

## Examining Teachers' Perceptions of Gender with Meta-thematic and Sentiment Analysis

Öğretmenlerin Toplumsal Cinsiyet Algılarının Meta-tematik ve Duygu Analizi ile  
İncelenmesi

Tuba AKPOLAT\*   
Volkan DURAN\*\* 

### Abstract

This study aims to reveal the gender perception of teachers with the help of meta-thematic and sentiment analysis. For this purpose, qualitative studies on teachers' views on gender were analyzed using the National Thesis Center of the Council of Higher Education and Google Scholar databases. In addition, studies included in the research within the scope of document review were analyzed using content analysis. As a result of the research, teachers' perceptions of gender were examined within the framework of three main themes named "feelings", "reflections" and "expectations", and sub-themes created to explain the main themes. The sub-themes of "feelings" theme includes exclusion, powerlessness, disrespect, striving for existence and positioning, and the sub-themes of "reflections" theme encompasses reproduction, marginalization, acceptances, positioning, awareness and professional development barriers, and the sub-theme of "expectations" has the sub-theme of inclusion. As a result of the research, it was seen that teachers felt gender inequality at the micro-level in their organizations at the macro level in social life. However, they reproduced it consciously or unconsciously in social areas within the framework of stereotypes about a patriarchal society. In addition, it was concluded that they developed awareness of this reproduction and acted with this awareness. It can be said that teachers' expectations are the elimination of masculine domination, which is an obstacle to their inclusion in social life. According to sentiment analysis, it was found that the dominant tone of the texts is neutral, implying that no emotions are implied in the text, implying that participants might be objective in terms of expressions.

**Keywords:** Gender inequality, reproduction, gender, gender roles, teachers

\* Dr. Öğr. Üyesi, Mimar Sinan Güzel Sanatlar Üniversitesi, Fen Edebiyat Fakültesi, Eğitim Bilimleri Bölümü, E-posta: tuba.sagir.akpolat@msgsu.edu.tr, Orcid ID: 0000-0001-5907-6972.

\*\* İğdır Üniversitesi, E-posta: volkan.duran8@gmail.com, Orcid ID: 0000-0002-5244-7790.

## Öz

Bu çalışmanın amacı, öğretmenlerin toplumsal cinsiyet algısını meta-tematik ve duygu analizi yardımıyla ortaya koymaktır. Bu amaçla, Yükseköğretim Kurulu Ulusal Tez Merkezi ve Google Akademik veri tabanlarından yararlanılarak öğretmenlerin toplumsal cinsiyete ilişkin görüşlerini konu alan nitel çalışmalar analiz edilmiştir. Doküman incelemesi kapsamında araştırmaya dahil edilen çalışmalar içerik analizi kullanılarak çözümlenmiştir. Araştırma sonucunda toplumsal cinsiyete ilişkin öğretmen algıları hissedilen, yansıtılan ve beklenen olarak isimlendirilmiş üç ana tema ve ana temaları açıklamaya yönelik oluşturulan alt temalar çerçevesinde incelenmiştir. Öğretmenlerin toplumsal cinsiyete ilişkin hissettikleri dışlanma, güçsüzlük, saygısızlık, var olma çabası ve konumlandırılma alt temaları ile yansıttıkları yeniden üretim, ötekileştirme, kabuller, konumlandırma, farkındalık ve mesleki gelişim engelleri alt temaları ile beklentileri ise dahil olma alt teması ile açıklanmıştır. Araştırmanın sonucunda öğretmenlerin toplumsal cinsiyet eşitsizliğini mikro düzeyde örgütlerinde makro düzeyde toplumsal yaşamda hissettikleri, fakat ataerkil topluma ilişkin kalıp yargıları çerçevesinde bilinçli ya da bilinçsiz toplumsal alanlarda yeniden ürettikleri görülmüştür. Bununla birlikte bu yeniden üretime ilişkin farkındalık geliştirdikleri ve bu farkındalıkla hareket ettikleri sonucuna da ulaşılmıştır. Öğretmenlerin beklentilerinin ise toplumsal yaşama dahil olmalarının önündeki engel olan eril tahakkümün ortadan kalkması olduğu söylenebilir. Duygu analizine göre metinlerin baskın tonunun nötr olduğu, metinde hiçbir duygunun ima edilmediği, katılımcıların ifadeler açısından objektif olabileceğini ima ettiği bulunmuştur.

**Anahtar Kelimeler:** Cinsiyet eşitsizliği, yeniden üretim, toplumsal cinsiyet, toplumsal cinsiyet rolleri, öğretmenler

## Genişletilmiş Özet

### Giriş

Cinsiyet hem biyolojik ve hem de toplumsal temele dayanarak açıklanan bir kavramdır. Biyolojik açıdan cinsiyet, kişinin X ve Y kromozomlarına sahip olmalarına dayalı dişi ya da eril oluşunu açıklayan bir kavramken (Wienclaw, 2011), toplumsal cinsiyet, biyolojik cinsiyete kültürel ve toplumsal olarak atfedilen davranış, tutum ve rol kalıplarını açıklayan bir kavram olarak gündeme gelmektedir (Vatandaş, 2007). Dolayısıyla biyolojik cinsiyet dişi ve eril olarak bireylerin fizyolojik yönleriyken; toplumsal cinsiyet toplum içinde sosyal olarak yapılandırılan ve normalleştirilen (Azzarito ve Solmon, 2009), kadın ve erkek olmanın fizyolojik olmayan yönleridir (Lips, 2008). Toplumsal cinsiyet rolleri her toplumun cinsiyet hakkındaki değer ve inançlarına dayanır (Blackstone, 2003). Toplumun, her bir cinsiyet için uygun ve uygun olmayan tutumlar ve davranışlar tanımlaması, söz konusu bu tutum ve davranışların kalıp yargılar olarak yerleşmesine neden olmaktadır (Wienclaw, 2011). Bir cinsiyetin üyesi olarak nasıl davranılması gerektiğine ilişkin bu kalıp yargılar, toplumsal cinsiyetin sosyal olarak tanımlandığının bir göstergesi olarak kabul edilmektedir (Boswell, 2003). Elbette bu tür, kişilerin cinsiyetlerini önceleyen kalıp yargılar, değişebilir ve dönüşebilir.

