

**EFFECTS OF ADVERTISING ON PRODUCT  
GENDER PERCEPTION: WASHING MACHINES IN  
THE TURKISH MARKET**

**A Thesis Submitted to  
the Graduate School of Engineering and Sciences of  
İzmir Institute of Technology  
in Partial Fulfillment of the Requirements for Degree of**

**MASTER OF SCIENCE**

**in Industrial Design**

**by  
Oğuzhan GÜNGÖR**

**December 2016  
İZMİR**

We approve the thesis of **Oğuzhan GÜNGÖR**

**Examining Committee Members:**

---

**Asst. Prof. Dr. Ayça Tunç COX**

Department of Industrial Design, İzmir Institute of Technology

---

**Prof. Dr. Zafer ÖZDEN**

Department of Visual Communication Design, Ege University

---

**Asst. Prof. Dr. Gökhan MURA**

Department of Visual Communication Design, İzmir University of Economics

**22 December 2016**

---

**Asst. Prof. Dr. Ayça Tunç COX**

Supervisor, Department of Industrial Design,  
İzmir Institute of Technology

---

**Prof. Dr. Önder ERKARSLAN**

Head of the Department of Industrial  
Design

---

**Prof. Dr. Bilge KARAÇALI**

Dean of the Graduate School of  
Engineering and Sciences

## ACKNOWLEDGMENTS

I would like to express my deepest gratitude to my supervisor Asst. Prof. Dr. Ayça Tunç Cox for her constant support, excellent guidance and the critical feedbacks that keep me on track with my writing. I would also like to thank my all committee members, Prof. Dr. Zafer Özden and Asst. Prof. Dr. Gökhan Mura for their interest and involvement my thesis in committee.

I offer my deepest thanks to my dear family, Selman Doğan Güngör, Safinaz Güngör and Hilal Güngör for their help during all my life. I am immensely grateful for Nagihan Selvi Uysallı who have always been in my life. Especially, I am grateful for İrem İnce, who is my cousin, friend and colleague and Mustafa (Uğur) Kaya, who helped me without ever getting bored during my research I also thank Alper Çavuş, who helped me with the photo shoots. I am also grateful to all my friends and colleagues. Last but not least, I extend my thanks to Berk Eryüksel, Burcu Taşkın, Orhan Kanat and Burak Ünlü for their motivation and encouragement since the beginning of my thesis.

Finally, I am grateful to all my survey respondents, especially Aşkın Ulaş Kaba for his kindness and special interest.

# ABSTRACT

## EFFECTS OF ADVERTISING ON THE PRODUCT GENDER PERCEPTION: WASHING MACHINES IN THE TURKISH MARKET

This thesis investigates the gender perception of washing machines through focusing on the advertisements that have feminine and masculine elements. In order to accomplish this, it examines the concept of gender via a thorough literature review. The Bem Sex Role Inventory (BSRI) that identifies the ones' gender based on four categories including masculine, feminine, androgynous and undifferentiated is at the center of the study. Furthermore, the literature review includes an examination of the relationship between advertising and gender. Product gender perception too is studied in order to understand the elements that determine the gender of products. These elements are categorized in a systematic fashion to describe the gender of products.

In light of the literature review, a two-phase experiment has been conducted. In the first phase, the gender of washing machines is investigated without any manipulations. Here Turkish version of BSRI is used to measure the gender of washing machines. Later, two different advertisements have been created based on the outcome of the literature review; one with feminine and one with masculine features. Participants in the first survey were randomly divided into two groups. In the second stage, participants were presented with stimulus. After that, participants' perception of the gender of the washing machine has been tested again. In light of the obtained data, it has been determined how advertisements containing feminine and masculine elements change the existing gender perception of a washing machine. Ultimately, this study demonstrated how the gender perception of a washing machine changes by the influence of advertisements.

**Key Words:** Gender, Advertising and Gender, Product Gender Perception.

## ÖZET

### ÜRÜN CİNSİYET ALGISINDA REKLAMIN ETKİLERİ: TÜRKİYE PAZARINDA ÇAMAŞIR MAKİNELERİ

Bu tez çamaşır makinesinin cinsiyet algısının feminen ve maskülen elementler içeren reklamlar vasıtasıyla değişimini incelemektedir. Çalışma öncelikle toplumsal cinsiyet kavramını içeren literatür taraması ile başlamıştır. Bununla beraber, toplumsal cinsiyetle ilgili kuramlar araştırılmış ve tartışılmıştır. Ayrıca kişilerin cinsiyet rollerini maskülen, feminen, androjen ve belirsiz olarak dört farklı kategoriye ayırarak inceleyen Bem Cinsiyet Rolü Envanteri hakkında bilgiler verilmiştir. Daha sonrasında literatür taraması reklamların toplumsal cinsiyet ile ilişkisi üzerine devam etmiştir. Literatür taraması, ürünlerin cinsiyet kazanımları üzerine devam etmiştir. Elde edilen bilgiler ışığında, ürünlerin hangi elementler vasıtasıyla cinsiyet kazandıkları kategorileştirilmiştir.

Literatür taramasından elde edilen bilgiler ışığında bir araştırma hazırlanmıştır. Araştırma iki aşamada gerçekleşen bir deneyden oluşmaktadır. İlk aşamada katılımcılardan hiçbir dış faktör kullanılmadan çamaşır makinesinin cinsiyet rolünü ölçümlendirmeleri istenmiştir. Bu ölçümlendirmede Bem Cinsiyet Rolü Envanteri'nin Türk kültürüne uyarlanmış halinden yararlanılmıştır. Daha sonrasında literatür taramasından elde edilen bilgiler referans alınarak hazırlanmış feminen ve maskülen elementler içeren iki ayrı reklam hazırlanmıştır. İlk ankete katılanlar rastgele iki gruba ayrılmıştır. Birinci gruba feminen elementler içeren reklam, ikinci gruba ise maskülen elementler içeren reklam gösterilmiştir. Katılımcılardan reklamlara bakarak tekrardan çamaşır makinesinin cinsiyet rolünü ölçümlendirmeleri istenmiştir. Elde edilen veriler ışığında feminen ve maskülen elementler içeren reklamların var olan çamaşır makinesi cinsiyet algısını ne şekilde değiştirdiği belirlenmiştir.

**Anahtar Kelimeler:** Toplumsal Cinsiyet, Reklam ve Toplumsal Cinsiyet, Ürün Cinsiyet Algısı.

# TABLES OF CONTENTS

LIST OF FIGURES .....	ix
LIST OF TABLES.....	x
CHAPTER 1 INTRODUCTION .....	1
1.1. Problem Definition.....	1
1.2. Objectives.....	2
1.3. Methodology .....	2
1.4. Structure of the Thesis .....	4
CHAPTER 2 CONCEPTUALISING GENDER .....	5
2.1. Understanding Gender .....	5
2.2. History of Gender Studies .....	8
2.3. Gender Identity and Gender Roles .....	9
2.3.1. Gender Identity .....	9
2.3.2. Gender Roles.....	11
2.3.2.1. Gender Stereotypes .....	13
2.4. Gender Development Theories .....	17
2.4.1. Psychoanalytic Theory.....	17
2.4.2. Social Learning Theory .....	19
2.4.2.1. Social Cognitive Theory .....	20
2.4.3. Cognitive Developmental Theory.....	22
2.4.4. Gender Schema Theory .....	22
2.4.4.1. Measurement of Gender Identity .....	24
2.4.5. Biological Approaches.....	27
2.4.6. Evolutionary Perspectives.....	28

CHAPTER 3 GENDER AND ADVERTISING .....	30
3.1. The Relationship Between Gender and Advertising.....	30
3.2. Gender Differences in Advertising .....	32
3.3. Gender Roles and Stereotypes in Advertising .....	35
3.4. Sexual Objectification in Advertising.....	38
3.5. Cultural Differences in Advertising.....	41
CHAPTER 4 PRODUCT GENDER PERCEPTION .....	46
4.1. What is a Gendered Product?.....	46
4.1.1. Based On Its Form .....	49
4.1.2. Based on Its Functionality .....	57
4.1.3. Based on Its Color.....	59
4.1.4. Based on the Services Associated with the Product .....	62
4.1.5. Based on its Name .....	63
4.1.6. Based on the Brand Identity.....	65
4.1.7. Based on its Representation in the Media.....	68
4.1.8. Based on Specific Gender Roles/Stereotypes in a Given Society .	72
4.1.9. Based on its Technological Aspects .....	75
CHAPTER 5 THE EXPERIMENT AND THE ANALYSIS .....	77
CHAPTER 6 CONCLUSION .....	108
REFERENCES .....	110

APPENDICIES

APPENDIX A. FIRST SURVEY ..... 118  
APPENDIX B. FEMININE GROUP’S SURVEY ..... 137  
APPENDIX C. MASCULINE GROUP’S SURVEY..... 154  
APPENDIX D. SURVEY ANSWERS..... 171



# LIST OF FIGURES

<b><u>Figure</u></b>	<b><u>Page</u></b>
Figure 2.1. Identification of sex-role typology .....	26
Figure 2.2. The relation between genetic mechanism, hormonal activity and behavior .....	27
Figure 3.1. The magazine page .....	34
Figure 3.2. The masculine fighter from the advertisement .....	35
Figure 3.3. Arçelik’s advertisement.....	37
Figure 3.4. The man who is ironing from the advertisement.....	38
Figure 3.5. The Biscolata man .....	40
Figure 3.6. The main characters from the advertisings.....	45
Figure 4.1. Products targeted at women .....	55
Figure 4.2. Products targeted at men .....	55
Figure 4.3. Braun electric toothbrushes. ....	56
Figure 4.4. Bosch coffee makers. ....	56
Figure 4.5. Babyliss hairdryers .....	57
Figure 4.6. The new brand personality measure .....	67
Figure 4.7. Flashdance .....	70
Figure 5.1. Still images of the washing machine used in the experiment/survey .....	79
Figure 5.2. Feminine advertisement. ....	81
Figure 5.3. Masculine advertisement .....	82
Figure 5.4. Masculine logo. ....	83
Figure 5.5. Feminine logo.....	83
Figure 5.6 Femininity and masculinity scores of washing machine prior to exposure to advertisement (1 Femininity, 2 Masculinity).....	88
Figure 5.7. Femininity (1) and masculinity (2) scores of washing machine prior to exposure to advertisement. ....	99
Figure 5.8. Femininity (1) and masculinity (2) scores of washing machine prior to exposure to advertisement. ....	101

## LIST OF TABLES

<b><u>Table</u></b>	<b><u>Page</u></b>
Table 2.1. Stereotypic Sex Role Items.....	14
Table 2.2. Stereotypic Sex Role Items.....	15
Table 2.3. Pancultural Gender Stereotypes:	
Samples of Highly Stereotypic Items .....	16
Table 2.4. Items on the scales of the BSRI.....	26
Table 3.1. Cultural value classification .....	42
Table 4.1. Showing indicators of geometrical shape .....	50
Table 4.2. Showing indicators of shape .....	51
Table 4.3. Showing indicators of elements and principles .....	52
Table 4.4. Psychological properties of colors .....	60
Table 4.5. Cultural Stereotypes of femininity and masculinity .....	66
Table 5.1. Feminine, masculine and neutral items in Turkish.....	80
Table 5.2. Masculine product descriptions. ....	83
Table 5.3. Feminine product descriptions.....	84
Table 5.4. Participants’ age.....	86
Table 5.5. Participant’s gender identity and sexual orientation.....	86
Table 5.6. Participant’s level of education .....	87
Table 5.7. Participant’s level of income. ....	87
Table 5.8 Descriptive Statistics .....	87
Table 5.9. Paired Samples Test.....	88
Table 5.10. Gender perception of the washing machine, based on each individual’s perception .....	89
Table 5.11 Gender perception of the washing machine, based on the participants’ gender identity .....	89
Table 5.12. Gender perception of the washing machine, based on the participants’ sexual orientation .....	90
Table 5.13. Participants’ gender identity (second survey).....	91
Table 5.14. Participants’ sexual orientation (second survey) .....	91
Table 5.15. Participants’ age (second survey) .....	92

Table 5.16. Participants' education level (second survey) .....	92
Table 5.17. Participants' income level (second survey) .....	93
Table 5.18. Descriptive Statistics .....	94
Table 5.19. Mixed ANOVA results .....	95
Table 5.20. Feminine score change and masculine score change.....	97
Table 5.21. Mixed ANOVA results (gender score change).....	98
Table 5.22. Gender score changes masculine advertisement group .....	99
Table 5.23. Paired sample t test results (masculine advertisement group).....	99
Table 5.24. Gender score changes feminine advertisement group .....	100
Table 5.25. Paired sample t test results (masculine advertisement group).....	100
Table 5.26. Mixed ANOVA results (participants' gender identity) .....	102
Table 5.27. Gender score change (gender identity) .....	103
Table 5.28. Mixed ANOVA results (sexual orientation).....	104
Table 5.29. Gender score change (sexual orientation).....	105

# CHAPTER 1

## INTRODUCTION

### 1.1. Problem Definition

Gender and sex are among the most important issues in any society. So important that families make preparations according to the sex of which is generally determined before birth, such as a baby-shower party. Consequently, researchers discuss, explore and create theories explicating how gender development occurs. For example, psychoanalytic theory, social learning theory, cognitive developmental theory, gender schema theory and so on. Also, our gender identity or our gender roles give direction to our lives. We oppose or adapt to the roles which are defined by society. Societies define their own gender stereotypes and gender roles. These stereotypes can also affect different areas of our lives. Society determines stereotypical features in a variety of are; how women or men should behave, how they should feel, what they can wear, what products they can or cannot use. Besides, these characteristics may vary from culture to culture. These defined gender-based features allow us to evaluate the products around us. Some products are ‘masculine’, some are ‘feminine’, and even some products can qualify as ‘undifferentiated’ or ‘androgynous’. We are do these qualifications according to our own gender roles, as well as, in the basis of the form, functionality, color, name of products, and their relationship with the brand, their technological features, and advertisements. In particular, advertisements appear to be an effective medium in terms of addressing both the target audience and reflecting gender roles. Advertisements also inform us and influence our purchase decision. Gender roles associated with products in advertisements, such as gender roles and stereotypes, female or male representations, colors, voiceovers or spokespersons, etc., can change the perception of gender we attribute to products. The problem here is that, when viewed from a feminist perspective, a product that is appropriate for each gender, by means of advertisements rather than the design elements, reflects it as a specific genre of genius, resulting in gender inequality. For example, a washing machine can be used as a function that everyone can take advantage of and use, such as washing clothes, but it is reflected through advertisements as if it were a single

gender-specific product, and thus, people attribute a gender to the washing machine which also shapes society's categorization of doing laundry as a women's task. This study strives to understand how product gender perception is formed via advertisements and what the factors forming this perception are.

## **1.2. Objectives**

This thesis is to discuss theoretical perspectives in the context of gender, advertising and product gender perception. Even though various theoretical frameworks are mentioned, feminist perspective is guiding this thesis because feminism deals with generally gender equality and issues related to gender.

The main goal of this study is to explore and discuss product gender perception and how it is be changed with the effects of advertising. In accordance with this, it seeks answers to the following questions:

Does a washing machine have a feminine gender as mostly presumed?

Do washing machine advertisements affect the perception of machines' gender?

## **1.3. Methodology**

The study employs epistemological approach and quantitative method approach to collect data. In light of the literature review, conducted via the epistemological approach, the concept of gender was explained, the relationship between advertising and gender was discussed and the elements of the product gender were identified.

Quantitative method is used for the experiment. Experiment is about gender perception related with visual media. This experiment consists of two phases to measure the product gender perception. At each phase, the Bem Sex Role Inventory (BSRI), which is adapted to Turkish culture, was applied to measure the effects of advertising on product gender perception. At first stage, sixty questions were asked participants to measure a product's gender. Participants responded these sixty questions by looking on the images of the product that are taken from different angles. Each of the sixty question' is designed on a seven-point scale. They consist the feminine, masculine and neutral items of every human being. Participants rated the washing machine according to these questions. This

constitutes the first survey to measure the gender of the washing machine without advertising.

A second survey was conducted with the participants who participated in the first one to understand whether a product's gender perception changes thorough advertising or not. This second survey was carried out two months later. The reason behind it was to make sure the participants forget the answers they gave in the first phase. Before conducting the survey, the advertisements were shown that were created according to literature review. Each advertisement consists either masculine or feminine elements. Participants who responded to the first survey were randomly divided into two groups according to their gender. The survey with the advertisement which includes masculine elements was used for the first group. The survey with the advertisement which includes feminine elements was used for the second group. The inventory used to create the surveys in the second phase is the same as the inventory used in the first phase.

Furthermore, participants' demographic characteristics such as gender/sexual identity, marital status, income level, date of birth, educational status and sexual orientation were also collected. The purpose of collecting these demographic characteristics is to understand how product gender perception will change according to their demographic information. In addition, some questions were asked to measure participants' habits such as 'when was the last time you bought a home appliance?', 'what do you pay attention to when buying a home appliance?', 'how often do you follow home appliance advertisement?', 'how do you think home appliances advertising influences your purchase behavior?', 'does brand influence your purchase behavior?' and so on. The purpose of asking these questions is to understand participant's product usage and the influencing factors of the product usage. In addition to these questions, it was asked how they see washing clothes by hand or by a washing machine. The aim of asking this question is to understand whether laundry washing is feminine or masculine according to gender role, but they have not been included in the analyses due to the time limitation.

The data obtained from the questionnaire were analyzed with the help of SPSS and then discussed.

## 1.4. Structure of the Thesis

This study is consisted of six chapters. The first chapter is the introduction, talking about the problem definition, objectives, methodology and the structure of the thesis.

The second chapter deals with the definitions and concepts of the gender such as gender stereotype, gender role and gender identity. The chapter also highlights the differences between the terms sex and gender. Besides, explains albeit briefly, theories of gender development from different perspectives. In that sense, it gives insight into understanding the Bem's 'Sex Role Inventory'. In brief, this chapter aims to create a foundation for the following chapters.

The third chapter focuses on the relationship between gender and advertising. To this end, this chapter discuss discernible gender differences in advertising. Accordingly, gender role portrayals and stereotypes as well as cultural differences in the construction of these representations are discussed in this chapter.

The fourth chapter is organized in ten sections. The first one explains what product gender is. The remaining nine sections strive to explicate how a product's gender perception is constructed.

The fifth chapter is about the experiment and the analysis. In total, three analyzes have been performed. First one is about product gender perception. Other two are about product gender perception with stimulus; namely, masculine and feminine advertisements.

The final chapter is the conclusion chapter.

## CHAPTER 2

### CONCEPTUALISING GENDER

Conceptualizing gender is an important and thus a fundamental part of this thesis. Therefore, I will try to explain the basics of gender and some related issues in this chapter. In this respect, I will highlight the differences between the terms “sex” and “gender”. Besides, concepts such as gender stereotype, gender role and gender identity will be discussed. To understand the concept of gender, theories of gender development are used with specific references to how individuals develop gender from different perspectives and based on various aspects. A specific focus is put on Bem’s ‘Sex Role Inventory’, which is used as part of the methodology while conducting the thesis research.

In brief, this chapter focuses on the concept of gender. In doing so, it strives to present a history of gender, albeit briefly, analyze gender identity and roles, explain gender development theories and investigate gender stereotypes.

#### 2.1. Understanding Gender

In order to understand the concept of gender one has to begin with the signification of the term ‘sex’. Accordingly, in this section I will try to explain the meaning of gender in relation to the notion of sex.

In view of Johnson and Repta, sex is a biological term and it refers to existing species’ anatomical, physiological, genetic, and hormonal variations. Previous conceptions of sex is related to chromosomal arrangements which are XX and XY, that is, biological male and female yet, we now know that there are more than these two chromosomal configurations. There are also XXX, XXY, XYY, XO, XX males, XY females (Johnson & Repta, 2012, p. 19) and more abnormalities such as XXXX, XXXXX, XXXXY or even XXXXY (Roof, 2007c, p. 635). Since these abnormalities are not the main interest of this study, it will suffice just to mention them.

The concept of gender is described in different ways in different sources, yet, general uses and its meaning appear to remain similar. As Gentile mentions in his study, terms “sex” and “gender” are used synonymously in social sciences, which, he thinks, leads to confusion (Gentile, 1993, p. 120). The use of the word gender has similarities



with the use of term “sex” in everyday life even if they have significant differences. These differences particularly came to the fore after the second wave of feminism in the early 1970s with the rise of gender studies (Champagne, 2007, pp. 624-628; Holmes, 2007, p. 2; Hyde & Mezulis, 2002, p. 552; Lott & Maluso, 2002, p. 537; Pilcher & Whelehan, 2004, pp. 56-59; Roof, 2007b, p. 624; Unger & Crawford, 1993, p. 123).

As indicated in *Encyclopedia of Sex and Gender* (Hoogland, 2007), most twenty first century dictionaries define the term of gender as the condition of being female or male. Still, this condition is often related one’s behavioral, cultural, or psychological traits (Hoogland, 2007, p. 628). Similarly, *Oxford Dictionary* describes the first and primary meaning of gender as the state of being male or female. Likewise, the word sex is almost same as gender, but there are some differences between the two. The term sex refers to biological differences between male and female, while gender refers to cultural or social ones (“gender”. Oxford Dictionaries.,”). On the other hand, *Oxford Dictionary of Psychology* defines gender as; “non-technically, a synonym for sex. More specifically, especially in feminist psychology, the behavioral, social, and cultural attributes associated with sex” (Colman & Press, 2015, p. 306). Hoogland in *Encyclopedia of Sex and Gender*, and Unger and Crawford focus on the traditional use of the word gender, arguing that it has been used primarily as a grammatical term<sup>1</sup>, and only after the second wave feminism it changed and became the term as we understand it today (Hoogland, 2007, p. 628; Unger & Crawford, 1993, p. 123). Article in the *Encyclopedia of Women and Gender* which is entitled Gender Development: Social Learning’s Glossary’ provides a more distinguished definition of the terms “sex” and “gender”; “gender is attributes that a culture ascribes separately to human females and males that prescribe appropriate ways of feeling and behaving” and “sex is structural and physiological characteristics that distinguish females and males as a result of chromosomes, hormones, and morphological development” (Lott & Maluso, 2002, p. 537). One of the intriguing explanations about the term gender underlines the fact that there are more than two genders for some persons and cultures. *Encyclopedia of Sex and Gender – Men and Women in the World’s Cultures’* glossary

---

<sup>1</sup> “Gender was originally used as a term in linguistics to describe the formal rules that follow from masculine or feminine designation” (Unger & Crawford, 1993, p. 123).

“Traditionally gender has been used primarily as a grammatical term. Gender aspects constitute a subclass within a grammatical class (noun, pronoun, adjective, or verb) of a language that is partly arbitrary but also partly based on distinguishable characteristics (shape, social rank, manner of existence, or sex) and that determines agreement with and selection of other words or grammatical forms” (Hoogland, 2007, p. 628).

defines the term gender as; “two or more classes of persons who are believed to be different from each other; society has different roles and expectations for different genders (most societies have two genders -male and female- but others have more than two)” (“Encyclopedia of sex and gender : men and women in the world's cultures. 1. Topics and cultures A - K," 2003, p. XXVI). In a similar vein, Johnson and Repta mention that there are more than two genders and it is a multidimensional construct; for example, woman, man, transsexual, and hijra<sup>2</sup> (Johnson & Repta, 2012, pp. 20-21).

Gentile identifies five meanings of sex and gender to avoid confusion and to understand the differences between them clearly. In brief, these five definitions are as follows; (1) ‘sex’ is used for biological function and sexual activity, (2) ‘biologically sex-linked’ refers to traits or conditions that are related to biologically being male or female; for example, colorblindness or hemophilia, (3) ‘gender-linked’ definition of traits that are linked with maleness or femaleness and they are cultural and societal phenomena; for example, American men are supposed to be more aggressive than American women, (4) ‘sex and gender linked’ is regarded both as biological and cultural; for example, women are primary caregivers for children, (5) ‘sex-correlated’ refers to “traits or conditions that are related to being male or female without asserting a causal relation to either biology or culture (because we do not wish to make such an assertion or cannot do so confidently)” (Gentile, 1993, p. 120). Yet this terminological categories are not the proper solution to the issue: Unger and Crawford think that sex and gender confusion problem is not related with the terminology, but rather with the conceptual, meaning “the issues must be addressed in terms of differing epistemologies involving sex-related causality that coexist within the field” (Unger & Crawford, 1993, p. 123). Dökmen (2015) too draws attention to these opposing views in her book (Dökmen, 2015, pp. 20-21).

All in all, it seems plausible to argue that the term of gender might be defined as a combination of psychological, cultural and social phenomena that are ultimately determined by the sex of the person such as being female or male (or another), while sex is more related with biological condition, which can be used for humans and other existences.

---

<sup>2</sup> Hijra is a commonly used term in South Asia, referring to transwomen, transsexual or transgender (Wikipedia, 2016a). Also Hijras are a religious community whereby men who dress as women and behave like a seductive women (Young, 2007, p. 695).

## 2.2. History of Gender Studies

Gender studies begin in the early 1970s. Feminist studies and critiques of the position and status of women give rise to work on it (Roof, 2007b, p. 625). In the preface of his book *Gender and Power: Society, the Person and Sexual Politics*, Connell argues that:

The radical movements of the 1960s and 1970s opened debates about a range of practical issues to do with sex and gender, ranging from sexual expression to economic inequality, police violence against gays, and rape. Naming these issues, the new feminist and gay politics also posed theoretical questions and began to grow a theoretical language: 'sexual politics', 'oppression', 'patriarchy' (Connell, 1987, p. IX).

As can be understood from this excerpt, social events triggered and influenced the advent of gender studies. Likewise, Roof indicates that in the early 1970s Vietnam War protests and civil right reforms encouraged feminist scholars to support women studies in universities (Roof, 2007b, p. 625).

The main mission of women studies at early times was regarded as backing intellectual, social and feminist approaches. For this reason, most women studies programs had a focus on woman and sex while conducting interdisciplinary studies in order to develop their libraries. Some of the programs supported women's centers in campuses, and created academic studies and leadership programs in order to make women become more visible. With the greater acceptance of women studies over time, it has become clear that the oppression on women could not be fully comprehended merely based on biological differences, instead, one should appropriate a broader approach and take the encompassing concept of gender into consideration. Subsequently, it was promoted that only through an interactive relation between gender and sex women studies could be understood efficiently. At the same time, academics also laid the foundations for men studies besides women studies.

In the late 1980s and early 1990s, with the ever-increasing visibility of gays and lesbians, gay and lesbian rights became an inevitable topic for sex and gender studies. Eventually, in the 1990s women studies, men studies, gay and lesbian studies, which hitherto were considered as diverse fields, were categorized under the rubric of sex and gender studies. In the mid-1990s, women studies started to be mentioned as gender

studies. Also, topics like sexuality, transgender and transsexuality were started to be considered within the scope of gender studies (Roof, 2007b, p. 626).

### **2.3. Gender Identity and Gender Roles**

Men and women have different roles, behaviors and characteristics in different societies. For example, in most countries women are supposed to take care of children and do house works, while men have to work and act as the main breadwinner. These expected roles may change from culture to culture and from one historical period to another (Dökmen, 2015, p. 17). Gender identity is related with how persons see themselves; masculine and feminine or being a man or women in a given society (Stets & Burke, 2000, p. 997). However, according to Sandra Lipsitz Bem, there is more than two binaries such as ‘androgyny’ (Bem, 1974, p. 155). Accordingly, this section strives to briefly examine gender roles, gender stereotypes, gender identity, and measurements of gender identity.

#### **2.3.1. Gender Identity**

Before defining and understanding the concept of gender identity, it is essential to know what identity in general is. Nevertheless, identity is not a key subject in this thesis, therefore, it will only be basically discussed for a better understanding of gender identity. According to Elliott, ‘identity studies’ is an important field of study in the social sciences and there is a huge and growing literature on it (A. Elliott, 2012, p. XIII)

Turner indicates that; “whereas identity is assumed to be socially constructed and invented, character signified individual attributes that were fixed and permanent. Identity then has an intersubjective dimension” (Turner, 2006, p. 277). Identity has two major forms. One is psychodynamic and is related to Freud’s theory of identification. Scott and Marshall summarize the psychodynamic theory about identity as follows; “psychodynamic theory stresses the inner core of a psychic structure as having a continuous (though often conflicting) identity” (Scott & Marshall, 2009, pp. 330-331). Another one is sociological which is linked to “symbolic interactionism and emerges from the pragmatic theory of the self-discussed by William James and George Herbert Mead” (Scott & Marshall, 2009, pp. 330-331). *The Cambridge Dictionary of Sociology* mentions

George Herbert Mead's view about identity as; "identity is dependent upon the recognition of others introduced more complex forms of understanding. Mead argued that human identities develop out of a three-way conversation between the I, Me, and generalized Other" (Turner, 2006, p. 277). On the other hand, Scott and Marshall elaborates upon the issue of 'self' as follows; "the self is a distinctively human capacity which enables people to reflect on their nature and the social world through communication and language" (Scott & Marshall, 2009, p. 331). Put simply, identity is the answer to the question 'who am I?'. Identity differs from one individual to the other (Dökmen, 2015, p. 26). Drawing on the pertinent literature, identity can be explained as something which is almost always fluid, not fixed or stable, in becoming and constructed.

Gender identity has similarities with other social identities but the main concern of it is how people view themselves with respect to gender (Johnson & Repta, 2012, p. 24). The concept of gender identity is an interest for both sociologists and psychologist. Also it is investigated by medical researchers. Gender identity varies depending on cultural and social roles, and developments within gendered societies (Champagne, 2007, p. 614; Johnson & Repta, 2012, p. 24; Martin & Dinella, 2001, p. 6021). Gender identity is more related to one's femininity and masculinity (Champagne, 2007, p. 614), and mostly shaped by social factors rather than biological ones (Stets & Burke, 2000, p. 997). Philosophical understandings of gender identity constitute a great area of interest for feminist theorists and theorizations. Societies decide what it means being a male or female; consequently, generally males regard themselves as masculine while females see themselves feminine, but it does not necessarily have to be the case or the only option. In some ways it can be changed; it is becoming an ever-increasing social phenomena that males define themselves as feminine or females address themselves as masculine (Stets & Burke, 2000, p. 997). Similarly, some can define themselves as androgynous or undifferentiated (Bem, 1974, p. 155). People's inner feelings affect how they show and present themselves. (Johnson & Repta, 2012, pp. 24-25). In this context, general expectation has been that people's gender identity and behavior should coincide with their gender or sex, but Stets and Burke, based on their analysis of Mead<sup>3</sup>'s study, argue that we should rethink the nature of femininity and masculinity. Gender roles, identities and

---

<sup>3</sup> "Margaret Mead (December 16, 1901 – November 15, 1978) was an American cultural anthropologist, who featured frequently as an author and speaker in the mass media during the 1960s and 1970s." (Wikipedia, 2016b).

gender-related traits are no longer directly determined by one's sex (Stets & Burke, 2000, p. 998).

*Oxford Dictionary of Psychology* defines gender identity as “a sense of awareness, usually beginning in infancy, continuing throughout childhood, and reaching maturity in adolescence, of being male or female, or of the gender associated with one's biological sex” (Colman & Press, 2015, p. 306). According to Dökmen, gender identity is a self-identification as male or female. Most children accept themselves cognitively as a boy or a girl, and they behave according to what society or a social group expect them to do. But some people might have difficulties to signify their gender identity, for example; transsexuals know their biological sex and yet they do not accept it, they feel themselves psychologically as the opposite sex and behave in the way they feel (Dökmen, 2015, p. 27).

It is important not to misconstrue the meaning of gender identity and sexual identity because both are closely linked. Like using the terms “sex” and “gender” synonymously, both gender identity and sexual identity are often used synonymously in literature. Still, their conceptual use/understanding is different (Johnson & Repta, 2012, p. 30). Gender identity is related with one's inner feelings which are personal and specific to a gender, while sexual identity is more related with sexual orientation such as heterosexuality, homosexuality, bisexuality, asexuality, transsexuality and so on (Dökmen, 2015, p. 27).

There is also a study about ‘the measurement of psychological androgyny’ conducted by Sandra Lipstz Bem (Bem, 1974). Bem's study is an important source to manage this thesis. In that sense, it will be examined in detail in the ‘Gender Development Section’.

