



Research Article

# The Effect of the Gender Inequality Sensitivity Training Program Based on Active Learning

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## ABSTRACT

In the study, it was aimed to test the effectiveness of the Gender Inequality Sensitivity Training Program Based on Active Learning, which was prepared to develop sensitivity to gender inequality. The research was conducted with 26 participants studying in the Guidance and Psychological Counselling department of a university in the Central Anatolia Region in the 2019-2020 academic year. This study is a mixed-method research. In the quantitative part of the research, a quasi-experimental application was conducted with a 2x2 pre-test-post-test control group. In the qualitative part, the activity products and assignments obtained during the training were evaluated. The quantitative data of the research were collected through the Attitudes towards Gender Roles Scale and Personal Information Form, and the qualitative data were collected through the activity products and assignments obtained during the training. A 12-week-long Gender Inequality Sensitivity Training Program Based on Active Learning was applied to the experimental group. The findings showed that the training program increased the gender roles total attitude scores and traditional gender role scores of the experimental group participants significantly. In addition, after the experimental procedure, it was determined that there was a significant difference in favour of the experimental group regarding the total score, female, traditional, and male gender role sub-dimensions between the experimental and control groups. Qualitative

findings showed that the program increased participants' awareness of gender issues.

*Keywords:* gender role, guidance and psychological counselling, active learning, drama

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## Introduction

Each individual acquires the roles, responsibilities, and gender stereotypes determined by society in the socialization process. Social role occurs when a set of interrelated behaviour patterns gather around a social function (Tezcan, 1995) and it is the sum of behaviours expected from the individual. One of the most important factors determining the social role of individuals is gender. Gender refers to the genetic, physiological, and biological characteristics of a woman or a man (Dökmen, 2004; Kıran, 2017). Although each individual comes to the world with a gender, the roles and behaviours they will acquire over time are influenced by the society they live in. The concept of gender is used in this context. Gender is a concept that means that the roles of women and men in society are shaped by the structure of culture rather than their biological characteristics (Başar, 2020).

Gender has formed one of the main subjects of a large number of disciplines such as sociology, psychology, and education (Bingöl, 2014). Research on the topic examines how perceptions of men and women are shaped in society during the socialization process, what kinds of problems social roles cause for men and women, and which dynamics in society cause gender inequality. Gender inequality leads primarily to femicide (Watts & Zimmerman, 2002), health problems in women (Başar, 2017), a decrease in the economic growth and development of the country (Klasen, 2002), and women's not being able to find a place in the field of art (Akalin & Baş, 2018). In addition to these, gender inequality may also cause a decrease in the schooling rate of girls (Rankin & Aytaç, 2006) and the rate of political representation of women (Dorius & Firebaugh, 2010), women's falling behind men in academic career (Dursun, 2013) and many other social, educational, and individual problems.

Studies on gender in the field of education in Türkiye have increased rapidly, especially since 2010. The majority of these studies are related to written and visual media. The idea that these have an active role in gaining and shaping social roles has been adopted. In the field of visual media, TV programs (Etiler & Zengin, 2015), advertisements (Büstan, 2015; Nas, 2015; Özdemir, 2010), films

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(Koçak, 2017; Sekmen, 2017), cartoons (Kalaycı, 2015; Şenol et al., 2016), and news photos (Erol, 2013) have been examined within the context of gender. It can be seen that most of the studies on written media are discussed within the context of children's social role acquisition. In this context, written texts for children (Taşdelen, 2016), textbooks (Kükrer & Kıbrıs, 2017), and novels (Ayaydın-Cebe, 2016; Şahin, 2018) have been analysed.

Various studies have been conducted on gender roles at higher education level. Some of these studies have aimed to reveal gender perceptions, attitudes, and thoughts of university students, while others have emphasized taking precautions regarding gender inequality. In a study conducted on students of the Faculty of Communication, Cangöz (2013) found that students had a low level of knowledge and awareness about sexist violence and women's rights. In a metaphor study conducted on 510 teacher candidates, Aslan (2015) found that women and men had positive perceptions about their gender, while they had negative perceptions about the opposite gender. In another study, it was determined that students studying in the field of health had more egalitarian attitudes than those studying in science and social fields (Uçar et al., 2017). Aylaz et al. (2014) found that male students who attended university had a more traditional perspective on gender roles than female students. A large number of similar studies also support this finding (Alptekin, 2014). In order to reduce gender inequality, researchers recommend that gender should be taught as a course in universities (Aydın et al., 2016; Cangöz, 2013) and especially in education faculties (Aslan, 2015). In addition, research on gender roles (Dagadu et al., 2022; Dhar et al., 2018) has shown that active learning can be an effective way to develop attitudes.

## Active learning

Active learning is a teaching method in which individuals are involved in the learning process (Prince, 2004). In active learning, instructional activities prompt the participants to do something and think about what they have done during the activity (Bonwell & Eison, 1991). Thinking about their learning is a critical factor in making the connection between activity and learning (Brame,

2016). While the definition of active learning can include traditional activities such as homework (Prince, 2004), it also includes a wide variety of different pedagogical techniques (Brame, 2016; Linton et al., 2014). These techniques can be listed as discussion (Lim et al., 2019; Sutherland, 1996), debate (Kennedy, 2007; 2009), small group work (Jackson & Prosser, 1989), and drama (Ball, 1999). The drama method supports active learning with a reflective classroom structure, it is based on constructivism and encourages verbal skills (Ashton-Hay, 2005). In active learning, participants interact and cooperate in the production and sharing of knowledge (Ward & Tiessen, 1997). Drama is important with its structure that reinforces cooperation and interaction. In addition, participants conduct research by using their information resources (Mentiş-Taş, 2005).

The social learning process about gender roles takes place in a variety of ways. There is no doubt that social and cultural elements are an important source of reference at this point (Robinson-Wood, 2016). As cultural memory transmitters, lullabies (Kırcı-Uğurlu, 2014), proverbs (Bulut, 2013), advertisements (Karaca & Papatya, 2011; Saatçioğlu & Sabuncuoğlu, 2016), and films (Nelmes, 2012) play a critical role in the process of acquiring social roles regarding gender roles and they have an impact on the way of thinking, value judgments, and behaviours of individuals. Written, verbal, and visual tools that permeate daily practices directly and indirectly create gender stereotypes.

### The present study

There are few experimental studies on changing the negative attitude and perception towards university students regarding gender roles. Another remarkable point is related to the place of gender studies in the field of guidance and psychological counselling. Although research on gender in this field has increased in recent years in Türkiye, it is still not at a sufficient level. Koyuncu-Şahin & Çoban (2019) compiled studies on gender in the field of education in Türkiye and found only 54 studies without year limitation. Although 25 of these studies were carried out with university students and 8 with prospective teachers, it was found that no study was conducted with guidance

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and psychological counselling students. Therefore, there is a limited number of studies on gender in the field of guidance and psychological counselling.

