Needs Assessment for Gender Equality Curriculum among High School Students: An Example of an Anatolian High School *

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Abstract

When the needs of Turkish society are examined in gender equality which is an important determinant of human rights, it has been observed that women were not able to use the rights to life, health, education, work, equal pay for equal work, to right to vote and be voted for and participate freely in cultural life as required. Cases of violations of rights have occurred in these areas, as well. Determining needs of high school students for gender equality education, which coincides with the assimilation of gender roles, embrace of gender based patterns and completion of gender identity formation, will be one of the first steps in the upbringing of gender sensitive individuals in the future. The purpose of this research is to determine the educational needs of high school students for the Gender Equality Curriculum. The research data realized with the help of case study of the qualitative research methodology were obtained through semi-structured focus group interviews, participant observation and document review. The study group consisted of students who attended an Anatolian High School in Ankara during the academic year of 2012-2013. The data of the study was analyzed by using the content analysis technique on NVivo 8 computer software. The result of the research has discovered the followings: the students have adopted traditional gender roles and gender stereotypes; acts of violence are mostly done by male students towards female students or female teachers; some students do not consider women's secondary status as discrimination; gender interactions have been restricted; gender discriminations are done by teachers; violence against women has occured and remained unresponsive. When the findings are evaluated in a holistic sense, it has been determined that high school students have educational needs on topics like "perception of gender", "gender roles and stereotypes", "homosexuality", "participation of women in decision making", "violence against women" and "participation of women in business and income".

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Introduction

Need is something that is required or useful in order to be able to achieve an aim. But needs assessment is the process of gathering, describing and structuring of information to identify what is useful. A needs assessment is generally required to establish the objectives of the curriculum, to evaluate the teaching process for these objectives and to determine the funding. Needs assessment provides a realistic approach in prioritization and distribution of resources (Stufflebeam, McCormick, Brinkerhoff, & Nelson, 1985). In Taba-Tyler's curriculum development model, the first step towards curriculum development is making a detailed analysis of the needs of the target group. It is important to determine the actual needs to design a curriculum and to achieve the goals of the curriculum designed. According to Demirel (2007), the following three questions should be answered in needs assessment studies:

1) What are the needs of society?
2) What are the needs of the subject area?
3) What are the individual needs?

In the introductory part of this study, the needs of the society and those of the subject area were examined in terms of gender equality by means of the review of resources. But the individual needs were identified in the findings part of the research.

The Needs of Society on Gender Equality

Unlike sex, which expresses the biologic orientation of being male and female (Dökmen, 2014), gender means social, cultural, and psychological identification of roles/features of women and men (UNESCO, 2000). Besides female / male identities, concept of gender also contains lesbian, gay, bisexual, trans and intersex identities and their problems.

Most of the differences between male and female do not have a biological basis. While the fertility characteristic of a woman, muscular formation of a man, and other features are biological differences, the notion of accepting of women as fragile, and men as brave are gender based differences. One of the elements that make up these differences is gender stereotypes. Gender stereotypes are the characteristics and behavior that society expects from women as a group and men as a group (Dökmen, 2014). From the moment the individual opens his eyes to the world, he or she is exposed to the influence of gender stereotypes. Clothes, toys, behaviors and even the names given are shaped by this pattern. Another concept that contains gender based expectations of the society, is gender roles that expresses the distribution of the duties and responsibilities of the individuals to fulfill based on gender (Acar, Ayata, & Varoğlu, 1999). Gender roles and gender stereotypes result in discriminatory practices between genders. It's women who are negatively affected by it. In the International Convention on the Prevention of All Forms of Discrimination Against Women (UNICEF, 2004a; United Nations, 2016), discrimination against women has been defined as "*.........any discrimination, deprivation or restriction, based on equality between women and men, irrespective of their marital status that prevents, exploits, abolishes or targets the recognition of use, and exploitation of political, economic, social, cultural, civil or other human rights, and fundamental freedoms of women.*"

With this contract, it was tried to ensure that women are not deprived of their liberty and rights on the grounds that they are different from men (Bora, 2011). Turkey signed the contract in 1985.

Gender equality, which is an important issue in the area of human rights, means that men and women should equally participate in both private and public spheres of life (Flowers, 2010). The Universal Declaration of Human Rights includes a statement that says "*all men and women have the right to equally benefit from the rights* **to life, health, education, work, equal pay for equal work, to elect and be elected and participate freely in cultural life** *without discrimination*" (UNICEF, 2004b). So what is the case of its application in the Republic of Turkey?

Right to Life: According to the data of Ministry of Justice: between 2002 and 2009 female homicides in Turkey increased by 1400 % (Ntv, 24 November 2009). In the past seven years (2010-2016) 1411 women have been murdered ("Kadın Cinayetleri", n.d.) and thus their rights to live have been taken from them. One of the reasons of the increase in women's homicides is the legitimization of violence against women (İnsan Hakları Derneği İstanbul Şubesi, 2011).

The United Nations defines violence against women as "any act that is based on sex, and is likely to result in physical, sexual, or psychological damage, and the one that hurts women, harms them, applies pressure on them in society or in private life, and arbitrarily restricts their freedoms." (World Health Organization [WHO], 2014).

According to the results of the Research on Domestic Violence against Women [RDVAW]; 37 percent of women living in urban areas in Turkey and 39 per cent of women living in rural areas have experienced physical and / or sexual violence at some point of their lives. Violence against the women are mostly committed by the men who are close to them (husbands, fiancés, the men they are engaged to, boyfriends, fathers, older brothers, relatives). 44 percent of women exposed to violence did not tell anybody about it. The reason of not sharing it with others includes the significant impact of violence being considered as 'normal' by the majority of the population. Therefore, it has been observed that in the fight against violence, women who are exposed to it prefer their own methods and seldomly ask for help from the institutional mechanisms (11%). The reasons of the lack of application to these institutions are that the women have hesitations about their children's happiness, think that their husbands will change, do not know where to apply, have negative thoughts about these institutions and are not able to perceive the violence they are exposed to as a "serious problem" (Kadının Statüsü Genel Müdürlüğü [KSGM], 2015). Violence against women is a major problem; but a more important issue is that violence is accepted as 'normal' by society and women do not perceive it as a 'serious problem'. Because thinking like that causes women to accept violence and not to do anything to resolve it, and violence to be multiplied exponentially. According to Gözütok (2008), the most important reason of the existence and continuity of violence is the acceptance of violence by people.

Acts of violence against women in different forms (killing, wounding, sexual abuse, early marriages) restrain their rights to life, health, education, work and cultural life, and in short, all their benefits from human rights. Violence against women, which is a problem of human rights, needs to reach an increasing awareness (WHO, 2005).

Right to Health: The violence that women are exposed to affects their physical and mental health negatively. One out of four of these women have been injured at least once. The level of injury that requires treatment after the acts violence was 41 percent in the 2008 RDVAW, but 47 percent in the 2014 RDVAW. In addition to physical health, women who are exposed to violence also experience mental health problems, such as feeling worse, thinking about suicide, and attempting suicide. Also, expectation of not visiting health institutions without getting permission is one of the controlling behaviors that one out of four of the women face (KSGM, 2015). Women's not being able to go to health institutions freely is an indication of their absence of control over their bodies and their experience in restrictions on health rights.

Right to Education: Gender equality in education means that boys and girls are not exposed to gender discrimination in the *access to opportunities, resources and services* within the educational process and have equal *opportunity to benefit and receive equal treatment* (UNESCO, 2009; Ministry of National Education [MEB], 2016). When reviewing the *access to education*, it is observed one third of women at some point of their lives have had restrictions on it (KSGM, 2015). While the literacy rate of women in Turkey is 92 percent, this rate for men is 98 percent. Primary education enrollment rate is 94 percent for girls, 95 percent for boys; secondary education enrollment rate is 87 percent for girls but 90 percent for boys. University enrollment rate for women is 73 percent and 85 percent for men (World Economic Forum, 2015). Women have lower access to all levels of education than men, and access rates are decreasing as education level increases.