### **2.3.2. Gender Roles**

Gender roles play a big role in an individual's daily life from the choice of clothing to occupation. In that sense, it has been a popular topic for psychologists and sociologists (Martin & Dinella, 2001, p. 6021). It therefore is necessary to understand the conception of gender roles.

Gender roles are social norms, rules and standards for men and women. They are believed to change from culture to culture (Johnson & Repta, 2012, p. 23). Also gender

roles are related to masculinity and femininity. Masculinity and femininity are culturally defined behaviors, which are, associated with most cultures' binary division of gender roles (Roof, 2007a, p. 616). According to Postema, "the more prescriptive a culture is in relation to gender roles, the more masculine and feminine gender roles are defined in opposition to one another" (Postema, 2007, p. 619). Hence, this binary division of gender roles tend to have a negative effect on women. Roof gives an example of this issue: "If males are smart, females must be less smart. If males are strong, females are weak" (Roof, 2007a, p. 617). Johnson and Repta indicate that gender roles dictate different interests, responsibilities, opportunities, limitations and behaviors to people (Johnson & Repta, 2012, p. 23). *Oxford Dictionary of Psychology* defines gender role as "a set of behavior patterns, attitudes, and personality characteristics stereotypically perceived as masculine or feminine within a culture" (Colman & Press, 2015, p. 306). According to Dökmen, a gender role is expected behaviors of individuals which are defined by society, and also, these expected behaviors are linked with one's gender (Dökmen, 2015, p. 29). Likewise, *Encyclopedia of Women and Gender* defines gender roles as "shared expectations that define how women and men should behave (prescriptive) and how they do behave (descriptive)" (Kite, 2002, p. 561). For example, boys should play with cars and wear blue, while girls should play with dolls and wear pink. Individuals can accept or resist such gender roles in their society. Barbara Postema emphasizes that in a contemporary perspective, gender roles can change over time within cultures. In this perspective gender roles are not 'natural' as biological sex (Postema, 2007, p. 619). Postema further indicates that children learn gender roles through their own family circle and later via other institutions, such as school, media and other systems that influence individuals' gender roles. These institutions may lead to a shift in one's internalized gender roles (Postema, 2007, p. 619).

To conclude, gender roles can be defined in terms of socially and culturally constructed norms and rules which are depended on attributed behavior of people and also they can change over time and from culture to culture through the influence of various institutions.

### 2.3.2.1. Gender Stereotypes

People tend to develop stereotypes for signifying and comprehending social groups. Stereotypes are cognitive structures which include beliefs and expectations relating to social groups (Dökmen, 2015, p. 31). Banaji explores the concept of stereotype as; “Lippmann made famous the phrase ‘pictures in our heads’ to refer to an internal, mental representation of social groups in contrast to their external reality” (Banaji, 2001, p. 15100). According to Dökmen, one of the strongest stereotypes is about gender (Dökmen, 2015, p. 31). In that sense gender stereotypes are important to understand gender and gender-related issues. In this section I will try to examine gender stereotypes.

Veenstra states that gender stereotype is a foreordained arrangement of attitudes and practices that is credence in to all genders (Veenstra, 2007, p. 622). Likewise, *Encyclopedia of Women and Gender's* glossary identifies gender stereotype as “gender stereotypes are organized, consensual beliefs and opinions about the characteristics of women and men and about the purported qualities of masculinity and femininity” (Kite, 2002, p. 561). Besides, Veenstra indicates that gender stereotypes are typical behavior patterns that are associated with only two genders which are male and female (Veenstra, 2007, p. 622). For example, men are more ‘aggressive’ than women and women are more ‘emotional’ than men (Best, 2003, p. 11). Typical thoughts and stereotypes on social groups can be negative or positive, accurate or inaccurate, justified or unjustified (Pilcher & Whelehan, 2004, p. 167). Another assumption is that all men and women are accepted as heterosexual and their gender is identified by their biological sexuality.

Gender stereotypes are associated with an individual’s identity, sexual practice and sexual desire, also it generally primarily takes a form via what one observes from his or her parents and then these behavior models later transmit to others. Thus, a person will become a role model for future generations and partners (Veenstra, 2007, p. 622). Dökmen illustrates that family and other social institutions are important for the continuation of gender stereotypes. In addition, mass media such as advertisements, movies, children’s book and video clips etc. have a significant role in the development of gender roles (Dökmen, 2015, p. 32). These issues will be examined in detail in the Gender Development Theories section.

One often uses stereotypes in support of traditional sex roles. For example, women are nurses and men are construction workers and these socialization models can serve for



children (Best, 2003, p. 11). There is a study on sex role stereotypes<sup>4</sup> conducted by Inge K. Broverman, Susan Raymond Vogel, Donald M. Broverman, Frank E. Clarkson and Paul S. Rosenkrantz in 1972. Those conducting the study explain that “a consensus about the differing characteristics of men and women exists across groups differing in sex, age, marital status, and education” (Broverman, Vogel, Broverman, Clarkson, & Rosenkrantz, 1972, pp. 59-60). Table 2.1 and table 2.2 lists these differing characteristics of men and women in two categories: competency cluster and warmth expressive cluster.

Another study about gender stereotypes is conducted by J. E. Williams, R. C. Satterwhite and D. L. Best in 1999. This study is a ‘re-analyzed’ version of an earlier work conducted by Williams and Best in 1982 and in 1990 (Williams, Satterwhite, & Best, 1999, p. 513). Table 2.3 shows pancultural gender stereotypes as explained in their study.

Table 2.1. Stereotypic Sex Role Items  
(Source: Broverman et al., 1972, p. 63)

<i>Warmth-Expressiveness Cluster: Feminine pole is more desirable</i>	
<i>Feminine</i>	<i>Masculine</i>
Doesn't use harsh language at all	Uses very harsh language
Very talkative	Not at all talkative
Very tactful	Very blunt
Very gentle	Very rough
Very aware of feelings of others	Not at all aware of feelings of others
Very religious	Not at all religious
Very interested in own appearance	Not at all interested in own appearance
Very neat in habits	Very sloppy in habits
Very quiet	Very loud
Very strong need for security	Very little need for security
Enjoys art and literature	Does not enjoy art and literature at all
Easily expresses tender feelings	Does not express tender feelings at all easily

<sup>4</sup> As I mentioned before in the Understanding Gender section, sex and gender are sometimes used synonymously. I think that is why the authors in this study use 'sex role stereotype' instead of 'gender stereotype'.

Table 2.2. Stereotypic Sex Role Items  
 (Source: Broverman et al., 1972, p. 63)

<i>Competency Cluster: Masculine pole is more desirable</i>	
<i>Feminine</i>	<i>Masculine</i>
Not at all aggressive	Very aggressive
Not at all independent	Very independent
Very emotional	Not at all emotional
Does not hide emotions at all	Almost always hides emotions
Very subjective	Very objective
Very easily influenced	Not at all easily influenced
Very submissive	Very dominant
Dislikes math and science very much	Likes math and science very much
Very excitable in a minor crisis	Not at all excitable in a minor crisis
Very passive	Very active
Not at all competitive	Very competitive
Very illogical	Very logical
Very home oriented	Very worldly
Not at all skilled in business	Very skilled in business
Very sneaky	Very direct
Does not know the way of the world	Knows the way of the world
Feelings easily hurt	Feelings not easily hurt
Not at all adventurous	Very adventurous
Has difficulty making decisions	Can make decisions easily
Cries very easily	Never cries
Almost never acts as a leader	Almost always acts as a leader
Not at all self-confident	Very self-confident
Very uncomfortable about being aggressive	Not at all uncomfortable about being aggressive
Not at all ambitious	Very ambitious
Unable to separate feelings from ideas	Easily able to separate feelings from ideas
Very dependent	Not at all dependent
Very conceited about appearance	Never conceited about appearance
Thinks women are always superior to men	Thinks men are always superior to women
Does not talk freely about sex with men	Talks freely about sex with men

Table 2.3. Pancultural Gender Stereotypes: Samples of Highly Stereotypic Items  
(Source: Williams et al., 1999, p. 519)

<i>Male Stereotype</i>	<i>Female Stereotype</i>
<i>Adjectives</i>	<i>Adjectives</i>
Active	Affected
Adventurous	Affectionate
Aggressive	Anxious
Ambitious	Attractive
Autocratic	Charming
Coarse	Complaining
Courageous	Curious
Cruel	Dependent
Daring	Dreamy
Dominant	Emotional
Energetic	Fearful
Enterprising	Feminine
Forceful	Fussy
Independent	Meek
Inventive	Mild
Logical	Sensitive
Masculine	Sexy
Progressive	Shy
Robust	Soft-Hearted
Rude	Submissive
Self-Confident	Superstitious
Stern	Talkative
Strong	Timid
Tough	Weak
Unemotional	Whiny

To summarize, gender stereotypes can be defined as behaviors, identity, personal characteristics and traits attributed to female and male gender. Also gender stereotypes can change and be shaped through the impacts of family, social institutions and mass media.

## **2.4. Gender Development Theories**

Gender is produced and developed by sociological and political factors. Institutions such as political and social systems, the media and religion create a societal gender structure (Johnson & Repta, 2012, p. 21). In this section, gender development theories such as psychoanalytic theory, social learning theory, social cognitive theory, cognitive developmental theory, gender schema theory, and also biological approaches and evolutionary perspectives are discussed.

Before moving on, it should be noted here that there are many other theories about gender development. As Levy, Barth and Zimmerman (as cited in Dökmen, 2015) indicate, the development of gender is a sophisticated issue (Dökmen, 2015, p. 92). For this reason, gender development cannot be explained on the basis of a single theory only. Every theory can both explain and not explain gender development. Consequently, in order to understand gender development profoundly, one should make use of more than one theory (Dökmen, 2015, p. 93). Due to time limitations and also for the specific purposes of this research, many theories other than those enlisted above are not included within the scope of this thesis.

### **2.4.1. Psychoanalytic Theory**

Sigmund Freud proposed the earliest and most leading theory about gender development in the 1930s. According to Freud, boys and girls gain the gender identity from their parents, learning to negotiate desires and then identify with the opposite sex parent and same-sex parent respectively. Freud's idea was a great inspiration for researches on gender development for decades to come (Martin & Dinella, 2001, p. 6023).

Freud says that one's psychosexual development will be taken up in five stages; oral, anal, phallic, latent and genital (Callan, 2002, p. 523; Dökmen, 2015, p. 42). Oral stage occurs within 0 - 18 month of infant's age. In this stage infants' pleasure centers are around their mouth. Their chief sources of pleasure are chewing, sucking, biting and swallowing. Anal stage occurs within 1,5 – 3,5 years of age. In anal stage a child's pleasure center is around the anus and defecation and related behaviors are important to him/her. Phallic stage occurs within 3 – 5 years of age. The pleasure center is around the genitals during this stage. Latent stage occurs within 5-13 years of age. In this stage sexual

interest and instincts seem to be repressed. Genital stage is the final stage and it occurs after 12 – 13 years age. In this stage sexual interests are reawake (Dökmen, 2015, p. 42).

In Freud's work, Oedipus complex is very significant in terms of gender development or psychosexual development (Callan, 2002, p. 530). Freud is inspired by the Greek Mythology to create the idea of Oedipus complex. Briefly, in this myth, a son kills his father and marry his mother (Blakemore, Berenbaum, & Liben, 2008, p. 29). Oedipal complex, Freud claims, occurs in the phallic stage (Callan, 2002, p. 530). Freud's idea is similar to said Greek myth in the sense that a boy desires his mother as a lover and sees his father as an enemy because father is perceived as a threat, an obstacle in front of his acquisition of his mother. During the phallic stage, boy's erotic impulses focus on his penis and an awareness of the differences between the sexes develop. Prior to this stage he is not aware of the differences between the sexes. On this stage, the boy notices women do not possess a penis and he imagines he could also be deprived of his penis if he does not obey the authority of his father. The boy thinks his father will castrate him as he desires his mother and his father is strong enough to defeat him. Consequently, the boy surrenders/suppress his sexual attachment to his mother out of fear (Bell, 2004, pp. 150-151). This process is referred to as 'castration anxiety' (Blakemore et al., 2008, p. 29). Eventually, the boy identifies himself with his father and starts to love other women later in his life (Bell, 2004, pp. 150-151).

Girls too go through this period but it progresses differently from boys. This period is called Electra complex in some psychology textbooks, but Freud clearly rejected to use the term Electra complex and he believes, the Electra complex and the Oedipus complex ought not be signified as matching terms in textbook discussions of his theory (Kilmartin & Dervin, 1997, p. 269). A girl desires to marry her father and thus to kill the mother, who is a rival for her. Girls spend their times with their mothers as do boys. And during the phallic stage, girls' erotic impulses focus on their clitoris and they realize that they are anatomically different from each other. They are horrified by the lack of a penis. They feel as if they have been castrated. Freud calls this feeling as 'penis envy'. Girls do not have fear of castration since they have already been castrated according to this theory. Girls blame their mothers for their lack of penis. In so far as girls do not have castration anxiety unlike boys, giving up on their fathers as a love interest/object proves to be difficult. Also girls' identification with their mothers is a more complicated process than boys' identification with their fathers due to the fact that they do not resolve their contemptuous and angry feelings concerning the mother (Bell, 2004, p. 151; Blakemore

et al., 2008, pp. 29-30). In addition, Freud<sup>5</sup> argues that, because of these identification complexity, girls' superego is inferior to boys', so women are not superior than men, neither sexually nor ethically (Dökmen, 2015, p. 45).

Although many contemporary theorists have criticized Freud, as did some of his own contemporaries, for some of his sexist and phallogocentric views on gender, it is nonetheless the case that many of his insights have stood the test of time and proven useful to other contemporary theorists. Besides, second-wave feminists developed reformulation of psychoanalytic theories of gender. They pointed out parenting is important to one's gender development. Feminists also argued that mothering and lack of father figure on child rearing create particular forms of gender and gender inequality. They also indicated the way how the male and female gender are constitutive of both individual psyches and the culture at large. Contemporary feminist psychoanalytic theorists develop our understanding of gender. They focus on both personal and cultural roots of gender. In doing so, sometimes they return to Freud's ideas. Moreover, they focus on social meanings of gender and personal experiences of gender (Bell, 2004, p. 164).

### **2.4.2. Social Learning Theory**

Mischel in 1966 and Bandura in 1977 (as cited in Martin & Dinella, 2001) come up with the idea of social learning theory. They suggest that social factors shape and develop gender. Girls and boys learn different roles via various processes. These are direct reinforcement, differential socialization, and imitation of models (Martin & Dinella, 2001, p. 6024).

During their daily interaction with each other children learn and distinguish between the typical behaviors of boys and girls as a result of reactions they receive during their interactions. Stereotypic gender behaviors are more likely to be rewarded and boys and girls perform activities that are consistent with their reinforcement histories. This situation is called 'direct reinforcement' (Martin & Dinella, 2001, p. 6024).

Children also learn and experience different roles for each gender such as masculine and feminine. They are exposed to these roles by different socializing agents, such as parents, teachers, peers and media. Generally, parents tend to behave differently

---

<sup>5</sup> Theorists such as Lacan and Jung later criticized and developed certain aspects of Freudian psychoanalysis (Waelder, 1960). However, since this study does not attempt to discuss psychoanalysis in detail, it will not be necessary to further evaluate on the issue.

based on their children's gender. For example, boys' rooms can be filled with educational, interactive toys that promote exploration, but, they fill girls' rooms with doll houses and tea sets that promote domesticity and nurturance. In a similar vein, teachers appear to respond each gender differently. These differential treatments cause different traditional gender development for boys and girls, which is addressed as 'differential socialization' (Martin & Dinella, 2001, p. 6024).

Another way of learning gender roles is observing others. Social theorists argue that one can learn and reproduce the actions by observing various models they encounter in various social environments such as their families, schools, neighborhoods, books, television and films. Girls and boys copy the behaviors and imitate, subsequently, gender-typed behaviors develop. Children are widely affected by their role models. The more children are in company of these role models the more their behaviors are influenced by them (Martin & Dinella, 2001, p. 6024). For instance, if a girl has a powerful working mother with attributes of a leader she will imitate and eventually develop similar attitudes. Likewise, if a boy has a feminine looking man in his life as a role model, it seems very likely that he will possess feminine attributes.

Sandra Lipsitz Bem explains and summarizes the social learning theory briefly as "social learning theory emphasizes the explicit rewards and punishments for behaving in sex-appropriate ways as well as the vicarious learning that observation and modeling can provide" (Bem, 1981, p. 354). In general, social learning theory argues that children develop their gender through rewards and punishments, which ultimately results from their social structure, cultural and familial values. In addition, children learn gender roles by observing others.

#### **2.4.2.1. Social Cognitive Theory**

Social cognitive learning theory is developed by Bandura in 1999, and Bussey and Bandura adapted the theory that explains gender development and differentiation in 1999. Social cognitive theory does not deny the effect of evolutionary factors, however, the theory denies one-sided evolutionism (Dökmen, 2015, p. 63). Bussey and Bandura explain one-sided evolutionism as follows; "social behavior is product of evolved biology, but social and technological innovations that create new environmental selection factors for adaptiveness have no effect on biological evolution" (Bussey & Bandura, 1999, p. 683).

There is a driving force behind the cognitive social learning theory and Bandura explains it in a triadic reciprocal causation model; ‘personal factors’, ‘behavioral patterns’, and ‘environment events’. Bandura indicates that ‘personal factors’ are related to cognitive, affective and biological events, and “personal contribution includes gender-linked conceptions, behavioral and judgmental standards, and self-regulatory influences”. Behavior patterns refer to “activity patterns that tend to be linked to gender”. Environmental events refer to “the broad network of social influences that are encountered in everyday life” (Bussey & Bandura, 1999, p. 685).

Bussey and Bandura further explains that in social cognitive theory gender development is promoted by three major modes. These modes are; modeling, enactive experience, and direct tuition (Bussey & Bandura, 1999, p. 685). Bussey and Bandura extent and exemplify modeling in terms of gender development as follows; “a great deal of gender-linked information is exemplified by models in one's immediate environment such as parents and peers, and significant persons in social, educational and occupational contexts” and they also indicate that “in addition, the mass media provides pervasive modeling of gendered roles and conduct” (Bussey & Bandura, 1999, p. 685). Enactive experience relies on one’s actions which are caused by discerning the gender-linkage of conduct. In most societies gender-linked behaviors are sanctioned by society. Moreover, the evaluative social reactions guide people to construct gender conceptions (Bussey & Bandura, 1999, p. 685). Bussey and Bandura define the direct tuition, which is the third mode, as follows; “it serves as a convenient way of informing people about different styles of conduct and their linkage to gender. Moreover, it is often used to generalize the informativeness of specific modeled exemplars and particular behavioral outcome experiences” (Bussey & Bandura, 1999, p. 685).

Social cognitive theory has motivated researchers. Social cognitive theorists include a more diverse view of the child’s social environment. Martin and Dinella indicate that it also led to a closer scrutiny of the social settings. These social settings consist gender-laden messages for children (Martin & Dinella, 2001, p. 6024).



### **2.4.3. Cognitive Developmental Theory**

Martin and Dinella briefly explain Kohlberg's study<sup>6</sup> in their article. Kohlberg notes that cognitive development theory is about one's cognitive organization of their environment, which is the premise factor for their gender development. Kohlberg suggests that children between the ages of 2 and 7 make psychological judgments about their gender identity and their comprehension of gender remains pretty much steady over the long run regardless of the circumstances (Martin & Dinella, 2001, p. 6024). Dökmen mentions that it happens in three stages. Approximately between 2 – 3,5 years of age, children label genders based on their observations. Between 3,5 – 4,5 years of age is addressed as gender stability period, and between 4,5 – 7 years of age comes the gender consistency stage (Dökmen, 2015, p. 66). Comprehension about gender throughout these stages constitutes the basis for further gender development. A child's acknowledgment of being a male or female determines the value they put on feminine and masculine characteristics. This triggers a child's ambition to be similar to other children of same-sex. This further promotes the construction of gender stereotypes. It at the same time reassures children's positive thoughts of their own sex (Martin & Dinella, 2001, p. 6024).

### **2.4.4. Gender Schema Theory**

Gender schema theory combines both social learning theory and cognitive development theory. Sex-typing process in particular appears to be similar to cognitive development theory. Sex-typing argues that children categorize knowledge, including their understanding of 'self', according to basic, established male and female categories. Moreover, gender schema theory states that information processing in gender schema stems from society's discriminatory practices concerning gender. From this perspective, gender schema theory has similarities with social learning theory. Gender schema theory accepts that sex typing is a learned process, and thus, it can be avoided and/or changed (Dökmen, 2015, p. 68).

In this theory, cognitive representation is called a schema (Martin & Dinella, 2001, pp. 6024-6025). Bem explains the schema as "a cognitive structure, a network of associations that organizes and guides an individual's perception" (Bem, 1981, p. 354).

---

<sup>6</sup> Kohlberg's study, entitled "A cognitive-developmental analysis", was published in 1966.

Children observe individuals and define males and females in the sequel. Culture and the physical environment where they live are among the key factors to construct these mental representations (Perle & Waguespack, 2011, p. 690).

Bem briefly describes what gender schema theory proposes as “the phenomenon of sex typing derives, in part, from gender-based schematic processing, from a generalized readiness to process information on the basis of the sex-linked associations that constitute the gender schema. Bem specifically emphasizes that “sex typing results, in part, from the fact that the self-concept itself gets assimilated into the gender schema. As children learn the contents of the society’s gender schema, they learn which attributes are to be linked with their own sex and, hence, with themselves” (Bem, 1981, p. 355).

According to Bem, psychological theories such as psychoanalytic theory, social learning theory and cognitive development theory basically seek to elucidate how children learn about gender. Bem examines “what is it that is learned?” in order to develop her gender schema theory. Bem indicates in her study that children learn content-specific information, behaviors and attributes. These are all linked with one’s sex, diverse, and sprawl via male and female persons, anatomy, reproductive function, division of labor, personality attributes etc. Bem thinks that this network of associations is not enough to explain gender development and learning content-specific information. According to her, gender schema theory extends the understanding of gender development by proposing that:

. . . in addition to learning such content-specific information, the child is also learning to invoke this heterogeneous network of sex-related associations in order to evaluate and assimilate new information. The child, in short, learns to process information in terms of an evolving gender schema, and it is this gender-based schematic processing that constitutes the heart of the present account of sex typing. (Bem, 1981, pp. 354-355)

Having learnt the contents of the society’s gender schema in the processes of sex-typing, children’s attributes are linked with their own sex. For example, boys are to be strong and girls to be weak. As mentioned above, it is avoidable and changeable. Adults can show their children that little girls can too be strong. Bem indicates that:

The child learns to apply this same schematic selectivity to the self, to choose from among the many possible dimensions of human personality only that subset defined as applicable to his or her own sex and thereby eligible for organizing the diverse contents of the self-concept. Thus do self-concepts become sex typed, and thus do the two sexes become, in their own eyes, not only different in degree but different in kind (Bem, 1981, p. 355).

In order to raise a child who is not bound by a gender schema, two strategies can be adopted: First, adults can teach their children that biological sex related differences are not caused by their cultural features. For example, adults can explain that being women or men only differ when it comes to reproducing. Also they might avoid reading books consisting of gender representations shaped by gender schema. Second, adults can provide alternative gender schemas that can be appropriated by children whilst they are learning about gender-culture relations. For instance, it is possible that a boy might love cooking or playing with dolls, and a girl might love technology or playing with cars. These differences are not related to one's sex, but instead to one's idiosyncratic identity (Dökmen, 2015, p. 72).

Gender schema theory accentuates every person as an active processor of data and that the gender schemas that guide thinking likewise impact one's conduct. The significance of gender schema theory lies in its explanation of the maintenance and power of gender beliefs (Martin & Dinella, 2001, p. 6025).

#### **2.4.4.1. Measurement of Gender Identity**

The 'gender identity' section strives to examine the issues of femininity, masculinity and androgyny. In this section, the meaning of these concepts will be explored and it will be investigated how they can be measured in a comprehensive way.

Femininity and masculinity refer to the degree to which people associate themselves with the feminine and masculine in the society (Stets & Burke, 2000, p. 997). One can be masculine or feminine various ways such as dress, mannerisms, or tone of voice, biological features etc. (Best, 2003, pp. 15-16). According to the editors of *Gender Issues and Sexuality: Essential Primary Sources*, "masculinity and femininity is used to describe and compare a person's mannerisms and features based on social expectations". For example, if a girl wears a dress and play with dolls, she defines herself as feminine, likewise if a boy wears blue trousers and play with cars, he defines himself as masculine. However, masculinity and femininity are cultural attributes related to one's sex, gender, and sexuality, which also indicates that masculinity and femininity are more complex than stereotypes (Lerner, Lerner, & Lerner, 2007, p. 3).

Bem suggests that masculinity and femininity are two independent dimensions, so when the issue is considered in this way it becomes plausible to characterize a person

as masculine, feminine, or 'androgynous' (Bem, 1974, p. 155). Therefore, Bem develops the measurement of gender identity according to her theory, and she calls it 'Bem Sex-Role Inventory' (BSRI). Hogan points out that BSRI is the first effort to test the androgyny construct empirically (Hogan, 1977, p. 1009). Previous studies about the measurement of gender identity underline only the two dimensions; femininity and masculinity. This binary system restricts people as one should only be feminine or masculine, but Bem asserts that one can also be androgynous. For this reason BSRI is one of the most common used measurement of gender identity (Dökmen, 2015, p. 72).

BSRI contains 60 personality characteristics. These characteristics are divided into three main categories, which are masculine items, feminine items and neutral items. Masculine and feminine items were selected among properties and personal characteristics that are commonly deemed suitable either for men or for women. Neutral items on the other hand refer to positive and negative features that are eligible for both men and women. According to the scores obtained from the measurement, results are categorized in four sections. These are feminine, masculine, androgynous and undifferentiated. The score which has higher femininity is defined as feminine, the score which has higher masculinity is defined as masculine, if femininity and masculinity scores are high, it will be defined as androgynous, if both scores are low, it will be defined as undifferentiated (Bem, 1974, pp. 158-159). Table 2.4 shows the items and figure 2.1 show the identification of sex-role typology.

Table 2.4. Items on the scales of the BSRI  
(Source: Bem, 1974, p. 156)

<i>Masculine items</i>		<i>Feminine items</i>		<i>Neutral item</i>	
49.	Acts as a leader	11.	Affectionate	51.	Adaptable
46.	Aggressive	5.	Cheerful	36.	Conceited
58.	Ambitious	50.	Childlike	9.	Conscientious
22.	Analytical	32.	Compassionate	60.	Conventional
13.	Assertive	53.	Does not use harsh language	45.	Friendly
10.	Athletic	35.	Eager to soothe hurt feelings	15.	Happy
55.	Competitive	20.	Feminine	3.	Helpful
4.	Defends own beliefs	14.	Flatterable	48.	Inefficient
37.	Dominant	59.	Gentle	24.	Jealous
19.	Forceful	47.	Gullible	39.	Likable
25.	Has leadership abilities	56.	Loves children	6.	Moody
7.	Independent	17.	Loyal	21.	Reliable
52.	Individualistic	26.	Sensitive to the needs of	30.	Secretive
31.	Makes decisions easily	8.	others	33.	Sincere
40.	Masculine	38.	Shy	42.	Solemn
1.	Self-reliant	23.	Soft spoken	57.	Tactful
34.	Self-sufficient	44.	Sympathetic	12.	Theatrical
16.	Strong personality	29.	Tender	27.	Truthful
43.	Willing to take a stand	41.	Understanding	18.	Unpredictable
28.	Willing to take risks	2.	Warm	54.	Unsystematic
			Yielding		

“Note. The number preceding each item reflects the position of each adjective as it actually appears on the Inventory.”

		<i>Femininity Self-Score</i>	
		<i>Below Mean</i>	<i>Above Mean</i>
<i>Masculinity Self-Score</i>	<i>Above Mean</i>	Masculine	Androgynous
	<i>Below Mean</i>	Undifferentiated	Feminine

Figure 2.1. Identification of sex-role typology  
(Source: Easwar S. Iyer & Debevec, 1986, p. 40).

## 2.4.5. Biological Approaches

Many researchers seek to identify gender and sex differences from a biological perspective. For example, they focus on how hormones, and brain structure and function influence sex differences (Martin & Dinella, 2001, p. 6025). Accordingly, in this section, I will examine the biological approach to gender development.

As mentioned above in the ‘Understanding Gender’ section, sex is a biological term, and X or Y chromosome arrangements define one’s sex; for example, XX, XY etc. (Johnson & Repta, 2012, p. 19). X or Y chromosome comes from mother’s and father’s reproductive cells and these sex chromosomes are placed in the twenty-third pair of chromosomes. X or Y chromosomes host genetic information such as development of fetal sex organs, and testosterone, which is called androgen hormone. The amount of this hormone determines both female and male fetuses’ further development of sex organs (Martin & Dinella, 2001, p. 6025). However, regardless of one’s biologically determining chromosomes, hormones too may affect one’s behavior. The relation between genetic mechanism, hormonal activity and behavior is shown in Figure 2.2 (Dökmen, 2015, p. 51).



Figure 2.2. The relation between genetic mechanism, hormonal activity and behavior (Source: Dökmen, 2015, p. 51).

Various experiments on animals and clinical observations on humans indicated such a relation. Scientists discovered that when the level of androgen hormone (testosterone) on female rats is increased, it leads to a more aggressive behavior. Likewise, when male rats are castrated, they tend to take a female mating position. But, hormonal changes do not always show the same results. It can change from one species to the other, depending on various ecological factors and even within the same species (Dökmen, 2015, p. 51).

Clinical results were obtained from studies on those who had abnormal level of androgen hormone during the prenatal period, and said research shows that there is a link

between sexual hormones and behavior. For instance, girls who had a high level of androgen hormone performed more masculine behavior. Still, it has to be noted that these findings have undergone methodical criticism (Dökmen, 2015, p. 51).

Hoyenga and Hoyerfa in 1993 indicated that hormones also influence the central nervous system and brain (as cited in Martin & Dilenna, 2001, p. 6025). Brain development and behavior are affected by hormones. These developments occur during two stages of life, which are prenatal period and puberty (Martin & Dinella, 2001, p. 6025). The structure and function of brain have an effect on gender related issues. Martin and Dinella point out that:

Some studies have shown that women are less lateralized in that they use both hemispheres simultaneously more often than men. It has been hypothesized that differences between men and women in a variety of abilities and behaviors could be due to a gender difference in lateralization. (Martin & Dinella, 2001, p. 6025)

Another study strives to explain gender differences by referring to corpus callosum in the brain (CC). The CC connects both the right and left hemispheres of the brain and it facilitates interhemispheric communication. Also the CC is thought to be related to language/communication. According to some studies, women have a larger CC than men. Because of this, women are better than men at language skills (Martin & Dinella, 2001, p. 6025).

In sum, when trying to explain gender development with references to biological approaches, one encounters three main areas of interest; namely, genetic mechanism, hormones and the structure and functioning of the brain.

#### **2.4.6. Evolutionary Perspectives**

A discussion of gender development from evolutionary perspectives emerged in the 1970s. An evolutionary perspective is basically derived from sociobiology, which is a discipline suggesting that social behaviors are affected by biological processes and genetic factors. In essence, it argues that millions of years of evolutionary process and genetic variation lead to the gender differences. (Dökmen, 2015, pp. 52-53).

Darwinian principles are often appropriated to explain gender differences in the context of evolutionary perspectives. Evolution and natural selection draw attention to the fact that persons who are fertile and strong enough to reproduce will be successful to

pass on their genes and characteristics to the next generation. Men and women have different reproductive roles because of their biology, and evolutionary perspectives assert that this is the reason why gender differences arise (Martin & Dinella, 2001, pp. 6025-6026).

Evolutionary and sociobiology theorists argue that aggression and parental investment lead to gender differences. According to sociobiologists, sex hormones, especially testosterone, are associated with aggression for many species. Men have more testosterone than women, thus, men are more aggressive than women. Yet, this aggression is what causes species to survive and maintain their supreme health (Dökmen, 2015, p. 54). Moreover, parental investment levels differ between the two genders. Women have a more productive role than men, they are fertile and they are supposed to take care of their children. Also, women carry the child during pregnancy and produce food for the infant. In contrast, men's generative role is limited. Their parental investment is limited to their sperm. In that sense, women have a higher parental investment level than men's (Martin & Dinella, 2001, p. 6026). Women can be fertilized by a male only. Men can fertilize many women. According to the theory, this situation is associated with the fact that men are more aggressive, hasty, not as selective as women. On the other hand, women are more selective, delicate than men, and they wait until they find the men who has best genes (Dökmen, 2015, p. 54).

