

The Relationship Between Nursing Students' Attitudes Towards Gender Roles and Their Attitudes Towards Lesbian and Gay Individuals / Hemşirelik Öğrencilerinin Toplumsal Cinsiyet Rollerine İlişkin Tutumları ile Lezbiyen ve Gey Bireylere Yönelik Tutumları Arasındaki İlişki

1- Dr. Filiz Özkan, Erciyes Üniversitesi Sağlık Bilimleri Fakültesi Halk Sağlığı Hemşireliği Anabilim Dalı.
filizozkan@erciyes.edu.tr 

2- Hemşire Sude Nur Uslu, -Tekirdağ Çorlu Devlet Hastanesi, sudenuruslu4@gmail.com 

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Abstract

Aim: It was conducted to reveal the relationship between the attitudes of the Nursing Department students towards gender roles and their attitudes towards lesbian and gay individuals. **Materials and Methods:** 1079 students studying in the 1st, 2nd, 3rd and 4th grade at related Nursing Department in the spring semester of the 2018-2019 academic year constituted the population of the study. In the study, no sample selection was made and it was studied with 606 nursing students (Power=99.0%). The data were collected using the Socio-Demographic Data Form, the Attitudes toward Lesbians and Gay Men Scale-Short Version, and the Gender Role Attitude Scale. **Results:** 90.3% of the participants knew the concept of gender roles. When the students were asked whether they would discriminate against lesbian, gay bisexual and transsexual individual due to their sexual orientation/identity, 69.6% of them stated that they would not discriminate, 15% of them stated that they were undecided, and 14.8% of them stated that they would discriminate. The median score of the Gender Role Attitude Scale of the participating students was 62.5 and the Attitudes toward Lesbians and Gay Men Scale-Short Version scale score were 30.0. there was a significant negative relationship between the Attitudes toward Lesbians and Gay Men Scale-Short Version scale scores and the Gender Role Attitude Scale scores ($p<0.001$). **Conclusion:** It was found that nursing students' gender role scores were low, that they exhibited traditional attitudes and that there was a negative relationship between students' gender roles and their attitudes towards lesbians and gays.

Keywords: Gender Roles, Attitude towards Lesbian and Gay Individuals, Nursing Students

Öz

Amaç: Bu çalışma Üniversitedeki Hemşirelik Bölümü öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumları ile lezbiyen ve gey bireylere yönelik tutumları arasındaki ilişkiyi ortaya koymak amacıyla yapılmıştır. **Gereç ve Yöntem:** Araştırmanın evrenini, ilgili Üniversitenin Sağlık Bilimleri Fakültesi Hemşirelik Bölümü 1'inci- 4'üncü sınıflarına 2018-2019 eğitim öğretim yılı bahar yarıyılında devam eden 1079 öğrenci oluşturmaktadır. Araştırmada örneklem seçimine gidilmeyerek 606 gönüllü öğrenciyle yapılmıştır (Güç=%99,0). Veriler Sosyo-Demografik Veri Formu, Lezbiyen ve Geyleme Yönelik Tutum Ölçeği- Kısa Versiyon ve Toplumsal Cinsiyet Roller Tutum Ölçeği kullanılarak toplanmıştır. **Bulgular:** Katılımcıların %90.3'ünün toplumsal cinsiyet rolleri kavramını bildiği bulunmuştur. Cinsel yönelimi/kimliği nedeniyle Lezbiyen-Gay-Biseksüel-Transseksüel bireye ayrımcılık uygulayıp uygulamayacakları sorgulanan öğrencilerin %69.6'sı ayrımcılık uygulamayacağını, %15'i kararsız olduğunu ve %14.8'i ayrımcılık uygulayacağını belirtmiştir. Katılımcı öğrencilerin Toplumsal Cinsiyet Roller Tutum Ölçeği median değerinin 62.5 olduğu; Lezbiyen ve Geyleme Yönelik Tutum Ölçeği- Kısa Versiyon median değeri ise 30.0 olduğu sonucuna ulaşılmıştır. Çalışmaya katılan öğrencilerin Lezbiyen ve Geyleme Yönelik Tutum Ölçeği- Kısa Versiyon puanıyla Toplumsal Cinsiyet Roller Tutum Ölçeği puanları arasında negatif yönde önemli bir ilişki olduğu bulunmuştur ($p<0.001$). **Sonuç:** Hemşirelik öğrencilerinin toplumsal cinsiyet rolleri puanlarının düşük olduğu, geleneksel tutum gösterdikleri ve öğrencilerin toplumsal cinsiyet rolleri ile lezbiyen-geyleme yönelik tutumları arasında negatif yönde bir ilişki olduğu bulunmuştur.

