



## Analysis of Gender Roles in Primary School (1<sup>st</sup> to 4<sup>th</sup> Grade) Turkish Textbooks\*

Derya ARSLAN OZER<sup>1</sup>, Zeynep KARATAS<sup>2</sup>, Ozge Ruken ERGUN<sup>3</sup>

### ARTICLE INFO

#### Article History:

Received: 27 Feb. 2017

Received in revised form: 08 May 2018

Accepted: 06 Dec. 2018

DOI: 10.14689/ejer.2019.79.1

#### Keywords

Textbooks, gender, androgyny, Bem

### ABSTRACT

**Purpose:** Textbooks can directly or indirectly affect gender stereotypes. In this study, text characters and pictures of textbooks were examined to find out how the messages were given about gender. This study examined text characters and the pictures in the primary school Turkish textbooks respectively in terms of Bem's Sex-Role Inventory and gender stereotypes.

**Research Methods:** This paper explored the roles of text characters and pictures in the primary school Turkish textbooks through document analysis. The material for this study consisted of twelve primary school Turkish textbooks from the 1<sup>st</sup> to the 4<sup>th</sup> grades. Textbooks were selected out of the ones used in Burdur in the 2015-2016 academic years. A "Text Character Evaluation Form" arranged in line with Bem's Sex-role Inventory and "Picture Evaluation Form" was used in the study.

**Results:** The texts included male characters with feminine and masculine roles, and female characters with feminine and masculine roles. The first, second, third and fourth grade textbooks had more male pictures than female pictures. All colors were used for both males and females in the textbooks examined in this study. Dress, skirt, shirt and t-shirt were mostly worn by the females in the textbooks. Male clothes consisted of trousers, shirt and t-shirt.

**Implications for Research and Practice:** It is observed that text characters have androgynous roles, and it can be argued that using more texts with characters possessing such qualities may have a positive effect on children's opinions about gender.

© 2019 Ani Publishing Ltd. All rights reserved

\* This study was partly presented at the 3<sup>rd</sup> International Eurasian Educational Research Congress in Muğla, 31 May - 03 June, 2016

<sup>1</sup> Corresponding Author, Burdur Mehmet Akif Ersoy University, TURKEY, e-mail: deryaarslan@mehmetakif.edu.tr, ORCID: <https://orcid.org/0000-0002-4555-5435>

<sup>2</sup> Burdur Mehmet Akif Ersoy University, TURKEY, e-mail: zeynepkaratas@mehmetakif.edu.tr, ORCID: 0000-0002-4532-6827

<sup>3</sup>Burdur MAKU, TURKEY E-mail: ozgeruken@gmail.com, ORCID: <https://orcid.org/0000-0002-1514-8599>

## Introduction

It is necessary to determine how the practices within the education system affect gender perception of children so that the child can be comfortable with both his/her own sex and the opposite sex. Textbooks are carrying the gender's model for girls and boys. This study aims to reveal how the gender roles are described both in pictures and texts of textbooks and to come up with suggestions in this regard.

Textbooks have become a research topic in education, sociology and many other scientific fields as they are one of the oldest lesson materials, easily accessible and cheaper than most materials (Esen, 2003; Yanpar, 2006), and serve as a significant tool for preventing social conflicts (Pingel, 2010). The information and messages in textbooks can have a positive or negative effect on the cognitive, affective and social development of children through implicit or explicit images and writings (Sever, 2003). The characters and situations in books introduce children to what the world may look like through others' eyes, and offer a chance to construct their own views of self and the world (Mendoza, & Reese, 2001, 1). A textbook is and must be a medium for obtaining correct information and protecting the right to obtain correct information. As an objective communication medium, a textbook must be structured as to protect both the right to receive education and the right to access correct information (Cotuksoken, 2003) as well to be in line with the student's level (Ozbay, 2006).

Some information and messages given in textbooks are related to gender either implicitly or explicitly. It must be ensured through all kinds of media, types of literature (Gol, 2011) and textbooks that children understand both males and females, who have many differences in biological and/or sociological aspects according to the gender role approaches, but are first of all humans and valuable beings in all circumstances. There have been many studies in this field which examine textbooks in terms of *gender* (Chick & State Altoona, 2006; Elgar, 2004; Gharbavi & Mousavi, 2012; Gumusoglu, 2008; Guneş, 2008; Kırbasoglu Kılıç & Eyup, 2011; Sano, Lida, & Hardy, 2001; Worland, 2008; Yaylı & Kitis Çınar, 2014; Yıldız, 2013), *female figure* (Ozkan, 2013), *female characters* (Vannicopoulou, 2004), *sexism* (Asan Tezer, 2010), the *gender concept* (Cubukcu & Sivaslıgil, 2007) and *inclusion of female authors* (Kuşçu Küçükler, 2014). In addition, female characters in children's books (Cınar, 2015), genders of parents (Anderson, Hamilton, 2005), gender roles in children's literature (Poarch, Monk-Turner, 2001) are fields of interest as well.

Biology-based differences are accepted as "sex", while social differences between males and females, stemming from socio-cultural reasons, which are created by males and change across time, culture and even family, are regarded as "gender" (Bhasin, 2014; Dokmen, 2015; Giddens, 2013). Images related to both genders exist in everything ranging from dietary habits to dressing style, from toys to books, cartoons, computer games as well as in textbooks first encountered by students at school (Yaylı & Kitis Cınar, 2014). Some behaviors and traits expected by society from males and females as a group are called gender stereotypes (Dokmen, 2015). According to Cüceloglu (1993), the stereotypical perceptions of people about behavior and trait differences between the genders may not be related to reality at all, but people believe

stereotypes as if they were true. Some studies have been carried out with the aim of examining gender stereotypes in children's books (Anderson & Hamilton, 2005; Catalcalı Soyer, 2009; Lee & Collins, 2009; Paterson & Lach, 1990;). Catalcalı Soyer (2009) states that children meet stereotypes of the adult world through children's books and become candidates for the adult world via these stereotypes.