Perceptions about the characterization of 'masculine' and 'feminine' occupations occur in the early stages of life and influence the choice of career (Kane & Mertz, 2011). These perceptions result in not benefitting from *equal opportunities* for girls and boys. When the higher education statistics are analysed, it becomes clear that in the 2011-2012 academic year technical sciences are preferred by male students (70.3%) at universities, whereas female students mostly preferred language and literature specific fields (63.6%). The percentage of male students studying technical sciences is about 2.4 times more than that of female students (Türkiye İstatistik Kurumu [TÜİK], 2013). The results of the research (Esen, 2007; MEB, 2016) show that there is a gender-based vocational guidance in the educational setting through teaching materials, teachers and the attitudes of school managers. Gender was shown as a criterion in the selection of profession in the article sent to high schools by a county national education directorate ("Kişiye Uygun Meslek Seçiminin Önemi," n.d.). There was a statement saying that "Women should be traditionally advised to choose occupations that will not hinder their women's and maternal roles." Indicating gender as a criterion in choosing a profession and associating women with professions in the social field and men in the technical ones is a big obstacle for women to discover and develop their talents and performances. It is necessary to create a society where individuals can choose their professions in accordance with their own interests and abilities, without any discrimination where men can become nurses and women repairers (OECD, 2015a).

The researches conducted (UNESCO, 2000; Duffy, Warren, & Walsh, 2001; UNESCO, 2002; Zittleman & Sadker, 2003 as cited in Slavin, 2015; Tang, 2008; Sayılan, 2012; Sayılan & Özkazanç, 2012; Esen, 2013a; Arar, 2014; Eğitim Reformu Girişimi [ERG], 2015; OECD, 2015b, MEB, 2016) show that girls and boys are not treated equally in the school setting. The results of the research indicates that gender inequality still continues through teacher behavior, teaching programs, educational materials, classroom regulations, implicit programs, sexist discourses, traditional role distributions and role models, gender based expectations and vocational guidances.

Right to Work: While only 32.20% of the women who make up about half of the population of Turkey participate in the workforce, this rate is 75.60% for men (World Economic Forum, 2015). In 2013 31.4 percent of women working were unpaid family workers (TÜİK, 2013). In order to increase the welfare level of Turkey, it is necessary to increase the economic participation of women. According to the International Monetary Fund (IMF, 2013) gender differences in working life can lead to a 27% drop in Gross Domestic Product. By equalizing the rate of working women with that of working men in some countries, an increase in Gross Domestic Product can be achieved; 5 percent in the USA, 9 percent in Japan, 12 percent in the United Arab Emirates, and 34 percent in Egypt.

Right to Equal Pay for Equal Work: The wages earned by men and women for the same work differ, and this difference works against the woman. According to 2010 TÜİK's data, when examined the gender based wages differences according to the education level, the wages of men in all learning stages are higher than those of women. Gross annual average income of high school graduates men working in paid jobs is 15,531 TL, while earnings of women are 13,969 TL. While men who have higher education earn an average of 33.574 TL per year, women earn 28.184 TL. The gender pay gap is 10.1 percent for high school graduates and 16.1 percent for university graduates in favor of men (TÜİK, 2013). The gender pay gap is the most tangible indication of the discrimination that women experience in their working lives. There is an urgent need for more efforts to ensure gender equality in working life. Because in OECD countries in which Turkey is also included, the gender pay gap was 18.22 percent in 2000. In 2014 this rate was 15.46 percent with a slight decrease (OECD, 2014).

Right to Vote and be Voted for: Women in Turkey have gained the right to vote and be voted for in 1934 before many European countries (Belgium, Portugal, Switzerland, Italy, France, Ireland). Political representation rates of women, however, lags far behind the European countries (39% in Belgium, 35% in Portugal, 32% in Switzerland, 31% in Italy, 26% in France, 22% in Ireland) (World Economic Forum, 2015). In 2016, the percentage of women in government in Turkey was 3.7 percent, and the rate of female Members of Parliament was 14.9 percent. As a result of the 2014 Local Elections, 4.9 percent of provincial-level mayors and 3.6 percent of district-level mayors were women. Moreover,

women's low political participation rates are not a periodic problem. Female Members of Parliament rate was 4.6 percent in 1935, 0.6 percent in 1950, 1.3 percent in 1973, 4.2 percent in 1999 and 9.1 percent in 2007 (Ecevit, 2013). Since participating in politics means having a say on decisions about resources (Ayata, 2011), more women politicians are needed to allow access to resources and manage their usags.

Right to Participate Freely in Cultural Life: Like other rights, cultural rights are universal, indivisible, interrelated and interconnected. The use of cultural rights, the support for their use and respect for these rights are important for the protection of human dignity and for ensuring social interaction. The right to participate in cultural life expresses the freedom of the individual (Birleşmiş Milletler, 2009). According to RDVAW, when reviewed the participation of women in cultural life, the places where women go, the people they meet with, their clothing, behaviors related to their lives are controlled by their husbands, or men they are with. The most common restrictive behaviors are when women are asked to inform their men aboout their whereabouts, and when their men are angry if they are involved in communication with other men, or when men interfere in women's clothes. Constraints that women face in social life continue in the online settings. Twenty percent of women are prevented from using social networking sites by the men in their lives (KSGM, 2015). According to the research results done by Altınay and Arat (2008) only one out of every ten women can go to another city/village, three out of every ten can visit their families or go to the bazaar without permission of their husbands and four out of every ten can visit neighbors/friends without being subject to the permission of their spouses. These limitations or barriers indicate that women are not free to participate in cultural life.

In summary, women are restricted in using their right to life, health, education, work, equal pay for equal work, right to vote and be voted for and free participation in cultural life. This is an indication that gender inequality in Turkey continues through 'violation of rights'. Women themselves need to be aware of their rights in order to be able to benefit from them. And men who form the other half of the society should be aware of and sensitive to 'women's rights', as well.

The Global Gender Gap Report 2015 prepared by the World Economic Forum summarizes the above mentioned at the international level. Turkey ranks 130th out of 145 countries, regressing from the previous year (125th out of 142 countries). Turkey ranked 131st in economic participation and opportunities, 105th in political empowerment and educational achievement, and has shared the 1st place with forty countries in health and life. There has been a 0.039% improvement in gender equality in Turkey since 2006 (World Economic Forum, 2015). Gender equality needs to gain awareness in order to speed up the slow progress of Turkey towards gender equality and to ensure equality in benefitting from human rights. In various studies (Frankel & Lloyd, 1992 as cited in Rutledge, 2005; KSGM, 2015), it has been advised to design training programs to raise awareness on gender equality. It has been observed that women and men who passed through all stages of education did not want to change gender stereotypes and did not do them (Karkıner, 2016). For this reason, in this study high school students who have not completed their education were preferred. Another reason for the preference of high school students is that their school years coincide with the adolescent period. Adolescent period is a stormy period when important changes happen. The biological, mental and psycho-social traits that an adolescent person will have in adulthood and older ages will be acquired in this period. Many questions such as who the person is and what kind of person he/she will become in the future are seeking answers in this period. Finding the right answers to these questions is not easy for adolescents. So if the teenager can not find any answers to these questions, he/she might get confused roles. (Arı, 2008). In adolescence, the internalization of gender roles, the adoption of gender based behavior patterns and the completion of sexual identity formation are influenced by environmental attitudes that lead to behaving in gender appropriate ways (Derman, 2008). At the same time, the individuals in this period find themselves in the process of determining what kind of a woman or a man to become and take a role model from their circle in shaping their own sexual identity (Yörükoğlu, 2003 as cited in Yogev, 2006).

Needs of the Subject Area on Gender Equality

The number of studies on gender roles, equality and discrimination conducted with university students in Turkey is quite high in the resources (Çelik, Pasinlioğlu, Tan, & Koyuncu, 2013; Vefikuluçay, Zeyneloğlu, Eroğlu, & Taşkın, 2007; Vefikuluçay Yılmaz et al., 2009). Meanwhile the number of studies with secondary school students is very limited. Studies carried out with high school or adolescent students mainly focus on processes of into manhood-womanhood and the effects of family, school and peers on acquisition of gender (Damarlı, 2006; Yogev, 2006; Öztürk, 2012; Atakan & Tekdemir Yurttaş, 2013; ERG, 2015).