Anahtar Kelimeler: *Toplumsal Cinsiyet Roller, Lezbiyen ve Gey Bireylere Yönelik Tutum, Hemşirelik Öğrencileri*

1. Introduction

One of the criteria used to categorize and differentiate individuals is the gender variable. "Gender" (sex) is the genetic, biological, physiological characteristics and differences that an individual has as a woman or a man, including the structural, functional and behavioral characteristics of living things determined by the sex chromosomes (Torgrimson and Minson, 2005). "Gender" is the whole of social and cultural behavior patterns, expectations, responsibilities and roles that are considered appropriate for a female and male due to their biological sex in any culture (Ergin et. al. 2019). There are many factors that lead to the emergence of gender. Furthermore, gender roles, that are a part of the dominant culture in the social structure, are transferred to the individual by other institutions of the society, especially the family, and lead to the emergence of the learned and internalized gender roles. Girls and boys are treated differently, and as a result of these different behaviors, girls and boys learn to play the roles offered to them (Daşlı, 2019). Adolescence is a transition period from childhood to adulthood during which the factors such as family, friendships, work, educational level and leisure time activities shape the individual's personality and world view (Doyal, 2012). This transition period changes young people's attitudes and perceptions about gender roles. Therefore, university students have an important position in the formation of attitudes towards gender roles. In the studies, it was found that students studying in health-related departments of universities exhibited egalitarian attitudes towards gender roles, however, their attitudes were affected by various factors (gender, age, educational level, educational level of the mother and father, employment or unemployment, marital status, duration of marriage, etc.) and that they also had negative attitudes (Zeyneloğlu and Terzioğlu, 2011; Direk and Irmak, 2017; Aktaş et. al. 2018).

In addition to the ongoing problems related to the concept of gender, the inclusion of the concept of homosexuality in the concept of gender can make this process different. Homosexuality refers that the sexual orientation of individuals is towards the people of their



own gender. Male homosexuals are called gay and female homosexuals are called lesbian. LGBT is an abbreviated form of homosexuality, and also, it is an abbreviation used as an umbrella term that represents the concepts of lesbian, gay, bisexual and transgender, but covers all gender and sexual minority individuals (Orgel, 2017). Although individuals with LGBT have been considered with different attitudes and opinions both over the years and in different cultures, the general prejudice in society plays a role in the shaping of it. Furthermore, social prejudices, especially those related to sexuality, change very slowly and difficultly even though there is accurate information (Sakallı Uğurlu, 2006). In the last thirty years, an increasing literature has shown that LGBT individuals have experienced significant health inequalities compared to heterosexuals (Dorsen, 2012; Dilley ve diğerleri, 2009). LGBT individuals are at a disadvantage position compared to other individuals in Turkey, as in most countries (Bilgic et. al. 2018).

In Turkey, homosexuality continues to be a taboo, and nurses' attitudes towards homosexuals are not different from other groups in society (Bostancı Daştan, 2015). In the studies conducted with nursing students in Turkey, it was determined that students' attitudes towards homosexual individuals were not positive (Bilgic et. al. 2018; Gelbal and Duyan, 2006; Gönenç and Erenel, 2019; Unlu et. al. 2016). However, there is a respect for human rights such as, cultural rights, right to life and choice, and being treated with dignity and respect, within the principles of nursing ethics. Nursing care respects and does not restrict age, color, belief, culture, disability or illness, gender, sexual orientation, nationality, politics, race or social status (Giddings and Smith, 2001). In this context, nurses should evaluate LGBT individuals holistically within the scope of health care services, and accordingly, they should provide services to them by actively using their roles caregiver, counseling, educator, and defending patient rights (Beycan Ekitli and Çam, 2017). In their study on Italian nurses' attitudes towards LGBT patients, Della Pelle ve diğerleri, found that Italian nurses exhibited moderately positive attitudes towards lesbian and gay patients, and that this attitude also caused lesbian and gay individuals to receive inadequate care by decreasing their healthcare seeking behaviors (Pelle ve diğerleri, 2018). Therefore, learning the nurses' attitudes towards gender roles and LGBT individuals will also affect the service to be provided and the health of individuals.