Studies dealing with sex, gender etc. in textbooks examine pictures (Esen & Bağlı, 2002; Özkan, 2013; Yaylı & Kitis Cinar, 2014) and pictures and texts (Asan Tezer, 2010; Kılıç Kırbasoglu & Eyup, 2011). The number of male-female pictures (Özkan, 2013); the people, actions, places and objects with which adult figures are depicted (Esen & Bağlı, 2002); roles of males and females in texts and images, gender roles, roles within and outside the family, professional roles, housework roles and personality roles (Kırbasoglu Kılıç & Eyup, 2011); main and side characters of texts and pictures; individuals, actions and places where people come together are analyzed according to the sexes. One of the frequently used tools for determining sex roles in quantitative research is the Sex-Role Inventory developed by Bem.

This study uses the Sex Role Inventory in order to evaluate the sex roles of text characters. Bem's (1974) inventory is based on the gender schema theory developed by herself. Children realize their own sex. Then, as they learn the content of the gender schema, they learn which qualities are related to their own sex. Bem developed the Sex-Role Inventory with the aim of measuring the perception of sex roles. This is a frequently used tool in psychology and other fields because it measures masculine and feminine sex roles separately, it can measure androgyny and has psychometric properties (Holt & Ellis, 1998). The main point of Bem's notions is that masculinity and femininity are two separate dimensions. Sex role orientations of individuals are determined by considering the level at which they possess the qualities in these two separate dimensions. Individuals with high femininity and low masculinity have feminine sex role orientation while individuals with high masculinity and low femininity have masculine sex role orientation (Demirtas, 2000). According to Bem (1974), mixed or androgynous self-perception may enable the individual to break free from traditional masculine and feminine sex role orientations and to perform both masculine and feminine behaviors freely. This study examines the roles of text characters in terms of feminine, masculine and social acceptability adjectives in Bem's Sex-Role Inventory, and pictures in terms of gender stereotypes in primary school Turkish books. With this aim, the main research questions of this study were determined as follows:

1. How are the gender roles of text characters in primary school Turkish Textbooks (1<sup>st</sup> to 4<sup>th</sup> grades) depicted in terms of feminine, masculine and social acceptability adjectives in Bem's Sex-Role Inventory?

2. How are the number of males and females, the colors used for males and females, the clothes of males and females, the environment where males and females are depicted, the division of labor, professions and physical attributes expressed in pictures according to gender stereotypes?

## Method

### *Research Design*

Qualitative research model was used in this research. This paper examines respectively the text characters and text pictures in terms of Bem's Sex-Role Inventory and gender stereotypes in the primary school Turkish textbooks from the 1<sup>st</sup> to the 4<sup>th</sup> grades through document review. Document review is a method of qualitative research (Yıldırım & Şimsek, 2005).

### *Research Sample*

The materials in this study consisted of primary school Turkish textbooks from the 1<sup>st</sup> to the 4<sup>th</sup> grades. Textbooks were selected out of the ones used in Burdur in the 2015-2016 academic years. The references section provides information about the books reviewed.

Primary school Turkish student books consisted of three books and the first part of each book was the textbook, and the second part was the workbook. The first parts of the first and second books consisted of a section for teaching reading and writing only in the first grade. Four sets of Turkish textbooks used from the 1<sup>st</sup> to the 4<sup>th</sup> grades of primary school, which were equal to twelve books, (4x3), were reviewed during the study. A total of twelve textbooks for four grades, twenty-four themes included in those twelve textbooks, and one hundred and eighteen texts included in those themes were reviewed. Themes about Atatürk and the texts within that theme were not included in the study. In addition, as the listening texts were not in the student books, they were also excluded from the research.

### *Research Instruments and Procedures*

A "Text Character Evaluation Form" arranged in line with Bem's Sex-role Inventory and "Picture Evaluation Form" were used in the study. Firstly, the research about the textbooks were reviewed. Some studies include only picture reviews (Esen & Bağlı, 2002; Ozkan, 2013) while others examine both pictures and texts together (Asan Tezer, 2010; Kırbasoglu Kılıc & Eyup, 2011). This study also reviews text characters and pictures together.

*Text character evaluation form.* Bem developed a scale for testing sex roles. It consisted of three sub-scales of masculinity (20 adjectives), femininity (20 adjectives) and social acceptability (20 adjectives) with a total of sixty items. The short version of Bem's form (20 feminine and 20 masculine) was adapted to Turkish by Kavuncu (1987), and the validity and reliability check was performed by Dokmen (1999). The remaining twenty adjectives which were related to social acceptability were translated into Turkish by the second researcher, and checked by an expert from the English Teaching Department. The final text evaluation form consisted of the theme title, text title, character name, roles, feminine, masculine and social acceptability adjectives.

*Picture evaluation form.* Firstly, the literature was examined (Esen & Bağlı, 2002; Kırbasoglu Kılıc & Eyup, 2011; Ozkan, 2013), and an item pool was prepared based on

the literature. The form took its final shape according to expert opinions and a pilot study. The picture evaluation form consisted of the number of males and females, colors used for males and females, clothes, division of labor, professions and physical appearances of the characters. The third Turkish book of the 3<sup>rd</sup> grade was examined separately by three researchers in terms of both text characters' roles and pictures. The inter-rater reliability score (Miles, Huberman, 1994) of the picture evaluation form was determined to be .81.

### Data Analysis

The text character evaluation form and picture evaluation form were used to evaluate the text characters and pictures, respectively. The data were evaluated through descriptive analysis, which is a qualitative research analysis method. The pictures were examined by the first and the second researcher. Frequency was used for evaluation.

The process of text character analysis is given below:

1. The first and second researchers read the texts together and determined the personality roles of the text characters.
2. The determined roles were compared with sixty adjectives consisting of twenty masculine, twenty feminine, and twenty social acceptability adjectives developed by Bem. The text character evaluation form was used.
3. The comparison revealed the sex role of the character as feminine, masculine or socially acceptable. A sample evaluation is shown in Table 1.

