



Attitudes Towards Mothers' Work And Gender Roles Of University Students

Üniversite Öğrencilerinin Annelerin Çalışmalarına Yönelik Tutumları Ve Toplumsal
Cinsiyet Rollerini

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ABSTRACT

Gender is a cultural construct that relates to the behavioral roles of women and men. The roles and expectations that society assigns to the genders cause women to be unable to obtain or use some of their rights. One of these situations is the participation of women in working life. Within the scope of gender equality, which is among the "Sustainable Development Goals", which is a universal act calling determined by the countries that are members of the United Nations to be achieved by the end of 2030, it is necessary to make strong women and girls in every field and that these individuals should be in conflict with men on land, property and economic resources. The purpose of the research was to evaluate university students' attitudes to gender roles and mothers' work. The study, which was performed at a college in a university, was carried out with 238 students between June 2019 and December 2020. Data were collected with Personal Identification Form, "Attitudes Towards Mothers' Work Scale" and "Gender Roles Attitude Scale". Data were analyzed using the Mann-Whitney U test and Kruskal-Wallis H tests. 60.9% of the students were female and 39.1% were male. Consequently, while there was a significant difference between the sexes on account of attitudes towards gender roles, there was no difference in attitudes towards working mothers. The fact that there are variables such as father's profession and graduated high school among the factors affecting these attitudes shows that family and education play an important role on gender attitudes.

Keywords: Gender Role, Working Mother, Attitude, University Student, Social Gender Equality

ÖZET

Toplumsal cinsiyet, kadın ve erkeklerin davranışsal rolleriyle ilgili kültürel bir yapıdır. Toplumun cinsiyetlere yüklediği roller ve beklentiler, kadınların bazı haklarını alamamalarına veya kullanamamalarına neden olmaktadır. Bu durumlardan biri de kadınların çalışma yaşamına katılımıdır. Birleşmiş Milletlere üye ülkeler tarafından belirlenen ve 2030 yılı sonuna kadar ulaşılmaya çağrılan evrensel bir eylem olan "Sürdürülebilir Kalkınma Hedefleri" arasında yer alan toplumsal cinsiyet eşitliği kapsamında, kadınların güçlü kılınması gerekmektedir. ve her alanda kız çocukları ve bu bireylerin arazi, mülk ve ekonomik kaynaklar konusunda erkeklerle çatışma içinde olması gerektiğidir. Araştırmanın amacı, üniversite öğrencilerinin toplumsal cinsiyet rollerine ve annelerin çalışmasına yönelik tutumlarını değerlendirmektir. Bir üniversiteye bağlı yüksekokulda gerçekleştirilen araştırma Haziran 2019-Aralık 2020 tarihleri arasında 238 öğrenci ile gerçekleştirilmiştir. Veriler Kişisel Tanıtma Formu, "Annelerin Çalışmasına Yönelik Tutum Ölçeği" ve "Toplumsal Cinsiyet Rollerini Tutum Ölçeği" ile toplanmıştır. Veriler Mann-Whitney U testi ve Kruskal-Wallis H testleri kullanılarak analiz edildi. Öğrencilerin %60,9'u kız, %39,1'i erkektir. Sonuç olarak, cinsiyet rollerine yönelik tutumlar açısından cinsiyetler arasında anlamlı bir farklılık bulunurken, çalışan annelere yönelik tutumlarda farklılık olmadığı görülmüştür. Bu tutumları etkileyen faktörler arasında baba mesleği ve mezun olunan lise gibi değişkenlerin olması, cinsiyet tutumları üzerinde aile ve eğitimin önemli bir rol oynadığını göstermektedir

Anahtar kelimeler: Toplumsal Cinsiyet Rolü, Çalışan Anne, Tutum, Üniversite Öğrencisi, Sosyal Cinsiyet Eşitliği

