

## The Effect of Gender Roles to Carrier Efforts

Meral Ozcinar Esli (Associate Prof)<sup>1</sup>, Polat Can (Assistant Prof)<sup>2</sup>, Ali Savap Topalak<sup>3</sup>

<sup>1,2</sup>Usak University, Turkey

Email: [meralozcinar@gmail.com](mailto:meralozcinar@gmail.com)

**ABSTRACT:** Sex as a biological concept refers genetic, biological and physiological features of male and female however gender contains male and female's places in society, expectations of society from them and perception of individuals and how to behave. Judgments of gender affect the individual's behaviors, perspectives and expectations. Gender is crucial in university education due to having a decisive role in changing the perception of individual's him/herself and the environment. Some areas are preferred by only girls or only boys owing to the gender perception and this is decisive in choosing an occupation. In this project, Thereby considering that gender perception creates barriers in education because of the built-in sense, it has been aimed to reveal the effects of the judgments about gender perception in career choice and development and exhibiting the attitude of individual intended for self-fulfillment.

This project conforms to scientific qualifications and experimental data collection techniques are used. The effects of gender types and verities identified for the purpose of the survey will be analyzed by using structural equation modeling In this project, gender stereotypes of the students educated in Usak University's 9 faculties and 2 graduate schools will be revealed thus the effect of gender stereotypes to their career efforts will be questioned.

This study aims to discuss changing of the student's gender perception and to measure of the changes to their carrier efforts when they begin the college/university education and during their education process.

### Purpose, Scope and Limits of the Study

The aim of this study is to determine whether there is a difference between gender roles of people who have begun their university education and who completed this training and also to determine the effect of this difference on their career efforts. The scope of this research composes of first and fourth grade female students educated in Uşak University. In accordance with this scope, the University has only fourth grade students in Faculty of Education, Economics and Administrative Sciences, Science and Literature, Fine Arts and Engineering. This situation constitutes a significant limitation of our research. The results obtained in accordance with this limitation cannot be generalized to other faculties and universities.

### Expected Benefits from Research

This research, which examines the effects of gender roles on career endeavors, is expected to achieve the following benefits:

- By determining the roles of female university students who are mothers of the future and, more importantly, will be important building blocks of the working life in society, not only demographic data but also social structures can ease decision making.
- Education and development programs can be prepared for advancement of this young people by determining the factors on their career efforts.

### Variables of the Research

The research consists of three groups. First group variables are demographic and economic characteristics of respondents, the second group variables are gender roles and in the third group the expressions toward career efforts are included.

Economic and demographic attributes involve common faculty, age and income variables. In order to determine gender roles a scale consisting of 48 expressions and developed by Zeynelođlu and Terziođlu (2011) have been used. The "Career Anchor Scale" consisting of 44 expressions and used

in the scope of the research have been prepared by utilizing "Career Anchors Inventory" developed by Schein (1990), "Career Values Scale" by Chandler and Jansen (1991) and adapted to Turkish by Aktaş (2004), "Career Values Scale" by Igbaria and Baroudi (1993) adapted to Turkish by Erdoğmup (2004). The expressions in this scale group have been measured using five point likert scale (5 = fully agree, 4 = agree, 3 = neither, 2 = disagree, 1 = strongly disagree).

### Research Hypotheses

H<sub>1</sub>: gender roles affects career efforts.

### Research Methodology

#### Preliminary Study

A preliminary questionnaire have been conducted by interviewing 40 female students from different faculties and grades before preparing the final questionnaire and data collection. Responders have been asked to evaluate the expressions on gender roles and career efforts scales. The final form of questionnaire has been given by making more understandable 5 expressions from gender roles and 3 expressions from career efforts which were indicated inexplicable as a result of suggestions and proposals given by students.

### Data Collection Method and Tool

In the study, survey method included closed-ended and pre-prepared questions has been used as a primary data collection tool. The questionnaire form has been implemented by 10 third grade female students. These interviewers were given 6 hours training about the meaning of the expressions and the surveying techniques by project researcher. Following this training, the interviewers have implemented the questionnaires through face-to-face interview method with respondents. The survey was conducted in 02-30 May 2016.

There have been 3 question group in the research form. The first group has been designed to measure considerations on gender roles. The second group of expressions have been created to measure career efforts. The questions in these two groups have been prepared using the 5-point Likert scale. Demographic, economic, family and major preference characteristics of the respondents have been included in the third group of questions. The data has been analyzed with the help of statistical programs SPSS 23.0 and Lisrel 9.1. In the analysis

of the data; arithmetic average, frequency distribution, confirmatory factor analysis, descriptive factor analysis and structural equation modeling analyzes have been used. Analysis of Data

### Characteristics of the Respondents Participating in the Survey

36.6% (310 students) of the first grade students participating in the study are educated in the Faculty of Science and Literature, 30% (254 students) Faculty of Economics and Administrative Sciences, 21.7% (184 students) Faculty of Education, 8.8% (315 students) Faculty of Engineering and 2.9% (25 students) Faculty of Fine Arts. 39.6% (336 students) of respondents are at the age of 19, 26.9% are 20 (228 students), 14.5% are 21 (123 students), 8.6% are 18 and below, 6.1% are 22 (52 students), 3.1% are 23 (26 students) and 1.2% are 24 and over (10 students). In terms of monthly student revenues (sum of scholarships, credit amounts and money sent by their families) 47.3% of students (401 students) have income between 301-600 Turkish Liras, 28.4% (241 students) 601-900 TL, 13.2% (112 student) 0-300 TL, 9.2% (78 students) 901-1200 TL and 1.9% /16 students) 1201 TL and over.

35.7% (232 students) of the fourth grade students are educated in the Faculty of Economics and Administrative Sciences, 29.7% (193 students) Faculty of Science and Literature, 21.5% (140 students) Faculty of Education, 11.4% (74 students) Faculty of Engineering and 1.7% (11 students) Faculty of Fine Arts. 35.8% (233 students) of the senior year students are at the age of 22, 29.6% (192 students) 23, 14.8% (96 students) 21, 11% (72 students) 24 and over, 6.3% (41 students) 20, 2.2% (14 students) 19 and 0.3% (2 students) 18 and below. In terms of monthly student revenues (sum of scholarships, credit amounts and money sent by their families) 46.6% (303 students) have income 301-600 TL, 26.7% (173 students) 601-900 TL, 15.2% (99 students) 901-1200 TL, 7.8% (51 students) 0-300 TL and 3.7% (24 students) 1201 TL and over. Determination of Gender Roles of Respondents

### - Determination of Gender Roles of First Grade Students

In the study, 48 expressions have been analyzed in factor analysis to determine gender roles of first grade respondents.

### Determination of Gender Roles of the Responders

Determination of Gender Roles of the First Grade Students

In the study, 48 expressions have analyzed by factor analysis by determine gender roles of first grade respondents. in 11 expressions some of the issues that could not be understandable have made clear in accordance with the answers given by the respondents interviewed in the preliminary study. as a result of reliability analysis applied to expressions 1 expression (T28: baby girls should be dressed in pink, baby boys should be dressed in blue) have been eliminated and 47 expressions have inserted into the factor analysis. The alpha coefficient of the scale has established 0.871. 6 factors of which eigenvalue are greater than 1 have obtained following the factor analysis of 47 expressions. Those with factor loadings of 0.30 and above have been considered and “T15: The woman must also be able to offer the marriage”, “T39: Title of properties purchased during the marriage must be registered into spouses names” which are below this ratio have been subtracted from factor analysis. These factors account for 53.87% of the total variance (KMO sample sufficiency criterion: 91.1%, Barlett test for sphericity: 11561,285, p <0,000). Variables, factor loads, variance percentages and eigenvalues of gender role factors are shown in Table 1.

