

Gender Mainstreaming Role Preferences and Perceptions of University Students Enrolled at Van School of Health

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ABSTRACT

Investigating university students' perceptions on the gender roles attributed to men and women in social contexts is highly important for promoting an egalitarian perspective to these gender roles for future generations. This study aimed to investigate the perceptions of undergraduates majoring in midwifery and nursing in school of health on social gender roles. The universe of the cross-sectional study included all the 980 undergraduates enrolled in midwifery and nursing departments in school of health. of these, 648 students including 343 female and 305 male students who consented to participate in the study were included in the study, which accounted for 66.1% of the universe. Data were collected using a survey developed by the researchers.

The results indicated that the students' views regarding social gender equality were not sufficiently egalitarian and male students held more traditional views compared to female students, implicating that university students should not only be equipped with the basic knowledge of their profession but also their sensitivity for social gender equality should be raised.

Key Words: Social gender, university students, nursing, midwifery

Introduction

Differentiation of the behavioral patterns of males and females arises from the social learning processes of the genders. Individuals develop their own gender identity and also their social gender behaviors, roles, and attitudes based on the social norms of the society they were born into (1). On the other hand, the social gender roles of both males and females show remarkable variation particularly in their working and social lives as well as their marriage and family lives. The reflections of these roles for women are as follows: in working life, they work in less paying jobs and have to ask their husbands' permission to work outside of the home; in social life, women are subjected to various biases such as "women are not allowed to go out alone late at night" and "women are not allowed to live alone"; in family life, women are burdened with household duties such as baby care and cleaning and if they are ill-

treated and tortured by their husbands, they are required to conceal it; in marriage life, women are expected to avoid sex before marriage and to raise their status by delivering a male child. As a result of these reflections, the economic and political matters of the family are stereotypically attributed to men while household duties and private family affairs are attributed to women in social contexts (2,3).

Gender inequality and gender gap are highly ubiquitous in numerous realms in Turkey such as education, working life, health, and participation in decision-making mechanisms (4). According to the 2013 World Economic Forum Global Gender Gap Report, Turkey ranked 120th out of 136 countries in gender equality index (5). In developing countries like Turkey, the most extreme expression of social gender gap is the torture and killing of women that are performed in the name of honor. Relatedly, countries like

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Turkey grant men an immense freedom while requiring women to live up to customs and traditions and to live under men's control. Women that do not conform to these expectations are regarded as "indecent" who do not only dishonor themselves but also their families. In such cases, honor killing is considered mandatory in order to cleanse the family honor. For these reasons, it is of prime importance to understand the mindset underlying this phenomenon which does not only threaten women's health and life but also deprives them of their right to life (5).

Literature indicates that there are three approaches commonly utilized for promoting gender equality in the society. The first is built on the equal treatment of males and females, the second is based on positive discrimination, and the third approach relates to the integration of gender equality into master plans and policies (6).

University students play a key role in the promotion and improvement of gender equality in the society. In particular, it is highly important that the individuals aiming to specialize in professions such as Midwifery and Nursing, which provide training and counseling on the issues concerning individuals, family, and society, should have an egalitarian point of view towards gender equality in the society.

In this study, we aimed to investigate the perceptions of undergraduates majoring in Midwifery and Nursing on social gender roles.

Materials and Methods

Study Design: The universe of the study included all the 980 undergraduates enrolled in midwifery and nursing departments in a school of health. Of these, 648 students who consented to participate in the study were included in the study, which accounted for 66.1% of the universe.

Data Collection: Data collection was achieved using a survey developed by the researchers [2,3,7-9]. The first section of the survey consisted of seven items probing descriptive characteristics of the students and the second section included 16 Likert-type items (Agree, Disagree, Undecided) probing the perceptions of students on social gender roles, consisting of 4 items related to the working life, 5 items related to social life, 4 items related to family life, and 3 items related to marriage life. Prior to the administration of the survey, the students were informed about the aims of the research and a written consent was obtained from each student. The study was

performed in accordance with the Helsinki Declaration and was approved by the local ethics committee.

Statistical Analysis: Data were analyzed using SPSS 17.0 for Windows (SPSS Inc. Co., Chicago, IL, USA). Data were expressed as frequencies and percentages and were analyzed using chi-square test. A p value of <0.05 was considered significant.