Toplumsal cinsiyet rolleri, bireyler ve çevreleri arasındaki etkileşimlerin bir ürünüdür ve bireylere hangi cinsiyet için ne tür davranışların uygun olacağına dair ipuçları verir. Bir toplumun cinsiyetler arasındaki farklılıklar hakkındaki inançlarına göre uygun cinsiyet rolleri tanımlanır (Blackstone,

2003). Bir sosyalleşme alanı olarak okullarda da öğrencilere üye olduğu cinsiyete ilişkin rol ve beklentiler, kalıp yargılar doğrudan ya da dolaylı olarak aktarılır ve içselleştirilmesi sağlanır (Asan, 2010). Sosyalleşme sürecinde aktarılan roller, kadın veya erkeğe özgü davranışlar olarak algılandıkları andan itibaren önyargıya dönüşür. Geleneksel cinsiyet rollerinin yeniden üretimi noktasında eğitim sistemi içinde öğrenciler üzerinde, davranış, tutum ve söylemleriyle önemli etkisi olan öğretmenlerin, toplumsal cinsiyete ilişkin algılarının incelenmesi bu bağlamda oldukça önem taşımaktadır. Bu nedenle, ulusal alanyazında öğretmenlerin toplumsal cinsiyet algılarının incelendiği nitel olarak yürütülmüş çalışmalarda, katılımcı görüşlerine dayalı tümevarımsal bir incelenme amaçlanmıştır.

## Yöntem

Bu çalışma nitel araştırma modeli benimsenerek gerçekleştirilmiştir. Araştırma verileri nitel araştırma yöntemlerinden doküman inceleme yoluyla toplanmıştır. Doküman analizi, araştırılması hedeflenen olgu ve olaylar hakkında bilgi içeren yazılı materyallerin analizini kapsamaktadır (Kıral, 2020). Bu çalışmada, öğretmenlerin toplumsal cinsiyet algısı, katılımcı görüşlerini içeren nitel araştırmaların incelenmesi ve incelenen çalışmaların meta tematik analiz yoluyla yeniden kodlar ve temalar ile ifade edilmesini içermektedir. Meta tematik analiz, araştırmacı görüşlerine yer veren nitel çalışmalara ilişkin verilerin, doküman incelemesi yoluyla ortak bir düzlemde ele alınması ve anlam kazandırılması olarak ifade edilebilir (Batdı, 2019).

YÖK Ulusal Tez merkezi ve Google Akademik veri tabanları “toplumsal cinsiyet” ve “öğretmen” anahtar kelimeleri ile taranarak 413 adet çalışmaya ulaşılmıştır. Bu çalışmalardan 84 ü aynı veri tabanında birden fazla kere yer aldığından veya iki veri tabanında da bulunduğu ilk aşamada elenmiştir. Kalan 329 çalışmaya başlık taraması yapılarak ilgisiz konu başlığına sahip 211 çalışma ikinci aşamada elenmiştir. Üçüncü aşamada kalan 118 çalışmanın özetleri incelenerek konu temel amaca uygun olmayan 86 çalışma elenmiştir. Son aşamada ise kalan 32 çalışmadan nitel yöntem ve görüşme tekniği kullanılmamış 11 çalışma elenerek 21 çalışmanın meta-tematik analiz çerçevesinde incelenmesine karar verilmiştir. Söz konusu bu çalışmalardan 15’si lisansüstü tez ve 6’sı makaledir.

## Bulgular

Öğretmenlerin toplumsal cinsiyete ilişkin algılarının üç ana tema çerçevesinde incelendiği görülmektedir. Öğretmenlerin toplumsal cinsiyete ilişkin algıları hissettikleri, yansıttıkları ve beledikleri ana temalarına ayrılarak incelenmiştir. Ana tema altında toplanan kodlar ortak anlamları göz önüne alınarak birleştirilmiş ve alt temalar oluşturulmuştur. Bu bağlamda hissedilen teması dışlanma, saygısızlık var olma çabası ve konumlandırılma alt temaları çerçevesinde; yansıtılan teması yeniden üretim, ötekileştirme, kabuller, konumlandırma ve farkındalık alt temaları çerçevesinde ve beklenen teması dahil olma alt teması çerçevesinde incelenmiştir.

## Tartışma ve Sonuç

Öğretmenlerin toplumsal cinsiyet algılarının incelendiği bu araştırmanın sonucunda öğretmenlerin toplumsal cinsiyete ilişkin algıları hissettikleri, yansıttıkları ve beledikleri temaları üzerinden derinlemesine incelenmiştir. Buna göre genel olarak kadın öğretmenlerin toplumsal cinsiyet eşitsizliğini mikro düzeyde örgütlerinde makro düzeyde toplumsal yaşamda hissettikleri, fakat ataerkil kültürün bir parçası olarak (bilinçli ya da bilinçsiz) toplumsal cinsiyet eşitsizliğini yeniden ürettikleri görülmüştür. Bununla birlikte toplumsal cinsiyet eşitliğine ilişkin beklentileri toplumsal olarak bilinçe işlenmiş olan eril tahakkümün ortadan kalkmasıdır. Hissedilen ile yansıtılan arasındaki bu çelişkinin, toplumsal cinsiyet eşitsizliğinin sosyal alanların tümünde alışkanlıklar ve kabuller çerçevesinde yeniden üretilmesinden kaynaklandığını söylemek mümkündür.