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T40: Men should deal with out-of-home jobs such as shopping, paying bills.	0,620		
T47: The age of a man in marriage must be greater than woman's.	0,564		
T38: The height of a man should be longer than woman's in marriage.	0,544		
T20: The head of household is a man.	0,517		
T4: The professions of woman's and man's must be separated.	0,421		
T30: If financial power of man is enough to afford, woman should not work in profession.	0,386		
<b>Factor 4: Female Gender Role</b>		<b>7,195</b>	<b>3,453</b>
T45: It is the woman's responsibility to protect from pregnancy.	0,646		
T46: A woman should get examined by a female doctor when she goes to a hospital.	0,593		
T32: In marriage, a woman should be able to reject the sexual intercourse when she does not want to.	0,536		
T31: A woman should be able to marry again when husband deceased.	0,474		
T25: A woman should be able to go out alone in the evenings.	0,396		
T21: A widow should be able to live alone.	0,380		
<b>Factor 5: Gender Role in Marriage</b>		<b>6,029</b>	<b>2,894</b>
T19: A woman's primary duty is motherhood.	0,670		
T34: The level of education of man should be higher than woman in marriage.	0,629		
T27: A Woman must consider a man's financial power firstly while choosing husband.	0,487		
T11: A woman should be responsible for the moral education of children in family.	0,457		
T36: Education priority should be given to the male child in the family.	0,428		
T2: For women, the family should be the first.	0,377		
<b>Factor 6: Young Female Gender Role</b>		<b>5,423</b>	<b>2,603</b>
T23: a young girl should be allowed by her family for dating.	0,741		
T35: A woman must have sexual intercourse after marriage.	0,721		
T37: A woman who will be a man's wife must be a virgin.	0,528		
T13: A young girl should listen to her father's word until she gets married.	0,351		
T1: Girls should be able to live apart from their families when they gain their economic independence.	0,350		

The gender factors of first-grade students are as follows:

Factor 1 Male Gender Role: That factor have included “Giving birth of a boy increases woman’s value, due to the fertility nature of the woman, men should be preferred on the job applications, everything a man say in the house should be done, in choosing husband, father of woman should have the last word, the husband should make decisions about the woman’s life, if the woman cannot have a child, the boy should be married again, a man should beat his wife when necessary, women should prefer to be silent instead of discussing in issues they disagreed with their husbands, the woman should get permission from her husband to work, a man’s deceiving his wife should be taken normally, the husband must decide how to use the income in the family, men should work in professions with high status” expressions.

Factor 2 Egalitarian Gender Role: The expressions in that factor are “ spouses should support each other in their professional development, a married woman can go to work with a male colleague, male and female children should benefit equally from the financial means of the family, spouses should give their decision together to have children in marriage, women and men should be paid equal wages in their working life, spouses should take decisions together in family, when spouses divorce, the goods must be

Table 1. Gender Factors of First Grade Students

	Factor Loads	Variance Percentages	Eigenvalues
<b>Factor 1: Male Gender Role</b>		<b>17,825</b>	<b>8,557</b>
T7: Giving birth of a boy increases woman's value.	0,735		
T8: Due to the fertility nature of the woman, men should be preferred on the job applications.	0,662		
T3: Everything a man say in the house should be done.	0,647		
T6: In choosing husband, father of woman should have the last word.	0,630		
T10: The husband should make decisions about the woman's life.	0,629		
T18: If the woman cannot have a child, the boy should be married again.	0,558		
T44: A man should beat his wife when necessary.	0,490		
T12: Women should prefer to be silent instead of discussing in issues they disagreed with their husbands.	0,487		
T22: The woman should get permission from her husband to work.	0,460		
T17: A man's deceiving his wife should be taken normally.	0,448		
T43: The husband must decide how to use the income in the family.	0,415		
T42: Men should work in professions with high status.	0,375		
<b>Factor 2: Egalitarian Gender Role</b>		<b>9,114</b>	<b>4,375</b>
T48: Spouses should support each other in their professional development.	0,716		
T41: A married woman can go to work with a male colleague.	0,712		
T14: Male and female children should benefit equally from the financial means of the family.	0,669		
T5: Spouses should give their decision together to have children in marriage.	0,656		
T16: Women and men should be paid equal wages in their working life.	0,612		
T24: Spouses should take decisions together in family.	0,563		
T26: When spouses divorce, the goods must be shared equally.	0,460		
T33: Equal rights should be given to men and women for opportunities for professional development.	0,431		
T9: Housework should be shared equally among the spouses.	0,406		
<b>Factor 3: Traditional Gender Role</b>		<b>8,283</b>	<b>3,976</b>
T29: Men's most important task is to earn a living for the family.	0,662		

shared equally, equal rights should be given to men and women for opportunities for professional development, housework should be shared equally among the spouses”.

Factor 3 Traditional Gender Role: That factor have included “men’s most important task is to earn a living for the family, men should deal with out-of-home jobs such as shopping, paying bills, the age of a man in marriage must be greater than woman’s, the height of a man should be longer than woman’s in marriage, the head of household is a man, the professions of woman’s and man’s must be separated, if financial power of man is enough to afford, woman should not work in profession” expressions.

Factor 4 Female Gender Role: That factor have included “it is the woman’s responsibility to protect from pregnancy, a woman should get examined by a female doctor when she goes to a hospital, in marriage, a woman should be able to reject the sexual intercourse when she does not want to, a woman should be able to marry again when husband deceased, a woman should be able to go out alone in the evenings, a widow should be able to live alone” expressions.

Factor 5 Gender Role in Marriage: That factor have included “a woman’s primary duty is motherhood, the level of education of man should be higher than woman in marriage, a woman must consider a man’s financial power firstly while choosing husband, a woman should be responsible for the moral education of children in family, education priority should be given to the male child in the family, for women, the family should be the first” expressions.

Factor 6 Young Female Gender Role: That factor have included “a young girl should be allowed by her family for dating, a woman must have sexual intercourse after marriage, a woman who will be a man’s wife must be a virgin, a young girl should listen to her father’s word until she gets married, girls should be able to live apart from their families when they gain their economic independence” expressions.

Gender roles factors obtained from first-grade students have not fully coincide with the study made by Zeyneloglu and Füsün (2011). The factors that Zeyneloglu and Füsün (2011) have achieved are similar to those in our research, including male gender role, egalitarian gender role, traditional gender role, female gender role and gender role in marriage. but young female gender role is not similar.

**- Determination of Gender Roles of Fourth Grade Students**

In the study, 48 expressions have been analyzed in factor analysis to determine the gender roles of fourth grade respondents. in 8 expressions some of the issues that could not be understandable have made clear in accordance with the answers given by the respondents interviewed in the preliminary study. As a result of reliability analysis applied to expressions 2 expression (T27: A Woman must consider a man’s financial power firstly while choosing husband and T31: A woman should be able to marry again when husband deceased) have been eliminated and 46 expressions have inserted into the factor analysis. The alpha coefficient of the scale has established 0.911. 5 factors of which eigenvalue are greater than 1 have obtained following the factor analysis of 46 expressions. Those with factor loadings of 0.30 and above have been considered and “ T28: baby girls should be dressed in pink, baby boys should be dressed in blue”, “T39: Title of properties purchased during the marriage must be registered into spouses names”, “ T48: Spouses should support each other in their professional development” which are below this ratio have been subtracted from factor analysis. These factors account for 55,62% of the total variance (KMO sample sufficiency criterion: 88,9%, Barlett test for sphericity: 9146,004, p <0,000). Variables, factor loads, variance percentages and eigenvalues of gender role factors are shown in Table 2.