1. INTRODUCTION

Gender is a cultural construct that relates to the behavioral roles of women and men. These roles are called feminine or masculine (WHO, 2021; Jaehn, Bobrova, Saburova & et al., 2020). The roles and expectations that society assigns to the genders cause women to be unable to obtain or use some of their rights (Bahar Özvarış, 2015). One of these situations is the participation of women in working life. Events such as pregnancy and childbirth in women's employment also bring the risk of being unemployed. In the action plan of the International Conference on Population and Development (ICPD) (1994) held in Cairo, issues related to women's participation in working life were addressed. The action plan includes "taking necessary measures to ensure that women in the labor market have access to the services they will need due to pregnancy and childbirth and that the reproductive rights of individuals are not violated by employers" (UNFPA, 2004). Within the scope of sex equality, which is among the "Sustainable Development Goals", which is a universal act calling determined by the countries that are members of the United Nations to be achieved by the end of 2030, it is necessary to empower women and girls in every field and that these individuals should be in conflict with men on land, property and economic resources. Emphasis is placed on equal rights (UNFPA, 2021). Although it is among the Sustainable Development Goals, female employment still remains below male employment. According to the World Bank, while the work force attendance rate for women over the age of 15 was 47.2% in 2019, this rate was 74.3% for men. Nationally, female employment in 2020 is 16.5% in Afghanistan, 55.6% in Austria, 36.7% in Bosnia and Herzegovina, 16.1% in the West Bank and Gaza, 49.3% in Nigeria, the latest employment data for 2019. While it is 61.1% in Singapore, 34.5% in Sri Lanka, it is reported as 55.3% in Ghana, 11.2% in Iraq, 27.2% in Mauritania, and 15.1% in Niger in 2017 (The World Bank, 2021). In Eurostat's data on employment rates, it is stated that female employment between the ages of 15-64 is 62.8% and male employment is 73% among European Union member state (Eurostat, 2021). According to the "Women with

Statistics (2020) of the Turkish Statistical Institute (TUIK), it is seen that the employment rate of women (28.7%) is less than half of that of men (63.1%) (TUIK, 2020). Globally, the rate of employed women working in informal or part-time jobs such as agriculture cannot be ignored. Women make up 43% of the agricultural workforce in developing countries and 59% in sub-Saharan Africa (UNFPA, 2019). Similarly, Bangladesh, Indonesia, Kenya, Singapore, Tanzania, Mozambique, South Africa, Malaysia and Sri Lanka are among the countries with more female part-time workers than males. While the Covid-19 pandemic, which emerged in December 2019, caused negative effects to be observed in many issues, the same effect was reflected in employment rates. During the pandemic, 60% of 720 million women working in informal jobs, 25% of self-employed women and 21% of men in Europe and Central Asia lost their jobs (UNWomen, 2020). Poverty of women is increasing as a result of low employment and/or inconsistency. The United Nations Gender Equality and Women's Empowerment Unit report (2020) shows that women earn 23% less than men, and at the time of the Covid-19 pandemic, 132 million women over the age of 15 in Sub-Saharan Africa had a daily income of less than \$1.90. Access to health services is also decreasing due to poverty. The World Health Statistics (2020) report also mentions that poverty restricts access to health services. According to the report, it is reported that access to health services in low-resource settings is below the global average, and low- and low-middle-income countries have the worst average for health outcomes. Among the reasons for the low employment of women are the fact that their spouses do not allow them, the separation of occupations as male-female occupations, taking care of children and housework (Bataka, 2020). This situation also points to gender inequality. gender inequality; It is defined as discrimination based on sex in the allocation of resources, use of opportunities and provision of services (WHO,2021). Even when women in working life have children, they are faced with some social judgments and gender inequalities, and they have problems in terms of getting a job, returning to work, and childcare. It is stated that childcare affects women's employment especially in countries such as South Africa and Turkey (UNFPA, 2019). While the employment rate of individuals in the 25-49 age groups with children under the age of 3 in Turkey is 58.7%, female employment is 26.7% and male employment is 87.3%, which can be shown as evidence (TUIK, 2020). Environmental and cultural factors also affect the working hours of the mother and the developmental characteristics of the baby. The fact that women remain between work and family, and their inability to carry out their roles and duties in a balanced way can cause stress, inefficiency, depression, etc. It also causes negative effects on women's quality of life (Topgöl, 2016). Mother-infant attachment is also a condition that is affected by the return to work process. After becoming a mother, new responsibilities are imposed on the woman regarding the care and growth of the baby, and the woman tries to be sufficient both at work and at home, but when she thinks that she is not enough, she tends to blame herself and therefore, women's health is negatively affected (Dönmez, Yavuzlar Civan, Noyan Ahlatçioğlu & et al., 2017). Therefore, it is essential to mature the social infrastructure as well as the physical infrastructure. Establishing the social infrastructure can lead to a positive acceleration in women's employment and a decrease in the employment gap between the sexes (UNFPA, 2019). The attitudes of university students, who will establish their own families in the coming years, towards gender roles and mother work are also very important in this regard. Examining these two situations that affect women's health together will help to reveal the unfavorable attitudes of the students who will shape the future and thus contribute to the quality of the education they receive. The goal of study is to find out how university students feel about gender roles and mothers' work.

