours of television each week (Matlin, 1987). The average child spends more time watching television than in any other activity except sleep. Gender stereotyping is promoted in several ways in television programs. Firstly, males are presented more than females, especially in cartoons. Males are usually shown when working. Male and female roles are shown in gender stereotyped patterns. Males are depicted as aggressive, professionally competent, powerful, rational and tolerant. Females are in need of help, unemployed, and passive and do childcare. They are less likely to be leading characters or professionals and experts. " Masculine" attributes of dominance, aggression, autonomy and activity are communicated as sex typed (Sternglanz and Serbin, 1974).

The impact of such stereotypical presentations of male and female roles is found to be greater in children that are heavy television viewers; they have more culturally appropriate gender role preferences. Television can also be used to help change gender role stereotypes. The impact, however, is far from being long lasting (Hetherington and Parke, 1993).

2.4.5. The Role of Education in the Formation of Gender Roles

The importance of education as one of the major factors is stressed throughout literature dealing with socialization. When the child first begins to go to school, it is a first contact with an environment where there is a continuos interaction with people who do not belong to the family. The interaction with teachers, classmates as well as the material environment have an unquestionable effect on the development of a child. As the process of teaching skills such as reading and writing, and subjects such as mathematics and science goes on, the child is plunged into a situation in which values and norms related to behavior and thinking are learned and internalized. Evaluations of his achievements in skill, subject matters, and social performances thus gradually accrue to his emerging self. The Classroom is one of the places where the child competes and is prepared for his adult statuses and roles (Elkin and Handel, 1972: 118-121).

Davidson and Gordon (1979) undertake a sociological study of gender, stating that it is most importantly through socialization that gender roles are shaped and the psychological differences that exist between members of the two genders have been created by social factors. The authors define a gender role as: The set of behaviors, attitudes, and motivations culturally associated with each sex but not seriously expected to occur in a pure form socially developed or encouraged differences between the two sexes (Davidson and Gordon , 1979: 2).

Davidson and Gordon (1979) point out that the imbalance in available adult gender role models in the family is also found in education. Instructional materials, guidance counselor-student interaction, and the hierarchy of employed educators are mentioned as influential factors in the process of socialization. However, the teacher-student relationship, in terms of messages conveyed, related to behavioral expectations, is stated as one of the most effective aspects of education in gender role identification.

 Muchielli (1968) describes the first years of elementary education as the key phase of a slow socialization process which determines the integration of the child into adult society. Reymond-Rivier (1965) defines socialization as a basically active learning process which involves participation. Education, as the principal agent of this process, introduces the child to complex and numerous exchanges with the environment. As the result of a give-and -take relationship, the child is introduced and integrated to social life.

Although he does not agree with the approaches mentioned above on the role of education in the process of socialization, Althusser (1972) introduces a different perspective related to the function of educational institutions: Education is an ideological apparatus of the state and it is the most influential institution of the established order. The main function of education is to reflect and to perpetuate governing ideologies.

Based on an awareness of the social function of education, Edgar (1983) questions whether a distinction should be made between educating and socializing. The approaches of Emile Durkheim and John Dewey are compared and contrasted and it

is concluded that the basis upon which distinction is made may vary; depending on the basis, making a distinction between socializing and educating may serve as a political tool to preserve the status quo. However, according to Edgar (1965), a distinction is necessary in order not to miss the social function of education.

There is an on-going argument on the functions and purposes of education. Taba's (1962) claim is that schools function on behalf of the culture in which they exist. The function of schools is not limited to teaching subject-matter: The school must not only introduce students to the skills and powers necessary for survival or for self-realization in our culture; it must also as a s an integrating force shaping beliefs and attitudes to make them coherent with the requirements of the democratic way of life (Taba, 1962: 29).

The most effective factor in fulfilling this function of school is the 'curriculum' and the next ones are 'teachers' and 'instructional materials' since both of two are charged in order to serve for the doctrines of the curriculum.

2.4.5.1. Curriculum Influence on the Formation of Gender Roles
Serbin (1983) states that **curriculum** refers to the totality of content to be taught and aims to be realized within one school or educational system. However, in discussions related to curriculum design, Taba (1962), Saylor, Alexander and Lewis (1981), and Beauchamp (1968), all basically agree that curriculum design is based on assumptions of the planners, on the purposes of education as well as on the type of society to be served. It is taken for granted that depending on social needs, curriculum can be planned for socialization purposes.

Beauchamp (1968) exposes the historical trends, related to curriculum development between years 1960 and 1965: the early curriculum specialists assumed that the function of education was to prepare the young for adult life. The way to find out about adult life was to analyze it, and the way to make a curriculum was to decide what skills, knowledge, values, and attitudes would prepare the school leavers to participate in that life. He observes that with the progressive movement in education: The important criteria for curriculum content became the interests and needs of children in school (Beauchamp, 1968: 68).

Tanner and Tanner (1980) give a list of conflicting educational philosophies. It seems that the educational philosophies affecting curriculum planning change according to needs determined by governing values and attitudes of a given time and place. This is why: " The quest for a universally agreed upon definition of curriculum would appear to be unfruitful" (Tanner and Tanner, 1980: 41).

Perennialism, essentialism, experimentalism, reconstructionism, romantic naturalism and existentialism are the conflicting philosophies of education described by Tanner and Tanner. A set of controlling aims, curricula, teachers, materials, methods and ideals of learners correspond to each one of these philosophies. This lay out of aims, corresponding methods and outcomes support, once again, the unquestionable role of education in the process of socialization (Tanner and Tanner, 1980:104-105).

2.4.5.2. Teacher Influence on the Formation of Gender Roles

Boys and girls are responded too differently by teachers. Like girls, boys are also encouraged to engage in quiet activities rather than aggression; however; they receive more criticism from teachers and peers for cross gender behavior, such as doll play. Girls are less likely to receive criticism for engaging in cross sex play (Fagot, 1977).

Observed teacher behaviour in elementary schooling period indicates that boys receive more disapproval and the forms of negative attention from teachers than do girls. For this reason, boys not only view themselves as being less liked than girls by teachers, but also they have more difficulties in adjusting to school routines, create more problems for teachers and are criticized more. Boys receive more criticism, even from male teachers. However, male teachers are usually more approving of boys than female teachers are. They are more likely to get the children involved in male types of activities and to assign leadership roles to boys (Meyer and Thompson, 1966).

Hetherington and Parke (1993) allege that teachers usually respond to children in gender stereotypic ways. They respond to girls' social initiatives, such as talking, more than boys'. In contrast, they respond to boys' assertive behavior more than they

do to girls'. The effect of this differential teacher treatment is seen in shorter than a year, with girls talking to the teacher more and boys exhibiting a higher level of assertiveness. Another type of attitude shown by teachers is their having gender-biased views on students' learning capacities according to courses such as, girls are better at linguistic and social-sciences whereas boys are more successful in arithmetic and science (Marland, 1983).

There is also a recommendation concerning the status of teachers held in 1966 and its articles entirely prove how important the quality of teacher is for a qualitative education.

Principle 1:" Education from the earliest school years should be directed to the all-around development of human personality to the inculcation of deep respect for human rights and fundamental freedoms".

Principle 4:" Advance in education depends largely on the qualifications and ability of the teaching staff".

Principle 6: " Teaching is to be regarded as a profession".

Principle 7: "All aspects of the preparation and employment of teachers should be free from any form of discrimination (Tarrow, 1987: 249).

Besides all these principles above discussing how the qualified teachers and teaching should be in general, **CEDAW (Convention on the Elimination of all Forms of Discrimination Against Women, 1981)** also criticizes the unequal treatment between sexes and the stereotyped way of teaching in educational system .Article 4 and 10 are the basic ones that support its thesis strongly. Article 4 proposes temporary affirmative action to accelerate de facto equality between men and women.

Article 10 states that, " *in the field of education, State Parties shall take all appropriate measures to ensure: the same conditions for career and vocational guidance, access to studies and earning of diplomas; access to the same curricula, teaching staff and standards; the elimination of stereotyped concepts of the role of women and men ",* the same opportunities for scholarships, the same access to continuing education, sports and physical education. The reduction of female student

drop out rates and access to educational information on family and family planning is sought (Tarrow, 1987: 246).

2.4.5.3. Textbook Influence on the Formation of Gender Roles
Textbooks also reveal similar stereotypic behaviors. The powerful influence of the textbook on the curriculum is widely accepted. Thus, during the **elementary school years,** children continue to learn about what it means to be male or female. Unfortunately, schools often foster these gender biases in a number of ways. And one of them which has really very much crucial role in education is **textbook**. Most of the textbooks analyzed by researchers abroad and in Turkey proved this reality. In the United States, Canada, and many western European countries, there are countless numbers of studies on textbooks.

There is a concern about continuing, more general effects that the female and male images conveyed to children contribute to their sense of what is normal for girls and boys, and women and men in a society; that children' school textbooks help reinforce gender as a social division and stress inequalities between girls and boys, and women and men.

Children' school textbooks also influence their views of themselves as female or male, the options there are in society and to which gender they are available. Maccoby (1966) notes that analytical thinking, creativity and general intelligence are associated with those children who have not been pressured to conform to rigid traditional gender role models.

Blankenship (1984) cites numerous studies on gender bias in textbooks. Based upon the examination of these textbooks, a method to study textbooks for gender bias is developed. It is suggested that the index, the text, pictures, illustrations, and the language used, be examined thoroughly in order to uncover gender bias.

Frazier and Sadker (1973) aim at showing that curricular materials harm girls more than boys. What do girls learn about themselves from the image of women in school texts? (Frazier and Sadker, 1973:101) they ask. The authors also point at the influence of illustrations and pictures in textbooks. In elementary school years,

young girls mature earlier and are therefore taller than boys. However, in textbooks girls are usually drawn smaller than boys are: a "bizarre contradiction of reality."

About Face, Is Anybody out There Listening? is a study by a group of Canadian high school students, on gender bias in their own high school. Gender bias within the school curriculum is documented with the hope of bringing to the secondary system a more humane approach to the education of young people. The study is an invitation to join in the struggle of eliminating gender bias in schools. The authors believe that a lack of awareness is the principal cause of stereotyped expectations from both genders (Wright et al., 1977).

Wright et al. first undertake a systematic study of textbooks. The presentation of these results consists of the overt statement of curricular goals for each subject-mater, followed by a display of the content analysis of textbooks. This contrasting style is effective in emphasizing the role of the hidden curriculum which emerges from texts and illustrations studied. In the texts, the use of the masculine pronouns as generic terms is another aspect of bias in French and English languages. Moreover, because the people portrayed in illustrations are mainly male, the authors claim that the female student finds no role models suitable for self-identification. As a result, male as well as female students are negatively affected with false and limited expectations of the roles and characters pertaining to their gender. The authors conclude that under the circumstances, the Canadian education system has not been able to offer equal opportunities to all students. In addition, during 1970's and 1980's several analyses were carried out on children's books, textbooks, reading schemes, and information books in schools across a variety of subjects (Swann, 1992: 98).

Children's Rights Workshop (1976) contains three studies of children's books carried out in early 1970's. Other studies from the same period are reviewed by Zimet (1976) and a further selection up to 1981, is summarized by Stones (1983 in Swann, 1992: 98). These early studies stressed the fact that there is gender imbalance in printed materials.

Harland (1985) analyzed two reading schemes in use in British classrooms: ' Ginn 360' and 'One Two Three and Away'. She looked at the number of female and male

characters and at the activities, they were depicted as carrying out She exemplified the rigid sex- role stereotyping and under representation of females in these two reading schemes in detail in the following way:

Ginn 360 revealed a very disappointing range of female roles. Men/boys play football, drive cars, be out at work, play with space ships, make signs, pilot helicopters, rescue, play with train sets, do gardening, work with animals, they are policemen, demolition crane drivers, building site workers, foresters, postmen, inventors, airport workers and bulldozer drivers. However, women's/ girls' roles are very much limited; wash clothes, do housework, prepare food, skip, teach and girls are in wheelchairs.

Ginn 360 was not the only scheme to see women and girls only as admirers, comforters and providers of food for males. 'One, Two, Three and Away' by Mc Cullagh, a very popular scheme in infants and lower juniors, seemed to have the same kind of under representation regarding the female role. In four of these twelve books, no women appeared at all; in six of these books women appeared either as mothers providing tea or scolding the boys after their adventures, or as onlookers.

Other two studies, which investigated the way male and female characters were portrayed in books, are done in Nigeria and Singapore. Etim (1998) made an attempt to find out if selected texts/ reading materials used in English Literature classes in Nigeria were male and female centered, and if traits given to male and female characters were stereotyped. It was found in the 15 books that the ratio of males to females was roughly 4:1; females were in a very few roles and activities and their characters were not well developed. Suggestions were also included for improving content of materials offered to secondary school students in Nigeria by increasing the number of female figures and revising the presentation styles of their characters in those materials.

Gupta and Yin (1990) argue that school readers are a major agent of socialization in Singapore. In this study, the representation of females and males in two English basal readers used in Singapore schools were examined. Results showed emphasis was on economic roles, relevant to Singapore's policy on females' substantial participation

in the labor force. Imbalance was evident in showing only males in exciting situations, and with males being the possessors and females possessed. Boys were shown in active behaviors, girls in passive, and the importance of male characters becomes greater as the level of the reader rose.

Summarizes of the researches on gender role stereotyping in children's books conducted in various countries as follows:

Nilsen (1971) looked at 80 Randolph Caldecott medal winners (the Us Annual Picture-Book Award) and enumerates the female and male characters. Among the 80 books examined, she found that 386 females pictured, compared with 579 males. There were six books without a female but no a book without a male. Czaplinski (1972) examined sex role presentation in Randolph Caldecott medal winners, Caroll Award winners and New York Times Best Selling Picture Books and found the percentage of male characters presented pictorially and in the text significantly greater than the percentage of female characters.

Weitzman, Eifler, Hokada and Ross (1972) examined sex role presentation in Randolph Caldecott medal winners, Newbery Award winners, etiquette books for children and the best selling Little Golden Books. They found that children were bound to receive the impression that girls were not very important because no one had bothered to write books about them and when they were female characters, they were usually insignificant or inconspicuous.

The group entitled ' Women on Words and Images' (1972) examined 15 major reading schemes and found that 75% of the stories featured male heroes, 70% of the women in the stories were mothers keeping the house, while men worked at a wide range of occupations.

Bradley and Mortimer (1973) examined sex role presentation in books selected from recommended lists of the school library services. They noted greater frequency of the male figure. Girls usually stayed at home and did routine tasks. Boys helped others, solved others' problems, protected the weak, confronted danger, and aggression, initiated situations, traveled away from home, earned money, and were disobedient. Mention was made of 103 male occupations as opposed to 19 female occupations.

The Children's Book Group (1973) found only 46 stories featuring girls out of a list of 200 picture books. In their look at readers, the Group found that the only time that girls showed any spirit was when they helped mother dust, sweep, or polish. In science textbooks, there were very few pictures of girls; they tended plants or stroke kittens while their active brothers demonstrated energy by chopping wood, kicking footballs or having pillow fights.

Malet (1974) examined the textbooks used in Scottish elementary school classroom and found that no book had more girls featured in them than boys or had them even an equal number. Twenty-five possible careers for girls were mentioned in the books compared to 105 possible careers for boys.

Lobban (1974) coded the sex role presentation of six reading schemes. She found that the schemes rigidly divided the sphere of people's activity into two compartments; "masculine" and "feminine" with very few common characteristics. Thirty-five stories had heroines while seventy-one had heroes.

Walford (1980) looked at Physics books currently in use and found that 80 percent of the illustrations showed only males and only 12 per cent showed female alone. When females were shown they appeared in a bathing suit in a bath, as a nurse, with a vacuum cleaner much more often than they appeared as active participants in experiments or in a physical activity related to production. Walford (1981) also looked at 23 popular Chemistry textbooks. There were 258 illustrations of males and only 26 illustrations of females alone. Males were shown in situations which run the whole range of experience, females when shown at all, were shown in fixed stereotypical roles'.

Burgess (1981) analyzed sex role presentation in all 80 Breakthrough to Literacy books and found that females were doing stereotyped activities in which they were underrepresented. Jobs were presented as the exclusive preserve of one sex and childcare was assigned to women.

In our country, the studies on sexism in textbooks are very limited. The formest study in literature related to textbook analysis in terms of its including sexist

ideology is Doğan's. He examined the textbooks published in between 1876-1918. In this study, she pointed out the components which devalued the women and their doings. According to her thesis, woman always needs the man's support and save since she is depicted as weak one both from psychological and mental point of view, besides her being educated is not necessary but on the other hand cooking and doing housework are accepted to be premier duties for her (Doğan, 1994).

Another research is done by Külahçı in 1987. She analyzed 20 source textbooks prepared for Turkish courses and studied in 1987 -1988 academic year of elementary schooling in terms of their having gender discrimination or not. She declared that female presentation was far less than male's and when women were on the stage, they were generally viewed in second class positions such as working inside (at home) not outside (Külahçı, 1987).

Helvacıoğlu (1996), in her evaluation of 1478 textbooks of elementary schooling for the years 1928-1998 argued that the early practices of traditional approach in Turkish educational system started in 1945 and then after, they have increased gradually. At the beginning of the analysis, she first divides the books into two groups. The books in the first group (life sciences, social sciences, religion and moral values, civics and Turkish lesson textbooks) dealt with woman and family issues more than the second group did (Science, ABC, and agriculture lesson textbooks). She mainly looked into the contents of the texts and the amount of female and male presentation in whole.

For instance, in the textbooks examined, father was the head of family but mother was the one who was always cooking, knitting, patching, washing, and the apron was her immutable uniform. Daughters were being pictured while helping their mothers, however boys were not doing so: They were reading books, playing football, shopping etc. The poem below taken from Life Sciences textbook analyzed for her study shows how the mother is housework-oriented:

> "Sabah olur, kalkarız,
> Çay içer, yemek yeriz.
> Babam işe gider,
> Biz okula gideriz.

> Akşam olur hepimiz,
>
> Toplanırız masaya,
>
> Annemizin yaptığı yemek konur ortaya.
>
> Yemek yer konuşuruz,
>
> Sonra da işler başlar.
>
> Annem bulaşık yıkar,
>
> Babam gazete okur,
>
> Biz de ders çalışırız."(Helvacıoğlu, 1996: 42, '1945-46 yılı 1. Sınıf

Hayat Bilgisi')

Arslan (2000) researched on the 337 social science textbooks used in 1996-1997 academic year of elementary schooling to see how female and male presentations were depicted in them. She found that both the number of male presentation was more than the number of female presentation for all categories used and they were mostly presented in a stereotyped way.

