

**TURKISH WOMEN IN ACADEMIC LIFE: ATTITUDE MEASUREMENT
TOWARDS GENDER DISCRIMINATION IN ACADEMIC
PROMOTION AND ADMINISTRATION¹**

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The main aim of the study is to measure the attitudes towards gender discrimination in academic promotion and administration. This paper presents the findings of a study conducted on Turkish women in academic life. Attitude is defined as “a trend that determines an individual’s opinions, emotions and behaviours on a psychological object” (Kağıtçıbaşı, 1996:84). The opinions of academic women is a component of their attitudes towards gender discrimination. Opinion dimension of attitude is an abstract reality. The abstract realities can not be determined easily as concrete variables. In order to measure opinions of academic women towards gender discrimination, using sophisticated statistical techniques is a must. This study is the first in Turkey to use “Correspondence Analysis” in opinion measurement of academic women. Furthermore, “Chi-square Goodness-of-fit Test”, “Kruskal-Wallis Homogeneity Test” and “Chi-square Independence Test” are applied to the data drawn from questionnaires, interviews and observations. Academic titles and locations of opinions are determined on graphics.

The research population is the academic women in Turkey. However, in statistics mostly due to the limitations on time and costs, reaching all the population may not be possible. That’s why statistical results could be obtained by random sampling method to represent the population (Atkinson et al., 1995:798). Since the population size is enormous, the random sampling method was chosen and used. Regarding this fact, Ankara University, which is the first Higher Education Institute of Turkish Republic was chosen. Ankara University is assumed to represent the population because it has a great progress in the field of education, training and research. At present, the university has undergraduate and graduate programs including basic and applied sciences such as; Agriculture, Dentistry, Medicine, Pharmacy, Science, Veterinary Medicine and Social Sciences including Communications, Divinity, Education, Law, Letters and Political Sciences. The hypothesis of Ankara University to represent all universities of Turkey may have some limitations. First of all, 42 percent of academic staff in Ankara University is held by women. Total number of people in academic life in Turkey is 60,129; 20,826 of them are women and 39,303 of them are men (ÖSYM, 1999:4). The percentage of academic women in Turkey is 35. From this respect, the ratio of academic women in Ankara University is higher. However, this difference does not abolish the assumption that sample represents the population. The similarities of economic and legal environment that surround academic women generate the

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representative ability. Academic promotion and management conditions have similarities in all universities of Turkey. The Higher Education Council of Turkey determines the legal structure. Like other academic women in Turkey, this legal structure is also valid for Ankara University . Furthermore, university regulations do not have a rule that prevents academic women to be academic manager. In addition to this legal structure, equivalent policies of employee rights, as an economic perspective enforces the representative ability of the sample. Moreover, the fact that academic women in Ankara University teach, educate and research in all branches of higher education can be evaluated as a proof for the sample to represent Turkey. Therefore, generalisation of findings would be possible. Using the random sampling method with a population approximately 2600 people, 500 of them was chosen as sample. Sampling size is also statistically adequate for the methods measuring opinions towards gender discrimination.

The opinion dimension of attitude can be designed as hypothesis which is assumed to explain real world. Every hypothesis has a risk. For example, an academic women may think there is gender discrimination although there is not or she may think there is not any discrimination although there is. In this study, the existence of gender discrimination in the universities of Turkey is not observed. The opinions of Turkish women in academic life towards gender discrimination is measured.

There are two important questions asked in the questionnaire. One of them is;

“Do you think there is gender discrimination in academic promotion?”

The answers are grouped into three categories:

- 1- There is no discrimination .
- 2- Academic men have more advantage.
- 3- Academic women have more advantage.

The second main question asked in the questionnaire is about academic administration.

“Do you think being a woman is an advantage for academic administration?”