Overall, evolutionary perspectives consider the Darwinian principles, which are evolution and natural selection. In doing so, biological differences between two sexes are used to explain that in order to ensure continued generation, women and men develop different gender and social roles.



## CHAPTER 3

### GENDER AND ADVERTISING

In the previous chapter the concept of gender has been discussed in light of various perspectives. The relationship between gender and advertising is an important issue in gender studies in general, and it proves significant for the specific purposes of this thesis too. Thus, I will try to clarify the relationship between gender and advertising in this chapter. In this respect, I will discuss the discernible gender differences in advertising. In addition, gender role portrayals and stereotypes as well as cultural differences in the construction of these representations will be discussed.

#### 3.1. The Relationship Between Gender and Advertising

We are exposed to advertisements in our daily life and they are usually delivered through mass media. Their form can be audio, visual, or audio-visual such as; television, radio, cinema, magazines, posters etc. (Stone & Desmond, 2007, p. 302). Wilmshurst and Mackay explain the advertising within a marketing context as “it can carry out a variety of tasks, from generating immediate sales, to creating a favorable attitude towards a company or a product” (Wilmshurst & Mackay, 1999, p. 34). Lee and colleagues mention that advertising may have different message strategies for different buying situations. For example, “some buying decisions are motivated by ‘rational’ concerns such as price, efficiency, etc. Others may be more motivated by ‘emotional’ concerns such as self-esteem, fear, etc. Still others may be a combination of the two” (Lee, Haley, & Avery, 2010, p. 47). Schoeder and Zwick contextualize advertising images in three interrelated assumptions. First, “ads can be considered aesthetic objects”. Second, “ads are socio political artifacts”, and third, “advertising within a system of visual representation that creates meaning within the circuit of culture often beyond what may be intended by the photographer, advertising agency or commissioning company” (J. E. Schroeder & Zwick, 2004, p. 24).

According to Milner and Collins, managers are developing marketing plans and advertising campaigns mostly based on gender characteristics (Milner & Collins, 1998, p. 2). On the other hand, purchase behavior, gender roles, product gender perceptions may

be affected by advertisements. For example, Milner and Collins point out that mass media impacts Turkish society's perspectives on sex roles in various ways; such as by promoting more liberal trends and more liberal dresses for women. Also, major mass media consumers in the rural area of Turkey are women, girls and children. In that sense gender roles shown on television may lead to positive or negative effects on viewers (Milner & Collins, 1998, p. 9).

Fugate and Phillips indicate that "one's gender identity is largely influenced by exposure to media-borne messages such as advertising and holds true both in role portrayals and in the sex-type of products they advertise" (Fugate & Phillips, 2010, p. 252). Also, Elliot and colleagues emphasize Baudrillard's 'hyperreality' concept. Baudrillard suggests that "the real and the simulated become confused so that images are indistinguishable from reality, and in fact become 'more real than real'" (as cited in R. Elliott, Eccles, & Hodgson, 1993, p. 312). Based on these concepts a conclusion can be inferred as follows:

The power of TV advertising to simulate reality, and by the repetition of female sex-role stereotypes in these simulations, to influence the lived reality of consumers by their internalization, is described as an example of the effect of hyper reality on consumers (R. Elliott et al., 1993, p. 312).

That is why the relationship between gender and advertising is an important issue to discuss. There are various studies about gender and advertising in the literature.

According to Davies and colleagues, sex and gender are among the most important topics for advertisers and academics. In this respect, literature regarding the relationship between sex and advertising centers on three primary concerns: 1) "the increasing prevalence and explicitness of sexual content in ads", 2) "ethical issues associated with using sex as a marketing device", and 3) "the persuasive power of sex appeals" (Davies, Zhu, & Brantley, 2007, p. 79). Besides, women and men consume messages differently. Their process of information may function differently. These implicate that women and men respond to advertising in different ways (Hogg & Garrow, 2003, p. 161). For example, "males are more analytical and logical in their processing orientation, while females are characterized as more subjective and intuitive" (Lee et al., 2010, p. 49). Furthermore, media have an impact on children's perceptions of gender roles (Lafky, Duffy, Steinmaus, & Berkowitz, 1996, p. 381). Sexual imagery and gender roles are used in advertisements frequently (Lafky et al., 1996, p. 321; Reichert, Childers, & Reid, 2012, p. 1; Wortzel & Frisbie, 1974, p. 41). Culture too is one of the important

factors for advertising. The items shown in advertisements may differ from each other according to countries and cultures (Nassif & Gunter, 2008, p. 757). Because of these reasons, the relationship between gender and advertising should be taken into consideration when analyzing the effects of advertising on product gender perception.

### **3.2. Gender Differences in Advertising**

According to Noseworthy and colleagues, men and women process objects differently. They address that “males tend to process objects in terms of physical attributes, whereas females process objects in terms of interpretive concepts and structural interrelationships” (Noseworthy, Cotte, & Lee, 2011, p. 359). Likewise, as mentioned before, women and men consume messages differently and their information processes differ from each other. Consequently, women and men respond to advertising in different ways (Hogg & Garrow, 2003, p. 161). According to Hogg and Garrow “female information processing is often characterized by an elaborate and imaginative processing that goes far beyond the focusing on singular concepts that characterizes male thought”. In that sense, men are more logical than women because “they selectively concentrate on the more focal and tangible information presented” (Hogg & Garrow, 2003, p. 163). Besides, Lee and colleagues indicate that there are significant gender differences in processing information such as “ ‘gender differences have been noted in responses to specific advertising copy features’, ‘the complexity of advertising messages’, ‘emotional advertising’, ‘humor’ and ‘the sexual content of advertising’” (Lee et al., 2010, p. 47). Female forms/portrayal of women in advertisements lead to more positive attitudes and higher purchase intentions than the use of males in advertisements. Likewise, women appear to be portrayed having more favorable attitudes in the advertisements, which suggests a concern about social issue messages such as helping, caring or supporting. Also, according to Lee and colleagues, “females are found to use more adjectives than males, to engage in more creative, associative, imagery-laced interpretation, and to provide greater interpretation of stimuli in terms of feeling and motivation” and “women have been found to be more emotionally oriented than men and have significantly higher mean scores on the need for emotion scale than men” (Lee et al., 2010, p. 48). The differences between women and men are also affecting advertising. For example, women models and voices are used in advertisements with social messages. In that sense, the

female model and voice used in the advertisement also have positive effects transmitting the messages to the male viewers.

Female and male representations in the advertisements differentiate. Therewithal, gender roles, stereotypes and portraits are also represented differently based on gender. Women are more likely to be shown in domestic roles, whereas men in work settings (Nassif & Gunter, 2008, p. 754). According to Uray and Burnaz, women appear in social or family-type relations, whereas men are portrayed mostly out of home and free (Uray & Burnaz, 2003, pp. 80-82). In addition, Elliott and colleagues indicate that women are portrayed in advertising as the “homemaker”, and as a result of such representations, advertising industry has been under attack from feminist perspectives and critiques (R. Elliott et al., 1993, p. 311). Masse and Rosenblum argue that “women stand-alone more, but, despite their frequent solitary appearances, they also touch more, smile more, gaze at objects and people more, are subordinated by size and stance more, and are less active” (Masse & Rosenblum, 1988, p. 141). Female body is often used as a sexual object in advertisements (Wortzel & Frisbie, 1974, p. 41). Still, it should be noted here that male nudity and using the male body as a sexual object in advertisements have an increase in recent years as well (J. E. Schroeder & Zwick, 2004, p. 26).

Voiceover uses also differ for women and men. Uray and Burnaz indicate that in Turkish advertisements “male voiceovers are used to reinforce the credibility of the female primary character” (Uray & Burnaz, 2003, p. 82) Nassif and Gunter found out that “in both Saudi and British advertisements, male voice-overs were significantly more prevalent than female voice-overs” (Nassif & Gunter, 2008, p. 758). Also Paek and colleagues mention that “advertisers believe that male voices are perceived as more convincing, credible, and authoritarian than female voices” (Paek, Nelson, & Vilela, 2011, p. 194). For example, Domestos (cleaning product), İş Bankası, Akbank (bank companies), BMW, Toyota (car companies) uses male voiceovers in their advertisements in Turkey to increase the credibility.

Wolin summarizes the gender differences in advertising processing and advertising effectiveness as follows;

- “Although both males and females have ethical concerns about the use of strong sexual appeals in advertising, females are more likely than males to find advertisements sexist”.

- “Females continue to have a negative perception toward stereotypical role portrayal in advertisements; however, this negative perception seems to be less severe over time”.
- “Females and males react differently to advertisements' music tempo and volume whereby females react more negatively to louder and faster music”.
- “Males also prefer more competitive advertisements versus females”.
- "Females may require more advertising exposure than males to persuade them to purchase a product".
- “Females are more persuadable than males; however, the difference in influence ability is insignificant”.
- “Females as compared to males are more accepting to male nudity in advertisements although men seem to be energized by female nudity in advertisements whereas women are made tense by it” (Wolin, 2003, p. 117).

Women’s and men’s different reactions to advertisements also affect the content of advertisements. For example, if the target group is women, advertisements are created to attract their attention, while, if the target group is men, advertisements are prepared to attract the attention of men. For instance, in a food product advertisement, “Eti Form”, that criticizes gender roles, a man tries to impress a woman who is sitting on her own. Later, the woman turns the page of the magazine page to show the title “dishwashing is also men’s work”. Figure 3.1 shows the magazine page.

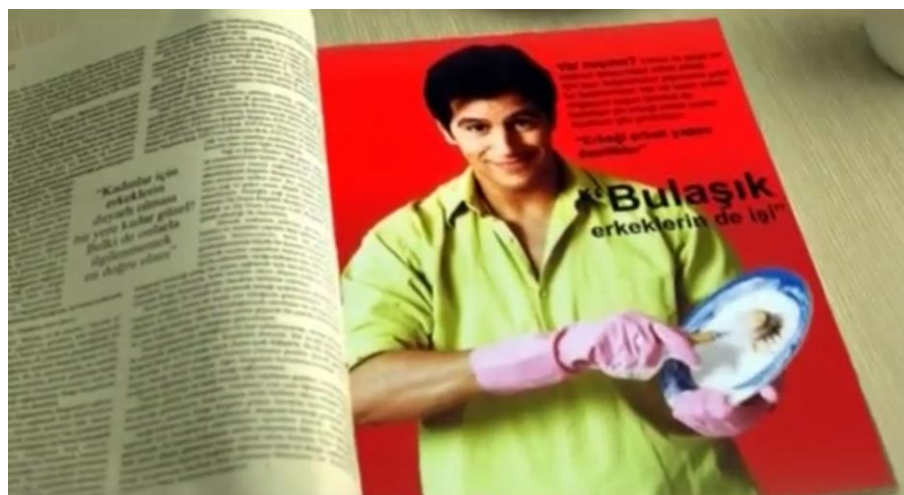


Figure 3.1. The magazine page  
(Source: <https://goo.gl/Ivna3A>)

The music used in the advertisement was chosen as simple and relaxing. Another example is “Ülker Hanmeller” advertisement. In this advertisement, the music was chosen as fast and loud. The main character in the advertisements is a macho ring boxer. The advertisement underlines the competitiveness and power generally associated with men. The color tones used in the advertisement are dark colors. However, at the end of the advertisement, the main character eats the biscuits that remind him of his mother. Figure 3.2 shows the character in said advertisement. Figure 3.2 shows the character in said advertisement.



Figure 3.2. The masculine fighter from the advertisement  
(Source: <https://goo.gl/2YY5WM>)

### **3.3. Gender Roles and Stereotypes in Advertising**

Uray and Burnaz emphasize that first studies of gender roles in advertising were conducted based on general audience magazines, and later gender role studies began analyzing television advertisements in 1972. These early studies reported that women are portrayed as in clerical position, nonworking, stay at home, homemaker, sex objects or aesthetic purposes (Reichert, LaTour, Lambiase, & Adkins, 2007, p. 81; Uray & Burnaz, 2003, p. 78; Wortzel & Frisbie, 1974, p. 41). Gender role portrayals are important in advertising since they play a significant role in creating and reinforcing gender stereotypes even if some advertisers may not be aware of it (Paek et al., 2011, p. 192; Uray & Burnaz, 2003, pp. 77,79). For example, according to Paek and colleagues, men are portrayed as authorities and independent from others. They are also usually presented

in the work area, whereas women are portrayed as dependent on or subservient to men, sex objects or decorations (Nassif & Gunter, 2008, p. 753; Paek et al., 2011, pp. 193-194). Such gender role portrayals emphasize the notion that ‘proper’, ‘best’, ‘ideal of domesticity’, ‘beauty ideal’ or ‘natural’ gender stereotypes and normative guidelines for each gender. Television in this context reinforces the impact of transmitting the stereotypical roles due to the fact that it has both audio and visual power (Lafky et al., 1996, p. 380; Uray & Burnaz, 2003, p. 77).

Lafky and colleagues report the supporting results of some empirical research conducted on the issue: “...relationship between exposure to gender stereotypes in advertising and the cultivation among viewers of more traditional attitudes toward gender roles” and they also indicate that “...stereotypical representations may not induce product purchase, they do encourage viewers to internalize the socially constructed image of femininity presented in advertising, thus helping to define femininity and acceptable female roles” (Lafky et al., 1996, p. 381). Also Reichert and colleagues argue that imposing ‘idealized’ gender roles and stereotypes in the advertising have potential long-term effects to consist of sex-role socialization (Reichert, LaTour, Lambiase, et al., 2007, p. 82). Accordingly, feminist scholars, political activists, socially conscious consumers and media practitioners have concerns about negative effects caused by common female stereotypes in advertising (Lafky et al., 1996, p. 379).

Lafky and colleagues measure the level of sexism in advertisements on five levels:

- Level I, “which features women in the roles feminists consider to be the most blatantly sexist, depicts women as two-dimensional, non-thinking, decorations”
- Level II, “the woman’s place is in the home or in womanly occupations”
- Level III, “women may be depicted as professionals, but their first place is still at home”.
- Level IV, “advertisements avoid stereotypes, acknowledge full equality in the workplace, and avoid the temptation to remind viewers that housework and mothering are nonnegotiablely the woman’s work as well”
- Level V, “advertisements transcend stereotypical categories altogether, with individual men and women viewed as superior to each other in some respects, inferior in other respects”(Lafky et al., 1996, pp. 380-381).

Moreover, represented identities in the advertisements may affect social and cultural practices. Schroeder and colleagues express that as follows;

“Advertising representations influence cultural and individual conceptions of identity, and must be understood as the result of changing social and cultural practices. Consequently, our overarching framework views meaning—in advertising as well as art—as the result of historical contingencies. We are concerned with recent developments in representing masculinity, influenced by the women’s movement, shifting patterns of labor participation (for both men and women), relaxing standards, at least in the West, of representational norms, and sophisticated, focused target marketing that often isolates and codifies consumer identity” (J. E. Schroeder & Zwick, 2004, p. 24). For example, some household product companies have tried to represent equal gender roles in division of labor such as Arçelik’s “aşk ile yap” advertisements. In these advertisements, Turkish married stars whose are Beren Saat and Kenan Doğulu represent equal gender roles. Figure 3.3 shows the advertisement.



Figure 3.3. Arçelik’s advertisement  
(Source: <https://goo.gl/rkYPfp>)

However, Taylor and colleagues express that today advertisements promoting gender equality also exist as in the case of portraying working women and stay-at-home dads (Taylor, Miyazaki, & Mogensen, 2013, p. 213). For example, Bosch’s iron advertisement. In this advertisement, dad takes care of children while at the same time ironing the clothes. Figure 3.4 shows the men who is ironing.





Figure 3.4. The man who is ironing from the advertisement  
(Source: <https://goo.gl/tkPz2H>)

All these contemporary examples indicate a shift in terms of the representation of gender roles, which eventually might have an impact on people's comprehension of gender in the society.

### **3.4. Sexual Objectification in Advertising**

Reichert and colleagues define sex in advertising as “mediated messages (i.e., television commercials, magazine ads) containing sexual information with the persuasive purpose of selling branded goods” (Reichert et al., 2012, pp. 2-3). Putrevu explains sexual appeals in terms of nudity or sexual explicitness. According to Putrevu, nudity refers to “the amount and style of clothing worn by the models in the ads. It is operationalized with models (usually female) wearing progressively less clothing, from demure to suggestive to partially revealing to nude”, and sexual explicitness refers to “the sexually provocative language and actions of models” (Putrevu, 2008, p. 57). In line with this, sexual appeals have different forms such as explicit verbal sexual innuendo, visual suggestive posture or plain nudity (Putrevu, 2008, p. 57).

Sexual imagery and sexual appeals have been used for a long time in advertising. American advertising specifically used sexual imagery for almost 150 years, and the usage has increased over the last few decades (Putrevu, 2008, p. 57; Reichert et al., 2012, pp. 1,5). For example, in magazine advertising the proportion of sexualized women rose one-half in 2003 from one-third in 1964 (Reichert, LaTour, & Kim, 2007, p. 63). Likewise, Taylor and colleagues indicate that sexual explicitness in advertising portrayals increased between the 1980s and 1990s, and women are portrayed in sexually explicit

ways much more than men (Taylor et al., 2013, p. 213). In general, mostly women are portrayed as sexual objects in advertisements. Correspondingly, in these advertisements women have no functional relationship to the products. (Reichert, LaTour, Lambiase, et al., 2007, p. 82). According to Reichert and colleagues, females react more negatively to sexualized images (Reichert, LaTour, Lambiase, et al., 2007, p. 86). Interestingly, Taylor and colleagues address that young women today are less offended by sexual portrayals of women in advertising than before (Taylor et al., 2013, p. 213). Reichert and colleagues report that up to ten per cent of primetime commercials contain sexual content. Also, magazines have more sexual advertisements than television advertising (Reichert et al., 2012, p. 3).

Schroeder and Zwick conducted a study to “analyze the male body as a discursive ‘effect’ created at the intersection of consumption and several marketing discourses such as advertising, market segmentation, and visual communication, balancing between brand strategy—what the marketer intends—and brand community—the free appropriation of meaning by the market” (J. E. Schroeder & Zwick, 2004, p. 21). Also, they indicate that male representation in advertising ‘inverts’ male gaze (J. E. Schroeder & Zwick, 2004, p. 25). Patterson and Elliot summarize how male body has become a sexual object and inverts the male gaze as “the increasing feminization of masculinities, as men are encouraged to partake in the carnival of consumption, to become concerned about their appearance, to get in touch with their emotions, and as male bodies become objects of display subject to the male gaze” (as cited in J. E. Schroeder & Zwick, 2004, p. 26). Biscolata advertisements can be given as an example here. In these advertisements, masculine and handsome men are preparing chocolate products in a way that is highly sexualised. These advertisements became very popular in Turkey. Figure 3.5 shows the “Biscolata man”.



Figure 3.5. The Biscolata man  
(Source: <https://goo.gl/spWZUI>)

Using sexual appeals or non-sexual appeals have different effects on consumers. For example, sexual appeals lead to better memory, higher recall, better recognition, more cognitive responses in low-involvement consumers. On the other hand, sexual advertisements lead to superior attitudes and purchase intent among low-involvement<sup>7</sup> consumers (Putrevu, 2008, pp. 57,66-67). In contrast, Putrevu indicate that “high-involvement consumers process both sexual and nonsexual ads more thoroughly and exhibit superior attitudes and purchase intent toward nonsexual appeals” (Putrevu, 2008, p. 57). The reason for this is that high-involvement consumers are focusing on key message elements, in doing so the sexual appeals are less effective for them. In contrast, low-involvement consumers do not pay attention to the central messages, so sexual appeals are more effective for them (Putrevu, 2008, p. 58).

---

<sup>7</sup> “Depending on their level of involvement, individual consumers differ in the extent of their decision process and their search for information. Depending on their level of involvement, consumers may be passive or active when they receive advertising communication, and limit or extend their processing of this communication”(Laurent & Kapferer, 1985, p. 41). In that sense low involvement consumers are less likely to get information about what they want to buy, in contrast high involvement consumers are more likely to get information about what they want to buy.

### **3.5. Cultural Differences in Advertising**

Cultural differences in advertising is an important factor because gender roles, gender stereotypes or cultural values may change from culture to culture. According to Taylor and colleagues, “advertising can be said to both shape and reflect the culture at which it is aimed and there have been a large number of studies investigating how cultural values are reflected in advertising, both within and across cultures” (Taylor et al., 2013, p. 215). Uray and Burnaz emphasize that “cross-cultural studies indicate that gender role portrayals in television advertisements are closely related to the sociocultural environment in a given country” (Uray & Burnaz, 2003, p. 79). There are some studies to examine culture in advertising such as cross-cultural differences in advertising or gender role portrayals in advertising in various countries (Milner & Collins, 1998; Nassif & Gunter, 2008; Paek et al., 2011; Taylor et al., 2013; Uray & Burnaz, 2003).

Taylor and colleagues point out that content analysis is an important tool in the advertising. It leads to analyzing the meaning of advertisements (Taylor et al., 2013, p. 216). In doing so, cultural value classification has been a significant reference point to analyse advertisements. Table 3.1 shows cultural value classification (Taylor et al., 2013, p. 217).

Table 3.1. Cultural value classification from Khairullah and Khairullah (2002)  
(Source: Taylor et al., 2013, p. 217)

<i>Cultural value</i>	<i>Description</i>
Adventure	Boldness, daring, courage, or thrill in use of product
Beauty	Enhancement of loveliness, attractiveness, elegance of individual
Collectivism	Belonging to a reference group
Competition	Differentiating product from competition
Convenience	Product is handy and easy to use
Courtesy	Politeness and friendship towards consumers
Economy	Inexpensive, affordable, and cost-saving characteristics of product
Effectiveness	Power and capability of product to achieve desired results
Enjoyment	Suggests product users will enjoy it
Family	Emphasis on family life and use of product by entire family
Health	Product enhances vitality, strength, and general health
Individualism	Self-sufficiency, self-reliance, or person being unique
Leisure	Product will provide comfort or relaxation
Magic	Suggests miraculous effects of product
Modernity	Newness, currency or futuristic qualities
Natural	Suggests spiritual harmony between people and nature
Neatness	Emphasizes cleanliness and neatness
Nurturance	Giving in charity, help, protection, support, or sympathy to those who need it
Patriotism	Love and loyalty to one's country inherent in use of the product
Popularity	Universal recognition and acceptance by consumers of product
Quality	Excellence and durability of product
Respect for elderly	Suggests respect for older people by using older models, asking advice of older people
Safety	Emphasizes reliability and secure nature of product
Sex	Portrays glamorous and sensual models or background portraying people in love
Social Status	Use of product elevates social position of user; feeling of trend setting or pride through use of product
Technology	Emphasizes advanced and sophisticated technical skills to engineer and manufacture product
Tradition	Historical, time-honored, conventional, honoring established custom
Uniqueness	Unrivaled, incomparable, and unparalleled nature of product
Wealth	Will make user well off, affluent, prosperous
Wisdom	Respect for knowledge, education, intelligence, expertise
Work	Respect for diligence, dedication to one's job
Youth	Emphasizes being young—younger models, rejuvenating aspects of product

Nassif and Gunter conducted a content analysis regarding the representation of men and women in Saudi Arabia and United Kingdom in 2000 – 2001 (Nassif & Gunter, 2008, p. 752). According to Nassif and Gunter, their study is the first attempt to compare gender representation in televised advertising between the United Kingdom and a Middle

Eastern nation. These two countries are significantly different from each other, politically, socially and culturally (Nassif & Gunter, 2008, p. 752). For example, Saudi society is male-oriented and women had no voting privileges until 2015<sup>8</sup>. Also women are not allowed to drive cars, and women and men have different rights. There are restricted dress codes and movements in public for women in Saudi Arabia. In addition, workforce is greater for men than women. Media are more controlled by government in Saudi Arabia because of Islamic law (Nassif & Gunter, 2008, p. 757). For these reasons, gender portrayals have differences between both countries. Nassif and Gunter argue that Britain in contrast is a more secular society. There is more gender-equaling structure in British society. According to the study, although men and women were equally visually represented as lead characters in both countries, male voiceovers dominate the advertisements in Saudi Arabia. On the other hand, women are presented in domestic roles; they appeared less often in occupational or leisure roles in Saudi advertisements than British advertisements. Moreover, women are more likely than men to promote body care and household cleaning products in Saudi advertisements than British advertisements (Nassif & Gunter, 2008, p. 752).

Milner and Collins examine a study about television sex role portrayals in Turkey and compare them with those in Australia, Mexico and United States. According to the study, Turkey is a feminine<sup>9</sup> country, whereas Australia, Mexico and United States are masculine countries (Milner & Collins, 1998, p. 2).

The status of women in Turkey is lower than men. Turkish society was affected by three waves of feminism. In the province, the social position of the woman was questioned in the Ottoman Empire and it was accepted that the position of the woman was related to civilization. In the second wave, women gained full universal suffrage in 1934. The third wave corresponds to the 1980s, when heated debates such as women's health services including birth control and physical harassment of women on buses were attracting attention. An important milestone in Turkish feminist movement is the election of Tansu Çiller in 1993 as the first female president. Although women began to take part in working life, domestic issues were still considered their responsibility. In this cultural pattern, both men and women showed differences of opinion. Men have more conservative attitudes and argue for that women's place is not working life; they must be

---

<sup>8</sup> Source: [http://www.bbc.com/turkce/haberler/2015/12/151212\\_suudi\\_secmen\\_kadin](http://www.bbc.com/turkce/haberler/2015/12/151212_suudi_secmen_kadin)

<sup>9</sup> Hofstede's rankings indicate that Turkey is a feminine country.

home to clean and organize for taking care of their children and them (Milner & Collins, 1998, pp. 7-8).

Reading of Milner etc. lead to the formulation of three hypotheses. These hypotheses are listed as follows;

- H1: “Characters are more likely to be depicted in relationships in Turkey than in Australia, Mexico, or the United States”
- H2: “Characters are more likely to be depicted in situations related to employment and productivity in the masculine countries of Australia, Mexico, and the United States than in the feminine country Turkey”
- H3: “There are fewer significant differences between the roles depicted by male and female characters in Turkish commercials than between male and female characters in commercials aired in Australia, Mexico, and the United States.” (Milner & Collins, 1998, pp. 11-12)

According to the study, hypothesis 1 has further support, while hypotheses 2 and 3 have substantial support.

Another study was conducted by Uray and Burnaz aiming to identify gender role portrayals in the Turkish advertising (Uray & Burnaz, 2003, p. 77). According to Uray and Burnaz, the role of men and women has been changing. Increasing numbers of well-educated working women together with a rise in their income level lead to this shift. Also their lifestyles have been changing due to the shift from traditional large families toward small nuclear-type families (Uray & Burnaz, 2003, p. 78). Uray and Burnaz indicate that “all of these developments have influenced consumption and shopping patterns, as well as gender roles in the family in particular and in the society in general” (Uray & Burnaz, 2003, p. 78). According to the results of the study, women and men are portrayed differently in advertisements. Men are portrayed as primary characters in automobile and accessories, services such as financial, food and drinks advertisements, whereas women are portrayed as primary characters in body products and home products advertisements. Men appear in advertisements which target both male and female users, but women rarely appear in advertisements for products that target men. On the other hand, men appear in outdoor or occupational settings more than women in advertisements (Uray & Burnaz, 2003, pp. 80-82). According to Uray and Burnaz, ages of the women and men are differently portrayed in Turkish advertisements. Women are portrayed as younger than

men, whereas men are portrayed in the middle age category. Also women are mostly portrayed as married. Uray and Burnaz point out that “women are more frequently portrayed as married, and less likely than men to be portrayed as employed. In terms of occupation, the percentage of female characters portrayed in a professional and in a white- or blue-collar position is significantly less than the male characters depicted in similar occupations” (Uray & Burnaz, 2003, p. 83). “Finansbank” advertisement series can be given as good examples. In these series, there are two main characters. In the first advertisement, a couple, man slightly older than his partner, is shopping at a technological market. In the second advertisement, the woman is shopping at the clothes store and the man is waiting for her outside the store. The third one tried to settle the differences between women’s and men’s shopping behavior amicably. Figure 3.6 shows the main characters from the advertisements.



Figure 3.6. The main characters from the advertisings  
(Source: <https://goo.gl/2gqZGn>, <https://goo.gl/zE3I25>, <https://goo.gl/yYNWhV>)



## CHAPTER 4

### PRODUCT GENDER PERCEPTION

This chapter aims to explore the concept of product gender perception as it is discussed in the pertinent literature. There are different studies addressing the concepts of gendered product and product gender perception. Each study deals with the issue from a different perspective. Consequently, there is not a single explanation as to how people perceive the gender of a product, on what basis etc. All in all, it seems plausible to argue that a combination of different factors should be used to explain product gender perception. Accordingly, having referred to various sources, I strive to offer some useful categories that would help us better understand how a product's gender perception is constructed:

- Based on its form.
- Based on its functionality.
- Based on its color.
- Based on the services associated with the product.
- Based on its name.
- Based on the brand identity.
- Based on its representation on the media.
- Based on specific gender roles/stereotypes in a given society.
- Based on its technological aspects.

#### 4.1. What is a Gendered Product?

Product gender perception studies started in the late 1970s and early 1980s. Golden and colleagues focused on understanding the relation between one's masculinity and femininity and its effect on product gender perception (Golden, Allison, & Clee, 1979, p. 599). Likewise, Allison and colleagues conducted a study about the "the relationship of sex and sex-role, self-concept to masculine and feminine product perceptions for a spectrum of twenty-four product categories" (Allison, Golden, Mullet, & Coogan, 1980, p. 604). On the other hand, Easwar S. Iyer and Kathleen Debevec did a

research to classify products and services into gender categories in 1986 (Easwar S. Iyer & Debevec, 1986). They also argued in another study they conducted that “to identify the bases on which a product’s gender image is contingent” in 1989 (Easwar S Iyer & Debevec, 1989, p. 38). These can be listed among the most important and pioneering studies regarding product gender perception.

Gender and gendered products have been among the interests of industrial design and product development for ages. For example, clothing, shoes, technical and technological products may be designed specifically for men or women (K. Schroeder, 2010, p. 2). However, it is important to indicate that the description of a gendered product does not necessarily mean goods that are made for specific gender-based users such as pantyhose or shaving cream. More broadly, gendered products refer to products that can be used and accepted by either sex, and yet the visible design features, advertising, promotions of the product can change the gender perception of the product in question (Alreck, 1994, p. 6). Sometimes due to product language and marketing strategies, products seem to be designed for one specific gender only and resultant gender roles. Assigning a gender to a product may vary according to socio-cultural attributes. For example, as argued in the work of Milner and Fodness, Turkey and Greece have similar perceptions about products’ gender. People in both countries appear to perceive products as sex-typed, rather than androgynous or undifferentiated (Milner & Fodness, 1996, p. 42). In comparison, Chinese people for instance, perceive no gender differences in products. Milner and Fodness indicate that Chinese people have a 5000-year history and homogeneous culture, also they have closed-door policy to outsiders, thus their product gender perception has been shaped in a non-gendered way (Milner & Fodness, 1996, p. 48). On the other hand, there are various views on designing gendered or de-gendered products. Stuteville in 1971 argued that some products are inherently gendered, but Babyak in 2006 advocated that gender neutral and de-gendered products should be designed to support the idea that “one size fits all” (as cited in Fugate & Phillips, 2010, p. 259)

There are other studies about gender and product design especially in the fields of marketing and purchase behavior. Marketing and purchase behavior are affected by product gender perception. For example, according to Wolin, advertisers use the key elements to create product gender perception such as color, shape, logos, graphics, sound, packaging and verbiage (Wolin, 2003, p. 117). This subject will be discussed in more detail in the next related section. These product gender perception elements affect the

purchase behavior (Ritnamkam & Sahachaisaeree, 2012, p. 1018). In this respect, females tend to prefer feminine brands but they might also accept to use masculine brands, whilst males generally prefer masculine brands and they do not seem to accept feminine brands (van den Hende & Mugge, 2012, p. 667; Wolin, 2003, p. 117). Milner and Fodness too indicate that women and men are not comfortable to use products and services which are not produced specifically for their gender (as cited in Fugate & Phillips, 2010, p. 252). Besides, a study conducted by Fugate and Phillips supports this view addressing the key elements that affect the purchase behavior (Fugate & Phillips, 2010, p. 253). In other words, even though the boundaries appear to be blurred when it comes to product gender, pertinent scholarly work suggests that established perceptions remain.