Psychological counsellors work within the body of various ministries such as the Ministry of National Education, the Ministry of Family and Social Services, and the Ministry of Internal Affairs. Regardless of the institution, the essence of the psychological counselling profession is to protect the well-being of people and to support them to be healthy individuals in society. In this context, gender inequality, which creates an element of conflict in society, is an important issue that psychological counsellors can address. In fact, it is emphasized in the psychological counselling literature that gender issues are an integral part of an inclusive and ethical education program (Daniluk et al., 1995; Stevens-Smith, 1995). In addition, as especially psychological counsellors who work in educational institutions are in a critical position in terms of communication with students and parents, they are almost at the starting point for a holistic approach to gender equality at school. On the other hand, for counsellor candidates to be able to deal with the issue of gender effectively at the beginning of the career, they need to realize their perceptions of gender roles first (Enns, 2000; Stevens-Smith, 1995). Moreover, since institutions facilitate and increase individuals' participation and acceptance to be involved in gender-oriented training (Lwamba et al., 2022), it is another important point for training to be carried out within a higher education institution.

Within the scope of this study, a training program was designed to develop the sensitivity of gender inequality. The aim of the study is to test the effectiveness of the Gender Inequality Sensitivity Training Program Based on Active Learning, which has been prepared to develop sensitivity to gender inequality. For this purpose, answers were sought to the following questions in the study.

Is there a statistically significant difference between the pre-test gender roles attitude total score and sub-dimension scores of the experimental and control group participants?

1. Is there a statistically significant difference between the pre-test and post-test gender roles attitude total score and sub-dimension scores of the experimental group participants?
2. Is there a statistically significant difference between post-test gender roles attitude total score and sub-dimension scores of the experimental and control group participants in favour of the experimental group?
3. What are the participants' opinions Gender Inequality Sensitivity Training Program?

## Method

### Research Design

This study is a mixed-method research. In the quantitative part of the research, a quasi-experimental application was conducted with a 2x2 pre-test-post-test control group. In the quasi-experimental design, the experimental and control groups are not determined by random assignment (Büyükoztürk et al, 2013). Gender Inequality Sensitivity Training Program Based on Active Learning was applied to the experimental group, while no application was conducted on the control group. In this context, the independent variable of the research is "Gender Inequality Sensitivity Training Program Based on Active Learning", while the dependent variable is the gender role attitude level. In the qualitative part, the activity products and assignments obtained during the training were evaluated.

### Study group

The study group of the research consists of 26 second-year students attending the Guidance and Psychological Counselling department of a state university in a metropolitan city of the Central Anatolia Region. There are 13 participants (8 female, 5 male) in each of the experimental and control groups. The accessible population of this study is 120 people. In the literature, reaching 10% of the available sample is considered sufficient in experimental research

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(Kızıkan & Bektaş, 2017) so the number of participants in this study meets the stated criterion.

The participants were randomly assigned to the experimental and control group. The participants are between the ages of 19-31 (Age = 21,  $SD_{Age} = 2.17$ ). While the mothers of 4% of the participants are illiterate, 50% are primary school graduates, 12% are secondary school graduates, and 35% are high school graduates. The fathers of 23% of the participants are primary school graduates, 12% are secondary school graduates, 31% are high school graduates, and 34% have associate /bachelor/master degree. In addition, it was found that 73% (n =19) of the participants lived in the Central Anatolia Region, 7% (n = 2) lived in the Eastern Anatolia Region, and 20% (n = 5) lived in the Mediterranean Region before their undergraduate education.

## Data Collection Tools

### *Gender Roles Attitude Scale (GRAS) (Zeyneloglu & Terzioglu, 2011)*

The scale is a five-point Likert-type scale consisting of 38 items developed by Zeyneloglu & Terzioglu (2011) to determine university students' attitudes toward gender roles. The scale consists of five factors as egalitarian gender role (8 items; e.g., "Widowed woman should be able to live by herself."), female gender role (8 items; e.g., "The last decision regarding the choice of her husband should be made by her father."), marriage gender role (8 items; e.g., "Every wish of the man should be realized at home."), traditional gender role (8 items; e.g., "The head of the household is man"), and male gender role (6 items; e.g., "Education level of the man should be higher than woman in marriages). Cronbach's alpha value for the total score of the scale is 0.92. Cronbach alpha values of the factors are in the range of 0.72-0.80. The minimum score that can be obtained from the scale is 38, and the maximum score is 190. The increase in the scores indicates an increase in the egalitarian attitude in terms of gender roles.



### *Personal Information Form*

The personal information form prepared by the researchers collected demographic information about the participants' gender, age, parent education level, and city of residence prior to their undergraduate education.

### *Qualitative Data*

The qualitative data of the research were obtained through the activity products and assignments obtained during the education. A reporter was selected each week and the sessions were recorded in writing. In addition, the reporters collected the activity products that emerged in each session and delivered them to the trainers. Moreover, two reflective evaluation reports as assignments were received from the participants in the middle (6th week) and at the end (12th week) of the training process. Finally, the participants' reflective reports on their peer interviews about gender roles were collected.

## Implementation Process of the Training Program

In this study, the "Gender Inequality Sensitivity Training Program Based on Active Learning" prepared by the researchers was applied to the experimental group participants. No intervention was made to the control group, only pre-test and post-test measurements were taken. The training program, held once a week with each session lasting approximately 120 minutes, was carried out for 12 weeks.

In the first week of the study, a meeting with the group members and pre-test application took place; in the last week, post-test application was carried out. The application was carried out simultaneously by the first author, who is a creative drama leader, and the second author, who is a psychological counsellor with an SSCI publication on film analysis (Derin & Çetinkaya-Yıldız, 2018).

The training took place in both the classroom and drama hall in accordance with the content. In some weeks, the training was conducted in a classroom with a smart board and movable desks, which were large enough for group work, and in some weeks in the drama hall, which had cushions instead

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of desks and provided a wide range of movement. The activities in the drama hall were generally carried out in three phases. The first phase, which is the preparation-warm-up phase, includes such as walking at different speeds and various games. This phase was followed by the animation phase which includes drama techniques such as dramatic play, improvisation, and role-playing. Finally, the evaluation phase was carried out, where products like posters and song were produced and the participants' feelings and thoughts about the activities were taken (Appendix 1).

## Validity

It is recommended in the literature to take measures to increase internal-external validity in experimental studies (Heppner et al., 2007). In order to increase internal validity, researchers have taken precautions to decrease possible threats such as maturation, selection, mortality, diffusion of treatments, and testing (Cresswell, 2012; Heppner et al., 2007). This study was carried out on ready-made groups, an unbiased assignment could not be made. In order to eliminate the threats to subject selection and maturation experimental and control group participants were selected from the same department and grade. To prevent the threat of subject loss, participants were informed about the importance of attendance, and as a result, no subject loss occurred during the training program. The diffusion effect was reduced in two different ways. Firstly, the experimental group participants were notified not to give information about the training program to the control group. Secondly, small groups in class activities were randomly formed to reduce the personal interactions of participants in the experimental group with each other. Moreover, to control the testing effect, the participants in the experimental group were not informed that the training program process was an experimental study. In order to increase external validity, "gender" topics in the course content of the fourth semester of the Guidance and Psychological Counselling department and in the courses for which the second author is responsible were presented after the post-test application. In this way, the background of the participants was controlled. Lastly, the pre-test and post-test

measurements in the study were made with a scale whose validity and reliability have been tested, as a precaution to reduce the threat of the measurement tool (Heppner et al., 2007).

### Ethical Situations

This study was conducted after obtaining the 28.01.2020 dated and 04 issued approval of the Social and Human Sciences Ethics Committee of a state university in the Central Anatolia Region/Türkiye. Before starting the study, permission was obtained from the researcher who developed the scale to use GRAS via e-mail. All participants participated in the study voluntarily, an informed form was presented to the participants and their personal information was kept confidential.

