

## Gender in Career Choices of Fourth Grade Students\*

### İlkokul Dördüncü Sınıf Öğrencilerinin Meslek Seçimlerinde Toplumsal Cinsiyet

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**ABSTRACT:** The aim of the study is to examine the career choices of 4<sup>th</sup> grade students from gender perspective. The research was designed as a mixed method in which qualitative and quantitative research approaches were used together. 417 primary school students participated in the study in which “Attitude Towards Gender-Based Career Choices Scale” was used. 77 students were drawn a picture on which career they wanted to do in the future, and then they were asked to explain why they preferred. In the data analysis process, descriptive statistics (arithmetic mean and standard deviation) and t-test were used. For qualitative data, document analysis was used. According to the results of the research, it was found that the attitudes of 4<sup>th</sup> grade students towards women's choices of career did not differ according to gender. It was determined that most girls preferred to be a doctor and teacher and the majority of the boys preferred to be a football player and they preferred to be a doctor in the second place. At the end of the study, make suggestions for teachers, administrators and families to ensure gender equality.

**Keywords:** gender, career choice, primary school.

**ÖZ:** Araştırmada ilkokul dördüncü sınıf öğrencilerinin meslek seçimlerindeki toplumsal cinsiyet algısını belirlemek amaçlanmıştır. Araştırma, nitel ve nicel verilerin birlikte toplandığı karma yöntem deseni ile tasarlanmıştır. Öncelikle çalışma grubunu oluşturan 417 öğrenciye “Toplumsal Cinsiyete Dayalı Meslek Seçimlerine Yönelik Tutum Ölçeği” uygulanmıştır. Sonrasında çalışma grubundan seçilen 77 öğrenciye ileride hangi mesleği yapmak istedikleri üzerine birer resim çizdirilmiş, ardından öğrencilerden çizdikleri meslekleri neden tercih ettiklerini açıklamaları istenmiştir. Analiz sürecinde aritmetik ortalama ve standart sapma gibi betimsel istatistiklerden ve toplumsal cinsiyete dayalı meslek seçimlerinin cinsiyete göre farklılaşıp farklılaşmadığının belirlenmesinde t-testinden yararlanılmıştır. Nitel veriler için ise doküman analizinden yararlanılmıştır. Araştırmada sonuçlarına göre, ilkokul dördüncü sınıf öğrencilerinin kadınların meslek seçimine yönelik tutumlarının cinsiyete göre farklılaşmadığı bulunmuştur. Bunun yanında kız öğrencilerin çoğunluğunun doktorluk ve öğretmenlik mesleğini; erkek öğrencilerin ise önemli çoğunluğunun futbol oyuncusu olmayı tercih ettiklerini, ikinci sırada ise doktorluğu seçtikleri belirlenmiştir. Son olarak araştırmada toplumsal cinsiyet eşitliğinin sağlanması için öğretmenlere, yöneticilere ve ailelere önerilerde bulunulmuştur.

**Anahtar kelimeler:** toplumsal cinsiyet, meslek seçimi, ilkokul.

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Individuals are in an effort to adapt to the society in which they live from the moment they were born. The process of adaptation to the society starts in the family, the first institution where the individual is socialized, and in their future lives, the efforts to adapt to and find a place in a society continue in every social environment. The more the expectations of the society are met by the individual, the healthier the adaptation process and the state of being are. Whatever is needed by society is attached to the life of the individual as the social norms during this process; in other words, it shapes their life. As a natural outcome of this, the wishes, needs, preferences, attitudes and tendencies of the individual are formed within the framework of social expectations. Gender is a social and cultural title that we face in our endeavor to become a part of the society. Within this broad heading, variables such as gender roles, equality or inequality, stereotypes and attitudes have been discussed from different perspectives by both sociologists and psychologists and educational researchers. The focus of all these discussions is the equality or inequality situation created by the roles that society assigns to women and men and the placement of these roles in life.

Gender is a concept that emphasizes the social relations and interactions between gender-based division of labor and biological sex (Savcı, 1999). In this context, gender perception reveals the socially constructed aspects of the differences between men and women (Parlaktuna, 2010). These differences between genders show themselves in all areas of society and the preferences of individuals are shaped in the context of society's perception of men and women. The choice of career, which is at the top of these preferences, can be directly related to be a man or a woman. The choice of career is one of the most important choices an individual makes during their life. While choosing the career, the individual also chooses the environment, economic situation and people to interact with (Kulaksızoğlu, 1999). Therefore, the choice of career is very crucial for an individual in terms of choosing the most suitable area to reveal his/her talents and determining the happiness and quality of individual's future life.