## Introduction

Gender is a concept explained on both a biological and social basis. Gender is a concept that describes gender patterns, behaviors, and attitudes that are socially and culturally assigned to biological sex (Vatandaş, 2007). Because of this, gender is a created and normalized concept that is separate from the physical characteristics of being a man and a woman (Lips, 2008). (Azzarito & Solmon, 2009). in every culture, gender roles are influenced by values and ideas regarding gender (Blackstone, 2003). Acceptable and improper attitudes and actions for each gender are perpetuated because of society's views on what's appropriate and inappropriate (Wienclaw, 2011). As evidence that gender is socially determined, these preconceptions about how to act as a member of a gender are acceptable (Boswell, 2003). Of course, these types of stereotypes that prioritize people's gender are changeable and transformable.

A gender-based prejudice emerges when stereotypes about gender roles are in play. Individual, interpersonal, and structural means of gender perception provide advantages to males (Blackstone, 2003). This sets up a sense of inequity regarding life activities for all people, regardless of gender. For example, gender-based division of labor practices is believed to contribute to the impression of social inequality. A division of labor in which domestic and out-of-home production is organized around female labor and the distinction between work done outside the house is hierarchically led to the impression of gender inequality (Aslan, 2015).

Bourdieu (1993) states that individual behavior is influenced by the internal structures (habitus) that structure social practices, predetermined values or success criteria (capital), and the overarching social context (space). When examined in the context of gender, people's actions are formed by the transmission and reproduction of anticipated behavior patterns from one gender to the other via the family, society, and educational system throughout the socialization process, which occurs throughout life. As a result, in the context of inequality produced by gender and gender perception, the views and life behaviors of instructors in the educational system play a significant role in reproducing students' preconceptions about gender in the classroom. When the literature is reviewed, it is seen that instructors' views and expectations of gender roles are shaped by their

gender roles preconceptions. For example, teachers usually engage male students in tasks that require cognitive and abstract operations such as mathematics, physics, and coding; On the other hand, female students perceive them as more talented in social tasks such as communicating, observing, and using language (Shepardson & Pizzini, 1992; Şenyüksel, 2019; Tsvi-Mayer, Hertz-Lazarowits, & Sdir, 1989). In addition, Temiz and Cin (2017) state that teachers make an effort to break down gender-based stereotypes and prejudices in their classrooms. The fact that gender-role attitudes and actions that are acquired and repeated via socialization are seen as complicated and contradictory may be attributed to the term itself. Individuals are claimed to be actively involved in gender equality via discourse, but they do not exhibit consistent conduct that aligns with their statements (Deaux & Wrightsman, 1984).

The interplay between people and their environment is responsible for gender roles, which then provides individuals with indications about which gender norms they should follow. Appropriate gender roles are defined according to a society's beliefs about the differences between the sexes (Blackstone, 2003). Such roles, expectations, and stereotypes are either consciously or unconsciously absorbed by the students when they participate in school social activities (Asan, 2010). Once responsibilities are transmitted through socialization, they are seen as gender roles. To adequately address this issue, it is crucial to investigate instructors' views, who have a tremendous influence on the future gender roles of their students, through their actions, attitudes, and discourses. For this reason, an inductive analysis based on participant views was aimed in qualitative studies in which teachers' gender perceptions were examined in the national literature. Therefore, firstly the themes in their discourses were examined, then the emotional tone was investigated.

## **Method**

In this section, the research model, the processes of inclusion, and analysis of the studies to be analyzed will be discussed.

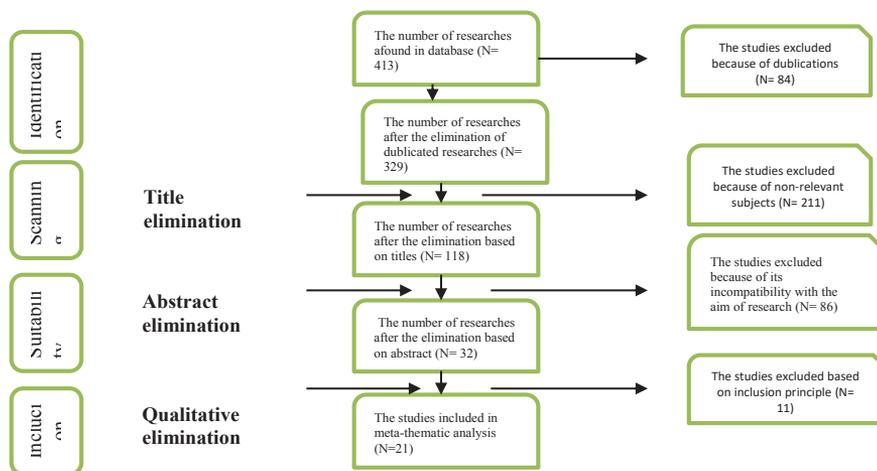
### *Model of the research*

This study was carried out by adopting the qualitative research model. Research data were collected through document analysis, one of the qualitative research methods. Document analysis includes the analysis of written materials containing information about the facts and events that are aimed to be investigated (Kıral, 2020). In this study, teachers' perception of gender includes examining qualitative studies, including participant views, and re-expressing the analyzed studies with codes and themes through meta-thematic analysis. Meta-thematic analysis can be expressed as handling data related to qualitative studies, including researcher views, on a common platform through document review and making them meaningful (Batdı, 2019).

### *Studies included in the analysis*

Studies examined within the scope of meta-thematic analysis to understand teachers' gender perceptions were reached by scanning the Higher Education Institution (YÖK) National Thesis

Center and Google Academic databases. The words “gender” and “teacher” were used as keywords. As a result of the scans, necessary eliminations were made considering the inclusion criteria in the analysis, and the studies to be included in the research were determined. In Figure 1, the process of inclusion of studies in the research is presented using the flow diagram (PRISMA) (Moher, Liberati, Tetzlaff, & Altman, 2009).