### Data Analysis

In order to test the effectiveness of the Gender Inequality Sensitivity Training Program Based on Active Learning which was applied to the experimental group in the study, the measurements obtained before and after the experimental procedure were compared. To do this, first of all, the normality analysis results of the data were examined. In the literature, it is recommended to evaluate Shapiro-Wilk test results when the sample is less than 35 (Shapiro & Wilk, 1965). According to normality test analysis results, data do not follow normal distribution ( $p < .05$ ). Therefore, non-parametric tests were used in data analysis. Based on these results, Mann Whitney-U test was used to compare the mean scores between the groups in the study; Wilcoxon Signed Rank Test was used to compare the intragroup mean scores. SPSS 26 program was used for data analysis, and the level of significance was accepted as  $p < .05$  in the analysis. Effect size was calculated with the formula  $r = Z/\sqrt{n}$  (Kilmen, 2015), and Cohen's cut points were used to interpret the effect size (Cohen, 2007). Content analysis was conducted on the qualitative data of the research, and data were enriched by direct quotations. Female students were named F while male students were named M.

## Results

### Effects of the Training Program on Students' Gender Sensitivity

Mann Whitney U Test was used to determine whether GRAS total score and pre-test scores of the five sub-dimensions of the experimental and control groups differed (Table 1).

**Table 1***Mann Whitney U Test Results of Experimental and Control Groups GRAS Pre-Test Scores*

Dimensions	Groups	<i>n</i>	<i>Total Rank</i>	<i>Mean Rank</i>	U	Z	<i>p</i>
Egalitarian Gender Role	Experiment	13	177.50	13.65	82.50	-0.10	.92
	Control	13	173.50	13.35			
Female Gender Role	Experiment	13	209.00	16.08	51.00	-1.72	.09
	Control	13	142.00	10.92			
Marriage Gender Role	Experiment	13	196.00	15.08	64.00	-1.06	.29
	Control	13	155.00	11.92			
Traditional Gender Role	Experiment	13	192.00	14.77	68.00	-0.85	.39
	Control	13	159.00	12.23			
Male Gender Role	Experiment	13	205.50	15.81	54.50	-1.56	.12
	Control	13	145.50	11.19			
Total Score Gender Roles Attitude	Experiment	13	211.50	16.27	48.50	-1.86	.06
	Control	13	139.50	10.73			

As seen in Table 1, no significant difference was found between the pre-test scores of the participants in the experimental and control groups in terms of total score [ $U_{\text{Total}} = 48.50; p > .05$ ] and sub-dimensions [ $U_{\text{Egalitarian Gender Role}} = 82.50; p > .05$ ], [ $U_{\text{Female Gender Role}} = 51.00; p > .05$ ], [ $U_{\text{Marriage Gender Role}} = 64.00; p > .05$ ], [ $U_{\text{Traditional Gender Role}} = 68.00; p > .05$ ], [ $U_{\text{Male Gender Role}} = 54.50; p > .05$ ]. These results show that the experimental and control group participants are similar to each other in terms of their attitudes towards gender roles.

Wilcoxon Signed Ranks Test was conducted to determine whether there was a difference in the pre-test and post-test scores of the experimental group regarding the GRAS total score and five sub-dimensions (Table 2).

**Table 2**

*Wilcoxon Signed Ranks Test Findings of the Experimental Group's Pre-Test and Post-Test Score*

Dimensions	Measurement	Groups	n	Mean Rank	Total Rank	$\bar{X}$	Z	p	r/Cohen's d
Egalitarian Gender Role	Pre-test	Increments	3	5.67	17.00	37.38	-0.67	.51	---
		Descendants	6	4.67	28.00				
	Post-test	Equal	4			37.69			
		Total	13						
Female Gender Role	Pre-test	Increments	2	4.50	9.00	28.15	-2.37	.18	---
		Descendants	10	6.90	69.00				
	Post-test	Equal	1			30.38			
		Total	13						
Marriage Gender Role	Pre-test	Increments	3	4.17	12.50	36.54	-1.21	.23	---
		Descendants	6	5.42	32.50				
	Post-test	Equal	4			37.31			
		Total	13						
Traditional Gender Role	Pre-test	Increments	1	2.00	2.00	28.23	-3.05	.00	.85
		Descendants	12	7.42	89.00				
	Post-test	Equal	0			31.62			
		Total	13						
Male Gender Role	Pre-test	Increments	6	3.83	23.00	26.38	-0.06	.95	---
		Descendants	3	7.33	22.00				
	Post-test	Equal	4			26.46			
		Total	13						
Total Score Gender Roles Attitude	Pre-test	Increments	1	2.50	2.50	156.69	-2.87	.00	.80
		Descendants	11	6.86	75.50				
	Post-test	Equal	1			163.46			
		Total	13						

As can be seen in Table 2, a significant difference was found between the gender role attitudes pre-test and post-test scores of the participants in the experimental group [ $Z_{\text{Total}} = -2.87$ ;  $p < .05$ ,  $r = .80$ ]. In addition, a significant difference was found between traditional gender role sub-dimension scores [ $Z_{\text{Traditional Gender Role}} = -3.05$ ;  $p < .05$ ,  $r = .85$ ]. As can be seen from the rank totals of difference scores, the aforementioned difference was in favour of the post-test. On the other hand, no significant difference was found regarding the other sub-dimensions ( $p > .05$ ). In line with this result, it can be stated that the Gender Inequality Sensitivity Training Program Based on Active Learning increased the egalitarian attitude levels of the experimental group participants significantly.

Wilcoxon Signed Ranks Test was used to determine whether there was a difference in the pre-test and post-test scores of the control group regarding the GRAS total score and five sub-dimensions (Table 3).

**Table 3***Wilcoxon Signed Ranks Test Findings of the Control Group's Pre-Test and Post-Test Score*

Dimensions	Measurement	Groups	n	Mean Rank	Total Rank	$\bar{X}$	Z	p	r/Cohen's d
Egalitarian Gender Role	Pre-test	Increments	7	5.07	35.50	36.46	-1.54	.12	---
		Descendants	2	4.75	9.50				
	Post-test	Equal	4			34.54			
		Total	13						
Female Gender Role	Pre-test	Increments	4	6.50	26.00	24.00	-0.63	.53	---
		Descendants	7	5.71	40.00				
	Post-test	Equal	2			24.23			
		Total	13						
Marriage Gender Role	Pre-test	Increments	6	5.92	35.50	35.00	-0.82	.41	---
		Descendants	4	4.88	19.50				
	Post-test	Equal	3			34.77			
		Total	13						
Traditional Gender Role	Pre-test	Increments	6	6.50	39.00	25.92	-1.97	.05	.55
		Descendants	3	2.00	6				
	Post-test	Equal	4			24.54			
		Total	13						
Male Gender Role	Pre-test	Increments	7	5.57	39.00	24.46	-1.20	.23	--
		Descendants	3	5.33	16.00				
	Post-test	Equal	3			24.00			
		Total	13						
Total Score Gender Roles Attitude	Pre-test	Increments	8	8.75	70.00	145.85	-1.72	.09	--
		Descendants	5	4.20	21.00				
	Post-test	Equal	0			142.07			
		Total	13						



As can be seen in Table 3, a significant difference was found between the pre-test and post-test scores of the control group participants regarding the traditional gender roles sub-dimension [ $Z_{\text{Traditional Gender Role}} = -1.97$ ;  $p \leq .05$ ,  $r = .55$ ]. As can be understood from the rank totals of the difference scores, the aforementioned difference was in favour of the pre-test. In other words, the traditional gender role scores of the control group participants decreased in the post-test measurements compared to the pre-test measurements. On the other hand, no significant difference was found regarding the total score and four sub-dimensions.