The answers are grouped into three categories:

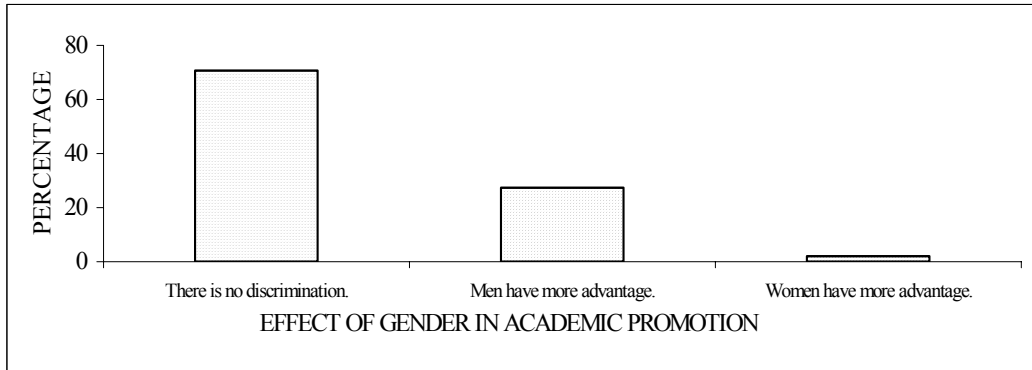
- 1- It is an advantage.
- 2- It is a disadvantage.
- 3- There is no discrimination.

The answers given these questions are analysed by sophisticated statistical techniques.

Frequencies and percentages of answers given to the first questions are shown in Table 1 and Graph 1.

Table 1- The Effect of Gender in Academic Promotion

OPINION	FREQUENCY	PERCENTAGE
There is no discrimination.	353	70,7
Men have more advantage.	136	27,3
Women have more advantage.	10	2,0
TOTAL	499	100,0



Graph 1- Percentages of Opinions in Academic Promotion

Academic women mostly think that there is no gender discrimination in academic promotion. According to researches in Turkey, academic women do not think that there is a gender discrimination in universities. (Acar, 1983, 1996; Günlük Şenesen, 1994; Köker, 1998.). In Turkey, conditions for academic promotion are same both for men and women. For example, the number of publications for a man or a woman associate professor to be professor is equal.

Goodness-of-fit Test is conducted to the answers in Table 1. Observed and expected frequencies of opinions on gender discrimination in academic promotion can be seen in Table 2. Pearson-Chi-Square Test is conducted to the data. According to the statistical evaluation (see Table 3) Goodness-of-fit Hypothesis can not be accepted. Therefore the probability of answers given to the first main question of the study are not equal.

Table 2: Observed and Expected Frequencies of Opinions on Gender Discrimination in Academic Promotion

OPINION	OBSERVED FREQUENCY	EXPECTED FREQUENCY
There is no discrimination.	351	164,6667
Men have more advantage.	133	164,6667
Women have more advantage.	10	164,6667
TOTAL	494	494

Table 3: Statistical Evaluation

PEARSON CHI-SQUARE	DEGREE OF FREEDOM	SIGNIFICANCE LEVEL
362,2	2	0,000

In the study, the relationship between age and opinions on gender discrimination in academic promotion is determined (see Table 4 and Table 5).

Table 4: The Relationship Between Age and Opinions on Gender Discrimination in Academic Promotion

OPINION	FREQUENCY	AVERAGE AGE RANKS
There is no discrimination.	351	239,2
Men have more advantage.	133	270,8
Women have more advantage.	10	228,4
TOTAL / AVERAGE	494	247,5

Table 5: Statistical Evaluation

KRUSKAL-WALLIS STATISTICS	DEGREE OF FREEDOM	SIGNIFICANCE LEVEL
4,897	2	0,086

According to the statistical evaluation, Homogeneity Hypothesis is rejected. Age is an important factor that effects the opinions on gender discrimination in academic promotion. Older academic women think that men have more advantage in academic promotion. Middle- aged academic women think that men and women academics have equal conditions and the younger ones think that women have more advantage.

The relationship between title and opinions on gender discrimination in academic promotion is determined by Pearson Chi-Square Statistics (see Table 6).