Table 2. Gender Factors of Fourth Grade Students

	Factor Loads	Variance Percentages	Eigenvalues
<b>Factor 1: Male Gender Role</b>		16,791	8,061
T44: A man should beat his wife when necessary.	0,744		
T7: Giving birth of a boy increases woman's value.	0,730		
T43: The husband must decide how to use the income in the family.	0,729		
T3: Everything a man say in the house should be done.	0,659		
T6: In choosing husband, father of woman should have the last word.	0,520		
T8: Due to the fertility nature of the woman, men should be preferred on the job applications.	0,687		
T10: The husband should make decisions about the woman's life.	0,675		
T18: If the woman cannot have a child, the boy should be married again.	0,667		
T42: Men should work in professions with high status.	0,599		
T17: A man's deceiving his wife should be taken normally.	0,578		
T12: Women should prefer to be silent instead of discussing in issues they disagreed with their husbands.	0,519		
T22: The woman should get permission from her husband to work.	0,467		
T20: The head of household is a man.	0,456		
T40: Men should deal with out-of-home jobs such as shopping, paying bills.	0,405		

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Factor 2: Egalitarian Gender Role		13,906	6,675
T16: Women and men should be paid equal wages in their working life.	0,702		
T41: A married woman can go to work with a male colleague.	0,678		
T24: Spouses should take decisions together in family.	0,671		
T14: Male and female children should benefit equally from the financial means of the family.	0,670		
T15: The woman must also be able to offer the marriage	0,658		
T9: Housework should be shared equally among the spouses.	0,491		
T32: In marriage, a woman should be able to reject the sexual intercourse when she does not want to.	0,478		
T39: Title of properties purchased during the marriage must be registered into spouses names	0,432		
T5: Spouses should give their decision together to have children in marriage.	0,365		
Factor 3: Traditional Gender Role		11,908	5,716
T34: The level of education of man should be higher than woman in marriage.	0,724		
T45: It is the woman's responsibility to protect from pregnancy.	0,687		
T46: A woman should get examined by a female doctor when she goes to a hospital.	0,673		
T47: The age of a man in marriage must be greater than woman's.	0,579		
T36: Education priority should be given to the male child in the family.	0,547		
T2: For women, the family should be the first.	0,465		
T30: If financial power of man is enough to afford, woman should not work in profession.	0,459		
T29: Men's most important task is to earn a living for the family.	0,452		
T38: The height of a man should be longer than woman's in marriage.	0,450		
Factor 4: Young Female Gender Role		7,168	3,441
T35: A woman must have sexual intercourse after marriage.	0,723		
T37: A woman who will be a man's wife must be a virgin.	0,589		
T23: A young girl should be allowed by her family for dating.	0,581		
T1: Girls should be able to live apart from their families when they gain their economic independence.	0,508		
T33: Equal rights should be given to men and women for opportunities for professional development.	0,450		
T4: The professions of woman's and man's must be separated.	0,396		
Factor 5: Female Gender Role		5,846	2,805
T25: A woman should be able to go out alone in the evenings.	0,725		
T13: A young girl should listen to her father's word until she gets married.	0,689		
T21: A widow should be able to live alone.	0,579		
T19: A woman's primary duty is motherhood.	0,465		
T11: A woman should be responsible for the moral education of children in family.	0,449		
T26: When spouses divorce, the goods must be shared equally.	0,390		

**The factors obtained are as follows:**

**Factor 1 Male Gender Role:** That factor have included “a man should beat his wife when necessary, giving birth of a boy increases woman’s value, the husband must decide how to use the income in the family, everything a man say in the house should be done, in choosing husband, father of woman should have the last word, due to the fertility nature of the woman, men should be preferred on the job applications, the husband should make decisions about the woman’s life, if the woman cannot have a child, the boy should be married again, men should work in professions with high status, a man’s deceiving his wife should be taken normally, women should prefer to be silent instead of discussing in issues they disagreed with their husbands, the woman should get permission from her husband to work, the head of household is a man, men should deal with out-of-home jobs such as shopping, paying bills” expressions.

**Factor 2 Egalitarian Gender Role:** The expressions in that factor are “women and men should be paid

equal wages in their working life, a married woman can go to work with a male colleague, spouses should take decisions together in family, male and female children should benefit equally from the financial means of the family, the woman must also be able to offer the marriage, housework should be shared equally among the spouses, in marriage, a woman should be able to reject the sexual intercourse when she does not want to, title of properties purchased during the marriage must be registered into spouses names, spouses should give their decision together to have children in marriage”.

**Factor 3 Traditional Gender Role:** That factor have included “the level of education of man should be higher than woman in marriage, it is the woman’s responsibility to protect from pregnancy, a woman should get examined by a female doctor when she goes to a hospital, the age of a man in marriage must be greater than woman’s, education priority should be given to the male child in the family, for women, the family should be the first, if financial power of man is enough to afford, woman should not work in profession, men’s most important task is to earn a living for the family, the height of a man should be longer than woman’s in marriage” expressions.

**Factor 4 Young Female Gender Role:** That factor have included “a woman must have sexual intercourse after marriage, a woman who will be a man’s wife must be a virgin, a young girl should be allowed by her family for dating, girls should be able to live apart from their families when they gain their economic independence, equal rights should be given to men and women for opportunities for professional development, the professions of woman’s and man’s must be separated” expressions.

**Factor 5 Female Gender Role:** That factor have included “A woman should be able to go out alone in the, evenings, a young girl should listen to her father’s word until she gets married, a widow should be able to live alone, a woman’s primary duty is motherhood, a woman should be responsible for the moral education of children in family, when spouses divorce, the goods must be shared equally” expressions.

Gender roles factors obtained from fourth-grade students have not fully coincide with the study made by Zeyneloglu and Fusun (2011). The factors that Zeyneloglu and Fusun (2011) have achieved are similar to those in our research, including male gender role, egalitarian gender role, traditional

gender role and female gender role. But one factor is not similar. This factor have been called the role of Young Female Gender Role as result of examining the expressions forming this factor.

### Determination of Career Efforts of the Respondents

- Determination of Career Efforts of the First-Grade Students

In the study, 44 expressions have been analyzed in factor analysis to determine the career efforts of first-grade respondents. in 5 expressions some of the issues that could not be understandable have made clear in accordance with the answers given by the respondents interviewed in the preliminary study. As a result of reliability analysis applied to expressions 1 expression (K4: Being a high-level functional manager in my area of expertise is more attractive to me than being a general manager) have been eliminated and 43 expressions have inserted into the factor analysis. The alpha coefficient of the scale has established 0.927. 8 factors of which eigenvalue are greater than 1 have obtained following the factor analysis of 43 expressions. Those with factor loadings of 0.30 and above have been considered. These factors account for 53,46% of the total variance (KMO sample sufficiency criterion: 88,9%, Barlett test for sphericity: 9146,004,  $p < 0,000$ ). Variables, factor loads, variance percentages and eigenvalues of career efforts factors are shown in Table 3.