In the literature review, studies aimed at determining the attitudes of nursing students towards gender roles and their attitudes towards LGBT individuals were found, however, no study in which both of them were evaluated together was found. In fact, in order to change nursing students' perspectives on gender roles and to ensure that they adopt a more egalitarian perspective, it is first necessary to know the current perspectives of the students in this sense. Therefore, this study's aim was conducted to reveal the relationship between nursing students' attitudes towards gender roles and attitudes towards lesbian and gay individuals.

Research questions:

- 1- What are the opinions of nursing students about gender roles and LGBT individuals?
- 2- What is the level of attitude scores of nursing students towards gender roles?
- 3- What is the level of attitude scores of nursing students towards LGBT individuals?
- 4- What is the level of the relationship between nursing students' attitudes towards gender roles and attitudes towards lesbian and gay individuals?



2. Materials and Methods

2.1. Research design

This study was conducted as a descriptive-relational study to examine the relationship between the attitudes of the students in Erciyes University Faculty of Health Sciences Nursing Department towards gender roles and their attitudes towards lesbian and gay individuals.

2.2. Population and sample

1079 students studying in the 1st, 2nd, 3rd and 4th grade at the relevant University Faculty of Health Sciences Nursing Department in the spring semester of the 2018-2019 academic year constituted the population of the study. In the study, no sample selection was made, however, 606 students voluntarily completed the study. Posthoc power analysis was performed because the entire sample was not available. The effect size of the study was found to be 99.0% in the posthoc power analysis performed in the G-POWER 3.1.94 program with a sample size of 5.44, a confidence interval of 0.05 and a sample size of 606.

2.3. Data collection tools

The data were collected using the Socio-Demographic Data Form, the Attitudes toward Lesbians and Gay Men Scale (ATLG-R)-Short Version, and the Gender Role Attitude Scale (GRAS).

Socio-Demographic Data Form: The socio-demographic data form created by the researchers included demographic variables such as gender, age, department and grade, and the questions about gender and individual with LGBT.

Gender Role Attitude Scale (GRAS): It is a scale developed by Zeyneloğlu and Terzioğlu (2011) to determine the attitudes of individuals towards gender roles. The Cronbach alpha internal consistency coefficient of the scale was found to be 0.92. The scale includes 38 items and five sub-dimensions. Its sub-dimensions consist of "egalitarian gender role", "female gender role", "gender role in marriage", "traditional gender role" and "male gender role". This 5-point Likert-type scale was scored as 5 points if the students "totally agreed" with the sentences on egalitarian attitudes towards gender roles, 4 points if they "agreed", 3 points if they were "undecided", 2 points if they "disagreed" and 1 point if they "totally disagreed". While the high score obtained from the scale indicates that the student has "egalitarian attitudes" towards gender roles, the low score indicates that the student has "traditional attitudes" towards gender roles. The GRA scale includes 38 items and five sub-dimensions. The scale consists of five sub-dimensions, including "egalitarian gender role" (8 items), "female gender role" (8 items), "gender role in marriage" (8 items), "traditional gender role" (8 items), and "male gender role" (6 items) (Zeyneloğlu and Terzioğlu 2011).

Attitudes toward Lesbians and Gay Men (ATLG-R) Scale – Short Version: The ATLG-R Scale is a five-point Likert-type measuring instrument consisting of 10 items, that was developed by Herek (1998) and the validity and reliability study of which for Turkey was carried out by Duyan and Gelbal (2004) (Herek, 2003; Duyan and Gelbal 2004). The Cronbach alpha internal consistency coefficient of the scale was found to be 0.91. The individuals were asked to express their opinions at five rates, including "Totally disagree", "Disagree", "Undecided", "Agree" and "Totally agree". Six of the items related to homosexuality have negative meanings and four of them have positive meanings. While positive items are scored, the answer "Totally agree" is scored by "5" and the answer "Totally disagree" is scored by "1". In the scoring of negative items, the answer "Totally disagree" is scored by "5" and the answer "Totally agree" is scored by "1". The minimum and maximum



scores obtained from the scale are 10 points and 50 points, respectively, and high scores indicate positive attitudes towards homosexuality, while low scores indicate negative attitudes towards homosexuality (Duyan and Gelbal 2004).

Data collection

Before the study, a preliminary application was performed on a group of 10 people, and these 10 people were not included in the sample. The questionnaire forms were distributed to voluntary nursing students, and the data collection period was completed in approximately 15-20 minutes.

