# Perception of masculinity in rural family structure 

Funda Özpulat ${ }^{1}$


#### Abstract

Research Problem/aim: The objective of this study is to determine the perception of masculinity in rural family structure Methods: This research is a descriptive and analytical study. The universe of the research, which was conducted between the dates of 14.11.2016-31.05.2017, is the people of Akșehir district of Konya Province. Individuals aged 18 and over ( $\mathrm{n}=500$ ), who participated voluntarily, were included in the research, particular attention was paid to acquire the written and verbal consents of the participants prior to the application. Findings: Participants are between the ages of 18 to 65 and the median age is $27.57 \pm 10.22$. Almost all of the women, at $92.9 \%$, disagree with the "the man should decide how to use the household income" statement, while $38,7 \%$ of men support this statement, it can be seen that the provided responses change according to genders ( $\mathrm{p}=.000$ ). Both genders accept the "the man is the head of the household" statement, while $39.5 \%$ of women agree with this statement, at high rates, at $74.9 \%$, men support this statement. While both genders think it is the man's duty to provide for the family, the support rate for this statement among male participants is significantly higher, at $71.2 \%$, and statistical differences can be detected $(\mathrm{p}=.000)$. While the "male politicians are more successful" statement is accepted at higher rates, at 49.7\%, among male participants, statistically, there are huge differences between genders ( $\mathrm{p}=.000$ ). Conclusions: According to the research conducted, it is seen that traditional understanding weighs heavily, and the roles attributed to men and the perception of masculinity draw more attention. The fact that the research was conducted in a rural society where traditional understanding was dominant, substantially affected the results. The perspective of rural societies needs to change. Raising and increasing awareness on topics, such as gender roles, gender perception, and human rights with the health education method will be effective in changing the perceptions of men and women about one another.


Keywords: Gender, gender roles, biological sex, masculinity, rural family structure, perception.

[^0]
## 1. Introduction

Gender is a demographic category determined in accordance with an individual's biological sex. Gender, which is defined as the psychological feeling of an individual being a woman or a man (both, none, or the other), refers to the universal biological differences between males and females (Ege University, 2003; KSGM, 2008). Gender roles are shaped in accordance with the perceived differences between men and women, and the behavior of individuals who constitute the society is affected by gender roles, which is one of the cultural patterns of the society that they live in (Parashar, Dhar and Dhar, 2004). The characteristic features that society expects from women as a monolithic group and men as a monolithic group to perform are called gender stereotypes (Franzoi, 2003). The concept of gender defines the social relations between women and men according to a certain context while analyzing the relationship between women and men and girls and boys, it emphasizes how this relationship is established socially (KSGM, 2008). According to Giddens (2008), gender is "associated with socially constructed notions of masculinity and femininity and it is not necessarily a direct product of the biological sex of an individual". According to Scott (2007), gender is a way of referring to the exclusively social origins of the subjective identities of men and women. In this definition, gender is a social category imposed on a sexed body.

The main sources, where gender is propagated and tens of gender practices are derived from, are family and patriarchal traditions (Bingöl, 2014). Frequently in patriarchal societies, such as the Turkish society, qualities such as being emotional, understanding, and tolerant are attributed to girls in the process of socialization, while boys are taught to strive for a hard, aggressive, ambitious, and independent personality (Oktan, 2008). According to gender, the role of a passive and submissive person is deemed appropriate for women while the role of an active and dominant person is attributed to men (Burger, 2006).

According to Sancar (2009), to date masculinity is encountered as a subject that has been talked about but has not been examined, politically, ideologically, and academically, enough. Men have a struggle with self-identification that begins with their birth. This identity, which defines itself through "other" (women, homosexuals, bisexuals, etc.), is in a constant process of being approved and reapproved under the surveillance and supervision of other men in the society (Oktan, 2008). Additionally, in accordance with gender and its reflection on power, identifying an individual as a man can result in a wide range of effects from inequality in many areas, such as economy, politics, social life, and family life to patriarchal violence (Mora, 2005).

The perception of masculinity has an important role in the lifestyles and health behaviors of men (Fazli, Yun, Ghorbani and Khoei, 2013). According to gender and gender-stereotypes, while the most important role of men is to be the breadwinner, the most important duties of women are to raise the children and maintain the continuity of the family life (Moya, Expósito and Ruiz; 2000). Nevertheless, the man, who is seen obligated to support the household by society, can remain under both physical and psychological pressure (Akın and Demirel, 2003). Expecting men to provide for the household can also make it difficult for men to feel weak and seek help when they are sick (Mohamud and Murphy, 2001).