After the data of this research was collected, a project implemented by MEB (2016) evaluated the schools in terms of gender sensitivity. The high school level was also considered. According to the results obtained in terms of gender equality, girls and boys are adopting traditional views that are valid gender in the society, and teachers have different expectations from students and are putting different roles depending on their sex.

When the studies conducted with secondary students abroad are analysed the impact of the implicit program on the configuration of gender identities, the impact of the school on the shaping of gender identities and the students' focus on the gender awareness issues were observed (Armeni, 1999; Resnick, 2002; Tang, 2008; Arar, 2014; Kuurme & Kasemaa, 2015).

In a study conducted at a school in Israel where Muslim-Arab students were getting education it was discovered that girls do not want to choose faculties like electronics and computer engineering, even if they are successful because they find them masculine. The behaviors of female students are inspected by male students who are their relatives and girls and boys do not spend time together in school yards (Arar, 2014).

As a result of the research done with the secondary students in Estonia there were significant differences between "normal" male and female behaviors identified by school students. Behaviors and characteristics of male students engaging in disturbing the class, missing the class, swearing, opposing the teachers, rushing about, yelling, conducting physically violent acts and having bad habits are considered "normal". For female students acting responsibly, getting good grades, being deligent and hardworking, obeying to school rules, getting recognition from teachers alongside behaving like nice and desperate, and acting like a dumb blonde are considered "normal". It has been revealed that some male students do not want to be seen as hardworking because being hardworking is identified with female students (Kuurme & Kasemaa, 2015).

In order to overcome the gender stereotypes and to raise awareness towards gender equality during the adolescent period in which the individual's gender identity is shaped, it is necessary to find out the educational needs of students in this regard. There has been no academic work that determines the gender equality needs of high school students in Turkey.

The Individual Needs on Gender Equality

The needs of the individual on gender equality are addressed in findings part of the research in line with its purpose. It identifies the research problem, the needs of high school students on "Gender Equality Curriculum".

The Purpose of the Study

The purpose of this study is to determine the needs of students at an Anatolian High school located in Ankara Province for Gender Equality Curriculum. In line with the purpose mentioned, the question of "Educational needs of high school students for Gender Equality Curriculum?" was answered.

The Significance of the Study

The findings of the study will guide to create the objectives of the curriculum, outlining its content and formation of the evaluation aspects by putting forward the needs of high school students for Gender Equality. Moreover, this study is expected to establish a groundwork for the solution of the

problem by revealing cases related to gender equality/inequality experienced by high school students in adolescence, in which gender roles are internalized. The study is significant in terms of detecting how gender equality/inequality is experienced at schools and how adolescents internalize gender roles. The features distinguishing this study from other gender studies conducted with high school students are as follows:

- Identification of education needs of high school students for gender equality.
- Gaining in-depth knowledge using focus group interview, participant observation and document review in the process of determining training needs

Method

Research Model

In this research, case study design was utilized in line with its purpose since an in-depth analysis on the needs of high school children for gender equality is conducted within their life frame. Case study is the type of research where the researcher outlines the case by collecting detailed and comprehensive data through observations, interviews, audio-visual materials, documents and reports regarding real life situations, limited current event or multiple observations of limited situations in a given period of time (Creswell, 2013).

Researchers' Role

The research has been carried out by a doctoral student and the member of the academic staff at the Department of Curriculum and Instruction. In qualitative studies, the researcher should closely track the incidents or concepts in a participatory manner. One of the two researchers had previously worked for two years as a teacher at the school where the study was conducted. According to Creswell (2013), while researchers were more comfortable with data collection because they were cooperating with their colleagues, friends or relatives while conducting qualitative research; they were also running the risk of drafting their report in an incomplete, biased or conciliatory manner. In order to prevent biases, direct quotations from participants are given in findings section of the research and consistency of data with the findings was crosschecked by the other researcher.

Study Group

The study group is consisted of students attending an Anatolian High School in Ankara during the academic year of 2012-2013. The study group was formed based on "easily available case sampling", which is one of the sampling methods study group. This method contributes speed and feasibility to the research. Because, in this method, the researcher selects an easily accessible and convenient case (Yıldırım & Şimşek, 2008).

The Demo focus group interview was conducted with a total of 6 students, 3 female and 3 male students, who were studying at the same school. The actual focus group was formed with the voluntary participation of 18 girls and 18 boys. In the focus group interview, groups were usually comprised of 6 to 10 individuals with similar past experiences (Patton, 2014).

Table 1. Semi-Structured Focus Group Interview Groups

Groups	Female Students	Male Students	TOTAL
Group 1	3	3	6
Group 2	5	4	9
Group 3	5	5	10
Group 4	5	6	11
TOTAL	18	18	36

Table 1 shows that groups consist of at least 6 persons and at most 11. Equal or almost equal number of boys and girls was sought to be maintained during sessions. Table 2 shows data pertaining to students who sat through focus group interviews.

Table 2. Demographic Data on Focus Group Interview Group Students

Features	n	%
Gender		
Female	18	50
Male	18	50
Age		
14	2	5.6
15	16	44.4
16	12	33.3
17	4	11.1
18	2	5.6
Mother's education level		
Primary	24	66.7
Elementary	5	13.9
High School	7	19.4
Father's education level		
Primary	12	36.1
Elementary	9	25
High School	9	25
University	6	13.9
Mother's profession		
Housewife	35	97.2
Janitor	1	2.8
Father's profession		
Unskilled laborer	12	33.3
Farmer	6	16.7
Retired	4	11.1
Soldier	4	11.1
Small business owner	3	8.3
Civil servant	3	8.3
Freelance business/owner	2	5.6
Manager	2	5.6
Number of Siblings		
1	1	2.8
2	14	38.9
3	13	36.1
4	5	13.9
5	2	5.6
7	1	2.8

Table 2 shows that the majority of participants were aged 15 and 16 years. Participants do not have a mother graduated from a higher educational istitute or someone with a professional career. Participants are all members of families with more than one child.

At participatory observation, as part of in-class observation, classes where the researcher sat were targeted while as part of extra-curricular observation the entire school was subject to observation. In document analysis phase, 42 discipline reports issued during the academic year of 2012-2013 were reviewed.

Data Collection Tools and Data Collection

Researcher carrying out a case study is supposed to use more than one data source where viable (Yin, 1984 as cited in Yıldırım & Şimşek, 2008). In this study; focus group interviews, participatory observation and document analysis methods were utilized as data collection tools.

Semi-Structured Focus Group Interview Form: Focus group interview is a sort of interview practiced with a small number of participants on a given topic. The purpose is to elicit high quality data where individuals would assess their own views with respect to those of others in a social context. In focus group interviews, participants may make further comments and propositions beyond their initial authentic responses upon having listened to the statements by others. Focus group interviews are widely implemented in needs assessment, and organizational development and assessment studies (Patton, 2014). Followed by the resource review, 11 questions were set forth to examine the notion of gender equality. Prior to distribution of interview forms, pilot interview forms were used in order to detect possible errors and foresee the problems. In line with focus group interview questions, pilot study was implemented with the participation of three male and three female students. As a result, certain questions were found to be difficult to comprehend, thus they were replaced with rather clear ones. Before starting focus group interviews with the actual study group, the participants were explained their roles in this study as well as the significance of the study. Data was collected by voice recording device upon consent from participants. Personal details of students were elicited at the beginning, then the focus group interview was conducted. In order to elicit comprehensive data on the subject, depending on the course of the interview, drilling questions were asked at the end. Interviews, done in four sessions, lasted about one hour in one of the vacant classrooms or laboratories at the school. No other students were allowed in the interview room except for intended participants. Since the researcher was previously acquainted with the majority of focus group students, the interview was conducted in a comfortable atmosphere.

