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Parents' Gender Socialization Behaviors

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Abstract:
Early childhood is the most crucial period of learning gender-related behaviors. Parents, educators, and environmental conditions have a considerable impact on children during this period. This study aims to examine parents' behaviors in the process of their children's gender socialization in terms of demographic variables. The study was conducted within the quantitative method and employed a survey pattern with 302 parents (223 mothers, 79 fathers) with children ages 0-8. Every participant in the sample was assumed to have completed the measurement tool appropriately. The study was limited to 3 months in the Famagusta and Nicosia districts. As a part of the study, *Blakemore and Hill's Child Gender Socialization Scale* was translated and adapted into Turkish and used as the data collection tool. The adaptation was achieved through four stages with the permission of the scale's owners. With the scale, a demographic information form prepared by researchers supplemented the data analysis. The Mann-Whitney U test, Kruskal-Wallis test, and Wilcoxon signed-rank test were used to determine the changes according to independent variables in the main test scores. The findings of this study suggested that parents' behaviors toward gender socialization changed regarding their education status, age, and gender of children. Parents with higher education, 3-57 month-old children, and ones with a daughter tended to use gender socialization behaviors much more than any other group. With a mixed-method approach, gender socialization behaviors should be investigated in different educational contexts. Also, teachers' skills and their support for parents in gender socialization behaviors may be subjected to future research.

Keywords: gender socialization, early childhood, parental attitudes, gender-related behaviours.

父母的性别社会化行为

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摘要：
幼儿期是学习性别相关行为的最关键时期。在此期间，父母、教育者和环境条件对儿童有相当大的影响。本研究旨在从人口学变量的角度考察父母在子女性别社会化过程中的行为。该研究是在定量方法中进行的，并采用了对302名父母（223名母亲，79名父亲）和0-8岁儿童的调查模式。假设样本中的每个参与者都正确地完成了测量工具。该研究仅限于法马古斯塔和尼科西亚地区的3个月。作为研究的一部分，布莱克莫尔和希尔的儿童性别社会化量表被翻译并改编为土耳其语，并用作数据收集工具。在秤所有者的许可下，通过四个阶段进行了调整。使用该量表，研究人员准备的人口统计信息表格补充了数据分析。曼-惠特尼大学检验、克鲁斯卡尔-瓦利斯检验和威尔科克森符号秩检验用于根据主要测试分数中的自变量确定变化。这项研究的结果表明，父母的性别社会化行为随着他们的教育状况、年龄和孩子的性别而改变。受过高等教育的父母、3-57个月大的孩子和有女儿的父母比其他任何群体都倾向于使用性别社会化行为。采用混合方法，应在不同的教育背景下调查性别社会化行为。此外，教师在性别社会化行为方面的技能及其对父母的支持可能需要进一步研究。

关键词：性别社会化、幼儿期、父母态度、与性别有关的行为。

1. Introduction

Gender inequality is a phenomenon commonly encountered and experienced in every aspect of life and has a long history of research. Gender roles and guiding behaviors related to gender are not only observed in sports, education, politics, and similar fields but also within the smallest institution of society, the family. The family is the first and most influential institution where children gain gender roles and create gender schemes by observing the social gender roles of their families. Depending on the diversity in family structures, various parental behaviors appear. Parents' traits and experiences have been identified as the sources of sexism in their behavior toward their children (Hill, 2002; Idle et al., 1993; Rittenour et al., 2014).

2. Gender and Sex

"Gender," "gender roles," and "sex" are all expressions with different meanings and functions. The word "gender" refers to biological characteristics. The Turkish Language Society defines it in General Turkish Dictionary as "the feature of creation, thing, gender, sex that gives the individual a separate role in the reproduction and distinguishes between male and female."

Combining social meanings attributed to femininity and masculinity within a culture, gender expresses biological and psychological characteristics and the expectations based on people's gender (Dökmen, 2004). In psychology, while gender is described as the qualities of women and men and biological origin shaped by social impacts, gender roles are defined as a set of behaviors expected from women and men (Myers, 2015).

2.1. Gender Socialization

Gender is influenced by culture and is an element belonging to all societies. In this case, socialization will take place wherever there is society. Therefore, while examining the formation of gender, "socialization" should also be handled. Socialization conveys the behaviors that society expects from women and men in line with its norms and expectations. While its effects are more permanent in childhood, its outcomes spread throughout a person's life and are passed down from generation to generation (Hyde & Delamater, 1997).