Table 3. Career Efforts Factors of First Grade Students

	Factor Loads	Variance Percentages	Eigen values
<b>Factor 1: Management Skills</b>		17,337	7,628
K10: I prefer to leave the company than accept the job that will take me away from being a general manager.	0,715		
K8: I imagine being in charge of a complex organization.	0,676		
K9: I imagine making decisions that will affect many people.	0,625		
K5: I prefer to leave the company rather than accept an alternate task that will take me beyond my area of expertise.	0,549		
K7: I succeed in my job when I can manage the efforts of other employees.	0,415		
K14: I prefer to leave the company rather than accept a job that will restrict my autonomy and freedom.	0,386		
<b>Factor 2: Challenging to Difficulties</b>		8,467	3,725
K40: Working on problems that cannot be solved is more important for me than being a high-level functional manager.	0,704		
K37: I look for a job which gives problem solving opportunities.	0,681		
K36: I become successful in my career when I overcome situations seeming impossible.	0,631		
K39: I only feel that I am successful in my career when I encounter and overcome very difficult problems.	0,586		
K38: I look for jobs that exactly forces my competitive skills.	0,578		
K35: I succeed in my career when I solve unresolved problems.	0,500		
K41: Balancing the demands of personal and professional life is more important for me than being a high-level functional manager.	0,452		
K34: I imagine a career that I can solve problems or even win in extremely difficult situations.	0,430		

<b>Factor 3: Entrepreneurial Spirit</b>		6,874	3,025
K27: I am always looking for ideas that will allow me to establish my own business.	0,796		
K26: I imagine to build and run my own business.	0,771		
K25: I feel that I am successful in my career when I achieved to create or form something that is entirely my own product/idea.	0,752		
K28: Establishing your own business is more important than having a senior executive position in someone else's business.	0,674		
K24: I succeed in my career when I can do something that is completely a result of my own ideas and efforts.	0,582		
<b>Factor 4: Freedom Request</b>		6,225	2,739
K12: I feel successful if I can get full autonomy and freedom in my work.	0,757		
K11: I succeed in my work when I am free to define my tasks, schedule and procedure.	0,714		
K13: I imagine having a career that will allow me freedom to do a job according to my own schedule and methods.	0,710		
K15: It is more important for me to be able to have rules and restrictions according to my own methods than security.	0,627		
<b>Factor 5: Sensation of Trust</b>		5,412	2,381
K22: Security is more important to me than autonomy and freedom.	0,726		
K18: I imagine having a career that allows me to feel the sense of security.	0,640		
K23: Stability is more important for me than autonomy and freedom.	0,602		
K16: I look for a job in companies which will give me a sense of confidence.	0,600		
K21: I succeed in my work when I feel I have full business security.	0,581		
K17: I look for a job in companies which will give me a sense of stability.	0,553		
K20: I succeed in my work when I feel I have full financial security.	0,543		
K19: I imagine having a career that allows me to feel the sense of stability.	0,434		
<b>Factor 6: Self-Commitment</b>		3,171	1,395
K30: It is more important for me to be able to use my skills to make the world is a better place to live / work than to be a high-level manager.	0,667		
K32: I prefer to leave the job rather than accept a task that will prevent me from using my talents to serve other people.	0,577		
K31: I feel I succeed in my career when I perceive that I am a real contributor to community welfare.	0,541		
K29: I imagine having a career that really contributes to the development of humanity and society.	0,515		
K33: I succeed in my career when I can use my talents in the service of others.	0,391		
<b>Factor 7: Technical Capability</b>		3,070	1,351
K1: I succeed in my job when I can use my special skills.	0,741		
K2: I feel successful in my career, If I can develop technical / functional skills at a high level of competence.	0,736		
K6: I succeed in my work when I can integrate the efforts of other employees.	0,436		
K3: I imagine being so good at what I do so that I would be in a great request.	0,387		
<b>Factor 8: Lifestyle</b>		2,908	1,279
K43: I feel that I am succeed in my life if I can balance my personal, family and career demands.	0,687		
K42: I imagine a career that allows me to combine my personal, family and work demands.	0,679		
K44: I prefer to leave the job rather than endanger my ability to continue my personal and family ties.	0,668		

### The factors obtained are as follows:

Factor 1 Management Skills: That factor have included “I prefer to leave the company than accept the job that will take me away from being a general manager, I imagine being in charge of a complex organization, I imagine making decisions that will affect many people, I prefer to leave the company rather than accept an alternate task that will take me beyond my area of expertise, I succeed in my job when I can manage the efforts of other employees, I prefer to leave the company rather than accept a job

that will restrict my autonomy and freedom” expressions.

**Factor 2 Challenging to Difficulties:** The expressions in that factor are “working on problems that cannot be solved is more important for me than being a high-level functional manager, I look for a job which gives problem solving opportunities, I become successful in my career when I overcome situations seeming impossible, I only feel that I am successful in my career when I encounter and overcome very difficult problems, I look for jobs that exactly forces my competitive skills, I succeed in my career when I solve unresolved problems, Balancing the demands of personal and professional life is more important for me than being a high-level functional manager, I imagine a career that I can solve problems or even win in extremely difficult situations”.

**Factor 3 Entrepreneurial Spirit:** That factor have included “I am always looking for ideas that will allow me to establish my own business, I imagine to build and run my own business, I feel that I am successful in my career when I achieved to create or form something that is entirely my own product/idea, establishing your own business is more important than having a senior executive position in someone else’s business, I succeed in my career when I can do something that is completely a result of my own ideas and efforts” expressions.

**Factor 4 Freedom Request:** This factor consists of “I feel successful if I can get full autonomy and freedom in my work, I succeed in my work when I am free to define my tasks, schedule and procedure, I imagine having a career that will allow me freedom to do a job according to my own schedule and methods, It is more important for me to be able to have rules and restrictions according to my own methods than security” expressions.

**Factor 5 Sensation of Trust:** That factor have included “security is more important to me than autonomy and freedom, I imagine having a career that allows me to feel the sense of security, stability is more important for me than autonomy and freedom, I look for a job in companies which will give me a sense of confidence, I succeed in my work when I feel I have full business security, I look for a job in companies which will give me a sense of stability, I succeed in my work when I feel I have full financial security, I imagine having a career that allows me to feel the sense of stability” expressions.

**Factor 6 Self-Commitment:** That factor have included “It is more important for me to be able to use my skills to make the world is a better place to live / work than to be a high-level manager, I prefer to leave the job rather than accept a task that will prevent me from using my talents to serve other people, I feel I succeed in my career when I perceive that I am a real contributor to community welfare, I imagine having a career that really contributes to the development of humanity and society, I succeed in my career when I can use my talents in the service of others” expressions.

**Factor 7 Technical Capability:** The expressions in that factor are “I succeed in my job when I can use my special skills, I feel successful in my career, If I can develop technical / functional skills at a high level of competence, I succeed in my work when I can integrate the efforts of other employees, I imagine being so good at what I do so that I would be a in a great request”.

**Factor 8 Lifestyle:** That factor have included “I feel that I am succeed in my life if I can balance my personal, family and career demands, I imagine a career that allows me to combine my personal, family and work demands, I prefer to leave the job rather than endanger my ability to continue my personal and family ties” expressions.

#### **- Determination of Career Efforts of the Fourth-Grade Students**

In the study, 44 expressions have been analyzed in factor analysis to determine the career efforts of fourth- grade respondents. In 9 expressions some of the issues that could not be understandable have made clear in accordance with the answers given by the respondents interviewed in the preliminary study and 44 expressions have inserted into the factor analysis. The alpha coefficient of the scale has established 0.9132. 8 factors of which eigenvalue are greater than 1 have obtained following the factor analysis of expressions. Those with factor loadings of 0.30 and above have been considered. These factors account for 60,85% of the total variance (KMO sample sufficiency criterion: 87,4%, Barlett test for sphericity: 9876,084,  $p < 0,000$ ). Variables, factor loads, variance percentages and eigenvalues of career efforts factors are shown in Table 4.