**Table 1**

*Text Character Evaluation Form*

Character	Personality Role in Text	According to Bem's Sex-Role		
		Masculine	Feminine	Social Acceptability
Big Ant	- Mentor - Sensitive	Acting like a leader	- Compassionate Sensitive about other's needs	-
Three Young Men	Arrogant			Arrogant

One of the characters in the text, "Big Ant", was determined to be a leader and sensitive as shown in Table 1. According to Bem's Sex-role Inventory, the mentor is the leader (masculine) and compassionate (feminine). The responsive of being sensitive is to be sensitive to wishes of the others (feminine). The other character in the other text, "Three Young Man", was arrogant. According to Bem's Sex-role Inventory, arrogant is the arrogance of social acceptability. After this analysis, the characters' sex role could be easily seen, if she\he acted feminine, masculine or\and in a social acceptability role.

The number of males and females, colors used for males and females, clothes, division of labor, professions, and physical appearances of the characters in textbooks' pictures were evaluated via descriptive analysis. Picture evaluation form was used.

## Results

### *Findings about Gender Roles of Text Characters in terms of Bem's Sex-Role*

Gender roles of the text characters in the textbooks according to Bem's Sex-Role is shown in Table 2.

**Table 2**

*Gender Roles of the Text Characters in the Textbooks According to Bem's Sex-Role*

Book	Sex	n	Feminine	Masculine	Social Acceptability
First grade	Female	11	9	-	7
	Male	8	11	5	1
	No sex	9	6	7	7
	Couple	-	-	-	-
Second grade	Female	5	7	-	4
	Male	12	11	-	7
	No sex	20	7	14	12
	Couple	1	-	2	-
Third grade	Female	14	24	11	12
	Male	12	24	28	10
	No sex	17	22	7	13
	Couple	2	1	-	1
Fourth grade	Female	7	5	6	2
	Male	12	8	11	3
	No sex	6	4	3	3
	Couple	1	-	2	-

As can be seen in Table 2, eleven female characters in the first grade Turkish textbook had nine feminine and seven social acceptability roles. Eight male characters in the texts had eleven feminine, five masculine, and one social acceptability roles. The texts in the books had characters that were explained without stating any sex. Some characters were depicted as females or males in the pictures although their sexes were not stated in the text. Nine characters whose sexes were not stated in the texts had six feminine, seven masculine, and seven social acceptability roles. The second grade Turkish textbook depicted five female characters with seven feminine and four social acceptability roles. Twelve male characters in the texts had eleven feminine and seven social acceptability roles. Twenty characters whose sexes were not stated in the texts had seven feminine, fourteen masculine, and twelve social acceptability roles. The books also had a couple (e.g. parents) of characters, and these characters had masculine roles.

The third grade Turkish textbook depicted fourteen female characters with twenty-four feminine, eleven masculine, and twelve social acceptability roles. Twelve male

characters in the texts had twenty-four feminine, twenty-eight masculine, and ten social acceptability roles. Seventeen characters whose sexes were not stated in the texts had twenty-two feminine, seven masculine, and thirteen social acceptability roles. The fourth grade Turkish textbook depicted seven female characters with five feminine, six masculine, and two social acceptability roles. Twelve male characters in the texts had eight feminine, eleven masculine, and three social acceptability roles. Six characters whose sexes were not stated in the texts had four feminine, three masculine, and three social acceptability roles. The books also had a couple (e.g. parents) of characters, and these characters had masculine roles.

### *Findings about the Evaluation of Pictures in terms of Gender Stereotypes*

The number of males and females, the colors used for males and females, the clothes of males and females, the environment where males and females were depicted, the division of labor, professions, and physical attributes were examined in the textbooks' pictures.

**Table 3**

*The Number of Males and Females*

<i>Grade</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
<b>First</b>	216	263	479
<b>Second</b>	132	270	402
<b>Third</b>	173	244	417
<b>Fourth</b>	155	225	380

Primary school Turkish textbooks from the 1<sup>st</sup> to the 4<sup>th</sup> grades were examined, and numbers of female and male pictures were determined as shown in Table 3. The first grade text books had two hundred and sixteen female and two hundred and sixty-three male pictures; the second grade textbooks had one hundred and thirty-two female and two hundred and seventy male pictures; the third grade textbooks had one hundred and seventy-three female and two hundred and forty-four male pictures; and the fourth grade textbooks had one hundred and fifty-five female and two hundred and twenty-five male pictures.

The colors used in the female and male pictures in the textbooks were examined. The most used colors in the first grade textbooks were green (n = 52), white (n = 52), blue (n = 45), red (n = 41), pink (n = 31), purple (n = 25), orange (n = 25), yellow (n = 22), and brown (n = 19) for females, while the most used colors for males were green (n = 110), white (n = 73), brown (n = 49), blue (n = 47), grey (n = 36), orange (n = 34), yellow (n = 28), red (n = 24), and purple (n = 19). The most used colors in the second grade textbooks were white (n = 68), green (n = 20), yellow (n = 17), blue (n = 17), checkered (n = 16), grey (n = 15), orange (n = 14), red (n = 13), pink (n = 12), and black (n = 12) for females, while the most used colors for males were white (n = 120), brown (n = 80), green (n = 62), red (n = 44), blue (n = 34), black (n = 25), grey (n = 23), and orange (n = 21). The most used colors in the third grade textbooks were blue (n = 33), green (n = 27), orange (n = 23), purple (n = 21), pink (n = 21), red (n = 10), and brown

(n = 5) for females, while the most used colors for males were brown (n = 64), green (n = 56), blue (n = 51), orange (n = 37), yellow (n = 28), purple (n = 27), white (n = 20), red (n = 17), and purple (n = 7). The most used colors in the fourth grade textbooks were white (n = 38), blue (n = 33), pink (n = 13), orange (n = 11), yellow (n = 10), black (n = 8), and red (n = 7) for females, while the most used colors for males were blue (n = 34), white (n = 30), grey (n = 25), green (n = 18), brown (n = 16), orange (n = 13), yellow (n = 10), and red (n = 9). Female and male characters wore different colors. Examples of pictures are given below in Figure 1 and 2.



