

Attitudes of Nursing Students on Gender Roles and Women's Working

Hemşirelik Öğrencilerinin Toplumsal Cinsiyet Rollerini ve Kadının Çalışmasına İlişkin Tutumları

¹Fatma Özlem ÖZTÜRK^a, ²Ayfer TEZEL^a, ³Menekşe Nazlı AKER^b

^aDepartment of Nursing, Ankara University Faculty of Nursing, Ankara, TURKEY

^bDepartment of Midwifery, Ankara University Faculty of Nursing, Ankara, TURKEY

**This study was presented as orally in 1st International 2nd National Congress of Public Health Nursing, 23-26 April 2018, Ankara, Turkey.*

ABSTRACT Objective: Gender inequality affects women's health, education and work negatively. This study was conducted on the purpose of determining the attitudes of nursing students towards gender roles and women's work. **Material and Methods:** This descriptive study was conducted at Ankara University. The population of the study was 846 and the sample consisted of 514 nursing students who agreed to participate in the study. In collecting data, the questionnaire containing the descriptive features of the students, the Gender Roles Attitude Scale and Attitude Towards Woman's Working Scale were used. **Results:** A total of 514 students, 117 (22.8%) attending the 1st grade, 101 (19.6%) 2nd, 149 (29%) 3rd, 147 (28.6%) in the 4th grade participated in the study. Students' Gender Roles Attitude Scale score mean was 154.98±22.59. The mean score of Attitude Scale Towards Women's Working is 59.91±8.98. A positive high level correlation was found between the mean scores of the two scales ($p<0.001$, $r=0.743$). It was determined that the gender of the students, the educational status of their father and mother, family structure and the number of individuals in the family affect the Gender Roles Attitude Scale and Attitude Scale Towards Women's Working scores ($p<0.05$). **Conclusion:** It was determined that the attitude towards women's work was more positive as the Gender Roles Attitude Scale score increased. It is recommended that the egalitarian attitude of nursing education content regarding gender roles should be arranged in a way that will maintain and increase the positive attitude towards women's work.

ÖZET Amaç: Cinsiyet eşitsizliği, kadınların sağlığını, eğitimini ve çalışmasını olumsuz etkilemektedir. Bu araştırma, hemşirelik öğrencilerinin toplumsal cinsiyet rollerine ve kadının çalışmasına yönelik tutumlarını belirlemek amacıyla yapılmıştır. **Gereç ve Yöntemler:** Tanımlayıcı tipteki bu çalışma, Ankara Üniversitesinde yürütülmüştür. Araştırmanın evrenini 846, örneklemi ise araştırmaya katılmayı kabul eden 514 hemşirelik bölümü öğrencisi oluşturmuştur. Verilerin toplanmasında öğrencilerin tanımlayıcı özelliklerini içeren soru formu, Toplumsal Cinsiyet Rollerini Tutum Ölçeği ve Kadının Çalışmasına Yönelik Tutum Ölçeği kullanılmıştır. **Bulgular:** Araştırmaya, 117 (%22,8)'si 1. sınıfa, 101 (%19,6)'i 2. sınıfa, 149 (%29)'u 3. sınıfa, 147 (%28,6)'si 4. sınıfa devam eden 514 öğrenci katılmıştır. Öğrencilerin Toplumsal Cinsiyet Rollerini Tutum Ölçeği puan ortalaması 154,98±22,59'dur. Kadının Çalışmasına Yönelik Tutum Ölçeği ortalama puanı 59,91±8,98'dir. İki ölçeğin puan ortalamaları arasında pozitif ve yüksek düzeyde bir korelasyon bulundu ($p<0,001$; $r=0,743$). Öğrencilerin cinsiyetinin, anne ve babasının eğitim durumunun, aile yapısının ve ailedeki birey sayısının, Toplumsal Cinsiyet Rollerini Tutum Ölçeği ve Kadının Çalışmasına Yönelik Tutum Ölçeği puanlarını etkilediği belirlenmiştir ($p<0,05$). **Sonuç:** Toplumsal Cinsiyet Rollerini Tutum Ölçeği puan ortalaması yükseldikçe, kadınların çalışmasına yönelik tutumun daha olumlu olduğu belirlenmiştir. Hemşirelik eğitimi içeriğinin, toplumsal cinsiyet rollerine ilişkin eşitlikçi tutumunun, kadınların çalışmasına yönelik olumlu tutumu sürdüreceği ve artıracak şekilde düzenlenmesi önerilmektedir.