Mann Whitney U Test was conducted to determine whether there was a difference in GRAS total score and post-test scores of the five sub-dimensions of the experimental and control groups (Table 4).

**Table 4**

*Mann Whitney U Test Results of Experimental and Control Group Post-Test Scores*

Dimension	Groups	n	Total Rank	Mean Rank	U	Z	p	r/Cohen's d																																																												
Egalitarian Gender Role	Experiment	13	200.50	15.42	59.50	-1.30	.19	---																																																												
	Control	13	150.50	11.58					Female Gender Role	Experiment	13	229.50	17.65	30.50	-2.78	.00	.55	Control	13	121.50	9.35	Marriage Gender Role	Experiment	13	209.00	16.08	51.00	-1.75	.08	---	Control	13	142.00	10.92	Traditional Gender Role	Experiment	13	235.50	18.12	24.50	-3.10	.00	.61	Control	13	115.50	8.88	Male Gender Role	Experiment	13	217.00	16.69	43.00	-2.16	.03	.42	Control	13	134.00	10.31	Total Score Gender Roles Attitude	Experiment	13	229.00	17.62	31.00	-2.75	.00
Female Gender Role	Experiment	13	229.50	17.65	30.50	-2.78	.00	.55																																																												
	Control	13	121.50	9.35					Marriage Gender Role	Experiment	13	209.00	16.08	51.00	-1.75	.08	---	Control	13	142.00	10.92	Traditional Gender Role	Experiment	13	235.50	18.12	24.50	-3.10	.00	.61	Control	13	115.50	8.88	Male Gender Role	Experiment	13	217.00	16.69	43.00	-2.16	.03	.42	Control	13	134.00	10.31	Total Score Gender Roles Attitude	Experiment	13	229.00	17.62	31.00	-2.75	.00	.54	Control	13	122.00	9.38								
Marriage Gender Role	Experiment	13	209.00	16.08	51.00	-1.75	.08	---																																																												
	Control	13	142.00	10.92					Traditional Gender Role	Experiment	13	235.50	18.12	24.50	-3.10	.00	.61	Control	13	115.50	8.88	Male Gender Role	Experiment	13	217.00	16.69	43.00	-2.16	.03	.42	Control	13	134.00	10.31	Total Score Gender Roles Attitude	Experiment	13	229.00	17.62	31.00	-2.75	.00	.54	Control	13	122.00	9.38																					
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Male Gender Role	Experiment	13	217.00	16.69	43.00	-2.16	.03	.42																																																												
	Control	13	134.00	10.31					Total Score Gender Roles Attitude	Experiment	13	229.00	17.62	31.00	-2.75	.00	.54	Control	13	122.00	9.38																																															
Total Score Gender Roles Attitude	Experiment	13	229.00	17.62	31.00	-2.75	.00	.54																																																												
	Control	13	122.00	9.38																																																																

As can be seen in Table 4, a significant difference was found in the total score [ $U_{\text{Total}} = 31.00$ ;  $p < .05$ ,  $r = .54$ ], female gender role [ $U_{\text{Female Gender Role}} = 30.50$ ;  $p < .05$ ,  $r = .55$ ], traditional gender [ $U_{\text{Traditional Gender Role}} = 24.50$ ;  $p < .05$ ,  $r = .61$ ], and male gender role [ $U_{\text{Male Gender Role}} = 43.00$ ;  $p < .05$ ,  $r = .42$ ] sub-dimensions post-test scores of the participants in favour of the experimental group. It can also be stated that the effect size is high because the female gender role and traditional gender role effect values are higher than .50 (Cohen, 2007). In terms of mean rank, it can be stated that the students who participated in the Gender Inequality Sensitivity Training Program Based on Active Learning have an egalitarian attitude compared to those who did not participate in such training. On the other hand, no significant difference was found between the groups in the post-test scores of egalitarian gender role [ $U_{\text{Egalitarian Gender Role}} = 59.50$ ;  $p > .05$ ] and marriage gender role [ $U_{\text{Marriage Gender Role}} = 51.00$ ;  $p > .05$ ] sub-dimensions.

### Opinions on Gender Inequality Sensitivity Training Program

All participants in the Gender Inequality Sensitivity Training Program gained different perspectives on gender (Table 5). The views of the participants on their awareness are as follows:

*I had a lot of fun at all our activities related to gender, they were all very meaningful and fun. Even though we are a small group, I think everyone has gained awareness. I learned that even many of the idioms we use unconsciously contain gender discrimination. Now that I am more knowledgeable and my awareness has increased, I will act consciously (F1).*

*I saw that this training added awareness to all of us. At that moment, I realized again that we were dealing with a very important subject. I saw that our activities set a very good example for us to see this inequality and provide a solution (F4).*

*We did great work that increased my awareness of gender equality, thank you (F8).*

*With the activities we have done in the context of gender so far, I have had the opportunity to look at this issue from a perspective that I have not looked at before. It turns out that this gender discrimination is intertwined with our lives (M13).*

**Table 5**

*Attainments of the Participants in the Training Program Process*

Awareness of Gender in the Society	Participants
Recognizing the emphasis of gender role in cultural elements	F1, F2, F6, F7, M9, M12, M13
Understanding the need to discuss gender	F3, F4, M13
Recognizing that gender stereotypes are deeply rooted	F2, F3, F5
Recognizing the difference in gender perception between generations	F1, F3, F5
Recognizing the existence of traditional gender roles in emerging adults	M9, M12
Thinking that there is a need to increase gender equality	M12, M13
Recognizing that gender perception can be changed	F3, M11
Recognizing that gender can vary by culture and individuals	F3, F6
Recognizing that gender perception is independent of a person's socio-demographic characteristics	F2, F3
Recognizing the dynamics underlying gender issues	F3
Awareness of Female and Male Gender Roles	
Noticing that women experience more problems than men	F1 F2, F4, F5, M13
Recognizing that both men and women have difficulties	F4, M9, M12

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Recognizing the need to raise men's awareness of gender equality	F1, F6, M13
Recognizing that women have a more comprehensive knowledge of gender issues	F3, F7, M13
Realizing that one's definition of one's own gender is more positive, while one's definition of the opposite gender is negative.	F6, M10
Thinking that women should be provided equal opportunities	M10
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Individual specific awareness	
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Becoming more sensitive to gender equality	F1, F2, F3, F5, F6, F7, F8, M9, M10, M12
Expanding perspective on gender	F2, F3, F4, M9, M10, M12
Realizing that individuals have their own stereotypes	F2, F4, F5, F7, M10
Recognizing that gender roles are acquired unconsciously	F2, F5, M12,
Thinking that stereotypes should be changed	F8, M11
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Awareness of the participants on the subject of gender is gathered under three main themes: gender in society, individual-specific, and male-female gender roles.