Product-gender relation constitutes one of the interests of feminist studies. Feminist design historians criticize the symbolic meaning of the renowned design concept “form follows function”. They assert that this discourse is a reflection of male oppression of women as “the machine (the man) takes priority over the body (the women)” (Ehrnberger, Räsänen, & Ilstedt, 2012, p. 87). Ehrnberger and colleagues discuss that

since the word function in design seems synonymous with masculinity, and femininity with the word form, and also that function is valued higher than form, it is interesting to look at the values that we attach to these words, and how this creates aesthetic codes for what is considered to be male and female engineering (Ehrnberger et al., 2012, p. 87).

Accordingly, from a feminist perspective, the phrase “form follows function” is sexist and it lowers the value of women. In this regard, as Schroeder argues, complex technological products, mostly designed by men, are the reason for criticism raised by these feminist critiques.

Schroeder presented an awareness project called “female interaction project”, aiming to challenge men’s superiority in design. One of the aims of the project is “to develop guidelines for design directed at female users”. Within the scope of this project, they try to design complex products requiring the use of communication or building technology. Commonly used methods in this project are “user feedback and co-creation, design refinement and visualization, international user market feedback, analysis and evaluation of user tests” (K. Schroeder, 2010, pp. 2-3). Furthermore, there are some studies about gendered and unisex product design. Examples of gendered product design are tools particularly designed for women and child care products for dads. Examples of

unisex design are perfume and watches (Ehrnberger et al., 2012, p. 86). Product language<sup>10</sup> helps to make a product more feminine and masculine or androgynous.

According to Schroeder, when analyzing the relationship between products and user experience from a gender perspective, it is essential to distinguish between the following dimensions:

- The values dimension
- The functions/benefit dimension
- The interaction dimension
- The aesthetic dimension
- The communication dimension (K. Schroeder, 2010, p. 4)

Although Schroeder's dimensions are useful to analyze the relation between product and gender, in this thesis I will explain the product gender perception in nine categories proposed earlier, which will be discussed in the following sections.

#### **4.1.1. Based On Its Form**

There are studies about consumer behavior related with product gender perception. Masculinity and femininity of the product effect consumers' feelings; for instance, it is thought that if a product is identified as masculine it is generally believed to be long lasting (Ehrnberger et al., 2012, p. 89). The form of the products may create their gender perception. In this respect, there are some studies that support the idea that the form of a product and the product language may affect their gender perception (Ehrnberger et al., 2012, pp. 87-88). Also there are some explanations about how we decide whether a shape is masculine or feminine. For example; men and women typically have different shapes of face structure and it is effective in the way how we address a certain shape as masculine or feminine (Tilburg, Lieven, Herrmann, & Townsend, 2015, p. 424). Giving a product a human-like proportion it is also a common way of assigning gender to it<sup>11</sup>. Following is a discussion about how we decide the gender of the products based on their forms.

Geometrical shapes directly or indirectly are related with the product form. For example, men tend to prefer compact, minimalist and sleek products, they are also more

---









<sup>10</sup> Product language issues will be discussed in detail on the "Based on its form" section.

<sup>11</sup> See van den Hende and Mugge's study which name is "The role of Gender Congruity for Anthropomorphized Product Perception" (van den Hende & Mugge, 2012, p. 667).

focused on the structure and shape of the product. Women tend to prefer smooth, unique and slim products, they are also more focused on organic forms, details and textures. Furthermore, “angular shapes are often associated with toughness, strength and energy, whereas round shapes are often affiliated with harmony, approachableness and friendliness” (Fenko & Drost, 2014, p. 3).

According to studies concerning cosmetics packaging design, women and men prefer different geometrical shapes. Women and men have different visual perception from each other. Ritnankam and Sahachaisaeree (2012) conducted a case study of cosmetic packaging design to investigate these differences. They indicate that women prefer free shape, cone shape and sphere shape. However, men tend to prefer cubic, vertical rectangle, horizontal rectangle and trapezoid shapes. Ritnankam and Sahachaisaeree found out in their study that, pyramid geometric shape is not preferred either by female or male customers (Ritnankam & Sahachaisaeree, 2012, pp. 1023-1024). Table 4.1 shows geometrical shapes used in the given study.

















Table 4.1. Showing indicators of geometrical shape  
(Source: Ritnankam & Sahachaisaeree, 2012)

<i>No.</i>	<i>Indicators</i>	<i>No.</i>	<i>Indicators</i>
1.	 Cubic shape	5.	 A horizontal rectangle
2.	 Trapezoid shape	6.	 Pyramid shape
3.	 Vertical rectangle	7.	 Free shape
4.	 Cone shape	8.	 Sphere shape

This study further indicates that women and men tend to prefer different bottle designs. In this respect, women tend to prefer free shape, curved and rounded shapes for the bottle design, but men tend to prefer free shape with long concave flip, long rounded roller shape, square shape with central rounded and short round cone shape for the bottle

design. Neither women nor men tend to prefer polyhedron pot shape and sphere pot shape (Ritnamkam & Sahachaisaeree, 2012, p. 1024). Table 4.2 shows bottle designs used in said study.




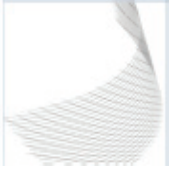
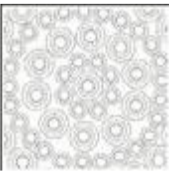



Table 4.2. Showing indicators of shape  
(Source: Ritnamkam & Sahachaisaeree, 2012)

<i>No.</i>	<i>Indicators</i>	<i>No.</i>	<i>Indicators</i>
1.	 Square shape with wide on top pump bottle	9.	 Round spray bottle
2.	 Free shape curved and rounded pump bottle	10.	 Round shape concave neck spray bottle
3.	 Free shape with long concave flip bottle	11.	 Long rounded roller bottle
4.	 Square shape with central-sounded flip bottle	12.	 Roller round and short cover bottle
5.	 Short round cone bottle	13.	 Square shape with spray cover bottle
6.	 Long round cone shape bottle	14.	 Free shape spray bottle
7.	 Square shape with wide on top flip bottle	15.	 Polyhedron pot
8.	 Free shape with long concave flip bottle	16.	 Sphere pot

As understood from the study, women and men have different perceptions on the geometrical shapes. Women are more likely to prefer curved, rounded and free shapes while men are more likely to prefer cubic and rectangle shapes. As indicated in the previous section, women and men are not comfortable to use products and services which are not produced for their gender (as cited in Fugate & Phillips, 2010, p. 252). Based on this information, it could be argued that masculine and feminine forms are associated with one's preferences. That is to say, cornered, cubic and rectangle shapes represent masculinity, whereas curved, rounded, soft corner and sphere shapes represent femininity.

Similar findings are discernible about the packaging design. Ritnamkam and Sahachaisaeree found out that female respondents prefer symmetry shape, curve shape while male respondents prefer straight line, and intersect line graphics on packaging. Neither women nor men tend to prefer movement line on the package (Ritnamkam & Sahachaisaeree, 2012, p. 1025). Table 4.3 shows packaging design graphics used in their study.

Table 4.3. Showing indicators of elements and principles  
(Source: Ritnamkam & Sahachaisaeree, 2012)

<i>No.</i>	<i>Indicators</i>	<i>No.</i>	<i>Indicators</i>
1.	 Straight line	5.	 Intersectline
2.	 Curve line	6.	 Movement lines
3.	 Symmetry shape	7.	 Diagonal squares
4.	 Asymmetry shape	8.	 Curve shape

In light of these data, researchers suggested an effective cosmetic packaging design. These suggestions are shaped on the basis of respondents' perceptions. Given that each gender choose a product specifically designed for their gender, packaging design for men should be as follows:

long concave flip bottle, long rounded roller bottle, square shape with central- rounded flip bottle, short round cone bottle, roller round and short cover bottle, square shape with spray cover bottle, round spray bottle, square shape with wide on top flip bottle, and square shape with wide on top pump bottle. The color for designing are Nplementary tone (black), cool tone (blue), contrast tone and harmony tone. The appropriate elements and principles are diagonal squares. Straight line, intersect line (Ritnamkam & Sahachaisaeree, 2012, p. 1031).

Packaging design catering to women should be as follows;

free shape curved and rounded pump bottle, free shape spray bottle, long round cone shape bottle, round shape concave neck spray bottle, and free shape with long concave flip bottle. The color<sup>12</sup> for designing are warm color (pink) cool, Nplementary color (white). The elements and principles are symmetry, curve shape ,asymmetry and curve line (Ritnamkam & Sahachaisaeree, 2012, p. 1031).

The target consumer is important for product designers. They design the product taking into account who will use it. Also consumers have basic design knowledge to assess whether products are correctly designed for the target consumers (Tilburg et al., 2015, p. 422). For example, in the garden power tool segment in a market there are a lot of products, heavy versus light users, amateur or professional. Also, demographic information of a person or where the product will be used effect consumers' buying behavior. Producers and designers consider all these relevant issues. If the target consumers are women, usually products are designed to be suitable for female anatomic features. Generally, products are designed to be smaller, lighter, easier to start and maintain among others (Alreck, 1994, p. 11). Tilburh and colleagues mention in their study that "consumers tend to anthropomorphize products, giving them humanlike characteristics and evaluating them in the same way that they evaluate other people. Indeed, brands and products seem to have personalities just like people (Tilburg et al., 2015, p. 422)"

---

<sup>12</sup> It will be explained in detail why these colors are preferred for their suggestions in the related section. See p.55 in this thesis



How then consumers see products as if they have personalities just like people and how they decide products have a masculine or feminine form? Women and men have different physical characteristics of body shape and facial form. Tilburg and colleagues indicate that “a round, smooth body shape suggests femininity, whereas a solid, defined body is prototypical for masculinity (Tilburg et al., 2015, p. 424). Material selection is also important to reflect the characteristics of a product. For example, metal material gives a technological superiority for a product design (Tilburg et al., 2015, p. 424). Even the texture that is formed by the materials employed in the production may create a perception of masculinity or femininity. As mentioned before, femininity and masculinity perceptions achieved by establishing links with human body. For example, men’s beard gives a characteristic masculinity for their sexuality, on the other hand, women’s hairless and soft facial skin refers to femininity. These clues on femininity and masculinity to a certain extent appear to affect how we see other things as feminine or masculine. That is, hard, rough surfaces may be seen as masculine, whereas soft and smooth surfaces may be seen as feminine (Tilburg et al., 2015, p. 424). In brief, general judgements on feminine and masculine seemed to be defined on the basis of human masculinity and femininity.

Tilburg and colleagues identify hypotheses based on the information mentioned above. Supported hypotheses are listed below:

- Products with a slim proportion, round shape, or curvy lines enhance the perception of a product’s femininity.
- Products with a bulky proportion, angular shape, or straight lines enhance the perception of a product’s masculinity.
- Products that are more strongly gendered (more masculine or feminine) will elicit a more positive affective attitude in consumers than those that are less gendered.
- Products that are more strongly gendered (more masculine and/or feminine) will elicit a higher aesthetic value than those that are less gendered.
- Products that are more strongly gendered (more masculine and/or feminine) will receive higher purchase intent ratings than those that are less gendered (Tilburg et al., 2015, p. 426).

As understood from these supported hypotheses, there are factors determining whether a product is masculine or feminine. In brief, the key elements to increase the masculinity perception of products are; bulky proportion, angular shape and straight lines. The key elements to increase the femininity perception of products are; slim proportion, round shape, or curvy lines. Furthermore, Ehrnberger and colleagues describe these elements as product language and they indicate that they are the codes for masculinity and femininity of products (Ehrnberger et al., 2012, p. 88). Figure 4.1 and 4.2 show how these codes are used in products.



Figure 4.1. Products targeted at women  
(Source: Ehrnberger et al., 2012, p. 88)



Figure 4.2. Products targeted at men  
(Source: Ehrnberger et al., 2012, p. 88).

As seen in the figures, products that are targeted at women are characterized by soft, clean, organic shapes, and bright colors. There are also some graphics used to

increase the femininity such as diamonds, hearts or flowers. On the other hand, products that are targeted at men are characterized by complex, angular shapes, and dark colors (Ehrnberger et al., 2012, p. 88).

Product language as masculine or feminine also creates perceptions as to whether products are long-lasting, technological, powerful etc. Figure 4.3, Figure 4.4 and Figure 4.5 show some examples of it (Ehrnberger et al., 2012, p. 89).



Figure 4.3. Braun electric toothbrushes. From left to right: from simple and cheap technology ('feminine' product language) to advanced 'professional' and more expensive technology ('masculine' product language)  
(Source: Ehrnberger et al., 2012, p. 89)



Figure 4.4. Bosch coffee makers. From left to right: the more performance, the more straight forms and darker colors  
(Source: Ehrnberger et al., 2012, p. 89)



Figure 4.5. Babyliss hairdryers. From left to right: 1600 W, 2000 W, and 2200W  
 (Source: Ehrnberger et al., 2012, p. 89)

As seen in the figures, when products have a more masculine design code they seem more professional, expensive, technological and powerful. According to Ehrnberger and colleagues, these examples can be increased. They also express that the masculine product language is used to communicate superiority (Ehrnberger et al., 2012, p. 89). As mentioned before, such examples appear to be the reason for criticism raised by feminist critiques.

All in all, these references inform us about how we genderize products. Fundamentally the form of a product suggests masculinity or femininity. And this is what creates the perception as if products have a gender. In doing so, gender codes are used for designing the products: Angular shape, hard material, rough texture, straight lines, bulky proportions etc. recall masculinity whereas rounded shape, soft material, smooth texture, curvy lines, slim proportion etc. mean femininity.

#### 4.1.2. Based on Its Functionality

The function of the products, too, may create their gender perception. In this respect, there are some studies that support the idea that the function of a product may affect their gender perception (Ehrnberger et al., 2012, pp. 87-88; Fugate & Phillips, 2010, p. 252). In this section I will discuss briefly how we decide the gender of the products based on their functions.

Tilburg and colleagues identify hypotheses based on product gender perception due to its functionality. Supported hypotheses are listed below:

- “Products that are more strongly gendered (more masculine and/or feminine) will be perceived as more functional”

- “The characteristics of affective attitude, aesthetic value, and functionality fully mediate the positive relationship between more strongly gendered products and higher purchase intent”
- “Products that are more strongly gendered by simultaneously high masculinity and high femininity will receive a more positive affective attitude, will be perceived as more aesthetic and as more functional, and will receive higher purchase intent than products low on MPG<sup>13</sup>, FPG<sup>14</sup>, or both” (Tilburg et al., 2015, p. 427).

As understood from these supported hypotheses, the more gendered products will be seen as more functional. This will also have a ‘positive affect attitude’ on consumers.

There are two different remarks on consumers’ behavior on the basis of a product’s functionality. Firstly, according to Grubb and Grathwohl;

self-congruency theory states that individuals use products that are in some way reflective of their own image or identity; individuals purchase products for their symbolic meaning and their reflection of that individual’s self-concept rather than just for functional attributes of the product (as cited in Fugate & Phillips, 2010, p. 252).

For example, watches and bags are commonly used as a symbol of social status; the more expensive your watch is the more powerful man you are.

Secondly, in some cases purchase behavior is not necessarily always effected by the gender perception of a product. Because, according to some customers, product’s functionality is more important than its gender code (Fugate & Phillips, 2010, p. 258). For example, some products that meet the basic needs of people such as toothbrush, vacuum cleaner etc.

We can argue that, three types of variables emerge according to gender perception of a product due to their functionality. First, the design of a product is targeted for their own groups even if they have the same function. For example, according to Babyak, electric shaver was originally designed for men, but later it was developed for women as well (Babyak, 2006, p. 5). Thus, this very function that is designed and marketed to the customers in a gender-centered way shapes the gender perception of the customers for these products. As seen in the given example, functionality is divided into two gender

---

<sup>13</sup> MPG means masculine product design.

<sup>14</sup> FPG means feminine product design.

roles; one is for men claiming that only men can shave their hair by this product, the other is for women arguing that only women can shave their hair by using this product.

Secondly, there are products that are designed for specific functions and for specific gender only. Pantyhose or shaving cream can be given as examples. Nonetheless, as explained before in the section on gendered products, products in this category are excluded from the very definition of ‘gendered product’. (Alreck, 1994, p. 6)<sup>15</sup>.

The last variable is about how much embedded functionality a product has. In other words, it is not important what the product’s function is and who will use it, what really matters is the multi-functionality and high technology of a product (Ehrnberger et al., 2012, p. 89; Tilburg et al., 2015, p. 426).

### **4.1.3. Based on Its Color**

The concept of color has been discussed in various disciplines such as advertising, psychology, marketing, gender studies and design etc, (Akçay, Dalgin, & Bhatnagar, 2011; Clarke & Honeycutt, 2000; Cunningham & Macrae, 2011; Frassanito & Pettorini, 2008; Funk & Oly Ndubisi, 2006; Koller, 2008).

Color has an important place in everyday life. People define their feelings and emotions with them (Babolhavaeji, Vakilian, & Slambolchi, p. 36). Color has its own powerful and simple signaling system. For example, as Akçay and colleagues indicate “the color red is universally used to stop moving object or people”. Also color has a crucial role in design, purchase behavior, logos, services and products (Akçay et al., 2011, p. 42; Madden, Hewett, & Roth, 2000, p. 90). Garber and colleagues state that selection of colors and their combinations come into prominence as a necessity for creating good design. In this scope, colors that constitute memorable effects on the product come out as a key element for design. Also, color has an important effect when it comes to making a product recognizable (Garber Jr, Burke, & Jones, 2000, p. 3). Accordingly, messages colors convey based on product types affect brand and product selection (Gofman, Moskowitz, & Mets, 2010, p. 157) Moreover, colors that have physical effects on the users also come into prominence as an element of constituting brand identity. Selecting the right packaging colors constitutes brand characteristics (Madden et al., 2000, p. 90). Additionally, the psychological properties of colors are summarized in the Table 4.4. For

---

<sup>15</sup> Please see p.42 in this thesis.

instance, a product whose package is transparent represents the characteristics of purity and mildness (Aslam, 2006, pp. 5-6). On the whole, selection of colors during the product design influences the selection of the products and gives a sense of brand identity (Gofman, 2010).

Table 4.4. Psychological properties of colors  
(Source: Aslam, 2006, pp. 5-6)

<i>Colors</i>	<i>Positive Effects</i>	<i>Negative Effects</i>
Red	Physical courage, strength, warmth, energy, basic survival, 'fight or flight', stimulation, masculinity, excitement.	Defiance, aggression, visual impact, strain.
Blue	Intelligence, communication, trust, efficiency, serenity, duty, logic, coolness, reflection, calm.	Coldness, aloofness, lack of emotion, unfriendliness.
Yellow	Optimism, confidence, self-esteem, extraversion, emotional strength, friendliness, creativity	Irrationality, fear, emotional fragility, depression, anxiety, suicide.
Green.	Harmony, balance, refreshment, universal love, rest, restoration, reassurance, environmental awareness, equilibrium, peace.	Boredom, stagnation, blandness, enervation.
Violet.	Spiritual awareness, containment, vision, luxury, authenticity, truth, quality.	Introversion, decadence, suppression, inferiority.
Orange.	Physical comfort, food, warmth, security, sensuality, passion, abundance, fun.	Deprivation, frustration, frivolity, immaturity.
Pink.	Physical tranquility, nurture, warmth, femininity, love, sexuality, survival of the species.	Inhibition, emotional claustrophobia, emasculation, physical weakness.
Grey	Psychological neutrality	Lack of confidence, dampness, depression, hibernation, lack of energy.
Black.	Sophistication, glamour, security, emotional safety, efficiency, substance.	Oppression, coldness, menace, heaviness.
White.	Hygiene, sterility, clarity, purity, cleanness, simplicity, sophistication, efficiency	Sterility, coldness, barriers, unfriendliness, elitism.
Brown.	Seriousness, warmth, Nature, earthiness, reliability, support.	Lack of humor, heaviness, lack of sophistication.

Color has an important role when purchasing the products (Babolhavaeji et al., p. 36). Women and men have different color perceptions. For example, women prefer green more than men do, while men prefer blue more than women do (Babolhavaeji et al., p. 38). Besides, there are differences between women's and men's favorite colors. Women have more favorite colors than men (Akcaay et al., 2011, p. 43).

As mentioned before, women and men tend to show their femininity or masculinity via consumption habits and products. Usually, men tend to prefer masculine products while women tend to choose feminine products. These preferences may change

their femininity and masculinity (Babolhavaeji et al., pp. 39-40). Although product preferences differ due to the masculinity or femininity of purchaser, color preferences depend on the type of a product. For instance, popular color selections for cloths are blue, red and black, whereas, common color selections for cars are blue, grey, red, white and black (Aslam, 2006, p. 44). Likewise, according to Ritnamkam and Sahachaisaeree, women tend to prefer warm color tones while men tend to prefer black, cool colors, contrast colors and harmony colors on cosmetic packaging (Ritnamkam & Sahachaisaeree, 2012, p. 1025). We can deduce that consumers may choose different colors on products even if they are not among their favorite colors (Aslam, 2006, p. 44).

Some colors are stereotyped as feminine and masculine (Cunningham & Macrae, 2011, p. 601). Pink represents femininity whereas blue represents masculinity. However, these representations may change from culture to culture and depending on the era. For example, after the Nazi Germany, the color of pink has been associated with femininity because Nazis identified homosexuals via pink triangle badges<sup>16</sup> in concentration camps (Frassanito & Pettorini, 2008, p. 881; Koller, 2008, p. 409). Likewise, in Turkey, the discharge paper given by the army to homosexual men to show that they are not men enough to be a soldier is commonly referred as the 'pink-colored discharge paper' among the public. Also, there are some studies about gender color-coding on children's and toddlers' clothes, toys etc. (Cunningham & Macrae, 2011, p. 601). For example, as widely accepted today pink is for girls and blue is for boys. However, in the nineteenth century, families did not prefer gender color-coding on children's clothes. It is thought that blue color started to represent masculinity after the World War II due to the use of blue military uniforms. After the 1940s, the color of pink begun to emphasize femininity. Moreover, "think pink" was brought about as a marketing slogan to make forefront of the women femininity (Frassanito & Pettorini, 2008, p. 881). Furthermore, there are a lot of examples in the field of marketing that use the color pink. Such as the clothes of the iconic Barbie doll, flower bouquets for mothers' day and Valentine's Day, birthday cards for women and girls. According to Koller, cosmetic goods that are targeted at women are usually pink and have rounded shapes. By contrast, cosmetic goods that are targeted at men are usually blue, shades of black with angular shapes and diagonal vectors. These generalizations are also available for toys and magazine covers (Koller, 2008, p. 401). In

---

<sup>16</sup> They are called Rose Winkel in German.



general, gender color-coding is associated with sex-typed products (Cunningham & Macrae, 2011, p. 605).

Jablonski and Chaplin indicate that skin tones lead to the assumptions of masculinity and femininity because women generally have lighter skins than men. This results in the fact that lighter tones are perceived as feminine whereas darker colors are perceived as masculine (as cited in Tilburg et al., 2015, p. 424). On the other hand, shiny product surfaces may be perceived as feminine because it is believed that if women have shiny and strong hair they are physically healthy and fertile. Furthermore, dim products can be seen as masculine (Tilburg et al., 2015, p. 424). Tilburg and colleagues identify hypotheses based on the information mentioned above. Supported hypotheses are listed below:

- Products with lighter tones, more colors, or a shiny reflectiveness enhance the perception of a product's femininity"
- "Products with darker tones, fewer colors, or a dim reflectiveness enhance the perception of a product's masculinity" (Tilburg et al., 2015, p. 424)

Supported hypotheses show that lighter color tones, using more colors and shiny reflectiveness may change the product gender perception towards femininity. By contrast, dark color tones, few colors and dim reflectiveness indicate masculinity.

#### **4.1.4. Based on the Services Associated with the Product**

The services associated with products are environments of space, pricing and marketing strategies. Women and men have different consumer behavior compared to each other. Women have more hedonic consumption behavior than men. Marketers know these differences and they cleverly use this knowledge to their ends. In that sense, developers produce goods and products for women more than they do for men. Thus, they make more profit on the market (Borges, Babin, & Spielmann, 2013, p. 501). Duesterhaus and colleagues state that women do tend to pay more than men for services and products. For example, clothes which are virtually the same, cosmetic, personal care products, health insurances, services in hair salons and dry-cleaning of shirts (Duesterhaus, Grauerholz, Weichsel, & Guittar, 2011, pp. 176 - 1984). According to the study, women

pay more even if the product prices are higher in the hedonic<sup>17</sup> store atmosphere (Borges et al., 2013, p. 507). Borges and colleagues explain the advantage of the hedonic atmosphere as follows; “the advantage of the hedonic atmosphere for consumers with a female orientation is further confirmed by their willingness to pay with a significant 32 per cent increase in value” (Borges et al., 2013, p. 507). Male consumers have more favorable reactions to utilitarian atmospheres. However, the not gender oriented atmosphere does not effect their willingness to pay (Borges et al., 2013, p. 508).

Hedonic or utilitarian atmosphere of a place affect women’s and men’s purchasing behavior. Also, there are differences in the pricing of products due to the atmospheres of the place. Therefore, marketing strategies are shaped accordingly since women intend to pay and buy more in hedonic atmospheres.

#### **4.1.5. Based on its Name**

The name of a product may help create its gender perception. In this section it will be discussed briefly how a product or brand name affect the gender perception.

Hawkins and Coney state that words and symbols create a perception of masculinity or femininity for a product or brand (as cited in Alreck, 1994, p. 6). Speech sounds, especially vowels, in words were shown to affect the gender perception of a product; depending on whether this word is perceived as more masculine or more feminine. Wu and colleagues studied the phonetic symbolism in vowels in brand names. They showed that brand names with front vowels such as /i/, are perceived more feminine as opposed to the brand names with back vowels such as /o/, which are perceived to be more masculine (Wu, Klink, & Guo, 2013, p. 319). Klink in 2000 presented participants with two nonce words, “Tidip” and “Todip”, as a shampoo brand. The former was perceived to be more feminine whereas, the latter was perceived to be more masculine (as cited in Wu et al., 2013, p. 321). On the other hand, Klink indicates that “specifically, females were found to respond more favorably than males to brand names with front vowels. Conversely, males responded more favorably than females to brand names with back vowels” (Klink, 2009, p. 353).

---

<sup>17</sup> It can be argued that if the consumers are getting pleasure and arousal by the experiences that they have experienced through the environments and services when they shopped, then that place can be determined as a hedonic atmosphere (Borges et al., 2013, p. 500).

In another study about consonants, Guevremont and Grohmann seek to understand in what ways consonants in brand names may influence brand gender perception (Guevremont & Grohmann, 2015, p. 102). They found out that consonants have an effect on brand femininity or masculinity (Guevremont & Grohmann, 2015, p. 117). Their supported hypotheses are listed below;

- “Brand names containing a stop<sup>18</sup> (vs fricative) increase brand masculinity”
- “Brand names containing a fricative<sup>19</sup> (vs stop) increase brand femininity” (Guevremont & Grohmann, 2015, p. 105).

In addition, the use of female or male names for products or brands will create gender perception (Wu et al., 2013, p. 319). For example, Swedish company IKEA chooses girls’ names for decorative products. On the other hand, they choose boys’ names for functional products (Ehrnberger et al., 2012, p. 90). Likewise, Dell computers launched “Della”, a web site for women, in 2009 (Wu et al., 2013, p. 319). Another example is Diet Coke and Coke Zero. Diet Coke name is perceived more feminine because being on a diet is perceived as a more feminine activity. Due to this reason, male consumers do not tend to buy Diet Coke labeled products, instead, they tend to buy Coke Zero labeled products (Wu et al., 2013, p. 319).

In brief, product and brand names have an influence on consumers’ gender perception of a product. It is an important factor for products or brand personality. Phonetic symbolism such as front vowels and back vowels are perceived to be feminine or masculine. Likewise, consonants such as stops and fricatives influence gender perception in a masculine or feminine way. Also, female and male names that are used in products and brand names also contribute towards their gender perceptions.

---

<sup>18</sup> For example; /k/, /t/

<sup>19</sup> For example; /s/, /f/

#### 4.1.6. Based on the Brand Identity

Brand identity may create a product's gender perception. In this respect, there are some studies that support the idea (Grohmann, 2009; Veg & Nyeck, 2007; Wu et al., 2013, p. 319). There are also studies about brand identities and personalities (Aaker, 1997; Geuens, Weijters, & De Wulf, 2009). In this section I will discuss in detail how we decide the gender of a product based on brand.

Brand image and brand personalities are issues that are important to marketing and brand strategies (Kapferer, 2012, p. 150). Before defining and understanding these issues, it is essential to know what brand in general is. According to Kotler, brand can be defined as "a name, term, sign, symbol, or design, or combination of them which is intended to identify the goods and services of one seller or group of sellers and to differentiate them from those of competitors" (as cited in Keller, 1993, p. 2). Brand image refers to "the set of associations linked to the brand that consumers hold in memory" (Keller, 1993, p. 2). According to Kapferer, brand identity can be easily defined when following questions are answered:

- What is the brand's particular vision and aim?
- What makes it different?
- What need is the brand fulfilling?
- What is its permanent crusade?
- What are its value or values?
- What is its field of competence? Of legitimacy?
- What are the signs which make the brand recognizable? (Kapferer, 2012, p. 150)

Geuens and colleagues explain brand identity "as a brand's meaning as put forward by the firm" (Geuens et al., 2009, p. 98). Also, Geuens and colleagues state that "academics typically conceptualize brand identity and image as multi-dimensional constructs of which brand personality is an important component" (Geuens et al., 2009, p. 98). According to Keller, brand identity consists of the following elements:

- User profiles
- Purchase and usage stations
- Personality and values
- History, heritage and experiences (as cited in Geuens et al., 2009, p. 98)

According to Aaker and Joachimsthaler, brand identity elements have four perspectives

- The brand as a product
- The brand as an organization
- The brand as a person
- The brand as a symbol (as cited in Geuens et al., 2009, p. 98)

Aaker defines the brand personality as “the set of human characteristics associated with a brand” (Aaker, 1997, p. 347). In these perspectives, it can be argued that brand will have a gender. Gendered brand has an aesthetic and ethic invariants containing feminine or masculine values (Alreck, 1994, p. 5; Veg & Nyeck, 2007, p. 4). Table 4.5 shows these masculine and feminine values.

Table 4.5. Cultural Stereotypes of femininity and masculinity  
(Source: Veg & Nyeck, 2007, p. 4).

	<i>Feminine values</i>		<i>Masculine values</i>	
Ethic	Mother / Wife	Emotion	Power	Intellect
	Beauty	Sensuality	Efficiency, Performance	Expertise, Control
	Aesthetic	Appearance	Accomplishment	Long term – Planification
	Cosmetics	Focus on present	Work	Freedom
	Family	Dependence	Virility	Independence
	Women-object	Seduction	Man – subject	Competition
	Tenderness		Strength	Tradition
Aesthetic	Pastel colors	Sweet material	Dark colors	Hard material
	Pink	Small product	Blue	Large product
	Thin	Curved shape	Large	Straight shape
	Italic writing		Straight writing	

Geuens and colleagues create a new brand personality measure. This new measuring system consists of five dimensions and these dimensions consist of 12 items. Figure 4.6 shows the new brand personality dimensions. These dimensions have similarities to the “Big Five<sup>20</sup>” model of human personality (Geuens et al., 2009, pp. 100-103). Also, consumers want to express themselves along several dimensions such as

<sup>20</sup> The Big-Five personality is five dimensionality factors or personality dimensions discovered through experimental research. “Big-Five factors have traditionally been numbered and labeled as follows: (I) Surgency (or Extraversion), (II) Agreeableness, (III) Conscientiousness (or Dependability), (IV) Emotional Stability (vs. Neuroticism), and (V) Culture. Alternatively, Factor V has been interpreted as Intellect and as Openness” (Goldberg, 1990, p. 1217)

gender. In that sense, consumers may perceive brands as extensions of themselves. Thus, gender is one of the main criteria to show consumers' self-expression. Because consumers need to express their masculinity or femininity through brand choices (Govers & Schoormans, 2005, p. 190; Grohmann, 2009, p. 106; Wu et al., 2013, p. 319). Grohmann discusses that male brand personality and female brand personality traits appear to be warranted for two reasons;

- “The multidimensional nature of brand personality and accessibility of masculinity and femininity as human personality dimensions”
- “Consumers' need to express their masculinity/femininity through brand choice and consumption” (Grohmann, 2009, p. 106).