Keywords: Gender identity; woman; working; nursing students

Anahtar Kelimeler: Cinsiyet kimliği; kadın; çalışan; hemşirelik öğrencileri

People are born with a female or male biological sex. However, as they are raised, they grow by learning to be a woman or a man within the framework of

the roles that society expects. With the influence of the social environment and education, the children acquire roles appropriate for their gender and acquire

Correspondence: Fatma Özlem ÖZTÜRK

Department of Nursing, Ankara University Faculty of Nursing, Ankara, TURKEY/TÜRKİYE

E-mail: fozturk@ankara.edu.tr



Peer review under responsibility of Türkiye Klinikleri Journal of Nursing Sciences.

Received: 12 Aug 2020

Received in revised form: 22 Oct 2020

Accepted: 05 Nov 2020

Available online: 20 Jan 2021

2146-8893 / Copyright © 2021 by Türkiye Klinikleri. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

gender roles.^{1,2} Gender roles are determined culturally, based on biological gender. Usually men are expected to be independent, aggressive, physically strong, ambitious and control their emotions; women to be passive, sensitive, emotional, compassionate and supportive.³⁻⁵

Gender roles of women and men show significant differences in their roles in working life, social life, marriage and family life.⁶ With the roles imposed by the society, women could not achieve the desired status in society, and most of them lagged behind men in many areas and a gender inequality arised.⁷ Gender inequality means any gender-based distinction, deprivation or restriction that prevents, eliminates or aims to recognize, exercise and enjoy the human rights and fundamental freedoms of women in political, economic, social, cultural and civilized fields. Gender inequality can negatively affect women's health, education and work, and cause many problems.^{8,9}

In terms of gender, it is an important public health problem that needs to be included in the working life of women and its position in working life should be examined with its economic, social and psychological dimensions. When the reflections of gender roles on working life are examined; women are faced with situations such as working in jobs with lower status and wages, and getting permission from their spouses to work.¹⁰ In our country, many women can be prevented from working in a job by other family members such as their husband, father, brother.⁸ While the view that originates from the patriarchal family order and says "the place of the woman is home" has gradually lost its effectiveness, the thesis that women have an effective potential in the development of the country as a workforce has started to become widespread. The participation of women in the workforce is considered as an important element of sustainable development, social development and social welfare.^{11,12} In addition to providing women with economic freedom, their working life increases their self-esteem and social dignity and improves their position in the family. Although there is no legal discrimination in the participation of women in the labor force, the woman has to make a choice to work or not to work because the responsibilities in the fam-

ily life are heavy due to the traditional gender role that the society imposes on women.¹³

Women's labor force participation rates differ among countries in the world. The factors affecting women's participation in working life are issues related to gender roles such as women's inability to benefit from educational opportunities equally, marital status, the attitude of the society towards women's work, child care and the number of children and the level of education of spouses.¹⁴

Gender roles are also decisive in women's labor force participation. Women generally work in services such as nursing, hostessing, teaching, and salesperson related to service and care.¹⁰ These professions constantly lose value in society in terms of wages and working conditions. Women are less involved in administrative and management affairs than men. The reason for this situation is the idea that the primary place of the woman is the home.⁸

By entering business life, women added the role of working women to their roles as mothers, wives and housewives. Even if the woman works, she is expected to continue her traditional roles. So its priority is maternity and responsibility of the home. Therefore, when women work, they have to adopt new roles without making much changes in their traditional roles.⁷ For example, when a woman comes home from work, she has to do all the housework and also be successful in her work. While the unemployed woman uses her time and energy for her family, the working woman has to balance the work and family life and run both of them together.¹⁵ This situation creates mental tension and fatigue in the woman since she does not get help and understanding from both her husband and exhaustion. The working woman is subjected to many negative criticism from time to time that she does not spend enough time with her husband and children in the family, cannot take good care of her children and disrupt their work in the workplace. The woman can get into an exhausted mood that gets angry and exhausted from life. Therefore, the attitude of the society towards women's work affects women's health.^{15,16}

Nurses have the power to influence community behavior by using their leadership role. Nurses have

important responsibilities in shaping society's attitudes towards gender roles in an egalitarian way.² Nurses are in constant interaction with the society and individuals. With their approach to individuals, they can be good role models in society and represent good examples. Nurses have a great role in reducing and preventing health problems faced by women due to their gender.¹⁷ In terms of positive discrimination against women, women's needs should be prioritized in terms of health services, women's education and work should be supported. Attitudes towards gender roles in nurses are acquired during undergraduate education.