Results

The 648 participants included 343 (52.9%) female and 305 (47.1%) male students, of whom 469 (72.4%) were enrolled in Nursery and 179 (27.6%) in Midwifery departments. Most of the students were aged between 21-24 years (60.2%) and most of them had graduated from a regular high school (73.0%) (Table 1). Among the parents of the students, 53.1% of them were illiterate and 45.8% of them were primary school graduates (Table 1).

An analysis of the perceptions of the students on social gender roles indicated that 61.6% of them agreed to the statement "A woman must not work without her husband's permission.", 62.7% of them to "It is inappropriate for women to go out alone late at night.", 44.9% of them to "A man must not be shorter than his wife.", 33.2% of them to "A married woman deceiving her husband is worse than a married man deceiving his wife.", 44.1% of them to "A woman to marry must be virgin.", 20.1% of them to "A man can torture his wife if she deserves it.", and 48.9% of them to "It is the man's responsibility to earn the family's livelihood." (Table 2).

A gender-based analysis of the perceptions of the students on gender roles revealed that there was a significant relationship between gender and each statement ($p < 0.01$) and male students were found to hold more traditional views compared to female students (Tables 3, 4).

Tables 5 and 6 present the distributions of the perceptions of the students according to their academic levels. Of the 16 items probed in the survey regarding the perceptions of the students on social gender roles, a significant difference was established by 3 statements with regards to academic levels, whereas no significant difference was established by the remaining 13 items ($p > 0.05$).

Another chi-square analysis was performed to investigate the relationship between the educational level of the parents and the perceptions of the students regarding social

Table 1. Socio-Demographic Characteristics of the Participants

Variable	n	%
Age group (N=648)		
18-20 years	186	28.7
21-24 years	390	60.2
25-28 years	68	10.5
29 and over years	4	0.6
Gender (N=648)		
Female	343	52.9
Male	305	47.1
Department (N=648)		
Nursing	469	72.4
Midwifery	179	27.6
Academic Level (N=648)		
Grade 1	197	30.4
Grade 2	115	17.8
Grade 3	183	28.2
Grade 4	153	23.6
High school graduated (N=648)		
Regular High School (4 years)	473	73.0
Anatolian and Science High School (4 years)	153	23.6
Health Vocational High School (4 years)	22	3.4
Mother's educational level (N=646)		
Illiterate	343	53.1
Primary school (5 years)	223	34.5
Secondary school (3 years)	43	6.7
High school (4 years)	28	4.3
University	6	0.9
Master's	3	0.5
Father's educational level (N=642)		
Illiterate	90	14.0
Primary school (5 years)	294	45.8
Secondary school (3 years)	112	17.4
High school (4 years)	105	16.4
University	36	5.6
Master's	5	0.8

gender roles. The analysis showed that the educational level of the parents established a significant relationship with the statements including "A woman must not work without the permission of her husband.", "It is inappropriate for widowed and divorced women to live alone.", "It is inappropriate for women to go out alone late at night.", and "A man can torture his wife if she deserves it." ($p < 0.01$ for all). This finding indicates that as the educational level of the parents increased, the rate of students agreeing these statements decreased. On the other hand, no

significant relationship was found between the educational level of the parents and the statements including "A man must not be shorter than his wife.", "A married woman deceiving her husband is worse than a married man deceiving his wife.", "A woman to marry must be virgin.", "Only male children should have the right to inherit the family fortune.", "Contraception is primarily the wife's responsibility.", and "Women must not be examined by male doctors." ($p > 0.05$ for all).

The educational level of the father established a significant relationship with the statements

Table 2. Distribution of The Responses Obtained For The Statements Regarding Working Life, Social Life, Family Life, And Marriage Life