Table 4. Career Efforts Factors of Fourth Grade Students

	Factor Loads	Variance Percentages	Eigen values
<b>Factor 1: Management Skills</b>		<b>24,208</b>	<b>10,651</b>
K14: I prefer to leave the company rather than accept a job that will restrict my autonomy and freedom.	0,706		
K8: I imagine being in charge of a complex organization.	0,693		
K7: I succeed in my job when I can manage the efforts of other employees.	0,647		
K15: It is more important for me to be able to have rules and restrictions according to my own methods than security.	0,639		
K10: I prefer to leave the company than accept the job that will take me away from being a general manager.	0,599		
K9: I imagine making decisions that will affect many people.	0,548		
K5: I prefer to leave the company rather than accept an alternate task that will take me beyond my area of expertise.	0,539		
K6: I succeed in my work when I can integrate the efforts of other employees.	0,528		
K4: Being a high-level functional manager in my area of expertise is more attractive to me than being a general manager	0,412		
<b>Factor 2: Challenging to Difficulties</b>		<b>7,711</b>	<b>3,393</b>
K37: I look for a job which gives problem solving opportunities.	0,715		
K38: I look for jobs that exactly forces my competitive skills.	0,606		
K36: I become successful in my career when I overcome situations seeming impossible.	0,587		
K35: I succeed in my career when I solve unresolved problems.	0,576		
K33: I succeed in my career when I can use my talents in the service of others.	0,530		
K39: I only feel that I am successful in my career when I encounter and overcome very difficult problems.	0,510		
K41: Balancing the demands of personal and professional life is more important for me than being a high-level functional manager.	0,506		
K32: I prefer to leave the job rather than accept a task that will prevent me from using my talents to serve other people.	0,500		
K40: Working on problems that cannot be solved is more important for me than being a high-level functional manager.	0,355		
<b>Factor 3: Technical Capability</b>		<b>6,192</b>	<b>2,724</b>
K2: I feel successful in my career, If I can develop technical / functional skills at a high level of competence.	0,787		
K1: I succeed in my job when I can use my special skills.	0,771		
K3: I imagine being so good at what I do so that I would be a in a great request.	0,634		
<b>Factor 4: Sensation of Trust</b>		<b>6,048</b>	<b>2,661</b>
K23: Stability is more important for me than autonomy and freedom.	0,779		
K22: Security is more important to me than autonomy and freedom.	0,768		
K18: I imagine having a career that allows me to feel the sense of security.	0,697		
K19: I imagine having a career that allows me to feel the sense of stability.	0,684		
K20: I succeed in my work when I feel I have full financial security.	0,588		
K16: I look for a job in companies which will give me a sense of confidence.	0,436		
K21: I succeed in my work when I feel I have full business security.	0,317		
<b>Factor 5: Self-Commitment</b>		<b>5,836</b>	<b>2,568</b>
K17: I look for a job in companies which will give me a sense of stability.	0,927		
K31: I feel I succeed in my career when I perceive that I am a real contributor to community welfare.	0,897		
K24: I succeed in my career when I can do something that is completely a result of my own ideas and efforts.	0,615		
K25: I feel that I am successful in my career when I achieved to create or form something that is entirely my own product/idea.	0,598		
K29: I imagine having a career that really contributes to the development of humanity and society.	0,585		
K30: It is more important for me to be able to use my skills to make the world is a better place to live / work than to be a high-level manager.	0,573		
K34: I imagine a career that I can solve problems or even win in extremely difficult situations.	0,426		
<b>Factor 6: Freedom Request</b>		<b>4,351</b>	<b>1,914</b>
K11: I succeed in my work when I am free to define my tasks, schedule and procedure.	0,819		
K12: I feel successful if I can get full autonomy and freedom in my work.	0,799		
K13: I imagine having a career that will allow me freedom to do a job according to my own schedule and methods.	0,689		
<b>Factor 7: Lifestyle</b>		<b>3,630</b>	<b>1,597</b>
K43: I feel that I am succeed in my life if I can balance my personal, family and career demands.	0,789		
K44: I prefer to leave the job rather than endanger my ability to continue my personal and family ties.	0,719		
K42: I imagine a career that allows me to combine my personal, family and work demands.	0,713		
<b>Factor 8: Entrepreneurial Spirit</b>		<b>2,871</b>	<b>1,263</b>
K27: I am always looking for ideas that will allow me to establish my own business.	0,786		
K26: I imagine to build and run my own business.	0,766		
K28: Establishing your own business is more important than having a senior executive position in someone else's business.	0,759		

**The factors obtained are as follows:**

**Factor 1 Management Skills:** This factor consists of “I prefer to leave the company rather than accept a job that will restrict my autonomy and freedom, I imagine being in charge of a complex organization, I succeed in my job when I can manage the efforts of other employees, It is more important for me to be able to have rules and restrictions according to my own methods than security, I prefer to leave the company than accept the job that will take me away from being a general manager, I imagine making decisions that will affect many people, I prefer to leave the company rather than accept an alternate task that will take me beyond my area of expertise, I succeed in my work when I can integrate the efforts of other employees, being a high-level functional manager in my area of expertise is more attractive to me than being a general manager” expressions.

**Factor 2 Challenging to Difficulties:** The expressions in that factor are “I look for a job which gives problem solving opportunities, I look for jobs that exactly forces my competitive skills, I become successful in my career when I overcome situations seeming impossible, I succeed in my career when I solve unresolved problems, I succeed in my career when I can use my talents in the service of others, I only feel that I am successful in my career when I encounter and overcome very difficult problems, balancing the demands of personal and professional life is more important for me than being a high-level functional manager, I prefer to leave the job rather than accept a task that will prevent me from using my talents to serve other people, working on problems that cannot be solved is more important for me than being a high-level functional manager”.

**Factor 3 Technical Capability:** That factor have included “I feel successful in my career, If I can develop technical / functional skills at a high level of competence, I succeed in my job when I can use my special skills, I imagine being so good at what I do so that I would be a in a great request” expressions.

**Factor 4 Sensation of Trust:** This factor consists of “Stability is more important for me than autonomy and freedom, Security is more important to me than autonomy and freedom, I imagine having a career that allows me to feel the sense of security, I imagine having a career that allows me to feel the sense of stability, I succeed in my work when I feel I have full financial security, I look for a job in companies which will give me a sense of confidence, I succeed

in my work when I feel I have full business security” expressions.

**Factor 5 Self-Commitment:** The expressions in that factor are “I look for a job in companies which will give me a sense of stability, I feel I succeed in my career when I perceive that I am a real contributor to community welfare, I succeed in my career when I can do something that is completely a result of my own ideas and efforts, I feel that I am successful in my career when I achieved to create or form something that is entirely my own product/idea, I imagine having a career that really contributes to the development of humanity and society, It is more important for me to be able to use my skills to make the world is a better place to live / work than to be a high-level manager, I imagine a career that I can solve problems or even win in extremely difficult situations”.

**Factor 6 Freedom Request:** This factor consists of “I succeed in my work when I am free to define my tasks, schedule and procedure, I feel successful if I can get full autonomy and freedom in my work, I imagine having a career that will allow me freedom to do a job according to my own schedule and methods” expressions.

**Factor 7 Lifestyle:** That factor have included “feel that I am succeed in my life if I can balance my personal, family and career demands, I prefer to leave the job rather than endanger my ability to continue my personal and family ties, I imagine a career that allows me to combine my personal, family and work demands” expressions.