As a result, it is very important to evaluate nursing students' attitudes towards gender roles and women's work. Because nursing students will provide consultancy and education to the society in line with their own attitudes while working as a nurse after graduation. In this respect, it is important to determine nursing students' attitudes towards gender roles and women's work.

This study was conducted on the purpose of determining the attitudes of nursing students towards gender roles and women's work.

Research questions were as follows:

1. What is the attitude of nursing students towards gender roles?
2. Do nursing students' attitudes towards gender roles differ according to sociodemographic characteristics?
3. What is the attitude of nursing students towards women's work?
4. Which sociodemographic characteristics affect nursing students' attitude towards women's work?
5. Is there a relationship between nursing students' attitude towards gender roles and their attitude towards women's work?

MATERIAL AND METHODS

DESIGN AND PARTICIPANTS

The research was carried out in cross-sectional type. The universe of this research consists of 846 nursing

students studying in the nursing department of a public university in the 2017-2018 academic year. The sample was not selected and 514 volunteers were included in the study. The rate of participation in the research is 60.76%.

The criteria for inclusion in the research are being a student of the nursing department in 2017-2018 academic year and voluntarily participating in the research. The criteria for not being included in the study are that there is a visual-hearing impairment and any neuro-psychiatric disease is diagnosed.

DATA COLLECTION TOOLS

In the research, the questionnaire containing the descriptive characteristics of the students, the Gender Roles Attitude Scale (GRAS) and the Attitude Towards Woman's Working Scale (ATWWS) were used as data collection tools.

GENDER ROLES ATTITUDE SCALE

The scale was developed by Zeyneloğlu and Terzioğlu in order to determine the attitudes of students studying at the university regarding gender roles and the Cronbach alpha reliability coefficient was found to be "0.92".¹⁷ The GRAS consisting of 38 items is scored between 0-5. The students' egalitarian attitude sentences regarding gender roles were scored as 5 points for "completely agree", 4 points for "agree", 3 points for "undecided", 2 points for "disagree", and 1 point for "absolutely disagree". As for the traditional attitude sentences regarding gender roles, the opposite of the above-mentioned scoring, it was scored "1" points if the students completely agree, "2" points if they agree, "3" points if they are undecided, "4" points if they disagree, and "5" points if they absolutely disagree. With this scoring method, the highest score that can be obtained from the scale was calculated as 190, and the lowest score as 38. High scores obtained from the scale indicate that the student has an egalitarian attitude towards gender roles, while low scores indicate that the student has a traditional attitude towards gender roles. In this study, Cronbach alpha reliability coefficient for the GRAS and its sub-dimensions is 0.94, egalitarian gender role is

0.85, female gender role is 0.78, marriage gender role is 0.84, traditional gender role is 0.82 and the male gender role is 0.79 respectively.

ATTITUDE TOWARDS WOMAN'S WORKING SCALE

The scale was developed by Kuzgun and Sevim to determine the attitudes of adults towards women's work, and the Cronbach alpha reliability coefficient of the scale was found to be 0.93.⁷ In this study, the cronbach alpha value of the scale was 0.94. Scale items have the option of 5-point Likert-type answering. Accordingly, it is evaluated as 1 point for "I strongly agree", 2 points for "I agree", 3 points for "I am undecided", 4 points for "I disagree", 5 points for "I completely disagree". The ATWWS consists of 15 items, and the 2nd, 7th, 14th and 15th items are scored as inverse items on the scale. In the scale, the lowest score is 15, the highest score is 75, and the higher the score, the more positive attitude towards women's work increases.

COLLECTION OF DATA

The data were collected in the break time of the students at the Faculty of Nursing at the Ankara University. Before the data were collected, the purpose of the study was explained to the students by the researchers, and then the data were collected by asking the students to fill in the data collection tools themselves. Students received a set of questionnaires with also the written text of the verbal consent. Students who wished to participate in this study completed the forms in their spare time and delivered to the researcher on the same day. It took about 10-15 minutes to fill out the forms. The study was completed with 514 students who filled the forms completely.