Participatory Observation: Participatory observation is sort of observation where the observer blends in with the target group and acts as one of them while collecting data (Karasar, 2012). The most crucial feature of participatory observation, conducted to gather detailed information on behaviors demonstrated in any environment or institution, is that it enables the researcher to have first-hand access to data. Observing human behavior in its natural environment is the prerequisite for realistic observation of such behavior. Behaviors observed outside its natural conditions may not reflect reality. Therefore, it is ideal for the observer to be personally present in the setting and observe targeted behaviors (Yıldırım & Şimşek, 2008). There is a limit as to what can be deducted from people's expressions. Direct participation and observation of the phenomenon is the best research method to fully eliminate complications in most situations (Patton, 2014). Within the scope of the research, students' behaviors were observed inside and outside the school, and those related to gender were noted down. Observations of the researcher inside the school were based on sitting shape of students in class, students' expressions and behaviors with regard to gender equality/inequality during classes, student-teacher and peer relations. The researcher collected data from a school at which she previously worked for two academic years and was therefore in interaction with students, who are the sources of data. According to Yıldırım and Şimşek (2008), in non-structured participatory observations, the researcher attempts to infiltrate in the culture or sub-culture that is the subject of study and become part of it. Since the researcher was a member of the school where the study was conducted, she had the ability to observe behaviors in their most natural states inside and outside the classroom. Observation was carried out during the fall semester of the academic year of 2012-2013. During data collection phase, the researcher aimed at remaining unbiased and avoided intervening with the incidents.

Document Analysis: Document analysis is the analysis of written materials containing data pertaining to the targeted phenomenon or phenomena (Yıldırım & Şimşek, 2008). In scope of case studies or grounded theories, documents may be used together with data from interviews and observations (Punch, 2011). Documents of the present study are the disciplinary reports issued during the academic year of 2012-2013. During the observation at school, it was observed that the disciplinary punishment of behaviors that was the subject of the researcher was generally conducted against female teachers or girls. Disciplinary reports have been reviewed to confirm these observations and gender status in disciplinary reports. The sex of the student recieving disciplinary punishment and that of the victim, the reason for getting disciplinary punishment, and the punishment itself given were analysed in the reports. Document analysis was completed in two days in presence of vice-principal in his room upon approval from the school administration.

Data Analysis

Data from focus group interviews were transcribed from voice recorder and a qualitative database was formed in written format. In parsing the answers of participants and transferring them into computerized platform, female students were coded with the letter "f" and male students "m", respectively. Initially, the data was read through to obtain an idea about participants' general opinions.

The NVivo 8 software was utilized in data analysis. Categories and themes were drafted in order to conceptualize the notion of "gender" based on 76 codes as collected. Categories and themes attained upon data analysis are shown below in Table 3.

Justification on Validity (Credibility and Transferability) of the Research
- Diversity of data was attained by jointly utilizing various data collection methods such as focus group interview, participatory observation and document analysis.
- Both the impartial expert and the other researcher crosschecked the findings, comments and results to make sure that they had been supported by the data. Relevant corrections were made based on feedback received.
- In order to reinforce the validity of the research, research process was explained in a detailed manner. In this regard, the research model, the role of researcher, the study group, the data collection tools and the data collection process, the analysis of data and the interpretation were described in details.
- Researcher collected the data from a school where she formerly worked for two years. Detailed and in-depth information was collected through focus group interviews and observations.
- In the research where content analysis was used, direct quotations from the participants have been included.

Justification on Reliability of the Research
- During the interviews with students, the data was recorded by a voice recording device and it was transcribed.
- The NVivo 8 software was used in coding and analysis of the data.

Results

The findings and comments generated from the focus group interviews, student observations and school disciplinary reports are laid out in this section of the research. The findings acquired from the focus group interviews and noteworthy expressions of students have been presented without alteration. Letters "f" (female student) and "m" (male student) at the end of citations from students are an attribution to their sex. The findings were addressed in line with themes attained as a result of the data analysis. The categories and topics resulting from the analysis of the data are shown in Table 3.

Table 3 - Categories and Themes Upon Data Analysis

1. Meaning of Gender

   1.1. Having previous information on the subject

   1.2. What it means

2. Gender Roles and Social Stereotypes

   2.1. Sitting shapes

   2.2. Friendships

   2.3. Meaning of manhood

   2.4. Features expected to be owned by men

   2.5. Problems faced by men due to gender stereotypes

   2.6. Meaning of womanhood

   2.7. Features expected to be owned by women

   2.8. Protection of women

   2.9. Women's outfit

   2.10. Reasons for respecting women

   2.11. Male professions, female professions

   2.12. Men are smarter

   2.13. Not discrimination, but a religious obligation

   2.14. Steps to be taken to improve women's situation

3. Homosexuality

   3.1. Thoughts on homosexuality

   3.2. Behavior patterns towards homosexual friends

   3.3. Anxiety over being attributed as such

4. Women's participation into decision-making mechanisms

   4.1. Student assembly elections at school

   4.2. Class leader

5. Violence against women

   5.1. Sexual/Physical violence that observed at school

   5.2. Violence against women in discipline reports

   5.3. Reasons of violence against women

   5.4. Cases when women deserve violence

6. Women's participation in labor force and income

   6.1. Working women

   6.2. Women getting paid more than men

Meaning of Gender

Information on the contents of the research was presented to students following the question "Have you ever heard the concept of gender?". All students expressed that they have not heard of such notion before:

- *We haven't heard –m*
- *No –m*
- *I hear for the first time now –m*

Different from biological sex, gender means the socially attributed roles and responsibilities of men and women. Students were briefed about the meaning of gender and the question "What does gender concept mean to you?" was asked. Students considered the notion of gender as differentiation between men and women. What they deduced from gender concept was that it was the restriction of women, oppression and secondary position of them due to male domination. Students stated that in society men are accepted as superior. Men enforce their words and certain behaviors considered appropriate for men are not found so for women.

While majority of the students noted that equality does not exist between men and women and that discrimination in favor of men exists, some claimed that men and women are equal.

- *It means equality –f*
- *There is no such a thing as gender equality-m*

Citations from students indicate that students are unaware of the meaning of gender equality and that they need training on this subject.

Gender Roles and Gender Stereotypes

Gender roles are gender-based behaviors determined by the society and expected to be demonstrated. Gender roles gained through learning are significant in terms of giving meaning to womanhood and manhood by the individual. In order to determine whether students adopt gender roles and stereotypes in their behaviors and thoughts or not, classroom sitting patterns and who they befriend with were observed. Students were also asked for their opinions about the notions of manhood and womanhood and what features men and women should possess.

Observation on classroom sitting shapes indicated that they sit with same-sex peers in pairs. There were twenty nine classes at the school and it was observed that only in two out of those twenty nine classrooms students sat ın two rows in a mixed formation with the opposite sex. In addition, during focus group interviews with students, female students informed that teachers warn them against sitting together in mixed formation with boys and tell them that they should not stay alone with male students.

- *"They tell us not to sit together with them, not to stay alone with a boy…" –f*

In classrooms, female students sit in front of the classroom while male student sit at the back, which has got to do with in-class participation, whereby girls were observed to more actively join the course while male students sitting at the rear end of the classroom talk among themselves.

Observation outside classes indicated that the number of mixed students spending their recess was low. Students tend to spend time in groups formed in male or female-only patterns in general, on which some student justifications are as follows:

- *I have a friend called Dicle. We were together in grade 9. We sat together throughout the semester and became very good friends spending time together. But, everyone asked if we were dating? They misinterpreted. Can member of two opposite sex not be just friends? –m*
- *This prevents us from becoming friends with members of opposite sex. –f*
- *I had a friend, others began spreading rumors of her being my girlfriend, even my classmates, I was disturbed –m*
- *Having a boyfriend is definitely forbidden at school, whenever you talk to someone, others will ask if he is your boyfriend. At least, my friends react so. –f*

In students' discourses, it is observed that the students face with 'physical abstraction' both within the classroom and the school. Physical abstraction include the facts that teachers empede girls and boys' sitting together in the class, place the girls in the front rows, and prevent girls and the boys from spending time together in the school garden (Esen, 2013a). In this research, besides the teachers, the students' circle of friends also affected the formation of physical abstraction. This situation prevented the students from making friends with the opposite sex.