2. METHOD

2.1. Design and Setting

238 students studying at a college in a university located in a city in western Turkey were included in the analytical cross-sectional study.

2.2. Participants

The total count method was used to conduct the study. Therefore, no sample selection was made, and the entire population (n= 647) was included in the research. In this context, the study included 238 students who agreed to take part in the study and completed the data collection form in its entirety. Inclusion criteria for the research were being 18 years of age or older, studying in college, taking the "Gender" elective course, not being visually impaired, and volunteering to participate in the study.

2.3. Data Collection

After the gender lesson was completed, the researchers verbally explained the study to the students and then distributed the questionnaire. A total of 123 students filled the questionnaire according to their own statements. Due to the coronavirus pandemic in Turkey in March 2020, the data collection process continued via e-mail, as university education was conducted remotely. The e-mails sent by the students included information about both the survey and the last data collection date. In case the questionnaire was not sent within the given time or filled incompletely, it was sent to the students again. The number of students who answered the questionnaire sent via e-mail was 115. A total of 238 students, including 123 students who participated in the study in the classroom environment between

June 2019 and December 2020 and 115 students to whom the questionnaire was sent via e-mail were included in the research.

2.4. Measures

Personal Description Form, Attitudes towards Mother Study (ATMWS), and Gender Roles Attitude Scale (GRAS) were used to collect data.

2.4.1. Personal Identification Form

Personal Information Form is a form created by researchers using the support of the literature, and it contains socio-demographic features of university students (age, gender, marital status, class level, graduated high school, department preference factor, place of residence for the longest time, place of residence, working status, family type, education level of parents, profession of parents, income status of the family, number of siblings, etc.) (Direk, 2017; Dinç & Çalışkan, 2016; Çiçek & Çopur, 2018; Doğan Pekince, Gerçek Öter & Yildirim, 2021).

2.4.2. Attitude Towards Mothers' Work Scale

Aydın, Yazıcı, Dönmez & et al. (2017), a five-point Likert scale (5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree) with 21 questions. The scale has four factors under the headings of "prejudice/stigma", "autonomy/independence", "family and social cohesion", and "motherhood skills". Items 1, 3, 6, 7, 9, 10, 12, 13, 17, 18 and 20 are scored by inverting. Individuals can score between 21 and 105 from the scale. Getting more points from the scale indicates that individual' positive attitudes towards working mothers increase. The reliability value of the scale, which was evaluated using the Cronbach Alpha test, was 0.844.