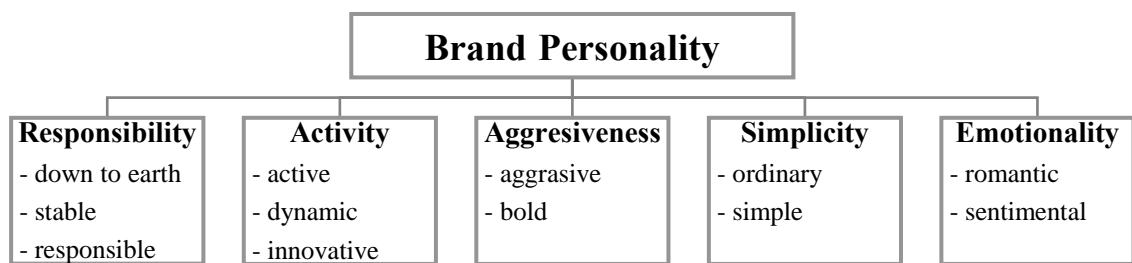


Figure 4.6. The new brand personality measure  
(Source: Geuens et al., 2009, p. 103)

In this respect, Grohmann defines the gender dimensions of brand personality as “the set of human personality traits associated with masculinity and femininity applicable and relevant to brands” (Grohmann, 2009, p. 106).

To sum up, giving some personal characteristics to a brand creates a gender perception for it. In this respect, gendered brands provide specific gender targeted products. Both brand identity or personality and products need to be in harmony. In doing so, products, which provide gendered brands create their own gender perceptions.

#### 4.1.7. Based on its Representation in the Media

Mass media and advertisements have a significant impact on one's gender role and stereotypes. It also effects a product's gender perception (Fugate & Phillips, 2010, p. 252) on the basis of represented gender roles in advertisements and spokespersons or voice overs (Debevec & Iyer, 1986a). One's gender role and individual characteristics affect the gender perception of products as well as their buying decision. For example, masculine characters prefer masculine products, and feminine characters tend to prefer feminine products (Debevec & Iyer, 1986a, p. 13; Paek et al., 2011, p. 196). It is understood that products' gender also influence purchase behavior and choice. Besides, advertising have an impact on the gender perceptions of a product. In this section it will be discussed briefly how mass media and advertising affect product gender perception.

Cho and Hong indicate that women and men give different reactions to visual stimuli such as aesthetic perceptions. Besides, female and male brain activities are different from each other when visual beauty is presented. However, these differences depend on one's interest in the visual stimulus that is being presented. Cho and Hong emphasize that visual information processing function differently in women and men: "Women consider as much information as possible, whereas men selectively process information relevant to their goals" (Cho & Hong, 2013, pp. 1320-1323). Likewise, Alreck argues that;

Men also tend to approach verbal messages written or spoken with greater detachment and skepticism than women. By contrast, women are more likely to participate with the writer or speaker and to submit to the message more readily. While men respond best to efficient, fact-laden messages that get to the point quickly, women more readily respond to affect-laden messages that emphasize feelings over facts (Alreck, 1994, p. 13).

Cho and Hong further argue that "women are more visually oriented and prefer more visually graphic images than men do" (Cho & Hong, 2013, p. 1323). Furthermore, characters' behavior in advertisements can influence the processing and interpretation of the messages. Consequently, advertisements will affect the preference for the brand (Hogg & Garrow, 2003, p. 162). These would eventually shape customers' preferences of a product.

Debevec and Iyer explain the relation between advertisement and product gender perception as follows; "advertisers often work to create a gender image for a brand by featuring the targeted gender in an advertisement as a 'typical' user of the product"

(Debevec & Iyer, 1986a, p. 12). According to Schroeder and Zwick, “almost all products are gendered in a practice of normative sexual dualism reinforced and maintained within the interlocking cultural institutions of marketing communication and market segmentation” (J. E. Schroeder & Zwick, 2004, p. 22). Alreck argues that giving the product a masculine or a feminine image requires advertising and promotion (Alreck, 1994, p. 11). Alreck further indicates that “the decision to gender a product or brand is strategic, rather than tactical” (Alreck, 1994, p. 11). As discussed in Chapter 3, prevailing gender roles in advertising influence one’s gender roles and gender stereotypes<sup>21</sup>.

Product gender perception appears to be based on specific gender roles and stereotypes in a given society<sup>22</sup>. For example, according to Debevec and Iyer “‘household cleaning’ products may be perceived as highly feminine because of women’s traditional role as homemaker”, whereas “‘high technology’ products may be perceived as masculine following similar logic” (Debevec & Iyer, 1986b, p. 211). Likewise, Fenko and Drost indicate that female consumers have an important role to household’s spending. Therefore, “many companies are trying to reach women with gender marketing, which usually implies incorporating gender-related associations and stereotypes in product design, advertising, promotion and distribution” (Fenko & Drost, 2014, p. 2). For example, Nickles indicates that “design elements were related only tangentially to the technical function of the refrigerator as a food preservation device, but were central to its perceived social function of ‘preserving women’ by aiding the ‘servantless’ housewife” (Nickles, 2002, p. 694). For these reasons, the main character in the majority of commercials concerning household items is a woman. As mentioned in Chapter 3<sup>23</sup>, females react more negatively to sexualized images (Reichert, LaTour, Lambiase, et al., 2007, p. 86). Fenko and Drost indicate that women prefer an egalitarian advertising (Fenko & Drost, 2014, p. 3). Zawisza and Cinnirella claim that women respond more positively to stereotypical advertisements (as cited in Fenko & Drost, 2014, p. 3).

Today’s women’s and men’s gender roles are changing due to various reasons such as increasing divorce rates and cultural transformations. In this respect, ever more increasingly men are doing household shopping, housework and meal preparation (Debevec & Iyer, 1986a, p. 12). These changes influence the commercials as well (Debevec & Iyer, 1986b, p. 210). In this respect, “advertisers have begun to target

---

<sup>21</sup> See p.33 in this thesis.

<sup>22</sup> In the next section it will be examined briefly.

<sup>23</sup> See p.35 in this thesis.



products that used to be gender specific at both genders” (R. Elliott et al., 1993, p. 313). Elliot and colleagues give examples about gender equal advertisements such as Procter and Gamble’s “Flash Floor Cleaner” and Unilever’s “Kitchen Surface Cleaner” advertisements that attempt to reposition the products in relation to gender by representing men cleaning the kitchen or floor (R. Elliott et al., 1993, p. 313). Likewise, Cillit Bang’s recent commercial<sup>24</sup> called “The Mechanic” can be shown as another example of such repositioning of products in relation to gender. In this advertisement the main character (Daniel Cloud Campos) who is working in car repair shop starts to clean the whole workplace while dancing to the iconic Flashdance song “she’s a maniac”.



Figure 4.7. Flashdance  
(Source: [goo.gl/n28NMC](https://goo.gl/n28NMC))

We have discussed the representations of gender roles in advertisements in Chapter 3.25 Due to the changing gender roles, men are sometimes featured in advertisements doing laundry, cooking and washing the dishes. Debevec and Iyer indicate that “men often serve as announcers or demonstrators of products, and when they are shown ‘using’ a household product, they tend to be depicted as helpless and dependent on a woman for instructions” (Debevec & Iyer, 1986b, p. 210). In a similar manner nowadays more women are presented in workspaces in advertisements. This remarkable shift in the representation of gender roles in advertisements might also change our perception of a product’s gender (Debevec & Iyer, 1986a, p. 12). Despite the positive

---

<sup>24</sup> <https://www.youtube.com/watch?v=LHizW4PLw2Q>

<sup>25</sup> See page number

change in the portrayal of gender roles in advertisements, stereotypical male and female roles appear to be still dominant in advertisements (Fugate & Phillips, 2010, p. 253).

Product type in advertising is traditionally categorized by and associated with gender. According to Paek and colleagues, retail stores, health and beauty aids or pharmacy, fashion and clothing, home and body products, households are associated with women in advertisements, whereas automobiles, electronics, insurance, financial and political commercials, sports products are associated with men in advertisements (Paek et al., 2011, p. 196; Wortzel & Frisbie, 1974, p. 43). In addition to that, Paek and colleagues found out that “advertising a male product is significantly related to depicting a male model as a prominent character” likewise, “female product ads are more likely to show female models as prominent characters” (Paek et al., 2011, p. 201).

One of the pioneering studies in the field was conducted by Debevec and Iyer. They investigated the spokesperson’s gender’s effects on gender the image of products (Debevec & Iyer, 1986a, p. 12). This study explicated that:

A spokesperson's gender is an effective promotional cue in influencing respondents' perceptions of the gender image of products. The brand of dishwashing liquid (beer) advertised was perceived as more masculine (feminine) when endorsed by a male (female) spokesperson than when endorsed by a female (male) spokesperson. The gender image of toothpaste, a gender-neutral product, was influenced somewhat by the male spokesperson, but not at all by the female spokesperson. This may suggest that it is more difficult to "genderize" a neutral product using a spokesperson than to alter the gender of a masculine or feminine product (Debevec & Iyer, 1986a, p. 18).

Paek and colleagues argue that a product’s gender should fit the spokesperson’s gender. The harmony between the product’s gender and the spokesperson’s gender in the advertisements positively affect the individuals’ perceptions of a product. For example, “specifically, participants that conformed to traditional gender-role orientations (i.e., in the United States: Masculine men, feminine women) were more likely to evaluate ‘male’ products more favorably with male spokespeople and ‘female’ products with female spokespeople” (Paek et al., 2011, p. 196).

Besides, there is a relation between voiceover and product type. Paek and colleagues identified a hypothesis about the relation between product type and voiceovers: “there will be congruence between product type and gender-role portrayals such that ads for female product types will portray females more frequently than males as a prominent character and as a voiceover and vice versa”(Paek et al., 2011, p. 196).

According to these supported hypotheses, there is a significant relation between product type and voiceovers. In this respect, it is not surprising to see that advertisements for masculine products whose targets are men frequently use male voiceovers and vice versa<sup>26</sup>.

#### **4.1.8. Based on Specific Gender Roles/Stereotypes in a Given Society**

The gender roles and stereotypes have an impact on various aspects of everyday life<sup>27</sup>. Gender role norms and rules are constructed socially and culturally (Johnson & Repta, 2012, p. 23). Gender roles are related to masculinity and femininity (Roof, 2007a, p. 616). Gender stereotypes at the same time are associated with an individual's identity. These primarily take a form via what one observes from his or her parents (Veenstra, 2007, p. 622). In this section, it will be examined how product gender perception takes shape based on specific gender roles and stereotypes in a given society.

Each person endures society's imposition throughout their lives on daily matters such as which colors to choose, what type of toys to play with, how to behave etc. mostly based on one's gender. For example, girls should play with dolls, wear pink cloths and pretend to do housework, while boys are supposed to wear dark color clothes, play with war toys and construction kits (Ehrnberger et al., 2012, p. 88). Gendered designs root in these characterized gender system. Moreover, there are still prevalent gender role requirements, albeit ever-increasingly contested, what "real men" or "real women" must follow. Alreck summarizes these requirements as follows;

- A man must be strong and breadwinner to take care of his family. He should be leader and make the major decisions.
- A woman must be nurturing and act like a lady. She has to think her family first. Also, she has the responsibility for raising the children, do housework. On the other hand, she not compromises her femininity. She should not use vulgar language nor tell dirty jokes (Alreck, 1994, p. 8).

In addition to this, there are some gender role prohibitions. Alreck summarizes these prohibitions as follows:

---

<sup>26</sup> Use of spokesperson also influences brand personality. Grohmann indicates that;

"A masculine spokesperson in a print advertisement increased consumers' association of masculine personality traits with the brand, whereas a feminine spokesperson increased consumers' association of feminine personality traits with the brand. These effects held for male and female consumers" (Grohmann, 2009, p. 112).

<sup>27</sup> In Chapter II, the concept of gender, gender roles and stereotypes were described in detail. Please see page 5 in this thesis.

No “real” man would:

- enjoy such things as knitting or flower arranging;
- become a nurse, beautician or secretary;
- cry or display tender emotions in public;
- prefer fruits and vegetables to red meat;
- reject sexual opportunities with attractive women;
- hug or kiss another man when they meet;
- be more interested in the arts than in sports;
- take responsibility for caring for small children;
- be sexually submissive rather than aggressive;
- be outwardly romantic or sentimental;
- let a woman take him out on a date;
- become interested in cooking or decorating;
- prefer sweet, foamy cocktails to straight liquor;
- use cosmetics to improve his appearance;
- undertake such women’s work as laundry or cleaning; or
- have jobs such as flower arranging or hairdressing.

No “real” woman would:

- go to a restaurant or theater by herself;
- eat or drink more than the man she is with;
- choose a career in science or engineering;
- prefer hard liquor to wine or sweet cocktails;
- be as aggressive as a man in sports or games;
- have hobbies devoted to mechanics or electronics;
- ask a man out on a date or pay her own way on one;
- smoke cigars or a pipe;
- fail to wait for a man to open the door for her;
- go out in public without makeup;
- want to supervise male subordinates;
- display more intelligence than her husband or date;
- take much interest in business or political news;
- defeat a male opponent in sports or athletics;

- prefer meat and potatoes to salads or desserts; or
- display talent or ability greater than her husband's (Alreck, 1994, pp. 8-9).

Even though such prohibitions do not hold a strong/strict position in today's society, these gender role requirements and prohibitions to a certain extent shape what type of products should one use or not. Marketing and brand strategies may also be shaped due to these factors. For example, home care products, child care products, hygiene products, and make-up products are related to traditional female domains. These mainly women-targeted product categories can appeal to men. Nevertheless, the way they are presented is altered to be able to cater to men. For example, cosmetics for men become "grooming products". Likewise, an iron targeted at men is called "power tool", child care products become "Dad Gear", and so on (Ehrnberger et al., 2012, p. 89).

Also, men and women behave differently due to their own masculinity or femininity. Men do not prefer smoking slim cigarette, but women can smoke both slim and regular size cigarettes. Likewise, usually men are unwilling to use silk underwear because silk fabric seems feminine (Alreck, 1994, p. 14). Other examples as such are gender stereotypical gifts given for Mother's Day and Father's day (Cote & Deutsch, 2008, p. 224). According to Alreck, people who have traditional gender roles are more likely to find gendered products attractive (Alreck, 1994, p. 15). Yet, nowadays these traditional gender roles have begun to change (Alreck, 1994, p. 6). Fugate and Phillips emphasize that in 2008, 32 million Americans were living alone. One in four members of those who were born between 1978 – 1994 are living in single-parent households (Fugate & Phillips, 2010, pp. 252-253). Babyak states that in the U.S. more than one-quarter householders live alone. This implies that a lot of men are doing their own cooking, laundry and other housework. In the same vein, a lot of women are doing their own yard work. So, these demographic changes lead to design gender-neutral products (Babyak, 2006, p. 5). But still, not everything changes. We can still see the gender stereotypical references on products' performances. For example, in product language, performance is seen as a male characteristic, while helpfulness is seen as a female characteristic (Ehrnberger et al., 2012, p. 91).

Overall, society determines which gender can be used in which products. It leads to a perception as if products have a gender. Actually this gender codes do not exist in the product itself. They only occur based on specific gender roles and stereotypes in a given society.

#### **4.1.9. Based on its Technological Aspects**

Examining design, technology and gender fields together requires multidisciplinary works like information and communication technology bringing together science and technology studies, gender studies and computing. Examining the computing and gender studies together is particularly difficult because of their different epistemologies (Rommes, Bath, & Maass, 2012, p. 653). However, there are some studies about gender and technology in the range of purchase behavior to feminist design studies (Ehrnberger et al., 2012; Hong, Hwang, Wong, Lin, & Yau, 2012; Lin & Chen, 2013; Rommes et al., 2012; K. Schroeder, 2010). In this section, product gender perception based on its technological aspects is discussed.

In the previous section it was examined how product gender perception appears based on specific gender roles and stereotypes in a given society. This section explores how these gender perceptions occur in relation with technological aspects. We spend the majority of our time in our homes. In other words, homes are one of the most important places that create gender roles. Each technological product used in the home can be separated on the basis of gender. Besides, with engineering, technology and performance, these separations between gender roles become more visible (Ehrnberger et al., 2012, p. 90). Hong and colleagues point out that technology and innovations are still considered to be male dominated (Hong et al., 2012, p. 451). Thus, the gender perception is generally divided into “male technology” and “female technology. Furthermore, gender related tasks such as carpentry around the house, connecting the computer or baking bread, using sewing machine reinforce these perceptions (Ehrnberger et al., 2012, p. 90). In that sense, both male dominated technology and different gender roles between men and women play a significant role in the formation of these perceptions.

In terms of technological aspect, there are differences between purchase behaviors of women and men. For example, Lin and Chen suggest that when purchasing a car, women consider more the comfort and interior space, while men pay more attention to technological and engineering aspects such as speed and performance. Also Lin and Chen further argue that “most automobile designers are males who may not understand the needs of female consumers” (Lin & Chen, 2013, p. 41). Likewise, Schroeder’s research demonstrates that “a person’s ability to operate a technological product is related to the

motivation to do so. Their motivation depends on whether operating the specific product would fit with his/her gender role“ (K. Schroeder, 2010, p. 6).

Schroeder conducts an analysis of international gender research articles, and as a result, he extracts the following findings on gender traits that can relate to technology use and perception:

- “Female traits include a focus on communion and a holistic approach (sense-making through coherence)”
- “Male traits include a focus on individual needs and a detailed approach (technology being meaningful in itself)” (K. Schroeder, 2010, p. 5)

As understood from these analyses, men and women traits are different when it comes to technology. All these differences between men and women, and also, the male dominated sector of technology pave the way for the gender perceptions of products based on technological aspects.

As argued throughout this chapter, products’ gender perceptions will transpire in several ways. The main nine categories presented here define the codes and factors which provide product gender perception. In general, product gender perception occurs due to several norms set by society. Besides, various studies prove that differences between women’s and men’s choices set ground for alternative product gender perceptions. Both human psychology and physiology create masculinity and femininity perception. Moreover, the gender roles of men and women as reflected in the media, division of labor in the domestic realm, gender roles and traits imposed by society, gender-targeted services and products via marketing strategies, brand personalities and identities, different color, form, texture, material and graphic selections for women’s and men’s products, and even product names may create and modify these gender perceptions.

## CHAPTER 5

### THE EXPERIMENT AND THE ANALYSIS

As discussed in detail in the previous chapter, generally products we use in our daily lives have a meaning. Sometimes one uses a product due to its symbolic value, sometimes for its functionality, and sometimes for both.

Self-congruency theory states that individuals use products that are in some way reflective of their own image or identity; individuals purchase products for their symbolic meaning and their reflection of that individual's self-concept rather than just for functional attributes of the product (as cited in Fugate & Phillips, 2010, p. 252).

Babolhavaeji and colleagues mention that women and men tend to show their femininity or masculinity via products they use (Babolhavaeji et al.). Also women and men are not comfortable to use products that do not fit their identity. Women generally tend to prefer feminine products, while men generally tend to prefer masculine products, even though the degree and extent of it is likely to change depending on the person's masculinity or femininity (Babolhavaeji et al., p. 39; Fugate & Phillips, 2010, p. 252). We define the product gender via giving them to human characteristics. Tilburg and colleagues state that "indeed, brands and products seem to have personalities just like people" (Tilburg et al., 2015, p. 422). We tend to give 'gender' on a product according to various features they have. For example, women and men have different physical characteristics of body shape and facial form. Clues on femininity and masculinity to a certain extent appear to affect how we see other things as feminine or masculine. In brief, general judgements on feminine and masculine seemed to be defined on the basis of human masculinity and femininity.

Among a wide range of conceptualizations surveyed in the literature, Bem Sex Role Inventory (BSRI) proved to be the most appropriate to measure gender perception of products in this study. The BSRI was created to measure one's sex (gender) role via asking masculine, feminine and neutral items. Masculine and feminine items contain personal characteristics that are commonly deemed suitable either for men or for women. Neutral items on the other hand refer to positive and negative features that are eligible for both men and women. According to the results, the BSRI categorize individual's sex (gender) role into four sections; masculine, feminine, androgynous and undifferentiated.



The score which has higher femininity is defined as feminine, the score which has higher masculinity is defined as masculine, if femininity and masculinity scores are high it is defined as androgynous, if both scores are low it is defined as undifferentiated (Bem, 1974, pp. 158-159).

As discussed in the previous chapters, there are various factors that lead to assigning a gender to a product. For example, product's form, color, material, texture etc. Besides, product's functionality, name, technologic features, services associated with product can lead to associate a product with a gender. Moreover, products may gain a gender via gender roles and stereotypes which are defined by a given society and especially advertisements. This study particularly focuses on this subject. The main point of this study is to analyze how a product changes its existing gender through advertisings. Especially if we think about how much advertising and media have an impact on our lives, focusing on this topic appears to be meaningful. Advertisements affect our lives in varied ways, ranging from our purchase behavior to changing our ideas about a subject. In particular, the representation of gender roles and matching a product with a specific gender role seem to influence our point of views.

There are some reasons to choose a washing machine as a product for this study. Firstly, according to the study conducted by Iyer and Debevec, washing machines are regarded as a feminine product for both women and men (Easwar S. Iyer & Debevec, 1986). Washing machines' gender has not yet been measured in Turkey in a systematic fashion. Both males and females could potentially use a washing machine, but due to the gender roles, doing laundry seems to be a women's work. Based on traditional gender roles, doing housework remains to be a female-associated task, and 'real' men should not undertake such work as laundry or cleaning. Essentially, cleaning is expected to be an action that everyone should do. In that sense, although washing machine's functionality is basically to clean dirty clothes that everyone uses, traditional gender roles suggest compartmentalization for this specific task. In brief, washing machine has been chosen as a representative home appliance to study for all those heavily gendered products (such as refrigerators and microwave oven which are also considered feminine).

The experiment to understand the effects of advertising on product gender perception of a washing machine was conducted in two phases. In the first phase, participants were asked to answer a questionnaire about the gender of a washing machine. The questionnaire includes still images of a chosen washing machine without any descriptive or explanatory statements, slogans etc. That is to say, no manipulative

discourse was constructed at this stage. The washing machine's color is white. According to Aslam, psychological properties of white are hygiene, sterility, clarity, purity, cleanness, simplicity, sophistication, efficiency (Aslam, 2006, pp. 5-6). In this respect, white is considered to be the least gendered color, almost neutral, and that is why it is chosen for this study. In other words, it is expected that the color of washing machine will not affect participants' answers when compared with colors such as blue and pink that are heavily gendered. Figure 5.1 shows the images that are used in the survey. The gender of washing machine is measured by appropriating the Bem Sex Role Inventory, which was particularly adapted to Turkish culture by Kavuncu in 1987. This inventory contains sixty items of which twenty are feminine, twenty are masculine and twenty are neutral attributes in every person. Each question was answered according to 7-point Likert Scale. 1 means 'Never or almost never true', 7 means 'Always or almost always true'. Table 5.1 shows these items.



Figure 5.1. Still images of the washing machine used in the experiment/survey

Table 5.1. Feminine, masculine and neutral items in Turkish.  
(Source: Kavuncu, 1987)

<i>Feminine Items</i>	<i>Masculine Items</i>	<i>Neutral Items</i>
Boyun eğen	Kedine güvenen	Yardımsaver
Sıkılğan	Keni inançlarını savunan	İşinde ciddi ve sorumlu olan
Sevecen	Girişken	Güvenilir
Sadık	Etkileyici, güçlü	Dürüst
Kadınsı	Riski göze almaktan çekinmeyen	Samimi
Başkalarının ihtiyaçlarına duyarlı	Baskın, tesirli	Dostça davranan
Anlayışlı	Erkeksi	Uyum sağlayabilen
Merhametli	Haksızlığa karşı tavır alabilen	Hoşgörülü*
İncinmiş duyguları tamir etmeye istekli	Saldırgan	Etrafına karşı saygılı*
Tatlı dilli	Lider gibi davranan	Konuksever*
Canayakın	Hırslı	Karamsar
Hassas	Gözüpek*	Yapmacık davranan
Kaba dil kullanmayan	Sözünde duran*	Ne yapacağı belli olmayan
Çocukları seven	Cömert*	Kıskanç
Yumuşak nazik davranan	Ailesine karşı sorumlu*	Kibirli
Namuslu*	Otoriter*	Asık suratlı
Gönül alan *	Mantıklı davranan*	Sistemsiz, plansız
Ağırbaşlı, ciddi*	Duygularını açığa vurmeyen*	Tutucu
Fedakar*	Kuralcı, katı davranan*	Dedikodu yapan*
Duygusal*	İdealist*	Bencil*

\* The modified version according to the characteristics of the Turkish society

For the second phase, specific advertisements in the form of a poster are created, one containing feminine, and one containing masculine elements. The poster was chosen because it would be more time consuming to prepare audiovisual commercial, and it would also require a specialist. Moreover, reaching to as many respondents as possible could be much more difficult with an audiovisual commercial via the online survey. These advertisements were used for stimulus to understand the effects of advertising on product gender perception. The same inventory is applied in the second phase. Those who answered the questions in the survey for the first phase were asked to answer them again having seen the posters this time. This second phase was carried out two months after the first phase. This time gap was imperative to allow enough time for the participants to forget the details of the first survey in order to acquire more accurate results. Both surveys were conducted online to reach more respondents. The first survey was circulated via

online gender studies and LGBT groups to get more LGBT community members to participate in the experiment.

Feminine and masculine elements for the poster advertisements have been arranged on the basis of the literature review. Figure 5.2 and Figure 5.3 shows the posters.

**Ece Thetis XII**  
ÇAMAŞIR MAKİNESİ

*düşlediğinizden fazlası...*

- Kolay Ütöleme / Kırışık Azaltma Fonksiyonu
- Yorgan Yıkama Programı
- Su Kesik Emniyet Sistemi
- Tam Daire Geniş Kapı
- Elde Yıkama / Narin 30°C
- Günlük 60 Dakika / 60 °C Yıkama Programı
- Ön Yıkama Fonksiyonu

ECEhizmetmerkezi 444 2 323 www.eceskraciae.com.tr A+++ 3 YIL GARANTİ

Ece

Figure 5.2. Feminine advertisement.



Figure 5.3. Masculine advertisement

In order to create the names of the products with certain gender associations, I relied on Wu and colleagues' work on phonetic symbolism.<sup>28</sup> In light of this study, 'Ece' which is a Turkish female name, has been chosen as the brand name. 'Thetis', which is the goddess of water in Greek mythology, was chosen as the product name to increase the perceived sense of femininity. On the other hand, 'Ege', which is a Turkish male name, has been chosen as the brand name. 'Poseidon', which is the god of sea in Greek mythology, was chosen as the product name to increase the sense of masculinity.

As explained earlier<sup>29</sup>, colors are stereotyped as feminine and masculine as well (Cunningham & Macrae, 2011, p. 601). In that sense, pink (logo), pinkish-white (background) and purple (font) color tones have been used for the product 'Ece Thetis' (feminine advertisement). Whereas, dark blue (logo), blue (font) and cool blue (background) color tones have been used for the product 'Ege Poseidon' (masculine advertisement).

Brand logo and its font type have been created according to the findings of Lieven and colleagues' study. Lieven and colleagues indicate that heavier and angular shape logos increase masculinity, whereas slender and round logos increase femininity.

<sup>28</sup> See page 58 for a detailed explanation of phonetic symbolism.

<sup>29</sup> See page 54 in this thesis.

Likewise, bold and angular type fonts increase masculinity, whereas slender and round type fonts increase femininity (Lieven, Grohmann, Herrmann, Landwehr, & van Tilburg, 2015, pp. 153, 158). Image 5.4 and Image 5.5 show brand logos used in the poster advertisements.



Figure 5.4. Masculine logo.



Figure 5.5. Feminine logo

The technical specifications used to describe the washing machine in each poster have been developed by means of the study conducted by Ehrnberger and his colleagues.<sup>30</sup> Table 5.2 shows the ‘masculine’ product descriptions in Turkish and English.

Table 5.2. Masculine product descriptions.

<i>Turkish</i>	<i>English</i>
Dengesiz yük kontrol sistemi	Unbalance control system
Kireç kalkanı	Limescale protection
Su taşıma emniyet sistemi	Overflow Protection
Su kesik emniyet sistemi	Failure Detection System
Bumerang gövde	Boomerang Cabinet
LCD gösterge	LCD screen
Tam daire geniş kapı	Floating hook

<sup>30</sup> See page 70 for the details of said study.

In a similar fashion, feminine attributes listed in the ‘feminine’ advertisement’s product description area have been developed with reference to Debevec and Iyer’s work scrutinizing advertisements and gender roles. Table 5.3 shows the ‘feminine’ product descriptions in Turkish and English.

Table 5.3. Feminine product descriptions.

<i>Turkish</i>	<i>English</i>
Kolay ütüleme	Easy ironing
Kırışık azaltma fonksiyonu	Reducing laundry function
Yorgan yıkama programı	Quilt wash program
Su kesik emniyet sistemi	Failure Detection System
Tam daire geniş kapı	Floating hook
Elde yıkama	Hand wash
Narin 30°C	30°C delicate wash program
Günlük 60 dakika /	Daily 60 minutes
60 derecede yıkama programı	60°C hand wash
Ön yıkama fonksiyonu	Prewashing program

Inspired by Peak and colleagues’ thorough work on the use of female and male figures in advertisements,<sup>31</sup> a female character is used for ‘feminine’ advertisement and a male character is used for ‘masculine’ advertisement in this study. There are also differences between the models’ physical contact with the washing machine. Female model touches the washing machine in a gentle way to give a feminine manner, whereas the male model touches the washing machine in a dominating position.

While conducting the experiment three hypotheses guided the work:

1. Without the manipulation of an advertisement, product gender perception for the washing machine will be feminine.
2. The poster with masculine features will result in a shift in the product gender perception towards masculine
3. The poster with feminine features will result in a shift in the product gender perception towards feminine

Participants’ demographic characteristics such as gender/sexual identity, marital status, income level, date of birth, educational status and sexual orientation have also been

<sup>31</sup> See page 65 for the details of their study.

collected in order to understand whether product gender perception changes according to their demographic attributes. In addition, some questions were asked to measure participants' habits such as, 'when was the last time you bought home appliance?', 'what do you pay attention to when buying home appliance?', 'how often do you follow advertisements for home appliances?', 'how do you think advertising for home appliances influences your purchase behavior?', 'does a brand influence your purchase behavior?' and regarding their laundry/washing habits. The purpose of asking these questions was to understand participants' product usage and the factors that influence this usage. Moreover, in order to identify whether laundry job in general is perceived as feminine or masculine, the participants were asked how they do their laundry and how they see this act, however, these aspects have not been included in the analyses.

The data obtained from the questionnaire have been analyzed with the help of SPSS and then discussed.

Four hundred thirty-eight people in total volunteered to participate in this experiment. Among them 286 are women, 142 are men, and 10 identify themselves as 'other' (intersex, transsexual and non-binary) in terms of their gender identity. (When it comes to sexual orientation, 341 were heterosexuals, 27 were homosexuals, 45 are bisexuals, and 25 were subsumed under the category of 'other' (asexual, pansexual and pomosexual). Participants are between the ages 16 and 59 years old ( $M = 27.92$  years,  $SD = 6.46$  years). Their educational status vary from secondary school to doctoral degree (2 secondary school grade, 68 high-school degree, 248 bachelor degree, 24 diploma degree, 90 master degree, 6 doctoral degree). Similarly, the participant belong to different income groups (88 low, 328 middle, 22 high). All were assigned to the same experimental task. Participants' demographic information such as age, educational status, income levels, sexual identities, sexual orientations are shown in the related tables.