Briefly, those studies show that females are passive, dependent and males are action oriented and even fairy tales are also mediums, which convey the persistence of stereotyped gender roles. Girls are portrayed as desirable and nice when they are passive in these tales. They are hardly ever the main characters. When they are the main characters, they are usually waiting for rescue by a young and strong man. They are shown as very brave when waiting for rescue but they still cannot help themselves out of this trouble (Unger and Crawford, 1992).

2.4.6. Approaches Used for Teaching Gender Role Stereotypes in Education

In general, gender roles are taught via two basic approaches; one is **traditional**, the other is **egalitarian** approach. For each approach, some main differences and similarities are in question since they both designate the directions, channels and amount of dictating stereotyped roles that are labeled on sexes. It is obvious that one of the areas of its practice is school atmosphere and so, these are taking a great part in formal education as being stressed on teaching materials and as fixed ideas in educators' minds (Basow, 1992).

2.4.6.1. Traditional Approach

In this approach, man and woman are connected by the development of their gender roles and their own gender identification. The gender identification, which is approval, is to accept her/his own gender roles and to behave according to these roles. Then, for the traditional gender roles, the significant duty of the woman is being a good housewife and a good mother. She is wished to devote herself to the husband and children. However, man symbolizes the authority in the family and at work too. He is the head of the family, respected and served by the other family members.

The characteristics of sexes presented via this approach: Feminine models are gentle, timid, conforming, domestic, physically weak, docile and fearful in stress and danger. Their aspirations are confined to ' a narrow list of traditional female roles including housewife, mother, nurse, librarian, air hostess, secretary, salesgirl, teacher, model. They tend to have 'low-esteem' and to be 'dependent on the approval of males'. Meanwhile the masculine models are invariably 'head of the family', the breadwinner, firm decision maker, doctor, engineer, active, unafraid, competent, strong, rational and adventurous. Their occupations demand physical strength so technical jobs are very much suitable for them, such as builder, plumber, carpenter, and mechanic. In addition to all above, male characters appear two to four times more than female figures (Gürkan and Hazır, 1994).

2.4.6.2. Egalitarian Approach

According to this approach**,** gender roles and the way their being taught are the number one issue. It is accepted that there is no difference between the two sexes socially, this means that in the egalitarian approach we cannot make any kind of separation between the roles of woman and man. A person should accept the gender role, in order to be psychologically healthy and fit and should also prove her/himself without looking at the stereotyped roles of each gender. Then here, **androgyny** concepts come to stage for a new point of view on Gender role issue.

The term **androgyny** tells the properties only about being a person only. These properties shouldn't be labeled as feminine or masculine, as an example of this: either a man or a woman who is physiologically healthy can be desirous, strong,

assertive but at the same time s/he can be sensitive, friendly, easy-going as well. With reference to gender stereotypes, then it can be concluded that (1) people cannot be viewed simply as collections of consistent traits, because situations are also important; (2) males and females specifically cannot be viewed as having unique traits that are opposite to each other; and (3) whatever attributes are thought of as distinctly masculine or feminine are also possessed by some members of the other sex, too (Gürkan and Hazır, 1994).

Being **androgynous** does not mean being **neuter** or imply anything about one's sexual orientation. Rather, it describes the degree of flexibility a person has regarding gender-stereotypic behaviors. The complex characteristics of androgynous individuals can be evidenced, depending on the situation, all are a single act or only in a number of different acts. Thus, a person may be an empathetic listener when a friend has a problem, an assertive or sensitive boss when an employee needs to be fired (Basow, 1992: 87).

CHAPTER III

THE RESEARCH IN A PUBLIC ELEMENTARY SCHOOL

Reviewing the literature, the relationship between gender-role orientations of children with some related variables has been discussed. Traditional theories of gender-role identification, which are Cognitive Developmental Theory, Social Learning Theory, Psychoanalytic Theory, Gender Schema Theory and finally the Power Theory have been given as a gender schema principle, a compilation of research findings on gender role orientations of education and its components related to this subject provided.

The theories mentioned in the previous chapter are somehow going hand in hand in terms of their contribution to the explanations on individuals' gender role development and gender identity processes by alleging the importance of different factors claimed for the issue by loading great indispensability on each. Nevertheless; these theories except Gender Schema Theory are supporting the individual's gender development via her/his psychological and biological development whereas Gender Schema Theory stresses the significance of not only psychological and biological development but also that individual's sociological development through pointing out the effects of her/his own circumstances lived in such as; her/his family, relatives, peer groups, school, etc. on the development of gender identity (Bem, 1983).

Moreover, when looking up the point of those theories chronological existence in the literature, only Gender Schema Theory is noticed to be the later as a newest one which also contains the principles of the formers and to complement the defective sides in individual's gender development process as well.

In the light of Gender Schema Theory, this study aims to find out to what extent gender role stereotypes exist in today's Turkish Primary School textbooks, the teachers' points of views towards these stereotypes in teaching materials and their awareness, and whether or not these gender role stereotypes affect children and they are reproduced in their compositions and drawings.

3.1. Research Model

This study is based upon both quantitative method by analyzing the presentations of gender role stereotypes in elementary school textbooks studied in 1st –5th of 2001/2002 academic year, and qualitative method by evaluating the 1st -5th grade public elementary school teachers' attitudes towards stereotyped gender role presentations in the materials, the parts of those textbooks analyzed, given through questions related in interviews and again the attitudes of 1st-5th grade students studying in the same school via their drawings (1st-3rd grade students) and compositions and drawings (4th-5th grade students) on a given topic **'My Family'** set by the researcher and the teachers who are the subjects for the interviews as free writing and drawing activities practiced at home .

In a qualitative study involving so many system perspectives, it is important to generate and maintain a central issue; otherwise, it would be very easy to "get lost in the data" and emerge unable to report anything of substance. In this study, for the set of data collecting process, there are five variables (Vs), (Figure 3.1).

Variables (Vs): The Stereotyped Presentation of Gender Roles in Textbooks; It is a continuous variable to correlate the numerical difference of the amount of Female/Male Stereotyped and Non-Stereotyped Presentation by inspecting for the relation through with the number of girls-boys/women-men's pictures and the number of girls-boys/women-men's stereotyped pictures and so their correlation with the other variables in Figure 3.1 below as well.

Teachers' and Students' Attitudes towards Stereotyped Gender Role Presentations; They are continuous variables to correlate whether the subjects (Teachers and Students) are aware of and conscious about stereotyped gender role