One of the most striking examples of the duality of social life arising from the quality of gender relations is seen in business life (Savcı, 1999). In this context, attributing different responsibilities to women and men in business life has caused the emergence of gender differences in career choice. Social judgments about what girls and boys can and cannot do might affect the choice of career for both sexes (Kulaksızoğlu, 1999). It is seen that gender roles have a dominant effect in careers to be chosen by women (Özaydınlık, 2014). The career groups of women are less diverse than those of men; office and service sectors are the sectors where women are mostly represented (Erdoğan, 2010). Differences in the roles of men and women in career life have been examined and demonstrated in the related literature. Yağan-Güder and Güler-Yıldız (2016) stated that preschool children generally emphasize the superiority of one gender over another in their career preferences; on the other hand, it is observed that the children consider women as cooks, and men as firefighters. In their study Aratemur-Çimen and Bayhan (2018) stated that there are more examples in the textbooks that reinforce stereotyped gender norms for the choice of career than positive examples. Similarly, Sarıtaş and Şahin (2018) found that in social science textbooks, women are assigned roles in careers related to home and childcare, and men in career branches combined with power and authority. These studies, the role of gender in career choice reveals the perception of gender in society; and this perception is generally against

women. The fact that choice of career is the first case that comes to mind when talking about gender equality brings the necessity of examining the concept of gender in the context of career choice (Koyuncuoğlu-Şahin, Esen-Çoban, & Korkmaz, 2018). Children are introduced to the concept of gender at an early age with the influence of family and environment and this situation may affect children's academic achievement, social roles and preferences in areas such as career choice (Zelyurt, 2018). Gender perceptions that children develop according to the role models and how they behave, what they do, which roles they adopt and which careers they do are reflected in children's own lives (Yağan-Güder, Ay, Saray, & Kılıç, 2017). It is obvious that the family and school life of the child has a great impact on the choice of career. In this process, if a child encounters any teachings of gender inequality, this situation will affect his or her future life and hence the choice of careers they wish to pursue in the future. As it is known, children would like to choose their ideal careers. These ideals emerge as a result of good teachings for children. Good teachings are shaped by family and society. Children must adopt the good doctrines of society while making their own choices according to their dreams and thoughts. According to Wharton (2005), the expectations of families from their children differ depending on whether they are boys or girls. Schools are the institution that stand for the key elements of the society and play an important role in shaping a child's future and hence the choice of career. For this reason, the meanings attributed to the concept of gender and awareness of gender equality in schools form the basis for decision making such as choosing a career that affects the future of the child. As reported by Thorne (1992), differences in gender roles are common in primary schools that the children of this period mostly matched the same sex. In particular, children in the final years of primary school can be seen to have reached a certain maturity in cognitive, emotional and social development areas and to have developed more awareness in future-oriented areas such as career choice. Therefore, it is important for fourth grade students to preference of careers within the frame of gender, to find out the relationship between gender-based career choices and the meanings attributed to women and men, and to take precautions to prevent the inequality, if there is any, in gender roles and to create awareness. From this point of view, examining the careers that children want to do in the future in the context of gender has been an important subject that is worth studying, so the present research was carried out based on this requirement.

The main aim of the study is to examine the career choices of fourth grade students from a gender perspective. For this purpose, we sought to answer the following research questions:

- Do fourth grade students' gender attitudes differ according to their gender in their career choices?
- How do girls describe their preferred careers through drawings?
- How do boys describe their preferred careers through drawings?

### **Method**

The research was designed as a mixed method in which qualitative and quantitative research approaches were used together. In this content, concurrent mixed method design was used in the research. In concurrent mixed method design, qualitative

and quantitative data are collected and combined at the same time (Creswell, 2005). In this context, qualitative and quantitative data were collected simultaneously, and the results were combined and presented.

### **Research Setting and Participants**

This study has been conducted with 417 fourth grade students studying in a public primary school in 2018-2019 academic year. 195 (46.8%) participants were girls and 222 of them (53.2%) were boys. While 172 of students (41.2%) stated that their mothers worked, 245 of them (58.8%) stated that they did not. 384 (92.1%) of the students stated that their father worked while 33 (7.9%) stated that they did not work. 51 students (12.2%) stated that they did not have siblings and 366 (87.8%) students stated that they had one or more siblings. Student drawings used in the qualitative section and 77 students were determined by randomly from all participants. 30 of these students were boys and 47 of them were girls.