Table 5.4. Participants' age

<i>Age group</i>	<i>n</i>	<i>Percent</i>
20 years old and under	27	6,2
21 - 25	132	30,1
26 - 30	179	40,9
31 - 35	57	13,0
36 - 40	24	5,5
41 years old and over	19	4,3
Total	438	100,0

Table 5.5. Participant's gender identity and sexual orientation

<i>Gender Identity</i>	<i>Sexual Orientation</i>	<i>n</i>	<i>Percent</i>
Women	Heterosexual	222	77,6
	Homosexual	5	1,7
	Bisexual	40	14,0
	Other	19	6,6
	Total	286	100,0
Men	Heterosexual	117	82,4
	Homosexual	19	13,4
	Bisexual	4	2,8
	Other	2	1,4
	Total	142	100,0
Other	Heterosexual	2	20,0
	Homosexual	3	30,0
	Bisexual	1	10,0
	Other	4	40,0
	Total	10	100,0

Table 5.6. Participant's level of education

<i>Education level</i>	<i>n</i>	<i>Percent</i>
Doctoral degree	6	1,4
High-school graduate	68	15,5
Secondary school graduate	2	,5
Bachelor degree	248	56,6
Master degree	90	20,5
Diploma degree	24	5,5
Total	438	100,0

Table 5.7. Participant's level of income.

<i>Income level</i>	<i>n</i>	<i>Percent</i>
Low	88	20,1
Middle	328	74,9
High	22	5,0
Total	438	100,0

A summary score of the first survey which was conducted in order to measure the gender of washing machine is shown in the table 5.8.

Table 5.8 Descriptive Statistics

	<i>N</i>	<i>M</i>	<i>SD</i>
Femininity	438	3,6546	1,33291
Masculinity	438	3,7224	1,26246
Social Desirability	438	3,5066	,99499

Table 5.9. Paired Samples Test

	<i>Paired Differences</i>				<i>t</i>	<i>df</i>	<i>P</i>	
	<i>M</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>95% Confidence Interval of the Difference</i>				
				<i>Lower</i>				<i>Upper</i>
Femininity (1) – Masculinity (1)	-,06781	1,17171	,05599	-,17784	,04223	-1,211	437	,226

Without the manipulation of an advertisement we found out that there is no difference between the masculinity ( $M = 3.722$ ,  $SD = 1.262$ ) and femininity ( $M = 3.654$ ,  $SD = 1.332$ ) scores of washing machine ( $t(437) = 1.21$ ,  $p = .226$ ). That is to say, hypothesis one is not supported. Since femininity and masculinity scores were almost equal (meaning standard error means of the two values collide) the gender of washing machine would either be androgynous or undifferentiated.

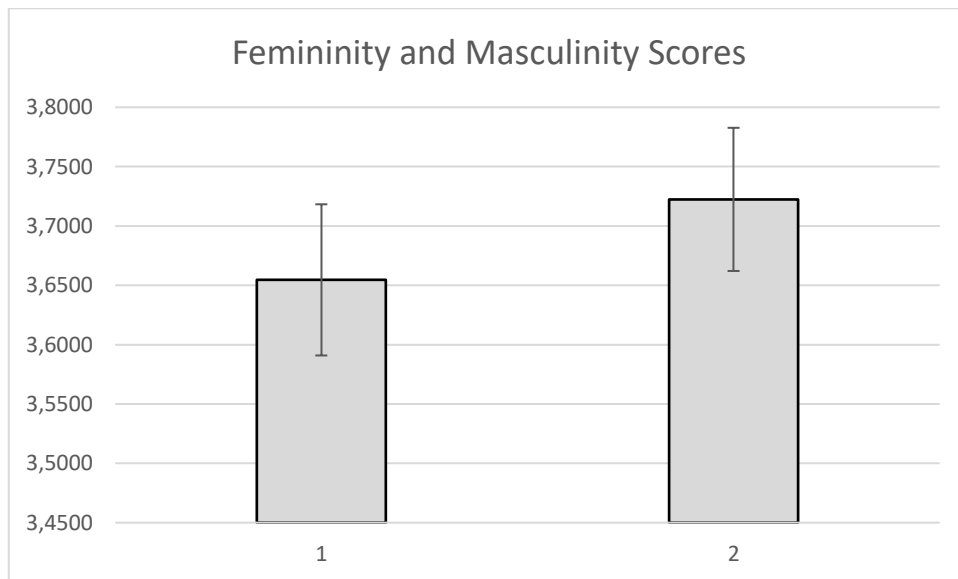


Figure 5.6 Femininity and masculinity scores of washing machine prior to exposure to advertisement (1 Femininity, 2 Masculinity).

When we analyze the gender perception of the washing machine, based on each individual's perception, majority of the participants' perceptions indicate a focus on two genders; androgynous and undifferentiated. Table 5.10 shows the results.

Table 5.10. Gender perception of the washing machine, based on each individual's perception

	<i>n</i>	<i>Percent</i>
Masculine	71	16,2
Feminine	77	17,6
Androgynous	142	32,4
Undifferentiated	148	33,8
Total	438	100,0

The analysis of the gender perception of the washing machine, based on the participants' gender identity, reveals that the majority of female participants tend to perceive the washing machine's gender as androgynous and undifferentiated. Likewise, male participants have the same perception as female participants. Table 5.11 shows the results.

Table 5.11 Gender perception of the washing machine, based on the participants' gender identity

		<i>n</i>	<i>Percent</i>
Women	Masculine	46	16,1
	Feminine	46	16,1
	Androgynous	90	31,5
	Undifferentiated	104	36,4
	Total	286	100,0
Men	Masculine	23	16,2
	Feminine	30	21,1
	Androgynous	48	33,8
	Undifferentiated	41	28,9
	Total	142	100,0
Other	Masculine	2	20,0
	Feminine	1	10,0
	Androgynous	4	40,0
	Undifferentiated	3	30,0
	Total	10	100,0

The analysis of the gender perception of the washing machine, based on the participants' sexual orientation, reveals that the majority of heterosexual participants tend

to perceive the washing machine's gender as androgynous and undifferentiated. Table 5.12 shows the results.

Table 5.12. Gender perception of the washing machine, based on the participants' sexual orientation

		<i>n</i>	<i>Percent</i>
Heterosexual	Masculine	53	15,5
	Feminine	62	18,2
	Androgynous	110	32,3
	Undifferentiated	116	34,0
	Total	341	100,0
Homosexual	Masculine	5	18,5
	Feminine	3	11,1
	Androgynous	13	48,1
	Undifferentiated	6	22,2
	Total	27	100,0
Bisexual	Masculine	10	22,2
	Feminine	9	20,0
	Androgynous	12	26,7
	Undifferentiated	14	31,1
	Total	45	100,0
Other	Masculine	3	12,0
	Feminine	3	12,0
	Androgynous	7	28,0
	Undifferentiated	12	48,0
	Total	25	100,0

Only the two hundred eighteen participants of the original four hundred thirty-eight people volunteered to continue with the experiment. And these were randomly assigned to the second survey. Among them, a hundred and five participants attended feminine advertisement (67 women, 36 men and 2 other gender identity; 71 heterosexuals, 7 homosexuals, 19 bisexuals, 8 other sexual orientation; 18 to 59 years old ( $M = 27.97$  years,  $SD = 7.06$  years); 1 secondary school grade, 18 high-school degree, 65 bachelor degree, 3 diploma degree, 18 master degree; and 20 low, 83 middle, 2 high income group), while one hundred thirteen participants attended masculine advertisement (81 women, 29 men and 3 other sexual identity; (91 heterosexuals, 9 homosexuals, 6 bisexuals, 7 other

sexual orientations; 18 to 59 years old ( $M = 27.97$  years,  $SD = 7.06$  years); 1 secondary school grade, 12 high-school degree, 63 bachelor's degree, 1 diploma degree, 33 master's degree, 3 doctoral degree; and 17 low, 90 middle, 6 high income group). These participants' demographic information is shown in the related tables.

Table 5.13. Participants' gender identity (second survey)

<i>GROUP</i>		<i>n</i>	<i>Percent</i>
Feminine Advertisement	Women	68	64,8
	Men	36	34,3
	Other	1	1,0
	Total	105	100,0
Masculine Advertisement	Women	81	71,7
	Men	29	25,7
	Other	3	2,7
	Total	113	100,0

Table 5.14. Participants' sexual orientation (second survey)

<i>GROUP</i>		<i>n</i>	<i>Percent</i>
Feminine Advertisement	Heterosexual	76	72,4
	Homosexual	7	6,7
	Bisexual	17	16,2
	Other	5	4,8
	Total	105	100,0
Masculine Advertisement	Heterosexual	88	77,9
	Homosexual	8	7,1
	Bisexual	7	6,2
	Other	10	8,8
	Total	113	100,0

Table 5.15. Participants' age (second survey)

<i>GROUP</i>		<i>n</i>	<i>Percent</i>
Feminine Advertisement	20 years old and under	7	6,7
	21 - 25	32	30,5
	26 - 30	42	40,0
	31 - 35	11	10,5
	36 - 40	8	7,6
	41 years old and over	5	4,8
	Total	105	100,0
Masculine Advertisement	20 years old and under	3	2,7
	21 - 25	26	23,0
	26 - 30	51	45,1
	31 - 35	22	19,5
	36 - 40	8	7,1
	41 years old and over	3	2,7
	Total	113	100,0

Table 5.16. Participants' education level (second survey)

<i>GROUP</i>		<i>n</i>	<i>Percent</i>
Feminine Advertisement	Doctoral degree	16	15,2
	High-school graduate	62	59,0
	Secondary school graduate	21	20,0
	Bachelor degree	6	5,7
	Master degree	105	100,0
Masculine Advertisement	Doctoral degree	3	2,7
	High-school graduate	16	14,2
	Secondary school graduate	59	52,2
	Bachelor degree	33	29,2
	Master degree	2	1,8
Total		113	100,0

Table 5.17. Participants' income level (second survey)

<i>GROUP</i>		<i>n</i>	<i>Percent</i>
Feminine Advertisement	Low	20	19,0
	Middle	83	79,0
	High	2	1,9
	Total	105	100,0
Masculine Advertisement	Low	17	15,0
	Middle	90	79,6
	High	6	5,3
	Total	113	100,0

To understand how groups having been exposed to the advertisements changed their masculine and feminine scores from the first administration to the second, we conducted a 2 (gender score: masculine and feminine)  $\times$  2 (pre-test and post-test)  $\times$  2 (group: masculine ad and feminine ad) mixed ANOVA. The results showed that there was a significant difference between pre- and post-tests ( $F(1,216) = 25.99, p < .001, \eta_p^2 = .11$ ). There was no significant two-way interaction between pre- and post-tests and group ( $F(1,216) = 1.68, p = .196, \eta_p^2 = .01$ ). There was a significant difference between masculine score and feminine score ( $F(1,216) = 4.30, p = .039, \eta_p^2 = .02$ ). There was no significant two-way interaction between gender scores (masculine score and feminine score) and group ( $F(1,216) = .055, p = .815, \eta_p^2 < .001$ ). There was no significant two-way interaction between pre- and post-test and gender score ( $F(1,216) = 1.15, p = .284, \eta_p^2 = .005$ ). There was a significant three-way interaction between pre- and post test, gender score and group ( $F(1,216) = 7.242, p = .008, \eta_p^2 = .032$ ). Table 5.19 shows the mixed ANOVA results.



Table 5.18. Descriptive Statistics

	GROUP	M	SD	N
Masculinity Score (1)	Feminine Advertisement Group	3,6414	1,33607	105
	Masculine Advertisement Group	3,8226	1,08032	113
	Total	3,7353	1,21083	218
Femininity Score (1)	Feminine Advertisement Group	3,4552	1,32581	105
	Masculine Advertisement Group	3,8757	1,29618	113
	Total	3,6732	1,32436	218
Masculinity Score (2)	Feminine Advertisement Group	4,0000	1,01520	105
	Masculine Advertisement Group	4,2695	,92325	113
	Total	4,1397	,97575	218
Femininity Score (2)	Feminine Advertisement Group	3,9738	1,07570	105
	Masculine Advertisement Group	3,9500	1,05397	113
	Total	3,9615	1,06210	218

Table 5.19. Mixed ANOVA results

<i>Source</i>		<i>Type III Sum of Squares</i>	<i>df</i>	<i>M</i>	<i>F</i>	<i>P.</i>	<i>Partial Eta Squared</i>	<i>Noncent. Parameter</i>	<i>Observed Power<sup>a</sup></i>
	Sphericity	26,607	1	26,607	25,985	,000	,107	25,985	,999
	Assumed								
Pre-test and Post-test	Greenhouse- Geisser	26,607	1,000	26,607	25,985	,000	,107	25,985	,999
	Huynh-Feldt	26,607	1,000	26,607	25,985	,000	,107	25,985	,999
	Lower-bound	26,607	1,000	26,607	25,985	,000	,107	25,985	,999
	Sphericity	1,724	1	1,724	1,683	,196	,008	1,683	,253
	Assumed								
Pre-test and Post-test * GROUP	Greenhouse- Geisser	1,724	1,000	1,724	1,683	,196	,008	1,683	,253
	Huynh-Feldt	1,724	1,000	1,724	1,683	,196	,008	1,683	,253
	Lower-bound	1,724	1,000	1,724	1,683	,196	,008	1,683	,253
	Sphericity	221,171	216	1,024					
	Assumed								
Error(Pre-test and Post-test)	Greenhouse- Geisser	221,171	216,000	1,024					
	Huynh-Feldt	221,171	216,000	1,024					
	Lower-bound	221,171	216,000	1,024					
	Sphericity	3,119	1	3,119	4,300	,039	,020	4,300	,542
	Assumed								
Gender score	Greenhouse- Geisser	3,119	1,000	3,119	4,300	,039	,020	4,300	,542
	Huynh-Feldt	3,119	1,000	3,119	4,300	,039	,020	4,300	,542
	Lower-bound	3,119	1,000	3,119	4,300	,039	,020	4,300	,542
	Sphericity	,040	1	,040	,055	,815	,000	,055	,056
	Assumed								
Gender score * GROUP	Greenhouse- Geisser	,040	1,000	,040	,055	,815	,000	,055	,056
	Huynh-Feldt	,040	1,000	,040	,055	,815	,000	,055	,056
	Lower-bound	,040	1,000	,040	,055	,815	,000	,055	,056

(Cont. on next page)

Table 5.19 (Cont.)

<i>Source</i>		<i>Type III</i>	<i>df</i>	<i>M</i>	<i>F</i>	<i>P.</i>	<i>Partial</i>	<i>Noncent.</i>	<i>Observed</i>
		<i>Sum of</i>					<i>Eta</i>	<i>Parameter</i>	<i>Power<sup>a</sup></i>
		<i>Squares</i>					<i>Squared</i>		
	Sphericity	156,654	216	,725					
	Assumed								
Error(gender	Greenhouse-	156,654	216,000	,725					
score)	Geisser								
	Huynh-Feldt	156,654	216,000	,725					
	Lower-bound	156,654	216,000	,725					
	Sphericity	,615	1	,615	1,154	,284	,005	1,154	,188
	Assumed								
Pre-test and Post-	Greenhouse-	,615	1,000	,615	1,154	,284	,005	1,154	,188
test * gender score	Geisser								
	Huynh-Feldt	,615	1,000	,615	1,154	,284	,005	1,154	,188
	Lower-bound	,615	1,000	,615	1,154	,284	,005	1,154	,188
	Sphericity	3,859	1	3,859	7,242	,008	,032	7,242	,764
	Assumed								
Pre-test and Post-	Greenhouse-	3,859	1,000	3,859	7,242	,008	,032	7,242	,764
test * gender	Geisser								
score* GROUP	Huynh-Feldt	3,859	1,000	3,859	7,242	,008	,032	7,242	,764
	Lower-bound	3,859	1,000	3,859	7,242	,008	,032	7,242	,764
	Sphericity	115,104	216	,533					
	Assumed								
Error(Pre-test and	Greenhouse-	115,104	216,000	,533					
Post-test *gender	Geisser								
score)	Huynh-Feldt	115,104	216,000	,533					
	Lower-bound	115,104	216,000	,533					

a. Computed using alpha = ,05

In order to better understand this meaningful difference, feminine score change between pre- and post-test and masculine score change between pre- and post-test were measured for each group. According to results, feminine advertisement group's feminine score changed in a positive way ( $M = .52$ ,  $SD = 1.35$ ) and their masculine score too changed in a positive way ( $M = .357$ ,  $SD = 1.30$ ). Masculine advertisement group's feminine score changed in a positive way ( $M = .07$ ,  $SD = 1.30$ ) and their masculine score changed in a positive way ( $M = .45$ ,  $SD = 1.14$ ). Table 5.20 shows the changes.

Table 5.20. Feminine score change and masculine score change

	GROUP	M	SD	N
Feminine score change	1,0	,5186	1,35132	105
	2,0	,0743	1,29227	113
	Total	,2883	1,33663	218
Masculine score change	1,0	,3586	1,20091	105
	2,0	,4469	1,14024	113
	Total	,4044	1,16798	218

To understand how groups having been exposed to the advertisements changed their masculine and feminine scores from the first administration to the second, we conducted a 2 (gender score change: masculine change and feminine change)  $\times$  2 (group: masculine ad and feminine ad) mixed ANOVA. The results showed that there was no significant difference between feminine change and masculine change ( $F(1,216) = 1.154$ ,  $p = .284$ ,  $\eta_p^2 = .005$ ). There was a significant two-way interaction between feminine change and masculine change and group ( $F(1,216) = 7.242$ ,  $p = .008$ ,  $\eta_p^2 = .032$ ). Table 5.21 shows the mixed ANOVA results.

Table 5.21. Mixed ANOVA results (gender score change)

<i>Source</i>		<i>Type III Sum of Squares</i>	<i>df</i>	<i>M</i>	<i>F</i>	<i>P</i>	<i>Partial Eta Squared</i>	<i>Noncent. Parameter</i>	<i>Observed Power<sup>a</sup></i>
Gender score change	Sphericity Assumed	1,230	1	1,230	1,154	,284	,005	1,154	,188
	Greenhouse- Geisser	1,230	1,000	1,230	1,154	,284	,005	1,154	,188
	Huynh-Feldt	1,230	1,000	1,230	1,154	,284	,005	1,154	,188
	Lower-bound	1,230	1,000	1,230	1,154	,284	,005	1,154	,188
Gender score change *	Sphericity Assumed	7,718	1	7,718	7,242	,008	,032	7,242	,764
	Greenhouse- Geisser	7,718	1,000	7,718	7,242	,008	,032	7,242	,764
	Huynh-Feldt	7,718	1,000	7,718	7,242	,008	,032	7,242	,764
	Lower-bound	7,718	1,000	7,718	7,242	,008	,032	7,242	,764
GROUP Error(gender score change)	Sphericity Assumed	230,208	216	1,066					
	Greenhouse- Geisser	230,208	216,000	1,066					
	Huynh-Feldt	230,208	216,000	1,066					
	Lower-bound	230,208	216,000	1,066					

a. Computed using alpha = ,05

In order to better understand this meaningful difference *t* test was conducted for each group. For those who were assigned to answer the second survey having received the poster with masculine features, there was difference between the masculinity change ( $M = .4469$ ,  $SD = 1.140$ ) and femininity change ( $M = .074$ ,  $SD = 1.292$ ) scores of washing machine ( $t(112) = 2.921$ ,  $p = .004$ ). The experiment showed that the masculinity score increased in this group. That is to say, hypothesis two is supported.

Table 5.22. Gender score changes masculine advertisement group

	M	N	SD	SEM
Feminine score change	,0743	113	1,29227	,12157
Masculine score change	,4469	113	1,14024	,10726

Table 5.23. Paired sample t test results (masculine advertisement group)

	M	SD	Paired Differences		t	df	P	
			Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Gender score change	-,37257	1,35574	,12754	-,62527	-,11987	-2,921	112	,004

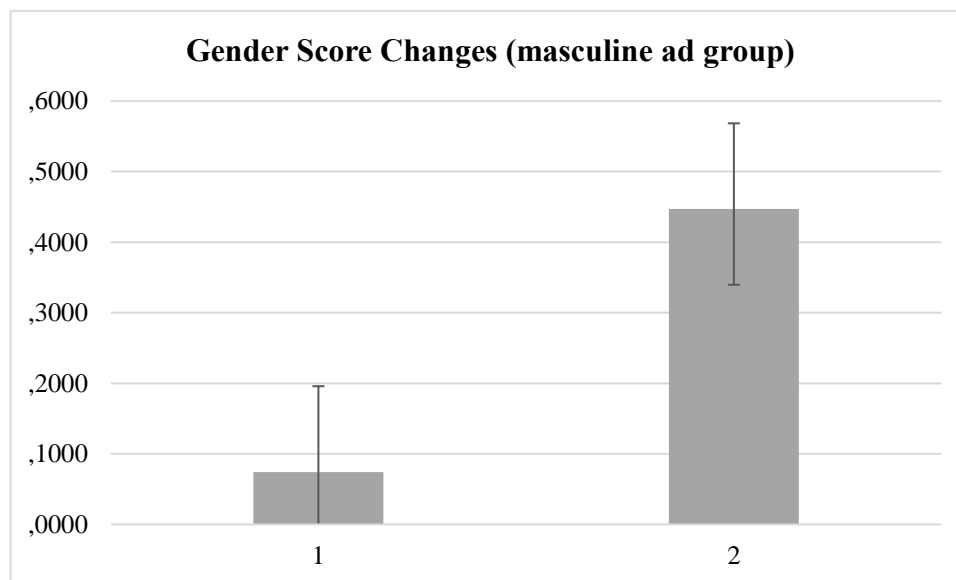


Figure 5.7. Femininity (1) and masculinity (2) scores of washing machine prior to exposure to advertisement.

For those who were assigned to answer the second survey having received the poster with feminine features, there was no difference between the masculinity change

( $M = .3586$ ,  $SD = 1.200$ ) and femininity change ( $M = .5186$ ,  $SD = 1.351$ ) scores of washing machine ( $t(104) = 1.048$ ,  $p = .297$ ). The experiment revealed that in this group both the masculinity and femininity scores increased, however, since the femininity score was not high enough to be considered scientifically significant in comparison to the rise in masculinity score, hypothesis three is not supported.

Table 5.24. Gender score changes feminine advertisement group

	<i>M</i>	<i>N</i>	<i>SD</i>	<i>SEM</i>
Feminine score change	,5186	105	1,35132	,13188
Masculine score change	,3586	105	1,20091	,11720

Table 5.25. Paired sample t test results (masculine advertisement group)

	<i>M</i>	<i>SD</i>	<i>Paired Differences</i>		<i>t</i>	<i>df</i>	<i>P</i>		
			<i>Std. Error</i>	<i>95% Confidence Interval</i>					
				<i>Mean</i>				<i>of the Difference</i>	
								<i>Lower</i>	<i>Upper</i>
Gender score change	,16000	1,56450	,15268	-,14277	,46277	1,048	104	,297	

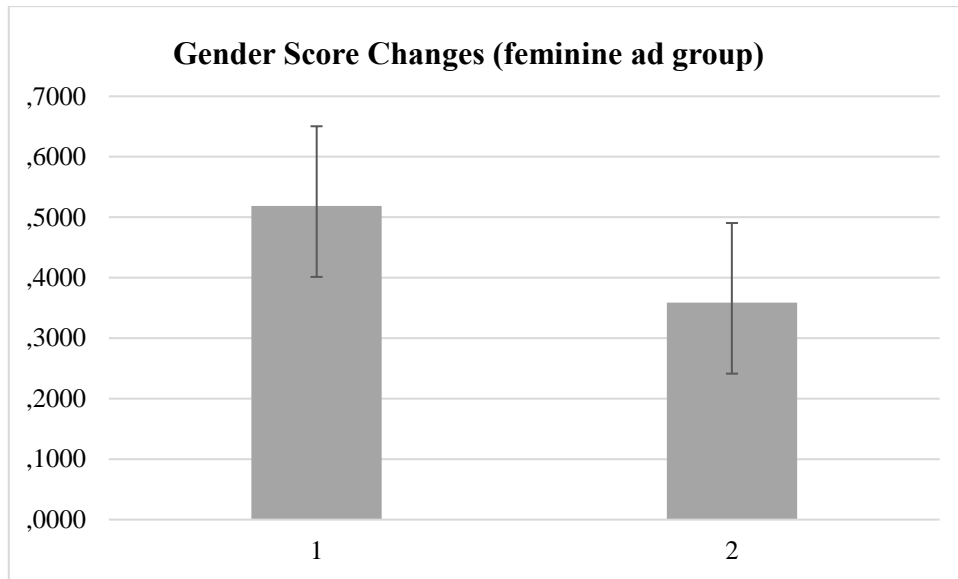


Figure 5.8. Femininity (1) and masculinity (2) scores of washing machine prior to exposure to advertisement.

To understand if and how gender identity of the participants following the exposure to the advertisement affected their masculine and feminine scores from the first administration to the second, we conducted a 2 (gender score change: masculine change and feminine change)  $\times$  2 (group: masculine ad and feminine ad)  $\times$  2 (gender identity: women, men and 'other') mixed ANOVA. The results showed that there was a significant two-way interaction between gender score change and sexual identity ( $F(2,212) = 3.334$ ,  $p = .038$ ,  $\eta_p^2 = .030$ ). There was a significant three-way interaction between gender score change, group and sexual identity ( $F(2,212) = 4.066$ ,  $p = .018$ ,  $\eta_p^2 = .037$ ). Table 5.26 shows the mixed ANOVA results.



Table 5.26. Mixed ANOVA results (participants' gender identity)

<i>Source</i>		<i>Type III Sum of Squares</i>	<i>df</i>	<i>M</i>	<i>F</i>	<i>P</i>	<i>Partial Eta Squared</i>	<i>Noncent. Parameter</i>	<i>Observed Power<sup>a</sup></i>
	Sphericity Assumed	,778	1	,778	,764	,383	,004	,764	,140
Gender score change	Greenhouse-Geisser	,778	1,000	,778	,764	,383	,004	,764	,140
	Huynh-Feldt	,778	1,000	,778	,764	,383	,004	,764	,140
	Lower-bound	,778	1,000	,778	,764	,383	,004	,764	,140
	Sphericity Assumed	,669	1	,669	,657	,418	,003	,657	,127
Gender score change * GROUP	Greenhouse-Geisser	,669	1,000	,669	,657	,418	,003	,657	,127
	Huynh-Feldt	,669	1,000	,669	,657	,418	,003	,657	,127
	Lower-bound	,669	1,000	,669	,657	,418	,003	,657	,127
	Sphericity Assumed	6,788	2	3,394	3,333	,038	,030	6,666	,626
Gender score change * Gender identity	Greenhouse-Geisser	6,788	2,000	3,394	3,333	,038	,030	6,666	,626
	Huynh-Feldt	6,788	2,000	3,394	3,333	,038	,030	6,666	,626
	Lower-bound	6,788	2,000	3,394	3,333	,038	,030	6,666	,626
	Sphericity Assumed	8,282	2	4,141	4,066	,018	,037	8,133	,719
Gender score change * GROUP * Gender identity	Greenhouse-Geisser	8,282	2,000	4,141	4,066	,018	,037	8,133	,719
	Huynh-Feldt	8,282	2,000	4,141	4,066	,018	,037	8,133	,719
	Lower-bound	8,282	2,000	4,141	4,066	,018	,037	8,133	,719
	Sphericity Assumed	215,872	212	1,018					
Error(Gender score change)	Greenhouse-Geisser	215,872	212,000	1,018					
	Huynh-Feldt	215,872	212,000	1,018					
	Lower-bound	215,872	212,000	1,018					

a. Computed using alpha = ,05

The results show that feminine advertisement group's 'feminine score change' was decreased for respondents who identify themselves as 'other' in terms of gender identity. Masculine advertisement group's 'feminine score change' was decreased for respondents whose identify themselves as 'men' in terms of gender identity. Feminine advertisement

group's 'masculine score change' was decreased for respondents who identify themselves as 'other' in terms of gender identity. Table 5.27 shows the results.

Table 5.27. Gender score change (gender identity)

	<i>GROUP</i>	<i>Gender Identity</i>	<i>M</i>	<i>SD</i>	<i>N</i>
Feminine score change	1,0	Women	,4868	1,44164	68
		Men	,6097	1,18375	36
		Other	-,6000	.	1
		Total	,5186	1,35132	105
	2,0	Women	,2599	1,32069	81
		Men	-,4672	1,11877	29
		Other	,3000	,70887	3
		Total	,0743	1,29227	113
	Total	Women	,3634	1,37715	149
		Men	,1292	1,26688	65
		Other	,0750	,73314	4
		Total	,2883	1,33663	218
Masculine score change	1,0	Women	,3382	1,18561	68
		Men	,4125	1,25768	36
		Other	-,2000	.	1
		Total	,3586	1,20091	105
	2,0	Women	,3364	1,15845	81
		Men	,7569	1,09990	29
		Other	,4333	,55076	3
		Total	,4469	1,14024	113
	Total	Women	,3372	1,16695	149
		Men	,5662	1,19334	65
		Other	,2750	,55000	4
		Total	,4044	1,16798	218

To understand if and how the sexual orientation of the participants following the exposure to the advertisements affected their masculine and feminine scores from the first administration to the second, we conducted a 2 (gender score change: masculine change and feminine change) × 2 (group: masculine ad and feminine ad) × 2 (sexual orientation: heterosexual, homosexual, bisexual and 'other') mixed ANOVA. The results show that there was no significant two-way interaction between gender score change and sexual orientation ( $F(3,210) = .546, p = .651, \eta_p^2 = .008$ ). There was no significant three-way

interaction between gender score change, group and sexual orientation ( $F(3,210) = 1.274$ ,  $p = .284$ ,  $\eta_p^2 = .018$ ). Table 5.28 shows the mixed ANOVA results.

Table 5.28. Mixed ANOVA results (sexual orientation)

Source		Type III Sum of Squares	df	M	F	P	Partial Eta Squared	Noncent. Parameter	Observed Power <sup>a</sup>
	Sphericity Assumed	,754	1	,754	,713	,400	,003	,713	,134
Gender score change	Greenhouse- Geisser	,754	1,000	,754	,713	,400	,003	,713	,134
	Huynh-Feldt	,754	1,000	,754	,713	,400	,003	,713	,134
	Lower-bound	,754	1,000	,754	,713	,400	,003	,713	,134
	Sphericity Assumed	,127	1	,127	,120	,730	,001	,120	,064
Gender score change * GROUP	Greenhouse- Geisser	,127	1,000	,127	,120	,730	,001	,120	,064
	Huynh-Feldt	,127	1,000	,127	,120	,730	,001	,120	,064
	Lower-bound	,127	1,000	,127	,120	,730	,001	,120	,064
	Sphericity Assumed	1,735	3	,578	,546	,651	,008	1,639	,161
Gender score change * Sexual orientation	Greenhouse- Geisser	1,735	3,000	,578	,546	,651	,008	1,639	,161
	Huynh-Feldt	1,735	3,000	,578	,546	,651	,008	1,639	,161
	Lower-bound	1,735	3,000	,578	,546	,651	,008	1,639	,161
	Sphericity Assumed	4,045	3	1,348	1,274	,284	,018	3,822	,338
Gender score change * GROUP * Sexual orientation	Greenhouse- Geisser	4,045	3,000	1,348	1,274	,284	,018	3,822	,338
	Huynh-Feldt	4,045	3,000	1,348	1,274	,284	,018	3,822	,338
	Lower-bound	4,045	3,000	1,348	1,274	,284	,018	3,822	,338
	Sphericity Assumed	222,215	210	1,058					
Error(Gender score change)	Greenhouse- Geisser	222,215	210,000	1,058					
	Huynh-Feldt	222,215	210,000	1,058					
	Lower-bound	222,215	210,000	1,058					

a. Computed using alpha = ,05

Table 5.29. Gender score change (sexual orientation)

	<i>GROUP</i>	<i>Sexual Orientation</i>	<i>M</i>	<i>SD</i>	<i>N</i>
Feminine score change	1,0	Heterosexual	,5816	1,31911	76
		Homosexual	,4571	1,33086	7
		Bisexual	,0706	1,49771	17
		Other	1,1700	1,32552	5
		Total	,5186	1,35132	105
	2,0	Heterosexual	,0631	1,29899	88
		Homosexual	,5125	,84420	8
		Bisexual	-,3857	1,25357	7
		Other	,1450	1,58945	10
		Total	,0743	1,29227	113
	Total	Heterosexual	,3034	1,32986	164
		Homosexual	,4867	1,05652	15
		Bisexual	-,0625	1,41960	24
		Other	,4867	1,54151	15
Total		,2883	1,33663	218	
Masculine score change	1,0	Heterosexual	,2434	1,17789	76
		Homosexual	,6429	1,37217	7
		Bisexual	,5059	1,18992	17
		Other	1,2100	1,26610	5
		Total	,3586	1,20091	105
	2,0	Heterosexual	,5267	1,17216	88
		Homosexual	,8125	,79944	8
		Bisexual	,0071	,53730	7
		Other	-,2400	1,16304	10
		Total	,4469	1,14024	113
	Total	Heterosexual	,3954	1,17975	164
		Homosexual	,7333	1,06497	15
		Bisexual	,3604	1,05542	24
		Other	,2433	1,35210	15
Total		,4044	1,16798	218	

In sum, hypothesis one is not supported. According to the scores, gender perception of the washing machine could be androgynous or undifferentiated rather than feminine as presumed. When we analyze the gender perception of washing machine based on individual's perception, majority of the participants' perception appear to be undifferentiated and androgynous. On the other hand, hypothesis two is supported. Masculine advertisements caused a significant shift on the participants' perception

towards masculinity. Hypothesis three is not supported. Participants' feminine scores increased more than masculine scores. However, feminine advertisements did not cause a significant shift towards femininity.