presentations in the materials displayed by inspecting for the relation through with the other two variables gender and grade of the subjects. **Gender;** It is a categorical variable with two levels (female and male). **Grade;** It is a categorical variable with five levels (Grade: 1, 2, 3 ,4, 5) to measure.

```
                                  ┌──────────────────────┐
                                  │    ATTITUDES OF      │
                                  │     TEACHERS         │
                                  │     TOWARDS          │
                                  │    STEREOTYPED       │
                                  │   GENDER ROLE        │
                                  │   PRESENTATIONS      │
                                  │                      │
                  ┌─────────────┐ │          ↑           │
  ┌──────────┐    │    THE      │ │          │           │
  │  Grade   │    │ STEREOTYPED │ │          │           │   ┌────────┐
  │ (1st–5th)│ →  │ PRESENTATION│ │          ↓           │   │ Gender │
  └──────────┘    │     OF      │ │                      │   └────────┘
                  │GENDER ROLES │ │    ATTITUDES OF      │
                  │ IN TEXTBOOKS│ │     STUDENTS         │
                  └─────────────┘ │     TOWARDS          │
                                  │    STEREOTYPED       │
                                  │   GENDER ROLE        │
                                  │   PRESENTATIONS      │
                                  └──────────────────────┘
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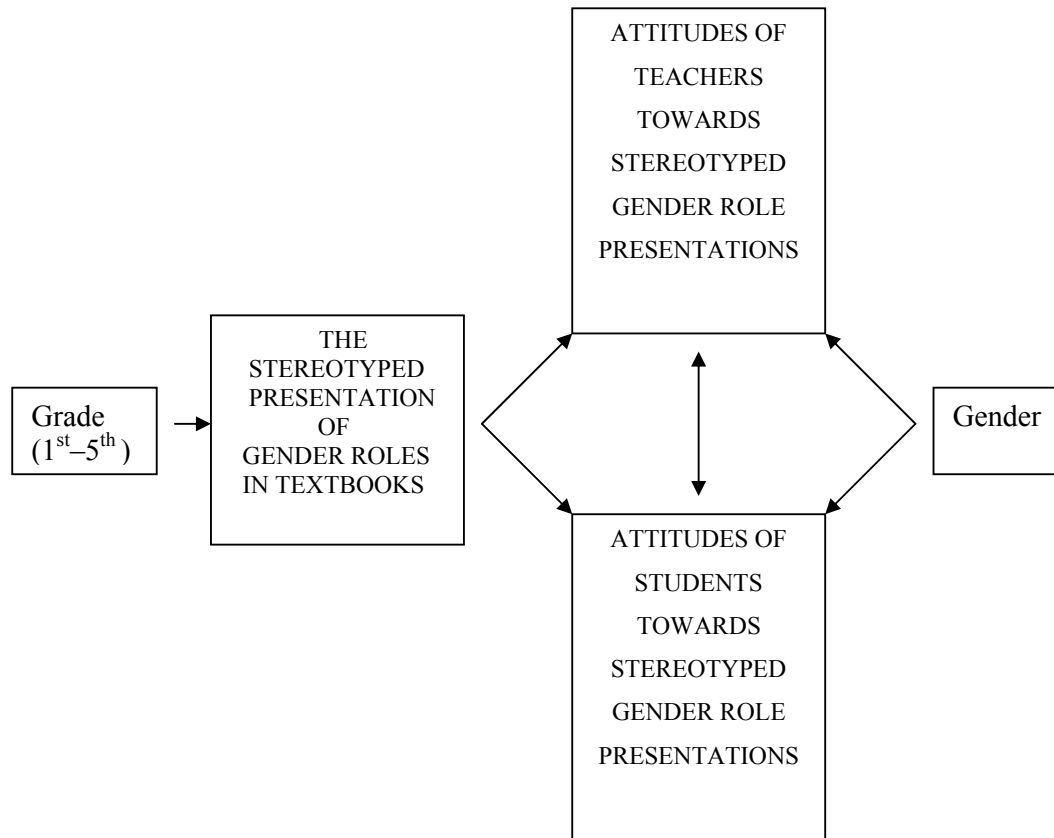
Figure 3.1 Research Model

In this study, I intend to find out whether the textbooks used in Turkish elementary schooling carry stereotyped images and how these stereotypical presentations are noticed by the teachers and reflected in students' writings and drawings. My aim centers on the presentation of females and males in the textbooks aimed for 1^{st}-5^{th} grades of elementary schooling and studied in public elementary school in Burdur through 2001/2002 academic year.

Following the discussions mentioned above, these are hypothesized;

In elementary school textbooks available for the 1^{st}- 5^{th} grade students of a public elementary school in Burdur:

1-Students who study at the investigated elementary school encounter stereotyped roles of boys and girls, women and men in those analyzed textbooks of different grades, for example; they encounter mothers who are housewives and girls who are potential housewives and fathers who are bread-winners and boys who are so active and sometimes in supporting roles to fathers.

2- Students who study at the investigated elementary school perceive the stereotypical characteristics of girls and boys, women and men in those analyzed textbooks of different grades, for example; they observe sensitive, caring, helpful, affectionate characteristics in woman and girl and strong, wise, problem-solving, in man and boy.

3- Female and male teachers who teach at the investigated elementary school are not aware of the stereotyped presentations adequately in those textbooks analyzed.

4- Girl and boy students who study at the investigated elementary school reproduce these stereotyped roles and characteristics in their written and drawn productions. At that point, the content of their productions (drawings and compositions) is the sign of the reproduction of the gender role stereotypes assigned to girls and boys, women and men.

3.2.   The Case Study of Public Elementary School in Burdur

3.2.1. The Sample

In this study, as a **Representative Sample** of the teaching materials available to Turkish Public Elementary School students , textbooks were chosen. The textbooks that were analyzed were those used in the 2001-2002 academic year in a public elementary school in Burdur. No writer or publisher was given priority to be included in the analysis. The population of this study comprised the schools of

elementary education. An inner-city public Curriculum Laboratory elementary school is chosen (**Purposive Sampling**) among from the other 2 public Curriculum Laboratory schools of National Education Ministry in Burdur since its number of teachers and students are higher than the others, and 1^{st} - 5^{th} grade teachers and the students of that school represent a **Quota Sampling**.

Özboyacı Elementary School was constructed in 1962 and started its first education and instruction year in 1963. It is one of the Curriculum Laboratory schools of National Education Ministry and as a result of this, Computer- based education has been started .Today, it is the   first 17^{th} of among the same kind of schools called MLO (Müfredat Laboratuar Okulu). In the school, 565 students are studying and 28 teachers are working. 10 of them are primary school teachers and the others are branch teachers. 4 of primary school teachers are female and the rest are male. 3 of branch teachers whom I interviewed too for this study (Computer, English and Religion and Ethics) are also teaching 4^{th} and 5^{th} grade of students. Among the branch teachers, 9 of them are female and the rest are male (Table 3.1).

However, in the other two MLÖ schools, Mehmet Akif Ersoy and Gazi Elementary Schools, both the number of teachers and the number of students (MAES: 27; 388 - GES: 27; 550) were less than the numbers of those two groups in Özboyacı Elementary School, so I conducted my survey there in order to enlarge the scope of the study as much as possible for the aim of gathering better results by coming into contact with more participants.

Table 3.1 Number of Teachers and Students in Özboyacı Elementary School in 2001/2002 Academic Year

Number of Students:565		Number of Teachers:28		Number of 1^{st} grd Teachers:10		Number of 1^{st} grd Students:333	
GIRL	BOY	FEMALE	MALE	FEMALE	MALE	GIRL	BOY
305	260	13	15	4	6	183	150
%54	%46	%46	%54	%40	%60	%55	%45

3.2.3. Data Collection

There are three sets of data which provide the base for the analysis. The first set includes the investigation of gender role stereotypes presentations in elementary school textbooks studied in 1st –5th of 2001/2002 academic year by counting the number of gender stereotyped pictures, figures and statements in each. These books include the books are used in Turkish, Introduction to Reading, Alphabet, Life Sciences, Social Sciences, Science, Mathematics, English, Computer, Handcraft Training and Religion and Ethics.

The second set of data includes the interviews with the 1st-5th grade elementary school teachers mentioned which were designed to explore the their attitudes in terms of being aware of stereotyped gender role presentations in those textbooks used in elementary schooling and being sensitive towards them as well.

The third set of data is composed of 4th-5th grade students' compositions and drawings and 1st-3rd grade students' drawings on the given topic **'My Family'** to be able to see the effects of those stereotyped gender role presentations encountered in the textbooks on students' perception of stereotyped gender role concept. 308 students participated voluntarily and brought their doings. 178 of them were girls and 130 of them were boys. The students did not receive any instructions on how to organize their compositions and drawings, they had no preparations beforehand. No time and length limit were set for the students for their drawings and writings. The reason why 4th and 5th grade elementary school students were chosen for writing activity can be justified with the notion presented in:

> Elementary School Curriculum: '…In the first three years, students practise writing meaningful and grammatical sentences. In this period (4th and 5th grade) the emphasis is more on connecting sentences to form   paragraphs; connecting paragraphs to form short essays…' (Primary School Curriculum: 265).

3.2.3. Analysis and Findings

In this study, Content Analysis was performed on the textbooks, teachers' interviews and students' compositions and drawings for the data analysis process of this study. The first one, textbook content analysis, is performed on the grades in which they were used as the only criterion. The result to be obtained at the end of the analysis is based on the dispersion of frequencies prepared in SPSS. The second and third, interviews and compositions and drawings content analysis, are performed on the interview notes to identify positive or negative attitudes of the subjects interviewed according to the their answers for each question and the themes mentioned in the compositions and drawings of the students in terms of looking for the presence of stereotyped gender role presentations in theirs as well.

3.2.3.1. Evaluation of Stereotyped Gender Role Presentations in Textbooks

Swann (1992) argues that school textbooks and other print resources are discriminatory in that there is an unjustifiable imbalance in the way girls and boys, and women and men are represented. He stresses (1992) that when considering imbalances in school textbooks and printed material, it is necessary to take account of how females and males are represented on several levels for instance in school textbooks it is important to consider the number of female and male characters and how they are represented visually as well as in printed word. Bradley and Mortimer (1972) also mentions that for elementary school children, pictures are more effectual than words in books since they are the first ones perceived by children when looked into.

Thus, starting from that point of view, I focussed on the numerical presentation of girls and boys and women and men visually by means of counting and categorizing in order to see the reflections of female and male presentations and their stereotyped images in school textbooks written for 1st-5th grade of elementary school children. The number of female and male characters in the textbooks and the stereotyped roles and images female and male characters engage in. With this purpose in mind, I have selected school textbooks aiming to practice various lesson related skills by various writers addressing elementary school children and analyzed 27 school textbooks to

find out about the representation of gender role stereotypes in those available to Turkish elementary school children.

In those school textbooks analyzed, the total percentage of female presentation for all grades is % 37 but for male presentation this value is approximately two times higher than the female presentation overall, it is %63 (Table 3.2). When the numbers and the percentage of female and male presentations are evaluated according to each lesson for all grades, the percentages of female and male presentations differ from each other. In Alphabet (%3-%1), Introduction to Reading (%8-%5), Life Sciences (%36-%28), English (%13-%12) textbooks , female presentation percentage is higher than male presentation percentage. On the other hand, in Turkish (%25-%18), Mathematics (%12-% 9), Social Sciences (%9-%8), Religion and Ethics (%4-%1), male presentation percentage is higher, the equality for these two gender presentations is seen in Computer (%1), Handcraft Training (%2) and Science Source Book (%1, Table 3.2).

Table 3.2 General Dispersion of Female and Male Presentation in All Grades Textbooks Analyzed for Each Lesson

General Evaluation of All Textbooks for Each Lesson	Total Presentation For			%	Apart Presentation For		%	%
	FEMALE	*MALE*	Total (F&M)	*Total* (F&M)	FEMALE	*MALE*	Total (F)	Total (M)
Alphabet	60	59	119	2	60	59	3	1
Introduction to Reading	199	212	411	6	199	212	8	5
Turkish(1-5)	444	996	1440	22	444	996	18	25
Life Sciences(1-3)	869	1130	1999	31	869	1130	36	28
Mathematics(1-5)	228	502	730	11	228	502	9	12
English(4-5)	310	491	801	12	310	491	13	12
Social Sciences(4-5)	189	368	557	9	189	368	8	9
Religion and Ethics (4-5)	24	168	749	3	24	168	1	4
Computer(4-5)	24	46	70	1	24	46	1	1
Handcraft Training(4-5)	49	66	115	2	49	66	2	2
Science Source Book	17	24	41	1	17	24	1	1
TOTAL	2413	4062	6475	%100	2413	4062	%100	%100
	%37	%63	%100					

At first sight, the value differences in the percentages of female and male presentations according to the each lesson may not seem so great, however; the value difference in total percentage gained for each gender presentation is really high.

In addition to these values, when the total percentage of female and male presentations in each lesson textbooks for each grade were looked into, there is only one lesson, 1[st] grade, Alphabet (%4-%3, Table 3.3), in which the total percentage of female presentation is higher than the total percentage of male presentation and 1[st] grade, Introduction Reading (%12-%12), in which total percentage of female

presentation is equal to the male's (Table 3.3, 4, 5, 6, 7). The other lesson textbooks are under the hegemony of male presentations.

When the values of the total percentage of female and male presentations for each grade, it is sure that the low percentage of female presentation can be easily noticed again as happened in values of the total percentage of female and male presentations in each lesson textbooks for each grade (Table 3.3, 4, 5, 6, 7). In other words, the total percentage of female presentation are less than the total percentage of male presentation in the textbooks overall.

For 1[st] grade of elementary school textbooks , the total percentage of female presentation is %44 whereas the total percentage of male presentation is %56 (Table 3.3).

For 2[nd] grade of elementary school textbooks, the total percentage of female presentation is %37 whereas the total percentage of male presentation is %63 (Table 3.4).

For 3[rd] grade of elementary school textbooks, the total percentage of female presentation is % 40 whereas the total percentage of male presentation is %60 (Table 3.5).

For 4[th] grade of elementary school textbooks, the total percentage of female presentation is %38 whereas the total percentage of male presentation is %62 (Table 3.6).

For 5[th] grade of elementary school textbooks, the total percentage of female presentation is %28 whereas the total percentage of male presentation is %72 (Table 3.7).

The case of invisibility of female presentations come into existence in all lessons textbooks towards the end of the elementary schooling especially for 5[th] grade was first brought forward by Helvacıoğlu (1996) and confirmed in this study years later. This can be accepted as the first pace set for the aim of gradually decreasing the number of female presentation in the 2[nd] level (6[th]-8[th]) of elementary schooling textbooks (Helvacıoğlu, 1996 and Aslan, 2000).

Table 3.3   General Dispersion of Female and Male Presentation in 1st Grade Textbooks Analyzed for Each Lesson

Grd.1	The Number of Girls' Presentation	The Number of Boys' Presentation	The Number of Women's Presentation	The Number of Men's Presentation	The Number of Female Text Authors	The Number of Male Text Authors	The Number of Female Names	The Number of Male Names	TOTAL NUMBER OF PRESENTATIONS			
									FEMALE	%	MALE	%
Alphabet							60	59	60	4	59	3
Introduction to Reading	63	73	13	30			123	109	199	12	212	12
Turkish	50	91	15	54	1	37	27	33	93	5	215	13
Life Sciences	247	281	87	104	1	8	14	14	349	20	407	24
Mathematics	21	46		9			22	19	43	3	74	4
								TOTAL	744		967	
								1711	%44		%56	
									%100			

52

Table 3.4

Table 3.4 General Dispersion of Female and Male Presentation in 2nd Grade Textbooks Analyzed for Each Lesson

Grd. 2	The Number of Girls' Presentation	The Number of Boys' Presentation	The Number of Women's Presentation	The Number of Men's Presentation	The Number of Female Text Authors	The Number of Male Text Authors	The Number of Female Names	The Number of Male Names	TOTAL NUMBER OF PRESENTATIONS			
									FEMALE		MALE	
										%		%
Turkish	62	84	27	50	7	29	31	41	127	11	204	17
Life Sciences	173	214	55	90	4	14	15	20	247	21	338	28
Mathematics	32	102	13	37			11	23	56	5	218	18
TOTAL									430		760	
1190									%37		%63	
%100												

Table 3-5. General Dispersion of Female and Male Presentation in 3rd Grade Textbooks Analyzed for Each Lesson

Grd. 3	The Number of Girls' Presentation	The Number of Boys' Presentation	The Number of Women's Presentation	The Number of Men's Presentation	The Number of Text Female Authors	The Number of Text Male Authors	The Number of Female Names	The Number of Male Names	TOTAL NUMBER OF PRESENTATIONS			
									FEMALE		MALE	
										%		%
Turkish	42	59	27	68	3	24	20	35	92	8	186	16
Life Sciences	207	223	57	136	1	5	8	21	273	24	385	34
Mathematics	49	67	5	10			39	43	93	8	120	10
								TOTAL	458		691	
								1149	%40		%60	
									%100			

Table 3.6 General Dispersion of Female and Male Presentation in 4th Grade Textbooks Analyzed for Each Lesson

Grd.4	The Number of Girls' Presentation	The Number of Boys' Presentation	The Number of Women's Presentation	The Number of Men's Presentation	The Number of Female Text Authors	The Number of Male Text Authors	The Number of Female Names	The Number of Male Names	TOTAL NUMBER OF PRESENTATIONS			
									FEMALE	%	MALE	%
Turkish	39	40	16	65	3	30	21	41	79	8	176	18
Mathematics		1	2	7			14	23	16	2	31	3
Social Sciences	38	73	54	64					92	9	137	14
English	75	104	26	49			63	48	164	16	201	20
Computer	4	3	2	14			6	6	12	1	23	2
Handcraft Training		1	15	4					15	2	5	0
Religion and Ethics	3	24		8		19			3	0	51	5
								TOTAL	381		624	
								1005	%38		%62	
										%100		

55

Table 3.7 General Dispersion of Female and Male Presentation in 5[th] Grade Textbooks Analyzed for Each Lesson

Grd.5	The Number of Girls' Presentation	The Number of Boys' Presentation	The Number of Women's Presentation	The Number of Men's Presentation	The Number of Female Text Authors	The Number of Male Text Authors	The Number of Female Names	The Number of Male Names	TOTAL NUMBER OF PRESENTATIONS			
									FEMALE	%	MALE	%
Turkish	16	27	11	67	5	38	21	83	53	4	215	15
Mathematics	10	33					10	26	20	1	59	4
Social Sciences	50	46	47	185					97	7	231	16
English	66	152	36	77			44	61	146	10	290	21
Computer	4	3	2	14			6	6	12	1	23	2
Science Source Book	13	17	3	7			1		17	1	24	2
Handcraft Training	6	8	28	53					34	2	61	4
Religion and Ethics	3	17	13	70		25	5	5	21	2	117	8
								TOTAL	400		1020	
								1420	%28		%72	
									%100			

In the preparation process of categorization of stereotyped gender roles used for the textbooks, students' drawings and writings analysis in this study, I took the categories devised by Gürkan and Hazır (1994), Helvacıoğlu (1996) and Arslan (2000) as the base and designed my own categories which would be the most convenient to the aim of my research. Categories prepared for girls and boys, and women and men are different from each other since not all kinds of stereotyped gender roles assigned to us in the society are same with Besides, they change according to not only the gender

but also the statutes of that gender, e.g. single or married, son or daughter, father or mother, etc.

During the stage of preparing the categories for the evaluation of school textbooks, I tired to see what stereotyped gender role presentations Turkish elementary school children are exposed to by analyzing their textbooks. I expected to find out the stereotypical roles and images assigned to females and males concerning gender role stereotypes. Housewife mothers, breadwinner fathers engaging in stereotypical activities such as doing housework or repairing things were the key figures I came across in the analyses of the books.

Being a qualitative method, categorization of stereotyped gender roles helped me in finding out the stereotypic messages in the textbooks chosen for this study. They were read in detail to find the stereotypes that matched with the categories prepared. Investigating various aspects of female and male presentations that is that stereotypical roles and images assigned to females and males and under the designated categories, counting how often girls' and boys' women's and men's presentations fall into each category are the two main methods followed in conducting this study. Thus, both qualitative and quantitative methods were made use of.

Before analyzing the school textbooks forming our data according to categories shown in Table 3.9, I designated the total numbers of stereotyped female and male presentations in the textbooks of each lesson and gained the total percentages of stereotyped female (%37) and male (%63) presentations. In other words , the total percentage of stereotyped female role presentation is less than the total percentage of stereotyped male role presentation in the textbooks of all lessons overall (Table 3.10). In addition to that data, the total percentage of stereotyped female and male presentations in the total dispersion of female and male presentation in all lesson textbooks is %88 (Table 3.8).

Table 3.8   General Dispersion of Female and Male Stereotyped Gender Role Presentation in All Grades Textbooks Analyzed for Each Lesson

General Evaluation of All Course Books For Each Lesson	Total Number of Female/Male Presentation in Pictures			%	Total Stereotyped Female/Male Presentation in Pictures			%	%	%
	FEMALE	MALE	Total (F&M)	Total F&M	FEMALE	MALE	Total (F&M)	Total (F)	Total (M)	Total F&M
Alphabet	0	0	0	0	0	0	0	0	0	0
Introduction to Reading	76	103	179	4	65	93	158	4	3	4
Turkish(1-5)	305	605	910	19	290	586	876	18	21	20
Life Sciences(1-3)	826	1048	1874	38	813	1021	1834	52	38	43
Mathematics(1-5)	132	312	444	9	65	291	356	4	11	8
English(4-5)	203	382	585	12	143	255	398	9	9	9
Social Sciences(4-5)	189	368	557	11	161	324	485	10	12	11
Religion and Ethics (4-5)	19	119	138	3	13	102	115	1	4	3
Computer(4-5)	12	34	46	1	0	0	0	0	0	0
Handcraft Training(4-5)	49	66	115	2	32	54	86	2	2	2
Science Source Book	16	24	40	1	0	0	0	0	0	0
Total	1827	3061	4888	100	1582	2726	4308	100	100	100
%	37	63	100		37	63	100	88	100	100