DATA ANALYSIS

The data obtained from the study were analyzed in SPSS 14.0 package program. Frequency and percentage values were used for the presentation of categorical variables. The scores obtained from the scales are given with mean and standard deviation values. Student's t-test was used to compare two groups in variables where parametric test conditions were met, one-way analysis of variance for comparing three or more groups, and Kruskal-Wallis H test

for variables where parametric conditions were not met. As a result of the variance analysis, Tukey multiple comparison test was used to determine which groups originated from the differences, and the Mann-Whitney U test with Bonferroni correction was used for the Kruskal-Wallis H test. Correlation analysis was made between their two scale scores. Pearson correlation analysis was applied in the study. Significance level was accepted as $p < 0.05$.

ETHICAL CONSIDERATIONS

Ethics committee approval was obtained from Ankara University Clinical Research Ethics Committee (Date: 11/12/2017 No: 20/336) and institutional permission to conduct the study. Written and verbal consent was obtained from the students who agreed to participate in the study by reading the consent. The study was carried out in accordance with the Helsinki Declaration principles.

RESULTS

The socio-demographic characteristics of the students were depicted in [Table 1](#). It was determined that 413 (80.4%) of the students are girls, 191 (37.2%) of the students' paternal education level is primary school graduate, 308 (59.9%) of students' maternal education level is primary school graduate, 129 (25.1%) of the father's profession is worker, 435 (84.6%) of the family structure is the nuclear family and 316 (61.5%) students' family consists of 4-5 people ([Table 1](#)).

The GRAS total and the ATWWS total score means were presented in [Table 1](#) according to the socio-demographic characteristics of the students. It was determined that the gender of the students, the educational status of their father and mother, family structure and the number of individuals in the family affect the GRAS scores ($p < 0.05$). It was determined that the gender of the students, the educational status of the father and mother, the working status of the mother, the family structure and the number of individuals in the family affected the ATWWS scores ($p < 0.05$).

The students' total score mean of the GRAS is 154.98 ± 22.59 , and its subscale mean scores were

TABLE 1: The mean GRAS and ATWWS scores of the students according to the sociodemographic characteristics.

Sociodemographic characteristics	n	%	GRAS Mean±SD	Test value and significance	ATWWS Mean±SD	Test value and significance
Degree						
First year	117	22.8	156.37±22.331	F=0.410	61.51±8.923	F=1.536
Second year	101	19.6	155.00±20.229	p=0.746	59.78±7.858	p=0.204
Third year	149	29	155.37±23.360		59.56±9.237	
Fourth year	147	28.6	153.46±23.667		59.07±9.426	
Gender						
Women	413	80.4	160.31±19.571	t=11.118	61.64±7.918	t=7.869
Men	101	19.6	133.16±21.038	p<0.001	52.82±9.643	p<0.001
Educational status of the father						
Primary school ¹	191	37.2	150.45±23.303	F=5.980	57.99±9.577	F=5.730
Secondary school ²	102	19.8	153.25±21.809	p=0.001	59.67±7.669	p=0.001
High school ³	129	25.1	160.53±20.737	Post hoc:	62.06±7.957	Post hoc: 1<3
University ⁴	92	17.9	158.52±22.554	1<3-4	61.13±9.676	
Educational status of the mother						
Primary school ¹	308	59.9	152.08±22.957	F=4.699	58.68±9.186	F=5.737
Secondary school ²	100	19.5	156.98±19.964	p=0.003	60.41±8.470	p=0.001
High school ³	83	16.1	162.27±23.152	Post hoc: 1<3	63.00±8.478	Post hoc: 1<3
University ⁴	23	4.5	158.74±20.208		63.04±6.816	
Father's profession						
Farmer	64	12.5	149.44±22.778	F=1.696	58.31±9.355	F=0.614
Worker	129	25.1	152.88±22.037	p=0.150	59.62±8.059	p=0.652
Cinil servant	91	17.7	156.55±22.723		60.57±9.348	
Artisan	91	17.7	156.53±22.039		60.69±9.765	
Other	139	27	157.43±23.009		59.96±8.885	
Working status of the mother						
Working	100	19.5	158.31±21.695	t=1.619	61.83±7.644	t=2.894
Not working	414	80.5	154.17±22.759	p=0.106	59.44±9.231	p=0.004
Family structure						
Nuclear family	435	84.6	155.98±22.368	t=2.308	60.39±8.803	t=2.849
Extended family	79	15.4	149.46±23.180	p=0.021	57.25±9.574	p=0.005
The number of individuals in the family						
≤3 people	52	10.1	162.5 (90-190)	KW=20.466	60 (38-74)	KW=34.603
4-5 people	316	61.5	162 (96-190)	p<0.0001	63 (27-75)	p<0.0001
≥6 people	146	28.4	150 (90-190)	Post hoc: 1-2>3	56.5 (22-75)	Post hoc: 1-2>3