In the rural family structure, it is generally accepted that the man is very strong, indestructible, unshakable, and capable of everything. This situation can negatively affect the physical, social, and mental health of men, as well as affecting their quality of life, and prevent them from leading a healthy life. Researches are needed to effectively implement intervention and training programs. Adopting an egalitarian gender approach, extending education programs that are planned based on human rights, and launching national and international initiatives that will provide them are of extreme importance in the societies. However, studies on gender perception are limited in our country and there are no studies that reveal the perception of masculinity in rural family structure. The study, which was formed based on these facts, aims to determine the perception of masculinity in rural family structure.

## 2. Materials and Methods

2.1. Objective: The objective of this study is to determine the perception of masculinity in rural family structure.
2.2. Research Type: This research is a descriptive and analytical study.
2.3. The Universe and Sample of the Research: The universe of the research, which was conducted between the dates of 14.11.2016-31.05.2017, is the people of Akşehir district of Konya Province. Individuals aged 18 and over ( $\mathrm{n}=500$ ), who participated voluntarily, were included in the research, particular attention was paid to acquire the written and verbal consents of the participants prior to the application.

The research process started on 14.11.2016, with pre-application to 25 individuals and afterward making the necessary corrections on the form to prepare it for the actual application. During the application, the questionnaire forms were administered by the researcher by taking the written and verbal consent of the individuals and providing information about the research, about 10-15 minutes were given to respond to the questions on the forms. A questionnaire form created by the researcher by reviewing the literature (Akgül, 2013; Altınova and Duyan, 2013; Atış, 2010; Kahraman et al., 2014; Moç, 2013; Vefikuluçay et al., 2009) was used during the research.
2.4. Data Collection Tools: A questionnaire form consisting of three parts was used while collecting the data. In the first part of the form; there are 11 questions aimed to examine the age, sex, marital status, the number of people in their household, the number of daughters and sons, educational background, occupation, types of family, and regular monthly income and expense of the participants. In the second part of the form, there are 15 questions aimed to determine the gender roles and task-sharing in the families of the participants. In the last part of the form, there are 24 statements aimed to determine the perception of masculinity of the participants and they were asked to answer these statements as "I agree" or "I disagree".
2.5. Data Evaluation: The acquired data was evaluated by using the SPSS 17.0 (Statical Package for Social Sciences for Windows) packaged software. In addition to data being evaluated in percentages and numbers, Chi-Square Test and Independent Samples t-Test were used to compare the sociodemographic attributes of the individuals and their perception of masculinity.
2.6. Ethical Considerations: In order to conduct the research necessary permissions were obtained from the Akşehir District Governorship and Selçuk University Ethics Committee (70632468050.01.04/2016), afterward the research has commenced.

## 3. Finding

Participants are between the ages of 18 to 65 and the median age is $27.57 \pm 10.22$. The number of people in the household changes between 1 to 11 , the number of daughters living at home changes between 1 to 8 , and the number of sons living at home changes between 1 to 5 . More than half of the participants ( $61.8 \%$ ) consist of women. $68 \%$ were single. While $59 \%$ had grad or post-grad degrees, $27.4 \%$ were high school graduates. While $64.6 \%$ of the participants specified they were not working, $14.2 \%$ were laborers, and with similar percentages of $9.6 \%$ and $9.4 \%$, participants specified they were self-employed and government employees, respectively. The most common family type was the nuclear family. While $51.4 \%$ indicated that they had regular incomes, $46 \%$ described their expenses were greater than their incomes, and $45.4 \%$ described their expenses and incomes as being equal (Table 1).

Özpulat, F. (2021). Perception of masculinity in rural family structure. Journal of Human Sciences, 18(1), 34-47. doi:10.14687/jhs.v18i1.6023

Table 1. Socio-Demographic Characteristics of Participants

| n | Min-Max | $\overline{\mathbf{x}} \pm$ SS |
| :---: | :---: | :---: |
| Age 500 | 18-65 | $27.57 \pm 10.22$ |
| Number of Household 499 Members | 1-11 | $4.52 \pm 1.66$ |
| Daughter 388 | 1-8 | $1.91 \pm 1.10$ |
| Son 359 | 1-5 | $1.59 \pm .854$ |
| Sex | n | \% |
| Female | 309 | 61.8 |
| Male | 191 | 38.2 |
| Marital Status |  |  |
| Single | 340 | 68.0 |
| Married | 160 | 32.0 |
| Education Status |  |  |
| Primary School and Less | 35 | 7.0 |
| Secondary School | 33 | 6.6 |
| High School | 137 | 27.4 |
| University and Post-Grad | 295 | 59.0 |
| Occupation |  |  |
| Unemployed | 323 | 64.6 |
| Government Employee | 47 | 9.4 |
| Self-Employed | 48 | 9.6 |
| Laborer | 71 | 14.2 |
| Retired | 7 | 1.4 |
| Other | 4 | . 8 |
| Family Type |  |  |
| Nuclear Family | 415 | 83.0 |
| Extended Family | 67 | 13.4 |
| Broken Family | 18 | 3.6 |
| Regular Income Status |  |  |
| I have a regular income | 257 | 51.4 |
| I do not have a regular income | 243 | 48.6 |
| Income Status |  |  |
| Expenses are greater than income | 230 | 46.0 |
| Expenses equal to income | 227 | 45.4 |
| Income is greater than expenses | 43 | 8.6 |
| Total | 500 | 100.0 |