Students were asked "What does the concept of masculinity mean to you?" to which they responded that it was related to superiority, bravery, valor and power. One student explained the reasons why men are superior:

- *Men are in the foreground, for instance they have fought wars. Because men take the lead in all areas, women cannot have much to say. –m*

Some students expressed that masculinity is the one who keeps the lineage, breadwinner, father, head of the family. One student expressed it so:

- *He is a worker, the breadwinner, a person who takes care of the family, has to cope with his wife's nagging, work outside the family. –m*

On January 1, 2002, with the introduction of new Civil Law, the provision stating "husband is the head of the family" was replaced with the statement that "spouses jointly manage the union of marriage". Although 11 years had passes since this amendment was made, students still perceive man as the head of the household, which shows that the society is not fully aware of legislations and that there is a need for an extended period of time to get rid of stereotypes throughout generations. Because the research was carried out in Ankara, one student associated masculinity with the folk dance that is the local cultural element. In a group of students, most of whom were female students, the concept of masculinity was associated with such terms as slang, vulgarity, selfishness, barbarism, football, vehicles, husband etc. They also defined men as repressive, normative, despotic people.

Unlike majority of students, there were those who did not perceive masculinity as superiority and indicated that they did not accept this stereotype in society by expressing the following:

- *I do not perceive* masculinity *as superiority; I do not accept it just because it is accepted in society. –f*

According to the students, in order for an individual to be accepted as a man within the society, he needs to have money, provide for his family, and have children, espeacially a son. Some of the students, mostly girls, listed features that men should possess as being respective, honest, civil, self-improving, modest, responsible, earnest, mature, kind and egalitarian. The reason why particularly female students would like to have kind and respectful males around them may be because boys swear at girls, exercise psychological and physical violence at school and in their In the neighborhood. Some students on the other hand mentioned that men should raise a family, be responsible for them, be strong, make his words valid, act logical, respect everyone's rights, love their homeland and people and be a gentleman. Six students stated that a good man should take care of his woman and protect her rights meaning that these students believed women are not powerful enough to protect or defend themselves. It is men who will grant and protect rights of women. What is more striking is that some female students acknowledge stereotypes that result in discrimination between men and women.

- *He needs to be able to take care of his household. –f*
- *Men should be superior. –f*

Moreover, one student underlined that men should not act effeminately by stating "*No problem as long as he doesn't demonstrate feminine behaviors*" –f

While it is socially reproachable and unacceptable for men to demonstrate behaviors associated with women, it is a source of pride for women to act in a manner that is identified with men. Another student said: "*In fact, it is women who make men superior. They become superior when they think like men. For instance, if women also get education, get a job, earn bread, goes shopping and pays for their own bills, superiority will disappear, I suppose*" –m

Society expects both men and women to demonstrate stereotypes that are associated with men. Not only women, but also men are alienated and marginalized from society when they do not manifest anticipated behavioral patterns. Masculinity which men must bear and protect causes a serious amount of pressure over men and oppresses them.

As a male student, who felt sick during observations at school, informed he was unable to breathe properly. A female teacher called for an ambulance and the school administration informed the student's father. When the father arrived, he admonishingly asked him *"What is it again? You are embarrassing me before people. How many times more will you feel sick?"* and scolded the teacher for having called an ambulance. Later, when he came back to apologize to the teacher, he told he was anxious that people will label his son as sick and that he wanted to hide his son's illness from the community.

Although women are more often subject to discrimination, there are times when men also suffer from such cases due to gender roles and stereotypes. Male students confirmed that expectations from men within society put them in difficult situations as follows:

- *Not only women, but also men are pressured. Men are expected to be a great person. —m*
- *When a man cleans the windows, he will be labeled as a henpecked husband, but maybe he assists his wife or he cooks. Majority of chefs are men anyhow. —m*
- *Majority of girls approach boys with prejudice. —m*

The fact that society expects men to be strong and superior has urged men to make an effort to maintain such a power. In order for men to perpetuate their existing superiority, they want to limit women from developing themselves and use their potentials. In the students' discourses, their opinions point to such concern underlying men's oppression over women. Examples on this subject are presented below.

- *Men are afraid of women becoming superior to them, for instance if a woman is holding a higher position, many problems would arise. —f*
- *They seek an illiterate future wife. —f*
- *Women need an education, but should not know-it-all. —m*
- *No problem as long as both parties provide for family, but when either party wants to spend whatever they earn game is over. —m*
- *But, sometimes men cannot take it, for instance if a woman is university graduate, they tell her to find someone like herself, but when she falls in love with an illiterate man, he wants her to drop out of college. Men are doing this to avoid intimidation. —f*
- *The underlying reason for inequality is danger; women are restricted to be protected against danger. —m*
- *My family has an acquaintance, his wife makes more money than him, which urges him to take care of the housework and the babies, and I do not want my wife to earn more than me. —m*

The students were asked "what does femininity mean to you?" Some students described femininity as limitation, responsibility, hardworking, prudence, kindness and sensitivity. There are others who see femininity as maternity and female birds that make the nest. Students also considered responsibilities such as taking care of children, cooking etc. to be rightfully attributed to women in society. Part of students, however, associated femininity with negative features, they stated that they regard women as individuals who spend their husbands' money, who are passive, and talk too much nonsense. It was observed that stereotypes attributed to women are also embraced by students. The followings are citations from students:

- *Spends the salary. —m*
- *Goes shopping. —m*
- *Visits friends. —m*
- *Expenses—m*
- *Nags, shouts at children playing on the street, gossips. —m*
- *Woodpeckers gnawing at trees. —m*
- *Chatter. —m*

The students were asked "what features is an ideal woman expected to own?" The students profiled women obedient, submissive, loyal. According to the them, women should be modest, watch their actions, not to be know-it-all and should dress approprioately. In addition, the students often used expressions such as "well-mannered", "modest", "dignified", which are actually associated with the notion of "chastity" within society. Interfering into women's clothing and behavior in the name of chastity is also reflected in the student's expressions. A desire to control women is particularly evident among male students. Some students stated their views as follows:

- *For instance, she should watch her actions. By actions, I mean she should not be flighty in the streets. This is my view. There is no need for such behavior.-m*
- *I do not know, she should be modest and shy. She should watch her actions. For example, I cannot stand walking together with my sister, because I am very jealous. She needs to walk properly. Men in streets stare at her, which disturbs me, so I tell her to walk straight, if men are on the left of sidewalk, then take right side and if left, then she should walk on the right side. –m*
- *I would not allow my wife to go outside. Everyone will stare at her. –m*
- *She needs to listen to her husband. For example, she should not go anywhere when her husband doesn't allow her to. –m*
- *She mustn't be know-it-all; she should respect men, look natural and not try to look beautiful with make up. –m*
- *She should know how to dress well and behave herself. She should not nag or spend excessive money. She should act appropriately in all situations. –m*

Some students underlined that a good woman should be patient, responsible, hardworking, sacrificing and strong. Male students want women to be loyal to her family and home, take good care of her children and house. Some others stated that women should have self confidence, be educated, act in line with their own decisions, and be prudent and decisive. Even though students noted that women should have self-confidence, there were others believing they cannot sustain for themselves and require men's protection. The belief that men's most valuable feature is to protect of his family was reflected on the students' expression, as well. Besides, students showed a tendency to distinguish between "veiled" and "bareheaded" women. The followings are few examples.