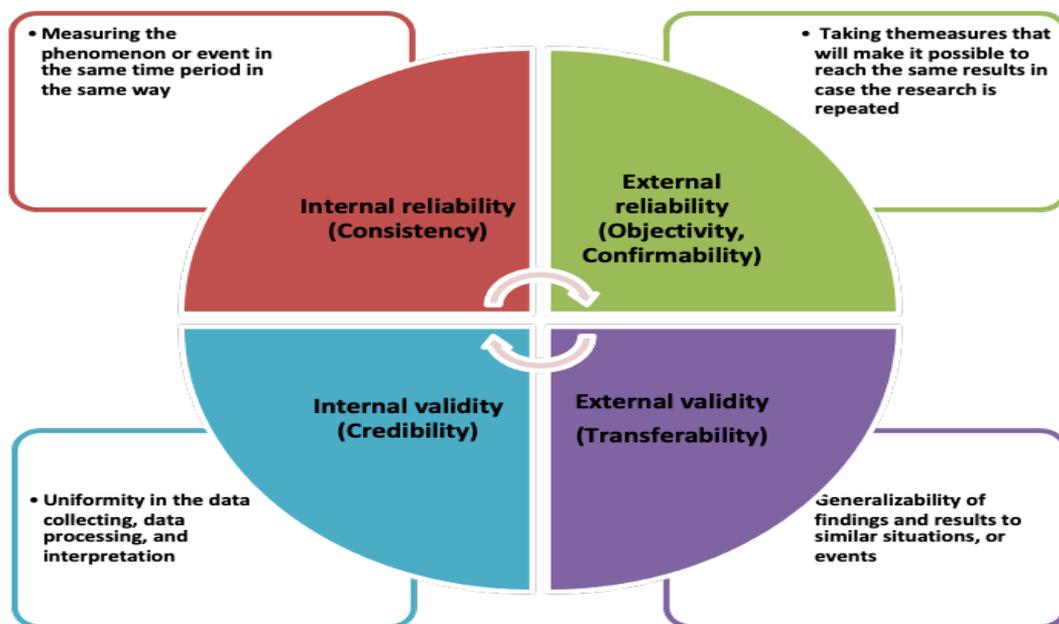


**Figure 1.** Flowchart of studies included in the meta-thematic analysis

When the flow diagram is examined, 413 studies have been reached by reviewing the YÖK National Thesis Center and Google Academic databases with the keywords “gender” and “teacher”. Eighty-four of these studies were eliminated at the first stage because they were included in the same database more than once or were in both databases. The remaining 329 studies were titled, and 211 studies with unrelated titles were eliminated in the second stage. In the third stage, the summaries of the remaining 118 studies were examined, and 86 studies that were not suitable for the primary purpose were eliminated. Finally, at the last stage, 11 studies that did not use qualitative methods and interview techniques were eliminated from the remaining 32 studies, and it was decided to examine 21 studies within the framework of meta-thematic analysis. Of these studies, 15 are postgraduate theses, and 6 are articles. The 21 studies examined within the scope of the research are shown with the \* symbol in the bibliography.

### *Validity and Reliability*

To ensure the validity and reliability of the research, one takes internal and external validity and reliability dimensions into consideration.



*Figure 2.* Dimensions of validity and reliability

Internal validity is concerned with whether our interpretations of the events we think we observe as researchers or the phenomena we think we understand reflect the real situation (Yıldırım & Şimşek, 2005). In order to strengthen the credibility of the research, it was attempted to establish uniformity in the data collecting, data processing, and interpretation methods throughout the study. Both data variety and procedure variation were used to boost the credibility of the study to increase its credibility (Tuncel, 2008).

External validity (transferability) is the generalizability of findings and results to similar situations or events. In this context, to ensure the transferability (external validity) of the research; the model of the research, data sources, data collection tools, data collection process, data analysis and interpretation, and how the findings were organized were described in detail (Tuncel, 2008).

Consistency / Internal Reliability refers to the fact that more than one researcher measures a phenomenon or event in the same time in the same way (Yıldırım & Şimşek, 2005). For example, in the coding of the interview data set, the researcher and the field expert made separate coding, and the coding was compared, and their consistency was taken into account (Tuncel, 2008).

Confirmability / External Reliability refers to the measures that will make it possible to reach the same results in case the research is repeated in similar groups against the possibility that the findings may vary according to the individuals and the environment (Yıldırım & Şimşek, 2005). The data

sources were defined in detail in the research. This will guide those who conduct similar research to determine their data sources (Tuncel, 2008).

### *Analysis of the Data*

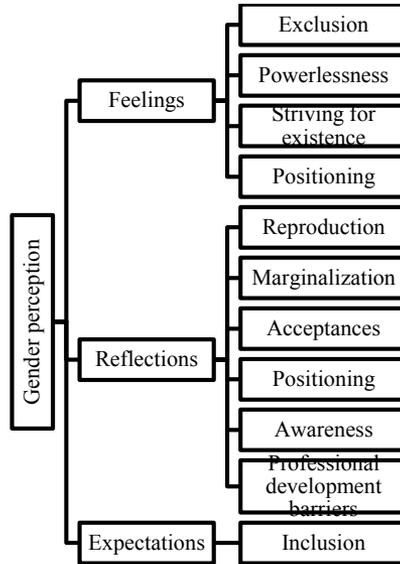
Among the studies included in the analysis, these were coded as T1, T2, T3... and articles were coded as M1, M2, M3.... The raw data in the studies were coded by giving the code of the relevant study and the page number from which the raw data was taken together (eg M3-p.209). After the data was coded, content analysis was performed, codes were extracted, and themes were created.

The sentimental analysis was done by the online tool se scout text analyzer<sup>1</sup> In the first part of the analysis, each statement was analyzed and labeled by the se scout as (☹=neutral; 😊=slightly positive; ☹=slightly negative; 😄=positive; 😄=very positive; ☹=negative; 😞=very negative) and then their frequencies are represented in the excel graph as well as the overall result of the se scout analysis.