### **Data Collection Instruments**

In the quantitative part of the study, "Attitude Towards Gender-Based Career Choices Scale" (Çetin-Gündüz, Tarhan, and Kılıç, 2015) was used to determine the attitudes for 4<sup>th</sup> grade students. The qualitative data of the research were collected through the drawings of the students. The attitude scale is consisted of 9 items with two factors. The first factor consisting of 5 items points to the negative attitude towards women's career choices, while the second factor consisting of 4 items gives information about the attitude towards women's careers. The validity and reliability studies required for the development of the scale have been conducted and it has been demonstrated that the scale is an appropriate scale in scientific research (Çetin-Gündüz, Tarhan, & Kılıç, 2015). In order to determine whether the scale was valid and reliable for this study, Confirmatory Factor Analysis (CFA) was performed for validity and Cronbach's Alpha coefficients were re-calculated for reliability. The CFA results of the two-factor scale confirm the structure ( $\chi^2=44.22$ ;  $Sd=26$ ;  $\chi^2/Sd=1.70$ ;  $AGFI=.96$ ;  $GFI=.98$ ;  $NFI=.93$ ;  $CFI=.97$ ;  $IFI=.97$ ;  $RMR=.022$ ;  $RMSEA (.041)$ ), but Cronbach's Alpha ( $\alpha$ ) value for the second dimension was found to be very low. In this context, it was decided not to use the second dimension of the scale in the sample of the present study. The construct validity of the 5 items in the single dimension of the scale was examined by EFA and varimax rotation technique was used in the analyses. Kaiser-Meyer-Olkin value was found to be .76 ( $>.60$ ), which determined the suitability of the data for factor analysis, while Barlett Sphericity test was obtained as  $\chi^2=2078.42$  ( $p<.001$ ). At the end of the analysis, it was found that the single factor structures whose eigenvalue (2.220) is greater than 1 account for 44.40% of the variances as a result of the principal component analysis. The factor loads of the one-dimensional structure were found to range between .60 and .71. The scale items are as follows: "I am surprised that women are mayors.", "Women cannot fly airplanes.", "Careers such as car mechanics and painting are only suitable for men", "Women cannot run a country", "I feel uncomfortable that postmen are women". The highest score that can be obtained from the scale is 15 and the lowest score is 3. A high score from the attitude scale is an indicator of negative attitudes towards gender-based career choices (Çetin-Gündüz, Tarhan, & Kılıç, 2015).

### Data Collection

The data collection process of the research was carried out in May 2019. Quantitative and qualitative data were collected together, and 417 primary school students were reached within the scope of quantitative data. Qualitative data, on the other hand, were collected through pictures drawn by randomly selected students. In this context, the students were asked to paint a picture on what career they wanted to do in the future, and then participants were asked to explain their drawing verbally. All ethical rules were taken into consideration in the data collection process. In this content, approval was obtained from the Ethics Committee for the research.

### Data Analysis

Firstly, quantitative data were analyzed. Before the main analysis, outliers and missing data analyzes were done. As a result of the analyses, 15 scale forms were excluded from the research and a total of 402 scale forms were analyzed. In addition, kurtosis and skewness coefficients were examined to determine whether the normality of data. The related coefficients were observed to be within  $\pm 1$  range and the data were found to have normal distribution. In the data analysis process, descriptive statistics (arithmetic mean and standard deviation) and t-test were used. For qualitative data, document analysis was used. In this context, the pictures drawn by the students were examined separately as boys and girls. Firstly, the careers which students prefer in their drawings are determined and shown with the graphics. Afterwards, the statements they wrote about the reasons for choosing their preferred careers were examined and in the findings section of the research, direct quotations are presented.

## Results

### Students' Attitudes Towards Gender-Based Career Choices

The t-test was used to determine whether the attitudes of women towards career choices differed according to gender. Table 1 shows the t-test results of the students' attitude scores on "women's choice of career" according to gender.

Table 1

*Results of T-Test of Women's Choice of Career According to Gender*

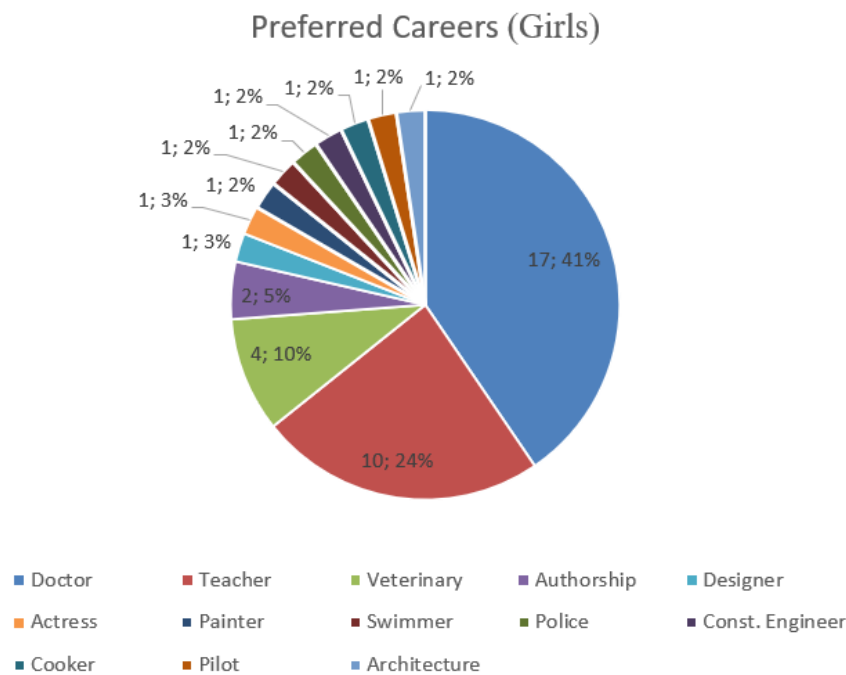
Gender	<i>n</i>	$\bar{X}$	<i>ss</i>	<i>df</i>	<i>t</i>	<i>p</i>
Female	190	7.47	2.32	400	-2.76	.522
Male	212	8.10	2.41			