- *Men will somehow get out of trouble. But, in today's world women need protection. –m*
- *After a poem performance at school, I was harassed by two boys, they looked like vagabonds, so I called my father first but he didn't answer, then I called all male acquaintances on my phone book. I can't tell you exactly why I wanted to call men. Then I saw my friend Engin (male), who got mad and went near the two stalkers acting on a motive of protection. They almost had a fight, but later Engin's elder brother came and they were parted. –f*
- *Women should be protected. –m*
- *It is not decent for girls to hang out with boys, because they may use curse words and slang. –m*
- *Let me speak for myself, even if my partner is veiled, I would be disturbed when someone lays eyes on her. –m*

As a result of the students' tendency to classify women being "veiled" or "bareheaded", they were asked "Would you like a covered or unveiled wife?" Some students preferred a veiled wife, while others expressed it didn't matter. Female students criticized the issue of women being pressured to take the veil. Some students argued against pressure and limitation on women's dressing style adding it should be women's own preference, while others associated women's clothing with ethics. The students' comments on pressure against women concerning their way of dressing are as follows:

- *An immodestly dressed girl showing some skin will face harassment in downtown of Polatlı. She should be ashamed. –m*

- *She should wear the veil out of both religious motives and herself. –m*
- *Not boys, but girls are changing. Recently, we visited Chanakkale martyrdom, I saw women wearing short dresses. As a man, I was embarrassed. Also, girls swear a lot, times have changed. –m*
- *I would be satisfied if she dressed modestly and behaved herself. –m*
- *I was flirting with a guy at grade 9, he asked me to take the veil urging me to wear a headscarf or he would not marry me. They put such pressure; especially those whose female relatives are veiled tell you he can't introduce you to their parents. –f*

It is not only men who limit women, since there are students who believe women also hurt one another:

- *Sometimes women also oppress other women, as the saying goes 'women are their own worst enemy' -f*

Some students believe that women deserve respect; however the underlying cause is not because they are human beings, but because they are someone's daughter or sister. One of the students commenting on this idea said "*Few classmates harass a girl student in my class. I get really mad, at the end of the day they also have sisters and so do I. She is a good girl, but their actions disturb me. The sister of one of them studies at another school, if he thought his sister may experience the same problems there, I bet he would act nicely to his female classmates here. At the end of the day, that girl has parents*". –m

Students' statements show that women are known for achievements of their husbands, whom they have to support in life, rather than their own success. Some students believe that women disobey religion. "*A priest calls on men to send their daughters to church, because they do not act like decent Christians anymore. Do not get me wrong, but men are also following indecent ways*". –m

According to the male students, certain behaviors are not odd if conducted by men, but are definitely a shame if women demonstrate them. "*It is not acceptable for a woman to go past before a man, she should go behind him.*" –m

Some male students noted that women are inadequate for driving a car, or working at a construction site which is widely accepted to the category of male professions or skills. One female student reminded that women get called a "tomboy" when they take up "manly duties" within society. Some male students claimed that women are unskilled in driving:

- *Women hit the traffic, their reflexes are tight, they get scared and nervous, a driver in traffic should not be afraid, they get involved in accidents, and they need to overcome their fear. –e*
- *They cannot park cars in huge space. In an abundant parking space, a lady says she cannot park there; I would park a truck if it were me. –m*
- *They forget to pull parking brake, thus has an accident. –e*
- *When facing another car, they hit acceleration instead of breaks. –m*
- *Last summer, a female driver drove over a man's feet and ran away like nothing. –e*

Stereotypes on gender roles get transmitted from generation to generation. One conveyor of stereotypes is schools. Stereotypes that boys are good at math and technical subjects, while girls at language and social studies; boys are intelligent while girls hardworking are adopted by some students and teachers, as well. "*They think boys are intelligent and girls are successful, I totally disagree*" –f said a student to point out gender discrimination by teachers. Another student claimed girls need to study harder "*Boys achieve much with little effort, but girls need to study harder. I have a female classmate; she studied for over a week for the same test only to earn 20 out of 100 points while I got the perfect score without even studying. They have difficulty in math, but good at social studies*" –m

Gender roles and stereotypes have been widely accepted by students having resulted in belief that it won't change. Moreover, some students did not even regard the case as discrimination and claimed that a women's secondary position was out of the religious necessities.

- *It should not be that way, but this is how the society views women. That's just the way it goes, you know. –f*
- *You should not consider that everything is discrimination; there is religion in it, too. –m*
- *The things that come from religion are viewed as inequality, as well. One should not regard religious stuff as discrimination; we all are Muslims at the end of the day. –m*

In patriarchal social structure, nursling of children, the elderly and the sick is considered the responsibility of women, while men, who are the bearer of offspring, are responsible to provide for the needs of the elderly parents. While men undertake the financial aspect of this responsibility, their wives fulfill the care service. These permanent roles in society were also observed in students' behaviour. When the subject of family institution was taught in sociology class, some students emphasized that taking care of parents is the responsibility of the son of the family and his wife must take care of her in-laws. Students were asked what to do to improve the situation of women in society. The answer was that women should not settle for secondary position. They should get education, become aware of their rights and defend them, get a job. The government should also raise awareness about women's rights. Moreover, according to the students, the reason why women are "needy" is because they don't have a place to go and anxiety to fail to provide for their children.

In summary, when students' interaction with friends at school and seating arrangement are taken into account, it has been observed that they are acting in the direction of gender roles. Additionally, in most statements, women were mentioned to be in a passive position. Gender roles attributed to men by the society correspond with those attributed by the students. While male students subdued women's identity, female students mentioned rather positive features associated with femininity. In addition, the identity of woman is also associated with self-sacrifice, hardworking and responsibility in female students' perception. The idea that, willing or not women must act the way that the society and their families expect from them is a common perception shared by both male and female students. Based on the students' expressions, it is understood that they embrace discriminative gender roles and stereotypes. Therefore, students are in need of training on gender roles and stereotypes.

Homosexuality

Students were asked "what are your thoughts on homosexuality?". In response, a group of students stated that they did not find it odd, saying that they had respect for them but the society ignores homosexuality. Some others expressed that homosexuality contradicted with religion, therefore they opposed and condemned it. One student's opinion on homosexuality is "*Man was created for woman, and woman for man, not man for man or woman for woman. I reprove homosexuality" –m*

In response to the question "how would you behave if you had a homosexual classmate?" students noted that they would behave friendly, and become their friends while some informed they would keep their distance by saying the followings:

- *I would not treat them the way I treat my buddy Emre, nor would I act very cold. I would hang out with a homosexual fellow but not stay alone with him. I don't know, I don't think a homosexual would harm me, but I would be cautious. –m*
- *They hide themselves, because they are ashamed and worried. I would not keep my distance, but wouldn't get very close either. I would just have small talk with him, I guess. I would feel the necessity to keep my distance to avoid the question being asked if I also am homosexual. I would be their friends, but I would be afraid of being condemned by the society, while respecting their choice. –m*
- *I would be close, if it was a male homosexual, I mean. But, if it was a girl, I would draw the line. –f*
- *It depends on that person. –m*

Majority of the students stated during the interviews that they found homosexuals repulsive, they would not befriend a homosexual individual, and that they would keep their distance and cut any relationships with them. The underlying cause of students' decision to stay away from homosexual individuals seems to be anxiety over being identified as homosexual by the society, as well. Commenting on homosexuals at their school, some students expressed the following statements:

- *I know one; he was in our school last year, brother of a friend of mine. Everyone gossiped about him for being a queer. People do not condone it, you know, school is a small community, everyone knew about it and even his classmates made fun of him. –m*
- *There are two in our class They like hanging out with other guys and enjoy being close to them. I oppose that, and I believe everyone should do so. –m*

Most students consider homosexuality, which contradicts the widespread gender roles of men and women in society, as being "different". Homosexual individuals should not be rejected and become the subject to discriminative behaviors and attitude at education institutions so that they could also benefit their rights to education, which is one of the most fundamental human rights. Deducing from the students' statements, it was clear that homosexuality was unacceptable for them. Therefore, students need training on homosexuality.

Women's Participation in Decision-Making Mechanisms

The limitation reflected in women's participation in decision-making mechanisms and representation was observed at the school, as well. Mostly male students ran for the class representative posts, a prerequisite for the school assembly elections for the academic year of 2012-2013, and were thus elected as classroom representatives. Out of 29 classroom representatives, 3 were female and 26 male, respectively. Female students did not make any effort to be elected as a member of the school students' assembly and got little number of votes, anyhow. One male student was elected to the chair of school students' assembly for the academic year of 2012-2013. The analysis on the classroom prefects and their deputies, it was found that 23 classroom prefects were male, while only 6 were female and there were 12 male vice-prefects versus 17 female vice-prefects.