## Findings

### *Findings of the meta-thematic analysis*

The codes that emerged as a result of the content analysis of the studies included in the research to examine the gender perceptions of the teachers were examined within the framework of themes and sub-themes, taking into account their common meanings. The main themes and sub-themes related to the study are shown in Figure 3.



**Figure 3.** Themes and Sub-Themes

When Figure 3 is examined, it is seen that teachers' perceptions of gender are examined within the framework of three main themes. As a result of Figure 2, teachers' perceptions of gender were examined within the framework of three main themes named as "feelings", "reflections" and "expectations", and sub-themes created to explain the main themes. The sub-themes of the "feelings" theme includes exclusion, powerlessness, disrespect, striving for existence and positioning, and the sub-themes of "reflections" theme encompasses reproduction, marginalization, acceptances, positioning, awareness and professional development barriers, and the sub-theme of "expectations" has the sub-theme of inclusion

Sub-themes and codes related to each theme were examined separately. Sub-themes were formed from the codes formed as a result of the content analysis regarding the perceived gender perceptions of the teachers under the "feelings" theme, taking into account their semantic integrity, and the relevant findings are shown in Table 1.

**Table 1.**

*Themes, sub-themes, and codes*

Theme	Sub-Theme	Codes	f
Feelings	Exclusion	Sense of inequality	6
		Feeling to remain in the background	11
		Discrimination	17
		Not being taken seriously	7
		Management perspective	7
		Inability to make (oneself) heard	12
	Weakness	Fear of stigma	13
		Domination	12
		Stuckness	6
		Irrational thinking towards women	5
		Underestimation of women's potential	5
		Suppression	14
	Disrespect	Commodification of women	16
		Disrespect for personal borders	11
		Doing beyond the limit	8
		Abuse	13
		Exploitation of labor	7
		Physical exploitation	10
	Effort to exist	Morality for woman	18
		Creating identity through profession	4
Tackling developmental barriers		8	
Positioning the roles	Extra effort for authority	11	
	Perception of teachers by male students	5	
	Perceptions of teachers by parents	4	
	The perception of female students seeing the female teacher as a rival	3	

When the gender perceptions of the teachers are examined, it is seen that female teachers do not feel equal with male teachers in the organization and society. They feel to remain in the background due to their belief that discrimination is made, and that the administration sees female teachers as “problematic”; It is seen that they feel excluded because they are not taken seriously because of their gender and cannot make their voices heard within the organization. The teachers’ views on the feeling of exclusion are as follows:

*“...Because most of the time you are not taken seriously because you are a woman. That forces you to remain silent.” (M7-165)*

*“.. It’s like they’re trying to “crush” you beyond “dominating” now. You don’t have a chance to defend yourself. For example, when I could no longer solve the problems, I called my wife. He talked to the manager.” (T7-55)*

These claims can be found within the research: They have stated that women feel overburdened because of all the roles they are forced to fill. They have expressed concern about women’s potential being underestimated due to faulty beliefs, such as the prevalence of irrational emotions, lack of skill, and a temper tantrum-like personality attributed to women. And finally, they believe that women are used and objectified for commercial gain. Feelings of powerlessness seem to be split amongst teachers, as follows:

*“... They see us a bit naive as if we couldn’t do it as much as they did.” (T5-104)*

*“...When discussions broke out due to some differences of opinion, male teachers are just talking. Because he knows that the other person has physical strength, he does not raise his voice, but he raises his voice when she is a woman. I was even pushed off my shoulder once, for example.” (T7-56)*

*“...Unfortunately, the situation of women in society is getting worse as time goes by. He sees women as sexual objects in society. From the clothes she wears to the things she needs to talk about, society tries to shape her.” (T13-47)*

Female teachers remarked that the stakeholders with whom they communicate do not respect their boundaries, they exploit their physical and psychological spaces. Their labor is exploited because of the belief that women’s work is not respected, they state that since the concept of morality is attributed only to women, their behavior outside the stereotypes attributed to gender is perceived as “immoral” and they feel the possibility of experiencing disrespect in every field. Teachers’ views on feeling disrespected are as follows:

*“...the principal of the school(...) is married and has children. I was at the typewriter. He approached from behind. He shows me with my hand in such a way that he grasps me. He just came from behind and did something with his hand. It touched my hands. I pulled myself aside.” (T7-58)*

*“...The conditions of the women is getting worse lately. The mentality has become very different. It’s all about morality. The role of women became a gender that even had a problem with laughing.” (T13-47)*

At the macro level in society, women preserve their existence as women by establishing their identities through their profession and overcoming barriers to their growth. At the micro-level, the same applies, only in addition to continue fighting to be accepted in the organization. On the issue of the topic, the following are the instructors' ideas:

*"We need to put in a little more effort than male teachers to assert and discipline our authority." (T13-62)*

*"...A woman who has entered the business life is a woman who has made her voice heard in some way, and she expresses her ideas openly." (M7-166).*

Female teachers' gender-based placement by stakeholders subjects them to gender inequity. The position of female teachers in the process of forming their sexual identity by adolescent boy students, female students seeing female teachers as rivals in this context parents considering female teachers as less professional, the position of female teachers in the process of forming their sexual identity by adolescent boy students, female students seeing female teachers as rivals in this context. The place where they position the female teacher since they have gender inequality causes teachers to feel gender inequality.

*"...For a female teacher with whom they had a problem, 'she wouldn't behave like this if she got married. She is single that is why she is troublesome.'" (T6-30)*

*"...I also gave my phone to another parent. He was always looking. When he comes to the meeting, he wants to shake hands. He tried to hold my hand long while shaking hands." (T7-70)*

Sub-themes and codes related to teachers' reflected gender perceptions are shown in Table 2.