Table 6: The Effect of Title in Opinions on Gender Discrimination in Academic Promotion

TITLE ↓ OPINION →	THERE IS NO DISCRIMINATION.	MEN HAVE MORE ADVANTAGE.	WOMEN HAVE MORE ADVANTAGE.	TOTAL
Professor	58	22	1	81
Associate Professor	48	30	1	79
Assistant Professor	9	6	1	16
Instructor	13	16	1	30
Research Assistant	64	29	1	94
Medical Expert	5	1	0	6
Expert	5	7	0	12
Language Instructor	148	21	5	174
Other	2	1	0	3
TOTAL	352	133	10	495

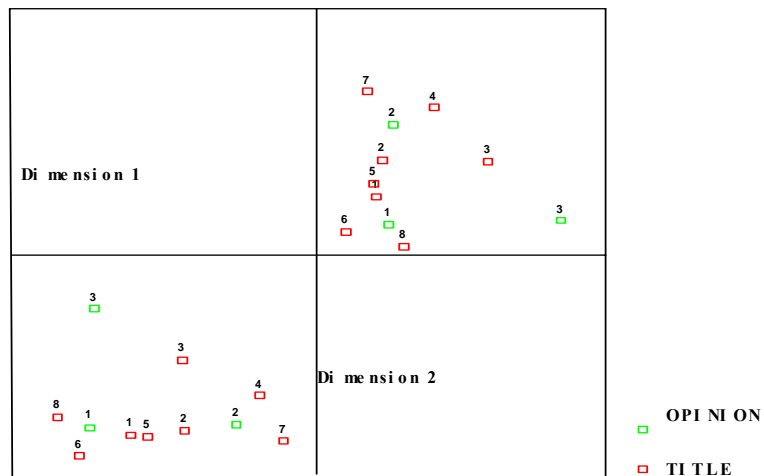
Table 7: Statistical Evaluation

PEARSON CHI-SQUARE	DEGREE OF FREEDOM	SIGNIFICANCE LEVEL
46,605	16	0,000

Table 8: Percentages of Opinions on Gender in Academic Promotion

TITLE ↓ → OPINION	THERE IS NO DISCRIMINATION.	MEN HAVE MORE ADVANTAGE.	WOMEN HAVE MORE ADVANTAGE.	TOTAL
Professor	71,6	27,2	1,2	100,0
Associate Professor	60,8	38,0	1,3	100,0
Assistant Professor	56,3	37,5	6,3	100,0
Instructor	43,3	53,3	3,3	100,0
Research Assistant	68,1	30,9	1,1	100,0
Medical Expert	83,3	16,7	0,0	100,0
Expert	41,7	58,3	0,0	100,0
Language Instructor	85,1	12,1	2,9	100,0
Other	66,7	33,3	0,0	100,0

According to Tables 6 and 8, the academic women, except from instructors and experts, think that there is no gender discrimination in academic promotion. In order to clarify this picture with title categories “Correspondence Analysis” was conducted to the data.



Graph 2: Demonstration of Opinions on Correspondence Analysis Graph.

According to Graph 2, the opinion that women have more advantage in academic life is far from all title categories. Women professors and research assistants are close to the opinion that there is not any gender discrimination. In the beginning of academic life, research assistants think that there is no discrimination. As time goes by, they become instructor, assistant professor, associate professor and they begin thinking that men have more advantage in academic promotion. When they became professor they again tend to think that there is no discrimination. This reality is evaluated as an implication of their role conflict in another paper of the writers. (Özkanlı and Korkmaz, 2000).

Statistical evaluation on opinions towards gender discrimination in academic administration can be seen on the following tables and graphs.

Table 9: Opinions on Academic Administration

OPINION	FREQUENCIES	PERCENTAGES
It is an advantage.	60	12,0
It is a disadvantage.	103	20,7
There is no discrimination.	335	67,3
TOTAL	498	100,0

Academic women mostly think that there is no gender discrimination in academic management. Goodness-of-fit Test is applied to the answers in Table 9. Observed and expected frequencies of opinions on gender discrimination in academic management can be seen in Table 10.

Table 10: Observed and Expected Frequencies of Opinions on Gender Discrimination in Academic Management.

OPINION	OBSERVED FREQUENCY	EXPECTED FREQUENCY
It is an advantage.	60	166
It is a disadvantage.	103	166
There is no discrimination.	335	166
TOTAL	498	498

Pearson-Chi-Square Test is conducted to the data. According to the findings in Table11 Goodness-of-fit Hypothesis can not be accepted. Therefore, the probability of answers given to the second main question of the study are not equal.