When the numbers and the percentage of stereotyped gender role presentations were evaluated according to each lesson for all grades, the percentages of stereotyped female and male role presentations differed from each other. In Turkish (%25-%18), Introduction to Reading (%4-%3), Life Sciences (%52-%38), textbooks, stereotyped female role presentation percentage is higher than male presentation percentage. On the other hand, in, Mathematics (%4-% 11), Social Sciences(%10-%12), Religion and Ethics (%1-%4), the stereotyped male role presentation percentage is higher, the equality for these two stereotyped gender role presentations is seen in English (%9-%9) and Handcraft Training (%2) and in the others; Science Source Book (0), Alphabet (0), Computer (0), no stereotyped female and male presentation, no stereotyped gender role presentation was found (Table 3.8).

Categories below are for the stereotyped female and male presentations in the textbooks analyzed:

Table 3.9 Categories Used for Stereotyped Gender Role Presentation in All Grades Textbooks Analyzed

Woman	Girl	Man	Boy
1-Doing Housework	1-Helping Mother	1-Earning Money	1-Helping Father
2-Affectionate Mother	2-Playing with Doll	2-Wise Father	2-Playing with Ball
3-Knitting/ Weaving	3- Tidy	3-Watching TV/Reading	3- Untidy
4-Shopping	4- Docile	4-Repairing	4- Naughty

Woman does housework, she is affectionate mother, she knits, weaves and shops. What Helvacıoğlu (1996), Arslan (2000), and Gürkan and Hazır (1994) strongly argue in their studies is that there is a strong tendency towards representing women as a housewife doing housework of all kinds (%51, Table 3.10) and as a affectionate mother taking care of children (%44, Table 3.10) in books. They are almost in the kitchen and doing housework and even when they do not do housework, they do handwork not for their own for the other family members. (Figure 3.2 and Pictures,

Appendix B). In this study, the total percentage of female stereotyped presentation gained while knitting and weaving is %5 (Table 3.10). Helvacıoğlu (1996) also directs our attention to the image of women with aprons on while doing housework (Pictures, Appendix B). It really becomes impossible to separate mothers from the aprons they put on since they become almost identical (Pictures, Appendix B).
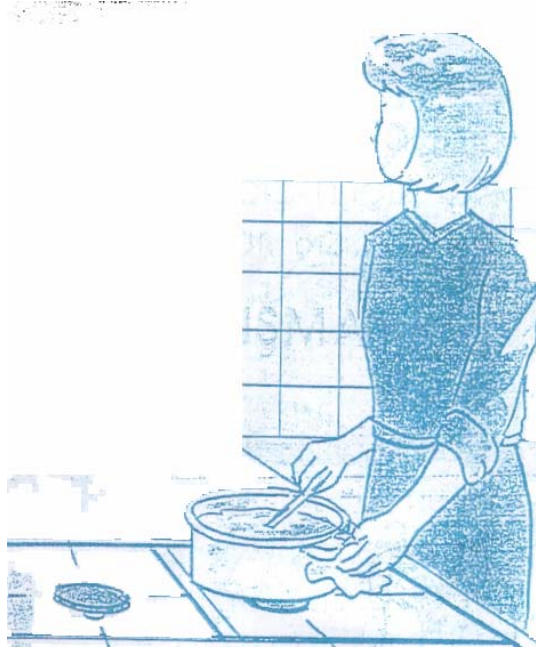
Figure 3.2 Picture of a Woman Who Does Housework

When we look at the activities done by women in the textbooks chosen for this study, we see the image with the expectation of the apron worn as a uniform and women again do a lot of housework but they are not necessarily presented with their aprons on.

Another argument put forward by Helvacıoğlu (1996) is that while women do housework, they do it so willingly and happily with no complaint. She also stresses that fact that girls are consciously taught to get pleasure out of doing housework and helping their mothers. In her data, housework, especially washing dishes and cooking, are presented as being very pleasurable and joyful activities (Pictures, Appendix B). Looking through the data I collected, I encountered little girls and mothers performing their household duties without complaining and they give the impression that they enjoy doing them. However, whatever women do (they do mostly housework anyway!) they do it inside the house.

Once upon a time, shopping was women's duty, of course not for their own, for helping with the family budget by having the intention of saving some money while at the same time spending it. By this way, at least, she had a chance to be outside and to spend money though they were not made to earn it (Helvacıoğlu, 1996). But, today the situation is completely changed since even in the name of getting benefit for the budget of the family, women don't have a chance to go outside for shopping. There is no percentage given for this activity! (Table 3.10). They are trapped in the house and produce things within the borders of those four walls not out of them. This is how girls are brought up too, these kind of division of labor among family members have been imposed on their minds. The total percentage of stereotyped female role presentation assigned to woman is % 39 the girl's is %61, whereas the total percentage of stereotyped male role presentation assigned to man for man, it is %37 whereas boy's it is %63 (Table 3.10).

Table 3.10 Dispersion of Stereotyped Gender Role Presentations of Woman and Girl, and Man and Boy in All Grades Textbooks Analyzed

Stereotyped Gender Role Presentations of Woman and Girl, and Man and Boy											
Woman	Total	%	Girl	Total	%	Man	Total	%	Boy	Total	%
Categories	4	100	Categories	4	100	Categories	4	100	Categories	4	100
Doing Housework	312	51	Helping Mother	698	72	Earning Money	650	64	Helping Father	354	21
Affectionate Mother	269	44	Playing with Doll	91	9	Wise Father	184	18	Playing with Ball	532	31
Knitting/ Weaving	34	5	Being Tidy	153	16	Watching TV/Reading	149	14	Being Untidy	272	16
Shopping	0	0	Being Docile	25	3	Repairing	37	4	Being Naughty	548	32
Total	615	100		967	100		1020	100		1706	100
1582	%39		%61	%100		2726	%37		%63		%100

Girl helps her mother, plays with her doll, she is tidy and docile. Helvacıoğlu (1996) also mentions her observations about the way girls (daughters) are presented in books. Little girls are mostly treated as potential mothers and pictured doing housework, helping out their mothers in various home -based tasks) . In the school textbooks analyzed for this study I encountered many examples of girls presented

doing housework or sharing housework with their mothers (%72, Table 3.10), (Pictures, Appendix B). The examples come from school textbooks prepared for primary school children and the message I received from these books are that little girls are directed to accept their duties in the house by their mothers and they can only show their talent in the house. This is regarded as part of their socialization, the sooner they become socially proper, the better (Pictures, Appendix B). For the times that daughters are not helping their mothers, what if they are mostly tidying up their rooms (%16), playing with their dolls (%9) or sitting in a docile way at home (%3), (Table 3.10). It is understood that in school textbooks, there is still gender stereotypic division in children' playing activities. While boys engage in activities which develop them physically and mentally, girls are engaged in more passive activities which tie them home. The subject of their playing activities are related to their expected future stereotyped gender roles, e.g. they play with their dolls as they will be mothers of tomorrow (Figure 3.3 and Pictures, Appendix B).

Figure 3.3 Picture of a Girl Who Helps Her Mother

Man earns money, he is wise father, he watches TV/reads and repairs. Naturally, everybody should know her or his share in the house for the provision of the usual and nice atmosphere of the home; women are beloved mothers and take care of house, men are wise fathers (%18, Table 3.10) and earn money (%64, Table 3.10, Figure 3.4 and Pictures, Appendix B), When men come home, the only things that they do is to rest and watch TV and read something (%14, Table 3.10), (Pictures, Appendix B). The jobs which should be performed outside such as; repairing, painting, etc. are done by men (%4, Table 3.10), (Pictures, Appendix B). Mothers can work but it is an inevitable fact that fathers are the only and real members of the family who work outside and have a job.
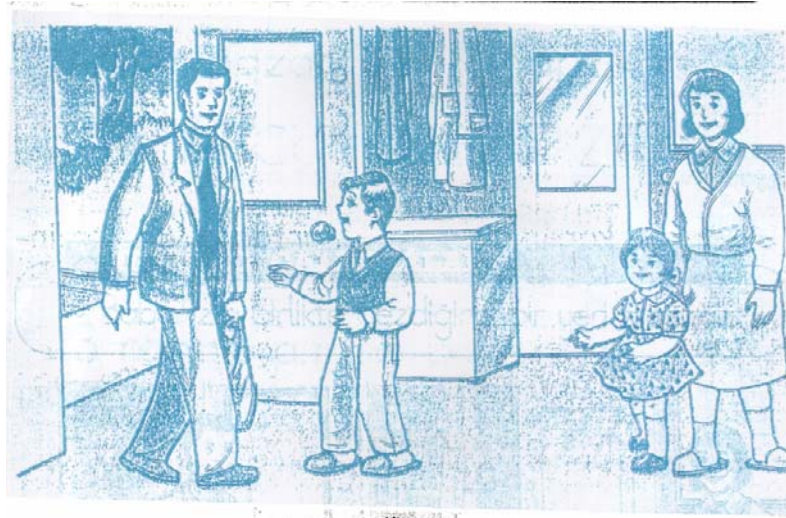
BABACIĞIM

Evimizin direğisin!
Gözümüzün bebeğisin!
Ne sevimli, ne iyisin,
Benim canım babacığım!

Akşamları sen gelince,   Biz güleriz, sen gülersen,
Kapılırız hep sevince.   Zevkle yeriz, sen de yersen.
Gündüz olur bize gece,   Hep dinleriz sen ne dersen
Benim canım babacığım!   Benim canım babacığım!

Rakım ÇALAPALA
Yavrutürk Şiirleri

Figure 3.4 Picture of a Man Who is the Head of Family

Boy helps his father, plays with his ball, he is untidy, and naughty. While all the other members of the family are doing their own shares, boys are engaged in totally different activities e.g. helping out the father with the tasks that need to be taken care of outside (%21, Table 3.10), playing with their balls (%31, Table 3.10). Maybe, what gives him to the right of being untidy (%16, Table 3.10) and naughty (% 32, Table 3.10) is not desired to be understood by the authors of those books analyzed, and so, the reality is that their being more free at home even for playing football and having the right of doing whatever they want for their own will never change in the books still used (Figure 3.5 and Pictures, Appendix B).
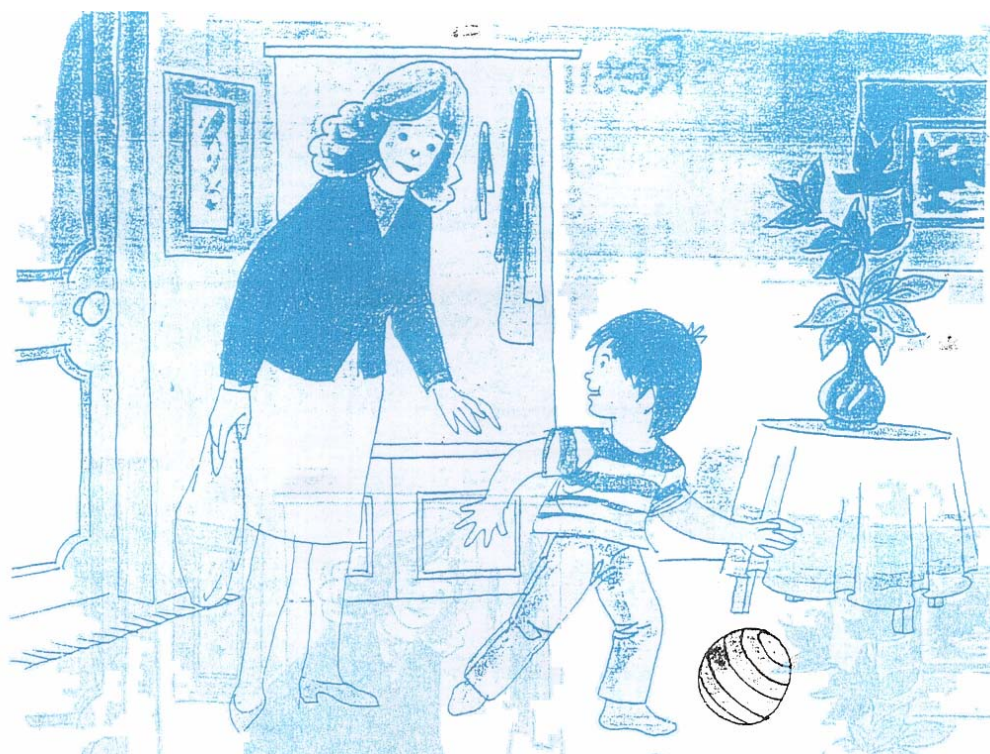
Figure 3.5 Picture of a Boy Who is Naughty

Unfortunately, as it is understood that the usual locations and share of women and men are generally indicated in a stereotyped way in the textbooks, women at home do housework, men outside. earn money and supply the needs. Family members share responsibilities at home. This division is stressed with a number of examples given by Helvacıoğlu (1996), Arslan (2000), and Gürkan and Hazır (1994). Choosing their examples from different Turkish school textbooks published in different years, they conclude that the image presented to elementary school children is that mothers'

only territory is home and their main job is to organize housework whereas fathers are breadwinners thus they make decisions and say the last word and this brings them the authority at home.

Helvacıoğlu (1996) also mentions job related discrimination based on gender (although women are not accepted as potential workers). She argues that as soon as elementary school children start their education. They face this dichotomy of women's jobs and men's jobs. When the time comes for them to choose their jobs, they go for jobs that are appropriate to their own gender. We end up with women who do not even think of having a career in science, politics etc. (Pictures, Appendix B). And they have to choose from a very limited list of women's jobs such as teaching and nursing or they have to choose to be the women of a warm and sweet home and the mother of lovely children! In this study, a lot of examples of the presentations related to job discrimination for females and males as the proof of their existence in today's school textbooks can also be seen (Pictures, Appendix B).

Lastly, for the total evaluation of the school textbooks analyzed throughout this research, those can be concluded as the general characteristics of females and males under the scope of the categories designed or not: Soft, delicate, caring, sensitive and good at housework depicted for females, so they are so deliberately pushed into the background and to become independent individuals becomes impossible for them. Strong, foreseeing, talented, brave, clever depicted for males ,so they are moved to the foreground and becoming producers and owners of everything. (Pictures, Appendix B).

3.2.3.2. Analysis of Interview Data

Interviews were conveyed with 13 teachers (9 male, 4 female) of 1^{st}-5^{th} grades. I planned to use semistructured interviews with the teachers so that I could follow whatever relevant direction the conversation took. A fully structured interview would not let issues truly emerge in conversation. The use of a bit loosely structured interviews would allow me to adjust interviews as more data become known. This reflective process has leaded to a deeper understanding of the issues at hand (Interview Questions, Appendix A).

At the beginning, the researcher was introduced to the subjects and a brief introduction about the study was given. The subjects were asked to participate in the study voluntarily. Finally, the subjects were informed that if they refused to participate they would not incur any negative consequences. The subjects were also informed that all their responses would be kept completely confidential. 13 elementary school teachers, 4 of them are female, 9 are male, were interviewed. The duration and of the interviewing were arranged according to the conditions the subjects were in for the objectivity of the study itself.

The subjects interviewed were also shown some pictures, figures taken from those analyzed textbooks which had stereotyped gender role components and asked to answer some questions related to that criterion. The questions were private and general ones to know the subjects a bit more closely and to learn both their points of views after their examining the material given and if they had gender perspective. Interviews took about one and a half-hour or less.

The interviews were analyzed according to categories below taking as the base by using Frequency Tables.

Table 3.11 Categories Used for Interview Question 1 "Could you tell how you decided and who/what affected you to choose this occupation?"

Categories of Influences on Profession Choice
Mother
Father
Socio-Economic Factors
Teacher
My Own

Table 3.12 Categories Used for Interview Question 2 "How long have you been working as a teacher?"

Categories of Year of Experience
20
20+

Table 3.13 Categories Used for Interview Question 3 "When you evaluate your girl and boy students for all courses, could you tell whether you observe any difference between them in terms of their learning velocity and level?"

Categories of Availability of Difference in Learning Capacity of Girl and Boy Students According to Lessons
Yes
No

Table 3.14 Categories Used for Interview Question 3-1 "If your answer is 'Yes', what are those differences among your girl and boy students?

Categories of YES
Girls are more successful in Social Sciences
Girls are more successful in Science and Math
Boys are more successful in Science and Math
Girls are more successful in Physical Education Activities
Boys are more successful in Physical Education Activities

Table 3.15 Categories Used for Interview Question 4 "Could you tell how you make your students sit in the classroom? "

Categories of Classroom Seating Arrangement
Together
Segregated
According to Students' Desire
According to Students' Health Problems

Table 3.16 Categories Used for Interview Question 5 "What kind of distribution do you apply when you plan Curricular and Extra-Curricular Activities, such as; the Red Crescent, the Green Crescent/Organizations for national festivals (Folk Dance, Performance Groups) etc.?"

Categories of Teachers' Distribution of Students in Curricular Activities
Students' Capacity
Students' Desire

Table 3.17   Categories Used for Interview Question 5-1 "What kind of distribution do you apply for Extra-Curricular Activities?"

Categories of Teachers' Distribution of Students in Extra-Curricular Activities
Students' Ability
Students' Desire

Table 3.18   Categories Used for Interview Question 6 "Could you tell what kind of criteria you pay attention to when you choose the textbooks that you make your students study through an academic year?"

Categories of Teachers' Preferences in Choosing School Textbooks
National Education Publications
Curriculum
Textbook's Quality(Level, Content, View) and Text Book's Quantity (Availability, Price)

Table 3.19   Categories Used for Interview Question 7 " What does "Stereotyped Gender Role" concept mean for you?"

Categories of Teachers' Views on 'Stereotyped Gender Role' Concept
Woman's and Man's Inequality
Traditional Gender Roles

Table 3.20   Categories Used for Interview Question 8 "In your opinion, Are "Stereotyped Gender Role" concept and its presentations available in the textbooks that you are teaching?"

Categories of Availability of Stereotyped Gender Roles in School Textbooks
Yes
No

Table 3.21 Categories Used for Interview Question 9 " Could you tell what you think about the positive and / or negative effects of these 'Stereotyped Gender Role' presentations on your students ?"

Categories of the Effects of Stereotyped Gender Role Presentations in School Textbooks
Negative
No Effect

Table 3.22 Categories Used for Interview Question 9-1 "What kind of negative effects do 'Stereotyped Gender Role' presentations have on your students?"

Categories of the Negative Effects of Stereotyped Gender Role Presentations in School Textbooks
Causing Girls' Feeling Responsibility in Doing Housework
Causing Boys' Fleeing from Sharing the Housework
Negative Influence on Girls' Formal Education
No influence

Table 3.23 Categories Used for Interview Question 10 "When you consider the presentation of " Stereotyped Gender Roles" in the textbooks studied, what changes in the teaching methods and/or the curriculum can be done by teachers for the sake of lessening the negative effects of these stereotyped gender role presentations on their students?"

Categories of Teachers' Views on Solutions for Lessening the Negative Effects of Stereotyped Gender Role Presentations on Students
Individual Efforts
Institutional Efforts
Socio-Cultural Efforts

When studying the content of the interviews question by question, the teachers were first asked to talk about their professional choices to learn how they have decided to be a elementary school teacher: That was a choice made on purpose or was just a coincidence was desired to be learned.

Of all the teachers interviewed, **2 of them (%15.4)** stated that they wanted to be a teacher so much and chose it by their own. A 1st grade female teacher expresses her feelings as follows:" My love towards children, desire for sharing my ideas, knowledge and the pleasure that I feel when I teach something to people became much influential on taking this decision..."(Burdur/ March 12, 2001).

The others mentioned about different kinds of reasons which made them be a teacher, such as, **their mothers (%15.4), fathers (%15,4), teachers (%23,1) and socio-economic conditions they lived in (%30, 8, Table 3. 24).** A 2nd grade male teacher underlines:" While you choose your profession, you do not have a chance to bring your dreams into life, you have to consider the economic conditions of your country. In Turkey, coincidences are directing you..." (Burdur/ March 20, 2001). A 4th grade female teacher states as:" I did not decide to choose the profession willingly, it was my mother's desire. In the first two years of my studying, I was not pleased of taking this decision but later on, towards the end of my education, especially in training service period, I liked it so much..." (Burdur/ March 15, 2001).

Table 3.24 Dispersion of the Answers and the Values for Interview Question 1

Question 1	Categories	Frequency	Percent
Valid	Mother	2	15,4
	Father	2	15,4
	Socio-Economic Factors	4	30,8
	Teacher	3	23,1
	My Own	2	15,4
	Total	13	100,0

Among the interviewees, **12 of them (%92,3)** have been teaching for 20 years and above, only one from among those 13 teachers has been teaching for six years. She started her profession as an elementary school teacher then after she took a certificate to teach English to the students of 4th-5th grade students of elementary schooling (Table 3.25).

Table 3.25 Dispersion of the Answers and the Values for Interview Question 2

Question 2	Categories	Frequency	Percent
Valid	-20	1	7,7
	20+	12	92,3
	Total	13	100,0

When questioned the interviewees' general evaluation regarding to learning capacity of the students in their classes in terms of their observing any difference between girl and boy students according to lessons studied, **5 teachers (%38,5) said 'yes'** whereas **the others (% 61,5) said 'no'**, (Table 3.26).

Table 3.26 Dispersion of the Answers and the Values for Interview Question 3

Question 3	Categories	Frequency	Percent
Valid	Yes	5	38,5
	No	8	61,5
	Total	13	100,0

The teachers who said 'yes' claimed that these differences caused by some reasons, such as; students' individual differences e.g. IQ level, gender differences, and family differences e.g. income level, education and cultural level. They believe that all these factors are effectual in terms of being born of those differences in students' learning levels. Among the teachers (each %20) who say 'Yes' (Table 3.27): A second grade male teacher claims:" ...Boy students are better in physical education lessons since they are stronger than many girl students, they are not having problems while they are doing the activities required in the lesson..." (Burdur/ March 27, 2001). A 1st grade male teacher emphasizes: " ...Girl students are more enthusiastic in elementary schooling, so they are better in especially, social science lessons..." (Burdur/ March 26, 2001).

A 3rd grade male teacher explains: " In my opinion, girl students are better in science and math lesson, Boy students are not caring for the school more than girls do so this is making them lazy. The only thing that they care is to play football..." (Burdur/ March 22, 2001). A 4th grade male teacher stresses: " ...In elementary schooling

years, girls' physical development is faster than the boys' so, this factor is very influential on girls' being better than boys in physical education lessons..." (Burdur/ March 19, 2001). A 4[th] grade female teacher points out: " ...I observed that my boy students are more successful in mathematics..." (Burdur/ March 15, 2001).

Table 3.27 Dispersion of the Answers and the Values for Interview Question 3-1

For Yes	Categories:	Frequency	Percent
Valid	Girls are more successful in Social Sciences	1	20,0
	Girls are more successful in Science and Math	1	20,0
	Boys are more successful in Science and Math	1	20,0
	Girls are more successful in Physical Education Activities	1	20,0
	Boys are more successful in Physical Education Activities	1	20,0
	Total	5	100,0

Among the teacher who say 'No' (Table 3.26): A 3[rd] grade female teacher alleges: " ... In fact, I believe that if a student is good at a lesson, she or he becomes successful in the others..." (Burdur/ March 23, 2001). A 5[th] grade female teacher tells: " ...I did not feel such kind of differences among my students..." (Burdur/ March 14, 2001). A male teacher of Computer for 4[th]-5[th] grades clarifies: " ...When I observe my students in computer lessons, I never noticed for example that my boy students are better than girl ones. Between two genders, there are the ones who learn fast or more and the ones who learn slowly or less..." (Burdur/ March 13, 2001). A 2[nd] grade male teacher states: " There is no any occasion in which I said that for these lessons my girl students are more successful or for those, my boy students are better..." (Burdur/ March 20, 2001).