2.4. Evaluation of data

The data obtained in the study were analyzed using the SPSS (Statistical Package for Social Sciences) for Windows 22.0 program. Frequency and percentage values were used in the descriptive statistics of the data. Normality of the data for the numeric variables was assessed using Kolmogorov-Smirnov test, histogram and Q-Q graphics. Since the scale scores did not satisfy normality assumption, the median and %25-%75 statistics were presented. Correlations between numeric variables were analyzed using Spearman Correlation Analysis to determine the relationship between the scales. $p < 0.05$ was considered statistically significant.

2.5. Ethical considerations

Ethical permission from the Social and Human Ethics Committee (28.05.2019 and no:78) were obtained to conduct the study, and written and verbal consent was obtained from the students to apply the questionnaires. Informed consent was obtained from participants according to the guidelines presented in the Declaration of Helsinki. Informed consent was obtained from the participants.

3. Results

It was determined that while 83.5% of the students participating in the study were female, 16.5% of them were male. It was determined that 98.0% of the students were single, 54.1% of them were aged between 21 and 23 years old, 77.4% of them graduated from Anatolian and Science High Schools, 66.3% of them had income equal to expense, 63.4% of them spent most of their life in the province, 55.1% of them were living in their families' home, and 86.1% of them had nuclear family. When students' parental educational status was examined, it was determined that 91.4% of the mothers and 80.9% of the fathers received high school education and below. It was determined that 28.7%, 15.8%, 19.8% and 35.6% of the students were 1st grade students, 2nd grade students, 3rd grade students and 4th grade students, respectively, and that 51.7% of them followed current professional data (Table 1.).

The distribution of students' responses to the questions about gender roles and ATLG-R individuals is presented in Table 2. It was found that while 90.3% of the students knew the concept of gender roles, 64.5% of them knew the explanation of the concept of ATLG-R, and 97.5% of them knew the concept of homosexual. It was determined that while 51.3% of the students stated that the ATLG-R individuals should express their sexual orientation/identity, 69.6% of them stated that they would not discriminate, and 8.3% of them stated that they would make this discrimination because of their religious beliefs.

In Table 3, it was found that the median score of the GRAS of the students was 62.5 and %25-%75 score was 54.0–74.0 and that the egalitarian gender role, one of the subdimension of the scale, had the highest median score by 36.000. It was found that students' median score of the ATLG-R scale was found to be 30.0 and %25-%75 score was 25.0-36.0.



A negative, weak and significant relationship was found between the total ATLG-R scale score and the total GRAS score of the students who participated in the study ($\rho = -0.393$, $p < 0.001$). In the study, it was found that there was a negative and significant relationship between total ATLG-R scale score and the subdimension other than the egalitarian gender role subdimension (female gender role, gender role in marriage, traditional gender role, male gender role), which is the subdimension of the GRAS ($p < 0.001$) (Table 4).

4. Discussion

Gender roles refer to socially defined personality characteristics, roles and responsibilities of women and men (Orhan and Yücel, 2017). Rather than biological differences, the definition of gender roles includes the values, expectations, judgments, and roles with regard to how society considers, perceives and thinks of women and men and how to act (Dinç and Çalışkan, 2016). Gender roles are formed according to the perceived differences between men and women, and the behaviors of individuals who make up the society affect gender roles, one of the cultural patterns of society (Parashar et. al. 2004). Turkey has a patriarchal social structure, and this structure plays an important role in determining gender roles. In patriarchal social structures, traditional gender roles are dominant and gender inequality can be seen more (Başar and Demirci, 2018). Gender roles and expectations defined and implemented by the society and the resulting gender discrimination lead to inequality and negative consequences in various fields. Health is one of those fields. Here there is the answer to the first and second questions of the study. In the study, it was found that the median score of the GRAS of the students was 62.5 and that the egalitarian gender role, one of the subdimension of the scale, had the highest median score. In the literature, unlike our study, it was determined that the mean gender attitude score of healthcare professionals and healthcare personnel candidates was higher and that students had egalitarian attitudes towards gender roles (Aydın et. al. 2016; Kurşun, 2016; Seyitoğlu, 2016; Kömürçü et. al. 2016; Geçici ve diğerleri, 2017; Direk and Irmak, 2017; Başar and Demirci, 2018; Aktaş et. al. 2018; Zuo et. al. 2018). In the study, the fact that the mean gender attitude scores of 90.3% of the students were low although they stated that they knew the concept of gender roles, and the fact that the egalitarian gender role, one of the subdimension, had a high score while the scores of other subdimension were low suggested that students actually had insufficient or stereotypical knowledge about this issue.