According to Bem (1983), gender is a lens through which life is observed. Accordingly, individuals eliminate the situations they encounter in life, respecting their gender schemes, and create their identity by organizing their behavior in this direction. For instance, examples of these schemes include seeing women as weak and men as strong. This process is called "gender typification." However, the scheme is a way of grouping a body of organizing. The differences that societies generally construct through anatomy are the first achievements for children. The child then places all sorts of groupings in the scheme of 'men' and 'women' because other binary distinctions are not as clear and broad as gender (Bem, 1983).

Socialization shows its effects from the first moment one begins to be socialized, which occurs during the prenatal stage of the child. After that, a child continues to be socialized within the family, the smallest unit of society (Hyde & Delamater, 1997). Among the behaviors observed in the process of gender socialization are the following: Girls are bought pink items even starting in prenatal ceremonies, and boys are equated with blue; while expressions such as "son, boy, pasha" are used for boys, girls are limited to "beautiful princess." Boys are thought to be employed as "engineers, architects, or doctors," but girls are deemed more appropriate for teaching professions. The most important duty for girls is to prepare for motherhood - this is shown through the types of toys that their family chooses for them as soon as they are born (Sereno & O'Donnell, 2009; Rittenour et al., 2014). All the resulting judgments and behaviors are positive or negative outcomes of socialization.

Articles discussing socialization also highlight the effects of culture, media, books and parental attitudes (Rittenour et al., 2014; Klecka & Hiller, 1977; Leve & Fagot, 1997; Townsend, 2008; Hill, 2002; Idle et al., 1993; Raffaelli & Ontai, 2004; McHale et al., 1999). Based on the literature, the importance of what children and parents were exposed to during socialization can also be emphasized.

Most social groups are completely gender-segregated and normative; these groups reflect their behavior and expectations through differences in their gender (Carter, 2014). Books, toys, and stimuli that a child is directly or indirectly exposed to are other contributing factors that the child encounters in the process of gender role socialization (Raley & Bianchi, 2006; Çer, 2017; Güder & Yıldız, 2016; Güder & Alabay, 2016; Güvenç & Demircili, 2018; Doğan, 2017; Dilek, 2014).

The subject of gender socialization, generally one of the study areas of social psychology, is limited in Turkish literature, and the expression of "gender socialization" has not been directly addressed. For example, Kağıtçıbaşı and Sunar (1992) discussed this subject under the title of "gender, family, and socialization" in their study, which was also prepared in English.

3. Method

3.1. Research Design

The study utilized a survey research design, a kind of quantitative method. This research aimed to capture the current situation and allow the researchers to describe the features that he/she researched. In survey research, generally, the following steps are followed: determining the problem, specifying the sample, determining and preparing the data collection tool, collecting the data, their analysis, and writing the research report (Büyüköztürk et al., 2016).

3.2. Setting and Participants

The study was conducted with parents who have children between the ages of 2-8 years old and live in the districts of Famagusta and Nicosia in the Turkish Republic of Northern Cyprus (TRNC). As the sample size was limited, data on the parents living in these districts with 0-2-year-old children were also included. The sampling was created using the maximum variation sampling method, one of the purposive sampling methods. The maximum variation sampling method conducts a study on the specified sampling considering the similarities among the population of the study and the subject to be investigated (Büyüköztürk et al., 2016). The sample of this study consisted of 302 parents, 223 mothers and 79 fathers, with 143 sons and 159 daughters in total.

3.3. Data Collection Tools

A demographic information form developed by the researchers was used for the essential features of the parents. In addition, their gender socialization behaviors were evaluated using the Child Gender Socialization Scale for Parents (CGSS-P), which was developed by Blakemore and Hill (2008).

Since the CGSS's Turkish version did not exist, the scale was adapted to Turkish in the current study. First, permission from the scale developers was obtained to use the CGSS and translate it into Turkish. The original version of the scale was developed after four different stages (Blakemore & Hill, 2008). In Blakemore and Hill's scale development study, the participants were students at the psychology department, aged 18-66. Some of the participants were parents. However, the majority (about 87%) were asked to pretend to be parents of a child 2-8 years old. At the end of the studies, the scale showed a structure with 28 items and six factors. The Cronbach's alpha coefficients of the factors were as follows: "Toys and Activities Stereotyped for Girls" (.93, test-retest: .76), "Toys and Activities Stereotyped for Boys" (.82, test-retest: .67), "Helping at Home" (.86, test-retest: .65), "Education for Marriage and Family" (.85, test-retest: .76), "Disapproval of Other Gender (.60, test-retest: .64) and Education for a job and career" (.19, test-retest: .15). The overall reliability coefficient of the scale was determined between .65 and .76. In order to determine the validity, a test-retest process was applied.