Debevec and Iyer mention that:

The gender image of toothpaste, a gender-neutral product, was influenced somewhat by the male spokesperson, but not at all by the female spokesperson. This may suggest that it is more difficult to "genderize" a neutral product using a spokesperson than to alter the gender of a masculine or feminine product (Debevec & Iyer, 1986a, p. 18).

A similar situation also occurred in this study. The advertisement which has masculine elements changed the gender perception of the washing machine towards masculinity. On the other hand, the advertisement which has feminine elements did not change the gender perception of the washing machine towards femininity. We mentioned before that the gender perception of the washing machine may be androgynous or undifferentiated due to the first survey's result. There is no significant difference between feminine and masculine mean scores. In that sense, it can be argued that the gender of washing machine is more neutral than feminine or masculine. As a result of this, it is hard to 'genderize' washing machine, which can be categorized as a neutral product.

Advertisement which has masculine elements have changed the gender perception of the washing machine toward masculinity, whereas feminine advertisement was not as 'effective' as masculine advertisement, it could not change the gender perception toward femininity. There may also be other reasons behind these results. The question "why feminine advertisement was not as effective as masculine advertisement?" can be answered in different ways First, feminine advertisement may not have been prepared properly or feminine elements that are used in the advertisement may not be feminine enough for participants. This might be why significant difference was not obtained with the feminine advertisement. Second, even though the first survey was conducted without any manipulations, participants may have been affected by current advertisements. Besides, as mentioned before, gender roles are determined by society, and also design elements such as form, color etc. and advertisements may affect the product gender perception. Furthermore, nowadays gender roles are changing and it might affect the product designs and representations on the media, so the results may have been influenced by these changes, which cannot be measured precisely. Participants may have been exposed to advertisements which contain feminine elements that are similar to these used in this study. Likewise, other products related with washing machine such as detergent,

anti-lime scale, fabric softener etc. advertisements are heavily gendered. For example, “Ariel”, “Persil”, “Yumoş” etc. They also may have affected the participants’ answers. On the other hand, under normal conditions, advertisements are produced in a context such as between the news, series, sequential advertising, newspaper, magazine etc. However, in this study, respondents answer the survey having seen and isolated printed advertisement. This should be mentioned in case it might have affected the results. Third, the sample group used in this study, which is unorthodox in many ways compared to general samples groups, may also have changed the results. In this thesis, participants were mostly highly educated, and they have different sexual orientations and gender identity. The results would have been different if different sample groups were used in this study.

As a result, feminine advertisements may have not cause a change in the gender perception of the washing machine.

## CHAPTER 6

### CONCLUSION

This study argues that advertisements might have an impact on the consumer's perception of product gender. In order to contextualize this discussion, I have focused on the concept of gender. I have highlighted the differences between the terms 'sex' and 'gender'. Besides, concepts such as gender stereotype, gender role and gender identity have been discussed. The literature review has revealed that there are different gender roles, gender identities and gender stereotypes, and these concepts may change from culture to culture.

The literature review, also made it clear that products have a gender. Moreover, product's forms, functions, colors, services associated with the product, names, brand identities, representations on the media, specific gender roles and stereotypes in a given society and technological aspects effect the product gender perception.

According to the results of the study, gender of the washing machine has not been measured 'feminine' by Turkish consumers. Because, the scores of masculinity and femininity are not different from each other according to the applied inventory's result. In addition, the washing machine advertisement containing masculine elements such as blue color, a male model, technical information about washing machine, phonetically masculine brand and product name, and a masculine brand logo shifted the gender perception of the product toward masculinity. Yet, the washing machine advertisement containing feminine elements such as pink color, a female model, information about washing machine, phonetically feminine brand and product name, and a feminine brand logo did not alter the gender perception toward femininity.

This study has strengths and weaknesses. First of all, there is no study about the gender perception of the washing machine in Turkey, meaning this thesis is a first in the field. Furthermore, this study introduced an approach to measure gender perception of a product. To this end, the Bem Sex Role Inventory was used for the first time to measure the gender of a product. This study also shows that consumer perception of a product may have been affected by advertisement besides other design elements such as form, function etc. Furthermore, this study contributes to the knowledge on design process, culture and research. Industrial design is a multidisciplinary field. Incorporating different

disciplines/fields into the design process while designing and developing a product and/or service contributes to the development of that product/service. Product gender perception is an important element for consumers, producers, designers and marketers. Creating a gender perception of a product requires strategic and political decisions. This study argues that in the both literature review and experiment, product gender perception may be affected by several elements. In this sense, this study can be used as a reference for designers, producers and marketers. The categorization and explanation of what the elements of product gender perception are also help the designers for their design process. In addition, this study emphasizes that a product is not only about design and function but also shows that after design and production, the relevant values of the product can be manipulated, modified and redirected. Moreover, this study reveals that one's demographic information, sexual orientation, gender, educational level and their cultural belonging might all have an impact on one's gender perception of a product.

In terms of the limitation of the study, the first thing to note is that due to the time limitation, only two months break was given between the two surveys. However, for more accurate results the time gap should have been six months or more. Besides, because of the limited time not all the data were interpreted comparatively in the analyzes. Moreover, since there is no special inventory to measure the gender perception of products the BSRI has been appropriated here. It would be much more accurate if a specific new inventory designed particularly for measuring the gender a product was used in his experiment. It could also be diversified by creating different types of advertisements such as using a masculine male model with feminine elements and vice versa. Even there could be the representation of other alternative gender roles and sexual identities in the advertisements and then the effects could be compared. Lastly, it would be fruitful to compare the results of this study with others done on the same topic. Since this thesis offers a first example, it can open up for further discussion and research.



## REFERENCES

- Aaker, J. L. (1997). Dimensions of brand personality. *Journal of marketing research*, 347-356.
- Akçay, O., Dalgin, M. H., & Bhatnagar, S. (2011). Perception of color in product choice among college students: a cross-national analysis of USA, India, China and Turkey. *International Journal of Business and Social Science*, 2(21).
- Allison, N. K., Golden, L. L., Mullet, G. M., & Coogan, D. (1980). Sex-typed product images: The effects of sex, sex role self-concept and measurement implications. *NA-Advances in Consumer Research Volume 07*.
- Alreck, P. L. (1994). Commentary: A new formula for gendering products and brands. *Journal of Product & Brand Management*, 3(1), 6-18.
- Aslam, M. M. (2006). Are you selling the right colour? A cross-cultural review of colour as a marketing cue. *Journal of marketing communications*, 12(1), 15-30.
- Babolhavaeji, M., Vakilian, M. A., & Slambolchi, A. Color Preferences Based On Gender As a New Approach In Marketing.
- Babyak, R. (2006). His, Hers, and Other. *Appliance Design*, 54(7), 5.
- Banaji, M. R. (2001). Stereotypes, Social Psychology of. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social & behavioral sciences* (pp. 15100-15104): Elsevier Amsterdam.
- Bell, L. C. (2004). Psychoanalytic Theories of Gender. In A. H. Eagly, A. E. Beall, & R. J. Sternberg (Eds.), *The psychology of gender* (pp. 145-168): Guilford Press.
- Bem, S. L. (1974). The Measurement of Psychological Androgyny. *Journal Of Consulting And Clinical Psychology*, 42(2), 155-162.
- Bem, S. L. (1981). Gender schema theory: A cognitive account of sex typing. *Psychological review*, 88(4), 354-364.
- Best, D. L. (2003). Gender Stereotypes. In C. R. Ember & M. Ember (Eds.), *Encyclopedia of Sex and Gender: Men and Women in the World's Cultures* (pp. 11-23).
- Blakemore, J. E. O., Berenbaum, S. A., & Liben, L. S. (2008). *Gender Development: Psychology Press*.
- Borges, A., Babin, B. J., & Spielmann, N. (2013). Gender orientation and retail atmosphere: effects on value perception. *International Journal of Retail & Distribution Management*, 41(7), 498-511.

- Broverman, I. K., Vogel, S. R., Broverman, D. M., Clarkson, F. E., & Rosenkrantz, P. S. (1972). Sex-Role Stereotypes: A Current Appraisal. *Journal of Social Issues*, 28(2), 59-78.
- Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological review*, 106(4), 676-713.
- Callan, J. E. (2002). Gender Development: Psychoanalytic Perspectives. In J. Worell (Ed.), *Encyclopedia of Women and Gender : Sex Similarities and Differences and the Impact of Society on Gender* (Vol. 1, pp. 523-536). San Diego, Calif: Academic Press.
- Champagne, J. (2007). Gender Identity. In F. Malti-Douglas (Ed.), *Encyclopedia of Sex and Gender* (Vol. 2, pp. 614-616). Detroit: Gale, Cengage Learning.
- Cho, S.-H., & Hong, S.-J. (2013). Blog user satisfaction: Gender differences in preferences and perception of visual design. *Social Behavior and Personality: an international journal*, 41(8), 1319-1332.
- Clarke, I., & Honeycutt, E. D. (2000). Color usage in international business-to-business print advertising. *Industrial Marketing Management*, 29(3), 255-261.
- Colman, A. M., & Press, O. U. (2015). Oxford Dictionary of Psychology.
- Connell, R. W. (1987). *Gender and Power: Society, the Person and Sexual Politics*: Polity Press.
- Cote, N. G., & Deutsch, F. M. (2008). Flowers for mom, a tie for dad: How gender is created on Mother's and Father's Day. *Gender Issues*, 25(4), 215-228.
- Cunningham, S. J., & Macrae, C. N. (2011). The colour of gender stereotyping. *British Journal of Psychology*, 102(3), 598-614.
- Davies, J., Zhu, H., & Brantley, B. (2007). Sex appeals that appeal: Negative sexual self-schema as a moderator of the priming effects of sexual ads on accessibility. *Journal of Current Issues & Research in Advertising*, 29(2), 79-89.
- Debevec, K., & Iyer, E. (1986a). The influence of spokespersons in altering a product's gender image: Implications for advertising effectiveness. *Journal of Advertising*, 15(4), 12-20.
- Debevec, K., & Iyer, E. (1986b). SEX ROLES AND CONSUMER PERCEPTIONS OF PROMOTIONS, PRODUCTS, AND SELF: WHAT DO WE KNOW AND WHERE SHOULD WE BE HEADED? *Advances in Consumer Research*, 13(1).
- Dökmen, Z. Y. (2015). *Toplumsal cinsiyet : sosyal psikolojik açıklamalar*: İstanbul : Remzi Kitabevi, 2015.

- Duesterhaus, M., Grauerholz, L., Weichsel, R., & Guittar, N. A. (2011). The cost of doing femininity: Gendered disparities in pricing of personal care products and services. *Gender Issues, 28*(4), 175-191.
- Ehrnberger, K., Räsänen, M., & Ilstedt, S. (2012). Visualising gender norms in design: Meet the mega hurricane mixer and the drill dolphia. *International Journal of design, 6*(3).
- Elliott, A. (2012). *Routledge handbook of identity studies*: Taylor & Francis.
- Elliott, R., Eccles, S., & Hodgson, M. (1993). Re-coding gender representations: Women, cleaning products, and advertising's "New Man". *International Journal of Research in Marketing, 10*(3), 311-324.
- Encyclopedia of sex and gender : men and women in the world's cultures. 1. Topics and cultures A - K. (2003). In C. R. Ember & M. Ember (Eds.): Springer.
- Fenko, A., & Drost, W. (2014). A study in pink: What determines the success of gender-specific advertising?
- Frassanito, P., & Pettorini, B. (2008). Pink and blue: The color of gender. *Child's Nervous System, 24*(8), 881-882.
- Fugate, D. L., & Phillips, J. (2010). Product gender perceptions and antecedents of product gender congruence. *Journal of Consumer Marketing, 27*(3), 251-261.
- Funk, D., & Oly Ndubisi, N. (2006). Colour and product choice: a study of gender roles. *Management research news, 29*(1/2), 41-52.
- Garber Jr, L. L., Burke, R., & Jones, J. (2000). The role of package appearance in consumer purchase consideration and choice. *Boston: Marketing Science Institute Working Paper Series*.
- Gender. *Oxford Dictionaries*. Retrieved from <http://www.oxforddictionaries.com/definition/english/gender>
- Gentile, D. A. (1993). Just what are sex and gender, anyway?: a call for a new terminological standard. *Psychological Science*(2), 120-122.
- Geuens, M., Weijters, B., & De Wulf, K. (2009). A new measure of brand personality. *International Journal of Research in Marketing, 26*(2), 97-107.
- Gofman, A., Moskowitz, H. R., & Mets, T. (2010). Accelerating structured consumer-driven package design. *Journal of Consumer Marketing, 27*(2), 157-168.
- Goldberg, L. R. (1990). An alternative" description of personality": the big-five factor structure. *Journal of personality and social psychology, 59*(6), 1216.

- Golden, L. L., Allison, N., & Clee, M. (1979). The role of sex role self-concept in masculine and feminine product perceptions. *NA-Advances in Consumer Research Volume 06*.
- Govers, P. C., & Schoormans, J. P. (2005). Product personality and its influence on consumer preference. *Journal of Consumer Marketing*, 22(4), 189-197.
- Grohmann, B. (2009). Gender dimensions of brand personality. *Journal of marketing research*, 46(1), 105-119.
- Guevremont, A., & Grohmann, B. (2015). Consonants in brand names influence brand gender perceptions. *European Journal of Marketing*, 49(1/2), 101-122.
- Hogan, H. W. (1977). The measurement of psychological androgyny: An extended replication. *Journal of Clinical Psychology*, 33(4), 1009-1013. doi:10.1002/1097-4679(197710)33:4<1009::AID-JCLP2270330417>3.0.CO;2-5
- Hogg, M. K., & Garrow, J. (2003). Gender, identity and the consumption of advertising. *Qualitative Market Research: An International Journal*, 6(3), 160-174.
- Holmes, M. (2007). *What Is Gender? : Sociological Approaches*. Los Angeles: SAGE Publications Ltd.
- Hong, J.-C., Hwang, M.-Y., Wong, W.-T., Lin, H.-C., & Yau, C.-M. (2012). Gender differences in social cognitive learning at a technological project design. *International Journal of Technology and Design Education*, 22(4), 451-472.
- Hoogland, R. e. C. (2007). Gender, Theories of. In F. Malti-Douglas (Ed.), *Encyclopedia of Sex and Gender* (Vol. 2, pp. 628-632). Detroit: Gale, Cengage Learning.
- Hyde, J. S., & Mezulis, A. H. (2002). Gender Difference Research: Issues and Critique. In J. Worell (Ed.), *Encyclopedia of Women and Gender : Sex Similarities and Differences and the Impact of Society on Gender* (Vol. 1, pp. 551-559). San Diego, Calif: Academic Press.
- Iyer, E. S., & Debevec, K. (1986). *Gender Stereotyping of Products: Are Products Like People?* Paper presented at the Proceedings of the 1986 Academy of Marketing Science (AMS) Annual Conference, Cham.
- Iyer, E. S., & Debevec, K. (1989). *Bases for the formation of product gender images.* Paper presented at the Proceedings of the 1989 Academy of Marketing Science (AMS) Annual Conference.
- Johnson, J. L., & Repta, R. (2012). Sex and gender: Beyond the binaries *Designing and Conducting Gender, Sex, and Health Research* (pp. 17-38).
- Kapferer, J.-N. (2012). *The new strategic brand management: Advanced insights and strategic thinking* (5th ed.): Kogan page publishers.

- Kavuncu, A. N. (1987). *BEM Cinsiyet Rolü Envanteri'ni Türk toplumuna uyarlama çalışmaları*. (Master Degree), Hacettepe Üniversitesi.
- Keller, K. L. (1993). Conceptualizing, measuring, and managing customer-based brand equity. *the Journal of Marketing*, 1-22.
- Kilmartin, C. T., & Dervin, D. (1997). Inaccurate representation of the electra complex in psychology textbooks. *Teaching of Psychology*, 24(4), 269-270.
- Kite, M. E. (2002). Gender Stereotypes. In J. Worell (Ed.), *Encyclopedia of Women and Gender : Sex Similarities and Differences and the Impact of Society on Gender* (Vol. 1, pp. 561-570). San Diego, Calif: Academic Press.
- Klink, R. R. (2009). Gender differences in new brand name response. *Marketing Letters*, 20(3), 313-326.
- Koller, V. (2008). Not just a colour': pink as a gender and sexuality marker in visual communication. *Visual Communication*, 7(4), 395-423.
- Lafky, S., Duffy, M., Steinmaus, M., & Berkowitz, D. (1996). Looking through gendered lenses: Female stereotyping in advertisements and gender role expectations. *Journalism & Mass communication quarterly*, 73(2), 379-388.
- Laurent, G., & Kapferer, J.-N. (1985). Measuring consumer involvement profiles. *Journal of marketing research*, 41-53.
- Lee, Y.-J., Haley, E., & Avery, E. J. (2010). The role of gender and message strategy in the perception of advocacy advertising. *Journal of Current Issues & Research in Advertising*, 32(1), 47-55.
- Lerner, K. L., Lerner, B. W., & Lerner, A. W. (2007). *Gender Issues and Sexuality: Essential Primary Sources*: Thomson Gale.
- Lieven, T., Grohmann, B., Herrmann, A., Landwehr, J. R., & van Tilburg, M. (2015). The effect of brand design on brand gender perceptions and brand preference. *European Journal of Marketing*, 49(1/2), 146-169.
- Lin, P.-C., & Chen, S.-I. (2013). The effects of gender differences on the usability of automotive on-board navigation systems—A comparison of 2D and 3D display. *Transportation research part F: traffic psychology and behaviour*, 19, 40-51.
- Lott, B., & Maluso, D. (2002). Gender Development: Social Learning. In J. Worell (Ed.), *Encyclopedia of Women and Gender : Sex Similarities and Differences and the Impact of Society on Gender* (Vol. 1, pp. 537-549). San Diego, Calif: Academic Press.
- Madden, T. J., Hewett, K., & Roth, M. S. (2000). Managing images in different cultures: A cross-national study of color meanings and preferences. *Journal of international marketing*, 8(4), 90-107.

- Martin, C. L., & Dinella, L. (2001). Gender-related Development. In N. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social & behavioral sciences* (pp. 6020-6027): Elsevier Amsterdam.
- Masse, M. A., & Rosenblum, K. (1988). *Male and female created they them: The depiction of gender in the advertising of traditional women's and men's magazines*. Paper presented at the Women's Studies International Forum.
- Milner, L. M., & Collins, J. M. (1998). Sex role portrayals in Turkish television advertisements: An examination in an international context. *Journal of Euromarketing*, 7(1), 1-28.
- Milner, L. M., & Fodness, D. (1996). Product gender perceptions: The case of China. *International Marketing Review*, 13(4), 40-51.
- Nassif, A., & Gunter, B. (2008). Gender representation in television advertisements in Britain and Saudi Arabia. *Sex Roles*, 58(11-12), 752-760.
- Nickles, S. (2002). "Preserving Women": Refrigerator Design as Social Process in the 1930s. *Technology and Culture*, 43(4), 693-727.
- Noseworthy, T. J., Cotte, J., & Lee, S. H. M. (2011). The effects of ad context and gender on the identification of visually incongruent products. *Journal of Consumer Research*, 38(2), 358-375.
- Paek, H.-J., Nelson, M. R., & Vilela, A. M. (2011). Examination of gender-role portrayals in television advertising across seven countries. *Sex Roles*, 64(3-4), 192-207.
- Perle, J., & Waguespack, A. (2011). Gender Schema Theory. In S. Goldstein & J. A. Naglieri (Eds.), *Encyclopedia of Child Behavior and Development* (pp. 690-691). Boston, MA: Springer US.
- Pilcher, J., & Whelehan, I. (2004). *Fifty Key Concepts in Gender Studies*. London: SAGE Publications Ltd.
- Postema, B. (2007). Gender Roles: III. Contemporary Understanding. In F. Malti-Douglas (Ed.), *Encyclopedia of Sex and Gender* (Vol. 2, pp. 619-620). Detroit: Gale, Cengage Learning.
- Putrevu, S. (2008). Consumer responses toward sexual and nonsexual appeals: The influence of involvement, need for cognition (NFC), and gender. *Journal of Advertising*, 37(2), 57-70.
- Reichert, T., Childers, C. C., & Reid, L. N. (2012). How sex in advertising varies by product category: An analysis of three decades of visual sexual imagery in magazine advertising. *Journal of Current Issues & Research in Advertising*, 33(1), 1-19.

- Reichert, T., LaTour, M. S., & Kim, J. Y. (2007). Assessing the influence of gender and sexual self-schema on affective responses to sexual content in advertising. *Journal of Current Issues & Research in Advertising*, 29(2), 63-77.
- Reichert, T., LaTour, M. S., Lambiase, J. J., & Adkins, M. (2007). A test of media literacy effects and sexual objectification in advertising. *Journal of Current Issues & Research in Advertising*, 29(1), 81-92.
- Ritnamkam, S., & Sahachaisaeree, N. (2012). Cosmetic packaging design: A case study on gender distinction. *Procedia-Social and Behavioral Sciences*, 50, 1018-1032.
- Rommes, E., Bath, C., & Maass, S. (2012). Methods for intervention: Gender analysis and feminist design of ICT. *Science, technology, & human values*, 37(6), 653-662.
- Roof, J. (2007a). Gender Roles: I. Overview. In F. Malti-Douglas (Ed.), *Encyclopedia of Sex and Gender* (Vol. 2, pp. 616-617). Detroit: Gale, Cengage Learning.
- Roof, J. (2007b). Gender Studies. In F. Malti-Douglas (Ed.), *Encyclopedia of Sex and Gender* (Vol. 2, pp. 624-628). Detroit: Gale, Cengage Learning.
- Roof, J. (2007c). Genetics and Gender. In F. Malti-Douglas (Ed.), *Encyclopedia of Sex and Gender* (Vol. 2, pp. 634-638). Detroit: Gale, Cengage Learning.
- Schroeder, J. E., & Zwick, D. (2004). Mirrors of masculinity: Representation and identity in advertising images. *Consumption Markets & Culture*, 7(1), 21-52.
- Schroeder, K. (2010). *Gender dimensions of product design*. Paper presented at the Gender, Science, and Technology Expert Group meeting of the United Nations Division for the Advancement of Women (UN-DAW).
- Scott, J., & Marshall, G. (2009). *A Dictionary of Sociology*: Oxford University Press.
- Stets, J. E., & Burke, P. J. (2000). Femininity/masculinity. *Encyclopedia of sociology*, 997-1005.
- Stone, M. A., & Desmond, J. (2007). *Fundamentals of marketing*: Routledge.
- Taylor, K. A., Miyazaki, A. D., & Mogensen, K. B. (2013). Sex, beauty, and youth: An analysis of advertising appeals targeting US women of different age groups. *Journal of Current Issues & Research in Advertising*, 34(2), 212-228.
- Tilburg, M., Lieven, T., Herrmann, A., & Townsend, C. (2015). Beyond “Pink It and Shrink It” Perceived Product Gender, Aesthetics, and Product Evaluation. *Psychology & Marketing*, 32(4), 422-437.
- Turner, B. S. (2006). *The Cambridge dictionary of sociology*: Cambridge university press Cambridge.

- Unger, R. K., & Crawford, M. (1993). COMMENTARY: SEX AND GENDER--The Troubled Relationship Between Terms and Concepts. *Psychological Science (Wiley-Blackwell)*, 4(2), 122-124.
- Uray, N., & Burnaz, S. (2003). An analysis of the portrayal of gender roles in Turkish television advertisements. *Sex Roles*, 48(1-2), 77-87.
- van den Hende, E., & Mugge, R. (2012). The role of Gender Congruity for Anthropomorphized Product Perception. *Advances in Consumer Research*, 40.
- Veenstra, M. (2007). Gender Stereotype. In F. Maltz-Douglas (Ed.), *Encyclopedia of Sex and Gender* (Vol. 2, pp. 622-624). Detroit: Gale, Cengage Learning.
- Veg, N., & Nyeck, S. (2007). Brand gender and cross-gender extensions. *Doctoral diss., Essec Business School*.
- Waelder, R. (1960). Basic theory of psychoanalysis.
- Wikipedia. (2016a). Hijra (South Asia) - Wikipedia, the free encyclopedia. Retrieved from [https://en.wikipedia.org/wiki/Hijra\\_\(South\\_Asia\)](https://en.wikipedia.org/wiki/Hijra_(South_Asia))
- Wikipedia. (2016b). Margaret Mead. Retrieved from [https://en.wikipedia.org/wiki/Margaret\\_Mead](https://en.wikipedia.org/wiki/Margaret_Mead)
- Williams, J. E., Satterwhite, R. C., & Best, D. L. (1999). Pancultural gender stereotypes revisited: The five factor model. *Sex Roles*, 40(7-8), 513-525.
- Wilmshurst, J., & Mackay, A. (1999). *The Fundamentals of Advertising*: Routledge.
- Wolin, L. D. (2003). Gender issues in advertising—An oversight synthesis of research: 1970–2002. *Journal of advertising research*, 43(01), 111-129.
- Wortzel, L. H., & Frisbie, J. M. (1974). Women's role portrayal preferences in advertisements: An empirical study. *the Journal of Marketing*, 41-46.
- Wu, L., Klink, R. R., & Guo, J. (2013). Creating gender brand personality with brand names: The effects of phonetic symbolism. *Journal of Marketing Theory and Practice*, 21(3), 319-330.
- Young, S. (2007). Hijras. In F. Maltz-Douglas (Ed.), *Encyclopedia of Sex and Gender* (Vol. 2, pp. 695-696). Detroit: Gale, Cengage Learning.



## APPENDIX A

### FIRST SURVEY

#### **Çamaşır Makinesi Cinsiyet Algısı Anketi / Washing Machine Gender Perception Survey**

Sayın katılımcılar,

Bu anket İzmir Yüksek Teknoloji Enstitüsü, Mühendislik ve Fen Bilimleri Enstitüsü, Endüstriyel Tasarım Bölümü Yüksek Lisans Programı öğrencisi Oğuzhan GÜNGÖR'ün Yüksek Lisans Tezi için hazırlanmıştır.

Katılmış olduğunuz bu anket, çamaşır makinesinin cinsiyet algısını ölçmek amaçlı hazırlanmıştır.

Katılımınız ve cevaplarınız vasıtasıyla elde edilen kişisel bilgiler tamamen gizli kalacak ve üçüncü şahıslarla kesinlikle paylaşılmayacaktır.

Çalışmaya katılım gönüllülük esasına dayanmaktadır ve bilinen veya tahmin edilen herhangi bir zararı yoktur. İsteddiğiniz zaman çalışmadan çekilebilirsiniz.

Burada sorulan soruların doğru ya da yanlış yanıtları yoktur, yalnızca sizin düşünce, görüş ve duygularınız sorulmaktadır. Bundan dolayı istediğiniz şekilde yanıt vermekten çekinmeyin.

Anketin geçerli sonuçlar verebilmesi için sizinle bir süre sonra tekrardan iletişime geçilecek ve son bir kez daha ankete katılmanız istenecektir. Bu sebepten ötürü e-posta adresinizin geçerli ve sık kullandığınız bir adres olması gerekmektedir.

Katılımınız için teşekkür ederim.

Dear participants,

This questionnaire was prepared for the M.Sc. Thesis by Oğuzhan GÜNGÖR, who is a student at İzmir Institute of Technology, The Graduate School of Engineering and Sciences, Industrial Design Department.

This questionnaire has been prepared to measure the gender perception of washing machines.

Personal information obtained through your participation and your answers will remain strictly confidential and will never be shared with third parties.

Your participation is voluntary and there is no known or estimated damage. You can withdraw from the survey at any time.

The questions asked here do not have the right or wrong answers, the questions are only about your thoughts, opinions and feelings. So do not hesitate to respond as you like.

In order to yield valid results, you will be contacted after a while and asked to repeat the survey one more time. For this reason, your e-mail address must be a valid and frequently used address.

Thank you for your participation.

References:

Kavuncu, A. N. (1987). BEM Cinsiyet Rolü Envanteri'ni Türk Toplumuna Uyarlama Çalışmaları, Yayınlanmamış yüksek lisans tezi. H. Ü. Sosyal Bilimler Enstitüsü, Ankara.

Bem, S. L. (1974). The measurement of psychological androgyny. *Journal of Consulting and Clinical Psychology*, 42(2), 155-162.

## **Demografik Form / Demographic Form**

Anketin diğer kısımlarında olduğu gibi bu bölümde de vereceğiniz cevaplar sadece bilimsel amaçlı analiz kısmında kullanılacaktır. Cevaplarınız vasıtasıyla elde edilen kişisel bilgiler tamamen gizli kalacak ve üçüncü şahıslarla kesinlikle paylaşılmayacaktır.

Anketin geçerli sonuçlar verebilmesi için sizinle bir süre sonra tekrardan iletişime geçilecek ve son bir kez daha ankete katılmanız istenecektir. Bu sebepten ötürü e-posta adresinizin geçerli ve sık kullandığınız bir adres olması gerekmektedir.

Katılımınız için teşekkür ederim.

As in the other parts of the survey, the answers you will give in this section will be used only for scientific purposes. Personal information obtained through your

participation and your answers will remain strictly confidential and will never be shared with third parties.

In order to yield valid results, you will be contacted after a while and asked to repeat the survey one more time. For this reason, your e-mail address must be a valid and frequently used address.

Thank you for your participation.

**E-posta adresiniz / Your e-mail address:** \_\_\_\_\_

Lütfen geçerli ve sık kullandığınız bir e-posta adresi girin. Kişisel bilgilerinizin gizliliği adına e-posta adresiniz kesinlikle üçüncü şahıslarla paylaşılmayacaktır. Anketin geçerli sonuçlar verebilmesi için sizinle bir süre sonra tekrardan iletişime geçilecek ve son bir kez daha ankete katılmanız istenecektir. Bu sebepten ötürü e-posta adresinizin geçerli ve sık kullandığınız bir adres olması gerekmektedir.

Please enter a valid and frequently used email address. Your e-mail address will remain strictly confidential and will never be shared with third parties. In order to yield valid results, you will be contacted after a while and it will be asked to repeat the survey one more time. For this reason, your e-mail address must be a valid and frequently used address.

**Telefon numaranız / Your phone number:** \_\_\_\_\_

Telefon numaranızı yazmak ve paylaşmak zorunda değilsiniz. Telefon numaranız sizinle tekrardan iletişime geçmemizi kolaylaştıracağı için istenmektedir. Telefon numaranızı girdiğiniz takdirde kişisel bilgilerinizin gizliliği adına üçüncü şahıslarla kesinlikle paylaşılmayacaktır.