**Table 2.**

*Sub-theme and codes for the projected theme*

Theme	Sub-theme	Codes	f
Projected	Reproduction	Ideologically	6
		In family	12
		In school	13
		Through language	18
	Marginalization	Negative attitude towards homosexuality	3
		Pressure on girls	7
		Controlling dress	8
		Violence in communication among male students	12
	Acceptances	Internalizing patriarchy	8
		Seeing spousal support grace	9
		Learnedness	5
		Guilt related to role redundancy	8
		Traditional gender roles	9
		Upbringing	14
	Raising children	8	
	Attribution of analytical thinking to man	15	

<b>Positioning the roles</b>	The power attributed to gender	16
	Division of labor by gender	11
	Mission given to female students	7
	Positive discrimination	8
	Gender attributed intelligence-achievement	14
	Behavior patterns attributed to gender	12
	Feeling of biological constraint	7
<b>Awareness</b>	Egalitarian attitude	6
	Awareness gained through education	5
	Awareness gained in the family	3
	Respect for differences	7
	Awareness of irrational thinking	3
	Awareness of production through language	6
	Shared responsibility	4
<b>Professional Barriers</b> <b>Development</b>	Awareness of production in the media	6
	Inability to catch up duties	5
	Unsympathetic spouse	6
	Ignorant manager	4
	Blocking spouse	3
	Presumption that it cannot happen by oneself	9
	Prioritizing motherhood	13
Glass ceiling	7	
Geoprinting	9	

The attitudes and behaviors of teachers towards gender were examined under the theme of reflection. Teachers reproduce gender inequality in their organizations through language at school due to their families' acquisitions and time-to-time ideological reasons. The teachers' views on reproduction are as follows:

*"... I expect my female students to behave like a lady. When we say like a lady, it's very abusive, especially nowadays for female students to sit down, stand up, kiss hands, pay attention if she's wearing a skirt, and weigh the words that come out of her mouth." (T3-54)*

*"For example, when I am teaching, I am talking about what a father should do at home, I am talking about what a mother should do. Even when I say this, I am actually explaining what women do and what men do . This is shaped according to my opinions." (T4-50)*

*"...not describing women as individuals, describing women only within the family and as a holy mother is ideological as I said." (T16-116).*

*"For example, when she cries or not to cry, I say 'act like a man.' For example, I say 'don't act like a girl' to those who cry" (T15-71).*

Teachers exhibit gender bias in their unfavorable views towards homosexuality, as they have higher expectations from female students within the framework of social stereotypes or by approaching them with a more violence-oriented approach in their communication with male students.

*"We have a student at school who has a slight tendency to do so (homosexual tendency). There is an effort in terms of his/her recovery" (T13-73)*

*"...Girls have more to be warned about such as hair, nails, makeup etc." (T6-31)*

Teachers' acceptance of gender shapes their attitudes and actions toward gender equality. It can be seen that teachers accept traditional gender roles, feel guilty because women's business involvement causes them to neglect their domestic responsibilities, and hold women responsible for domestic roles. They attribute the duty of raising children to women, emotionality, and irrationality are specific to women, and analytical thinking is clear to men. Most teachers believe that acceptance of people of all genders is as follows:

*"...I know that besides me, there are women around me who quit many jobs. Their children are not well brought up, their psychology is broken..." (T7-34)*

*"...Women get stuck at such a point, it seems that they cannot think quickly or objectively" (T13-55).*

*"...I do not think that men and women are equal in all areas. Generally speaking, we live in a patriarchal society. Men are assumed to be heads of the family, a group, and people, while women are considered to be followers and supporters." (T11-57).*

Because teachers engage with gender-based beliefs, they promote gender inequity. They pay attention to the gender-based division of labor in their schools, characterized by males being designated as strong, self-confident, and full of intellect, and girls as hardworking, persistent, and polite. While they believe being a mother is sacred, they also believe motherhood presents a biological limitation with age. Teachers notice things like this:

*"...males seem to be a symbol of power." (T12-36)*

*"...Boys are smarter. They grasp more quickly" (T13-68)*

*"...Girls work more, but boys are more successful, the number of men working is very few but successful, girls work more, but their success is less than boys." (T3-46)*

*"... We women go straight home and eat etc. We have to deal with it." (M7-167)*

*"...I think I was getting older a bit, and we thought that we should have children as a necessity of being a family." (M2-45)*

Teachers state that they have become aware of gender inequality in their families. Through the education they receive, they are aware of the production of gender inequality through language, the irrational thought attributed to women, and the gender inequality produced through the media. In this context, they share/share responsibilities with an egalitarian attitude, respecting differences. The views of teachers on their awareness of gender inequality are as follows:

*"... One day a student said to another student, 'She cried like a girl.' I was outraged; what do you mean 'crying like a girl?'" (T15-72)*

*"...Parents and teachers have significant responsibilities in ensuring gender equality. We should be sensitive to the equality of women and men at younger ages, and we should educate children*

*meticulously. We have to be careful with the words we say, the clothes, toys, and books we buy.” (T11-70)*

*“...Many ad texts convey the message of ‘be brave’ to boys, while the message of weakness and ‘put on makeup’ is aimed to girls.” (T11-65)*

It is implied that the role redundancy experienced by female instructors is a barrier to their professional advancement. Glass ceilings have been created by teachers who believe they are divided due to their work-life roles and cannot keep up with the responsibilities in each field, that their unsympathetic spouses and managers who are an obstacle to their professional development, and that they will not be successful in career development; however, they face barriers to their professional development by prioritizing other responsibilities in their personal lives. The following are the perspectives of teachers on professional development obstacles:

*“... The principal said that this lady has just been a teacher for two more years. He immediately blocked my way. So, he came and told me that. Although my master’s field is also management.” (T7-79).*

*“I think there is an emotional barrier for women to be managers in order not to stay away from children and home.” (T13-66)*

*“... Imagine if I were a manager now. You have to stay here all day. I was single then. There were no children. Maybe I would do it again, when offered. Then I thought a little. I don’t think now. I’d say not immediately. Think to stay here until 4-5. Get out of here. There is a child in the house. You have a wife waiting for food. I don’t know, so your responsibility increases a thousandfold.” (T7-80).*

Gender perceptions sub-themes and codes regarding teachers’ expectations are shown in Table 3.