**Factor 8 Entrepreneurial Spirit:** The expressions in that factor are “I am always looking for ideas that will allow me to establish my own business, I imagine to build and run my own business, establishing your own business is more important than having a senior executive position in someone else’s business”.

### Testing the Research Model

#### - Testing the Research Model for First-Grade Students

Structural Equation Model (path analysis) have been used for testing the correlation between first-grade respondents and the appropriateness of the research model. In path analysis; the impact of gender roles consisting of male gender role, egalitarian gender role, traditional gender role, female gender role, gender role in marriage and young female gender

role variables has been tried to be determined on career efforts consisting of management skills, challenging to difficulties, entrepreneurial spirit, freedom request, sensation of trust, self-commitment, technical capability, male gender role, lifestyle variables. As a result of the first analysis, it has seen that the compliance values were not statistically acceptable.

By examining the modifications t values of male gender role, traditional gender role, gender role in marriage challenging difficulties, sensation of trust and technical capability variables suggesting the highest value modification on Chi-Square have been excluded from the model since they are not acceptable level. 3 expressions from egalitarian gender role, 1 from young female gender role, 2 from management skills, 2 from entrepreneurial spirit, 1 from freedom request and 1 from self-commitment have been excluded from analysis. The index values obtained after the modifications made have been included in acceptable values (Schermelleh-Engel et al., 2003).

In the light of the findings obtained as a result of modifications, primarily  $\chi^2/sd$  value has been checked (Chi square 3627.83; DOF 1679) and it has been shown that this value is at an acceptable level of 2.16. After this value, it has been determined that p value perfectly coincided with 0,137. The RMSEA value has been examined to determine whether there was a change between universe and sample and it has been found that this value (0.007) is also acceptable. To determine the level of measurement of the research sample of the model, the GFI value has been examined and it has been found that this value (0.96) was the perfect fit. The CFI index value (0.98) has been also examined to determine whether there is a correlation between the variables included in the research model and it has been found that value is in the excellent interval. Finally, it has been determined that the normative fit of the model has been sufficient with index-NFI value (0.92). According to these index values, it is able to be said that the model is suitable for the research sample. Variables constituting the model and the standard coefficients of expressions, t values, error variances and R<sup>2</sup> values are presented in Table 5.

Table 5. The standard coefficients, t values, error variance and R<sup>2</sup> values of expressions in research model belonging to first-grade students.

Variables	Standard Coefficients	t values	Error Variance	R <sup>2</sup>
<b>Egalitarian Gender Role</b>				
T5: Spouses should give their decision together to have children in marriage.	0,85	20,44	0,34	0,81
T9: Housework should be shared equally among the spouses.	0,76	18,95	0,27	0,91
T14: Male and female children should benefit equally from the financial means of the family.	0,81	14,98	0,57	0,52
T16: Women and men should be paid equal wages in their working life.	0,88	19,41	0,49	0,75
T24: Spouses should take decisions together in family.	0,74	17,73	0,70	0,39
T26: When spouses divorce, the goods must be shared equally.	0,64	19,02	0,73	0,29
<b>Female Gender Role</b>				
T21: A widow should be able to live alone.	0,87	16,19	0,92	0,40
T25: A woman should be able to go out alone in the evenings.	0,76	16,80	0,90	0,34
T31: A woman should be able to marry again when husband deceased.	0,88	17,19	0,77	0,34
T32: In marriage, a woman should be able to reject the sexual intercourse when she does not want to.	0,75	16,90	0,73	0,33
<b>Young Female Gender Role</b>				
T1: Girls should be able to live apart from their families when they gain their economic independence.	0,90	21,75	0,83	0,38
T13: A young girl should listen to her father's word until she gets married.	0,92	15,71	0,81	0,27
T35: A woman must have sexual intercourse after marriage.	0,91	14,07	0,98	0,45
T37: A woman who will be a man's wife must be a virgin.	0,77	18,12	0,99	0,20
<b>Management Skills</b>				
K5: I prefer to leave the company rather than accept an alternate task that will take me beyond my area of expertise.	0,85	19,74	1,54	0,28
K8: I imagine being in charge of a complex organization.	0,88	14,70	1,04	0,42
K9: I imagine making decisions that will affect many people.	0,71	18,44	0,99	0,27
K10: I prefer to leave the company than accept the job that will take me away from being a general manager.	0,68	14,62	0,74	0,48
<b>Entrepreneurial Spirit</b>				
K26: I imagine to build and run my own business.	0,69	10,01	0,37	0,68
K27: I am always looking for ideas that will allow me to establish my own business.	0,81	13,68	0,54	0,57
K28: Establishing your own business is more important than having a senior executive position in someone else's business.	0,72	19,13	0,81	0,34
<b>Freedom Request</b>				
K11: I succeed in my work when I am free to define my tasks, schedule and procedure.	0,90	16,64	0,29	0,49
K12: I feel successful if I can get full autonomy and freedom in my work.	0,88	19,41	0,26	0,61
K13: I imagine having a career that will allow me freedom to do a job according to my own schedule and methods.	0,83	16,90	0,33	0,73
<b>Self-Commitment</b>				
K29: I imagine having a career that really contributes to the development of humanity and society.	0,74	20,47	0,51	0,42
K30: It is more important for me to be able to use my skills to make the world is a better place to live / work than to be a high-level manager.	0,69	18,94	0,72	0,35
K31: I feel I succeed in my career when I perceive that I am a real contributor to community welfare.	0,83	16,68	0,53	0,46
K33: I succeed in my career when I can use my talents in the service of others.	0,74	20,20	0,81	0,34
<b>Lifestyle</b>				
K42: I imagine a career that allows me to combine my personal, family and work demands.	0,89	14,62	0,74	0,48
K43: I feel that I am succeed in my life if I can balance my personal, family and career demands.	0,92	16,64	0,29	0,49
K44: I prefer to leave the job rather than endanger my ability to continue my personal and family ties.	0,90	19,41	0,26	0,61

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direction on management skills, entrepreneurial spirit, freedom request, self-commitment and lifestyle. For the first-grade students, the standard coefficients of the model, t values, error variances and R<sup>2</sup> values are presented in Table 6.

Table 6. Standard Coefficients of Variables in the Study Model of First-Year Students, t-values, Error Variance and R<sup>2</sup> Values