SD: Standard deviation; GRAS: Gender Roles Attitude Scale; ATWWS: Attitude Towards Woman's Working Scale; KW: Kruskal-Wallis.

egalitarian gender role 34.98±5.62, female gender role 29.22±6.03, marriage gender role 35.79±4.96, traditional gender role 30.13±6.31, male gender role 24.83±4.58. The ATWWS total mean score of the students was 59.91±8.98 (Table 2).

It was determined that there was a high level of positive correlation between the GRAS total and the ATWWS mean scores ($r=0.743$, $p<0.01$). It was determined that there is a positive relationship between the mean scores of the GRAS's equal gender role, fe-

male gender role, marriage gender role, traditional gender role, male gender role sub-dimensions and the ATWWS ($r=0.438$, $p<0.001$; $r=0.648$, $p<0.001$; $r=0.626$, $p<0.001$; $r=0.652$, $p<0.001$; $r=0.595$, $p<0.001$, respectively) (Table 3).

DISCUSSION

Nursing students will have a key role in gaining an egalitarian attitude towards the gender roles of individuals, families and society that they will serve in

TABLE 2: Mean scores of GRAS and ATWWS.

	Mean±SD	Obtainable lower-upper values	Marked lower-upper values
GRAS	154.98±22.59	38-190	90-190
Egalitarian gender role	34.98±5.62	8-40	8-40
Female gender role	29.22±6.03	8-40	10-40
Marriage gender role	35.79±4.96	8-40	14-40
Traditional gender role	30.13±6.31	8-40	10-40
Male gender role	24.83±4.58	6-30	90-30
ATWWS	59.91±8.98	15-75	22-75

SD: Standard deviation; GRAS: Gender Roles Attitude Scale; ATWWS: Attitude Towards Woman's Working Scale.

post-graduate work areas and adopting a positive attitude towards women's work. A student with an egalitarian attitude can make decisions based on his own thoughts, adopt an egalitarian and violence-oriented family model, be aware of his responsibilities, take a better mother or father role, and express himself and defend their rights in society and working life mostly women as a profession.¹⁸ In addition, a student with an egalitarian attitude towards gender roles can contribute to the equality of individuals by counseling them with a gender-based egalitarian approach to issues such as sexual intercourse, sexual preferences, family relationships, family planning, reproductive health and women's participation in working life.¹⁹ Therefore, it is very important to determine the attitudes of nursing students towards gender roles and attitudes towards women's work.

Nursing students' mean score of the GRAS is 154.98±22.59. It can be said that the students have an egalitarian attitude as they are close to the highest score that can be obtained from the GRAS score (Table 2). The mean score of the GRAS is 142.59±22.538 in the study of Dinç and Çalışkan conducted to determine the gender roles of university students.²⁰ In the study conducted by Cicek and Copur, the mean score of nursing students in the GRAS is 139.77±20.72.²¹ In the study conducted by Guzel, the mean score of nursing students in the GRAS is 133.39±22.17.²² In the study conducted by Gökşin ve Erzincanlı, the mean score of nursing students in the GRAS is 107.8±12.8.²³ In the study conducted by Aydın et al. the mean score of nursing students in the GRAS is 104.76±12.67.¹⁹ It can be said that the mean score of the GRAS obtained in this study is higher than the results of the study conducted

TABLE 3: Relationship between GRAS and ATWWS.

Scales	ATWWS
GRAS	r=0.743 p<0.001
Egalitarian gender role	r=0.438 p<0.001
Female gender role	r=0.648 p<0.001
Marriage gender role	r=0.626 p<0.001
Traditional gender role	r=0.652 p<0.001
Male gender role	r=0.595 p<0.001

GRAS: Gender Roles Attitude Scale; ATWWS: Attitude Towards Woman's Working Scale.

in the literature and students have a more egalitarian attitude towards gender. This result may be related to the selection of the sample from a public university in the capital and the perspective of gender in urban life.