LGBT individuals are at a disadvantage position compared to other individuals in Turkey, as in most countries in the world (Bilgic et.al. 2018). In the study, it was found that the students' median score of the ATLG-R scale was 30.0, in other words, students' attitudes were close to moderate. Many different results were also obtained in the studies in which the attitudes towards lesbian and gay individuals in the world and in our country were examined. In the studies conducted with nursing students in Turkey, it was shown that students' attitudes towards gay individuals were not positive (Gelbal and Duyan, 2006; Unlu et. al. 2016; Bilgic et.al. 2018; Gönenç and Erenel, 2019). Differently, in a study conducted in the UK, it was concluded that the British health care system had negative perceptions of the sexual orientation groups (Stonewoll, 2018). In the studies conducted in America and Africa, homosexuality was determined to be an acceptable lifestyle (Newport, 2018; Fischer and Manstead 2000). In a literature review, it was found that nurses' attitudes towards individuals with LGBT progressed positively compared to previous studies (after 2000) (Lim and Hsu, 2016). In the study, 97.3% of the students stated that they knew the concept of homosexual, however, 64.5% of them stated that they knew the explanation of the concept of LGBT, and 69.6% of them stated that they knew would not discriminate against these individuals. Based on these results, it was considered that students' median scores of the ATLG-R scale were moderate, however, they could be made more positive. Here there is the answer to the third question of the study.



Gender roles are social roles that include the activities that women and men do with different frequencies in their families, business life and leisure time (Best and Williams, 2001). In particular, masculinity and femininity indicate to what extent men and women associate the characteristics that are considered to be "male-like" or "female-like" in their culture with their own sense of self. For instance, masculinity is generally associated with more agentic concepts such as being independent, success-oriented, adventurous and taking risks, however, femininity is mostly associated with relational concepts such as being maternal, sensitive, relationship-oriented, and seeking help (Uz, ve diğerleri, 2018). In the study, it was found that the relationship between the egalitarian gender role, which is included in the subdimension of gender roles, and the total gross score and other subdimension was negative and significant and that the subdimension other than the female gender role was moderately related. The relationships between other subdimension of the scale and total gross score were found to be positive and significant. Moreover, the relationship between the male gender role and traditional gender roles and total gross score was found to be strong and significant. The fact that the egalitarian role was found to be negative and other roles were found to have a positive relationship suggested that it was related to the invariability of the cultural structure of society. In the studies, it was observed that gender perception actually has many dimensions, even though there is a tendency towards egalitarian attitudes among women, another sexist attitude, which is the expression of the patriarchal order, that women should be protected, was internalized (Aydın 2010; Alptekin 2014; Arslan 2015), which also explains the negative relationship of egalitarian role in our study consisting of higher numbers of women (83.5).

In the studies on the attitudes towards homosexuality conducted in Turkey, it is observed that negative judgments are higher in male-dominated societies (Şah, 2011; Sakallı Uğurlu, 2006), the reason of which was explained by Herek with more normative cultural definitions for men and masculinity compared to those of women and the idea that male homosexuality make masculinity negative (Herek, 1991). In there, the answer to the fourth question of the study is sought. In the study, a positive, weak and significant relationship was found between equality gender role and ATLG-R total score. In the other hand a negative, weak but significant relationship was found between the total ATLG-R scale score and the total GRAS score ($p < 0.001$). Differently, Güleç ve diğerleri, determined that students' positive attitudes towards lesbians and gays increased as their perceptions of gender were positive (Güleç et. al. 2018). The presence of a negative relationship between the ATLG scale score and the GRA scale score suggests that there may be many reasons for it. Firstly, it is considered that it may have been caused by students' low GRAS scores and moderate ATLG scores, and secondly, it may have been caused by the negative attitudes towards homosexuals. It is considered that negative attitudes towards homosexuals may occur due to gender roles, stereotypes, culture and sexist attitudes, that these attitudes decreased students' scores and that this relationship between them was negatively affected (Aosved and Long, 2006). In other words, while students considered that it was necessary to respect ATLG-R individuals since they had their education, on the other hand, it was considered that students could not eliminate their prejudices on gender roles and exhibited negative attitudes and that they had have difficulties in transferring information about this subject to their lives.

Conclusions

As a result of the study, it was found that while students' median score of the gender role attitude scale was low, their median score of the ATLG-R scale was moderate, and the relationship between the two scales was negative, weak but significant. In line with these results, it is recommended to develop curriculum within both subjects and to create environments that students can implement their knowledge in these courses.