As can be shown in Table 1, the attitudes of fourth grade students towards women's choice of career do not differ significantly by gender [ $t(402)=-2.76$ ,  $p>.01$ ]. In other words, the attitudes of the students towards the careers such as mayor, pilot, repairman, painting, postman and manager do not differ according to gender.

### Preferred Careers in Girls' Drawings

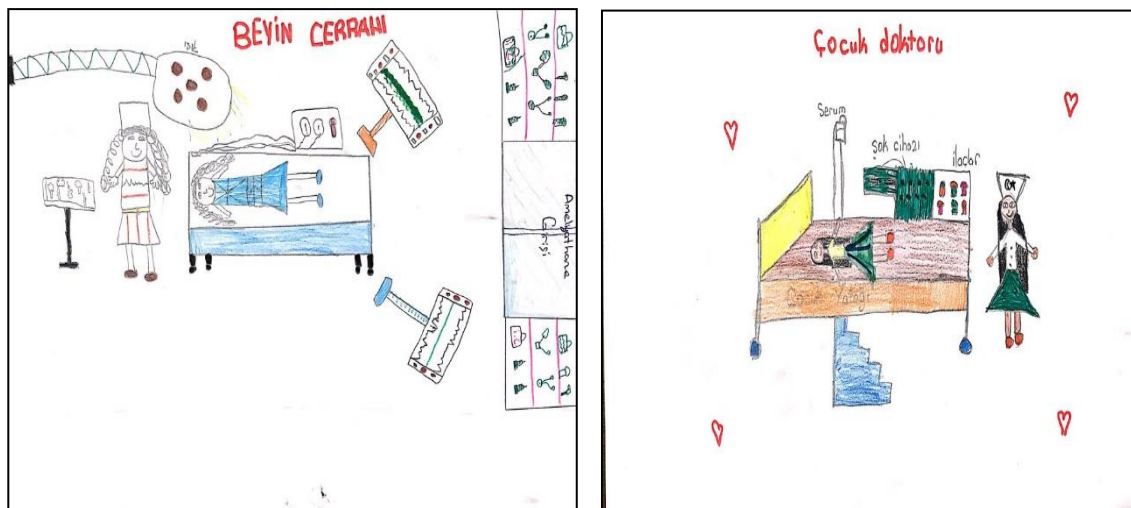
The careers preferred by the girls who participated in the research are presented in Graph 1.



**Graph 1.** Preferred Careers in the Drawings of Girls

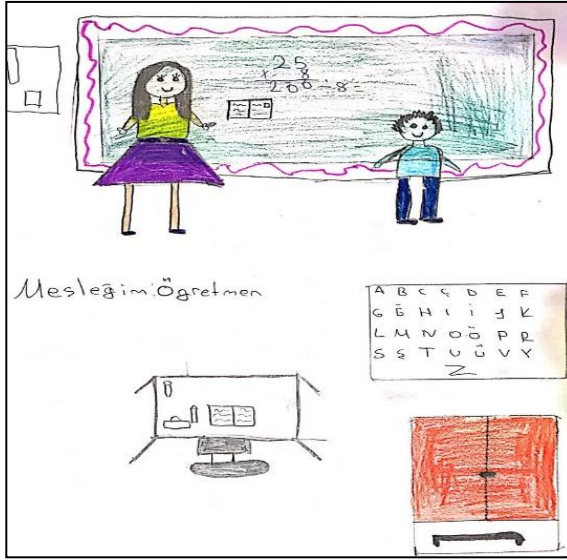
Graph 1 shows that most of the girls ( $f=17$ ) stated that they wanted to be a doctor. It is seen that being teacher ( $f=10$ ) is preferred more than other careers. This is followed by veterinary ( $f=4$ ) and authorship ( $f=2$ ). Designer, actress, painter, swimmer, police, cook, pilot and interior architecture were preferred by only one student. It is seen that girls mostly have a traditional point of view for career choices. In addition to this, there are also some girls who choose the careers that are preferred by men, such as pilot, civil engineer and police.

Merve (Illustration 1), one of the girls who wants to work as a doctor, stated that she wanted to “*save people*” as a neurosurgeon. Burcu (Illustration 2) explained her drawing with the expression “*I want to be a pediatrician because I think of the children's well-being*”.