Statements regarding working life	Agree n (%)	Disagree n (%)	Undecided n (%)
A woman must not work without her husband's permission.	399 (61.6)	202 (31.2)	47 (7.3)
A woman does not have to work if she has a rich husband.	224 (34.6)	375 (57.9)	49 (7.6)
It is quite normal for males to be prioritized in terms of promotion in professions where males and females work at the same status.	164 (25.3)	460 (71.0)	24 (3.7)
Political matters are mostly men's work.	169 (26.1)	438 (67.6)	41 (6.3)
Statements regarding social life			
If the economic status of the family is low, only male children should be sent to school.	44 (6.8)	590 (91.1)	14 (2.2)
It is inappropriate for widowed and divorced women to live alone.	233 (36.0)	339 (52.3)	76 (11.7)
It is inappropriate for women to go out alone late at night.	406 (62.7)	211 (32.6)	31 (4.8)
Contraception is primarily the wife's responsibility.	164 (25.3)	446 (68.8)	38 (5.9)
Women must not be examined by male doctors.	110 (17.0)	507 (78.2)	31 (4.8)
Statements regarding family life			
Only male children should have the right to inherit the family fortune.	45 (6.9)	588 (90.7)	15 (2.3)
A man can torture his wife if she deserves it.	130 (20.1)	485 (74.9)	33 (5.1)
If a woman is ill-treated and tortured by her husband, she must conceal it.	66 (10.2)	544 (84.0)	38 (5.9)
It is the man's responsibility to earn the family's livelihood.	317 (48.9)	315 (48.6)	16 (2.5)
Statements regarding marriage life			
A man must not be shorter than his wife.	291 (44.9)	330 (50.9)	27 (4.2)
A married woman deceiving her husband is worse than a married man deceiving his wife.	215 (33.2)	408 (63.0)	25 (3.9)
A woman to marry must be virgin.	286 (44.1)	303 (46.8)	59 (9.1)

including "If the economic status of the family is low, only male children should be sent to school." and "It is quite normal for males to be prioritized in terms of promotion in professions where males and females work at the same status." ($p>0.05$ for both), whereas the educational level of the mother also established no significant relationship with these statements ($p<0.01$; <0.05 , respectively).

Conversely, although the educational level of the mother established a significant relationship with the statements including "It is the man's responsibility to earn the family's livelihood.", "If a woman is ill-treated and tortured by her husband, she must conceal it.", "Political matters are mostly men's work.", and "A woman does not have to work if she has a rich husband." ($p<0.05$; <0.05 ; <0.05 ; <0.01 , respectively), no significant

relationship was found between the educational level of the father and these statements ($p>0.05$ for all).

Discussion

Gender roles tend to be more egalitarian in modern families in which women participate more in the working and earning activities. However, these roles are likely to vary depending on various factors including the perceived roles of the family members, distribution of responsibilities within the family, gender, educational level, and the cultural values of the society (10).

The present study was conducted to investigate the perceptions of undergraduates majoring in

Table 3. Gender-based distribution of the responses obtained for the statements regarding working life and social life

Statements regarding working life	Gender	Agree n (%)	Disagree n (%)	Undecided n (%)	Total n (%)	P
A woman must not work without her husband's permission.	Male	243 (79.7)	48 (15.7)	14 (4.6)	305 (47.1)	<0.01
	Female	156 (45.5)	154 (44.9)	33 (9.6)	343 (52.9)	
A woman does not have to work if she has a rich husband.	Male	153 (50.2)	129 (42.3)	23 (7.5)	305 (47.1)	<0.01
	Female	71 (20.7)	246 (71.7)	26 (7.6)	343 (52.9)	
It is quite normal for males to be prioritized in terms of promotion in professions where males and females work at the same status.	Male	121 (39.7)	169 (55.4)	15 (4.9)	305 (47.1)	<0.01
	Female	43 (12.5)	291 (84.8)	9 (2.6)	343 (52.9)	
Political matters are mostly men's work.	Male	106 (34.8)	179 (58.7)	20 (6.6)	305 (47.1)	<0.01
	Female	63 (18.4)	259 (75.5)	21 (6.1)	343 (52.9)	
Statements regarding social life						
If the economic status of the family is low, only male children should be sent to school.	Male	39 (12.8)	256 (83.9)	10 (3.3)	305 (47.1)	<0.01
	Female	5 (1.5)	334 (97.4)	4 (1.2)	343 (52.9)	
It is inappropriate for widowed and divorced women to live alone.	Male	146 (47.9)	118 (38.7)	41 (13.4)	305 (47.1)	<0.01
	Female	87 (25.4)	221 (64.4)	35 (10.2)	343 (52.9)	
It is inappropriate for women to go out alone late at night.	Male	237 (77.7)	60 (19.7)	8 (2.6)	305 (47.1)	<0.01
	Female	169 (49.3)	151 (44.0)	23 (6.7)	343 (52.9)	
Contraception is primarily the wife's responsibility.	Male	104 (34.1)	175 (57.4)	26 (8.5)	305 (47.1)	<0.01
	Female	60 (17.5)	271 (79.0)	12 (3.5)	343 (52.9)	
Women must not be examined by male doctors.	Male	68 (22.3)	220 (72.1)	17 (5.6)	305 (47.1)	<0.01
	Female	42 (12.2)	287 (83.7)	14 (4.1)	343 (52.9)	