Participants gained prospects toward gender perception prevalent in society. They noticed the society's effect on gender and the factors and cultural elements increasing this effect. Cultural elements (lullaby, proverb, song, movie, etc.) discussed throughout the program are one of the main factors that provided this awareness. A participant's views on cultural elements are as follows:

*For weeks in lullabies, songs, and movies, I became aware of things that we could not notice before about this gender inequality, which we*

*encounter very often out of the family. Through the interviews we had, I clearly saw people's views more closely and I really felt that my awareness increased (F3).*

Another issue expressed by the students regarding the perception of gender in society is about change. Some participants stated that they observed that gender perception changed from generation to generation. Some students stated that especially the new generation is more prone to change towards maintaining gender equality and that negative perception can change more easily among them. Therefore, it can be said that there has been a change in the understanding of "That's just the way it goes," due to the training programs. It can be understood from the statements of the two participants below that it is difficult for middle-aged and older individuals to change their stereotypes in the first of the quotations, and that change is possible in emerging adults in the second quotation:

*After receiving this training, my awareness of my environment increased. I have observed that there are behaviours that women and men should do separately in the environments I am in, and that when individuals do these together and cooperatively, society looks at them differently. One of the most important examples of my awareness of this situation is that elders of the family, who saw that the man helped to clean the kitchen after a family dinner, said, "Let women take care of it, and let's chat" (F2).*

*I realized that we are human rather than the fact that we are boys and girls, that we are equal to the opposite sex except for our gender characteristics, and that we can change stereotypical social roles and gender with our new perspectives (M11).*

Another contribution is that the training program creates a change in participants' perceptions of male and female roles. During the program, they realized that both women and men experience problems based on gender inequality in society. There are participants who stated that women have more problems than men.

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*While making observations during the education process and in my life, I realized better that these roles make our lives more difficult most of the time and that women take on most of the burden in home life (F2).*

*I saw that female participants were exposed to social pressure in choosing a profession, but male participants were not (F4).*

*In the group, I noticed that both boys and girls were dissatisfied when their actions were associated with their gender (M12).*

Finally, the training program had an impact on the participants' individual perceptions. Gender issue was an interesting topic according to participants because although they had heard of it before, they had not explored its scope. They realized that gender issue exists in every area and moment of life, and this enabled them to broaden their perspectives. The participants also observed that they had their own gender stereotypes through the drama activities in the class and peer interviews. Participants' opinions on this subject are presented below:

*When I look back at what we have done in this training program, I see that no matter how much we advocate gender equality, stereotypes have a deep-rooted place in our brains. Even if we are not aware of it, we discriminate against gender. We do this and we are the ones who will solve it. This program actually raises awareness. Even though it seems like we know these things, we are having difficulties in practice and we need to put them into practice as soon as possible and raise more awareness (F5).*

*Even though I was somewhat conscious, I felt aware that I also acted with gender inequality in some issues due to the family I grew up in, and what I saw in terms of roles between husband and wife. I realized that it doesn't matter if others find it strange that my interest is football because I am a girl. As a result of the awareness created in this program, I also think that I will get rid of this perception I have, thank you (F6).*

## Discussion

The aim of this study was to test the effectiveness of the Gender Inequality Sensitivity Training Program Based on Active Learning. The analyses showed that the training program increased the total gender role attitude scores and traditional gender role scores of the experimental group participants significantly. In addition, after the experimental procedure, it was concluded that there was a significant difference in favour of the experimental group regarding the total score, female gender role, traditional gender, and male gender role sub-dimensions between the experimental and control groups, and the effect level of education was high on this difference. On the other hand, it was determined that the program was not effective on egalitarian and marriage gender role sub-dimensions.

The drama method, which is one of the active learning methods, was emphasized in the training program developed within the scope of the present study. In this respect, the results of this study are similar to the results of the studies conducted in Türkiye by using the drama method and with different groups. For example, the results of the experimental study by Altınova & Adıgüzel (2013) on housewives who were members of community centres showed that drama improved women's perceptions of gender. Ülker & Tanrıseven (2019), on the other hand, provided training to adolescents with the creative drama method and they found there was a significant difference in favour of the post-test in the total score and all sub-dimensions.

The results of the present study are also consistent with the results of studies in which active participation was ensured and effective results were found in ensuring gender equality such as real-life stories (Aydın-Avcı et al., 2021), value-based activities (Seçgin & Kurnaz, 2015), narrative (radio drama, story books, story-based activity cards) based activities (Dagadu et al., 2022), case-based presentations (Yılmaz, 2018), classroom discussions (Dhar et al., 2018; Özcan et al., 2017), writing gender-based stories (Nguyen & Tarp, 2022) and group guidance (Koçyiğit et al., 2017). The critical issue for all teaching methods and techniques to be effective may be the active participation of the

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participants. This is because active learning is a teaching method that encourages critical thinking, motivates participants in education, provides the opportunity to develop and construct knowledge, and gives responsibility to the learner in the learning process (Huda et al., 2016). Studies have shown that active learning is effective in the change of attitudes on various issues (Desan et al., 2021; Kamarulzaman et al., 2018). In this context, the strength of this study is that the training program is designed based on active learning.

According to the research results, the participants showed improvement in the total attitude score towards gender roles, female gender role, traditional gender role, and male role. Including teaching materials such as proverbs, idioms, lullabies, films, and songs in the education program that draw attention to women, men and traditional gender roles (sample scale items, respectively: A woman's basic task is motherhood, Man should decide on how to use family income, Profession implemented by woman and man should be different) and discussing and evaluating the messages regarding these roles from a critical perspective with active learning methods and techniques may have led to changes in the sub-dimensions mentioned. At this point, it is important to explain the effect of the drama method as well as techniques such as discussion, critical film analysis, and debate. The drama method allows the subject to come out of the participants' lives (McCaslin, 2006). In this context, although the researchers had a pre-prepared plan for each session, the content, direction, and depth of the topics, as well as drama techniques such as role-playing and improvisation, depended on the participants. Drama involves addressing the relationships between individuals' conscious or unconscious choices and values, and this is the key to drama being an effective method (Wilson, 1996). In this study, each issue was addressed from two gender perspectives, and all participants were assigned to both male and female roles. Thus, participants had the opportunity to critically examine the relationships between their own choices and values regarding gender inequality. In addition, participants engaged in a dramatic action during the training in which they could see the perspectives of other participants. In this respect, drama, supported by other methods throughout the program, allows the development of especially



the cognitive and affective dimensions of attitude (Allport, 1935). As a result, the combined use of teaching methods based on active learning contributed to the participants' awareness of gender-related problems in life, their analysis, and their development of a broad and realistic perspective on gender inequality.

When the research findings are evaluated in terms of impact values, the impact value for male gender roles is lower than for traditional and female gender roles. The items in the scale emphasize the power and high status of men (e.g., Men should be employed in high-status professions). The fact that both of the researchers conducting the training are women can be considered as a limiting aspect in terms of activating the change towards these dimensions. Indeed, it has been reported that related similarities are effective in attitude change (Simons et al., 1970). In this program where gender is discussed, the gender of the instructors can be considered a related similarity for the participants.

The research results also showed that no improvement was achieved in the participants' egalitarian and marital gender role sub-dimensions. Scale items related to egalitarian gender roles (e.g., Equal fees should be paid to women and men in professional life) reflect the situations specified in the law and are generally accepted. Moreover, scale items related to marriage gender roles (e.g., Husband's cheating on a wife should be considered normal) mainly contain items that would not be approved by women. This is also clearly seen in the pre-intervention mean scores of the participants. Indeed, pre-intervention mean scores for egalitarian and marital gender roles are quite close to the maximum score. Therefore, there may not have been a significant change in both sub-dimensions. In addition, the lack of a significant increase in the marriage gender role scores of the participants can be explained by the fact that the marital roles are more implicit in the content of the program and that a separate period is not devoted to this subject.