Items 1-28 had a seven-point evaluation system in different statements. Scores close to 7 on the scale indicate more gender socialization behaviors for the item and factor. Items with high scores include activities and behaviors that parents expect their children to display and which they support.

An introductory form was used to obtain data regarding the parents' demographic characteristics and was applied before the CGSS was completed. The researchers developed the parent's demographic information form. The roles of the family participant, marital status, educational level, and birth date of the children were determined as they were among the study's variables and will affect its results. The participants were asked to complete all the specified information.

3.4. Process

In order to perform and use the Turkish adaptation studies of the scale, permission from Blakemore and Hill was obtained through e-mail. Approval from the Eastern Mediterranean University Scientific Research and Publication Ethics Committee for the ethical approval of the research was received. Other necessary approvals to conduct the study were obtained from the TRNC Ministry of Education and Culture, the Directorate of Technical Education and TRNC Ministry of Education, and the Culture Directorate of the Primary Education Department. The original version of the scale was translated into Turkish by three English teachers fluent in both Turkish and English. As a result, three Turkish scale forms were created and then back-translated by another linguist fluent in both languages.

There were no significant differences between the scale translations; therefore, the three forms were combined into a single Turkish form. The Turkish version of the scale was presented to three experts in gender studies to obtain their opinions. In accordance with them, the demographic characteristics form and the statements in the Turkish version of the scale were revised.

3.5. Data Analysis

Independent variables were found to be homogeneous. This resulted from the age variable in the sample, which came from different layers of the study population. However, to ensure heterogeneity in the subcategories of the independent variable, a Two-Step Clustering Analysis study was performed on the age variable (Chiu et al., 2001).

The Mann-Whitney U test, Kruskal-Wallis test, and Wilcoxon signed-rank test were used to determine the changes according to independent variables in the main test scores. In the analyses, all subscale scores and total scores were divided into the number of items to convert the scores between 1 and 7. Here, scores approaching 7 meant that the parents showed more gender socialization behavior in the context of the item and the factor examined. The scale adaptation process and findings regarding the investigation of sub-problems were included in the "Results and Interpretation" section.

4. Results

4.1. Exploratory Factor Analysis

The scale's first 22 items and the last six items (23, 24, 25, 26, 27, and 28) were replied to from different perspectives; therefore, an exploratory factor analysis study was conducted for the first 22 items. The items' Kaiser-Meyer-Olkin (KMO) test value was 0.88, and Bartlett's test value was $\alpha = 0.000$. These values were significant, which indicated that the sample size was sufficient for performing factor analysis (Cerny & Kaiser, 1977). The Promax rotation method developed by Tabachnick and Fiddell (2007) was used to determine the original rotation method. The correlation coefficients in the factor relationship matrix were less than 0.32, except for-0.326. Therefore, the varimax vertical rotation method was used for the rest of the study. Scree-plot (Figure 1) and varimax analyses showed a 3-factor structure. This explains 62.9% of the variance.
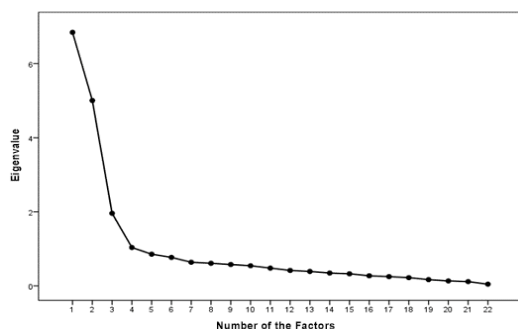

Figure 1. Scree-plot graph of each eigenvalue and related factor

Factor-variance ratios were as follows: the first factor's eigenvalue was 5.21, which explained 23.7% of the variance; the second factor's eigenvalue was 4.94, which explained 22.5% of the variance; the third factor's eigenvalue was 3.66, which explained 16.7% of the variance.