**Figure 1.** Colors (Third Grade)



**Figure 2.** Colors (First Grade)

The clothes of males and females in the primary school Turkish textbooks were examined. The clothes worn the most in the first grade textbooks were in the following order: dress, shirt, t-shirt, and skirt for females; shirt, trousers, t-shirt, and vest for males. The most frequently worn clothes in the second-grade textbooks were in the following order: skirt, t-shirt, shirt, trousers, blouse, and dress for females; shirt, trousers, t-shirt, shalwar, and sweater for males. The clothes worn in the third grade textbooks were in the following order: skirt, dress, shirt, and trousers for females; shirt, trousers, military uniform, and shalwar for males. The most frequently worn clothes in the fourth-grade textbooks were in the following order: shirt, blouse, trousers, t-shirt, and shalwar for females; trousers, shirt, jacket, and t-shirt for males. It was observed that females were depicted wearing dresses and skirts in general while males were depicted with trousers and shirts. Examples of pictures are given below in Figure 3-4.





**Figure 3.** Clothes (Third Grade)



**Figure 4.** Clothes (Fourth Grade)

**Table 4**

*The Places Where Males and Females are Depicted in Textbooks*

Grade	Place	Female	Male
<b>First</b>	Indoor	44	30
	Outdoor	76	116
<b>Second</b>	Indoor	8	24
	Outdoor	87	166
<b>Third</b>	Indoor	25	37
	Outdoor	59	129
<b>Fourth</b>	Indoor	15	24
	Outdoor	62	70

Table 4 shows the amount of males and females depicted in and out of the home in the primary school Turkish textbooks from the 1<sup>st</sup> to the 4<sup>th</sup> grades. Males and females were depicted more outside their homes in all textbooks. The number of pictures showing males at home was more than the ones showing females at home.

Another aspect reviewed in the textbooks was the co-operation in the pictures. The primary school (1<sup>st</sup> to 4<sup>th</sup> grade) textbooks had the following pictures: a mother looking after her child (n = 19), a woman in the kitchen (n = 3) (Figure 6), a grandmother looking after children (n = 2), a woman doing shopping (n = 1), a woman cleaning (n = 1), a woman doing the laundry (n = 1), a woman doing handicraft (n = 1), women by the fountain (n = 1), men working outdoors (n = 8), man riding a bicycle (n = 2), and a father looking after his children (n = 6). The textbooks had more home-related pictures of females. Furthermore, there were pictures depicting males and females together doing the following: playing games (n = 17), working (n = 8), taking a holiday (n = 5),

catching fish (n = 2), wandering (n = 2), watching television, doing sports, swimming in the sea, planting saplings, talking, flying a kite, walking, collecting garbage, and riding bikes. Also there were activities performed as a family such as reading books (n = 1). Moreover, there were family pictures and pictures showing parents and children together (n = 4). In one picture, the mother was looking after her child while the father was helping his daughter with her lessons (Figure 5). Examples of pictures were given below in Figure 5-6.



**Figure 5.** Co-operation (Fourth Grade)

**Figure 6.** Co-operation (Second Grade)

Occupations of males and females were examined in the Turkish textbooks. Females were depicted as students (n = 16), farmers (n = 8), teachers (n = 5), workers (n = 4), sportswomen (n = 3), soldiers (n = 3), scientists (n = 3), nurses (n = 2), greengrocers, doctors, waitresses, receptionists, and astronauts. Males were depicted while dealing with many occupations such as soldiers (n = 39), shepherds (n = 10), farmers (n = 9), students (n = 8), astronauts (n = 6), scientists (n = 4), sultans (n = 4), sportsmen (n = 4), architects (n = 3), apprentices (n = 3), engineers (n = 3), beekeepers (n = 2), bakers (n = 2), doctors (n = 2), trainers (n = 2), ice cream sellers, football players, grooms, greengrocers, stallholders, drummers, barbers, teachers, canteen owners, referees, policemen, insurance brokers, matadors, waiters, chauffeurs, and newsmen etc. Examples of pictures are given below in Figure 7 and 8.

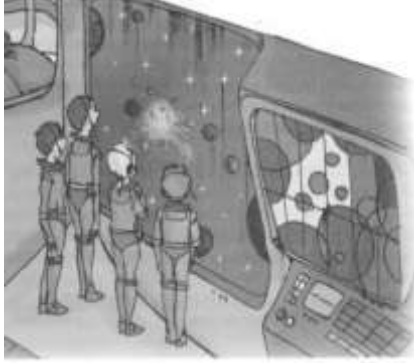


Figure 7. Occupations (Fourth Grade)



Figure 8. Occupations (Fourth Grade)

Physical appearances were examined in the primary school Turkish textbooks in terms of weight, hair color, and hairstyle, skin color for females; and hair color, hair length, and skin color for males. Females and males were depicted mainly as slim with the exception of a few overweight females and males. Females in the first, second, third and fourth grade Turkish textbooks had black, brown, red or yellow hair. Their hair was depicted with a knob, double or single pony tails. Haircuts were usually pageboy style; and short hair was rare. Females were depicted with normal height and weight. Very few overweight people were included, and they were old people. Females in the pictures were mostly light skinned. Males' hair was mostly neither very short nor very long in the first, second, third and fourth grade textbooks. The hair colors were black, brown, white, and red. Males were depicted as light skinned with a shaven beard. There were also bald and bearded men. Examples of pictures are given below in Figure 9-10.



Figure 9. Physical appearances (Third Grade)



Figure 8. Physical appearances (Second Grade)

### **Discussion, Conclusion and Recommendations**

Textbooks are one of the most important, indispensable, cheap, and easily accessible education materials. It is easy for a teacher to ask students to have textbooks instead of other materials so that the students can follow the course, and their influence on individuals is important. This fact makes text books a significant topic of research. Expressions included in textbooks affect stereotypes of societies. One of these stereotypes is gender stereotypes. This study aims to evaluate the text characters and pictures in the primary school Turkish textbooks from the 1<sup>st</sup> to the 4<sup>th</sup> grades in terms of Bem's Sex-role Inventory and gender stereotypes, respectively.