## Implications

Findings from the study showed that interventions based on active learning were effective in the development of gender attitudes. Interventions

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regarding gender roles can enable psychological counselors to provide services in line with the principle of “not harming the client” as recommended in professional ethical codes (American Counseling Association [ACA], 2014; Turkish Guidance and Counseling Association [TGCA], 2021) and develop gender-sensitive counseling interventions, which are especially needed in patriarchal societies (Joshi, 2015). Studies have shown that there is a negative and significant relationship between violence tendencies and gender perception (Kul-Uçtu and Karahan, 2016; Özpulat, 2017), gender perceptions explain the attitude towards violence against women (Dursun, 2020), gender attitudes are associated with the possibility of violence such as dating abuse, sexual harassment (Miller et al., 2020). When these relationships are considered, the findings obtained from the present study are quite important. This study shows that although learning about gender roles takes a long time, educational interventions can encourage development in this direction. Therefore, studies aimed at improving sensitivity to gender inequality can be an important starting point to ensure fair inclusive growth (Elson & Fontana, 2019) and the egalitarian conditions explicitly asserted in international documents (United Nations [UN], 1948; 1993).

### Limitations and Recommendations

The results of this study are limited to the students of the Guidance and Psychological Counselling department of a state university located in a metropolitan province in Central Anatolia. In this context, it may be suggested to plan experimental studies on gender roles with university students who are in different regions and who are attending different programs in the future. In this study, the experimental and control groups were formed from ready-made groups in the educational environment. Therefore, the research was designed in a quasi-experimental design. Scientifically stronger results can be obtained with research to be planned in a real experimental design. Also, since the experimental and control groups were formed from ready-made groups and the number of women in the Guidance and Psychological Counselling department was higher than the number of men, the balance between women and men

could not be achieved at a sufficient level. It is recommended to consider the gender balance of the participants in future studies. Finally, the fact that both researchers who implemented the program were women can be considered as a limitation for participants. For this reason, the presence of male and female trainers in future studies may eliminate this limitation. In the current study, a placebo group could not be formed due to the incompatible schedules of the two researchers and not a sufficient number of people in the accessible sample. In future studies, a placebo group can be created to examine the effectiveness of the program in more detail.

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### *Conflict of Interest*

We have no conflicts of interest to disclose.

### *Data availability statement*

The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

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## Supplementary materials

### Appendix 1

#### *Content of the Gender Roles Sensitivity Training Program Based on Active Learning*

Week 1	
Learning outcome	Participants recognize the training program and its purpose. Participants can tell the content of the training program. Participants set group rules.
TMT	Lecture and question-answer
Setting	Classroom
Process	Applying the pre-test to both experimental and control group
Week 2	
Learning outcome	Participants get to know each other. Participants gain awareness about the stages of creative drama method.
TMT	
Setting	Role playing, improvisation, question-answer and discussion Drama hall
Process	The program starts with the physical warm-up of the participants. Qualified teaching of a course based on active learning depends on the participants getting to know each other well and trusting each other. For this reason, three meeting games were played during the warm-up phase of the lesson. The first two games are for both physical warm-up and for learning the names. In the last activity, the hobbies and phobias of the participants are shared through the game. After the warm-up and meeting activities, the role and responsibilities of women and men in life are evaluated with an animation called 'A day in life'. Then the roles of men and women in these animations are discussed.
Assignment	Family tree with social roles

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 Week 3
 

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Learning outcome	<p>Participants get friendly with each other.</p> <p>Participants gain awareness about the concept of gender.</p> <p>Develops participants' views on gender stereotypes</p>
TMT	Dramatic play, question-answer, lecture
Setting	Drama hall and classroom
Process	<p>Since it was the first week of the training program, two warm-up and ice breaking activities were included. Then the dramatic game "Don't you see" was played. In this game, the group becomes a circle and one person enters the middle and takes an action without speaking. A volunteer in the circle asks "what are you doing?" and after the person in the middle says "Don't you see" and after expressing an action completely different from the one he did at that moment; he replaces the person asking the question. The person who has just passed in the middle does the action that is said and the game continues in this way. The role of the person who gets in the middle in this game changes according to the instructions given by the instructors. These roles are, respectively: a seven-year-old girl, a seven-year-old boy, a teenage girl, a teenage boy, a middle-aged mother, a middle-aged father, an old woman, and an old man. While playing this game, the actions that the group tells for all roles are written on the paper. After the game is over, the actions attributed to men and women and the differences in these actions are discussed. Then the concept of gender is explained by giving definitions and examples through Power Point.</p>

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 Week 4
 

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Learning outcome	<p>Participants gain awareness of male and female body language.</p> <p>Participants list the roles attributed to women and men.</p> <p>Participants become aware of the difficulties experienced by men in society.</p>
TMT	Still image, role playing, improvisation and question-answer
Setting	Drama hall

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Process	The session starts with the warm-up activity and continues with the trust exercise. Then the materials available for use in the drama studies in the classroom are shown to the participants and they are asked which objects represent men and women. Hand-fan is chosen for women, while wristwatch is chosen for men. These two objects are placed in front of the group. Participants take turns to stand up and go to the object to make sentences such as “be like that” and “don't be like that”. These sentences are written on the paper simultaneously (See Appendix 2). Participants are asked to examine the results found and their opinions are taken. Then the subject is discussed. After this discussion, the instructor recommends the participants to read Leyla Navaro's book 'Two Sizes of Small Shoes'. Then the class is divided into groups and the groups are asked to play a role about 'difficulties experienced by men'. The reason for addressing the difficulties experienced by men is to emphasize that gender inequality is not only an ongoing problem against women. The difficulties experienced by the men are discussed after the re-enactments.
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#### Week 5

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Learning outcome	Participants express the difficulties experienced by women and men. Participants discuss the reasons for the difficulties experienced by women and men in social context.
TMT	Debate and discussion
Setting	Classroom
Process	A debate with the topic “Is it difficult to be a woman or a man?” was held. Within the scope of the program, groups were determined one week in advance. The instructor made sure that there were both male and female participants in each group. In the debate held within the scope of the program, the group advocating the view “it is difficult to be a woman” won. Then a discussion was held with the whole group about the difficulties experienced within the framework of social roles for both genders. The issues discussed during the discussion are presented in the Appendix 3.

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 Week 6
 

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Learning outcome	Participants explain the gender roles that exist in proverbs. They realize the use of language sensitive to gender equality.
TMT	Role playing and improvisation
Setting	Drama hall
Process	The session starts with physical and cognitive warm-up exercises. After the instructor tells an action, he asks them to do it first like a girl and then like a boy. Mirror exercise is performed then. In this exercise, pairs come face to face and one person becomes the mirror, while the other person becomes the one looking in the mirror. The mirror tries to make the movements of the person looking in the mirror in the same way. In this activity, the mirror is used as a metaphor and the structure of the society that shapes the behaviour of the person is discussed. Then the participants are divided into groups for the animation phase. The groups are asked to choose a proverb from the box containing the proverbs that the instructors have previously determined, and to animate them after designing a fiction about these proverbs. The proverbs chosen by the participants are as follows: "Woman's evil is equal to the devil's evil", "I gave birth to a boy, he beat me, I gave birth to a girl, she robbed me", "Ugly woman tidies the house, beautiful woman goes to the wedding", "The woman who gets up after her husband is no good", "A man like a man, a woman like woman". After watching the improvisations, poster work begins. The group is divided into new groups and each group is asked to transform the proverbs they want with new words and they are expected to design these as posters (See Appendix 4). For this event, participants are provided with materials such as magazines, brochures, scissors, coloured pencils, etc.