**Table 3.**

Gender perceptions of expectations

Theme	Sub-theme	Codes	f
Expected	Inclusion	Support request	6
		Equality request	7
		A common language	12
		No imposition on elections	5
		Justice rather than equality	11
		Recognizing the strengths	5
		Family Education	10
		Normalization of human emotions and behaviors	9
		Being at the forefront of social life	11

One of the expectations of teachers is that they will be integrated into social life for the duration of their careers. Therefore, they expect to receive support from their spouses, fathers, and male administrators, as well as equality in access to information and socialization with those of the opposite

sex, as well as the elimination of impositions that prevent them from realizing their potential as women and the recognition of their own feminine strengths. The increased presence of women in social life, as well as efforts to avoid the replication of gender via family education, have resulted in a normalization of human feelings and behaviors that are no longer associated with a particular gender. The following are the opinions of teachers on this subject:

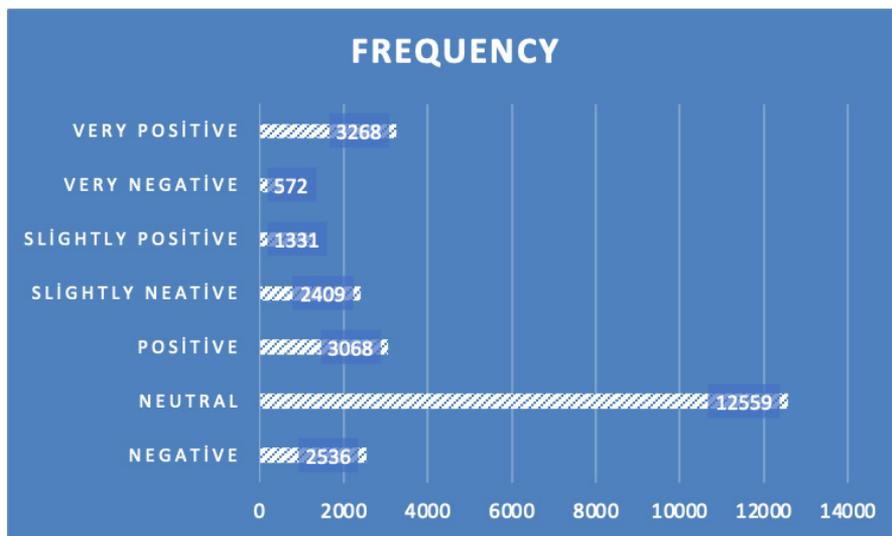
*“We have been seeing more women in management levels lately. This is a good sign, but still not enough. We need to go further. It is necessary to show that women are strong, especially in rural areas. The real pressure is there.” (T13-47)*

*“...Language and thought are two elements that cannot be separated from each other. To change language, we must give importance to thought. To change thought, we must give priority to language. This is also true in the issue of gender equality, as in every other issue.” (T11-72)*

*“...Of course, the most significant responsibility for ensuring this equality falls on families. First, we must educate families. They should also educate their children.” (T11-68)*

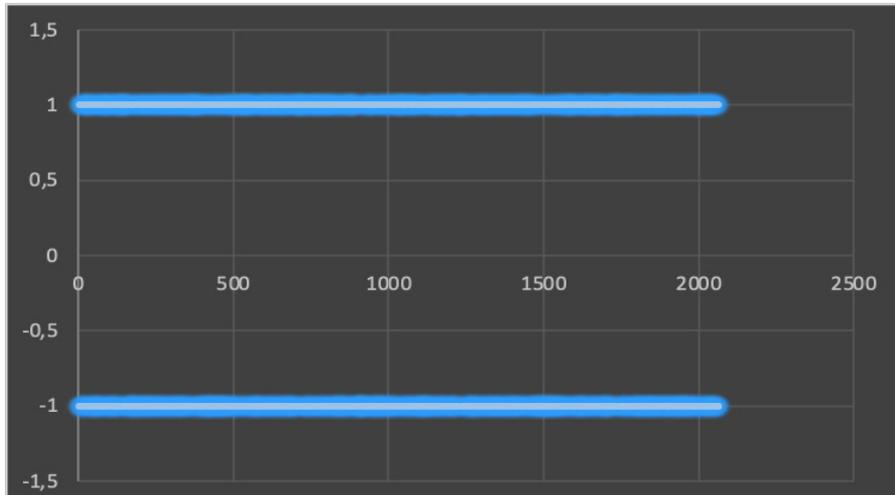
#### *Findings of text and sentimental analysis*

According to seoscout tool, the sentimental tone of the text is neutral. Furthermore, when the frequencies of the labels are analyzed, the most frequent tone is found to be a neutral tone as well.



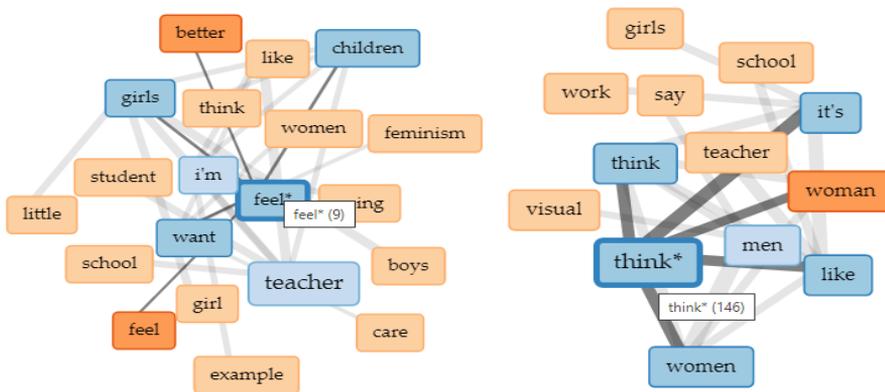
**Figure 4.** The frequencies of the labels based on sentiment analysis

Polarity distribution of the sentiments also shows that the text has a neutral tone, as shown in Figure 4, where 1083 items are positive, and 982 items are negative.