Textbooks are an important factor in the educational dimension. The part played by textbooks, and the number of people reached by them cannot be denied. The qualities of the characters in primary school Turkish textbooks, the distribution of sex roles, and their effect on gender stereotypes within society must be evaluated. The importance of androgyny and "being stuck in traditional gender roles" must be emphasized and considered especially at the "educational" dimension (Demirtas, 2002). The texts included male characters with feminine and masculine roles, and female characters with feminine and masculine roles. It was observed that the characters had androgynous roles and it can be argued that using more texts with characters possessing such qualities may have a positive effect on children's opinions about gender. One of the most significant properties of some texts was that the sexes of the characters were not stated. This may enable the reader to envisage the characters based on his/her own sex, and break down social gender stereotypes. However, the fact that the designers of the text images depicted the sexes not specified in the texts as male in some sections reinforces gender stereotypes.

The number of males was more than the number of females in the primary school Turkish textbooks. There are other studies that have revealed the same results in different textbooks (Chick & Altoona, 2006; Cubukcu & Sivasligil, 2007; Gharbavi, & Mousavi, 2012; Lee & Collins, 2009; Yaylı & Kitis Cinar, 2014). Yaylı and Kitis Cinar (2014) state that characters are depicted in harmony with gender stereotypes. It was seen that colors that were in contrast with gender stereotypes were used in the textbooks. Similar colors can be used for males and females. Cinar (2015) states that females are depicted in pink. All colors were used for both males and females in the textbooks examined in this study. It was seen that males were shown with pink, green, yellow etc. in traditional texts such as Kaloghlan, Nasreddin Hodja etc.

Dress, skirt, shirt, and t-shirt were mostly worn by the females in the textbooks. Male clothes consisted of trousers, shirt, and t-shirt although there were texts including traditional clothing as well. Cinar (2015) stated that the children's books he examined included an apron, ribbon, skirt, and dress as the most common clothing materials reflecting the appearance of females. Although females use trousers frequently in daily life, they were depicted mostly with skirts and dresses in the pictures.

As there were more males in the pictures, all settings, including individual settings, favor the male. The reason was that the number of males was more than the number

of females in the books, and this affected the number of pictures showing males in and out of their homes. On the other hand, the number of females out of their homes had increased in direct proportion to their number. It could be said that males were seen at home more frequently. Poarch & Monk-Turner (2001) state that pictures showing females out of their homes have increased in award-winning children's books.

The textbooks had more home-related pictures of females. It was seen that the division of labor between males and females was not reflected sufficiently in the textbooks. Anderson and Hamilton (2005) state that mothers establish more relationships with their children, feed their children, and express their feelings more than the fathers in children's books. According to Poarch & Monk-Turner (2001), even award-winning children's books more frequently depict female characters doing housework.

It was seen that females were depicted as students, farmers, workers, teachers, sportswomen, scientists, soldiers, nurses, waitresses, receptionists, and astronauts. Males were depicted dealing with many other different jobs. Various studies have revealed that males and females deal with traditional occupations (Lee, & Collins 2009; Yaylı & Kitis Cinar, 2014). Cubukcu and Sivashgil (2007) state that females are depicted as students, teachers, nurses etc. while males are depicted doing many different jobs in the 7<sup>th</sup> grade English textbook. The job varieties of females had increased in the examined textbooks but they could not keep up with the variety in male occupations.

Apart from the sex differences between female and male pictures, males and females were not much different among themselves in terms of physical appearance. This may limit children's male or female perception to certain types, and cause them to act with prejudice, negative and exclusionary attitudes towards individuals with different physical qualities. This will cause stereotypes on physical appearance.

In recent years, violence against women in Turkey is getting more frequent. Children can live or watch this violence, and all these affect their gender perception. Moreover, this situation makes families nervous especially who have girls. The solution of this problem is showing the similarities of both women and men by means of textbooks, television etc. Textbooks constitute a significant medium when the subject of sex is discussed through similarities instead of differences. It is emphasized in the textbooks of various countries (Australia, the USA, Japan, Iran etc.) that male and female sexes must be included equally in pictures and texts. The Ministry of National Education and the authors of textbooks have a major responsibility for realizing the aim of raising gender awareness and overcoming inequality (Kuscu Kucukler, 2014). Teachers may select supplementary books after reviewing them in terms of gender stereotypes even though they cannot choose the textbooks. Publishing houses that are sensitive about this subject should be praised and rewarded by the Ministry of National Education. Speaking about negative examples reinforces the negative behavior, but more people can be made aware of good examples. Texts including androgynous characters can be placed in textbooks. Furthermore, sex roles of text characters may be examined with adjectives other than those included in Bem's Inventory.

### References

- Anderson, D. A., & Hamilton, M. (2005). Gender role stereotyping of parents in children's picture books: The invisible father. *SexRoles*, 52 (3/4), 145-151.
- Aslan, G. (2015). Öğretmen adaylarının toplumsal cinsiyet algılarına ilişkin metaforik çözümleme [A Metaphoric analysis regarding gender perception of preservice teachers]. *Eğitim ve Bilim*, 40, 363-384.
- Asan Tezer, H. (2010). Ders kitaplarında cinsiyetçilik ve öğretmenlerin cinsiyetçilik algılarının saptanması [Gender differences in textbooks and teachers' genderperceptions]. *Fe Dergi*, 2(2), 65-74.
- Bem, S. L. (1974). The measurement of psychological androgyny. *Journal of Consulting and Clinical Psychology*, 42(2), 155-162.
- Bhasin, K. (2014). *Understanding gender: Genderbasics*. New Delhi: RajPress.
- Chick, A. K., & Altoona P. S. (2006). Gender balance in K-12 American history textbooks. *Social Studies Research and Practice*, 1(3), 284-290.
- Cüceloğlu, D. (1993). *İnsan ve davranışı* (Dördüncü basım). İstanbul: Remzi Kitabevi.
- Catalcali Soyer, A. (2009). Okul öncesi dönem çocuk hikâye kitapları: Stereotipler ve kimlikler [Storybooks of thepre-schoolkids: stereotypes and identities]. *Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 1(1), 13-27.
- Cinar, P. (2015). Resimli çocuk kitaplarında giyimiyle kadın karakterler [Female characters in children's pictorial books]. *Ankara University Journal of Faculty of Educational Sciences*, 48(1), 1-18.
- Çotuksoken, B. (2003). Giriş (1-22). *Ders kitaplarında insan hakları: Tarama sonuçları*. İstanbul: Tarih Vakfı Yayınları.
- Cubukçu H., & Sivaslıgil, P. (2007). 7. Sınıf İngilizce ders kitaplarında cinsiyet kavramı [The concept of gender in seventh grade eltcoursebooks]. *Dil Dergisi*, 137, 7-17.
- Demirtas, H. A. (2000). Cinsiyet rolü kalıpyargıları, androjenlik ve diğer cinsiyet rolü yönelimleri [Gender role stereotypes, androgyny and gender role orientations]. *Kadın/Woman*, 1-16.
- Dokmen, Z. Y. (2015). *Toplumsal cinsiyet: Sosyal psikolojik açıklamalar* (6. Basım). İstanbul: Remzi Kitabevi.
- Dokmen, Z. Y. (1999). Bem cinsiyet rolleri envanteri kadınsılık ve erkeksilik ölçekleri Türkçe formunun psikometrik özellikleri [Turkish version of the Bem sex role inventory abstract]. *Kriz Dergisi*, 7(1), 27-40.
- Elgar, A. G. (2004). Science textbooks for lower secondary schools in Brunei: issues of gender equity. *International Journal of Science Education*, 26 (7), 875-894.
- Esen, Y. (2003). Okul bilgisi ve ders kitapları. In *Ders kitaplarında insan hakları: İnsan haklarına duyarlı ders kitapları için* (pp. 5-19). İstanbul: Tarih Vakfı Yayınları.