2.4.3. Gender Roles Attitude Scale

The scale, developed by Zeyneloğlu and Terzioğlu (2008) to examine attitudes towards gender roles in university students, consists of a total of 38 items and is scored between 0 and 5. The scale is based on students' egalitarian attitudes towards gender roles; It is scored as "5" if I strongly agree, "4" if I agree, "3" if I am undecided, "2" if I disagree, "1" if I strongly disagree. Statements indicating students' attitudes towards gender roles; Unlike the above-mentioned scoring, students are scored as "1" if they completely agree, "2" if they agree, "3" if they are undecided, "4" if they disagree, and "5" if they strongly disagree. In consequence of this evaluation, the maximum score that can be obtained from the scale is 190; The minimum score was calculated as 38. The maximum value taken from the scale indicates that the student has an egalitarian attitude towards sex roles, while the minimum value indicates that the student's attitude towards gender roles is traditional. The Cronbach alpha reliability coefficient of the Gender Roles Attitude Scale was determined to be "0.92" for 38 items.

2.5. Data Analysis

The SPSS 22 program was used to analyzed the data (SPSS, Inc., Chicago, IL, USA). Three groups were compared using the Kruskal-Wallis H test, and two groups were compared using the Mann-Whitney U test. The significance level for all analyses was set at $p < 0.05$.

2.6. Ethical Consideration

In order to start the research, the necessary written permission was obtained from the higher education institution where the university students were educated. Before starting the study, the students were verbally informed about the purpose and scope of the study and their written consent was obtained. Volunteer students were allowed to participate in the research. Students were informed that their privacy would be respected and their answers would not be prosecuted. It was ensured that the research was carried out within the framework of the rules in the Declaration of Helsinki.

3. RESULTS

3.1. Student Characteristics

Of the university students included in study, 60.9% (n=145) were female and 39.1% (n=93) were male. 11.3% of the sample was working. 53.4% of them were second class, 46.6% were first class, and 76.5% of them were nuclear families. 60.1% of them were vocational high school graduates, 32.8% of them were Anatolian high school graduates. While the mother of 75.2% of the sample was a housewife, the father of 29.4% was a worker. While the education level of 59.2% of the mothers of the sample was primary school or below, this rate was 40.3% for the fathers.

3.2. Gender Roles Attitude Scale Average Scores

Table 1 shows that university students scored a minimum of 76 and a maximum of 155 from GRAS, and their total mean score was 100.02 ± 11.99 . The mean of the egalitarian gender role sub-dimension of the students was 33.94 ± 6.44 . While gender is not a factor that makes a difference among "Female Gender Role" average scores, "Egalitarian

Gender Role" average scores, "Gender Role in Marriage" average scores, "Traditional Gender Role" average scores and "Male Gender Role" average scores differs accordingly the gender variable. ($p=0.0001<0.05$). While "Gender Role in Marriage", "Traditional Gender Role" and "Male Gender Role" subdimensions average scores were significantly higher in men, the "Egalitarian Gender Role" average scores were significantly lower. There was a significant difference between the genders on account of "Gender Roles Attitude Scale" average scores ($p=0.0001 < 0.05$). It was founded that the average score of women from the "Gender Roles Attitude Scale" was 97.48 and that of men was 103.99.

Table 1. The Gender Roles Attitude Scale Scores According to Gender Variable

		n	Mean	Median	Gender			Mann-Whitney U test		
					Min	Max	SD	Mean Rank	U	p
Egalitarian Gender Role	Female	145	34.94	37.00	16.00	40.00	5.92	131.8	4952	0.0001
	Male	93	32.38	33.00	8.00	40.00	6.94	100.2		
	Total	238	33.94	36.00	8.00	40.00	6.44			
Female Gender Role	Female	145	22.17	22.00	15.00	32.00	3.78	114.2	5979	0.139
	Male	93	22.82	23.00	14.00	34.00	3.95	127.7		
	Total	238	22.42	22.00	14.00	34.00	3.85			
Gender Role in Marriage	Female	145	13.12	12.00	8.00	29.00	3.51	100.8	4031	0.0001
	Male	93	16.13	15.00	8.00	37.00	5.50	148.7		
	Total	238	14.30	13.00	8.00	37.00	4.62			
Traditional Gender Role	Female	145	16.68	16.00	8.00	32.00	5.38	103.0	4347	0.0001
	Male	93	20.32	20.00	8.00	36.00	5.93	145.3		
	Total	238	18.10	18.00	8.00	36.00	5.86			
Male Gender Role	Female	145	10.57	10.00	6.00	24.00	4.03	109.4	5278.5	0.004
	Male	93	12.34	12.00	6.00	30.00	4.94	135.2		
	Total	238	11.26	11.00	6.00	30.00	4.49			