Table 11: Statistical Evaluation

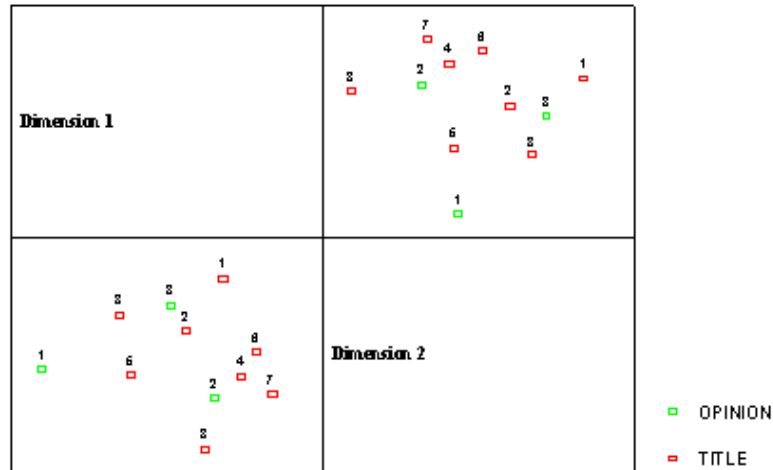
PEARSON CHI-SQUARE	DEGREE OF FREEDOM	SIGNIFICANCE LEVEL
263,6506	2	0,000

Table 12: The Relationship Between Opinions and Titles on Gender Discrimination in Academic Management

TITLE ↓	OPINION →	IT IS AN ADVANTAGE.	IT IS A DISADVANTAGE.	THERE IS NO DISCRIMINATION.	TOTAL
Professor		1,2	18,1	80,7	100,0
Associate Professor		9,0	23,1	67,9	100,0
Assistant Professor		12,5	43,8	43,8	100,0
Instructor		3,6	35,7	60,7	100,0
Research Assistant		19,1	24,5	56,4	100,0
Medical Expert		0,0	33,3	66,7	100,0
Expert		0,0	41,7	58,3	100,0
Language Instructor		17,4	14,0	68,5	100,0
Other		12,0	21,1	66,9	100,0

Most of the academic women think that there is no gender discrimination in academic management. Some of the academic women think that to be women is a disadvantage in academic management. A very small minority think that it is an advantage.

To understand the relationship between opinions and titles “Correspondence Analysis” was conducted to the data.



Graph 3: Demonstration of Opinions on Correspondence Analysis Graph

According to Graph 4, the opinion that women have more advantage in academic life is far from all categories. Also, all titles are close to the opinion that there is no gender discrimination in academic management. Research assistants and then instructors think that being a women is an advantage in academic management.

In this study, the relationship between age and opinions on gender discrimination in academic management is determined by Kruskal- Wallis Test. (see Table 13 and Table 14).

Table 13: Data for Kruskal-Wallis Test

OPINION	FREQUENCY	AVERAGE AGE RANKS
It is an advantage.	60	198,11
It is a disadvantage.	103	255,67
There is no discrimination.	335	256,81
TOTAL	498	

Table 14: Statistical Evaluation

KRUSKAL-WALLIS STATISTICS	DEGREE OF FREEDOM	SIGNIFICANCE LEVEL
8,719	2	0,013

According to the statistical evaluation, Homogeneity Hypothesis is rejected. Age is an important factor that effects the opinions on gender discrimination in academic management. Older academic women mostly think that men have more advantage in academic management and younger ones think that women have more advantage.

The relationship between title and opinions on gender discrimination in academic management is determined by Pearson-Chi-Square Statistics (see Table 15)

Table 15: Statistical Evaluation

CHI-SQUARE STATISTICS	DEGREE OF FREEDOM	SIGNIFICANCE LEVEL
42,591	16	0,000

According to the statistical evaluation, Homogeneity Test is rejected. Title is an important factor that effects the opinions on gender discrimination in academic management.

As a conclusion, most of the academic women in Turkey (67.3 %) think that there is no gender discrimination both in academic promotion and management and being a women is far from being an advantage. These findings are consistent with the correspondence analysis graphs. According to the statistical evaluations age and title are important factors that effect the opinions on gender discrimination both in academic promotion and management.

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