Limitations: This study cannot be generalized to the population since it was conducted only with students studying at the specified university.

Declarations

Ethical permission from the Social and Human Ethics Committee (28.05.2019 and no:78) were obtained to conduct the study. Informed consent was obtained from participants according to the guidelines presented in the Declaration of Helsinki. Informed consent was obtained from the participants. The authors contributed equally to the study. We would like to thank all participating students who took the time to complete the questionnaires and made this study possible. No conflict of interest was declared by the authors. No financial disclosure was declared by the authors. The study has not been presented anywhere before.

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Table 1: Socio-demographic features of students

Specifications		n	%
Gender	Women	506	83.5
	Male	100	16.5
Age	18-20	245	40.4
	21-23	328	54.1
	24+	33	5.5
Marital Status	Single	594	98.0
	Married	12	2.0
Graduated from high school	Anatolian- Science	469	77.4
	Health Profession	30	5.0
	Other	107	17.7
Income status	Less than expense	134	22.1
	More than expense	70	11.6
	Equal than expense	402	66.3
The place where she/he spent most of his life	Province	384	63.4
	District	157	25.9
	Town-village	65	10.7
Environment	Family house	334	55.1
	Dormitory	266	43.9
	Alone	6	1.0
Family type	Small	522	86.1
	Large	79	13.0
	Other	5	0.8
Mother's educational status	High school and below	554	91.4
	Undergraduate and above	52	8.6
Father's educational status	High school and below	490	80.9
	Undergraduate and above	116	19.1
Class he/she studied	1	174	28.7
	2	96	15.8
	3	120	19.8
	4	216	35.6
Status of professional information following updated	Yes	313	51.7
	No	136	22.4
	Undecided	157	25.9
Total		606	100.0



Table 2: Distribution of students' answers to gender roles and questions regarding lgbt individuals

Specifications		n	%
To know the concept of gender roles	Yes	547	90.3
	No	19	3.1
	Undecided	40	6.6
To know the concept of LGBT	Yes	391	64.5
	No	174	28.7
	Undecided	41	6.8
Knowing the concept of gay	Yes	591	97.5
	No	7	1.2
	Undecided	8	1.3
Explain LGBT individual identity	Yes	311	51.3
	No	87	14.4
	Undecided	208	34.3
Discriminating against LGBT individuals due to their identity	Yes	90	14.8
	No	422	69.6
	Undecided	94	15.0
If the answer is 'Yes', the reason	Religionial Belief	50	8.3
	Social values	20	3.3
	Insufficient information	4	0.7
	Prejudice	16	2.6
Total		606	100.0

Table 3. Gender Roles Attitude Scale (GRAS) Score and Attitudes towards Lesbian and Gays (ATLG-R) Scale Score Distribution

	Median	(%25 - %75)
(GRAS) Total Scale Score	62.5	54.0 - 74.0
Equality Gender Role	36.0	32.0 - 40.0
Female Gender Role	23.0	21.0 - 25.0
Gender Role in Marriage	13.0	12.0 - 16.0
Traditional Gender Role	16.0	12.0 - 21.0
Male Gender Role	10.0	7.0 - 13.0
(ATLG-R) Total Scale Score	30.0	25.0 - 36.0



Table 4. The Relationship Between GRAS and ATLG-R Scale Scores

	Equality Gender Role	Female Gender Role	Gender Role In Marriage	Traditional Gender Role	Male Gender Role	Total (Gras) Score	Total (ATLG-R) Score
Equality Gender Role	-	-	-	-	-	-	-
Female Gender Role	rho= -0.129 p<0.001	-	-	-	-	-	-
Gender Role In Marriage	rho= -0.617 p<0.001	rho=0.285 p<0.001	-	-	-	-	-
Traditional Gender Role	rho= -0,628 p<0.001	rho= 0,445 p<0.001	rho=0.657 p<0.001	-	-	-	-
Male Gender Role	rho= -0.641 p<0.001	rho= 0.373 p<0.001	rho=0.640 p<0.001	rho=0.759 p<0.001	-	-	-
Total (Gras) Score	rho= -0,636 p<0.001	rho= 0.611 p<0.001	rho=0.762 p<0.001	rho=0.925 p<0.001	rho= 0.869 p<0.001	-	-
Total (ATLG-R) Score	rho= 0.256 p<0.001	rho= -0.287 p<0.001	rho= -0.208 p<0.001	rho= -0.411 p<0.001	rho= -0.319 p<0.001	rho= -0.393 p<0.001	-

*Spearman Correlation Analysis