**Figure 5.** Polarity distribution of the text

When the independent samples test was used for whether there is a significant difference in terms of emotion tone according to polarity class, no significant difference was found, implying that the text has a neutral tone. This finding is supported by the use of think and feels in the text and the help of the text analysis tool given in the footnote<sup>2</sup>.



**Figure 6.** The usage of the words “feel” and “think” in the texts via links.

The word “feel” is used 9 times in the text, whereas the word “think” is used 146 times. Although the word “think” probably is more used than “feel” in daily language, the huge difference between these words might indicate participants are more likely to express their ideas rather than emotions.

2 <https://voyant-tools.org/>

## Discussion, Conclusion, and Recommendations

This study, in which teachers' gender views were investigated, resulted in a more in-depth examination of teachers' perspectives of gender on the topics that they thought were important, reflected on, and expected. Therefore, it has been observed that female teachers generally experience gender inequality at the micro-level in their organizations and in social life at the macro level. However, they also actively participate in the reproduction of gender inequality as a part of the patriarchal culture (whether consciously or unconsciously). The expectations of gender equality, on the other hand, are the elimination of male superiority, which has been socially entrenched in the awareness of society. Therefore, it is conceivable to argue that this discrepancy between what is felt and what is represented arises from the perpetuation of gender inequality within the framework of habits and acceptances in all social domains, including the workplace.

Teachers feel gender inequality in exclusion, powerlessness, disrespect, striving for existence, and positioning. Bora (2012) states that gender-based difference is experienced based on legitimizing inequality. Gender inequality has implications for everyone, including women and men. Stereotypes or 'rules' about how women and men, girls and boys, should behave, originate in infancy and continue throughout adulthood, despite our best efforts to challenge them. The differences that men and women experience in their socialization processes differentiate how they present their existence. Characteristics such as sensitivity, empathy, and emotionality attributed to women (Navaro, 2007) may cause women to be perceived as powerless in organizations where ambition and competition are dominant. Other relevant elements affecting teachers remaining in a state of stupor or silence, include the following: a) possibly the trivialization of human rights; b) Sexuality and gender are represented as aseptic idealistic pedagogical fashions, supported by educational philosophy that conceptualizes the learner as a unitary abstraction as well as a masculine anthropological vision, c) the Puritan tradition on superior teaching morals and the intrinsic, almost divine vocation of teachers and educational administrators; d) the androcentric approaches of the teaching patterns in the State; e) the embodied gender stereotypes of all educational actors, which implicitly and explicitly stop any problematization process in the school environment related to gender; g) lack of knowledge of educational actors about Gender and Sexuality Studies; and h) schools tend to live in a cloistered environment and seek to close the student from their socio-contextual and historical reality, causing that idealistic androcentric world of great patriarchal values to remain hegemonic in schools (Quiaragua González, 2016).

Teachers represent gender inequality in a variety of ways, including obstacles to reproduction, marginalization, placement, acceptability, and awareness, as well as via their personal growth. Teachers have attitudes and actions that are consistent with their acceptance of gender differences. Within the framework of ideologies, they accept the roles assigned to men and women as components of a patriarchal society and replicate them within the family and classroom context. The fact that instructors typically classify pupils based on their gender results in gender disparity in various areas, ranging from conduct to academic performance and beyond. Gender-based interactions between instructors and students indeed have a significant effect on teachers' views of student achievement, as stated by Dee (2005). The issue of gendering disciplines such as science or literature is shown

by the intelligence and achievement ascribed to gender. This may cause students to be directed by considering these assumptions throughout the educational process, which is beneficial. According to a well-established principle, the fact that females outnumber boys in areas such as art and literature or more broadly in the social sciences, and that boys outnumber girls in fields such as mathematics and physics may be interpreted as evidence for the presence of such a presupposition. When there is an issue, the way instructors interact with their pupils is determined by their gender-based behaviors. Teachers claim that they discriminate in favor of female pupils on the grounds that female students are more emotional and that they do not have the same level of sensitivity when interacting with males. The truth is that, according to specific sources, more males than girls are subjected to adverse consequences during classroom interactions (Smith, 1978; Stake & Katz, 1982). Teachers' acceptance of gender is reproduced by their behavior, and as a natural consequence of this, gender inequality comes into being as positioning and othering. Gender inequality is reflected in the way teachers position and view themselves and their students' perceptions of them. Although female teachers think that there is generally masculine domination in front of their professional development, it is seen that the arguments they use in their self-perceptions that they cannot make progress in their careers, that they inhibit themselves by putting motherhood before all their roles, and that they feel guilty because they think that the time they will allocate for their development is stealing from their domestic roles are the arguments they use to explain their professional development.

In addition, it is observed that instructors are sensitive to the needs of students of different genders. They assert that they are aware of the gender inequalities perpetuated by the media and language and behave according to this understanding. For schools, which are supposed to create equity, this is a significant finding regarding their ability to perform this role. Teachers want students to participate equally in social activities.

According to sentiment analysis, it was found that the dominant tone of the texts is neutral, which was supported by the findings of polarity distribution of the sentiments as well as the independent samples test also showing that the text has a neutral tone implied that no emotions in the text implying that participants might be objective in terms of expressions and they might rely on their experiences and deductions rather than their ideas based on feelings.

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