Midwifery and Nursing on social gender roles and the analyses indicated that the students' views regarding gender equality in the society were not sufficiently egalitarian. These findings were consistent with those reported in numerous studies (2,3,5,9,11). However, there have been several other studies in the literature which reported that the participants had egalitarian views regarding gender equality in the society, including one study that was conducted with Nursing

students in Duzce Province (12), one study with Midwifery and Nursing students in Adana Province (6), one study with 575 married women who were residing in Ankara Province and most of whom were working outside the home (13), and another study with Nursing students in Ankara Province (14). The difference between these two groups of studies could be attributed to the socioeconomic characteristics of the groups and the differences in their life experiences and also to

Table 4. Gender-based distribution of the responses obtained for the statements regarding family life and marriage life

Statements regarding family life	Gender	Agree n (%)	Disagree n (%)	Undecided n (%)	Total n (%)	P
Only male children should have the right to inherit the family fortune.	Male	35 (11.5)	258 (84.6)	12 (3.9)	305 (47.1)	<0.01
	Female	10 (2.9)	330 (96.2)	3 (0.9)	343 (52.9)	
A man can torture his wife if she deserves it.	Male	98 (32.1)	187(61.3)	20 (6.6)	305 (47.1)	<0.01
	Female	32 (9.3)	298 (86.9)	13 (3.8)	343 (52.9)	
If a woman is ill-treated and tortured by her husband, she must conceal it.	Male	54 (17.7)	228 (74.8)	23 (7.5)	305 (47.1)	<0.01
	Female	12 (3.5)	316 (92.1)	15 (4.4)	343 (52.9)	
It is the man's responsibility to earn the family's livelihood.	Male	185 (60.7)	112 (36.7)	8 (2.6)	305 (47.1)	<0.01
	Female	132 (38.5)	203 (59.2)	8 (2.3)	343 (52.9)	
Statements regarding marriage life						
A man must not be shorter than his wife.	Male	100 (32.8)	193 (63.3)	12 (3.9)	305 (47.1)	<0.01
	Female	191 (55.7)	137 (39.9)	15 (4.4)	343 (52.9)	
A married woman deceiving her husband is worse than a married man deceiving his wife.	Male	136 (44.6)	151 (49.5)	18 (5.9)	305 (47.1)	<0.01
	Female	79 (23.0)	257 (74.9)	7 (2.0)	343 (52.9)	
A woman to marry must be virgin.	Male	187 (61.3)	91 (29.8)	27 (8.9)	305 (47.1)	<0.01
	Female	99 (28.9)	212 (61.8)	32 (9.3)	343 (52.9)	

the fact that all these studies were conducted at different times and locations.

Both national and international literature indicate that the relationship between social attitudes towards gender roles and the socio-demographic factors affecting these attitudes such as gender, educational grade, and the educational level of parents has been investigated in numerous studies. Most of these studies revealed that male students held more traditional views about social gender roles compared to female students (1,2,6,9,10,12,15-24), similar to our study. This finding could be attributed to the fact that holding traditional views is to the benefit of men and these views are supported by the society (2,3,5). In contrast to these studies, a previous study reported that both males and females held traditional views towards social gender roles (25).

Literature also shows that parental behavior plays a key role in the formation of adolescents' attitudes towards social gender roles and that adolescents take their parents as role models (12). In our study, we evaluated the relationship between the educational level of the parents and the attitudes of the students towards social gender

roles and found a significant relationship between the educational level of the parents and several statements that reflected the perceptions of the students on social gender roles. Similarly, Erenoglu evaluated the perceptions of university students on honor killings and reported that the educational level of the parents was the most effective factor on the perceptions of the students (26). Moreover, Gürsoy and Özkan evaluated the perceptions of university students and found that the students with parents of low educational level held more traditional views compared to students with parents of higher educational level (5). In another studies evaluated the role of mothers' and fathers' parental behavior on their daughters' gender role development (27,28). For example Arditti et al. revealed that the mothers' effect on their daughters' gender role development was greater than that of fathers' (27). On the other hand, Çetinkaya (22) reported that the students with a primary or high school graduate mother had more egalitarian views regarding social gender roles compared to students with an illiterate mother. Similarly, Atış and Gumuş (6,29) found a significant relationship between the perceptions of the students regarding social gender roles and the

Table 5. Distribution of the responses obtained for the statements regarding working life and social life based on academic levels of the students