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Assignment	Watching the movies 'Nadide Hayat' and 'Şendul Şaban'
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 Week 7
 

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Learning outcome	Participants realize how gender roles are conveyed in the media.
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TMT	Case study (film analysis), question-answer, lecture
Setting	Classroom
Process	<p>Views of the participants are taken about gender stereotypes, examples of inequality, and the factors that cause obstacles regarding the movies <i>Nadide Hayat</i> and <i>Şendul Şaban</i>. <i>Nadide Hayat</i> is a Turkish movie produced in 2015. The lead character, Nadide, quits her university education at the request of the person she met during her university years and marries him. She has two children from this marriage and she is also a grandmother. Nadide's husband dies when she is 50 years old. After this event, her family and people in the society expect many things from Nadide. Her deceased husband expects Nadide to pray for him, her daughter expects her to take care of her child, and her son-in-law expects her to perform religious worship like her peers. However, Nadide decides to complete her education, which was interrupted 30 years ago, and the people around her oppose this decision. Despite objections and criticism, Nadide is persistent in her decision and returns to university. The film offers the opportunity to think critically about gender roles by addressing the conflict that a woman may experience between society's expectations and her own wishes.</p> <p><i>Şendul Şaban</i> is a 1985 Turkish movie. Şaban, the lead character, is married and has two children. He works as a worker in a factory. One day, he is fired. Upon this, his wife Necla and Şaban enter into a rivalry and start looking for a job together. Necla finds a job and starts working as a secretary; but her husband Şaban cannot find a job. In the face of this situation, Necla and Şaban change their roles. Necla, starts to bring home the bacon; Şaban, on the other hand, begins to take care of children and do housework. The movie steps out of the usual gender roles in the society. For this reason, it presents striking examples to the audience in terms of gender roles and lays the groundwork for the questioning and restructuring of the idea that "women do not understand" and "men cannot do". Discussion is created with the following questions about these films:</p> <ul style="list-style-type: none"> <li>• What did you notice about gender roles in this movie?</li> </ul>

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- What are the difficulties faced by women and men in society?
- What did you find about your own life in this movie?

Then, the instructor prepares the most important sections of the movies “Nadide Hayat” and “Şendul Şaban” and shows them to the class. Important issues in these sections are discussed. After discussing women’s social roles in movies, the role of women in commercials is presented via PowerPoint.

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Assignment	Participants are asked to make their own analysis of a movie they want. The films that the participants reviewed in this assignment are: ‘Hush! Girls Don’t Scream’, ‘Heartache’, ‘The Stoning of Soraya M.’, ‘Persepolis’, ‘Halam Geldi [My Aunt Came]’ and ‘Oranges and Sunshine’.
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#### Week 8

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Assignment	Participants are asked to conduct interviews about gender roles, one female and one male university student.  *This assignment was given when the training program started. The interview forms of the participants were prepared by the researchers (See Appendix 5).
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#### Week 9

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Learning outcome	Participants realize the perceptions of their peers towards men and women
TMT	Question-answer and whole group discussion
Setting	Classroom
Process	The impressions of participants about the interviews they conducted are taken. After the interviews, they are asked to write down the most striking values towards women and men on A4 papers on the desks (See Appendix 6).

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#### Week 10

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Learning outcome	Participants explain gender roles in lullabies. Participants explain gender roles in songs.
TMT	Lecture, question-answer, and conscience alley
Setting	Classroom
Process	<p>The session starts with a warm-up activity. Then it continues with the activity called 'Lullaby Alley'. Lullabies sung to girls and boys in Turkish culture are written on small papers. Participants line up like an alley. The participants on one side of the alley are given lullabies for girls, and the participants on the other side are given lullabies for boys. These lullabies are sung in turn as a male and female participant passes through this alley. When the walk in the alley is completed, the emotions of the participants are taken. After this activity, it is stated that gender roles that started with lullabies in infancy continue with songs today. Samples of songs are presented via PowerPoint.</p> <p>The examples of songs given in the session are as follows:</p> <p>Hey woman, listen to me, come to your senses, hey, I'm a man, get down on your knees right in front of me. Look, I'm getting angry, sit at home, give birth, hey, don't you have things to do, pour some hot tea ... Men don't cry, wipe your tears, Don't take your eyes off me like you're guilty .... Everything is law, everything is a rule, everything is strange Are you not tired of standing upright, wiping your tears away You have a burden on your back, your eyes are gazing off The child inside you is crying for you Men cry too, love your tears You cried when you were little, remember, innocent, good Men cry too, can't bear the sadness</p>

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 Download your mask, look your tears suit your face
 

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 Week 11
 

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Learning outcome	Participants produce solutions to prevent gender inequality
TMT	Role-play, improvisation, and still image
Setting	Drama hall
Process	<p>After the warm-up, the instructor asks the questions: 'Where do we see gender inequality the most?', 'Who do you think has the biggest role in reducing gender inequality?', 'Which institution do you think has the biggest role in reducing gender inequality?' and the answers are given to the side after they are written on the papers. In this way, there are sheets of paper with answers from three different people. The class is divided into groups of three and each group draws a piece of paper. Each group is asked to create three different still images, taking into account the place, person and institution written on the papers. The still image animation of each group is discussed with all groups. Then it is said that the most effective way to ensure gender equality is domestic life, and everyone is asked to make sentences that begin with "I have built a home" for family life. For example, "I have built a home where the father is braiding his daughter's hair". The same activity continues with sentences starting with "I have founded a society" (See Appendix 7). Then participants are divided into groups again and each group composes a song by taking into account the attitudes, behaviours and institutions that will ensure gender equality (See Appendix 8). All songs are sung. A miniature tree is brought to the classroom for the closing event. Everyone is asked to write down the contribution of this lesson to them in one sentence and hang it on the tree. Then at any time, everyone takes a piece of paper from the tree and reads it. This is how the course and program ends.</p>

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 Week 12
 

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Learning outcome	Participants evaluate the education process.
Setting	Classroom
Process	Evaluation of the training program by the participants by writing their feelings and thoughts on A4 paper. Implementation of the post-test.