After the rotation, the second and first factors in item 13 were found to have a loading. Therefore, Item 13 was excluded from the analysis, and a confirmatory factor analysis was performed for 21 items. Table 1 shows the factor loadings of the first 21 items of the scale and those not less than 0.40 of the subscale items. The first factor was composed of items related to toys and activities stereotyped for girls, the second factor was composed of items related to toys and activities stereotyped for boys, and the third factor was related to items related to helping at home.

Table 1. Item factor loadings of the first 21-item subscale

Item	Factor 1	Factor 2	Factor 3
1	0.77	-	-
7	0.87	-	-
9	0.75	-	-
10	0.86	-	-
15	0.42	-	-
16	0.58	-	-
19	0.85	-	-
21	0.86	-	-
5	-	0.74	-
6	-	0.74	-
8	-	0.56	-
11	-	0.83	-
17	-	0.73	-
18	-	0.89	-
22	-	0.86	-
2	-	-	0.60
3	-	-	0.66
4	-	-	0.72
12	-	-	0.79
14			0.76
20	-	-	0.70

4.2. Confirmatory Factor Analysis of the Adapted Scale

The factor analysis revealed a 3-factor structured model. The confirmatory factor analysis was performed by adding the items from 23 to 28 and considering the entire sample. The analysis showed that a 4-factor structure was not suitable (CFI = 0.774, □2/df = 2.302, p = 0.000). In this context, compliance with the 21-item and 3-factor models was maintained using two models. The fit indices of the models are shown in Table 2. The method of chi-square statistic tests the hypothesis that the model is compatible with the covariance structure of the observed variables (Özdamar, 2002). In this study, the chi-square/degree of freedom value was below 5. Based on this, the third model was suitable for the observed structure (Byrne, 1998).

Table 2. Fit size measurement model after the correction

Fit Measurements	Original Measurement Values	Model 1	Model 2
		S4 – out of the model	S2 – out of the model
		S15 – model	S8 – out of the model
			e5 – e7e
χ^2	5164.75	455.49	364.74
p-value	0.000	0.000	0.000
χ^2/df	2.302	2.588	3.170
RMSEA	0.052	0.063	0.065
CFI	0.774	0.907	0.937

After exploratory factor analysis, a 3-factor structure was determined. After the corrections seen in Model 2 (Table 2) were performed, the scale took its final form. The final scale consisted of 17 items, and it demonstrated good construct validity (Table 3). As seen in Figure 2, the item loadings in each factor have a value equal to or greater than 0.60. In this case, it can be argued that the scale consisting of three factors has convergent validity (Barclay et al., 1995). The discriminant validity of the scale was obtained by comparing the squares of the mean average variance extracted (AVE) with the correlation coefficients between the factors. As shown in Table 4, the AVE value of each factor was squared; the fact that these values had higher values than the correlation coefficients showed that the differential validity of the scale was also provided (Hair et al., 1998). Table 5 shows the subscale reliability coefficients of the scale. The stratified Cronbach's value of the scale was 0.91.
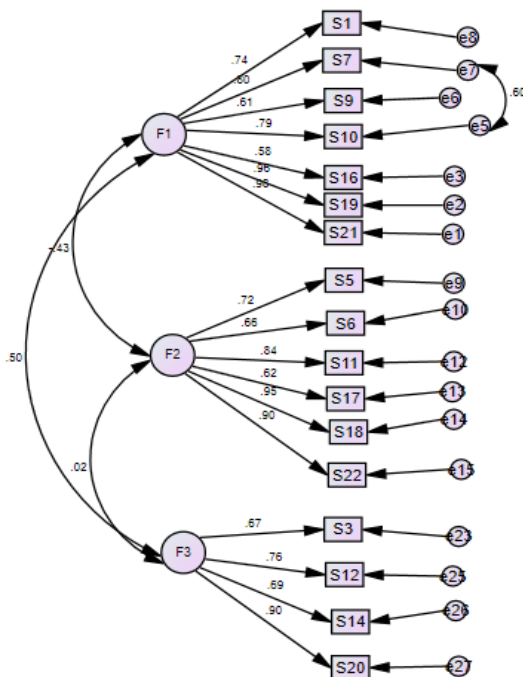

Figure 2. Third-level graphical and analytical display of the model

Table 3. Distribution of the items to factors after the correction of the first 21-item subscale