In order for female students/women to have a say in society, it is important for them to be able to participate in decision-making mechanisms. It was observed at the school research that female students were not adequately encouraged to run for classroom representatives and chair of students' assembly of the entire school. Perception that politics is a "manly field" was also evident at the school where the research was conducted. Therefore, students need training on women's participation in decision-making mechanisms.

Violence Against Women

During the focus group interviews, students were asked "why do you believe women are exposed to violence?" According to the students, the reasons why women's exposure to violence include their disrespectful behavıor against men, talking too much and men's physical superiority. Views of some students regarding these reasons are as follows:

- *Women are not satisfied. Men cannot satisfy women no matter what they do. Women's dissatisfaction is the underlying cause of the violence against them. It is caused by their talking too much and nagging. –m*
- *They were married when they were 18 years old; they are in their 70s and still married. The wife does not interfere with man's activities. They are happy because she keeps silent; I think that is the reason why. Nowadays, many marriages end due to violence, economic difficulties and women nagging too much. They talk much, but do not know much. –m*
- *Men are portrayed as perpetrator of violence, I mean, yes, there is violence and I oppose that. Do not get me wrong, if I ever get married, I am planning to marry a girl from rural areas, because educated urban women suck men's energy down, they act as though they know-it-all, which derails the marriage. If the wife behaves herself and doesn't interfere with man's affairs, violence would reduce. Men should mutually respect women though. –m*

During the classroom observations, social studies teacher asked students "According to the data collected in 2009, %14.6 of people are unhappy. What do you think the reasons are?" One student replied *"Violence against women is the reason"* In response; the teacher asked "what do you think the reasons for increasing violence against women are?" yet the answers of the male and the female students differed. According to the male students, violence could be justified if exercised due to disobedience by women.

- *Women are bigheaded, they bedevil men. As a result, men practice violence. Some women deserve it; they poke their nose in everything and talk too much. –m*
- *They satisfy their ego by imposing violence. –f*
- *Women must be obedient, they might avoid violence then. -m*

Moreover, in the male students' discussions, the reasons for the violence against women (dissatisfaction, lack of respect, disobedience, speaking a lot, lack of decency, interference into males' businesses, expressing what they know) are tied to women's behavior and women are found guilty. It was observed that the students had adopted the saying that "It is the woman who gives the stick to her husband's hand."

During the focus group interviews, the students were asked "Do you ever condone violence against women? If yes, when?" in response to which students justified the violence in case of betrayal.

- *I would inflict violence upon both my husband and his lover if he cheated on me. –f*
- *I am extremely jealous. I treat my sister horribly. I cannot even imagine how bad I would react in case of betrayal when married. If she wants to get a divorce, that is fine, but if she cheats on me, I would kill them both and then myself. –m*

In order for members of the society to live with dignity and establish positive social relations, they should not adopt violence as a behavioral medium. Above mentioned findings on violence indicate that students inflict violence against female students and teachers, see violence as a method of resolving problems and consider violence appropriate in some situations. Therefore students need education in this regard.

At the time of the observation at school, a female student was harassed by a male student in the stairwell. As a result of this incident being reported to the school administration, the school administration informed that no disciplinary actions would be applied to the male student provided that he moved to another school. The male student left the school and the incident was closed with the approval of the female student. In another case of violence a female student has experienced physical violence by a male student with whom she previously had an emotional affinity. This incident was witnessed by other students at the school. When the incident was reported to the school administration, the girl said that she was not a complainant because she did not want the event to grow. She expressed that she was afraid that her father would hear it, and that if she complained, the incident would grow. Her father was a deputy candidate, and that would hurt his reputation. The school administration has not made any sanctions on the male student. The female student's aunt who was a literature teacher in the same school found her nephew guilty in this case and demanded that the incident be closed. In the definition of violence against women in the Istanbul Convention, the word for women includes children under the age of 18 (Council of Europe, 2011). For this reason, the cases that the two female students experienced can be considered as violence against women. In both cases, women who were the victims of violence wanted to close the case and remained silent in consequence of the violence they had experienced. Considering that violence is thought to be conducted in society for the purpose of behavior correction and punishment, violence may cause women who are victims to feel guilty, and accordingly result in feeling shame and staying silent (Kandemirci & Kağnıcı, 2014). The fact that school administrations did not have any treatment/counseling/punishment to the people experiencing and witnessing violence, and those conducting the violent acts shows that violence against women is perceived as a normal thing, and that violence against women is regenerated in the educational setting and that there is a risk of repetition.

Table 4. Information on Disciplinary Punishment

	f	%
The sex of the person recieving disciplinary punishment		
Female	7	21.9
Male	25	78.1
The sex of the victim		
Female	24	75
Male	8	25
Reason for getting the disciplinary punishment		
Teasing the teacher	6	18.8
Swearing and conducting physical violence against friends in school yards	5	15.6
Looking at the questions of the written examination on teacher's computer without permission	4	12.5
Acting rude and threatening to the teacher	3	9.4
Not listening to the teacher's warnings	3	9.4
Being rude and disrespectful to the teacher	2	6.3
Getting involved in fighting and assault, mutual swearing and insult.	2	6.3
Swear at a friend	2	6.3
Saying immoral words to the teacher	1	3.1
Insulting a friend and applying physical violence	1	3.1
Conducting immoral behaviors and actions against the teacher	1	3.1
Swearing at friends and school staff	1	3.1
Slapping, insulting and threatening a friend	1	3.1
Punishment Given		
Punishment of reprimand	17	53.1
1 day of suspension from school	12	37.5
2 days of suspension from school	1	3.1
3 days of suspension from school	1	3.1
5 days of suspension from school	1	3.1

Within the scope of the research, school discipline reports for the 2012-2013 academic year were reviewed. 78.1 percent of the students who received disciplinary punishment due to violence were males and 21.9 percent female students. 75 percent of the behaviors that required disciplinary punishment were directed towards female students / female teachers. The behaviors of male students against female teachers included teasing, immoral comments and actions, rude, disrespectful and threatening behaviors, unauthorized use of personal property, ignorance of warnings, and abusive behaviors. The behaviors of male students towards their girlfriends were swearing, slapping, insulting and threatening. In the slangs and curses frequently used by the students in the school environment, there is a humiliation of the females. Disciplinary punishments were in the forms of 'reprimand' and 'suspension'.

In order to build positive social relationships and live with dignity, it is necessary for individuals to avoid adopting violent behavior. The findings of the above mentioned cases of violence show that students are violent to girls and female teachers. They see violence as a way of solving problems and they mention that they might apply violence. This reveals that there is training needs on this topic.

Women's Participation in Labor Force and Income

During the school observation, at Democracy and Human Rights class when the subject of "Right to Work" was taught a group of male students emphasized that they did not want their future wives to get a job and that their duty was to take care of the household and children. Moreover, they noted that man was the head of the family and that working women did not obey their husbands, while some other students believed that working women were the cause of increasing unemployment *"Women are also the cause for unemployment. Women began working, filling all jobs, unemployment has thus increased." –m*

Students were asked "Can women earn higher salary than men?" Whereas all female students stated that they could, some male students noted they did not want women to make more income than men, because that would oppress men. Male students believed that women would not practice their traditional roles if they earned more than men and that the leadership role at home would be damaged urging men to also take up the housework.

- *There are some women boasting about making more money, claiming to be the head of the family. They should not talk like that. –m*
- *My family has an acquaintance, whose wife makes more money than him, urging him to take care of* the *housework and the babies, and I do not want my wife to earn more. –m*
- *Maybe, girls spend more money anyhow. –f*

According to the male students, the cause for inequality between men and women is the economy. Women are oppressed, because they lack purchasing power. However, if their income is higher than men, male superiority over women would be lost and men would get oppressed by women. Considering above-stated findings, students need education on women's right to work and make a living, which is one of the fundamental rights of women.