The ATWWS total mean score of the students was 59.91±8.98. It can be said that the students have a positive attitude towards women's work because they are close to the highest score that can be obtained from the ATTWS score. Kuzgun and Sevim found the ATWWS total mean score as 58.13±10.36.⁷ In the literature, studies to determine the attitude towards women's working are very limited. Employment of women will enable them to be economically independent. Having their own income will also help women cope with issues such as domestic violence, economic violence, premature marriage, preterm birth.²⁴ The attitude of nursing students who will

serve the society on this issue is important for women's health.

There was a significant difference between the gender of nursing students and their GRAS and ATWWS scores. It was found that female students had higher scores on the GRAS than male students, they had a more egalitarian attitude (Table 1). The results of this study show similarity with the literature.^{22,24-27} The fact that female students are more gender-equitable and have a more positive attitude towards women's working suggests that they may have adopted the view of gender equality in their family and in the schools they attend during their education. It can be said that the fact that male students have a more traditional attitude towards gender and women's work is due to the dominance of a patriarchal structure in the culture of Turkish society.²⁸ It was found that female students had higher scores on the ATWWS than male students, female students had positive attitude towards women's work in this study. Akgun et al. found that female students had a more positive attitude towards women's work than male students. It is thought that it will be effective to provide gender equality trainings especially for male students in order to minimize the effect of the gender variable on the egalitarian attitude points towards gender and women's working.²⁹

There was a significant difference in the GRAS and the ATWWS according to the family structure of the nursing students and the number of individuals living in the family. It was determined that the students living in the nuclear family had a more egalitarian and more positive attitude towards the work of the woman, and the students living in the extended family had a more traditional attitude (Table 1). In the study conducted in university students by Uçar et al., it is stated that students with nuclear families have an egalitarian attitude.²⁸ In the study conducted by Aylaz et al., it was determined that the students living in the nuclear family had an egalitarian and the students living in the extended family had a traditional attitude.³⁰ This study result is consistent with the results of the literature. There are also studies in the literature that family structure does not affect the attitude towards gender roles.^{31,32} In addition, when the number of family members was more than 6, the

attitude towards women's employment was more negative and gender roles were more traditional. Similar to the present study, Akgun et al. reported that when the number of members in the family is more than 8, the attitude towards women's working is more negative.²⁹

According to the educational status of the parents of nursing students, there was a significant difference in the GRAS and the ATWWS scores. It was determined that the GRAS scores of the students whose father was high school and university graduates were significantly higher than the GRAS scores of the students whose father was a primary school graduate. It was determined that the GRAS scores of the students whose mothers are high school graduates were significantly higher than the GRAS scores of the students whose mothers are primary school graduates. It was determined that the ATWWS scores of students whose parents are high school graduate are more positive than the ones whose parents are primary school graduate. In the studies conducted in the literature, it was determined that as the nursing students' maternal education level increased, their gender attitudes were more egalitarian and the attitude towards women's work was more positive.^{21,22,24} In the study carried out by Zeybek and Kurşun, it was found that students whose parents had a high level of education had a more egalitarian attitude towards gender.³³ Study results are similar to the literature. There are also studies in the literature that parental education does not affect the attitude towards gender roles.^{20,27} In addition, Kuzgun and Sevim found that the higher the education level, the higher the positive attitude towards women's working.⁷

The ATWWS scores were significantly different according to the working status of the students' mothers. It has been determined that the attitudes of the students whose mothers are working towards women's working are more positive than those whose mothers are not. High scores of students whose mothers are working suggest that students experience and are satisfied with the working of their mothers.

It is stated in the literature that there is a relationship between gender perception and women's work. Individuals with an egalitarian attitude towards gender also display a positive attitude to-

wards women's working.¹² In this study, it was determined that there was a positive and high level relationship between the students' the GRAS and the ATWWS scores. According to this result, as the egalitarian attitude towards gender roles increases, the positive attitude towards women's work also increases. The result of this study is similar to the literature.²⁴

There are some limitations in this study. The results of this study may only be generalized to the nursing students where the study was conducted. The study was limited to the data obtained from the students who were present in the class on the data collection day, and agreed to participate in the study. The data could change from one individual, culture, or society to others. Therefore, it should not be generalized to the whole population.