Factor 1	Factor 2	Factor 3
1	5	3
7	6	12
9	11	14
10	17	20
16	18	
19	22	
21		

Table 4. Comparison of squares of AVE and factor correlation coefficients

Factor - AVE	1.	2.	3.
1. Games and activities stereotyped for girls – 0.76	-	0.18	0.26
2. Games and activities stereotyped for boys – 0.78	-	-	0.00
3. Helping at home – 0.78	-	-	-

Table 5. Cronbach's α reliability coefficients of the subscales

Subscale	α value	Item number
Games and activities stereotyped for girls	0.93	7
Games and activities stereotyped for boys	0.90	6
Helping at home	0.84	4

The alpha reliability coefficient of the fourth factor of the scale, "education and career" (Items 23, 24, 25, 26, 27, and 28), was 0.62. However, the corrected total correlation value of items 26 (-0.169) and 27 (-0.273) was lower than 0.2. Therefore, these items were excluded from the scale (Everitt, 2002; Field, 2005). As a result, the analysis was conducted using a 4-factor, valid, and reliable 21-item scale, the first part of which included "games and activities stereotyped for girls" (7 items), "games and activities stereotyped for boys" (6 items), "helping at home" (4 items), and the second part included "education for a job or career" (4 items).

4.3. Confirmatory Factor Analysis of the Measurement Invariance, Related to the 3-Factor First Part of the Adapted Scale

Whether the model (Figure 1) varied depending on the parents' having a daughter or a son was tested. The findings of this process are shown in Table 6. Based on Table 6, models were described as follows: Model A: free factor correlations, factor loadings, and error variances; Model B: free factor correlations and error variances, fixed factor loadings; Model C: fixed factor correlations and factor loadings, free error variants; Model D: fixed factor correlations, factor loadings, and error variances.

Table 6. The compliance statistics for measuring invariance stages

Stages	χ^2	sd	CFI	RMSEA	ΔCFI
Model A Formal Invariance	507.086	230	0.900	0.063	-
Model B Metric Invariance	538.141	244	0.894	0.063	-0.006
Model C Scale Invariance	646.586	250	0.857	0.073	-0.037
Model D Strict Invariance	842.061	268	0.792	0.084	-0.065

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Measurement invariance between the groups was determined by comparing formal and more limited models and examining the difference values of ΔCFI compliance coefficients (Byrne, 1998; Hooper et al., 2008). Since formal invariance was provided here, it was found that the measured structures were the same between the groups, and they answered the scale items from the same perspective. Multi-group DFA and CFI difference tests were applied to test metric invariance. It was predicted that intergroup factors could be established between the group with a daughter and the group with a son. Based on this, it was concluded that the mean scores and factor scores between the groups could be compared. A result of scale invariance ΔCFI = -0.037 indicates that groups may have shown bias based on the items. Therefore, groups cannot be compared on an item basis. Inter-group comparisons to be made based on the model created on the basis of AFA results will not be significant because the strict invariance value was ΔCFI = -0.065.

4.4. Grouping of the Child's Age Variable

Based on the idea that the variable regarding the age of the children would be difficult to analyze, a two-step clustering analysis technique (Chiu et al., 2001) was applied, and subcategories for age variables were created. As a result, a heterogeneous structure was created between the groups. However, the groups were homogeneous. Group ratio (all < 3) and separation and compliance ratio (all > 0.7) analyses were found to be appropriate at intra-group and inter-group levels (Rousseeuw, 1987). Therefore, the age categories seen in Table 7 were created.

Table 7. The results of the two-step cluster analysis by the age variable

		f	%	Min.	Max.	$\overline{X}$	sd
Cluster	3-57 months	117	39	3	57	39.58	11.89
	58-103 months	185	61	58	103	74.54	12.14
	Total	302	100	3	103	61.00	20.87

4.5. Parents' Gender Socialization Scores, Being a Mother or a Father, and Examination of All Variables

As the study included a comparison of being a mother or father, the Mann-Whitney U test was used to examine the differences. The findings indicated that the mean total score did not differ depending on whether someone was a mother (n = 223) or a father (n = 79) (U = 9299, p = .462).

As the marital status consisted of three different categories, the Kruskal-Wallis test analyzed the differences in this context. The analyses indicated no significant difference between any binary comparisons (c2 (2, N = 302) = 3094, p = .213).