Statements regarding working life	Grade	Agree n (%)	Disagree n (%)	Undecided n (%)	Total n (%)	p
A woman must not work without her husband's permission.	1	106 (53.8)	69 (35.0)	22 (11.2)	197 (30.4)	>0.05
	2	75 (65.2)	35 (30.4)	5 (4.4)	115 (17.8)	
	3	118 (64.5)	52 (28.4)	13 (7.1)	183 (28.2)	
	4	100 (65.4)	46 (30.1)	7 (4.6)	153 (23.6)	
A woman does not have to work if she has a rich husband.	1	53 (26.9)	134 (68.0)	10 (5.1)	197 (30.4)	<0.01
	2	44 (38.3)	59 (51.3)	12 (10.4)	115 (17.8)	
	3	69 (37.7)	95 (51.9)	19 (10.4)	183 (28.2)	
	4	58 (37.9)	87 (56.9)	8 (5.2)	153 (23.6)	
It is quite normal for males to be prioritized in terms of promotion in professions where males and females work at the same status.	1	39 (19.8)	147 (74.6)	11 (5.6)	197 (30.4)	<0.05
	2	39 (33.9)	71 (61.7)	5 (4.4)	115 (17.8)	
	3	50 (27.3)	127 (69.4)	6 (3.3)	183 (28.2)	
	4	36 (23.5)	115 (75.2)	2 (1.3)	153 (23.6)	
Political matters are mostly men's work.	1	40 (20.3)	143 (72.6)	14 (7.1)	197 (30.4)	>0.05
	2	37 (32.2)	69 (60.0)	9 (7.8)	115 (17.8)	
	3	51 (27.9)	121 (66.1)	11 (6.0)	183 (28.2)	
	4	41 (26.8)	105 (68.6)	7 (4.6)	153 (23.6)	
Statements regarding social life						
If the economic status of the family is low, only male children should be sent to school.	1	9 (4.6)	183 (92.9)	5 (2.5)	197 (30.4)	>0.05
	2	11 (9.6)	102 (88.7)	2 (1.7)	115 (17.8)	
	3	14 (7.7)	165 (90.2)	4 (2.2)	183 (28.2)	
	4	10 (6.5)	140 (91.5)	3 (2.0)	153 (23.6)	
It is inappropriate for widowed and divorced women to live alone.	1	67 (34.0)	100 (50.8)	30 (15.2)	197 (30.4)	>0.05
	2	42 (36.5)	56 (48.7)	17 (14.8)	115 (17.8)	
	3	69 (37.7)	96 (52.5)	18 (9.8)	183 (28.2)	
	4	55 (36.0)	87 (56.9)	11 (7.2)	153 (23.6)	
It is inappropriate for women to go out alone late at night.	1	115 (58.4)	67 (34.0)	15 (7.6)	197 (30.4)	>0.05
	2	82 (71.3)	29 (25.2)	4 (3.5)	115 (17.8)	
	3	110 (60.1)	65 (35.5)	8 (4.4)	183 (28.2)	
	4	99 (64.7)	50 (32.7)	4 (2.6)	153 (23.6)	
Contraception is primarily the wife's responsibility.	1	49 (24.9)	130 (66.0)	18 (9.1)	197 (30.4)	>0.05
	2	36 (31.3)	72 (62.6)	7 (6.1)	115 (17.8)	
	3	45 (24.6)	131 (71.6)	7 (3.8)	183 (28.2)	
	4	34 (22.2)	113 (73.9)	6 (3.9)	153 (23.6)	
Women must not be examined by male doctors.	1	29 (14.7)	153 (77.7)	15 (7.6)	197 (30.4)	>0.05
	2	23 (20.0)	86 (74.8)	6 (5.2)	115 (17.8)	
	3	28 (15.3)	150 (82.0)	5 (2.7)	183 (28.2)	
	4	30 (19.6)	118 (77.1)	5 (3.3)	153 (23.6)	

educational level of their mothers. Nevertheless, Dinç and Çalişkan found no significant relationship between the perceptions of the

students regarding social gender roles and the educational level of their parents.