CONCLUSION

Students' attitudes towards gender roles were egalitarian and their attitudes towards women's work were positive. As students' attitudes towards gender roles increase in an egalitarian direction, their attitudes towards women's working increase positively. The gender of the students, educational status of their parents, family structure and the number of members in the family affected both gender roles and attitudes towards women's work. While planning activities to ensure gender equality, gender, educational status of parents, family structure and the number of members in the family should be taken into account. In order to maintain and increase the positive attitudes of students towards gender equality and the working of

women, raising awareness of gender nursing students before graduation is important for them to take responsibility in this regard in their professional lives. It is important for nurse educators to explain especially gender equality and the importance of women's work in terms of women's health, for nursing students to gain an attitude in this direction. It is recommended to integrate this subject into the nursing undergraduate study content.

Acknowledgements

We would like to thank all the student nurses who took part in the study.

Source of Finance

During this study, no financial or spiritual support was received neither from any pharmaceutical company that has a direct connection with the research subject, nor from a company that provides or produces medical instruments and materials which may negatively affect the evaluation process of this study.

Conflict of Interest

No conflicts of interest between the authors and / or family members of the scientific and medical committee members or members of the potential conflicts of interest, counseling, expertise, working conditions, share holding and similar situations in any firm.

Authorship Contributions

Idea/Concept: Fatma Özlem Öztürk; **Design:** Fatma Özlem Öztürk, Ayfer Tezel, Menekşe Nazlı Aker; **Control/Supervision:** Fatma Özlem Öztürk; **Data Collection and/or Processing:** Fatma Özlem Öztürk, Menekşe Nazlı Aker; **Analysis and/or Interpretation:** Fatma Özlem Öztürk, Ayfer Tezel, Menekşe Nazlı Aker; **Literature Review:** Fatma Özlem Öztürk; **Writing the Article:** Fatma Özlem Öztürk, Ayfer Tezel, Menekşe Nazlı Aker; **Critical Review:** Ayfer Tezel; **References and Fundings:** Fatma Özlem Öztürk.