As seen in Table 8, Mann-Whitney U tests showed that the mean total median score of the parents who have a daughter was higher than that of the parents who have a son. On the other hand, Mann-Whitney U tests performed according to the age of the children indicated that the mean total median score of the parents whose children are 3-57 months old was higher than those whose children are 58-103 months old (Table 8). In addition, the Cohen r effect size values showed that the child's sex (r = 0.25) in the mean total score change was more effective than the child's age category (r = 0.23).

Table 8. The mean total average scores from the Mann-Whitney U test based on having a son or a daughter and age of the child

Group	N	Med.	Average	U	p	r
Have a son	143	3.65	128.61	8095	0.000	0.25
Have a daughter	159	4.11	172.09			
3-57 months	117	4.15	176.50	7897	0.000	0.23
58-133 months	185	3.84	135.69			

Educational status was divided into three categories: pre-higher education, undergraduate, and master's/Ph.D. degree; the Kruskal-Wallis test was used to analyze the differences in this context. As shown in Table 9, while there was no difference between the mean total scores of the parents who had a master's/Ph.D. and undergraduate degrees, parents with a master's/Ph.D. and an undergraduate degree had higher mean total scores than those who only had a pre-higher education. Differences based on educational status were medium level with the η2 effect size value (0.11).

Table 9. The mean total average scores from the Kruskal-Wallis test and binary comparisons of the Dunn and Bonferroni adjusted p-values according to the educational status

Educational Status 1 - Educational Status 2	Differences between average scores	Dunn and Bonferroni adjusted p-values	χ^2	df	p
Pre-higher education (3.77) [a] – Master's / PhD degree (4.27)	-55.04	**0.001** [b]	31.67	2	.000
Pre-higher education (3.77) – Undergraduate (4.23)	-57.93	**0.000**			
Master's/PhD degree (4.27) – Undergraduate (4.23)	02.89	1.000			

[a] Values in parentheses indicate the median of the success score of the district.
[b] bold significance (p) values show that the regarding pair is different from one another.

As a result of the Mann-Whitney U test analysis, the first test conducted, median values of education for a job or career and toys and activities stereotyped for boys did not differ according to the age variable (all U ≥ 7973, all p ≥ .092). However, as seen in Table 10, the median score of toys and activities stereotyped for girls of parents with children aged 3-57 months was significantly higher than that for those with children aged 58-103 months. Similarly, the median score of helping at the home of parents with children aged 3-57

months was significantly higher than that for those with children aged 58-103 months.

Table 10. The mean subscale's average scores from the Mann-Whitney U test according to helping at home and having a daughter

Subscale	Group	N	Med.	Average	U	p	r
Toys and activities stereotyped for girls	3-57 months	117	5.57	168.62	8820	0.007	0.16
	58-103 months	185	4.57	140.68			
Helping at home	3-57 months	117	5.75	175.85	7973	0.000	0.22
	58-103 months	185	4.75	136.10			

5. Conclusion and Discussion

The original Child Gender Socialization Scale (CGSS) version includes a six-factor structure. When exploratory factor analysis was applied to the Turkish version of the CGSS, the scale demonstrated a four-factor structure: toys and activities stereotyped for girls, toys and activities stereotyped for boys, helping at home, and education for a career. While the original scale consisted of 28 items, its Turkish version consisted of only 21. The eliminated items and the scale being factored differently from the original version can be interpreted as the scale not entirely complying with Northern Cyprus culture. Therefore, activities and situations in the culture, that children did not participate in, were excluded from the scale because they were not determining in the measures.

When gender socialization behaviors were analyzed according to the study's variables, regardless of the participants' being parents or their marital status, parents exhibited different behaviors according to their children's educational status, age, and gender. In short, parents who had a master's/Ph.D. degree, daughter, and 3-57-month-old children displayed more gender socialization behavior than any other group.