Participants were asked who performed some gender roles in their households. According to the participant responses, money-making is performed by men at a rate of $46.2 \%$. While $48.8 \%$ of the participants answered both to the question of whose duty it was to determine the needs at home, $45.8 \%$ of the participants stated it was the women who determined the needs at home. $62.2 \%$ of the participants answered both to the question of whose decision it was to make where and how to spend the household income. Childcare is, at $63.8 \%$, mostly done by women, while invoice payments are, at $63 \%$, mostly performed by men, more than half of the participants, at $58.8 \%$ and $60.4 \%$ respectively, stated that both parents were involved while making the decisions to buy houseware and do grocery shopping. Similarly, a majority of participants, at $72.6 \%$, stated both parents would decide whom to meet in the family. While breakfast preparation, at $73.2 \%$, meal prepping, at $80 \%$, house cleaning, at $81.8 \%$, washing the dishes and doing the laundry, at $85.2 \%$, are mostly performed by women, renovations, at $80.8 \%$, are mostly done by men. In more than half of the households of the participants, at $67.2 \%$, both parents engage in taking care of the children and playing games, and most of the time, at $79.6 \%$, their leisure time activities are decided together (Table 2).

Table 2. Breakdown of Which Member/Members of the Household Performs Certain Acts

| Related to Gender Roles |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Money making | n | \% | Breakfast preparation | n | \% |
| Men | 231 | 46.2 | Men | 13 | 2.6 |
| Woman | 29 | 5.8 | Woman | 366 | 73.2 |
| Both parents | 24 | 48.0 | Both parents | 121 | 24.2 |
| Determine the needs at home |  |  | Meal preparing |  |  |
| Men | 27 | 5.4 | Men | 7 | 1.4 |
| Woman | 229 | 45.8 | Woman | 400 | 80.0 |
| Both parents | 244 | 48.8 | Both parents | 93 | 18.6 |
| Where and how to spend the household income |  |  | House cleaning |  |  |
| Men | 71 | 14.2 | Men | 4 | . 8 |
| Woman | 118 | 23.6 | Woman | 409 | 81.8 |
| Both parents | 311 | 62.2 | Both parents | 87 | 17.4 |
| Childcare |  |  | Dishes/Laundry |  |  |
| Men | 15 | 3.0 | Men | 10 | 2.0 |
| Woman | 319 | 63.8 | Woman | 426 | 85.2 |
| Both parents | 166 | 33.2 | Both parents | 64 | 12.8 |
| Invoice payments |  |  | Renovations |  |  |
| Men | 315 | 63.0 | Men | 404 | 80.8 |
| Woman | 42 | 8.4 | Woman | 30 | 6.0 |
| Both parents | 143 | 28.6 | Both parents | 66 | 13.2 |
| Buying the houseware |  |  | Taking care of the games |  |  |
| Men | 116 | 23.2 | Men | 24 | 4.8 |
| Woman | 90 | 18.0 | Woman | 140 | 28.0 |
| Both parents | 294 | 58.8 | Both parents | 336 | 67.2 |
| Grocery shopping |  |  | Deciding leisure time |  |  |
| Men | 66 | 13.2 | Men | 36 | 7.2 |
| Woman | 132 | 26.4 | Woman | 66 | 13.2 |
| Both parents | 302 | 60.4 | Both parents | 398 | 79.6 |
| Whom to meet in the family |  |  | Total | 500 | 100.0 |
| Men | 88 | 17.6 |  |  |  |
| Woman | 49 | 9.8 |  |  |  |
| Both parents | 363 | 72.6 |  |  |  |

The breakdown of the responses to statements about gender roles according to the genders of the participants can be found in table 3 . While those who agreed with the "the husband should make the decisions regarding the woman's life" statement make up a fraction of women at $8.1 \%$, this percentage rises to $42.2 \%$ among men, it can be seen that the percentage of men who agree with this statement is high enough to make a statistical difference ( $\mathrm{p}=.000$ ). Almost all of the women, at $92.9 \%$, disagree with the "the man should decide how to use the household income" statement, while $38,7 \%$ of men support this statement, it can be seen that the provided responses change according to genders $(\mathrm{p}=.000)$. Both genders accept the "the man is the head of the household" statement, while $39.5 \%$ of women agree with this statement, at high rates, at $74.9 \%$, men support this statement. When examined statistically, the difference in agreement between genders about the "the man is the head of the household" statement can be seen ( $\mathrm{p}=.000$ ). While $46.1 \%$ of men support the prioritization of men when it comes to promotions at the workplace, this support falls to $13.1 \%$ among women, the responses provided to this statement change according to the gender of the participant ( $\mathrm{p}=.000$ ). While the agreement with the "if the family is in a difficult financial situation, only the sons should be given the opportunity to pursue an education" statement is low among both genders, the support to this statement among men, at $11 \%$, is high enough to make a statistical difference $(\mathrm{p}=.000)$. There is a huge discrepancy about the "in a marriage, the man's level of education should be higher than the woman's" statement, while $22.7 \%$ of women agree