REFERENCES

1. Stoker JI, Van der Velde M, Lammers J. Factors relating to managerial stereotypes: the role of gender of the employee and the manager and management gender ratio. *J Bus Psychol.* 2012;27(1):31-42. [Crossref] [PubMed] [PMC]
2. Terzioğlu F, Taşkın L. [Reflections of social gender role on female leadership behavior and nursing profession]. *CU Journal of Nursing School.* 2008;12(2):62-7. [Link]
3. Akın A, Demirel S. [The concept of gender and its effects on health]. *CÜ Tıp Fakültesi Dergisi.* 2003;25(4):73-82. [Link]
4. Temel A, Yakın M, Misci S. [Reflections of organizational gender in organizational behavior]. *Journal of Management and Economics.* 2006;13(1):27-38. [Link]
5. Risman BJ, Davis G. From sex roles to gender structure. *Current Sociology.* 2013;61(5-6):733-55. [Crossref]
6. Mahaffy KA, Ward SK. The gendering of adolescents' childbearing and educational plans: reciprocal effects and the influence of social context. *Sex Roles.* 2002;46(11-12):403-17. [Crossref]
7. Kuzgun Y, Sevim AS. [The relationship between attitudes towards women's work roles and religious tendency]. *Ankara University Journal of Faculty of Educational Sciences.* 2004;37(1):14-27. [Link]
8. Demirgöz Bal M. [General overview of gender inequalities]. *KASHED.* 2014;1(1):15-28. [Link]
9. Şimşek H. [Effects of gender inequalities on women's reproductive health: the case of Turkey]. *Journal of DEU Faculty of Medicine.* 2011;25(2):119-26. [Link]
10. Özçatal EO. [Patriarchy, gender and women's participation in working life]. *Çankırı Karatekin Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi.* 2011;1(1):21-39. [Link]
11. Bedük A. [Turkey's working women and women's entrepreneurship]. *Electronic Journal of Social Sciences.* 2005;3(12):106-17. [Link]
12. Kılıç D, Öztürk S. [Obstacles and solutions in front of the participation of women in the labor force in Turkey: an empirical application]. *Public Administration Journal.* 2014;47(1):107-30. [Link]
13. Korkmaz A, Korkut G. [The determinants of female participation to labour force in Turkey]. *Journal of Süleyman Demirel University Faculty of Economics and Administrative Sciences.* 2012;17(2):41-65. [Link]
14. Gül H, Yalçinoğlu N, Atlı ZC. [The status and problems of women in working life in Turkey]. *TAF Prev Med Bull.* 2014;13(2):169-76. [Crossref]
15. Adak N. [The women dilemma: between work and family life]. Special Issue to the *Journal of Sociology to Ülgen Oskay.* 2007;17:137-52. [Link]
16. Chesley N, Flood S. Signs of change? At-home and breadwinner parents' housework and child-care time. *J Marriage Fam.* 2017;79(2):511-34. [Crossref] [PubMed] [PMC]
17. Zeyneloğlu S, Terzioğlu F. [Development and psychometric properties gender roles attitude scale]. *HU Journal of Education.* 2011;40:409-20. [Link]
18. McLaughlin K, Muldoon OT, Moutray M. Gender, gender roles and completion of nursing education: a longitudinal study. *Nurse Educ Today.* 2010;30(4):303-7. [Crossref] [PubMed]
19. Aydın M, Özen Bekar E, Yılmaz Gören Ş, Sungur MA. [Attitudes of nursing students regarding to gender roles]. *AİBÜ Sosyal Bilimler Enstitüsü Dergisi.* 2016;16(1):223-42. [Crossref]
20. Dinç A, Çalışkan C. [The perspectives of university students on gender roles]. *Journal of Human Sciences.* 2016;13(3):3671-83. [Crossref]
21. Çiçek B, Çopur Z. [The attitudes of individuals towards women's working and gender roles]. *International Journal of Eurasian Education and Culture.* 2018;3(4):1-21. [Link]
22. Guzel A. [Gender roles attitudes of university students and related factors]. *Gümüşhane University Journal of Health Sciences.* 2016;5(4):1-11. [Link]
23. Gökşin İ, Erzincanlı S. [The relationship between nursing students attitudes towards gender roles and care behaviors]. *Türkiye Klinikleri J Nurs Sci.* 2020;12(1):49-55. [Crossref]
24. Sis Çelik A, Pasinlioğlu T, Tan G, Koyuncu H. [Determination of university students' attitudes about gender equality]. *FN Hem Derg.* 2013;21(3):181-6. [Link]
25. Vefikuluçay Yılmaz D, Zeyneloğlu S, Kocaöz S, Kısa S, Taşkın L, Eroğlu K. [Views on gender roles of university students]. *International Journal of Human Sciences.* 2009;6(1):775-92. [Link]
26. Alan Dikmen H, Marakoğlu K. [Examining the gender roles of nursing students and their attitudes towards violence against women]. *Genel Tıp Derg.* 2019;29(2):73-9. [Link]
27. Aktaş G. [Woman's identity in the context of feminist discourse: being a woman in a male dominated society]. *Journal of Faculty of Letters.* 2013;30(1):53-72. [Link]
28. Uçar T, Aksoy Derya Y, Karaaslan T, Akbaş Tunç Ö. [The attitudes of university students regarding gender roles and violent behaviours]. *Sürekli Tıp Eğitimi Dergisi.* 2017;26(3):96-103. [Link]
29. Akgün R, Toz T, Sürmen B, Çam MÇ. [Determination of the assessment of social work and child development students on the women's work: Kırıkkale University sample]. *Ufku Ötesi Bilim Dergisi.* 2018;18(1):15-29. [Link]
30. Aylaz R, Güneş G, Uzun Ö, Ünal S. [Opinions of university students on gender roles]. *Sürekli Tıp Eğitimi Dergisi.* 2014;23(5):183-9. [Link]
31. Pınar G, Taşkın L, Eroğlu K. [The behaviours of the students in dormitory of Baskent University against sexual role patterns]. *Hacettepe University Faculty of Health Sciences Nursing Journal.* 2008;15(1):47-57. [Link]
32. Erbil N. [Relationship between life values and gender roles attitudes of university students]. *Ordu Univ J Nurse Stud.* 2018;2(1):33-45. [Link]
33. Zeybek V, Kurşun M. [Attitudes of medical students towards gender roles]. *Pam Med J.* 2019;12(2):225-33. [Link]