**Illustration 1.** Drawing of Merve (Doctor)      **Illustration 2.** Drawing of Burcu (Doctor)

The second most preferred career by girls was being teacher ( $f=10$ ). Ayça (Illustration 3), one of the students who preferred being teacher, said "Because I love children very much and learning and teaching something". Melis, explained her drawing (Illustration 4), with the expression "I want to be a teacher because I love children very much".

**Illustration 3.** Drawing of Ayça (Teacher)

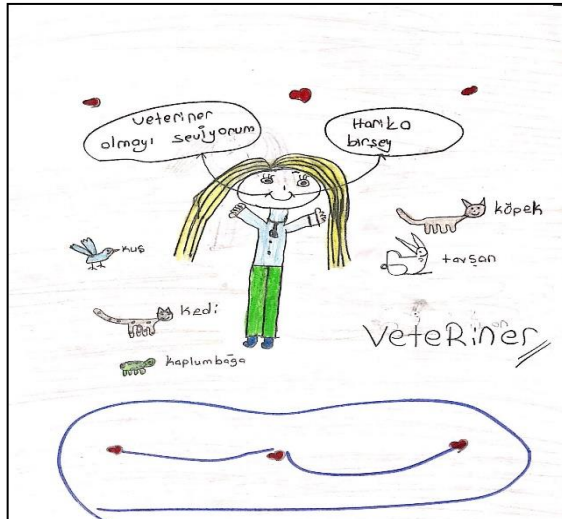


**Illustration 4.** Drawing of Melis (Teacher)

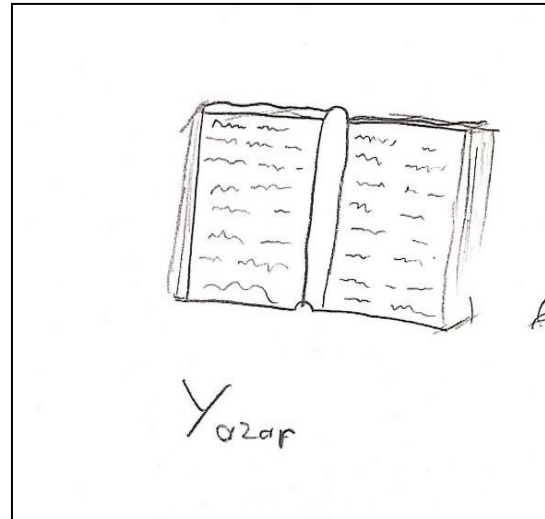


4 of the girls who participated in the research stated that they wanted to be veterinary and 2 of them wanted to be a writer. Pınar made the following state in relation her drawing (Illustration 5) "I want to be a veterinary. Because I love animals and I can't stand them being sick. I think we should protect the animals". Şeyda made the following statement regarding her drawing (Illustration 6) "I am talented, and I am interested in writing".

**Illustration 5.** Drawing of Pınar (Veterinary)

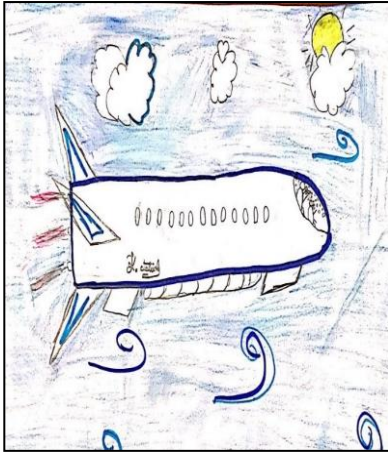


**Illustration 6.** Drawing of Şeyda (Author)

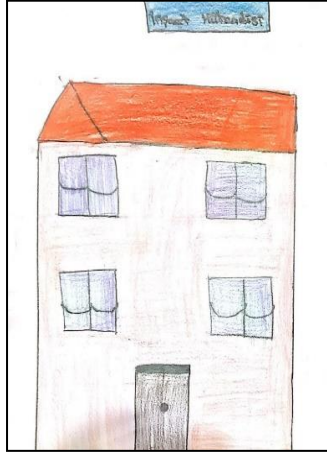


According to the choice of careers in the drawings of girls, it is seen that they preferred some careers unlike traditional. These are police ( $f=1$ ), pilot ( $f=1$ ) and civil engineer ( $f=1$ ). Banu said *“I want to travel to other countries through my life and I want to see the foreign countries. That's why I will become a pilot”*. Seda explained her drawing (Illustration 8), with the expression *“Because I want to be a civil engineer. I want to make new and beautiful houses for people. So, they could live in peace and happiness at home.”* Gözde (Illustration 9) drew female police figures by saying *“My most preferred job is being a police officer when I grow up.”*