Özpulat, F. (2021). Perception of masculinity in rural family structure. Journal of Human Sciences, 18(1), 34-47. doi:10.14687/jhs.v18i1.6023
with this statement, the percentage rises to $41.4 \%$ among men, which shows, statistically, the responses provided to the statement changes according to the gender of the participants ( $\mathrm{p}=.000$ ). While $29.1 \%$ of women agree with the "men should work in higher status professions" statement, almost half of men, at $45 \%$, support this statement, the provided responses change according to the gender of the participants $(\mathrm{p}=.000)$. The agreement with the "the man should take care of outside tasks such as grocery shopping and invoice payments" statement is high among both genders.

Table 3. Breakdown of the Responses to Statements About Gender Roles According to the Genders of the Participants



Almost half of women, at $47.9 \%$, and $71.7 \%$ of men agree with this statement, when examined statistically, it can be seen that there is a huge discrepancy between genders ( $\mathrm{p}=.000$ ). While both genders think it is the man's duty to provide for the family, the support rate for this statement among male participants is significantly higher, at $71.2 \%$, and statistical differences can be detected ( $\mathrm{p}=.000$ ). While the "male politicians are more successful" statement is accepted at higher rates, at 49.7\%, among male participants, statistically, there are huge differences between genders ( $\mathrm{p}=.000$ ). While almost all of the women, at $93.2 \%$, disagree with the "whatever man says should be followed at home" statement, the agreement rate rises to $40.8 \%$ among men, it was determined that the provided responses change according to genders $(\mathrm{p}=.000)$. More than half of the male participants, at $60.7 \%$, agree with the "the father should have the final say in who a young woman is going to marry" statement, there is a huge discrepancy in the responses given according to the genders of the participants $(\mathrm{p}=.000)$. While the support for the "if the woman is infertile, the man should remarry" statement is relatively low among both genders, the fact that $18.8 \%$ of men support this statement and the provided responses change according to the genders of the participants, which could be interpreted as a striking result $(\mathrm{p}=.000)$. While $33 \%$ of women agree with the "if the man is in a sufficient financial situation, the woman should not work" statement, the support doubles among men at $66.5 \%$, statistically there is a huge discrepancy between these rates according to the genders of the participants (p. $=.000$ ). Half of the men and $35.6 \%$ of women support the "the woman that the man will marry should be a virgin" statement and $14.1 \%$ of men accept it as normal for a married man to cheat on his wife ( $\mathrm{p}=.000$ ). Among the responses provided to the "men should also contribute to the chores, such as dishes or laundry, in the house" statement, huge discrepancies exist between the genders ( $\mathrm{p}=.000$ ). While $71.8 \%$ of women agree with this statement, $64.9 \%$ of men disagree with it. Additionally, while both genders agree with the "certain occupations, such as being in the military, being in the police force, electrical or construction engineering
are more suited to men" statement, it can be seen that men, at $73.3 \%$, agree with this statement at higher rates $(\mathrm{p}=.000)($ Table 3$)$.

Table 4. Comparison of the Ages of the Participants to Their Responses to Gender Roles

|  | t | df | $\mathrm{p}^{*}$ |
| :---: | :---: | :---: | :---: |
| The husband should make the decisions regarding the woman's life | 3.131 | 139.576 | . 002 |
| The man should decide how to use the household income | 2.696 | 122.228 | . 008 |
| The man is the head of the household | 3.964 | 483.827 | . 000 |
| Between men and women, the man should be prioritized when it comes to promotions in professional life | 4.002 | 177.372 | . 000 |
| If the family is in a difficult financial situation, only the sons should be given the opportunity to pursue an education | 3.408 | 498 | . 001 |
| In a marriage, the man's level of education should be higher than the woman's | 2.472 | 228.080 | . 014 |
| Men should work in higher status professions | 1.140 | 304.935 | . 255 |
| The man should decide which schools the children will attend to | 2.385 | 52.680 | . 021 |
| The man should decide whom to see/meet in the family | 3.115 | 113.419 | . 002 |
| The man should take care of outside tasks such as grocery shopping and invoice payments | . 509 | 498 | . 611 |
| The man should determine the needs at home | . 440 | 498 | . 660 |
| It is the man's duty to provide for the family | 1.520 | 487.460 | . 129 |
| Only the sons should have the right to benefit from family inheritance | . 812 | 498 | . 417 |
| Male politicians are more successful | 1.270 | 498 | . 205 |
| Whatever man says should be followed at home | 4.522 | 123.843 | . 000 |
| The father should have the final say in who a young woman is going to marry | 1.593 | 416.441 | . 112 |
| Giving birth to a son increases the value of a woman | 4.947 | 78.627 | . 000 |
| Due to women's fertility, men should be preferred in job applications | 3.371 | 90.695 | . 001 |
| If the woman is infertile, the man should remarry | 2.414 | 498 | . 016 |
| If the man is in a sufficient financial situation, the woman should not work | 4.834 | 409.481 | . 000 |
| The woman that the man will marry should be a virgin | 2.436 | 477.530 | . 015 |
| Men should also contribute to the chores, such as dishes or laundry, in the house | -5.521 | 352.864 | . 000 |
| It is normal for a married man to cheat on his wife | 2.732 | 29.603 | . 011 |
| Certain occupations, such as, being in the military, being in the police force, electrical or construction engineering are more suited to men | 1.544 | 492.625 | . 123 |