The gender of the child was found to be related to the parents' gender socialization behavior. Socialization is a process, and there is a mutual influence in it. According to Carter (2014), one of the four elements of the gender socialization process is the perspective of this mutual influence. The perspective proposes that just as parenting behavior affects the child, all the circumstances related to the child also affect the parents' behaviors. A child's gender and age can also be included as a variable in their situations. Yağmurlu et al. (2009), Kağıtçıbaşı and Sunar (1992) reported that the child's gender did not affect the parents' expectations for him/her, which are to some extent consistent with the results of this study. However, Kağıtçıbaşı and Sunar (1992) stated that all parents wanted their child(ren), regardless of the gender of the child, to have common qualities (such as friendliness and honesty). However, apart from these common qualities, the gender of the child was effective in their parental behavior and expectations. Research has generally focused on the gender of the child, and it has been found that girls are exposed to more sexist behavior than boys. Vatandaş (2007) stated that girls were raised more passively, so females were less common in social and political fields. In addition, families directed the financial resources to the boy's education. In brief, the current study results are in line with those in the literature.

Another finding was that parents' gender socialization behaviors were related to their educational status. The study found that parents who had an undergraduate or post-graduate education had a higher gender socialization score than those who only had a pre-higher education degree. The relevant literature supports that parents' educational status and child-rearing behaviors and beliefs are related. Kağıtçıbaşı and Sunar (1992), Yağmurlu et al. (2009) found that mothers' gender-based expectations differed according to their educational status. Mothers having a low level of education expected their children to exhibit obedience, respect, and fulfill their responsibilities more than those with a higher level of education. This finding contrasts with that of the current research. However, as Yağmurlu et al. (2009) stated, the analyses' reliability levels were low due to the study's sample size.

When the present study's findings were evaluated within the setting wherein it was conducted, they could not be compared with those in the literature since a similar study has not been conducted in the TRNC before. Parents' education status and their gender socialization behaviors showed parallelism. In other words, as the education level increased, levels of gender socialization behaviors also increased.

The final indication of the research was that parents' gender socialization behaviors were related to the child's age. Parents with a 3-57-month-old child were found to have exhibited more gender socialization behavior than those with a 58-103-month-old child. No information that directly supports these findings is available in the relevant literature. However, it can be argued that, at 3-57 months, the child needs the most care. This is also the period when the child gains autonomy. According to Freud (2004), 3-57 months covering the first two stages of psychosexual development are when the child has not yet acquired the concept of gender, and they regard the concepts of 'boy' and 'girl' as the same. Children begin to realize differences between genders when they are 18-24 months old. Accordingly, it can be predicted that parents may see their children as dependent on themselves, as the child's autonomy has not yet developed in this period. As the child gains autonomy, there may be a decrease in parents' gender socialization behavior as the time the child spends at home decreases and their experiences increase.

The fact that the child's developing gender schemes are continually being shaped can be shown as the reason for the intensity of the parents' behavior. According to Bem (1983), the child learns about gender characteristics at an early age and can distinguish these

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two by having information about their gender and the opposite sex before the distinguishing phase of their gender identity. Therefore, the parents encouraging a child to behave according to their gender will have the most effect at 3-57 months.

This process can be most effective in gender socialization behaviors as it covers the longest time spent with the child. In terms of the social learning theory of Bandura (1977), the more time the parents spend with the child, the more intensively they will use reinforcers. Meanwhile, a child, who spends time with their family all day long, will learn about their environment by using the family as models, observing and imitating them. Children also learn about gender equality and inequality in these ways.

In another respect, the socialization of gender in the verbal context may be implicitly done at 3-57 months when vocabulary is newly formed. As an entity who thinks by using language, humans will think in their later lives by using words learned and as they have learned.

On examining all the study variables in terms of effect sizes, the primary factor in determining the gender socialization behaviors of the parents was the sex of the child. This was followed by the child's age and the educational status of the parents. The results also showed that the characteristics of the child primarily determined the gender socialization behaviors of the parents. This was consistent with Carter's (2014) perspective of mutual influence. In other words, the characteristics and situations of the child affect the behaviors of the parents. As for parents' educational status variable, Şahin and Özyürek (2008), Şanlı and Öztürk (2012) reported its effect and effect direction change as the subject and study area change. Therefore, the fact that the educational status of the parents is the last in terms of the effect size among the other three variables (child's gender, child's age, and the educational status of parents) is a finding of this study that is consistent with the literature. In the context of the situation and the subject examined, the variable educational status of the parents varied. Mixed-method studies on gender socialization with different samples and variables should be conducted, and the causes of these behaviors should be investigated. In-service training programs should be organized so that teachers can be better counselors for parents to consult regarding gender socialization behaviors and to repair teachers' sexist behavior tendencies. In addition, resources that parents can easily access should be produced and made visibly available.

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