- Esen, Y., & Bağlı, M. T. (2002). İlköğretim ders kitaplarındaki kadın ve erkek resimlerine ilişkin bir inceleme [ A research on male and female figures in the elementary school textbooks]. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 35(1-2), 143-154.
- Giddens, A. (2013). *Sosyoloji*. İstanbul: Kırmızı.
- Gharbavi, A., & Mousavi, S. A. (2012). A content analysis of textbooks: Investigating gender bias as a social prominence in Iranian highschool English textbooks. *English Linguistics Research*, 1(1), 42-49.
- Gol, M. (2011). *Çocuk edebiyatında cinsiyet rolleri: Mustafa Ruhi Şirin ve Ayla Çınaroğlu'nun eserleri* [Gender roles in children literature: Mustafa Ruhi Şirin's and Ayla Çınaroğlu's Works] (Master Dissertation). Afyon Kocatepe University The Institute of Social Sciences Department of Sociology, Afyon.
- Gumusoglu, F. (2008). Ders kitaplarında toplumsal cinsiyet [Gender in school textbooks]. *Toplum ve Demokrasi*, 2(4), 39-50.
- Günes, Ö. (2008). Ders kitaplarında toplumsal cinsiyet ayrımı (1990- 2006) [Gender discrimination in school books (1990-2006)]. *Toplum ve Sosyal Hizmet*, 19(2), 81-95.
- Holt, C. L., & Ellis, J. B. (1998). Assessing the current validity of the Bem Sex-Role inventory. *Sex Roles*, 39(11/12), 929-941.
- Kavuncu, N. (1987). *Bem cinsiyet rolü envanteri'nin Türk toplumuna uyarlanması çalışması* (Master Dissertation). Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- Kırbaçoğlu Kılıç, L., & Eyüp, B. (2011). İlköğretim Türkçe ders kitaplarında ortaya çıkan toplumsal cinsiyet rolleri üzerine bir inceleme [ An investigation on societal sexual roles formed in elementary school Turkish school books]. *ODÜ Sosyal Bilimler Enstitüsü Sosyal Bilimler Araştırmaları Dergisi*, 2(3), 129-148.
- Kuscu Küçükler, N. (2014). Toplumsal cinsiyet ve edebiyat öğretimi: ortaöğretim Türk edebiyatı ders kitaplarında kadın yazarlar [Gender and teaching literature: Women writers in secondary school Turkish Literature textbooks]. *Journal of Research in Education and Teaching*, 3 (2), 195-202.
- Lee J. F. K., & Collins, P. (2009). Australian English-language text books: The gender issues. *Gender and Education*, 21(4), 353-370.
- Mendoza, J., & Reese, D. (2001). Examining multicultural Picture books for the early childhood classroom: Possibilities and pitfalls. *Early Childhood Research & Practice*, 3(2), 1-21.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (Second edition). California: SAGE Publications.
- Ozbay, M. (2006). *Türkçe özel öğretim yöntemleri I*. Ankara: Öncü Kitap.
- Ozkan, R. (2013). İlköğretim Ders Kitaplarında Kadın Figürü [The women figure in primary school coursebooks]. *The Journal of Social Science Studies*, 6(5), 617-631.

- Paterson, S. B., & Lach, M. A. (1990). Gender stereotypes in children's books: Their prevalence and influence on cognitive and affective development. *Gender & Education, 2*(2), 185-198.
- Pingel, F. (2010). *UNESCO guidebook on textbook research and textbook revision* (Second revised and updated edition.). Paris: United Nations Educational Scientific and Cultural Organization and the Georg Eckert Institute for International Textbook Research Center.
- Poarch, R., & Monk-Turner, E. (2001). Gender roles in children's literature: A review of non-award-winning "easy-to-read" books. *Journal of Research in Childhood Education, 16*(1), 70-76.
- Sano, F., Lida, M., & Hardy, T. (2001). *Gender representation in Japanese EFL textbooks*. PACS at JALT Conference Proceedings, 22-25 November, Kitakyushu, Japan.
- Sever, S. (2003). *Çocuk ve edebiyat*. Ankara: Kök Yayıncılık.
- Vannicopoulou, A. (2004). Resimli çocuk kitaplarında kadın karakterler (Çev. Dilek Ciftci Yesiltuna). *Ege Eğitim Dergisi, 5*(2), 65-73.
- Worland, J. (2008). Girls will be girls...and soon: Treatment of gender in preschool books from 1960 through 1990. *Children and Libraries, Spring*, 42-46.
- Yanpar, T. (2006). *Öğretim teknolojileri ve materyal tasarımı* (7. Baskı). Ankara: Anı Yayıncılık.
- Yaylı, D., & Kitiş Çımar, E. (2014). Ortaokul ders kitapları görsellerinde toplumsal cinsiyet [Social gender in middle school Turkish coursebook visuals]. *Turkish Studies, 9* (5), 2075-2096.
- Yıldırım, A., & Şimşek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri* (Beşinci Baskı). Ankara: Seçkin Yayıncılık.
- Yıldız, M. (2013). İlkokul ve ortaokul din kültürü ve ahlak bilgisi kitapları görsellerinin toplumsal cinsiyet açısından incelenmesi [Analysis visual components of elementary and middle school religious culture and moral knowledge textbooks in terms of gender]. *Dini Araştırmalar, 16* (42), 143-165.