In table 4, the comparison of the ages of the participants and their responses to gender roles can be found. While the support for the: "the husband should make the decisions regarding the woman's life", "the man should decide how to use the household income", "the man is the head of the household", "between men and women, the man should be prioritised when it comes to promotions in professional life", "if the family is in a difficult financial situation, only the sons should be given the opportunity to pursue an education", "in a marriage, the man's level of education should be higher than the woman's", "the man should decide which schools the children will attend to", "the man should decide whom to see/meet in the family", "whatever man says should be followed at home", "giving birth to a son increases the value of a woman", "due to women's fertility, men should be prefered in job applications", "if the woman is infertile, the man should remarry", "if the man is in a sufficient financial situation, the woman should not work", "the woman that the man will marry should be a virgin", "men should also contribute to the chores, such as dishes or laundry, in the house", "it is normal for a married man to cheat on his wife" statements changes according to the ages of the participants ( $\mathrm{p}<0.05$ ), in can be determined that the support for the: "men should work in higher status professions", "the man should take care of outside tasks such as, grocery shopping and invoice payments", "the man should determine the needs at home", "it is the man's duty to provide for the family", "only the sons should have the right to benefit from family inheritance", "male politicians are more successful", "the father should have the final say in who a young woman is going to marry" statements does not change according to the ages of the participants ( $\mathrm{p}>0.05$ ).

Özpulat, F. (2021). Perception of masculinity in rural family structure. Journal of Human Sciences, 18(1), 34-47. doi:10.14687/jhs.v18i1.6023

Table 5. Breakdown of Participant Responses According to Their Educational Status



In table 5, the breakdown of participant responses according to their educational status can be found. The responses provided to the: "the husband should make the decisions regarding the woman's life", "the man should decide how to use the household income", "between men and women, the man should be prioritised when it comes to promotions in professional life", "if the family is in a difficult financial situation, only the sons should be given the opportunity to pursue an education", "men should work in higher status professions", "the man should decide which schools the children will attend to", "the man should decide whom to see/meet in the family", "the man should determine the needs at home", "it is the man's duty to provide for the family", "only the sons should have the right to benefit from family inheritance", "male politicians are more successful", "giving birth to a son increases the value of a woman", "due to women's fertility, men should be prefered in job application", "if the man is in a sufficient financial situation, the woman should not work", "the woman that the man will marry should be a virgin", "men should also contribute to the chores, such as dishes or laundry, in the house", and "it is normal for a married man to cheat on his wife" statements change according to the educational status of the participants ( $\mathrm{p}<0.05$ ). While the responses provided to the: "in a marriage, the man's level of education should be higher than the woman's", "the man should take care of outside tasks such as, grocery shopping and invoice payments", "the father should have the final say in who a young woman is going to marry", "if the woman is infertile, the man should remarry", "certain occupations, such as, being in the military, being a police, electrical or construction engineering are more suited to men" statements are in close proximity of each other and the responses do not change according to the educational status of the participants ( $\mathrm{p}>0.05$ ).