In the 4[th] question, the teachers' general classroom settings practices applied while teaching were asked to know how they are doing seating arrangement, (gender segregated or not). Although various preferences were gathered from their answers, there was a common point reached by many of them: They said " whatever we have

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as a preference for seating arrangement in our minds, we do not do anything in the classroom without caring for our students' physical handicaps." After taken that into consideration, they made their preferences: the preference for **seven of them (%53,8)** is to make girl and boy students sit together; A 4[th] grade male teacher underlines:" While arranging students' sitting plan, I care for my girl and boy students' sitting together..." (Burdur/ March 16, 2001). **3 of them (% 23,1)** prefer making them sit according to students' desire; A 4[th] grade female teacher expresses: " I say, take your friend whom you want to sit together by hand..." (Burdur/ March 15, 2001). A 3[rd] grade male teacher tells: " All my students have the right of sitting each other. Every fifteen days, I arrange the classroom sitting plan again and change their places..." (Burdur/ March 22, 2001).

2 of them (%15,4) did not mention about any different kind of preference except from making students sit according to their health problems which the others also accept strongly; A 1[st] grade male teacher explains: " First of all, I arrange the seats of the students who have problems in their visual and hearing organs and then the ones who are shorter are sat in front..." (Burdur/ March 26, 2001). A 1[st] grade female teacher declares: "My girl and boy students sit together but while arranging the seats of my students, I make a student who is introverted sit together with the one who is extroverted because they interact with each other..." (Burdur/ March 12, 2001), and **only one teacher among them (%7,7)** prefer making girl and boy students sit them segregated; A male teacher of Religion and Ethics Lesson for 4[th]-5[th] grades: "...I want my girl students to sit with their girl friends and my students to sit with their boy friends..." (Burdur/ March 21, 2001), (Table 3.28). In addition, for the first years of elementary schooling, families are also interfering with sitting arrangement of their children but the teachers stated that they did not consider their desire.

Table 3.28 Dispersion of the Answers and the Values for Interview Question 4

Question 4	Categories	Frequency	Percent
Valid	Together	7	53,8
	Segregated	1	7,7
	According to Students' Desire	3	23,1
	According to students' Health Problems	2	15,4
	Total	13	100,0

When asked how they set the distribution of students in curricular activities (in -out classroom group activities) and in other extra-curricular activities, such as; organizations for national festivals (Folk Dance, Performance Groups), and clubs (the Red Crescent, the Green Crescent), etc., for in-out classroom group activities taken part in curriculum, **12 of them (%92,3)** stated that they distribute the students in those activities according to their capacities; A 3rd grade female teacher declares: "....According to their success level, I arrange their places in classroom group activities but I never populate all the successful or unsuccessful students together in a same group..." (Burdur/ March 23, 2001).

A 5th grade female teacher says: "...For me, the success of students in unit texts is very much important and according to the scores that they get, I make them take parts in group activities..." (Burdur/ March 14, 2001). A 1st grade female teacher states: "Now, we do not have such kind of activities but in the 3rd and upper classes, I take successful students and unsuccessful ones together and divide them equally for those groups and by this way they teach and learn together..." (Burdur/ March 12, 2001), whereas **only one of them (%7,7)** said that he first paid attention to his students' desire but then he added his consideration of their capacities as well; A male teacher of Computer for 4th-5th grades expresses: " I do this arrangement according to students' desire. They choose their group partners and study with whom they want..." (Burdur/ March 13, 2001), (Table 3.29).

Table 3.29 Dispersion of the Answers and the Values for Interview Question 5

Question 5	Categories	Frequency	Percent
Valid	Students' Capacity	12	92,3
	Students' Desire	1	7,7
	Total	13	100,0

For extra-curricular activities, **5 of them (% 38,5)** mentioned about their caring for students' ability while choosing them for the activities and clubs, but they also implicitly support the idea of girls' being in purity club, boys' in sport club; A 1[st] grade female teacher declares: "...My students are not aware of the importance of these kinds of activities and more, they do not know which club is more suitable for them so I decide and choose one for them according to their abilities..." (Burdur/ March 12, 2001). A 4[th] grade male teacher states: "...I absolutely want my students take part in those clubs and activities and there are many alternatives fitting their abilities..." (Burdur/ March 16, 2001). A 1[st] grade male teacher explains: "...My students do not know the meaning of those kinds of activities so I distribute them according to their abilities: Girl students are populated in Red Crescent, Purity, Green Crescent, boy students are placed in Sport, Civilian Defense, folk Dance clubs..." (Burdur/ March 26, 2001).

8 of them (%61,5) uttered that they have a tendency to populate students in those activities and clubs according to their students' desire and added that girl students want to join in socio-cultural and artistic educational activities and boy students want to join in defense and body-powered educational activities; A 3[rd] grade male teacher says: "...Generally, students are choosing which club they want but sometimes the number for a club catches more than allowed then I intervene and bring my box. We put the names of students who are eager in it and pull out..." (Burdur/ March 22, 2001).

A 2[nd] grade male teacher points out: "...We do this in a democratic way. I write the names of the clubs on the board. Students who are volunteers raise their hands and I too write their names..." (Burdur/ March 27, 2001). A male teacher of Computer for 4[th]-5[th] grades expresses: " I write the duties which they should do in those clubs and

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activities and we have an election system to distribute them equally, they raise their hands for the clubs of which they want to be member..." (Burdur/ March 13, 2001), A 4[th] grade female teacher emphasizes: "... Because of the earthquakes in Burdur, my boy students want to be member of civilian Defense club..." (Burdur/ March 15, 2001), (Table 3.30).

Table 3.30 Dispersion of the Answers and the Values for Interview Question 5-1

Question 5-1	Categories	Frequency	Percent
Valid	Students' Ability	5	38,5
	Students' Desire	8	61,5
	Total	13	100,0

For question 6, **9 of the teachers (%69,2)** made clear that they pay attention to the textbooks' both quality and quantity; A 2[nd] grade male teacher utters: " ...In general, I examine its content and I think over whether or not the textbook can supply my students' needs for their better learning..." (Burdur/ March 27, 2001). A 1[st] grade female teacher expresses: "...I pay attention to their printing, binding, paper quality and pictures..." (Burdur/ March 12, 2001). A 5[th] grade male teacher states: "...If we consider this for each lesson separately, I can say that, for mathematics, it should comprise plentiful exercises, for Turkish and social sciences, it should be cheap and the ones chosen before or can be found easily..." (Burdur/ March 19, 2001). A 1[st] grade male teacher mentions: " I check its content, pictures, level and price..." (Burdur/ March 26, 2001). A 5[th] grade female teacher points out: "...Quality of printing and pictures are very important because these are elementary school students and for them, pictures are attracting them much..." (Burdur/ March 14, 2001).

3 of them (%23,1) said that they choose textbooks by taking the curriculum as a base; A male teacher of Computer for 4[th]-5[th] grades declares: " I pay attention to curriculum..." (Burdur/ March 13, 2001). A 3[rd] grade female teacher underlines: " ...I care for its content, binding and level..." (Burdur/ March 23, 2001). A 4[th] grade female teacher stresses: I check whether it was prepared according to curriculum or not..." (Burdur/ March 15, 2001). A 2[nd] grade male teacher says: " Criterion is that: I

look at curriculum..." (Burdur/ March 20, 2001), and **only one teacher (%7,7)** stated that he chooses the textbooks from among National Education Publications; A 4[th] grade male teacher declares: "While I choose the textbooks, my only criterion is National Education Publications because they do not cause any problem for me and I trust them..." (Burdur/ March 16, 2001), (Table 3.31).

Table 3-31 Dispersion of the Answers and the Values for Interview Question 6

Question 6	Categories	Frequency	Percent
Valid	National Education Publications	1	7,7
	Curriculum	3	23,1
	Textbook's Quality(Level, Content, View) and Text Book's Quantity (Availability, Price)	9	69,2
	Total	13	100,0

The interviewees' general point of views on ' Stereotyped Gender Roles ' concept were asked in Question 7, **4 of them (%30,8)** claimed that it is the indicator of woman's and man's inequality; A 3[rd] grade female teacher tells: " In our society some say that woman and man are equal but in my opinion they can never be equal in Turkish society and I'm sure that it is same in other societies as well. Everything is left over a written paper..." (Burdur/ March 23, 2001).

A male teacher of computer for 4[th]-5[th] grades utters: "Our traditions and custom accept the woman as working in the kitchen and being the helper of her husband..." (Burdur/ March 13, 2001). A 2[nd] grade male teacher explains: ...In my opinion, there should not be any discrimination between woman and man but unfortunately in our country, it is said to girls that what will change if you go to school and learn..." (Burdur/ March 27, 2001).

A 1[st] grade female teacher stresses: "...I think that no woman wants her husband to stay at home, wash the dishes, take care of children or clean the windows... Man should be one stage further than woman, otherwise woman does not respect him and then problems and quarrels start in the family..." (Burdur/ March 12, 2001). A 5[th]

grade female teacher defenses: "... Turkish woman in our society is always in secondary position..." (Burdur/ March 19, 2001).

A male teacher of Religion and Ethics for 4th-5th grades declares "...When we look at our society, we see the superiority of men. For instance, when a man does bad thing, it is so normal but if a woman does the same thing, she is sinful and immoral. However, there cannot be any discrimination among individuals in religion. If that is sin for woman, it is sin for man too..." (Burdur/ March 21, 2001), whereas **9 of them (%69,2)** pointed out that ' Stereotyped Gender Role' concept lodges traditional gender roles in it; A 5th grade male teacher emphasizes: "...Today, traditional gender roles are changing phase by phase. Both woman and man are working. I believe that socio-economic conditions accelerate this changing process..." (Burdur/ March 19, 2001). A 2nd grade male teacher mentions: "...In our family, both my wife and I am working and I never say my wife that you have to cook or clean or wash, I too help her..." (Burdur/ March 20, 2001).

A female teacher of English for 4th -5th grades indicates: "...Whatever happens, man always takes on father role and woman takes on mother role in a family..." (Burdur/ March 28, 2001). A 1st grade male teacher explains: In our country, especially in underdeveloped regions, the pressure on girls is more than the one on boys. All result from our traditions... " (Burdur/ March 26, 2001). A 4th grade female teacher refers: "...The first thing coming to my mind is woman's responsibility for housework but I do not accept this. A man should also do, for example; if I cook, he can make salad or put water in glasses..." (Burdur/ March 15, 2001), (Table 3.32).

Table 3.32 Dispersion of the Answers and the Values for Interview Question 7

Question 7	Categories	Frequency	Percent
Valid	Woman's and Man's Inequality	4	30,8
	Traditional Gender Roles	9	69,2
	Total	13	100,0

When aimed to find out the teachers' awareness of the availability of Stereotyped Gender Role presentations in the textbooks analyzed and their comments on those

presentations' having positive or negative effects on the students by indicating the samples (Appendix B) which include stereotyped gender role presentations taken from the textbooks analyzed in question 8, **9 of the teachers (%69,2)** said that there are stereotyped gender role presentations in the textbooks which are being used now; A 4[th] grade male teacher states: " ...In the textbooks, the number of male figures are more than female's .The role of women is motherhood and the role of man is fatherhood..." (Burdur/ March 16, 2001). A 3[rd] grade female teacher underlines: "...Yes, there are such kinds of presentations in our textbooks. But old publications were worse ..." (Burdur/ March 23, 2001).

A 5[th] grade male teacher stresses: " When we look at the situation from that point of view, yes, we can easily see those presentations in Life Sciences and Turkish textbooks prepared for 1[st], 2[nd] and 3[rd] grades..." (Burdur/ March 19, 2001), while **4 of them (%30,8)** claimed that there is no any stereotyped gender role presentations in those textbooks the above mentioned; A 2[nd] grade male teacher indicates: " I did not come across these sort of presentations in our textbooks used..." (Burdur/ March 27, 2001).

A 1[st] grade female teacher utters: "… No, there is no such presentations in the textbooks..." (Burdur/ March 12, 2001). A 5[th] grade female teacher tells: I have not seen those presentations in the textbooks that I used but I do not know if those are available in the ones that I did not use..." (Burdur/ March 14, 2001). A 3[rd] grade male teacher alleges: "...There is nothing something like those presentations in our textbooks, and if there were, National education Ministry would not allow them to be studied in schools because all these textbooks are examined in Instruction and Training Committee." (Burdur/ March 22, 2001), (Table 3-33).

Table 3.33 Dispersion of the Answers and the Values for Interview Question 8

Question 8	Categories	Frequency	Percent
Valid	Yes	9	69,2
	No	4	30,8
	Total	13	100,0

For question 9, **10 of the teachers (%76,9)** said that they accept those stereotyped gender role presentations' having negative effects on students; A male teacher of Religion and Ethics for 4th-5th grades: "...They affect our girls negatively. Woman and man should be together. Without a woman, there cannot be a man and vice versa..." (Burdur/ March 21, 2001). A 4th grade male teacher emphasizes that: In my opinion, negatively it is affecting our students, they are taught as this is her duty, and that is his while they are so young ..." (Burdur/ March 16, 2001).

A 4th grade female teacher underlines: "When students see those pictures, they can be affected negatively, especially introvert students..." (Burdur/ March 23, 2001). A 2nd grade male teacher points out: " Those kinds of presentations put pressure on students..." (Burdur/ March 27, 2001). A 1st grade female teacher "...Students can internalize those presentations negatively..." (Burdur/ March 12, 2001). A female teacher of English for 4th-5th grades tells: Of course, they have negative effects and besides students are always together with their books in school and at home so this increases their effects more..." (Burdur/ March 28, 2001).

3 of them (%23,1) claimed that those presentations have no effect on the students; A 5th grade male teacher stresses: " I do not think that they can affect our students at this age..." (Burdur/ March 19, 2001). A 5th grade female teacher expresses: " ...Those presentations are not influential on the students... " (Burdur/ March 14, 2001). A 1st grade male teacher indicates: "...I do not accept that those stereotyped presentations can be effectual on students..." (Burdur/ March 26, 2001), (Table 3-34).

Nevertheless, many of the teachers who mentioned about negative effects of those stereotyped role presentations on students alleged that those are not depicted in textbooks intentionally. Then, as a subquestion: " Could you tell how these stereotyped gender role presentations in the pictures affect your students while they form their own gender role concept? " was also asked to the teachers in order to learn what kind of negative effects of those presentations on students are being thought.

Table 3.34 Dispersion of the Answers and the Values for Interview Question 9

Question 9	Categories	Frequency	Percent
Valid	Negative	10	76,9
	No Effect	3	23,1
	Total	13	100,0

For the second part of the question, when asked the interviewees' opinion about the negative effects of stereotyped gender role presentations on students, **5 of them (%38,5)** said that those stereotyped presentations cause girls' feeling responsibility in doing housework; A 3rd grade female teacher stresses: " When a girl student sees the woman figure as doing housework in the textbooks, she thinks that doing a housework is the duty of women..." (Burdur/ March 23, 2001). A male teacher of computer for 4th-5th grade declares: " ...Negative examples of anything always affect people negatively so girl students may think that their places are in the kitchens..." (Burdur/ March 13, 2001).

A 1st grade female teacher states: " Girls can think that I need always someone to achieve something that needs power and knowledge in this life, the only think I can do is housework..." (Burdur/ March 12, 2001). A 2nd grade male teacher points out that: "... Those kinds of presentations are really effectual. They can cause girls preferring to be a mother and housewife not to be a teacher or doctor..." (Burdur/ March 20, 2001).

 4 of them (%30,8) told that those presentations influence girls' progressing in formal education; A 4th grade male teacher utters: " I think those presentations affect girls more than boys because girls dream about marriage in stead of thinking of her further education. Being a bride acquires more importance than being a student..." (Burdur/ March 16, 2001). A 1st grade male teacher explains: " In those pictures, women are generally at home so girls can think that their duties are only doing housework so there is no need to go to school and be educated..." (Burdur/ March 26, 2001).

One of them (%7,7) stated that those affect boys in terms of their fleeing from sharing the housework; A female teacher of English for 4th -5th grades indicates: "...When boys look at those presentations, they may think that those things are none of my business, girls should do them..." (Burdur/ March 28, 2001), whereas **3 of them (%23,1)** claimed that they have no any kind of influence on students; A 2nd grade male teacher says: "...In my opinion, those cannot affect our children, what can affect: their teachers families, the society they live in..." (Burdur/ March 27, 2001). A 5th grade male teacher expresses: "...I think they have no influence on students..." (Burdur/ March 19, 2001). A 5th grade female teacher emphasizes: " Families and teachers have a great influence on children for everything in this life..." (Burdur/ March 14, 2001), (Table 3.35).

Table 3.35 Dispersion of the Answers and the Values for Interview Question 9-1

Question 9-1	Categories	Frequency	Percent
Valid	Causing Girls' Feeling Responsibility in Doing Housework	5	38,5
	Causing Boys' Fleeing from Sharing the Housework	1	7,7
	Negative Influence on Girls' Formal Education	4	30,8
	No Influence	3	23,1
	Total	13	100,0

However, at the same time, the teachers who accepted the negative effects of those stereotyped gender role presentations on students also indicated that the other factors, such as; teachers' attitudes, families' attitudes, peers and media are also very much influential on students' being affected negatively in terms of internalizing these stereotyped gender roles.

In question 10, the teachers' thoughts and suggestions about what changes in the teaching methods and/or the curriculum can be done for the sake of lessening the negative effects of these stereotyped gender role presentations on students were asked, **6 of them (%46,1)** indicated the significance of individual efforts, e.g. using

different methods and techniques (group discussions, question and answer), teaching materials (flashcards, drawings) and devices (slide projector); A 5[th] grade male teacher underlines: " I myself organize a lovely atmosphere for group discussions of the students in terms of dealing with the issue. I believe that all teacher can do this..." (Burdur/ March 19, 2001). A 2[nd] grade male teacher tells: " When I see those kinds of presentations in the pictures, I ask my students some questions, for example; what do you see here and what should/can also be here?..." (Burdur/ March 20, 2001).

A 3[rd] grade male teacher expresses: "...We can talk to our students about these kinds of issues in the classroom. Positive guidance is really important in elementary schooling..." (Burdur/ March 22, 2001). A 3[rd] grade female teacher says: "...Group discussions should be applied regularly to make students share their ideas, rights and wrongs with each other..." (Burdur/ March 23, 2001). A 2[nd] grade of male teacher stresses: "...Teachers can change their old teaching methods and do something new in the name of students' understanding the issue better..." (Burdur/ March 27, 2001). A 1[st] grade female teacher: "… You know that Our school is a MLÖ school and we have many devices and sources so we can prepare our own pictures related to units and show them to our students while teaching..." (Burdur/ March 12, 2001).