#### Çalışmada İncelenen Kaynaklar

- Demir, E., Bozbey, S., Oğan, M., Özkara, M., & Aktaş, A. (2015). *İlköğretim Türkçe 3. Sınıf ders kitabı ve çalışma kitabı 1*. Ankara: Özgün Matbaacılık.
- Demir, E., Bozbey, S., Oğan, M., Özkara, M., & Aktaş, A. (2015). *İlköğretim Türkçe 3. Sınıf ders kitabı ve çalışma kitabı 2*. Ankara: Özgün Matbaacılık.
- Demir, E., Bozbey, S., Oğan, M., Özkara, M., & Aktaş, A. (2015). *İlköğretim Türkçe 3. Sınıf ders kitabı ve çalışma kitabı 3*. Ankara: Özgün Matbaacılık.
- Hengirmen, M., Öziş, N., & Öngay, N. (2015). *İlköğretim Türkçe 3. Sınıf ders kitabı ve çalışma kitabı 1*. Ankara: Engin Yayınevi.
- Hengirmen, M., Öziş, N., & Öngay, N. (2015). *İlköğretim Türkçe 3. Sınıf ders kitabı ve çalışma kitabı 2*. Ankara: Engin Yayınevi.



- Hengirmen, M., Öziş, N., & Öngay, N. (2015). *İlköğretim Türkçe 3. Sınıf ders kitabı ve çalışma kitabı 3*. Ankara: Engin Yayınevi.
- Temur, Ö. D. (2015). *İlköğretim Türkçe 1. Sınıf ders kitabı ve çalışma kitabı 1*. Ankara: Yıldırım Yayınları.
- Temur, Ö. D. (2015). *İlköğretim Türkçe 1. Sınıf ders kitabı ve çalışma kitabı 2*. Ankara: Yıldırım Yayınları.
- Temur, Ö. D. (2015). *İlköğretim Türkçe 1. Sınıf ders kitabı ve çalışma kitabı 3*. Ankara: Yıldırım Yayınları.
- Temur, Ö. D., Aksu, S., Aktaş, S., & Aksu, D. (2015). *İlköğretim Türkçe 2. Sınıf ders kitabı ve çalışma kitabı 1*. Ankara: Gizem Yayıncılık.
- Temur, Ö. D., Aksu, S., Aktaş, S., & Aksu, D. (2015). *İlköğretim Türkçe 2. Sınıf ders kitabı ve çalışma kitabı 2*. Ankara: Gizem Yayıncılık.
- Temur, Ö. D., Aksu, S., Aktaş, S., & Aksu, D. (2015). *İlköğretim Türkçe 2. Sınıf ders kitabı ve çalışma kitabı 3*. Ankara: Gizem Yayıncılık.

### **İlkokul (1-4. Sınıf) Türkçe Ders Kitaplarında Toplumsal Cinsiyet Rollerinin İncelenmesi**

#### **Atf:**

- Arslan Ozer, D., Karatas, Z., & Ergun, O. R. (2019). Analysis of gender roles in primary school (1<sup>st</sup> to 4<sup>th</sup> grade) Turkish textbooks. *Eurasian Journal of Educational Research*, 79, 1-20, DOI: 10.14689/ejer.2019.79.1

#### **Özet**

*Problem Durumu:* Cinsiyete toplumsal bakış açısı, çocuklar tarafından doğrudan ya da dolaylı yollarla kazanılmaktadır. Ders kitapları, çocukların toplumsal cinsiyet kalıp yargılarını açık ya da örtük etkileme gücüne sahip önemli, ucuz, kolay ulaşılabilir materyallerdir. Bu çalışmada resimler ve metinler incelenerek, çocuklara nasıl mesajlar verildiği belirlenmektedir. Metinlerdeki karakterlerin cinsiyet rolleri Bem'in geliştirdiği envanterde yer verilen kadınsı, erkeksi ve sosyal kabul edilirlikle ilgili sıfatlara göre sınıflanmaktadır. Her kadın ve erkek duruma göre kadınsı ya da erkeksi roller gösterebilir. Androjen kimlik, cinsiyetler arasındaki benzerlikleri farklılıklardan daha fazla ortaya koyabilir. Bireyler kendi cinsiyeti ve karşı cinsi anlarsa toplumsal birliktelik güçlenecektir.

*Araştırmanın Amacı:* Bu çalışmada ilkokul 1-4. sınıf Türkçe ders kitaplarındaki metin karakterlerinin cinsiyet rolleri BEM'in Cinsiyet Rollerini Envanteri ve resimler ise toplumsal cinsiyet kalıp yargıları açısından incelenmiştir.

*Araştırmanın Yöntemi:* İlkokul 1-4. sınıf Türkçe ders kitaplarındaki metin karakterlerinin cinsiyet rolleri BEM'in Cinsiyet Rollerini Envanteri, resimler ise

toplumsal cinsiyet kalıpyargıları açısından incelemek amacıyla doküman incelemesi yapılmıştır. Çalışmada ilkokul Türkçe 1-4. Sınıf on iki kitap bu araştırmanın çalışma materyalini oluşturmaktadır. Burdur ilinde 2015-2016 eğitim öğretim yılında okutulan kitaplar arasından seçim yapılmıştır. Araştırmada metinlerdeki karakterleri değerlendirmek için BEM'in Cinsiyet Rollerini Envanterine göre düzenlenmiş "Metin Değerlendirme Formu" ve resimleri değerlendirmek için "Resim Değerlendirme Formu" kullanılmıştır.