3.3. The Students' Gender Roles Attitude Scale Mean Scores According to Some Variables

A significant difference was found between high school types in terms of the "Gender Roles Attitude Scale" mean scores ($p = 0.038 < 0.05$). The average scores of the "Gender Roles Attitude Scale" of the students studying at Vocational High School were determined to be significantly lower than the students studying at Anatolian High School and other high schools. According to class groups, the mean scores of "Traditional Gender Role" ($p = 0.029 < 0.05$) and "Male Gender Role" ($p = 0.027 < 0.05$) were different. "Traditional Gender Role" and "Male Gender Role" mean scores of 2nd grade students were higher than 1st grade students. "Gender Role in Marriage" average scores were determined to be alike between the two groups ($p=0.054$). There was no significant difference with regard to working status and "Gender Roles Attitude Scale" average scores and sub-dimensions of the scale.

3.4. Attitude Towards Mothers' Work Scale Average Scores

As can be seen in Table 2, the average score of university students' attitudes towards working mothers is 63 ± 8.12 . There was a significant difference among sexes on account of "Prejudice/Stigma" ($p = 0.0001 < 0.05$) and "Family and Social Cohesion" ($p = 0.007 < 0.05$) average scores. "Bias/Stigma" and "Family and Social Adjustment" average scores were determined to be significantly higher in men. There was a significant difference among sexes in point of "Autonomy/Independence" average scores ($p = 0.021 < 0.05$) and "Motherhood Skills" average scores ($p = 0.001 < 0.05$). While "Autonomy/Independence" average scores were found to be significantly higher in women, "Motherhood Skills" average scores were significantly higher in men. There was no difference among the mean scores of the Mother's Attitude Towards Work Scale and the genders".

Table 2. Attitude Scale Towards Working Mothers Scores According to Gender Variable

		n	Mean	Median	Gender			SD	Mean Rank.	Mann-Whitney U test	
					Min	Max	SD			U	p
Prejudice/ Stigma	Female	145	8.24	8.00	5.00	25.00	3.70	105.2	4668	0.0001	
	Male	93	10.32	10.00	5.00	25.00	4.32	141.8			
	Total	238	9.05	8.00	5.00	25.00	4.07				
Autonomy/ Independence	Female	145	22.21	23.00	10.00	25.00	3.11	127.6	565	0.021	
	Male	93	21.31	22.00	13.00	25.00	3.26	106.8			
	Total	238	21.86	23.00	10.00	25.00	3.19				
Family and Social Adaptation	Female	145	22.11	23.00	6.00	30.00	4.67	129.0	5358	0.007	
	Male	93	20.77	21.00	8.00	30.00	3.77	104.6			
	Total	238	21.59	22.00	6.00	30.00	4.38				
Motherhood Skills	Female	145	9.74	9.00	5.00	23.00	4.10	107.7	50330	0.001	
	Male	93	11.67	11.00	5.00	23.00	4.39	137.9			
	Total	238	10.50	10.00	5.00	23.00	4.31				
Attitude Scale Towards Working Mothers	Female	145	62.31	63.00	28.00	98.00	8.36	114.6	6026	0.166	
	Male	93	64.08	64.00	43.00	88.00	7.64	127.2			
	Total	238	63.00	63.00	28.00	98.00	8.12				