Discussion, Conclusion and Suggestions

This study examined the educational needs of secondary students on gender equality and found out that the students need education on the notion of gender, gender roles and stereotypes, homosexuality, women's participation in decision-making mechanisms, violence against women, women's engagement at work. Besides that, it revealed that neither is a subject on gender offered, nor is it covered as a topic in the curriculum of any subject at secondary schools. One of the best methods to attain gender equality is through creating awareness on gender equality by means of education offered to adolescents who are growing into adults in the future. The learning and teaching process at schools have the potential to transform students' values and attitudes to support gender equality (ERG, 2008). In a study by Esen (2013b), the contents of a college subject were modified to develop gender-sensitivity. As a result of the study, it was observed that even upon receiving a short-period of systematic education the participants began questioning the traditional norms and gained motivation for their change/transformation beginning from their own lives. The studies show that education on gender equality results in a rather flexible gender role orientation among students and reinforces self-control and self-respect in their own lives. In addition, those who receive such education gain awareness on sexism, and other inequalities, self-respect/confidence, motivation for social activism and more equal attitude towards women and other disadvantageous groups of the society (Haris et al., 1999; Stake, 2006; Stake & Hoffman, 2001 as cited in Esen, 2013b). Deducing from findings of studies and the students' need for education, it has become clear that in order for students to gain awareness on gender equality, it would be an important step to develop education programs on gender equality and introduce this kind of curriculum at secondary education institutions.

However, one may not expect the behavioral and attitude changes to be permanent solely by training. Similar to other studies (Esen, 2013a; Arar, 2014), it was observed that teachers act like sexists and students make gender comments in their discourses. It was found that teachers also exercise gender discrimination. Meanwhile, other studies show that although majority of teachers expressed that they believed in gender equality in theory, it was observed that in classroom they committed gender

discrimination in practice (Duffy et al., 2001; Baba, 2007; Tang, 2008; Allana, Asad, & Sherali, 2010; Sayılan & Özkazanç, 2012). These results show that students go to schools with no gender sensitive environment. Individuals within family begin acting according to gender roles and such behavior goes on at school. In adopting an egalitarian attitude in opposite sex relationships, an individual needs egalitarian role models in their surroundings and be appropriately guided by them. In order to create a school atmosphere, which is fair in terms of gender equality, the first step to take is to raise awareness in teachers on the subject (Baba, 2007; MEB, 2016) because, teachers send significant messages on gender through both formal in-class procedures and their informal communication with students. Since students spend more time with their teachers than their families, teachers make a strong impact (Rutledge, 2005). One of the reasons why schools maintain traditional gender roles is that teachers do not recieve sufficient pre-service and in-service training on human rights and gender sensitivity issues (UNICEF, 2003). Therefore, teachers need to be more sensitive on gender equality and pre-service and in-service training should be modified accordingly.

One of the conclusions of the study is that secondary school students embrace the gender roles and stereotypes. The expectation that women should lead a life that benefits their families and society is a common perception mutually shared by both male and female students. In other studies on the topic of achieving gender equality among adolescents, similar findings were evident. It was found that adolescents possessed gender roles and stereotypes (Yogev, 2006; Öztürk, 2012; Arar, 2014; MEB, 2016). This present study found out that male students possessed rather traditional gender roles when compared to female students. In addition, male students were willing to limit women's self-development and potentials in order to maintain their existing superior status. In other studies (Vefikuluçay et al., 2007; MEB, 2016), male students were found to be more supportive of traditional gender roles than female students. This may be stemming from the fact that current status of traditional gender roles seem to be to the advantage of men. Nevertheless, it is not only female students who are adversely affected by gender inequality. The study showed that male students suffer from pressure to look powerful and that they are excluded and marginalized by the society when failed to manifest anticipated behavioral patterns.

Again, this study found out that female and male students sat in different desks and that teachers have warned female students to stay away from their male peers. Similar results were obtained in the study conducted by Esen (2013a) in Turkey. In a study conducted in Israel (Arar, 2014), it was observed that boys and girls sit separately in the class and frequently spent time with their fellowmen at school. The reason for this situation is the indication that students need to belong to a group and feel protected, as they can only meet with their fellowmen outside the school. The social life out-of-school has been effective in shaping the students' attitudes at school. In educational environment sitting shape is significant in terms of interacting among students in a learning environment (UNESCO, 2000). Attempts to limit interaction between opposite sexes prevent individuals of the same society from getting to know and understand one another. The school staff could be informed about the importance of the interaction between male and female students and should be advised to implement practices in this regard that would include a very encouraging behavior rather than a restrictive attitude.

Another result of the study is that both girls who have been exposed to violence and school administrators stay unresponsive to it. This shows that there is a tolerance for violence against women at both an individual and an institutional level. The reasons for the violence of women are related to the female behavior by the students and the reasons such as not being obedient, talking too much, not respecting the man and interfering into the men's businesses are justified reasons. The causes of violence against women are linked to their alleged misconduct. It explains the women's silent behavior after the violence and their demands that the incidents be closed. The students should understand that women are not guilty when experiencing violence. Whatever the reason is women do not deserve and should not be applied any form of violence. That is why informative trainings on the causes of violence against women, its effects on women and society, and problem-focused methods for fighting violence against women can be recommended to implement by means of action research at secondary level education.

In the research results, both female and male students stated that in some cases violence can be applied to women. Similar results have been achieved in other studies. One out of every ten female students at university stated that a woman could be subjected to violence by her husband (Vefikuluçay et al., 2007). According to the results of the Turkey Demographic and Health Survey 2003, 39% of the women who participated in the study shared the view that " If a woman deserves to be beaten, her husband can beat her" (Hacettepe Üniversitesi Nüfus Etütleri Enstitüsü [HÜNEE], 2004). In combat against violence, which is a serious threat against human rights, creating awareness and teaching anti-violence methods have got the potential to reduce the number of acts of violence against women in future.

It has been observed in the research that the violence that would require disciplinary action was mostly conducted by male students (78.1%) to female teachers or female students (75%). Male students were seen to apply physical violence (slapping), psychological violence (ridiculing, behaving rude, disrespectful and threatening, using of personal property without permission, disregarding warnings, swearing) and sexual violence (making inappropriate comments and behaviors) to female teachers/students. In the study conducted by Durmuş and Gürkan (2005), it was found out that at high schools there was a significant difference between girls and boys in violent behaviors towards female teachers. Also, male students were more violent than girls. The school discipline committee punished the violent students by reprimanding and suspending them out of school. These punishments are not a sufficient approach to solve the problem. It may be advisable to encourage the violent students to empathize with the people who experience the violence. In this research, disciplinary review of the board reports was limited to the disciplinary procedures that took place during one academic year at one school. In other studies to be carried out, it can be suggested that disciplinary reports are evaluated based on the gender in different school types according to years.

The fact that women's secondary position is not regarded as discrimination by some students is one of the noteworthy findings of the study. Some even considered that this is out of religious necessities and the difference in male and female gender roles was attributed to religion. The fact that the protection of women, covering, being owned by men are prompted by religion, it might result in the perception that the disadvantageous position of women in society is quite "normal" and that the situation would go on.

In scope of the study, men's superiority was attributed to wars. In a study conducted by Esen (2007) it was found that men are mostly depicted in military uniforms in photo images in textbooks. Depicting masculity in military uniform is a reflection of military culture. Army service is one of the criteria for being a good citizen and a beneficial individual for the society, which positions both women and men, who are unable to serve in the military due to physical disabilities, health reasons, sexual orientation etc. as "second class citizens" of lesser quality and value (Altınay, 2003).

Since the present study is a qualitative one, it does not aim at generalization of data, however the limitation of the study is caused by the fact that it was carried out in a single school environment. Education needs for gender equality of students at different socio-economic / cultural levels and school types can be examined by other researches.

Considering the fact that an average high school student spends 1480 lesson periods at school, one may not disregard the critical function of schools in terms of raising awareness on gender equality. The requirement for creation of a gender equality sensitive environment at schools is an urgent need found out as a result of the study.

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