Some previous studies that evaluated Nursing

Table 6. Distribution of The Responses Obtained For The Statements Regarding Family Life and Marriage Life Based On Academic Levels of The Students

Statements regarding family life	Grade	Agree n (%)	Disagree n (%)	Undecided n (%)	Total n (%)	p
Only male children should have the right to inherit the family fortune.	1	12 (6.1)	182 (92.4)	3 (1.5)	197 (30.4)	>0.05
	2	9 (7.8)	101 (87.8)	5 (4.4)	115 (17.8)	
	3	15 (8.2)	164 (89.6)	4 (2.2)	183 (28.2)	
	4	9 (5.9)	141(92.2)	3 (2.0)	153 (23.6)	
A man can torture his wife if she deserves it.	1	41 (20.8)	148 (75.1)	8 (4.1)	197 (30.4)	>0.05
	2	30 (26.1)	76 (66.1)	9 (7.8)	115 (17.8)	
	3	36 (19.7)	140 (76.5)	7 (3.8)	183 (28.2)	
	4	23 (15.0)	121 (79.9)	9 (5.9)	153 (23.6)	
If a woman is ill-treated and tortured by her husband, she must conceal it.	1	14 (7.1)	170 (86.3)	13 (6.6)	197 (30.4)	<0.05
	2	17 (14.8)	94 (81.7)	4 (3.5)	115 (17.8)	
	3	23 (12.6)	154 (84.2)	6 (3.3)	183 (28.2)	
	4	12 (7.8)	126 (82.4)	15 (9.8)	153 (23.6)	
It is the man's responsibility to earn the family's livelihood.	1	85 (43.2)	106 (53.8)	6 (3.1)	197 (30.4)	>0.05
	2	70 (60.9)	44 (38.3)	1 (0.9)	115 (17.8)	
	3	90 (49.2)	87 (47.5)	6 (3.3)	183 (28.2)	
	4	72 (47.1)	78 (51.0)	3 (2.0)	153 (23.6)	
Statements regarding "marriage life"						
A man must not be shorter than his wife.	1	86 (43.7)	97 (49.2)	14 (7.1)	197 (30.4)	>0.05
	2	50 (43.5)	61 (53.0)	4 (3.5)	115 (17.8)	
	3	97 (53.0)	82 (44.8)	4 (2.2)	183 (28.2)	
	4	58 (37.9)	90 (58.8)	5 (3.3)	153 (23.6)	
A married woman deceiving her husband is worse than a married man deceiving his wife.	1	55 (27.9)	135 (68.5)	7 (3.6)	197 (30.4)	>0.05
	2	51 (44.4)	59 (51.3)	5 (4.4)	115 (17.8)	
	3	65 (35.5)	111 (60.7)	7 (3.8)	183 (28.2)	
	4	44 (28.8)	103 (67.3)	6 (3.9)	153 (23.6)	
A woman to marry must be virgin.	1	89 (45.2)	92 (46.7)	16 (8.1)	197 (30.4)	>0.05
	2	54 (47.0)	51 (44.4)	10 (8.7)	115 (17.8)	
	3	78 (42.6)	87 (47.5)	18 (9.8)	183 (28.2)	
	4	65 (42.5)	73 (47.7)	15 (9.8)	153 (23.6)	

students' perceptions found no significant relationship between the egalitarian gender roles of the students and their academic level and also showed that the first-grade students had more traditional views than the students in higher grades (6,12). This finding could be attributed to the fact that the parents of the first-grade students had a low educational level and the students probably adopted these views by taking their parents as role models (6) or to the university experience of the students in higher grades and the Nursing education they have gained hitherto (12). In contrast to these studies, Dinç and Çalışkan reported that there was no significant relationship between the academic level of the

students and their attitudes towards social gender roles (10). Similar to the study reported by Dinç and Çalışkan, we also found no significant relationship between the academic level of the students and their attitudes towards social gender roles. This finding could be attributed to the university experience of our students or the education they have gained hitherto.

Limitations of the study: It is an important limitation that the results of this research can only be generalized to the students in the departments it was conducted in.

The results indicated that the students' views regarding social gender equality were not

sufficiently egalitarian, a significant relationship was found between the educational level of the parents and several statements that reflected the perceptions of the students on social gender roles, male students held more traditional views compared to female students, and no significant change was observed in the perceptions of the students with regards to their academic level.

On the other hand, it could be concluded that the fact that there are still numerous university students that hold traditional views regarding social gender roles is a hindrance for universities to actualize their goal of raising intellectual individuals and also implicates that university students should not only be equipped with the basic knowledge of their profession but also their sensitivity for social gender equality should be raised.

Depending on these results, following implications can be derived:

- Social activities and training programs related to social gender roles can be conducted to raise awareness among university students, thereby promoting an egalitarian attitude and point of view among the students.
- Since they play a key role in the formation of students' value judgments, academicians can also attempt to organize similar activities to raise the students' awareness of social gender equality.

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