3.5. Comparison of The Students' Attitude Towards Mothers' Work Scale Average Scores According to Some Variables

There was a significant difference among the kind of high school completed with the values of "Bias/Stigma ($p = 0.012 < 0.05$)" and "Motherhood Skills ($p = 0.006 < 0.05$)". The mean scores of "Motherhood Skills" of the students studying at vocational high schools were found to be significantly lower. There was a significant difference among the types of high schools completed in terms of "Attitude Towards Mothers' Work Scale" average scores ($p = 0.019 < 0.05$). The average "Attitude Towards Mothers' Work Scale" in vocational high school were found to be significantly lower than those studying at Anatolian high school and other high schools. "Bias/Stigma" mean scores showed a significant difference according to classes ($p = 0.013 < 0.05$) and "Autonomy/Independence" average scores ($p = 0.004 < 0.05$) scores. While the mean "Bias/Stigma" average scores were higher in the 2nd year students, the "Autonomy/Independence" average scores were significantly lower. It was found that father's profession made a significant difference on account of "Family and Social Cohesion" score averages ($p = 0.009 < 0.05$). "Family and Social Cohesion" average scores of the civil servants were determined to be significantly higher than those of the unemployed, farmer and worker. The mean scores of the "Attitude Towards Mother" Study Scale were different according to family types ($p = 0.043 < 0.05$). "Attitude Towards Mothers' Work Scale" average score was determined to be significantly higher in those with extended family type than those with nuclear family and split family type. No significant difference was found among the mean scores and sub-dimensions of the "Attitude Scale towards Mother's Work" and job status.

4. DISCUSSION

4.1. According to the Results of the Gender Roles Attitude Scale

Attitudes towards gender roles are affected by many factors. An example of this is the woman's work after becoming a mother (Pekel, 2019). Our research examined attitudes towards gender roles and mother work among university students. This study concluded that all students included in the research exhibited an egalitarian attitude, but male students had higher mean scores for the sub-dimensions of "Gender Role in Marriage", "Traditional Gender Role" and "Male Gender Role". The mean scores of the "Gender Role" sub-dimensions were significantly lower. Studies with same findings are available in the literature. In the study of Karasu, Göllüce, Güvenç & et al., (2017), university students exhibited an equitable attitude, but male students had higher average scores on the "Gender Role in Marriage", "Traditional Gender Role" and "Male Gender Role" sub-dimensions, had lower average score "Egalitarian Gender Role" sub-dimensions compared to women. Adachi's (2018) study showed that there is an egalitarian attitude and that these attitude values of women are higher than men. There are also different studies stating that women exhibit a more egalitarian attitude than men regarding gender roles (Berger, Caluori, Pintar & et al., 2018). Similarly, Öngen and Aytaç (2013) and Aydın, Yazıcı, Dönmez et al. (2016)'s study showed that there is a significant difference among male and female genders on account of the mean scores of the "Gender Role in Marriage and Traditional Gender Role" sub-dimensions. There are other studies that support this situation in the literature (Çelik Seyitoğlu, Güneş & Gökçe, 2016; Hajnalka, 2014; Kodan Çetinkaya, 2013). But, a study involving Medical Faculty students showed that female students had higher mean scores on "Gender Role in Marriage" and "Male Gender Role" (Direk & Irmak, 2017). It is thought that the fact that these values are mostly high in men is due to the fact that women are exposed to more negative conditions and men are affected by this, due to the dominance of the traditional structure in Turkish society. The study results of Gere & Helwig (2012) also support that it may be caused by the cultural structure of societies. The research revealed that Asian youth display a more traditional attitude than European youth. Individuals' attitudes towards gender roles continue to take shape during high school education. In this period, dating relationships are frequently experienced and women and men try to exist together in society (Özpulat, 2017). Due to these characteristics of high school education, the variable of graduated high school was also taken into account while evaluating the attitudes towards gender in the research. The kind of high school in which the students were educated affected their attitudes towards gender roles. The scores of the students studying at vocational high schools from the scale related to gender roles were significantly lower than the students studying at other high schools. In a similar study, it was found that Anatolian high school graduates exhibited more egalitarian attitudes when compared to other high school graduates (Sis Çelik, Pasinlioğlu, Tan & et al., 2013). However, unlike the high school, he graduated in education (Zeybek & Kurşun, 2019). While vocational education is given to adolescents in vocational high schools, other high schools do not offer vocational courses. For this reason, in the sections separated by the society as male and female occupations, the majority of them are single-sex groups. For instance, the majority of industrial vocational high schools are male, and the majority of female vocational high schools are female students. (Elgün, Yeniçeri & Alemdar, 2017). The lack of interaction with each other in the high school period, when their attitudes towards gender roles continue to take shape, may cause these students' attitudes towards gender roles to be more traditional. A study supports this situation. In the study of Hajnalka (2014), it is stated that students studying in male-dominated departments have more traditional attitudes.