**Illustration 7.** Drawing of Banu (Pilot)



**Illustration 8.** Drawing of Seda (Civil Eng.)



**Illustration 9.** Drawing of Gözde (Police)

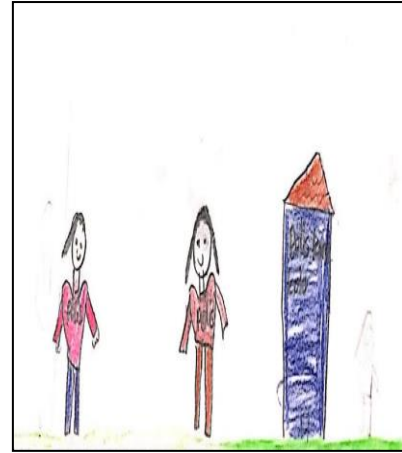


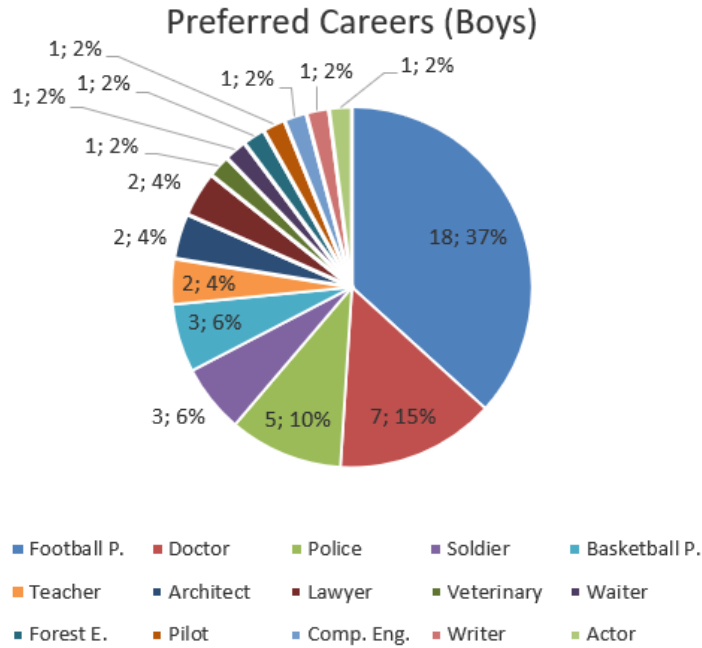
Illustration 7, 8 and 9 shows that girls stated that they wanted to be pilot, civil engineer and police officer. In real life, careers such as pilot, civil engineer and police are usually chosen by men so it can be said that girls are less interested in these careers. In this context, preference of girls for these careers may indicate that their gender perception in their career choices is more egalitarian.



## Preferred Careers in Boys' Drawings

The careers preferred by the boys in the drawings are presented in Graph 2.

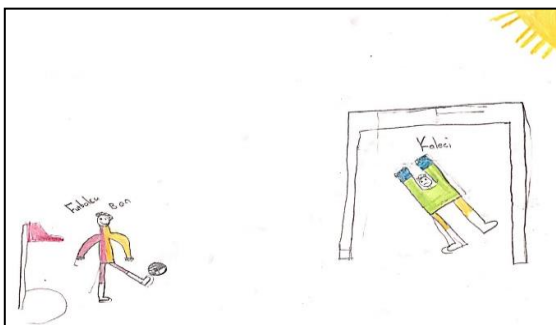
**Graph 2.** Preferred Careers by Boys in Their Drawings



As can be seen in Graph 2, the most preferred careers of boys are football player ( $f=18$ ), doctor ( $f=7$ ) and police officer ( $f=5$ ). There are students who said that want to be basketball players ( $f=3$ ), soldiers ( $f=3$ ), teachers ( $f=2$ ) and architects ( $f=2$ ). The careers such as veterinary, waiter, architect, forest engineer, computer engineer, pilot, writer and actor were preferred by only one student. According to the career choices in drawings of boys, it is seen that they mostly have a traditional perspective and do not prefer the careers which are chosen by girls.

One of the boys who said that he wanted to be a football player in his drawings, Okan (Illustration 10) stated that *"I am very talented and successful in sports"*. Hakan (Illustration 11) expressed his opinion *"I love football very much and I want to win medals"*.

**Illustration 10.** Drawing of Okan  
(Football P)



**Illustration 11.** Drawing of Hakan  
(Football P)

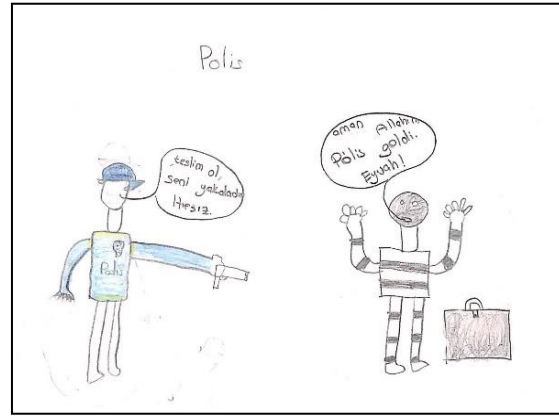


Özgür, one of the students who said that he wants to become a doctor, made the following statement regarding his drawing (Illustration 12) *“I will become a doctor to heal sick people”*. Ahmet (Illustration 13), who preferred to be a police officer, explained his opinion as *“because I want to catch the thieves and prevent him from committing more crimes”*.