## 4. Discussion

As part of the research, the participants were asked who performed some gender-related roles and task sharing within the family. According to the responses provided, money-making, at $46.2 \%$, renovations, at $80.2 \%$, and invoice payments, at $63 \%$, are mostly performed by men. Breakfast preparation, at $73.2 \%$, meal prepping, at $80 \%$, house cleaning, at $81.8 \%$, washing the dishes and doing the laundry, at $85.2 \%$, on the other hand, are mostly done by women. Similar to the conducted research, according to the Research on Family Structure (2006), within households ironing, meal prepping, doing the laundry, and washing the dishes are, at a rate of over $80 \%$, found to be duties
performed by women, while invoice payments and renovations are, at a rate of over $60 \%$, found to be duties performed by men (Republic of Turkey Ministry of Family and Social Policies, 2016). In the research conducted by Pinar et al., (2008) to determine the gender stereotypes of the youth living in Basskent University dormitories, the statement "men cannot look after themselves alone, therefore, they need the care of women" was supported at a rate of $94.0 \%$. In the research, named "Gender and Perception of Gender Roles", conducted by Vatandaṣ (2007) in 197 locations, it was determined that task sharing within the household had a substantially traditional character. It was observed that household chores, such as meal prepping, at $76 \%$, washing the dishes, at $83 \%$, house cleaning, at $76 \%$, and ironing, at $67 \%$, were mostly performed by women in the conclusion of this research too. According to the results of the 2013 Turkey Demographic and Health Survey, the majority of women, at $75.2 \%$, had stated that men should also contribute to house chores such as meal prepping, dishes, laundry, ironing, and house cleaning (Turkish Statistical Institute, 2014). In a similar fashion to the examined researches, the research we have conducted also shows, traditionally some gender roles, tasks, and responsibilities are attributed to men more often and masculinity is identified with these roles and tasks, however, it also shows that women expect men to get more involved with some chores within the household. In the research conducted by Beyazıt and Mağden (2015), which studied the hypergender ideology and perception of fatherhood among male university students, concluded that as the perception of fatherhood increased, they started to take more responsibilities within the household, and their characteristics related to hypergender ideology decreased.

According to the research conducted, while the support for the "if the family is in a difficult financial situation, only the sons should be given the opportunity to pursue an education" is low among both genders, men at $89 \%$ and women at $97.1 \%$ oppose it, it was concluded that $11 \%$ of male participants agreed with this statement ( $\mathrm{p}=.000$ ), participants who had college or post-grad degrees were the ones that agreed the least with this statement, and the support for this statement changed according to the educational status $(\mathrm{p}=0.06)$ and ages ( $\mathrm{p}=.001$ ) of the participants. According to the Turkish Statistical Institute data (2014) that supports the research conducted, the rate of the illiterate female population is five times higher than that of males. While the illiteracy rate of those aged 25 or older in the general population is at $5.7 \%$, this rate is at $1.9 \%$ among men and at $9.4 \%$ among women. While the rate of those who graduated from a high school or its equivalent is at $18.2 \%$ among those aged 25 or older in the general population, this rate is at $22.2 \%$ among men and at $14.4 \%$ among women. The rate of those with university or post-grad degrees is at $12.9 \%$ in the general population, this rate is at $15.1 \%$ among men and at $10.7 \%$ among women (Turkish Statistical Institute, 2014). According to the research conducted by Vefikuluçay et al., (2009) which examined the point of views of university students on gender roles, it was determined that the "if the family is in a difficult financial situation, only the sons should be given the opportunity to pursue an education" statement was not supported by a majority of student among both genders, however, it was discovered that the disagreement rate among male students was, at $90.1 \%$, lower than that of female students, at $98.4 \%$. In a different research conducted by Vefikuluçay et al., (2007) among senior students at Kafkas University, which examined their points of view on gender roles, the " if the family is in a difficult financial situation, only the sons should be given the opportunity to pursue an education" statement was supported by $20.4 \%$ of male students, every one out of the five male students, the support was interpreted as a striking discovery. In the examined studies, similar results to the research we had conducted were found, while the support for the "if the family is in a difficult financial situation, only the sons should be given the opportunity to pursue an education" statement was low, the fact that a portion of the male students agreed with this statement was interpreted as an evidence of male students adopting and supporting the perception of masculinity more commonly.

According to the research conducted, $86.7 \%$ of women and $53.9 \%$ of men disagree with the "between men and women, the man should be prioritized when it comes to promotions in professional life" statement. While $46.1 \%$ of men support the prioritization of men when it comes to promotions, this support falls to $13.1 \%$ among women, the agreement with this changes according to the gender ( $\mathrm{p}=.000$ ), educational status ( $\mathrm{p}=.000$ ), and age ( $\mathrm{p}=.000$ ) of the participants. According
to a research conducted by Vefikuluçay et al., (2009) while almost all of the female students, at $99.2 \%$, and $79 \%$ of male students disagreed with the "it is normal for men to be prioritized between men and women, whose ranks are the same, when it comes to promotions in professional life", it was determined that some $11 \%$ of male students agreed with this statement. In a striking result of the research conducted by Kahraman et al., (2014) among the academic personnel of Nevşehir Hacı Bektaș Veli University the support for the "it is normal for men to be prioritized between men and women, whose ranks are the same when it comes to promotions in professional life" was found to be at $6.2 \%$. In different research conducted by Vefikuluçay et al., (2007) it was discovered that a majority of female students, at $91.9 \%$, disagreed with this statement. Compared to the examined researches, the research we have conducted found that the support for the "between men and women, the man should be prioritized when it comes to promotions in professional life" was higher among both men and women and as a result of the domination of traditional point of view, seeing the promotion as men's right is more common.