4 of them (%30,8) stressed the inevitability of socio-cultural efforts, e.g. making families and media conscious of the issue; A female teacher of English for 4[th]-5[th] grades utters: " Firstly, families should be educated..." (Burdur/ March 28, 2001). A 4[th] grade female teacher mentions: "...Today, media is very much important and our children learn many things from TV..." (Burdur/ March 15, 2001). A male teacher of Religion and Ethics for 4[th]-5[th] grades indicates: " Socio-cultural factors are very much influential, especially families and media..." (Burdur/ March 21, 2001).

A male teacher of Computer for 4[th]-5[th] grades declares: " The society should be made conscious of the issue via public education institutions..." (Burdur/ March 13, 2001), whereas **3 of them (%23, 1)** defended the importance and necessity of institutional changes, e.g. changing curriculum, educating present and prospective teachers via in-service and pre-service training, and educating textbook writers; A 5[th] grade female teacher points out: "...In universities, there should be some courses related to this issue and teacher candidates should study it there..." (Burdur/ March 14, 2001). A 2[nd]

grade male teacher states: " ...Our National Education Ministry should revise the elementary schooling curriculum..." (Burdur/ March 26, 2001). A 4[th] grade male teacher emphasizes: "...National Education system is wrong..." (Burdur/ March 16, 2001), (Table 3. 36).

Table 3.36 Dispersion of the Answers and the Values for Interview Question 10

Question 10	Categories	Frequency	Percent
Valid	Individual Efforts	6	46,1
	Institutional Efforts	3	23,1
	Socio-Cultural Efforts	4	30,8
	Total	13	100,0

3.2.3.3. Evaluation of Stereotyped Gender Role Presentations in Drawn and Written Productions of Students

To see whether the effects of stereotyped gender role presentations taken part in the school textbooks are reflected in their productions, students of 1[st]-3[rd] grades were asked to draw and students of 4[th]-5[th] grades were asked to write on a given topic, " My Family " to find out whether the stereotypical images that are exposed to children through textbooks are reproduced in their own work following the argument that children reproduce values they have imbibed in their educational productions (Swann, 1992).

The same categorization system (Table 3.9) that is applied to school textbooks is also applied to the drawn and written productions of the students (Table 3.38, 41). Nevertheless, not all the categories used in the analysis of the school textbooks above were used here since some of those categories did not lead to any meaningful data in this part research. The collected drawings and writings on the given topic were analyzed whether the same stereotyped gender role categories in the school textbooks existed in their productions or not. Some similarities and differences are observed (Table 3.39, 42).

For this the third set of data, 308 students participated in the study, 178 of them were girls and 130 of them were boys. From inside of 1[st] 3[rd] grade students, the percentage

of girl participant (%56) is higher than boys' (%44). From the inside of 4th-5th grade students, the percentage of girl participant (%61) is again higher than boys' (%39, Table 3.37). However, the dispersion of girl and boy students' participating in both drawing and writing is changing. For example, the percentage of girl students who participated in both drawing and writing is % 23 whereas the percentage of boy students who participated in both drawing and writing is % 12. The percentage of girl students who only participated in drawing is %20 whereas the percentage of boy students who only participated in drawing is %16. The percentage of girl students who only participated in writing is %18 whereas the percentage of boy students who only participated in writing is %11. By this total ratio gained from all of the students participated in both drawing and writing, 348 drawn and written productions were obtained; 267 of them were drawn productions and 81 0f them were written ones in this study (Table 3.37).

Table 3.37 Number of Students Who Participated in Drawings and Compositions and Number of Drawings and Compositions Obtained for the Study

Total Number of the Students Participated from All Grades	Total Number of Participants from 1st-3rd Grades for Drawings	Total Number of Participants from 4th-5th Grades for Both Drawing and Writing	Total Number of Girl Student Participants from 1st-3rd Grades for Drawing	Total Number of Boy Student Participants from 1st-3rd Grades for Drawing	Total Number of Girl Student Participants from 4th-5th Grades for Both Drawing and Writing	Total Number of Boy Student Participants from 4th-5th Grades for Both Drawings and Writings	Total Number of Girl Student Participants from 4th-5th Grades for Only Drawing	Total Number of Boy Student Participants from 4th-5th Grades for Only Drawings	Total Number of Girl Student Participants from 4th-5th Grades for Only Writing	Total Number of Boy Student Participants from 4th-5th Grades for Only Writing
308	185	123	103	82	28	15	25	19	22	14
Total	308		185		123					
%	%60	%40	%56	%44	%23	%12	%20	%16	%18	%11
Total	%100		%100		%100					

Total Number of Drawings and Compositions		Total Number of Drawings		Total Number of Compositions	
348		267		81	
%100		%75		%25	

Categories below are for the stereotyped female and male presentations in the drawings analyzed

Table 3.38 Categories Used for Stereotyped Gender Role Presentation in Drawings Analyzed

Woman	*Girl*	*Man*	*Boy*
1- Doing Housework	*1-Near Mother*	*1-Watching TV/Reading*	*1-Near Father*
2- Affectionate Mother		*2-Strong Father*	

Woman does housework, she is affectionate mother. These are the categories attributed to woman in which Helvacıoğlu (1996) argues that woman is presented while doing housework in the school textbooks she analyzed. It is almost always impossible to separate woman from her image of housemaids in those books.

When looking at the example in students' drawings, I found that both girl and boy students depicted the woman figure, firstly while she is doing housework (% 56) and this category comprises % 38 dispersion within the total percent of the whole woman presentation in drawings (Table 3.39, Drawings, Appendix C). She is generally drawn inside the house, especially in the kitchen, while doing her routine duties, such as; washing dishes, washing laundry, cooking, serving for the other members of the family but sometimes, as the only place outside for her to go, she is in house garden not farther than there! Besides, she is never alone there, her husband and children are always together with her and so, in most of the drawings, the duties of woman are depicted very strongly (Figure 3.6 and Drawings, Appendix C).

Figure 3.6 Drawing of a Woman Who Does Housework

 The other interesting thing is that both genders preferred to drawn about the woman character rather than the man character in their families (Table 3.39). Besides, in the

drawings, while she is doing housework in a good manner, she is also very affectionate mother. She takes care of her children well at home and outside (house garden), (%44, Table 3.39) and this category comprises % 29 dispersion within the total per cent of the whole woman presentation in drawings (Table 3.39, Drawings, Appendix C).

Girl is near her mother. The little girls are presented while doing housework of all kinds in both the samples taken from the school textbooks analyzed for this study and the ones in Helvacıoğlu's (1996) and Aslan's (2000). In drawings, this case is not much same with the ones in school textbooks, but instead, the girl figure is very next to the woman figure wherever they are in, just as followers of mothers. (%100) and this category comprises % 51 dispersion within the total per cent of the whole girl presentation in drawings (Figure 3.7 and Table 3.39, Drawings, Appendix C).

Figure 3.7 Drawing of a Girl Who Helps Her Mother

Man watches TV/reads, he is strong father. In most of the drawings, man is pictured while watching or reading newspaper in the living room (% 63, Table 3.39) and this category comprises % 33 dispersion within the total per cent of the whole man presentation in drawings (Table 3.39). However, his wife or daughter is sometimes

too given a place there to serve him e.g. bringing tea, preparing the table for meal although they are mostly seen in the kitchen or in other rooms. Home is the residence to rest for him but not generally for the others (Figure 3.8 and Drawings, Appendix C).
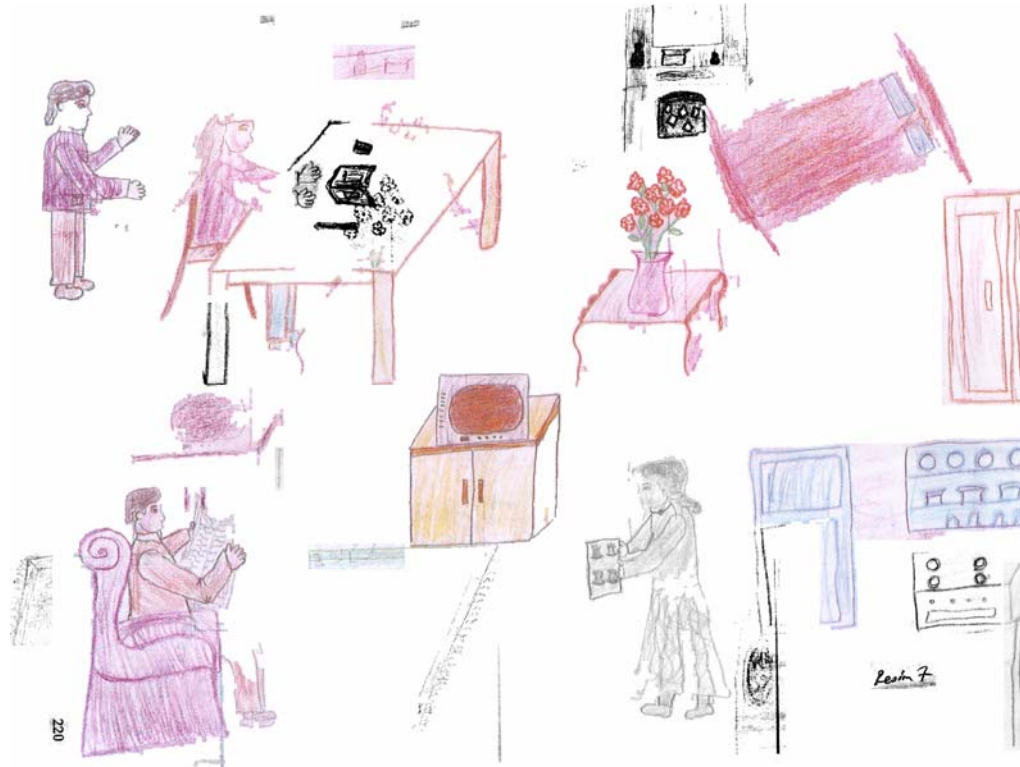
Figure 3.8 Drawing of a Man Who Watches TV and Reads Newspaper

On the other hand, there is a strong father view (%37, Table 3.39) imputed to the man in drawings. He is taller and fatter than the mother is. Moreover, his looking style is quite though (Drawings, Appendix C). This category comprises % 19 dispersion within the total per cent of the whole man presentation in drawings (Table 3.39).

Boy is near his father. Although the boy figure in drawings does not help his father, he sits or stands near him and shares the same atmosphere with him inside or outside the house (% 100, Table 3.39), and this category comprises % 69 dispersion within the total per cent of the whole boy presentation in drawings (Figure 3.9 and Drawings, Appendix C).

Figure 3.9 Drawing of a Boy Who is Near His Father

Two other results gathered from the evaluation of drawings are total percentages of female and male presentations: %32 for woman, %23 for girl, %27 for man, % 18 for boy and the total percentages of stereotyped gender role presentations in drawings: %36 for woman, %20 for girl, %24 for man, % 21 for boy (Table 3.40).

Table 3.39 Dispersion of Stereotyped Gender Role Presentations of Woman and Girl, and Man and Boy in Drawings Analyzed

Stereotyped Gender Role Presentations of Woman and Girl, and Man and Boy in Drawings											
Woman	Total	%	Girl	Total	%	Man	Total	%	Boy	Total	%
Categories	2	100	Categories	1	100	Categories	2	100	Categories	1	100
Doing Housework	118	56	Near Mother	115	100	Watching TV/Reading	88	63	Near Father	124	100
Affectionate Mother	91	44		115		Strong Father	52	37		124	
	209	67					140	%52			
Total Stereotyped Presentation	%38	%29		%51			%33	%19		%69	
	310			225			270			180	
Total Presentation	%33		%100	%49			%48		%100	%31	

Table 3. 40 Number of Female and Male Presentations in Drawings

Total Number of Female and Male Presentations in Drawings			
NUMBER OF FEMALE PRESENTATIONS		NUMBER OF MALE PRESENTATIONS	
WOMAN	GIRL	MAN	BOY
310	225	270	180
Total:985			
%32	%23	%27	%18
Total Number of Stereotyped Gender Role Presentations for Woman/Girl and Man/Boy in Drawings			
WOMAN	GIRL	MAN	BOY
209	115	140	124
Total:588			
%36	%20	%24	%21
%100			

Categories below are for the stereotyped female and male presentations in the writings analyzed:

Table 3.41 Categories Used for Stereotyped Gender Role Presentation in Compositions Analyzed

Woman	Girl	Man	Boy
1- Doing Housework	1-Helping Mother	1-Earning Money	1- Naughty
2-Affectionate Mother		2-Watching TV/Reading	

Woman does housework, she is affectionate mother. The woman figure is mentioned as a mother in students of 4th-5th grades devotes herself to her indispensable duties at home. She cares for everything and everyone at home by doing housework (%77, Table 3.42) and dealing with her children as an affectionate mother perfectly (% 23, Table 3.42). These categories comprise % 44-%13 dispersions within the total per cent of the whole woman presentation in writings (Table 3.42).

In the example below, a girl from 4th grade talks about the duties of her mother at home:

" ...My family always protects me. I love them, they love me. My mum does all the housework at home. Each morning, she prepares breakfast..." (Appendix C).

Another 4th boy grade who wrote about her mother's doings at home:

" I get up in the morning. Since my father goes to school, my mother says 'Good morning' to me. She prepares my breakfast. She goes to jogging. After coming back, she cooks and I go to my school..." (Appendix C).

One more example about duties of his mother is given by a 4th grade boy:

" Each day I get up, my mum prepares my breakfast....." (Appendix C).

What the 4th grade girl in the next example emphasizes is doing housework in a collective way:

" When I get up in the morning, my grandmother prepares my breakfast. My mother goes to work. After her coming back home, she prepares the dinner..." (Appendix C).

A 4th grade girl expresses her ideas in the following way:

" Hi! I will tell you about a night in my family. Firstly, we had our dinner and my mother washed the dishes and made coffee for my father..." (Appendix C).

Another girl from 4th grade writes the following on her mother:

" My mother is 42 years old and a housewife. She likes cooking very much..." (Appendix C).

5th grade boy also mentions the things that his mother does at home:

"...My mother prepares the dining table and we wait for my father. He comes and we have our diner together.... My mother makes tea and we drink. After drinking tea, she brings fruit for us and we eat..." (Appendix C).

Another 5th grade boy again mentions about her mother's doing housework:

" My dear mum deal with housework all day..." (Appendix C).

A girl from 5th grade talks about her mother:

" My mother is housewife, she is very fastidious and she likes cleaning very much...
" (Appendix C).

One girl from 5th grade talking about her mother writes:

" ...My mother deals with housework such as; washing dishes, washing laundry,
cleaning..." (Appendix C).

For another 5th grade girl, there is a division of labor among family members at
home:

" All the family members in the family do their duties at home. They share the family
stuff and keep that family existing. For example; the mother does cleaning, cooking,
looking after the baby..." (Appendix C).

Another 5th grade girl says:

" We are five in the family. My mother is housewife. My father is working My sister
is learning sewing. My elder sister is helping my mother..." (Appendix C).

A 4th grade girl writes about her being affectionate :

" When I get up in the morning, I see my mother's smiling face. She says 'Good
morning' and kisses my check..." (Appendix C).

Another 4th grade girl says:

"' In the morning, my mother prepares my breakfast and meets me with her smiling
face... My mother is merriest member of our family " (Appendix C).

One girl from 4th grade states that:

" My mother is cheerful and good person..." (Appendix C).

Another 4th grade girl mentions:

" ...My mother is very sweet and compassionate. She is a person who loves me so
much..." (Appendix C).

Another 4th grade girl expresses:

" I will mention about my family...My mother is short but very sweet and she caries a golden heart inside...We are just like friends ..." (Appendix C).

Another 4th grade girl utters:

" Every evening, my mother prepares our meal and lay the table...Before going to bed, while y father is sipping his tea, my mother brings fruit to us " (Appendix C).

One more 4th grade girl tells:

" ...My mother never gets angry. However, if she gets nervous, then she shouts a bit. She is a very good person..." (Appendix C).

5th grade boy stresses her mother's goodness:

" My mother is a person who does not nurse a grudge..." (Appendix C).

Girl helps her mother. In writings, girl is depicted as the one who helps her mother (%100, Table 3.42) She performs her duties in the family carefully. Besides, while she is helping, she feels herself very happy and believes that she should do this for the goodness of her family. This category comprises % 51 dispersion within the total per cent of the whole girl presentation in writings (Table 3.43).

In the example given below, one girl from 4th grade mentions about how she helps her mother:

When I get up in the morning, I like helping my mother very much while she is preparing the breakfast..." (Appendix C).

Another 4th grade girl states:

" I get up at seven. I prepare breakfast and my mother comes...After coming back school in the evening, I prepare dinner and we eat , later I picked up the table..." (Appendix C).

Another girl from 4th grade expresses:

" I get up early in the morning...I had my breakfast with my mother. After having breakfast, we cleaned the table. In the evening, we prepare the dinner together..." (Appendix C).

Another 4th grade girl tells:

" ...After I finish my homework, I help my mother. Later, my mother and I prepare the dinner and eat it. We are picking up and going to the beds..." (Appendix C).

Another girl from 4th grade writes:

" ...While my mother is washing the dishes, my sister and I tidy up the rooms..." (Appendix C).

Another 4th grade girl tells:

" ...My sister and I help my mother in the kitchen to lessen her burden..." (Appendix C).

One more girl from 4th grade believes the importance of sharing the housework:

" There should be division of labor in the family. For example; if our mother lays the dinner table, we have to help her.

A 5th grade girl states:

" ...Children help their mothers... " (Appendix C).

Another 5th grade girl expresses:

"...I have a little brother. Since my mother looks after him, I help my mother. I am cleaning and sweeping the home. She did not like my way of cleaning before but now She has to accept that..." (Appendix C).

Man earns money, watches TV/reads. In students' compositions, two things are applied to the man figure in the family: Working outside to earn money for his family (%79) and watching TV/ reading at home (%20, Table 3.42). These categories comprise %14-%54 dispersions within the total per cent of the whole man presentation in writings (Table 3.42).

In the example below, one girl from 5[th] grade tells about her father:
" The head of the family is my father. He works in TEDAŞ to support our needs..." (Appendix C).

A 4[th] grade girl says:
" ...After we have our breakfast, my father goes to work... When he comes back, we eat our dinner together..." (Appendix C).

Another 4[th] grade girl writes:
" ...After my father comes back from work, I am kissing him so many times..." (Appendix C).

Another girl from 4[th] grade shares her ideas in the following way:
" The head of our family is my father. He is 48 years old and retired...My mother is housewife..." (Appendix C).

One girl from 5[th] grade defends the division of labor at home:
" The father works to earn the money that the family needs " (Appendix C).

A 4[th] grade boy explains a day in his family:
" ...My father was going to work ... " (Appendix C).

Another boy from 5[th] grade writes:
" The head of our family is my father. He works in industrial estate..." (Appendix C).

A 4[th] grade girl explains:
" ...My father bought a story book for my sister and me. Of course, I thanked him..." (Appendix C).

One girl from 5th grade complains about his father's heavy job:

" ...My father is coming late home because of his work and sometimes I am not able to see him..." (Appendix C).

A boy from 5th grade utter:

" ... The most pleasant things for my father are watching TV after having dinner and reading book before sleeping..." (Appendix C).

A girl from 4th grade says:

" ...After having dinner, my father watches news and sports..." (Appendix C).

One more girl from 4th grade writes:

"...My brother sat in the living room and while he was watching TV and my father came. He took off his shoes and sat near him..." (Appendix C).

A girl from 5th grade mentions:

" ...My father likes matches and news on TV..." (Appendix C).

Boy is naughty. When looking at the compositions, students generally talk about their naughty brothers (%100, Table 3.42). Sometimes, boy students also accept that they are naughty. This category comprises % 52 dispersion within the total per cent of the whole boy presentation in writings (Table 3.42).

A 5th grade girl complains about her brother:

"... He is very naughty and always cries..." (Appendix C).

One 5th grade boy tells:

"...My brother is 5 year younger than me and because of this, our interests are so different, He wants to play games. In the evenings, he is showing us what he learned in the school, e.g. folk dance, songs..." (Appendix C).

Another 5th grade boy writes:

"...Who can catch us? My brother and I mess up home. We scuffle each other..." (Appendix C).

Another boy from 4th grade utters:

" ...When I got naughty, my parents did not get angry with me..." (Appendix C).

A 4th grade girl mentions about her brother:

"... Although my brother accuses me, I still love him because he is my dear brother..." (Appendix C).

Table 3.42 Dispersion of Stereotyped Gender Role Presentations of Woman and Girl, and Man and Boy Compositions Analyzed

Stereotyped Gender Role Presentations of Woman and Girl, and Man and Boy in Writings											
Woman	Total	%	Girl	Total	%	Man	Total	%	Boy	Total	%
Categories	2	100	Categories	1	100	Categories	2	100	Categories	1	100
Doing Housework	81	77	Helping Mother	42	100	Earning Money	77	79	Being Naughty	35	100
Affectionate Mother	24	23				Watching TV/Reading	20	21			
Total Stereotyped Presentation	105			42			97			35	
	%44	%13					%14	%54			
Total Presentation	186			82			143			68	
	%57			%51		%100	%68			%52	

Three other results gathered from the evaluation of writings:

The total percentages of female and male presentations: % 39 for woman, %17 for girl, %30 for man, % 14 for boy (Table 3.43).

The total percentages of stereotyped gender role presentations in writings: %41 for woman, %15 for girl, %35 for man, % 13 for boy (Table 3.43).

The Number of 1st-3rd Grd Students Who Draw Stereotyped Gender Role Presentations: %66 of girl students, %34 of boy students (Table 3.44).

The Number of 4th-5th Grd Students Who Draw and Wrote Stereotyped Gender Role Presentations :

%58 of girl students, %42 of for boy students who participated in drawings (Table 3.44).

%69 of girl students, % 31 of for boy students who participated in writings (Table 3.44).