**Illustration 12.** Drawing of Özgür  
(Doctor)



**Illustration 13.** Drawing of Ahmet  
(Police)

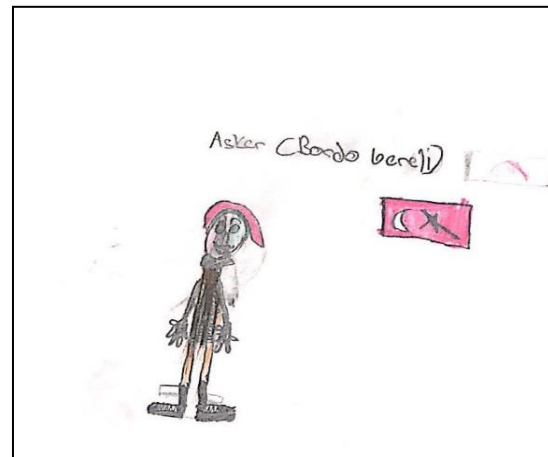


Barış (Illustration 14), one of the students who preferred basketball player, which was chosen by fewer students among other careers, explained the reason for requesting this career by saying *“I want to be a basketball player because I like team games and competition”*. Sinan made the following state in relation his drawing (Illustration 15) *“I always see in movies. I chose this career because I saw it from there. I also chose to protect our flag”*.

**Illustration 14.** Drawing of Barış  
(Basketball P)



**Illustration 15.** Drawing of Sinan  
(Soldier)



Deniz made the following state in relation his drawing (Illustration 16), *“I will be a lawyer because I want justice to be provided”*. Onur (Illustration 17), is the one student that who prefers architecture said, *“I am very interested in visual arts. I always paint. That's why I want to be an architect.”*

**Illustration 16.** Drawing of the Deniz  
(Lawyer)



**Illustration 17.** Drawing of Onur  
(Architect)



According to the drawings of boys about the choice of careers, It has been observed that they mostly prefer jobs work by men in real life. In this context, it can be said that boys have a traditional perspective on gender roles in career choice.

### Discussion and Conclusion

The results of the current study show that the attitudes of fourth grade students towards women's choice of career did not differ according to gender. In other words, the attitudes of girls and boys towards the choose of the careers such as mayor, pilot, repairman, painting, postman and manager are similar. This finding may be attributed to the fact that gender stereotypes are not fully established in participants. However, in the study conducted by Çetin-Gündüz and Tarhan (2017), it was determined that boys had more negative attitudes towards women career choice than girls. According to that, the findings of the study and Çetin-Gündüz and Tarhan (2017) do not overlap with each other. According to the results of the research, it was determined that the majority of girls preferred the career of doctor and teacher. Similarly, the research conducted by Selanik-Ay and Emeksever (2016) found that girls mostly plan to choose the career of doctor and teacher. Indeed, most of the teachers in Turkey and OECD countries are women (TED, 2019). On the other hand, it was determined that the majority of the boys preferred to be a football player and they preferred to be a doctor in the second place. In parallel with this finding, Yüksel (2014) concluded that the majority of men tend to the football career. The preference of girls for being a doctor may indicate that they think independently of their gender stereotypes. Again, Selanik-Ay and Emeksever (2016) found that girls were more prone to the career of doctor than boys. In this sense, the fact that girls prefer physicians more is consistent with the results of this research. In addition, according to Taş, Altan and Sayek, (2006) considering that the perception of physician in children is positive for all age groups and both sexes. So, it can be seen as an expected situation that the being a doctor is mostly chosen by male and girls in the study. In addition, being teacher is the second most preferred career by girls; Only two of the boys stated that they chose being a teacher. Günindi-Ersöz (2016) stated that teachers, nurses and secretaries are among the careers deemed appropriate for women. Béreaud (1975) stated that women are mostly portrayed in the roles of teachers and nursing for work life. Saraç (2013) emphasized the traditionality of women in business life; while women were found to be suitable for hostess, teacher, secretary, nursing,

cleaning, men underlined that they were directed to business areas where autonomy and competition were higher. Erdoğan (2010) found that gender differences in the researches on children's programs became more evident and that women were presented in the family, in the careers that reminded the mother or motherhood, and men in the careers with high social status in working life. In this context, it is consistent with the views of Saraç (2013) and Erdoğan (2010) that girls choose being a teacher in the second place and that most of the boys want to be football players. In the study conducted by Tezer-Asan (2010), it was revealed that the visuals in the textbooks suggest that careers such as housewife, teacher, doctor, nursing are mostly offered to women. Therefore, the findings that the most preferred careers of girls in the research are doctors and teachers coincide with the research findings made by Tezer-Asan (2010).