According to the research conducted, both genders accept men as the head of the household, while $39.5 \%$ of women agree with this statement, it was determined that this statement was supported at higher rates, at $74.9 \%$, among men. When examined statistically, the agreement with the "man is the head of the household" statement changes according to the gender ( $\mathrm{p}=.000$ ), educational status ( $\mathrm{p}=.003$ ), and age ( $\mathrm{p}=.000$ ) of the participants. In the research conducted by Dinç-Kahraman (2010) was conducted to determine the points of view of women on gender inequality, women were asked the "given the choice, which gender would you prefer for your children to be born" question, and it was discovered that the rate of women that preferred to have sons was higher than that of women that preferred to have daughters. The reasoning of women who preferred to have sons was mostly, at $73.9 \%$, because they thought men as having more freedom in society. According to the research conducted by Vefikuluçay et al., (2009) $56 \%$ of male students agreeing with the "man should be the head of the household" statement was found to be striking. According to the research conducted by Aydin (2010) among students from the Faculty of Engineering and Faculty of Education at Hacettepe University, $42.9 \%$ of engineering students saw the father as the head of the household compared to $29.8 \%$ of students from Faculty of Education. According to research conducted by Kahraman et al., (2014) the fact that academic personnel found to have accepted traditional gender roles in statements such as, "the main duty of women is to look after the home and the family", "men should be the head of the household", "it is the men's responsibility to provide for the family, and that women accepted these traditional roles were found to be striking results. According to the research conducted by Pinar et al., (2008) among students staying at Başkent University dormitories, female students were found to support the "happiness does not exist in the household, in which, men dominate" and "the relationship between a man and woman is one that does not need one of them to assume leadership" at $98 \%$ and $94 \%$, respectively. According to the research conducted by Seçgin and Tural (2011) among primary school teaching candidates, $64 \%$ of female teaching candidates disagreed with the "man is the head of the household" statement, while $66 \%$ of male teaching candidates accepted men as the heads of the households and found this statement favorable. According to research conducted by Ersoy (2009) to determine the female and male identity in gender perception, it was determined that an essential part of both genders disagreed with the "men are superior to women and whatever men say should be followed within the household" statement, women disagreed with this statement more, and men were more supportive of this statement. In the same research, it was established that as the educational status among both genders increased, the opposition, to the idea that men are superior and whatever men say should be followed within the household, was formed. On the other hand, educated women were more opposed to this statement than educated men. The conclusions of this research support the conclusions of the research conducted, it is seen that women and people with higher educational status oppose the "men are the heads of the households and whatever men say should be followed within the household" more often.

## 5. Conclusion and Recommendations

The concept of masculinity is encountered as a concept accepted in most societies, it, especially, makes its existence felt in rural societies with patriarchal family structures. According to the research conducted, it is seen that traditional understanding weighs heavily, and the roles attributed to men and the perception of masculinity draw more attention. While the effect of the perception of masculinity is more commonly seen among male participants, as evidenced by the responses provided by women, it was found that some gender roles are more accepted by women and some gender roles and tasks are attributed to men, they identified with men, and the perception of masculinity was dominant. The fact that the research was conducted in a rural society where traditional understanding was dominant, substantially affected the results. Though the idea of the perception of masculinity being more dominant among male participants could rise, it is important to remember women raise men and being raised in a traditional family structure where men are praised heavily, cause these results. The perspective of rural societies needs to change. Raising and increasing awareness on topics, such as gender roles, gender perception, and human rights with the health education method will be effective in changing the perceptions of men and women about one another. Additionally, it is further important to focus on future parents, especially men, and contribute to their advancements.

## References

Akgül-Gök, F. (2013). Reflection of gender perception of married men and women to family functions. Hacettepe University, Institute of Social Sciences Department of Social Work, Master's Thesis, Ankara.
Akın, A., Demirel, S. (2003). Concept of gender and its effects on health. Cumburijet University Faculty of Medicine Journal Public Health, 25(4), 73-82.
Altnova, H. H., Duyan, V. (2013). The validity and reliability of perception of gender scale. Society And Social Work, 24(2), 9-22.
Atiş, F. (2010). Attitudes of determine 1st and 4th class of midnvfery/nursing students' regarding to gender roles. Çukurova University, Institute of Health Sciences, Midwifery Department Master's Thesis, Adana.
Aydın, E. (2010). University students' perception on gender: Hacettepe university, Social Sciences Institute, Department of Sociology, Master's Thesis, Ankara.
Beyazıt, U., Mağden, D. (2015). The examınaton between hypergender ideology and perception of fatherhood role among male students attending to university. Journal of Social Sciences, 8(2), 207229.