%63 of girl students, % 37 of for boy students who participated in both drawings and writings (Table 3.44).

Table 3.43 Number of Female and Male Presentations in Compositions

Total Number of Female and Male Presentations in Compositions			
NUMBER OF FEMALE PRESENTATIONS		NUMBER OF MALE PRESENTATIONS	
WOMAN	GIRL	MAN	BOY
186	82	143	68
Total: 479			
%39	%17	%30	%14
Total Number of Stereotyped Gender Role Presentations for Woman/Girl and Man/Boy in Writings			
WOMAN	GIRL	MAN	BOY
105	42	97	35
Total: 279			
%41	%15	%35	%13
%100			

Table 3.44   Number of Students Who Draw and Wrote Stereotyped Gender Role Presentations

The Number 1st-3rd Grd Students Who Draw Stereotyped Gender Role Presentations		
Girl: 103	Boy: 82	
86	45	
Total: 131		
%66	%34	%100
The Number of 4th-5th Grd Students Who Draw and Wrote Stereotyped Gender Role Presentations		
In Drawings		
Girl: 25	Boy: 19	
18	13	
Total:31		
%58	%42	%100
In Writings		
Girl: 22	Boy: 14	
20	9	
Total: 29		
%69	%31	%100
Both in Drawings and Writings		
28	15	
19	11	
Total :30		
%63	%37	%100

What are hypothesized in this study concerning not only the gender stereotyped female and male role presentations and stereotypical characteristics of both in primary school textbooks but their negative effects on students' writings and drawings as well (Table 3. 37, 39, 40, 42, 43, 44) have been wholly upheld through the analysis above. As a considerable example of this proving , the number of stereotyped gender role presentations together with the mere number of male

presentations itself in those textbooks and students' productions are always found to be higher than non-stereotyped female presentations in every respect.

Even more, the decline of the number of female presentations in upper grade textbooks e.g. 4/5 grds is the evidence of ignoring femininity and feminine reality in the social strata of this life (Table 3.2-8). By this way, the message tried to be given to the posterity is the uncontroversial visibility of men in everywhere, but stereotyped visibility of women in somewhere or their total invisibility in nowhere.

3.2.3.4. Discussion of the Findings

The results obtained from the investigation on school textbooks can be summarized that in the pictures of elementary school textbooks of five years, although they pictured both female and male figures, totally the number of male presentation is more than the number of female presentation whereas the number of female stereotyped gender role presentation is more than the number of male stereotyped gender role presentation (Table 3.4-8).

However, the total number of stereotyped gender role presentation of male figure is more than the total number of stereotyped gender role presentation of female figure in the textbooks of all lessons since the number of male presentation is more than the number of female presentation in those textbooks analyzed (Table 3.8). Furthermore, the stereotyped gender role presentations of both female and male figures are encountered more in social science lessons than the others (Table 3.8).

Therefore, it is observed that there is both an influence of stereotyped gender role presentations in textbooks on the attitudes of teachers and students who are of different genders and grades and a directly proportional relation among those variables in Figure 3.1 since the number of stereotyped and non- stereotyped female/male presentation changes directly when the number of girl-boy/woman-man's pictures and the number of girl-boy/woman-man's stereotyped pictures increase or decrease in those textbooks analyzed (Table 3.2-8).

At first glance, what is gathered from the distribution of categories in the textbooks and drawings and compositions is that the textbooks presented more stereotyped

presentations of woman and man than drawings and compositions student performed on their own. Overall, both in school textbooks and drawings and compositions of students analyzed, the most common categories used are doing housework and affectionate mother for the woman figure, helping mother for the girl figure, earning money and watching TV or reading for the man figure and being naughty for the boy figure. These categories mention the stereotypical activities female and male engage in family and so in society as well.

What is drawn from the textbooks analyzed is the tendency to reflect the stereotyped duties of mother, father, and children as the distribution of stereotyped roles among family members. Mothers do house work and take care of the needs of the family members; fathers earn money to buy things fir the house and children but especially girls help their parents and obey them. A message relayed to all families who want to create peaceful atmosphere in their homes that each family member should know their responsibilities and do what they are expected to do.

The first category, stating the representation of woman doing various kinds of housework, is one of the most popular categories in both school textbooks and students' drawings and compositions. When looked at their drawings and compositions, it is observed that girls mentioned their mothers doing housework than boys. This is in quite close relation with their upbringing. They grow up with the idea that they will be mothers and take the responsibility of a house one day. Thus, talking about their mother doing housework of all kinds is talking about the facts of life that they will face with tomorrow. No attributes found were attached to woman which represent her as the source of knowledge and wisdom and which put her into quite important roles in society whereas man fulfills the mission of transferring the knowledge to the coming generations which make him rather important in the society. The special emphasis is placed on the fact that mothers have the heaviest responsibilities and duties at home (Table 3.39).

 These categories appearing in the school textbooks and drawings and compositions of the students give us information about female and male stereotyped characteristics of Turkish people is the roles they fulfill in society and the activities they engage in. Then, we find Turkish females (both children and adults) displaying quite

stereotypical characteristics, engaging in quite limited activities and fulfilling subservient role in the society. So, they are dependent on their male counterparts bot economically and socially, they are good at doing housework since there is no more alternatives to do in the borders of a house, they are not demanding anything for themselves, they are very much devoted to their children and well aware of their duties and responsibilities (Table 3.39).

It is highly unlikely to find that women are represented while working, having careers or decent, well-paid jobs. Even though they are rarely mentioned as earning money together with the man, they are never mentioned while spending that money in students' compositions. They are mostly homemakers who also receive help from their daughters. Girls are represented as potential mothers and they do identical activities and fulfill identical roles like their mothers. Mothers want their daughters to be brought up in the way society requires and so present stereotyped role models for them as their own mothers presented those for them too.

Turkish males (both children and adults) are the authority at home and their first duty is to earn a living for their family, they are strong, wise, and active. They have a right to spend most of their time outside. Actually, culturally stereotyped images come out of the representation of females and males in those textbooks which are the pressures little girls and boys feel for taking care of their families. However, girls are unluckier in this situation because they feel that pressure on their shoulders while they are growing up but boys feel that when they grow up. These results overlap with the results of the research done on this topic abroad (Zimet, 1976, Stones, 1983, Harland, 1985, Swann, 1992) and in our country (Külahçı, 1987, Doğan, 1994, Helvacıoğlu, 1996, Arslan, 2000).

I observed the categories ' doing housework ' and ' affectionate mother ' for woman ' earning money ' and ' watching TV/reading ' for man in the drawings and compositions having the highest frequency as in the textbooks analyzed (Table 3.10, 39, 42). In compositions, boys are mentioned as naughty and active but girls are the assistants of their mothers. However, ' helping mother ' category for girls is not mentioned directly in the drawings as mentioned in the compositions. Girls are only depicted as near their mothers whereas boys are near their fathers in those drawings.

In addition, in both drawings and compositions, there is no category of ' playing dolls ' for the girl and ' playing with ball ' for the boy. Instead, girls are dealing with their little siblings whereas boys are so much free to do anything they want.

These results mainly imply that both girls and boys have adopted their stereotyped spheres of activity. The interesting aspect viewed in both drawings and compositions is the difference between 1st-3rd grade students and 4th-5th grade students in terms of having a different family concept. 1st-3rd grade students consider the family as the centre of love but 4th-5th grade students see the family as the centre of duties. From among the 4th-5th grade students, girls are the ones who are more sensible than boys about family issues. Besides, when examined all the compositions, it is also observed that girl students mentioned about themselves as docile and helper whereas boy students talked about themselves as naughty and active in their writings.

Studies of Külahçı (1987), Doğan (1994), Helvacıoğlu (1996), Arslan (2000), and made having a comparative perspective to the changes or similarities in stereotyped gender role presentations possible for us. If today's condition is taken into consideration in terms of having any change or similarity with yesterday in the name of existence those stereotyped presentations, it is observed that there is no much positive change in those although the number of those stereotyped presentations is not as many as before. It is sure that there are some additions such as, females' having the freedom of working outside mostly as nurses and secretaries, not as engineers or doctors, but anyway woman is still doing housework and girl is the nearest assistant of her. Unfortunately, those kinds of presentations of the textbooks are easily seen as reproduced in drawn and written productions of students as well.

Under these circumstances, the messages given to 1st-5th grade girls and boys are:

That females are relatively passive, economically in active; that their activities lie mainly in areas such as washing dishes, laundry, cooking, looking after children, knitting, weaving and finally that they are totally outnumbered by males: a minority.

Those males are relatively active, participate in economic life; that they earn and spend money, never cook and feed children and finally that they are definitely outnumbered females and an absolute majority.

As mentioned before, school as one of the most significant institutions of socialization; and more precisely teachers as the chief figures of this socialization process were also selected to be one of the subjects of this study. When looked into the interviews performed with the teachers for this study, the results were similar in those parts related to female and male stereotyped presentations depicted in the textbooks and students' drawings and compositions.

The findings revealed that stereotypical ideas and beliefs conditioned teachers' perceptions about 'stereotyped gender role concept and sometimes not only that but such ideas and beliefs also seem to have somehow affected teachers' designation of academic fields in which girl and boy students have ability (Table 3.26, 27). Those teachers who advocated the present of differences in academic fields between two sexes attributed the success of girl students to external causes e.g., their being responsible and careful but not internal ones e.g., their IQ levels. The results of interviews imply that teachers' attitudes show variation with respect to the students' sex. These variations are the reflections of gender-stereotyped ideas and beliefs encroached upon teachers by society they live in.

The results show that teachers' beliefs about proper clubs as extra-curricular activities for girl and boy students demonstrate a significant variation in a gender-stereotyped way as indicated in the review of literature (Marland, 1983, Hetherington and Parke, 1993). This differentiation can be interpreted as the refection of teachers' stereotyped attitudes about the proper club areas for female and male students. They perceive girls as proper for the clubs which require caring, cleaning, artistic ability such as; purity, Red Crescent, Green Crescent, Music, Folk Dance clubs, for the clubs which require physical power, such as, sports, civilian defense clubs are perceived as proper for boys. In addition, while mentioning about their students in general, teachers pronounced different adjectives for their female and male students. They perceive female students as sensitive, docile, tidy and responsible but male students as naughty, adventures, untidy and careless.

During my observations, I also came across with some segregation in practices of teachers. For example, all of the teachers I interviewed wrote their female students' names in red whereas males' in blue in the classroom lists. Another was 1st grade female teacher's words that she used while talking about students' siblings. She said to her female student that her brother cries if her mother does not take care of him properly.

The significant thing found out from the results of interviews is that when asked how they choose school textbooks, none of the teachers mentioned about a criterion which involved the stereotyped gender role presentations in textbooks while deciding the books to be chosen in terms of paid attention to eliminate those that lodges stereotyped presentations (Table 3.31). Furthermore at first look many of them from 6 year old experienced ones to 20s could not see stereotyped presentations in the material I showed them until I asked them to tell how girl/boy and woman/man presentations were mentioned in those.

Thus, in this sense when looked at Figure 3.1 by examining attitudes of teachers and students towards stereotyped gender role presentations in school textbooks separately in the light of interviews and drawings and compositions performed through with independent variables gender and grade, no change of those variables was observed for the teachers since both female and male teachers of all grades (1st-5th) accepted the presents of those stereotyped components in textbooks but were not sensitive towards them. On the contrary, some of those claimed that the stereotyped presentations were not intentionally figured in the textbooks whereas the others left stated that since all those stereotyped presentations were being practiced in the society and the writers of those textbooks were the people of this society as well, these were normal in the textbooks used.

From the students' point of view, the results regarding their attitudes towards stereotyped gender role presentations in general presented some differences according to their genders and grades. There is a directly proportional relation between students' attitudes and their grades in Figure 3.1. The higher grade they attain, the more they are getting aware of those presentations. For example, the attitudes of 1st-3rd grade students were only to reflect what they observed whereas the

attitudes of 4th-5th grade students were to reflect what they acquired and practiced. In addition, girl students internalized stereotyped gender role presentations more than boy students of all grades did since the number of those stereotyped presentations in girls' both compositions and drawings was more than in boys' (Table 3.44).

While this study intended to learn subjects' attitudes in terms of their having awareness and sensitivity regarding the present of stereotyped gender role presentations in school textbooks and the effects of those presentations on students, it also draws attention to the solutions proposed by the teachers interviewed for long-term consequences and implications of those stereotyped gender-bound tendencies characterizing educational system (Table 3.36).

The main point advocated by this study finds its expression in the words of Gilman who points out that " Individuals of both sexes must be freer to choose their own ways of life. Every child on earth shall have right conditions to make the best growth possible to it, that every citizen from birth to death, shall have a chance to learn all she or he can assimilate, to develop every power that is in them-for the common good;- this will be the aim of education...Education is a human process, and should develop human qualities-not sex qualities..." (Gilman, 1970: 154).

CHAPTER IV

CONCLUSION AND SUGGESTIONS FOR FURTHER STUDIES

From the moment we are born as female and male, distinction starts depending on our physical appearance. This distinction is reinforced and gains another dimension, as we grew older. As researchers argue, children as young as two display gender stereotypical behavior. For example, during the second year there seem to be clear differences in the play of girls and boys; girls tend to play with dolls while boys often push 'transportation toys' along (Hargreaves, 1986).

This gender role distinction starts to govern our lives as we go through successive stages of life. When we are too little, we tend to show gender differentiated behavior by the toys we choose to play and the type of relationships we have with our mothers and fathers.

During the schooling period, children have some ideas of typical gender differences in their own behavior and these are quite similar to the perceptions adults have. That period, especially elementary school years, is important as there is a quite close link between what children are exposed to stereotypically during this period and the outcomes of this exposure in children's later conduct of life. The contents of this exposure govern children's social, academic and professional choices; what they want to do and to be later in their lives.

The elementary school period is especially important again as this is the period when children's ideas of stereotypical ways of behavior and action are reinforced and in a way materialized through education. Schools are the second important places where stereotypical ways of behaving and acting by means of materials, most commonly by textbooks used and teachers. What they see in those textbooks and what they

experience with their teachers will surely affect children's physical, mental and social practices.

In this study, I tried to find out whether Turkish elementary school textbooks being used at 1^{st}-5^{th} grades in 2001/2002 academic year of an elementary school placed in Burdur contain stereotyped gender role presentations or not and the attitudes of elementary school teachers and students who use these textbooks towards those stereotyped presentations in terms of understanding the reflections of them into their general perceptions of ' stereotyped gender role ' concept. These are done with the analysis of the textbooks used in 1^{st}-5^{th} grades of elementary schools and interviewing those teachers, and asking students draw and write compositions on a given topic ' My Family '.

In every society, there are differences in the roles assigned to woman and man. From the moment children are born this division is reinforced through the socialization process. Children learn the appropriate gender roles from different sources. The first source is parents. Mothers and fathers are sensible in having their children acquire appropriate ways of behaving and acting for their children to be accepted as normal members of society. Hargreaves (1983) points out that children become increasingly aware that to step outside the conventional stereotype boundaries is to be regarded as abnormal or even psychologically unhealthy.

The second source of this information is school. In schools, gender roles are relayed mostly by the textbooks and the insensitive teachers' attitudes towards the issue. Stereotyped gender roles are discriminatory norms in which the spheres of activity and ways of behaving for females and males are rigidly defined and reinforced. Through the representation of this rigidly defined and reinforced stereotypes, children view themselves as female or male and learn appropriate ways of behaving.

The textbooks and teachers' behaviors help to define acceptable and unacceptable behavior models for females and males. If these are too stereotyped gender roles, we have to start thinking about the consequences. In recent years, researches especially done on negative effects of continuous exposure to stereotyped gender role divisions

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in textbooks on children prove clearly that children's textbooks have an important part to play in the way children view themselves in the female and male roles. They must not limit the possibilities, on the contrary, must have an aim of making the person's development and her own respect to the top by having more expanded models (Stones, 1983).

In fact, a range of non-gender stereotyped textbooks can offer students a wide variety of role models to encourage each individual to fulfil her or his potential physically, emotionally and intellectually. However, gender stereotyped textbooks contribute to a view of society in which the options for females and males are more limited by gender stereotyping than they are in real life. The authors of those textbooks may think that textbooks should present the examples of real life conditions but it must be kept in minds that presenting the other aspects of the real life such as; the figures of a woman who is working outside not inside of home, a man who is cooking, a girl who is playing her ball not her doll, a boy who is helping his mother is also on their duties. Unfortunately, somehow or other, the former one is overstated while the later one is neglected in textbooks.