4.2. Attitude Towards Mothers' Work Scale

Individuals' attitudes towards gender roles are affected by environmental factors. The data in the study also support this statement. Our research showed that the average scores of "Motherhood Skills" of the students who were educated in vocational high schools were lower than the students in other high schools. Apart from this, the average score of the "Attitude Scale towards Mother's Work" of the students studying in vocational high schools was lower than the students in other high schools. In terms of "Family and Social Cohesion" average score, it was seen that the father's profession was a significant variable. These average score are higher in those whose fathers are civil servants than those who are unemployed, farmers and workers. This situation can also show that those whose fathers are civil servants are more egalitarian than other occupational groups. It is known that an individual must have a particular grade of education on account of be a civil servant. In Özpulat's (2017) study, it was emphasized that the increase in father's education level had a positive effect on attitudes for maternal work. Additionally, in the study of Doğan Pekince, Gerçek Öter and Yıldırım (2021), it was shown that an increase in father's education level increases the values of autonomy/independence, which in turn significantly increases family and social cohesion. Çiçek & Çopur (2018) and Aydın, Yazıcı, Dönmez & et al., (2016) also stated that fathers' education and egalitarian gender role attitudes are related. In the study of Hajnalka (2014), it is stated that the traditional attitude will be observed less if the father's qualifications such as education and financial situation are better.

Extended family is the type of family in which grandparents and other family types live with each other, apart from the mother, father and children. As regards to the findings of the research, the "Attitude towards Mothers' Work Scale" is higher in those with extended family type than those with nuclear and fragmented family types. There are similar findings in the study of Dinç and Çalışkan (2016). In this study, it was discovered that students who grew up in extended families had a more positive attitude toward gender roles than those who grew up in nuclear or broken families. On the other hand, Gönenç, Topuz, Yılmaz & et al. (2018) and Uçar, Aksoy Derya, Karaaslan Kızılkaya & et al. (2017) showed that students with extended family type have higher attitudes towards gender roles than students with nuclear family type. Otherwise, it is stated that the gender roles attitude scale score is higher in those with broken families than in students living in other family types (Ergin, Bekar & Aydemir Acar, 2019).

Limitations and Future Research

This study revealed that the gender variable was effective on the attitudes of university students towards gender roles, but not on attitudes towards working mothers. The fact that there are variables such as father's profession and graduated high school among the factors affecting current attitudes shows that family, education level and type of high school play an considerable role on gender attitudes. In order for future generations to have a positive attitude towards gender roles and mother work, it is necessary to provide training on gender equality. However, it is important to adopt policies for mothers to continue their working life.

The fact that it was conducted in a single-centered educational institution constitutes the limitation of the study. Therefore, multi-centre studies on gender roles and mother work in different countries are of great importance in ensuring women's participation in working life more within the scope of sustainable development goals. If measures are not taken now, there is a projection that there will be a working life against women in the next 20 years. In this case, it should be ensured that courses on gender equality should be added to the curriculum of students studying in other fields, especially health-related departments of universities that train health personnel, and training on gender equality should be provided face-to-face or online according to pandemic conditions. The fact that women, who have a much lower income share than men globally, take more part in working life will contribute greatly to the financial and social acceleration of development in both developed and developing countries. It is important for the states to operate the decision-making mechanisms in this direction and to revise the health and social policies in this direction, in terms of the operation of the gender equality article in the goals of being sustainable.

Declaration of Conflicting Interest

There is no conflict between the authors.

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