Bingöl, O. (2014). The fact of gender and womanhood in Turkey. KMU Journal of Social and Economical Research, 16 (Special Issue I), 108-114.
Burger, J.M. (2006). Personality. (Translated: İ.D. Erguvan Sarıoğlu). İstanbul: Kaknüs Publishing.
Dinç-Kahraman, S. (2010). Determination of the opinions of women against social gender inequality. Dokur Eylul University School of Nursing Electronics Journal, 3 (1), 30-35.
Ege University Faculty of Medicine Public Health Department. (2003). Gender roles and health services. http:// halksagligi.med.ege.edu.tr/seminerler/200304/SaglikHizmetlerindeCinsiyetRolleri_ AD.pdf. Date of access:15.12.2019.
Ersoy, E. (2009). Woman and man identity in gender culture (example of malatya) Frat University Journal Of Social Science, 19(2), 209-230.
Fazli-Khalaf, Z., Yun-Low, W., Ghorbani, B., Khoei, E.M. (2013). Perception of masculinity amongst young Malaysian men: a qualitative study of university students. BMC Public Health, 13:1062, 2-8.
Franzoi, S.L. (2003). Social Psychology. New York: Mc Grow-Hill Education.
Giddens, A. (2008). Sociology. Istanbul, Red Publications.
Kahraman, L., Kahraman, B., Ozansoy, N., Akıllı, H., Kekillioğlu, A., Özcan, A. (2014). Nevsehır Hacı Bektas Velı University gender perception research Turkish Studies. International Periodical For The Languages, Literature and History of Turkish or Turkic, 9/2 Winter, 811-831.

KSGM. (2008). Gender equality national action plan (2008-2013). Ankara. http://kadininstatusu.aile.gov.tr/ulusal-eylem-planlari/toplumsal-cinsiyet-esitligiulusal-eylem-plani. Date of access:11.09.2019.
Moç, S. (2013). The role of traditional identity in the formation of gender perception in university students. Iğdır University, Institute of Social Sciences, Department of Philosophy and Religious Sciences, Master Thesis. Iğdır.
Mohamud, A., Murphy, E. (2001). Reproductive Health Gender and Human Rights: The sexuality Connection. In. Washington.
Mora, N. (2005). Sexism reproduced in mass media and 1ts reflection in society. International Journal of Human Sciences, 2(1), 1-7.
Moya, M., Expósito, F., Ruiz, J. (2000). Close relationships, gender, and career salience. Sex Roles, 42(9), 825-846.
Oktan, A. (2008). From the hegemonic masculinity to masculinity crisis in turkish cınema: yazi tura and the limits of masculinity crisis. Selcyue Communication, 5(2), 152-166.
Parashar, S., Dhar, S., Dhar, U. (2004). Perceptions of values: A study of future professionals. Journal of Human Values, 10(2), 143-152.
Pınar, G., Taşkın, L., Eroğlu, K. (200). The behaviours of the students in dormitory of Baskent University against sexual role patterns. Hacettepe University Faculty of Health Sciences Nursing Journal, 47-57.
Republic of Turkey Ministry of Family and Social Policies. (2016). Turkish Family Structure Research. Second Edition. Ankara: Uzerler Publishing.
Sancar, S. (2009). Masculinity: Impossible Power - Men in the Family, on the Market and on the Street. Metis Publishing, İstanbul.
Scott, J. (2007). Gender: A Useful Category of Historical Analysis (Translated: Aykut Tunç Killç). İstanbul.
Seçgin, F., Tural, A. (2011). Attıtudes on gender roles of prımary school teacher candıdates. e-Journal of New W orld Sciences Academy Education Sciences, 6(4), 2446-2458.
Sezgin, D. (2015). Health and medicalızation in gender perspective. Journal of Sociological Research, 18(1), 153-186.
TÜİK. Women with Statistics, 2014. http://www.tuik.gov.tr/PreHaberBultenleri.do?id=18619. Date of access:11.11.2019.
Vatandaş, C. (2007). Perception of gender and gender roles. Journal of Sociology Conferences, 35, 29-5.
Vefikuluçay-Yılmaz, D., Demirel, S., Taşkın, L., Eroğlu, K. (2007). Perception of and views on gender roles of senior students enrolled at Kafkas University. Hacettepe University School of Nursing Journal, 14(2), 12-27.
Vefikuluçay-Yllmaz, D., Zeyneloğlu, S., Kocaöz, S., Kısa, S., Taşkın, L., Eroğlu, K. (2009). Views on gender roles of university students. International Journal of Human Sciences, 6(1), 775-792.


[^0]:    1 Assist. Prof. Dr., Selçuk University, Akşehir Kadir Yallagöz School of Health, Nursing Department, fundaozpulat@yahoo.com (iD) Orcid ID: 0000-0002-1789-6216