Besides, another thought-provoking thing is that the frequency of gender stereotyped roles in those textbooks are quite higher than in daily life since nobody repeats the same sentence or wants to be repeated or formed again and again as applied in some parts of Alphabet and Introduction to Reading books studied at 1st grade (Appendix B).

Textbooks suggest stereotyped gender role models and ways of behaving to girls and boys under three main headings; first the stereotypical characteristics of both gender. For example, boys in all the stories are active, strong and brave. Secondly, they talk about the activities both gender engage in and thirdly, they are effective in females' and males' academic attainments and career choices or rather career options (Stones, 1983). However, it is important to realize that the rigidity of stereotyped gender roles is not only harmful to girls. Boys may feel equally inhibited by the pressure to appear brave, strong, fearless, and smart if they see no other role models in textbooks. Thus, a range of non-gendered textbooks can offer young readers a wide variety of role

models to encourage each individual to fulfil her or his potential physically, emotionally and intellectually.

Delamont (1990) argues that gender differentiation is harmful to both girls and boys; it limits their subject choices, their career opportunities, and their personal and social lives. This is not to suggest that schools are responsible for gender differences. Girls and boys are treated differently starting from their birth. When they come to school, they are already aware of stereotyped ways of behaving according to their gender. However, schools, if not producers, are reinforcers of stereotyped gender roles. She also states that schools develop and reinforce gender segregations, stereotypes and even discriminations which exaggerate the negative aspects of gender roles in the outside world, when they could be trying to alleviate them.

4.1. Suggestions for Further Research

This study tried to find out stereotyped gender role presentations exist in Turkish elementary school textbooks and teachers' attitudes in terms of their awareness of those stereotyped presentations in the textbooks analyzed and students attitudes in terms of their reproducing of those presentations in their drawings and compositions.

The stereotyped gender role presentations found in both textbooks and drawings and compositions of students can be analyzed by looking at the numerical imbalances; the number of female and male characters both in texts and in illustrations, the number of female and male writers of textbooks, the type and variety of activities girls and boys (women and men) engage in, the number of different jobs girls and boys directed at, the number of roles girls and boys represent can be analyzed to display the distinction in the representation of females and males.

Based on the written compositions subjects of this study produced, further statistical analyses can be done comparing the length of text, number of units of communication, mean length of unit of communication, mean number of sentences and use of connectives by girls and boys followed by linguistically related studies.

This study took drawing and writing as the measures of the extent of the reproduction of stereotyped gender role presentations. Further researches can be done taking listening and/or speaking skills as measures by a free topic or given topic which is gender stereotypically stated.

As far as the role of classroom in molding the gender identity of students is concerned, many factors have traditionally been taken for granted including the role of the teacher. Fagot (1977) underlines that the teacher represents great many number of stereotyping behavioral and conceptional patterns that explicitly and implicitly engender the student's notions of male and female. This remarkable role of teacher does not only shape the gender identity of the student with its various assumptions but it also significantly affects the performance of the students in the class and in social life. Thus, teachers need a special training for better understanding the gender role concept and its stereotypes placed in education since having special training about gender role and its stereotypes affect their sensitiveness towards stereotyped gender role presentations and this also affects the level of their awareness of these presentations in education.

A more comprehensive study of the similar subject is needed to further enhance the findings of this research. A far more detailed interviews can be prepared by collective effort to gather much abundant and reliable information about the cultural upbringing of the teachers, their family backgrounds, socio-economic status, professional training and experience, and other factors which play a certain role in making of the teachers' gender -related values and norms. Those interviews can be applied in two stages in the name of gathering more objective results from the interviewees. For example; for female teachers, female interviewers and for male teachers, male interviewers can be appointed to obstruct the way of social desirability of the interviewees. Of those areas, the one which requires immediate attention is the family backgrounds of the teachers. Scrutinizing such a topic would illuminate the process by which gender-stereotyped ideas and beliefs are transmitted over generations in the Turkish society, a crucial issue taken for granted in most studies on Turkish women in specific and Turkish society in general.

Due to some constrains, the observation stage was used limitedly in this study. A more intensive method of observation with the aid of certain technological devices (e.g., camcorder, recording instruments, etc.) could be utilized to capture details of the forms of behavior (e.g., gestures, mimics etc.) and tones of voice which would provide invaluable information on teachers' attitude (relative) to male and female students. Such technique would require the participation of multiple observants that would alleviate the pressure on the single observant, and in turn would result in the compilation of more reliable data.

In addition to technical suggestions above, a major concern which would be accommodated in a more advanced research on the similar topic relates to the sexual identity of the subjects. A well-designated research project on the variation of female and male teachers' attitudes with respect to the students' sex could be conducted to further expand our horizons on the subject. In order to increase the validity of the present findings, content analysis can be extended to the textbooks studied through 6th-8th grades of elementary schooling.

Another study from the students' angle would show the ways by which female and male students respectively conceive all different approaches by their teachers towards them. We would find out if they ever honor, consciously or unconsciously, those approaches in constructing their gender identity. Also a similar project could be considered for other stages of education such as kindergarten in various types of public elementary schools of same or different districts or regions.

It is expected that this study may provoke further studies, especially related with hidden curriculum and class dynamics which have substantial role in gender role development of female and male roles. Last but not the least, the findings of similar studies can be used to formulate a discrimination index in order to measure teachers' gender-bias or unawareness of stereotyped gender role presence in education practised via textbooks and accordingly to take measures in order to minimize both their negative reflections on choosing textbooks studied and applications experienced in the classrooms.

Follow-up studies on stereotyped gender roles placed in other institutions such as the family, the mass media, the law, the labor would complement the findings for the aim of investigating the extent to which these roles that transpire through different social institutions, have been internalized by students of different levels and adults of different categories, and their effects on psychological and social behaviour.

In United Kingdom, there is a recent debate on whether school textbooks should address real life or a normative life style. To start with real life, it is less uniform in our times. For instance, there is an increasing number of children with divorced parents and those who live with a single parent. Coming to the normative life style, again there are different approaches. Simply not every government is an advocate of gender equality (Goldstein and Woodhouse, 2000). Therefore, this study simply serves to those governments which are after gender equality not gender discrimination.

The accumulation of findings, by establishing an awareness of the issue, may lead to a revision of school textbooks and curriculum, to a re-evaluation of teacher training programs in order to allow a less rigid formation, with wider prospects, for both boys and girls, and ultimately to a reconsideration of stereotyped gender role models not only in school textbooks but also at all levels of society.

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APPENDICES

APPENDIX A

MÜLAKAT SORULARI

1. Mesleğinizde kaçıncı yılınızdasınız?

2. Bu mesleği seçmeye nasıl karar verdiniz (etkisinde kaldığınız veya örnek aldığınız kişiler oldu mu)?

3. Sınıfınızdaki kız ve erkek öğrenciler arasında derslere göre bir değerlendirme yaptığınızda öğrenme hızlarında ve düzeylerinde bir farklılık görüyor musunuz?

4. Sınıfınızdaki kız ve erkek öğrencileriniz için nasıl bir oturma planı uyguluyorsunuz?

5. Sınıf içi grup aktivitelerinizi düzenlerken kız ve erkek öğrenciler için nasıl bir dağılım programı uyguluyorsunuz?

6. Bir eğitim öğretim yılı içerisinde okutacağınız ders kitaplarını seçerken nelere dikkat ediyorsunuz?

7. *Toplumsal Cinsiyet Rolleri* kavramı size neyi düşündürüyor?

8. Sizce bu rollerin şu an okutmakta olduğunuz ders kitaplarına yansımaları nasıl?

9. Ders kitaplarında sunulan kalıplaşmış T*oplumsal Cinsiyet Rolleri'*nin (kadın daimi bir anne ve daima mutfakta, kız çocuğu da ona yardımcı dolayısıyla geleceğin potansiyel anne ve ev hanımı adayı) bu yaş çocuğu üzerinde kalıcı etkileri olabileceği konusunda ne düşünüyorsunuz?

10. Bu tür kalıpların sunulduğu ders kitaplarını kullanırken kalıplaşmış *Toplumsal Cinsiyet Rolleri*'nin öğrencileriniz üzerinde doğurabileceği olumsuz etkileri düşünerek konuların içeriğinde veya öğretme metodunuzda bir değişiklik yapıyor musunuz?

MÜLAKAT ALT SORULARI

1. Elinizdeki okuma parçasında/resim(ler)de kız ve oğlan çocukları veya kadın ve erkek sunumları nasıl verilmektedir?

2. Elinizdeki okuma parçasındaki/ resim(ler)deki kız ve oğlan çocukları veya kadın ve erkek sunumlarında herhangi bir farklılık gözlemliyor musunuz?

3. Elinizdeki okuma parçasında/resim(ler)de *Toplumsal Cinsiyet Rolleri* ile ilgili olarak herhangi bir kalıp yargı mevcut mu?

4. Elinizdeki okuma parçasında/resim(ler)de kız ve oğlan çocukları ile kadın ve erkek sunumlarında yer alan cinsiyet rollerine ilişkin kalıp yargılarda herhangi olumlu veya olumsuz diye adlandırabileceğiniz kalıp yargılara rastladınız mı?

5. Elinizdeki okuma parçasında/resim(ler)de yer alan bu kalıplaşmış *Toplumsal Cinsiyet Rolleri*'nin parçada nasıl öğretildikleri konusunda neler söyleyebilirsiniz?

6. *Toplumsal Cinsiyet Rolleri*'nin okuma parçasındaki/resim(ler) deki bu tür kalıplaşmış sunumları öğrencilerimizin toplumsal cinsiyet rollerine bakış açılarını oluşturmalarında nasıl bir etkiye sahip olabilir?

APPENDIX B

APPENDIX C

SAMPLE COMPOSITIONS WRITTEN ON THE GIVEN TOPIC: **"MY FAMILY"**

The composition written by a 4th grade girl student

AİLEM VE BEN

Cuma sabahı annemin güler yüzüyle uyandım. Kahvaltımı hazırlamış, benim uyanmamı bekliyormuş. Çok sevindim. Annemle kahvaltı yapacaktım. Önceleri annem ablamla, öğlen kahvaltı yapardı. Oysa şimdi benimle kahvaltı yapıyordu. Benim için kalkmış. Kahvaltımızı yaptık. Biraz ders çalıştım. Sonra okula gitme zamanım gelmişti. Arkadaşım çağırdı. Okula gittik. Okuldan gelince önlüğümü çıkardım. Ödevimi yaptım. Babam bana hikaye kitabı almıştı. Tabi ki balama da...

The composition written by a 5th grade boy student

BEN VE AİLEM

Bizim ailemiz beş kişidir. Ailemizde babam, annem, ben ve iki küçük kardeşim bulunur. Ailemizin reisi babamdır. Babam sanayide çalışır. Babamın mesleği demir doğrama ve gün ısı yapımıdır. Annem ev hanımıdır. Bütün gün ev işleri ve kardeşimle uğraşır. İki erkek kardeşimin ikisi de yaramazdır. Samet dört yaşında Muhammed ise üç yaşındadır...

The composition written by a 4th grade girl student

SEVGİ DOLU BİR AİLE

Sabah kalktığımda annemin sesiyle kalkarım. Annemin o güzel ellerinin deydiği kahvaltımı yerim. Ailecek yiyip bitirdikten sonra annem onları toplar ve yıkar. Ondan sonra dişlerimi fırçalarım. Birlikte otururuz. Çay içeriz. Aslında ben çay içmeyi sevmem ama annemin kırılmaması için bir bardak da olsa içerim. Tabi ders çalışmayı da unutmam. Ders çalışırım ondan sonra da aralarda annem meyve hazırlar

meyve yeriz. Biz ablamla test çözeriz. Uyuma saatimiz geldiği zaman uyuruz. Sabah kalktığımızda yine aynı şeyler ve hayata yine her zaman ki gibi güzel bakışlar.

The composition written by a 4th grade boy student

AİLEM

Sabah kalktığımda annem kahvaltımı hazırlıyordu. Babam ve kardeşimde uyanmıştı. Hep beraber kahvaltımızı yaptık. Kardeşimle birlikte güzel oyunlar oynadık. Televizyon izledik...

The composition written by a 4th grade girl student

AİLEM

Sabah 7'de kalkarım. Sofrayı hazırlarım. Annem gelir kahvaltımızı yaparken ağabeyimle tartışırız. Annem kızar. Akşamleyin okuldan geldikten sonra yemeği hazırlarım. Annem geldi mi yemek yeriz. Sofrayı kaldırırım...

The composition written by a 5th grade boy student

AİLEM

Sabah kalkarken kardeşim üstüme çıkar ve beni uyandırır. Kahvaltıyı annem hazırlar, üçümüz kahvaltı yaparız. Okuldan döndüğümde derslerimi bitiririm. Akşam olduğunda babam eve gelir, dördümüz yemeğimizi yeriz. Yemekten sonra birkaç tane test yaparım, yaptıktan sonra içeri giderim. Kardeşimle basket veya futbol oynarız. Sonra meyve yeriz. Benim yatma vaktim geldiğinde yatarım.

The composition written by a 5th grade girl student

AİLEM

Biz beş kişiyiz. Annem ev hanımı, babam çalışıyor. Ablam dikişe gidiyor. En büyük ablam ise anneme yardım ediyor. Ben de okula gidiyorum. Babam maçı sever, haberleri sever. Annem yemek programını sever, ev işini sever...

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The composition written by a 5th grade girl student

AİLEM VE BEN

Benim adım Sinem, 11 yaşındayım. Kitap okumayı, müzik dinlemeyi severim. Fakat sesim güzel değildir. Kardeşimle ilgilenmeyi de çok severim... Kardeşim evde ancak yaramazlık yapmayı, her şeyi bozmayı ve her yeri dağıtmayı sever. Bu yaramazlıklarına rağmen kardeşimi çok severiz. O evimizin mutluluk kaynağıdır. Annem çalıştığı için kendisine pek vakit ayıramaz. Ev işleri ve kardeşimde olunca ideallerini hiç gerçekleştiremiyor...

The composition written by a 5th grade boy student

BEN VE AİLEM

...Babam akşamları derslerimde rehberlik yapar. Bir öğretmen gibi öğretici yanı azdır, hemen sinirlenir. En büyük zevki akşam yemeğinden sonra televizyon izlemek, yatmadan önce kitap okumaktır. En çok bana oku, araştır, öğren der...

The composition written by a 5th grade girl student

AİLEM VE BEN

Biz dört kişiden oluşan bir aileyiz. Annem, babam, kardeşim ve ben. Bundan beş yıl önce üç kişilik bir aileydik. Kardeşim geldiğinden beri dört kişilik bir aile olmak daha güzel...Kardeşim çok yaramaz ve sürekli ağlıyor. Ama ağlamadığı zamanlar onunla oynamak çok eğlenceli. Annem ev hanımı, çok titiz ve temizlik yapmayı çok sever. Fakat kardeşim olduğundan beri bu işleri biraz yavaş ve hepsini bir kerede yapamıyoruz ve kimi zaman ortalığı bile zor topladığı için buna sinir oluyor ve çok üzülüyor. Ben de anneme yardım etmeye çalışıyorum. Evi süpürüyor, siliyorum. Daha önce benim yaptığım temizliği beğenmediği için izin vermezdi şimdi ise kabullenmek zorunda kalıyor...

The composition written by a 5th grade boy student

BEN VE AİLEM

...Anneciğim bütün gün ev işleriyle uğraşır durur. Ama kardeşimle bana yetişmek mümkün mü? Onun topladığı yeri biz dağıtırız. Birbirimizle didişiriz...

The composition written by a 4th grade girl student

AİLEM VE BEN

Karanlığın bastığı dakikalarda aile ferdi her akşam olduğu gibi şirin ve güzel evimizde toplanırız. Benim ailem annem, babam, ablam ve ben olmak üzere dört kişi, bir arada sevgi ve saygı içerisinde yaşayan aileyiz. Her akşama olduğu gibi annem bizler eve gelmeden önce akşam yemeğini hazırlamış mutfağımızdaki masayı servis yapmak üzere donatmıştır. Bizleri işten ,okuldan gelecek diye büyük bir sevgiyle bekler...Hep birlikte mutfağa geçerek radyoda çalan şarkılar ve türküler eşliğinde yemeye başlarız. Yemekten sonra babam TVnin karşısına geçerek haber ve spor programı izlemeye başlar, ben ve ablam annemize mutfak işlerinde yardım ederek annemin yükünü hafifletmeye çalışırız...Yatmadan önce babam çayını yudumlarken annemde bizler için meyvelerimizi getirir...

The composition written by a 5th grade boy student

AİLE

İnsan topluluklarının en küçük birimine Aile denir. Aile en az iki kişiden oluşur. İnsanlar gruplar halinde yaşarlar. Bu aile grubu baba, anne, ve çocuklardan oluşur. Ailede anne evde, baba dış işlerle uğraşır. Aileler bazen çok iyi, bazen çok kötü olabilir. Ailenin en küçük birimi çocuklardır. Çocuklarda bu ailenin temel direğidir...

1st Grade

Alfabe N.YILDIRIM, R.TORTOP,   M.TORTOP,   M.AYHUN

                                                              Top Yayınları

Okumaya Başlıyorum N.YILDIRIM, R.TORTOP,   M.TORTOP,   M.AYHUN

                                                              Top Yayınları

İlköğretim Türkçe 1 , R.TORTOP,H.BARIŞCAN   Top Yayınları

İlköğretim Matematik 1, R.TORTOP,   M.TORTOP   Top Yayınları

İlköğretim Hayat Bilgisi 1, R.TORTOP,A.İ.TORTOP,K.CESUR,T. CESUR

                                                              Top Yayınları

2nd Grade

İlköğretim Türkçe 2 , H.H.TEKIŞIK   Tekışık Yayınları

İlköğretim Matematik 2, H:H TEKIŞIK   Tekışık Yayınları

İlköğretim Hayat Bilgisi 2, H:H TEKIŞIK   Tekışık Yayınları

3rd Grade

İlköğretim Türkçe 3 , H.ÖZKAN,H.GÜRSOY   Milli Eğitim Yayınları

İlköğretim Matematik 3, Z.ŞAHİN ,Z.ARSLAN   Milli Eğitim Yayınları

İlköğretim Hayat Bilgisi 3, KOMİSYON   Milli Eğitim Yayınları

4th Grade

İlköğretim Türkçe 4, KOMİSYON   Milli Eğitim Yayınları

İlköğretim Matematik 4,KOMİSYON   Milli Eğitim Yayınları

İlköğretim Sosyal Bilgiler 4,KOMİSYON   Milli Eğitim Yayınları

İlköğretim İş Eğitimi, 4,Abdullah TOGAY   Gendaş Yayınları

İlköğretim İngilizce,4, A. KOCAMAN, N.TATAROĞLU,Ü.ÖZGÜLER

Özgün Yayınevi

Spring 4 (Student's Book)

İlköğretim İngilizce,4, A. KOCAMAN, N.TATAROĞLU,Ü.ÖZGÜLER

Özgün Yayınevi

Spring 4 (Work Book)

İlköğretim Bilgisayar,(4,5,6,7,8) KOMİSYON   Milli Eğitim Yayınları

İlköğretim Din Kültürü ve Ahlak Bilgisi,4, Ü,GÜNDÜZ   Gendaş Yayınları

(Kaynak Kitap Olarak Yararlanılacak)

5th Grade

İlköğretim Türkçe 5, H.H.TEKIŞIK   Tekışık Yayınları

İlköğretim Matematik 5,A.BUHAN,A.K.YENİAY   Buhan Yayınları

İlköğretim Fen Bilgisi 5,Ç.ÇAĞLAYAN,İ.KOZAK,G.ERDEM, N.EREN,
G.KALKAN, E.ERTUĞRUL   Milli Eğitim Yayınları

 (Kaynak Kitap Olarak Yararlanılmaktadır)

İlköğretim Sosyal Bilgiler 5,KOMİSYON   Milli Eğitim Yayınları

İlköğretim İş Eğitimi, 5, Yrd.Doç.Dr.Ç:AYTAÇ,Ş.ZEYREK

Fırat Yayınları

İlköğretim İngilizce,5, A. KOCAMAN, N.TATAROĞLU,Ü.ÖZGÜLER

Özgün Yayınevi

Spring 5(Student's Book)

İlköğretim İngilizce,5, A. KOCAMAN, N.TATAROĞLU,Ü.ÖZGÜLER

Özgün Yayınevi

Spring 5 (Work Book)

İlköğretim Bilgisayar,(4,5,6,7,8) KOMİSYON   Milli Eğitim Yayınları

İlköğretim Din Kültürü ve Ahlak Bilgisi,5, H.ALGÜL,O.ÇETİN,M.ÖCAL

Altın Kitap Yayınları

(Kaynak Kitap Olarak Yararlanılacak)

APPENDIX E

GLOSSARY

Definitions of the Terms

Role: A definition that specifies who does what, when and where they do it; an expectation that group members hold regarding people's behaviors in given settings (Van der Zanden, 1993).

Gender (Sex)-Role: A set of cultural expectations that define the ways in which the members of each sex should behave (Van der Zanden, 1993).

Gender-Role Stereotype: A simplified, fixed concept concerning the behavior and traits typical of each gender (Hall, Lamp, & Perlmutter, 1986).

Gender-Typing: The process by which children develop the gender-role considered appropriate by their culture (Vasta, Haith, & Miller, 1992).

Gender Identity:The inner experience of gender; the unchanging sense of self as male or female (Hall, Lamp, & Perlmutter, 1986).

Femininity: The high scoring of an individual in the femininity subscale and low in the masculinity subscale in Bern Sex-Role Inventory (Bem, 1974).

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Masculinity: The high scoring of an individual in the masculinity subscale and low in the femininity subscale in Bern Sex-Role Inventory (Bem, 1974).

Attitude: A persistent state that modifies the individual's choices of action (Van der Zanden, 1993).

Stereotype: Schema that organizes knowledge or perceptions about a category (Bem, 1974).

Discrimination: Treating particular categories of people unequally (Hall, Lamp, & Perlmutter, 1986).

Gender Role Identity: Beliefs about characteristics and behaviors associated with one sex as opposed to the other (Van der Zanden, 1993).

Androgynous: Having some typically male and some typically female characteristics apparent in one individual (Bem, 1983).

Gender Schemas: Organized networks of knowledge about what it means to be male or female (Bem, 1985).

Gender Biases: Different views of males and females, often favoring one gender over the other (Bem, 1987).