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TMT: Teaching method and technique

## Appendix 2

*Be Like That, Don't Be Like This*

<p style="text-align: center;">KADIN</p> <p style="text-align: center;">SSY LE OL</p> <ul style="list-style-type: none"> <li>- Yapıcı ol</li> <li>- Kibar ol</li> <li>- Bakımlı ve güzel ol</li> <li>- Hanım hanımcağ narin</li> <li>- Çalkıma evde otur</li> <li>- Altından aları sen ol</li> <li>- Haklarını savun</li> <li>- Kır bacağı otur</li> <li>- Özgür ol</li> <li>- Sevgi dolu ol</li> <li>- Yemek yap</li> <li>- Şefkatli ol</li> <li>- Giyimine dikkat et</li> </ul>	<p style="text-align: center;">ERKEK</p> <p style="text-align: center;">SSY LE OL</p> <ul style="list-style-type: none"> <li>- Koruyucu ol</li> <li>- Ağırbaşlı ol</li> <li>- Ağlama</li> <li>- Beyefendi ol</li> <li>- Kibar ol</li> <li>- Adaletli ol</li> <li>- Güçlü ol</li> <li>- Düşünceli ol</li> <li>- Delikanlı ol</li> <li>- Sözünün arkasında dur, tutarlı ol</li> <li>- Sınırlarını kontrol et</li> <li>- Son sözün sen söyle</li> <li>- Merhametli ol</li> <li>- Dürüst ve anlayışlı ol</li> <li>- Eklemek parayı kazan</li> </ul>
<p>WOMAN</p> <p>BE LIKE THAT</p> <p>Be constructive</p> <p>Be kind</p> <p>Be well groomed and beautiful</p> <p>Delicate as a lady</p> <p>Don't work, stay home</p> <p>Be the one who keeps on the good side</p> <p>Defend your rights</p> <p>Sit at home</p> <p>Be free</p> <p>Be full of love</p> <p>Cook</p> <p>Be passionate</p> <p>Pay attention to the way you dress</p>	<p>MAN</p> <p>BE LIKE THAT</p> <p>Be protective</p> <p>Be earnest</p> <p>Don't cry</p> <p>Be a gentleman</p> <p>Be kind</p> <p>Be fair</p> <p>Be strong</p> <p>Be thoughtful</p> <p>Be a man</p> <p>Keep your promise, be consistent</p> <p>Control your nerves</p> <p>Say the last word</p> <p>Be merciful</p> <p>Be honest and understanding</p> <p>Earn your living</p>

<p style="text-align: center;">KADIN</p> <p style="text-align: center;">BÖYLE OLMA</p> <ul style="list-style-type: none"> <li>- Kikir kikir gelme</li> <li>- Makyaj yapma</li> <li>- Fazla aak giyinme</li> <li>- Ezilen taraf sen olma</li> <li>- Dedikodu yapma</li> <li>- Ölmeye</li> <li>- Çok konuşma</li> <li>- Dindir etme</li> <li>- Sigara içme</li> <li>- Böşanma</li> <li>- Güvensiz olma</li> <li>- Susma</li> <li>- Elinin hamuruyla erkek işine karışma</li> <li>- Dışarıda sokak çığırma</li> <li>- Çok gezme</li> </ul>	<p style="text-align: center;">ERKEK</p> <p style="text-align: center;">BÖYLE OLMA</p> <ul style="list-style-type: none"> <li>- Sıddet uygulama</li> <li>- Ciddiyetsiz olma</li> <li>- Bencil olma</li> <li>- Karşında kadın olduğunu unutma</li> <li>- Ağlama</li> <li>- Kadına el koarma</li> <li>- Kafretme</li> <li>- Dengesiz olma</li> <li>- Kibrik olma</li> <li>- Zayıflığını belli etme</li> <li>- Bağırma</li> <li>- Başkalarının duygularına önem ver</li> <li>- Kadın gibi gelme</li> <li>- Kadın duygularıyla oynamama</li> <li>- Emir verme</li> </ul>
<p>WOMAN</p> <p>DON'T BE LIKE THIS</p> <p>Don't giggle</p> <p>Don't make up</p> <p>Don't overdress</p> <p>Don't be the oppressed side</p> <p>Don't gossip</p> <p>Don't die</p> <p>Don't talk a lot</p> <p>Don't nag</p> <p>Don't smoke</p> <p>Don't divorce</p> <p>Don't be weak</p> <p>Don't shut up</p> <p>Don't get involved in men's business</p> <p>Don't chew gum outside</p> <p>Don't idle</p>	<p>MAN</p> <p>DON'T BE LIKE THIS</p> <p>Don't use violence</p> <p>Don't be frivolous</p> <p>Don't be selfish</p> <p>Don't forget there is a woman opposite you,</p> <p>Don't cry</p> <p>Don't raise a hand to women</p> <p>Don't be unbalanced</p> <p>Don't be henpecked</p> <p>Don't show your weaknesses</p> <p>Don't shout</p> <p>Care about other people's feelings</p> <p>Don't laugh like a woman</p> <p>Don't play with girls' feelings</p> <p>Don't give orders</p>

## Appendix 3

### *Results of the Discussion*

Issues Covered by the Group "It's Hard to Be a Woman"	Issues Covered by the Group "It's Hard to Be a Man"
Women's being despised and subjected to violence in the old times, women's employment problem, women's not taking part in politics, early marriage, the necessity of dressing for men, being confined to the house.	Men's being exposed to violence, men's burden during marriage preparations, the obligation to give alimony to women, the responsibility of starting a romantic relationship, military service, man's responsibility to be strong



## Appendix 4

### Poster Study for Transformed Proverbs



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Proverb	Transformed Proverb
You have a daughter, you have a problem	You have a daughter, you have peace
Can five girls replace a boy?	Can a girl replace a boy can a boy replace a girl?
Sibling is the heart's flesh, wife is the shoe's lace	Sibling is the heart's flesh, wife is the heart's orchard
Plant a tree to make fruit, raise a son to bring bread	Plant a tree to make fruit, raise a child to bring joy
Husband keeps the wife, skin keeps the cheese	Home keeps the family, love keeps happiness
Girl in the cradle, dowry in the chest	Baby in the cradle, happiness on the threshold

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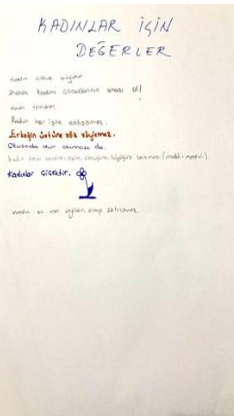
## Appendix 5

### *Examples of Interview Questions*

1. How do you define woman?
2. How do you define man?
3. What are the factors that were effective in choosing your department?
4. What are the roles that you attribute to women about working life in our society?
5. What are the roles that the society expects from you but you don't want? Why? Explain.
6. What kind of difficulties do you experience in the society as a woman/man?
7. How would you want the distribution of male-female roles in your future marriage to be? Explain in detail, considering the roles in marriage.

## Appendix 6

### Values for Women and Men

Activity Product	English Version	Activity Product	English Version
	<p>Being strong. Men don't cry. Men don't wear pink. Men don't cheat. Men don't stand attitudes. Men don't appreciate. Men should be serious. Only making money Buying diamond (five stones) Being a good soldier</p>		<p>Women raise kids. Be the woman of your house and the mother of your children! A Woman cleans. A woman does not work in every job. A woman cannot object a man. It is OK if a woman does not get education A woman looks after herself, her husband, her children and her elders. Women are flowers. A woman is not a property, she cannot be bought and sold.</p>

## Appendix 7

### *Wishes for the Family and the Society*

I built a home in which...	I built a society in which ....
the father braids his daughter's hair	women are not exposed to violence
the mother plays ball with her son	no one shouts at women in traffic
the mother goes to match with her children	colours are not separated by gender
the mother and father wash dishes together	women/men can show all their emotions
there is an equal division of labour	women can laugh as they want
the father takes care of his children	there are no pink buses
the father skips rope with his daughter	
the father takes his daughter to park	

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## Appendix 8

### *Song Lyrics by Bands*

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Song 1	Song 2
How beautiful is pink	Not gender but humans are free
How did I love	Every person is free from birth
You say it's a girl's colour	Laugh loudly, don't think about what
But everyone wears pink	others will say
	Laugh all the time

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