Our findings show that girls prefer careers such as veterinary, writer, pilot, civil engineer and police. In particular, it is important that the careers preferred by men in general such as pilot, civil engineer and police officer are preferred by girls. This finding in the study may mean that girls think free of gender stereotypes. Dökmen (2018) stated that gender roles and stereotypes have changed compared to the past; In the study, the author questioned the views of university students about the changes in gender roles. Accordingly, both male and girls explained the rationale for the change in gender roles in the context of women's reading, education levels, and career. Today, it is important for women to be more involved in business life than before, to ensure gender equality and to show their potential. In particular, the roles of women in different careers will increase the awareness of the society in terms of minimizing the discrimination between men and women in working life as well as in all areas of life and becoming a role-model for the growing generations. In addition, it was determined that only one of the girls chose the policing career and five of the males preferred the policing career. In the study conducted by Selanik-Ay and Emeksever (2016), it was determined that boys gave more place to be a police officer in their career choices and diaries they wrote than girls. This result is in line with the finding that boys prefer policing more than girls. Another finding of the study was that the majority of boys prefer traditional careers that are imposed on men in business life. This finding is in line with the roles assigned to men in the social field. As a matter of fact, Sarıtaş and Şahin (2018) examined the careers given to women and men in the context of gender in life science textbooks; men are given more roles than women, in positions that combine with power and authority. Again, Arslan-Özer, Karataş, and Ergün (2019) stated that males are mostly portrayed as soldiers in Turkish textbooks. When the mentioned research findings are considered, roles are imposed on men in terms of career choice as well as women in all areas of life (daily, education, work, etc.). As it is known, primary school children adapt to society through observation and modeling. In this adaptation process, they internalize whatever the norms and rules of the society; they tend to stay away from situations that are not accepted or frowned upon by the society. The findings of the research conducted by Sarı (2011) are noteworthy. In this study, nursing students (male) had a role conflict about nursing; It is revealed that they are afraid to tell their career, think they will have difficulty in marrying and have fear of exclusion from society. In this context, education of preschool and primary school children, regardless



of gender, can be seen as a prerequisite for their future in a more democratic and equal society.

Another finding in this study show that being a physician, police officer, teacher, architecture, veterinary, pilot, writer and actor/actress are preferred by both boys and girls. In addition to these, the careers preferred by the girls were designer, painter, swimmer, civil engineering and cookery. Boys, unlike girls, stated that they wanted to be football player, basketball player, soldier, lawyer, waiter, forest engineer and computer engineer. As it is seen, boys preferred more careers than girls. Like this finding, Yağan-Güder and Güler-Yıldız (2016) found that preschool children were more likely to express more careers for boys. Arslan Özer, Karataş, and Ergün (2019) stated that men were shown in different careers in Turkish textbooks. Also, Esen and Bağlı (2002), in his study examining the visuals in primary school textbooks in the context of men and women, told women that being teacher was generally accepted, and men were more involved in public and business life.

Gender is a cultural concept that emphasizes the roles and responsibilities of men and women shaped by society. The way in which women and men are adopted in society gives us information about gender perception; reveal the place of women or men in society and their interactions with society. The choice of career is also influenced by profiles of men and women, based on the characteristics and needs of the society. When the literature is examined, it is seen that career roles are mostly shared in the traditional context, and those who go beyond the traditional are odd by the society. This prevents equality in the context of gender in society and prevents women from getting to prominent positions especially in the fields where they consider close to themselves. However, the elimination of the status of being a man and a woman in both the preference of career and other areas of life, and the ability of individuals to manifest themselves independently of gender will lead to the emergence of more free and democratic societies in the future.

In this research, that the majority of female students chose to be a physician is a positive finding in the context of achieving gender equality. On the other hand the choice of teachership indicates that they have a more traditional attitude and that the teachership in the society is generally done by women. In addition, it was seen that they preferred careers such as being a pilot, engineer and police officer, which are usually performed by men. There are some measures that should be taken by family, school and program developers for girls to do the jobs that society considers appropriate for men in the future. In this context, first, families should raise children in an attitude free from gender stereotypes; they should allow girls to be themselves in all areas. The roles given to students in school practices and in-class activities should be performed regardless of gender, addressing all boys and girls. Curriculum and textbooks should be designed to raise gender perception towards equality; especially male and female figures in textbooks should be revised from an egalitarian perspective. These suggestions can be employed so that boys can stand out from traditional perspective and prefer different careers. In addition, the design of researches carried out in different ways that reveal the gender perspective in the career choices of children at primary school level can raise awareness about gender equality.



**Statement of Responsibility**

Aslı Gündođan; conceptualization, methodology, software, validation, editing, formal analysis, resources, investigation, data curation, writing – original draft, writing-reviewing & editing, visualization, supervision, project administration and funding acquisition. Halime Kübra Erbey; conceptualization, investigation, resources, data curation, writing – original draft, writing- reviewing & editing, visualization and funding acquisition.

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