*Metin karakterlerini değerlendirme formu.* Bem, cinsiyet rollerini test etmek için, bir ölçek geliştirmiştir. Erkeklik (20 madde), kadınsılık (20 madde) ve sosyal kabul edilirlilik (20 madde) olmak üzere üç alt ölçekten, toplam 60 maddeden oluşmaktadır. Bem'in kısa formu (20 kadınsı, 20 erkeksi) Türkçe'ye Kavuncu (1987) tarafından uyarlanmış, geçerlik güvenirlik çalışması Dökmen (1999) tarafından yapılmıştır.

*Resim Değerlendirme Formu.* Alanda yapılan çalışmalardan yola çıkılarak madde havuzu oluşturulmuştur. Uzman görüşleri ve ön uygulama çalışmaları ile forma son şekli verilmiştir. Resim değerlendirme formu; kadın-erkek sayısı, kadın ve erkeklerde kullanılan renkler, giyilen kıyafetler, işbölümü, meslekler, karakterlerin fiziksel görünüşleri, aile yapısı (çekirdek aile, geniş aile, tek ebeveynli aile ve parçalanmış aile) maddelerinden oluşmaktadır. 3. Sınıf Türkçe 3. Kitabı üç araştırmacı tarafından ayrı ayrı hem resim hem de metin açısından incelenmiştir. Resim Değerlendirme Formu, puanlayıcılar arası güvenirlik puanı (Miles, Huberman, 1994).81 olarak bulunmuştur.

Metindeki karakterlerin cinsiyet rollerini incelenmek amacıyla, Bem'in ölçeğinde yer verdiği kadınsı, erkeksi ve sosyal kabul edilirlilik sıfatlarından (Dökmen, 1999, Holt, Ellis, 1998, Monto, 1993) yararlanılmıştır. Envanterin geçerlik çalışması, değişen toplumsal koşullardan dolayı Holt ve Ellis (1999) tarafından tekrarlanmış ve envanterde kullanılan cinsiyet rolleri ile ilgili sıfatların geçerli olduğu belirlenmiştir. Türkçe'ye kısa form çevrildiği için kalan sosyal kabul edilirlilikle ilgili 20 sıfat ikinci araştırmacı tarafından Türkçe'ye çevrilmiş, İngilizce Öğretmenliği Anabilim Dalından bir uzman tarafından da kontrol edilmiştir. Form tema adı, metin adı, karakter adı, roller, kadınsı, erkeksi ve sosyal kabul edilirlilik maddelerinden oluşmaktadır. Veriler, nitel araştırma analiz yöntemlerinden betimsel analiz ile değerlendirilmiştir.

*Araştırmanın Bulguları:* Metinlerdeki karakterlerde kadınsı, erkeksi ve sosyal kabul edilirlilik rolleri incelenmiştir. Üçüncü sınıf Türkçe Kitabında 14 kadın karakter; 24 kadınsı, 11 erkeksi, 12 sosyal kabul edilirlilik rollerine sahip olarak betimlenmiştir. Metinlerdeki 12 erkek karakter; 24 kadınsı, 28 erkeksi ve 10 sosyal kabul edilirlilik rollerine sahiptir. Metinlerde cinsiyeti belirtilmeyen 17 karakter, 22 kadınsı, 7 erkeksi, 13 sosyal kabul edilirlilik rollerine sahiptir. Araştırmada resimlerde birinci sınıf ders kitabında 216 kadın, 263 erkek, ikinci sınıf kitabında 132 kadın, 270 erkek, üçüncü sınıf kitabında 173 kadın, 244 erkek, dördüncü sınıf kitabında 155 kadın, 225 erkek resmi bulunmaktadır. Kadınlar; öğrenci (n=16), çiftçi (n=8), öğretmen (n=5), işçi (n=4), sporcu (n=3), asker (n=3), bilim insanı (n=3), hemşire (n=2), manav, doktor, garson, resepsiyon görevlisi, astronot olarak resimlenmiştir. Erkekler; asker (n=39), çoban (n=10), çiftçi (n=9), öğrenci (n=8), işçi (n=8), astronot (n=6), bilim adamı (n=4), sultan (n=4), sporcu (n=4), mimar (n=3), çırak (n=3), mühendis (n=3), arıcı (n=2), fırıncı (n=2),

doktor (n=2), antrenör (n=2), dondurmacı, futbolcu, seyis, manav, pazarcı, davulcu, berber, öğretmen, kantinci, hakem, polis, sigortacı, matador, garson, şoför, spiker gibi erkekler bir çok mesleği yapmaktadır.

*Araştırmanın Sonuçları ve Önerileri:* Metinlerde erkek karakterler kadınsı ve erkeksi roller, kadın karakterler de kadınsı ve erkeksi roller göstermektedirler. Karakterlerin androjen roller gösterdiği görülürken, bu özelliklere sahip karakterlerin olduğu daha fazla metne yer verilmesinin çocukların cinsiyet ile ilgili düşüncelerini olumlu etkileyebileceği söylenebilir. Bazı metinlerin en önemli özelliklerinden biri de karakterlerin cinsiyetinin belirtilmemiş olmasıdır. Bu da okuyucunun, kendi cinsiyetini temel alarak, karakterleri zihninde canlandırmasını sağlayabilir. İlkokul Türkçe ders kitaplarında erkek sayıları kadın sayılarından sayıca daha fazladır. Erkeklerin sayıları resimlerde fazla olduğu için, bireylerin bulunduğu bütün ortamlar erkeklerin lehinedir. Kitaplarda kadın ve erkek resimlerinde bütün renklerin kullanıldığı görülmektedir. Erkeklerin kadınlara göre daha farklı mesleklerde resmedildiği görülmektedir. Ders kitaplarında kadınların ev ile alakalı daha fazla resmi bulunmaktadır.

*Anahtar Sözcükler:* Ders kitapları, Toplumsal cinsiyet, Androjenlik, Bem.