Variables	Standard Coefficients	t values	Error Variance	R <sup>2</sup>
Male Gender Role - Management Skills	No Effect on Model			
Male Gender Role - Challenging to Difficulties	No Effect on Model			
Male Gender Role - Entrepreneurial Spirit	No Effect on Model			
Male Gender Role - Freedom Request	No Effect on Model			
Male Gender Role - Sensation Of Trust	No Effect on Model			
Male Gender Role - Self-Commitment	No Effect on Model			
Male Gender Role - Technical Capability	No Effect on Model			
Male Gender Role - Lifestyle	No Effect on Model			
Egalitarian Gender Role - Management Skills	0,91	6,78	0,41	0,74
Egalitarian Gender Role - Challenging to Difficulties	No Effect on Model			
Egalitarian Gender Role - Entrepreneurial Spirit	0,88	5,25	0,32	0,71
Egalitarian Gender Role - Freedom Request	0,79	8,61	0,29	0,83
Egalitarian Gender Role - Sensation Of Trust	No Effect on Model			
Egalitarian Gender Role - Self-Commitment	0,68	2,59	0,47	0,51
Egalitarian Gender Role - Technical Capability	No Effect on Model			
Egalitarian Gender Role - Lifestyle	0,71	3,44	0,40	0,66
Traditional Gender Role - Management Skills	No Effect on Model			
Traditional Gender Role - Challenging to Difficulties	No Effect on Model			
Traditional Gender Role - Entrepreneurial Spirit	No Effect on Model			
Traditional Gender Role - Freedom Request	No Effect on Model			
Traditional Gender Role - Sensation Of Trust	No Effect on Model			
Traditional Gender Role - Self-Commitment	No Effect on Model			
Traditional Gender Role - Technical Capability	No Effect on Model			
Traditional Gender Role - Lifestyle	No Effect on Model			
Female Gender Role - Management Skills	0,84	5,47	0,51	0,52
Female Gender Role - Challenging to Difficulties	No Effect on Model			
Female Gender Role - Entrepreneurial Spirit	0,70	6,73	0,37	0,61
Female Gender Role - Freedom Request	0,78	9,51	0,34	0,63
Female Gender Role - Sensation Of Trust	No Effect on Model			
Female Gender Role - Self-Commitment	0,62	2,11	0,49	0,50
Female Gender Role - Technical Capability	No Effect on Model			
Female Gender Role - Lifestyle	0,74	3,04	0,23	0,58
Gender Role In Marriage - Management Skills	No Effect on Model			
Gender Role In Marriage - Challenging to Difficulties	No Effect on Model			
Gender Role In Marriage - Entrepreneurial Spirit	No Effect on Model			
Gender Role In Marriage - Freedom Request	No Effect on Model			
Gender Role In Marriage - Sensation Of Trust	No Effect on Model			
Gender Role In Marriage - Self-Commitment	No Effect on Model			
Gender Role In Marriage - Technical Capability	No Effect on Model			
Gender Role In Marriage - Lifestyle	No Effect on Model			
Young Female Gender Role - Management Skills	0,88	6,11	0,63	0,54
Young Female Gender Role - Challenging to Difficulties	No Effect on Model			
Young Female Gender Role - Entrepreneurial Spirit	0,69	5,64	0,44	0,68
Young Female Gender Role - Freedom Request	0,91	9,18	0,26	0,84
Young Female Gender Role - Sensation Of Trust	No Effect on Model			
Young Female Gender Role - Self-Commitment	0,69	5,05	0,54	0,53
Young Female Gender Role - Technical Capability	No Effect on Model			
Young Female Gender Role - Lifestyle	0,68	7,68	0,25	0,69

**- Testing the Research Model for Fourth-Grade Students**

As a result of the significant rise of structural equation analysis gender roles scale which has been examined has found coherent with the scale of career efforts. The hypothesis developed within the scope of the research was accepted for first-grade female students. According to this result, it is able to state that egalitarian gender role, female gender role, young female gender role have the impact in positive

Structural Equation Model (path analysis) has been used for testing the correlation between respondents and the appropriateness of the research model. In path analysis; the impact of gender roles consisting of male gender role, egalitarian gender role, young female gender role, traditional gender role and female gender role variables has been tried to be determined on career efforts consisting of management skills, challenging to difficulties, technical capability, sensation of trust, self-commitment, freedom request, lifestyle and entrepreneurial spirit variables. As a result of the first analysis, it has been seen that the compliance values were not statistically acceptable.

By examining the modifications t values of the male sex role, challenging the difficulties, young female gender role, self-commitment, freedom request and lifestyle, which offer the highest value modification on Chi-Square, have been excluded from the model since they are not acceptable level. 3 expressions from egalitarian gender role, 7 from traditional gender role, 2 from female gender role, 5 from management skills, 2 from sensation of trust have been excluded from analysis. The index values obtained after the modifications made have been included in acceptable values (Schermelleh-Engel et al., 2003).

In the light of the findings obtained as a result of modifications, primarily  $\chi^2/sd$  value has been checked (Chi square 491,22; DOF 174) and it has been shown that this value is at an acceptable level of 2.82. After this value, it has been determined that p value perfectly coincided with 0,154. The RMSEA value has been examined to determine whether there was a change between universe and sample and it has been found that this value (0.051) is also acceptable. To determine the level of measurement of the research sample of the model, the GFI value has been examined and it has been found that this value (0.91) was an acceptable compliance value. The CFI index value (0.96) has been examined to determine whether there is a correlation between the variables included in the research model and it has been found to be within the acceptable limits. Finally, it has been determined that the normative fit of the model has been sufficient with index-NFI value (0.94). According to these index values, it is able to be said that the model is suitable for the research sample and variables constituting the model and the standard coefficients, t values, error variances and R<sup>2</sup> values of expressions are presented in Table 7. Table 7. Standard Coefficients t-values, Error Variance and R<sup>2</sup> Values of Variables in the Study Model of Fourth-Year Students

Variables	Standard Coefficients	t values	Error Variance	R <sup>2</sup>
<b>Egalitarian Gender Role</b>				
T5: Spouses should give their decision together to have children in marriage.	0,75	18,46	0,64	0,32
T9: Housework should be shared equally among the spouses.	0,87	16,42	1,14	0,22
T14: Male and female children should benefit equally from the financial means of the family.	0,90	13,81	0,62	0,46
T16: Women and men should be paid equal wages in their working life.	0,68	16,18	1,09	0,30
T24: Spouses should take decisions together in family.	0,56	15,06	0,97	0,48
T39: Title of properties purchased during the marriage must be registered into spouses names	0,88	16,92	0,96	0,45
<b>Traditional Gender Role</b>				
T2: For women, the family should be the first.	0,89	20,93	0,63	0,58
T29: Men's most important task is to earn a living for the family.	0,91	15,38	1,29	0,32
<b>Female Gender Role</b>				
T11: A woman should be responsible for the moral education of children in family.	0,91	14,33	1,24	0,33
T13: A young girl should listen to her father's word until she gets married.	0,81	15,12	1,22	0,27
T19: A woman's primary duty is motherhood.	0,71	13,72	1,39	0,32
T25: A woman should be able to go out alone in the evenings.	0,75	18,37	1,30	0,13
<b>Management Skills</b>				
K4: Being a high-level functional manager in my area of expertise is more attractive to me than being a general manager	0,80	18,88	0,72	0,31
K6: I succeed in my work when I can integrate the efforts of other employees.	0,79	17,45	0,47	0,32
K7: I succeed in my job when I can manage the efforts of other employees.	0,84	18,41	0,86	0,24
K9: I imagine making decisions that will affect many people.	0,59	16,72	0,80	0,30
<b>Technical Capability</b>				
K1: I succeed in my job when I can use my special skills.	0,69	15,34	0,29	0,49
K2: I feel successful in my career, If I can develop technical / functional skills at a high level of competence.	0,85	12,91	0,22	0,58
K3: I imagine being so good at what I do so that I would be in a great request.	0,76	14,96	0,30	0,39
<b>Sensation of Trust</b>				
K16: I look for a job in companies which will give me a sense of confidence.	0,81	17,72	0,34	0,43
K18: I imagine having a career that allows me to feel the sense of security.	0,81	16,42	0,42	0,49
K19: I imagine having a career that allows me to feel the sense of stability.	0,78	14,32	0,31	0,57
K20: I succeed in my work when I feel I have full financial security.	0,90	16,75	0,65	0,32
K22: Security is more important to me than autonomy and freedom.	0,84	18,07	1,13	0,11
<b>Entrepreneurial Spirit</b>				
K26: I imagine to build and run my own business.	0,85	15,19	0,54	0,54
K27: I am always looking for ideas that will allow me to establish my own business.	0,87	8,92	0,36	0,73
K28: Establishing your own business is more important than having a senior executive position in someone else's business.	0,86	13,11	0,58	0,58

As a result of the significant rise of structural equation analysis gender roles scale which has been examined has found coherent with the scale of career efforts. The hypothesis developed within the scope of the research was accepted for fourth-grade female students. According to this result, it is able to state that egalitarian gender role, traditional and female gender roles, have the impact in positive direction on management skills, technical capability and entrepreneurial spirit. For the fourth-grade students, the standard coefficients of the model, t values, error variances and R<sup>2</sup> values are presented in Table 8.