You do not have to share your phone number. Your phone number is requested to make the communication with you easier. If you enter your phone number, it will never be shared with third parties on behalf of the confidentiality of your personal information.

**Cinsiyetiniz (cinsiyet kimliğiniz) nedir? / What is your gender identity?**

- Kadın /Woman
- Erkek / Man
- Trans / Trans gender
- İnterseks / Intersex
- Diğer / Other

**Medeni durumunuz nedir? / What is your marital status?**

- Bekar / Single
- Evli / Married
- Partneriyle yaşıyor / Living with a partner
- Ayrılmış ya da boşanmış / Divorced or widowed
- Diğer / Other

**Kendinizi hangi gelir grubunda görüyorsunuz? / What is your income level?**

- Düşük gelir grubu / Low-income level
- Orta gelir grubu / Middle-income level
- Yüksek gelir grubu / High-income level

**Doğum tarihiniz nedir? / What is your date of birth?:**

\_\_\_\_\_

**Eğitim durumunuz nedir? / What is your education status?**

- İlkokul mezunu değil / Not graduated from primary school
- İlkokul mezunu / Primary school graduate
- Ortaokul mezunu / Secondary school graduate
- Lise mezunu / High school graduate
- Yüksek okul mezunu / Diploma degree
- Üniversite mezunu / Bachelor degree
- Yüksek lisans mezunu / Master degree
- Doktora mezunu / Doctoral degree

## **Alışkanlıklar Formu / Habits Form**

**En son ne zaman beyaz eşya satın aldınız? / When was the last time you bought home appliances?**

- Son otuz gün içerisinde / Within the last thirty days
- Bir - Üç ay içerisinde / Within one – three months
- Üç - Altı ay içerisinde / Within three – six months
- Bir - İki yıl içerisinde / Within one – two years
- İki - Beş yıl içerisinde / Within two – five years
- Beş yıldan daha uzun süre önce / Longer than five years ago
- Hiç satın almadım / I have never bought home appliances

**Eğer beyaz eşya satın almışsanız, satın aldığınız beyaz eşya neydi? / If you bought a home appliance, what home appliance did you buy?**

\_\_\_\_\_

**Beyaz eşya satın alırken en çok neye dikkat edersiniz? / What do you pay attention to when buying home appliances?**

\_\_\_\_\_

**Beyaz eşya reklamlarını ne sıklıkla takip edersiniz? / How often do you follow home appliance advertisements?**

- Hergün / Everyday
- Haftada 5 - 6 kere / 5 -6 times in a week
- Haftada 3 - 4 kere / 3 -4 times in a week
- Haftada 1 - 2 kere / 1 – 2 times in a week
- Hiç / Never

**Beyaz eşya reklamlarının satın alma davranışınızı ne kadar etkilediğini düşünüyorsunuz? / How much do you think home appliance advertisements influence your buying decisions?**

	1	2	3	4	5	6	7	
Hiç etkilemez / It does not influence at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Kesinlikle etkiler/ It definitely influences

**Bir ürünün markası satın alma davranışınızı ne derece etkiler? / How branding influences your purchase decisions?**

	1	2	3	4	5	6	7	
Hiç etkilemez / It does not influence at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Kesinlikle etkiler/ It definitely influences

**Çamaşırlarınız nasıl yıkanır? / How do you wash your clothes?**

- Genellikle kendim yıkarım / I usually wash myself
- Ailemden biri yıkar / Someone in my family
- Dışarıda yıkatırım / Laundry service
- Diğer / Other

**Eğer çamaşırlarınızı kendiniz yıkıyorsanız ne şekilde yıkarsınız? / If you wash your laundry yourself, how do you wash it?**

- Her zaman elde / I always do laundry by hand
- Her zaman makinede / I always wash my clothes in the washing machine.
- Bazen elde, bazen makinede / Sometimes by hand, sometimes in the washing machine

**Çamaşır Makinesinin Cinsiyet Algısını Ölçme / Measuring the gender of washing machine**

İlgili bu kısım aşağıda görmüş olduğunuz çamaşır makinesinin cinsiyet algısını ölçmek amacıyla hazırlanmıştır. Kullanılan envanter, her insanda bulunan kadınsı ve erkeksi kişilik özelliklerinden oluşmaktadır.

Çamaşır makinesinin cinsiyet algısını tanımlarken 7 dereceli değerlendirme ölçeğini göz önüne alınız. İlgili her sorunun altında bulunan 7 dereceden birini işaretleyiniz. Lütfen hiçbir maddeyi boş bırakmayınız.

This section is intended to measure the gender perception of the washing machine. The inventory consists of feminine and masculine personality traits of individuals, which are considered common.

When defining the gender perception of the washing machine, take into account the 7-point Likert Scale that is used in the study. Please mark one of these seven points for each relevant question. Please do not leave any fields blank.



Yukarıda farklı açılarda görmüş olduğunuz çamaşır makinesini aşağıdaki sıfatlara göre derecelendirerek tanımlayınız.

Please identify the washing machine that you see above from different angles by rating it according to the following adjectives.

1. Bana göre kesinlikle doğru değil
2. Bana göre genellikle doğru değil
3. Bana göre bazen doğru
4. Bana göre arasıra doğru
5. Bana göre çoğunlukla doğru
6. Bana göre genellikle doğru
7. Bana göre her zaman doğru

1 means “Never or almost never true”

2 means “Usually not true”

3 means “Sometimes but infrequently true”

4 means “Occasionally true”

5 means “Often true”

6 means “Usually true”

7 means “Always or almost always true”

#### **Kendine güvenen / Self-reliant**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

#### **Sıkılgan / Shy**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

#### **Dürüst / Truthful**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true



**Kendi inançlarımı savunan / Defenfs own beliefs**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Fedakar / Self-sacrificing**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kıskanç / Jealous**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Girişken / Assertive**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Boyun eğen / Yielding**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Güvenilir / Reliable**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Etkileyici, güçlü / Forceful**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Ağırbaşlı, ciddi / Earnest**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Karamsar / Moody**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Riski göze almaktan çekinmeyen / Willing to take risks**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Duygusal / Emotional**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Konuksever / Hospitable**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Hırslı / Ambitious

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Gönül alan / Conciliator

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Dedikodu yapan / Gossiper

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Lider gibi davranan / Act as a leader

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Kadınsı / Feminine

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Uyum sağlayabilen / Adaptable

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Gözüpek / Daredevil**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Başkalarının ihtiyaçlarına duyarlı / Sensitive to the needs of others**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kibirli / Conceited**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Ailesine karşı sorumlu / Responsible towards the family**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Yumuşak, nazik davranan / Gentle**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Etrafına karşı saygılı / Respectful**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Otoriter / Authoritarian**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Merhametli / Compassionate**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Ne yapacağı belli olmayan / Unpredictable**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Sözünde duran / To keep one's word**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Cana yakın / Warm**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**İşinde ciddi ve sorumlu olan / Conscientious**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**İdealist / Idealist**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**İncinmiş duyguları tamir etmeye istekli / Eager to soothe hurt feelings**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Asık suratlı / Solemn**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Cömert / Generous**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Tatlı dilli / Soft spoken**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Yardımsaver / Helpful**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Erkeksi / Masculine**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Namuslu / Honorable**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Bencil / Selfish**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Saldırgan / Aggressive**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Sadık / Loyal**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Hoşgörülü / Tolerant**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Haksızlığa karşı tavır alabilen / Willing to take a stand**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Sevecen / Affectionate**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Sistemsiz, plansız / Unsystematic**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kuralcı, katı davranan / Rule based**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kaba dil kullanmayan / Do not use harsh language**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Dostça davranan / Friendly**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true



**Baskın, tesirli / Dominant**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Anlayışlı / Understanding**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Yapmacık davranan / Theatrical**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Duygularımı açığa vurmeyan / Not exhibiting feeling**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Hassas / Tender**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Samimi / Sincere**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Mantıklı davranan / Decide by reasoning

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Çocukları seven / Loves children

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Tutucu / Conventional

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

## Demografik Form / Demographic Form

**Cinsel yöneliminizi nasıl tanımlıyorsunuz? / How would you describe your sexual orientation?**

- Heteroseksüel (düzcinsel) / Heterosexual
- Homoseksüel / Homosexual
- Biseksüel / Bisexual
- Aseksüel / Asexual
- Panseksüel / Pansexual
- Diğer / Other

**Makinede amařır yıkama eylemini derecelendiriniz / Please rate the act of washing clothes in a washing machine.**

	1	2	3	4	5	6	7	
Erkeksi / Masculine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Kadınsı / Feminine

**Elde amařır yıkama eylemini derecelendiriniz / Please rate the act of the washing clothes by hands.**

	1	2	3	4	5	6	7	
Erkeksi / Masculine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Kadınsı / Feminine

## APPENDIX B

### FEMININE GROUP'S SURVEY

#### **Çamaşır Makinesi Cinsiyet Algısı İkinci Anket / Washing Machine Gender Perception Second Survey**

Sayın katılımcılar,

Bu anket İzmir Yüksek Teknoloji Enstitüsü, Mühendislik ve Fen Bilimleri Enstitüsü, Endüstriyel Tasarım Bölümü Yüksek Lisans Programı öğrencisi Oğuzhan GÜNGÖR'ün Yüksek Lisans Tezi için hazırlanmıştır.

Katılmış olduğunuz bu anket, çamaşır makinesinin cinsiyet algısını ölçmek amaçlı hazırlanmıştır.

Katılımınız ve cevaplarınız vasıtasıyla elde edilen kişisel bilgiler tamamen gizli kalacak ve üçüncü şahıslarla kesinlikle paylaşılmayacaktır.

Çalışmaya katılım gönüllülük esasına dayanmaktadır ve bilinen veya tahmin edilen herhangi bir zararı yoktur. İsteddiğiniz zaman çalışmadan çekilebilirsiniz.

Burada sorulan soruların doğru ya da yanlış yanıtları yoktur, yalnızca sizin düşünce, görüş ve duygularınız sorulmaktadır. Bundan dolayı istediğiniz şekilde yanıt vermekten çekinmeyin.

Lütfen geçerli ve sık kullandığınız bir e-posta adresi giriniz.

Katılımınız için teşekkür ederim.

Dear participants,

This questionnaire was prepared for the M.Sc. Thesis by Oğuzhan GÜNGÖR, who is a student at İzmir Institute of Technology, The Graduate School of Engineering and Sciences, Industrial Design Department.

This questionnaire has been prepared to measure the gender perception of washing machines.

Personal information obtained through your participation and your answers will remain strictly confidential and will never be shared with third parties.

Your participation is voluntary and there is no known or estimated damage. You can withdraw from the survey at any time.

The questions asked here do not have the right or wrong answers, the questions are only about your thoughts, opinions and feelings. So do not hesitate to respond as you like.

Please give a valid and frequently used e-mail address.

Thank you for your participation.

References:

Kavuncu, A. N. (1987). BEM Cinsiyet Rolü Envanteri'ni Türk Toplumuna Uyarlama Çalışmaları, Yayınlanmamış yüksek lisans tezi. H. Ü. Sosyal Bilimler Enstitüsü, Ankara.

Bem, S. L. (1974). The measurement of psychological androgyny. *Journal of Consulting and Clinical Psychology*, 42(2), 155-162.

## **Bilgilendirme / Information**

Öncelikle ilk ankete katıldığınız için sizlere çok teşekkür ediyorum. Şimdi değerli zamanınızdan ayırıp katılacağınız bu ikinci anket bilimsel açıdan anlamlı veriler elde etmem için önem arz etmektedir.

Katılımınız ve cevaplarınız vasıtasıyla elde edilen kişisel bilgiler tamamen gizli kalacak ve üçüncü şahıslarla kesinlikle paylaşılmayacaktır.

Burada sorulan soruların doğru ya da yanlış yanıtları yoktur, yalnızca sizin düşünce, görüş ve duygularınız sorulmaktadır.

Katılımınız için teşekkür ederim.

Not: Eğer isterseniz elde edilen verileri ve tezimi sizlerle paylaşmaktan mutluluk duyacağımı belirtmek istiyorum.

E-posta adresim: oguzhangungor@iyte.edu.tr

First of all, I would like to thank you very much for participating in the first survey. This second survey is very important to get valid and scientifically meaningful results.

Personal information obtained through your participation and your answers will remain strictly confidential and will never be shared with third parties.

The questions asked here do not have the right or wrong answers, only your thoughts, opinions and feelings are being asked. So do not hesitate to respond as you like.

Thank you for your participation.

Note: I would like to share with you the results.

My e-mail address is: oguzhangungor@iyte.edu.tr

## **Demografik Form / Demographic Form**

Anketin diğerk kısımlarında da olduđu gibi bu bölümde de vereceğiniz cevaplar sadece bilimsel amaçlı analiz kısmında kullanılacaktır. Cevaplarınız vasıtasıyla elde edilen kişisel bilgiler tamamen gizli kalacak ve üçüncü şahıslarla kesinlikle paylaşılmayacaktır.

Lütfen geçerli ve sık kullandığınız bir e-posta adresi giriniz.

Katılımınız için teşekkür ederim.

As in the other parts of the survey, the answers you will give in this section will be used only for scientific purposes. Personal information obtained through your participation and your answers will remain strictly confidential and will never be shared with third parties.

Please give valid and frequently used e-mail address.

Thank you for your participation.

**E-posta adresiniz / Your e-mail address:** \_\_\_\_\_

Lütfen geçerli ve sık kullandığınız bir e-posta adresi girin. Kişisel bilgilerinizin gizliliği adına e-posta adresiniz kesinlikle üçüncü şahıslarla paylaşılmayacaktır.

Please enter a valid and frequently used email address. Your e-mail address will remain strictly confidential and will never be shared with third parties.

**Telefon numaranız / Your phone number:** \_\_\_\_\_

Telefon numaranızı yazmak ve paylaşmak zorunda değilsiniz. Telefon numaranız sizinle tekrardan iletişime geçmemizi kolaylaştıracağı için istenmektedir. Telefon numaranızı girdiğiniz takdirde kişisel bilgilerinizin gizliliği adına üçüncü şahıslarla kesinlikle paylaşılmayacaktır.

You do not have to share your phone number. Your phone number is requested to make the communication with you easier. If you enter your phone number, it will never be shared with third parties on behalf of the confidentiality of your personal information.

**Cinsiyetiniz (cinsiyet kimliğiniz) nedir? / What is your gender identity?**

- Kadın /Woman
- Erkek / Man
- Trans / Trans gender
- İnterseks / Intersex
- Diğer / Other

**Medeni durumunuz nedir? / What is your marital status?**

- Bekar / Single
- Evli / Married
- Partneriyle yaşıyor / Living with a partner
- Ayrılmış ya da boşanmış / Divorced or widowed
- Diğer / Other

**Kendinizi hangi gelir grubunda görüyorsunuz? / What is your income level?**

- Düşük gelir grubu / Low-income level
- Orta gelir grubu / Middle-income level
- Yüksek gelir grubu / High-income level

**Doğum tarihiniz nedir? / What is your date of birth?:**

\_\_\_\_\_

**Eđitim durumunuz nedir? / What is your education status?**

- İlkokul mezunu deęil / Not graduated from primary school
- İlkokul mezunu / Primary school graduate
- Ortaokul mezunu / Secondary school graduate
- Lise mezunu / High school graduate
- Yksek okul mezunu / Diploma degree
- niversite mezunu / Bachelor degree
- Yksek lisans mezunu / Master degree
- Doktora mezunu / Doctoral degree

**amařır Makinesinin Cinsiyet Algısını lme / Measuring the gender of washing machine**

İlgili bu kısım ařađıda grmř olduđunuz amařır makinesinin cinsiyet algısını lmek amacıyla hazırlanmıřtır. Kullanılan envanter, her insanda bulunan kadınsı ve erkeksi kiřilik zelliklerinden oluřmaktadır.

amařır makinesinin cinsiyet algısını tanımlarken 7 dereceli deęerlendirme leđini gz nne alınız. İlgili her sorunun altında bulunan 7 dereceden birini iřaretleyiniz. Ltfen hibir maddeyi boř bırakmayınız.

This section is intended to measure the gender perception of the washing machine. The inventory consists of feminine and masculine personality traits of each person.

When defining the gender perception of the washing machine, take into account the 7-point Likert Scale. Please mark one of these seven points for each relevant issue. Please do not leave any fields blank.



**Ece Thetis XII**  
ÇAMAŞIR MAKİNESİ

*düşlediğinizden fazlası...*



Kolay Ütüleme / Kırışık Azaltma Fonksiyonu  
Yorgan Yıkama Programı  
Su Kesik Emniyet Sistemi  
Tam Daire Geniş Kapı  
Elde Yıkama / Narin 30°C  
Günlük 60 Dakika / 60 °C Yıkama Programı  
Ön Yıkama Fonksiyonu

ECE hizmetmerkezi 444 2 323 www.ecekalice.com.tr A+++ 3 YIL GARANTİ



Yukarıda görmüş olduğunuz reklamdaki çamaşır makinesini aşağıdaki sıfatlara göre derecelendirerek tanımlayınız.

Please identify the washing machine that you have seen above the advertisement by rating according to the following adjectives.

1. Bana göre kesinlikle doğru değil
2. Bana göre genellikle doğru değil
3. Bana göre bazen doğru
4. Bana göre arasıra doğru
5. Bana göre çoğunlukla doğru
6. Bana göre genellikle doğru
7. Bana göre her zaman doğru

1 means “Never or almost never true”

2 means “Usually not true”

3 means “Sometimes but infrequently true”

4 means “Occasionally true”

5 means “Often true”

6 means “Usually true”

7 means “Always or almost always true”

**Kendine güvenen / Self-reliant**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Sıkılğan / Shy**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Dürüst / Truthful**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kendi inançlarını savunan / Defens own beliefs**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Fedakar / Self-sacrificing**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kıskanç / Jealous**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Girişken / Assertive**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Boyun eğen / Yielding**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Güvenilir / Reliable**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Etkileyici, güçlü / Forceful**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Ağırbaşlı, ciddi / Earnest**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Karamsar / Moody**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Riski göze almaktan çekinmeyen / Willing to take risks**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Duygusal / Emotional**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Konuksever / Hospitable**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Hırslı / Ambitious**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Gönül alan / Conciliator**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Dedikodu yapan / Gossiper**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Lider gibi davranan / Act as a leader**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kadınsı / Feminine**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Uyum sağlayabilen / Adaptable**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Gözüpek / Daredevil**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Başkalarının ihtiyaçlarına duyarlı / Sensitive to the needs of others**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kibirli / Conceited**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Ailesine karşı sorumlu / Responsible towards the family**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Yumuşak, nazik davranan / Gentle**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Etrafına karşı saygılı / Respectful**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Otoriter / Authoritarian**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Merhametli / Compassionate**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Ne yapacağı belli olmayan / Unpredictable**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Sözünde duran / To keep one's word**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Cana yakın / Warm**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**İşinde ciddi ve sorumlu olan / Conscientious**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**İdealist / Idealist**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**İncinmiş duyguları tamir etmeye istekli / Eager to soothe hurt feelings**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Asık suratlı / Solemn**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Cömert / Generous**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Tatlı dilli / Soft spoken**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Yardımsaver / Helpful**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Erkeksi / Masculine**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Namuslu / Honorable**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Bencil / Selfish**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true



### Saldırgan / Aggressive

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Sadık / Loyal

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Hoşgörülü / Tolerant

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Haksızlığa karşı tavır alabilen / Willing to take a stand

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Sevecen / Affectionate

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Sistemsiz, plansız / Unsystematic

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kuralcı, katı davranan / Rule based**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kaba dil kullanmayan / Do not use harsh language**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Dostça davranan / Friendly**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Baskın, tesirli / Dominant**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Anlayışlı / Understanding**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Yapmacık davranan / Theatrical**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Duygularımı açığa vurmayan / Not exhibiting feeling**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Hassas / Tender**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Samimi / Sincere**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Mantıklı davranan / Decide by reasoning**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Çocukları seven / Loves children**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Tutucu / Conventional**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

## **Demografik Form / Demographic Form**

**Cinsel yöneliminizi nasıl tanımlıyorsunuz? / How would you describe your sexual orientation?**

- Heteroseksüel (düzcinsel) / Heterosexual
- Homoseksüel / Homosexual
- Biseksüel / Bisexual
- Aseksüel / Asexual
- Panseksüel / Pansexual
- Diğer / Other

## APPENDIX C

### MASCULINE GROUP'S SURVEY

#### **Çamaşır Makinesi Cinsiyet Algısı İkinci Anket / Washing Machine Gender Perception Second Survey**

Sayın katılımcılar,

Bu anket İzmir Yüksek Teknoloji Enstitüsü, Mühendislik ve Fen Bilimleri Enstitüsü, Endüstriyel Tasarım Bölümü Yüksek Lisans Programı öğrencisi Oğuzhan GÜNGÖR'ün Yüksek Lisans Tezi için hazırlanmıştır.

Katılmış olduğunuz bu anket, çamaşır makinesinin cinsiyet algısını ölçmek amaçlı hazırlanmıştır.

Katılımınız ve cevaplarınız vasıtasıyla elde edilen kişisel bilgiler tamamen gizli kalacak ve üçüncü şahıslarla kesinlikle paylaşılmayacaktır.

Çalışmaya katılım gönüllülük esasına dayanmaktadır ve bilinen veya tahmin edilen herhangi bir zararı yoktur. İsteddiğiniz zaman çalışmadan çekilebilirsiniz.

Burada sorulan soruların doğru ya da yanlış yanıtları yoktur, yalnızca sizin düşünce, görüş ve duygularınız sorulmaktadır. Bundan dolayı istediğiniz şekilde yanıt vermekten çekinmeyin.

Lütfen geçerli ve sık kullandığınız bir e-posta adresi giriniz.

Katılımınız için teşekkür ederim.

Dear participants,

This questionnaire was prepared for the M.Sc. Thesis by Oğuzhan GÜNGÖR, who is a student at İzmir Institute of Technology, The Graduate School of Engineering and Sciences, Industrial Design Department.

This questionnaire has been prepared to measure the gender perception of washing machines.

Personal information obtained through your participation and your answers will remain strictly confidential and will never be shared with third parties.

Your participation is voluntary and there is no known or estimated damage. You can withdraw from the survey at any time.

The questions asked here do not have the right or wrong answers, the questions are only about your thoughts, opinions and feelings. So do not hesitate to respond as you like.

Please give a valid and frequently used e-mail address.

Thank you for your participation.

References:

Kavuncu, A. N. (1987). BEM Cinsiyet Rolü Envanteri'ni Türk Toplumuna Uyarlama Çalışmaları, Yayınlanmamış yüksek lisans tezi. H. Ü. Sosyal Bilimler Enstitüsü, Ankara.

Bem, S. L. (1974). The measurement of psychological androgyny. *Journal of Consulting and Clinical Psychology*, 42(2), 155-162.

## **Bilgilendirme / Information**

Öncelikle ilk ankete katıldığınız için sizlere çok teşekkür ediyorum. Şimdi değerli zamanınızdan ayırıp katılacağınız bu ikinci anket bilimsel açıdan anlamlı veriler elde etmem için önem arz etmektedir.

Katılımınız ve cevaplarınız vasıtasıyla elde edilen kişisel bilgiler tamamen gizli kalacak ve üçüncü şahıslarla kesinlikle paylaşılmayacaktır.

Burada sorulan soruların doğru ya da yanlış yanıtları yoktur, yalnızca sizin düşünce, görüş ve duygularınız sorulmaktadır.

Katılımınız için teşekkür ederim.

Not: Eğer isterseniz elde edilen verileri ve tezimi sizlerle paylaşmaktan mutluluk duyacağımı belirtmek istiyorum.

E-posta adresim: oguzhangungor@iyte.edu.tr

First of all, I would like to thank you very much for participating in the first survey. This second survey is very important to get valid and scientifically meaningful results.

Personal information obtained through your participation and your answers will remain strictly confidential and will never be shared with third parties.

The questions asked here do not have the right or wrong answers, only your thoughts, opinions and feelings are being asked. So do not hesitate to respond as you like.

Thank you for your participation.

Note: I would like to share with you the results.

My e-mail address is: oguzhangungor@iyte.edu.tr

## **Demografik Form / Demographic Form**

Anketin diğer kısımlarında da olduğu gibi bu bölümde de vereceğiniz cevaplar sadece bilimsel amaçlı analiz kısmında kullanılacaktır. Cevaplarınız vasıtasıyla elde edilen kişisel bilgiler tamamen gizli kalacak ve üçüncü şahıslarla kesinlikle paylaşılmayacaktır.

Lütfen geçerli ve sık kullandığınız bir e-posta adresi giriniz.

Katılımınız için teşekkür ederim.

As in the other parts of the survey, the answers you will give in this section will be used only for scientific purposes. Personal information obtained through your participation and your answers will remain strictly confidential and will never be shared with third parties.

Please give valid and frequently used e-mail address.

Thank you for your participation.

**E-posta adresiniz / Your e-mail address:** \_\_\_\_\_

Lütfen geçerli ve sık kullandığınız bir e-posta adresi girin. Kişisel bilgilerinizin gizliliği adına e-posta adresiniz kesinlikle üçüncü şahıslarla paylaşılmayacaktır.

Please enter a valid and frequently used email address. Your e-mail address will remain strictly confidential and will never be shared with third parties.

**Telefon numaranız / Your phone number:** \_\_\_\_\_

Telefon numaranızı yazmak ve paylaşmak zorunda değilsiniz. Telefon numaranız sizinle tekrardan iletişime geçmemizi kolaylaştıracağı için istenmektedir. Telefon

numaranızı girdiğiniz takdirde kişisel bilgilerinizin gizliliği adına üçüncü şahıslarla kesinlikle paylaşılmayacaktır.

You do not have to share your phone number. Your phone number is requested to make the communication with you easier. If you enter your phone number, it will never be shared with third parties on behalf of the confidentiality of your personal information.

**Cinsiyetiniz (cinsiyet kimliğiniz) nedir? / What is your gender identity?**

- Kadın /Woman
- Erkek / Man
- Trans / Trans gender
- İnterseks / Intersex
- Diğer / Other

**Medeni durumunuz nedir? / What is your marital status?**

- Bekar / Single
- Evli / Married
- Partneriyle yaşıyor / Living with a partner
- Ayrılmış ya da boşanmış / Divorced or widowed
- Diğer / Other

**Kendinizi hangi gelir grubunda görüyorsunuz? / What is your income level?**

- Düşük gelir grubu / Low-income level
- Orta gelir grubu / Middle-income level
- Yüksek gelir grubu / High-income level

**Doğum tarihiniz nedir? / What is your date of birth?:**

---



**Eđitim durumunuz nedir? / What is your education status?**

- İlkokul mezunu deęil / Not graduated from primary school
- İlkokul mezunu / Primary school graduate
- Ortaokul mezunu / Secondary school graduate
- Lise mezunu / High school graduate
- Yksek okul mezunu / Diploma degree
- niversite mezunu / Bachelor degree
- Yksek lisans mezunu / Master degree
- Doktora mezunu / Doctoral degree

**amařır Makinesinin Cinsiyet Algısını lme / Measuring the gender of washing machine**

İlgili bu kısım ařađıda grmř olduęunuz amařır makinesinin cinsiyet algısını lmek amacıyla hazırlanmıřtır. Kullanılan envanter, her insanda bulunan kadınsı ve erkeksi kiřilik zelliklerinden oluřmaktadır.

amařır makinesinin cinsiyet algısını tanımlarken 7 dereceli deęerlendirme leęini gz nne alınız. İlgili her sorunun altında bulunan 7 dereceden birini iřaretleyiniz. Ltfen hibir maddeyi boř bırakmayınız.

This section is intended to measure the gender perception of the washing machine. The inventory consists of feminine and masculine personality traits of each person.

When defining the gender perception of the washing machine, take into account the 7-point Likert Scale. Please mark one of these seven points for each relevant issue. Please do not leave any fields blank.

**Ege Poseidon XII**  
ÇAMAŞIR MAKİNESİ  
düşlediğinizden fazlası...

- Dengesiz Yük Kontrol Sistemi
- Kireç Kalkanı
- Su Taşma Emniyet Sistemi
- Su Kesik Emniyet Sistemi
- Bumerang Gövde
- LCD Gösterge
- Tam Daire Geniş Kapı

EGEHizmetmerkezi 444 2 343 www.egekral.com.tr A+++ 3 YIL GARANTİ EGE

Yukarıda görmüş olduğunuz reklamdaki çamaşır makinesini aşağıdaki sıfatlara göre derecelendirerek tanımlayınız.

Please identify the washing machine that you have seen above the advertisement by rating according to the following adjectives.

1. Bana göre kesinlikle doğru değil
2. Bana göre genellikle doğru değil
3. Bana göre bazen doğru
4. Bana göre arasıra doğru
5. Bana göre çoğunlukla doğru
6. Bana göre genellikle doğru
7. Bana göre her zaman doğru

1 means “Never or almost never true”

2 means “Usually not true”

3 means “Sometimes but infrequently true”

4 means “Occasionally true”

5 means “Often true”

6 means “Usually true”

7 means “Always or almost always true”

**Kendine güvenen / Self-reliant**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Sıkılğan / Shy**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Dürüst / Truthful**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kendi inançlarını savunan / Defens own beliefs**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Fedakar / Self-sacrificing**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kıskanç / Jealous**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Girişken / Assertive**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Boyun eğen / Yielding**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Güvenilir / Reliable**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Etkileyici, güçlü / Forceful**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Ağırbaşlı, ciddi / Earnest**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Karamsar / Moody**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Riski göze almaktan çekinmeyen / Willing to take risks**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Duygusal / Emotional**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Konuksever / Hospitable**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Hırslı / Ambitious**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Gönül alan / Conciliator**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Dedikodu yapan / Gossiper**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Lider gibi davranan / Act as a leader**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kadınsı / Feminine**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Uyum sağlayabilen / Adaptable**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Gözüpek / Daredevil**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Başkalarının ihtiyaçlarına duyarlı / Sensitive to the needs of others**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kibirli / Conceited**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Ailesine karşı sorumlu / Responsible towards the family**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Yumuşak, nazik davranan / Gentle**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Etrafına karşı saygılı / Respectful**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Otoriter / Authoritarian**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Merhametli / Compassionate**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Ne yapacağı belli olmayan / Unpredictable**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Sözünde duran / To keep one's word**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Cana yakın / Warm**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**İşinde ciddi ve sorumlu olan / Conscientious**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**İdealist / Idealist**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**İncinmiş duyguları tamir etmeye istekli / Eager to soothe hurt feelings**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Asık suratlı / Solemn**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true



**Cömert / Generous**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Tatlı dilli / Soft spoken**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Yardımsaver / Helpful**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Erkeksi / Masculine**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Namuslu / Honorable**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Bencil / Selfish**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Saldırgan / Aggressive

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Sadık / Loyal

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Hoşgörülü / Tolerant

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Haksızlığa karşı tavır alabilen / Willing to take a stand

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Sevecen / Affectionate

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

### Sistemsiz, plansız / Unsystematic

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kuralcı, katı davranan / Rule based**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Kaba dil kullanmayan / Do not use harsh language**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Dostça davranan / Friendly**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Baskın, tesirli / Dominant**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Anlayışlı / Understanding**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Yapmacık davranan / Theatrical**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Duygularımı açığa vurmayan / Not exhibiting feeling**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Hassas / Tender**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Samimi / Sincere**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Mantıklı davranan / Decide by reasoning**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Çocukları seven / Loves children**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

**Tutucu / Conventional**

	1	2	3	4	5	6	7	
Bana göre kesinlikle doğru değil / Never or almost never true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Bana göre her zaman doğru / Never or almost never true

## **Demografik Form / Demographic Form**

**Cinsel yöneliminizi nasıl tanımlıyorsunuz? / How would you describe your sexual orientation?**

- Heteroseksüel (düzcinsel) / Heterosexual
- Homoseksüel / Homosexual
- Biseksüel / Bisexual
- Aseksüel / Asexual
- Panseksüel / Pansexual
- Diğer / Other

## APPENDIX D

### SURVEY ANSWERS

Survey's answers QR code and link.

First Survey



<https://goo.gl/mp62II>

Feminine Advertisemen Group



<https://goo.gl/cX1yLH>

Masculine Advertisement Group



<https://goo.gl/LyM5R3>