Table 8. Standard Coefficients of Variables in the Study Model of Fourth-Year Students, t-values, Error Variance and R<sup>2</sup> Values

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Variables	Standard Coefficients	t values	Error Variance	R <sup>2</sup>
Male Gender Role - Management Skills	No Effect on Model			
Male Gender Role - Challenging to Difficulties	No Effect on Model			
Male Gender Role - Entrepreneurial Spirit	No Effect on Model			
Male Gender Role - Freedom Request	No Effect on Model			
Male Gender Role - Sensation Of Trust	No Effect on Model			
Male Gender Role - Self-Commitment	No Effect on Model			
Male Gender Role - Technical Capability	No Effect on Model			
Male Gender Role - Lifestyle	No Effect on Model			
Egalitarian Gender Role - Management Skills	0,74	2,69	0,45	0,52
Egalitarian Gender Role - Challenging to Difficulties	No Effect on Model			
Egalitarian Gender Role - Entrepreneurial Spirit	0,69	6,96	0,53	0,51
Egalitarian Gender Role - Freedom Request	0,81	5,01	0,29	0,64
Egalitarian Gender Role - Sensation Of Trust	No Effect on Model			
Egalitarian Gender Role - Self-Commitment	No Effect on Model			
Egalitarian Gender Role - Technical Capability	No Effect on Model			
Egalitarian Gender Role - Lifestyle	0,83	9,11	0,36	0,58
Traditional Gender Role - Management Skills	0,76	6,43	0,52	0,67
Traditional Gender Role - Challenging to Difficulties	No Effect on Model			
Traditional Gender Role - Entrepreneurial Spirit	0,80	11,25	0,71	0,78
Traditional Gender Role - Freedom Request	0,61	4,69	0,29	0,82
Traditional Gender Role - Sensation Of Trust	No Effect on Model			
Traditional Gender Role - Self-Commitment	No Effect on Model			
Traditional Gender Role - Technical Capability	No Effect on Model			
Traditional Gender Role - Lifestyle	0,66	3,67	0,48	0,61
Female Gender Role - Management Skills	0,79	6,78	0,55	0,58
Female Gender Role - Challenging to Difficulties	No Effect on Model			
Female Gender Role - Entrepreneurial Spirit	0,78	8,73	0,39	0,60
Female Gender Role - Freedom Request	0,58	7,16	0,51	0,54
Female Gender Role - Sensation Of Trust	No Effect on Model			
Female Gender Role - Self-Commitment	No Effect on Model			
Female Gender Role - Technical Capability	No Effect on Model			
Female Gender Role - Lifestyle	0,67	8,42	0,64	0,41

**CONCLUSIONS AND RECOMMENDATIONS**

In order to determine whether gender roles have an effect on the career efforts, the following results have been obtained;

The study has been applied to first grade just begun higher education and fourth grade students just about graduate in order to see the effect of undergraduate education in shaping gender roles and the formation of career efforts and the difference in career efforts of these roles. In accordance with this purpose, research has been conducted on first grade (1696) 848 and fourth grade (1301) 650 female students made course registration in spring semester of the 2015-2016 academic year. The majority of the first-year students participating in the research is a student at the Faculty of Science and Literature, 19 years old and has a monthly income between 301-600 TL. Their mothers are between 40 and 44 and their fathers are between 45 and 49 years old. Most parents graduated from primary school. The vast majority of the mothers of first-year students are housewives and the fathers are employees. The parents of these students are alive, live together and those students are two siblings. The great majority of the first grade

students live in the Aegean region, they have their own houses and these houses are apartments. First grade students have indicated that there was no effect of their families on choosing their majors and they wanted to have a job related to their majors in university.

When the demographic and economic characteristics of fourth grade students are examined, it has been seen that most of them are students of Science and Literature Faculty, 22 years old and have a monthly income between 301-600 TL. The mothers of these students are 40-44, fathers are in the age range of 45-49 and their level of education is mostly primary school. The vast majority of the mothers of fourth-grade students are housewives and the fathers are employees. The parents of these students are alive, live together and those students are two siblings. Most of the families of the fourth grade students live in the Aegean Region and their own houses which are apartments. First grade students have indicated that there was no effect of their families on choosing their majors and they wanted to have a job related to their majors in university. As a result, it has been determined that both students have similar characteristics in terms of economic, family, social environment and major preference features.

Factors of gender roles obtained from first grade students have not entirely coincide with the factors of the study by Zeynelođlu and Füsün (2011). These five factors obtained by Zeynelođlu and Füsün (2011) namely male gender role, egalitarian gender role, traditional gender role, female gender role and gender role in marriage are similar to those in our study. In this study, male gender role, egalitarian gender role, traditional gender role, female gender role, gender role in marriage and young female gender roles have been established. The gender roles obtained for fourth grade students have not entirely coincide with the factors that Zeyneloglu and Füsün (2011) have achieved in their study. Factors that have been achieved by Zeyneloglu and Füsün (2011) namely male gender role, egalitarian gender role, traditional gender role, and female gender role are similar to those in our study. One factor is not similar. As a result of examining the expressions forming this factor, this factor has been given the name of "young female gender role".

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In the research, career efforts have been measured by the model developed by Schein (1990). It has been found that first grade students have 8 different carrier efforts. The efforts obtained are similar to Schein (1990). However, on some efforts name differences have occurred. Career efforts in the Schein (1990) model are technical functional competence, general managerial competence, autonomy / self-determination, security / stability, entrepreneurship, self-determination, pure challenge and lifestyle. The career efforts obtained from the first grade students through this study are management ability, challenge to difficulties, entrepreneurial spirit, desire for freedom, sense of trust, self-commitment, technical ability and lifestyle.

The career efforts of fourth grade students are; management ability, challenge to difficulties, technical ability, sense of trust, self-commitment, desire for freedom, lifestyle and entrepreneurial spirit. In the light of these results, it is able to be said that the entrepreneurship and desire for freedom of the first grade students have yielded to desire of a safe job towards fourth grade. Corrective factor analysis has been conducted to check the appropriateness of the gender roles obtained for the female students participating in the research. As a result of this analysis, it has been found that the gender roles obtained for the first grade students (male, egalitarian, traditional, female, in marriage and young female gender roles) have been appropriate but the female gender role obtained for fourth grade students has been not. And this role has been excluded from the fourth grade. As a result of the confirmatory analysis conducted to test the appropriateness of career efforts, it has been found that the career efforts achieved for both first and fourth grade sampling are appropriate.

According to the structural equality model made to determine the effect of gender roles on career efforts which is the aim of the study, male, traditional and in marriage gender roles have no effect on career efforts in first grade. Nevertheless, it has been achieved that egalitarian, female and young female gender roles effects the carrier efforts of management skills, entrepreneurial spirit, desire for freedom, self-commitment and lifestyle. Regarding to fourth grade students it has not been to determine that the male gender role has influenced the carrier efforts. On the other hand, it has been confirmed that egalitarian, traditional and female gender roles affect the career

efforts of technical ability, sense of trust and entrepreneurial spirit.

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