

**Üniversite Öğrencilerinin Cinsiyet Rollerine Tutumları ve Atılganlık Düzeylerinin Bazı Demografik Özelliklere Göre İncelenmesi**

**Examining of Assertiveness Level and Gender Roles Attitude of University Students According to Some Demographic Characteristics**

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**Extended Summary**

**Purpose:** The purpose of this study is to determine the gender role attitudes, assertiveness level of the university students and the relationship between some demographic characteristics.

**Method:** This research has been carried out within the relational screening model. The sample of the research is composed of 315 students, studying at the Faculty of Education, Faculty of Science and Letters and Faculty of Economics and Administrative Sciences of Giresun University in 2014-2015 academic year (N=7558). Socio-demographic Information Form, prepared by the researcher, Rathus Assertiveness Schedule and Gender Roles Attitude Scale have been used as data collection tools in the research.

The data of the research have been analyzed by using the descriptive statistics, t-test, ANOVA, Correlation Analysis, chi-square and crosstab techniques. 0.05 has been accepted as the statistical significance level.

**Findings:** According to the t-test results of the independent groups, total scores of students' gender roles attitudes are significantly different by gender characteristics,  $t(313) = 4.63$ ,  $p < .001$ . This situation results from being more the female students' average ( $\bar{X} = 127.41$ ) than the male students' average ( $\bar{X} = 121.37$ ). The total scores of egalitarian gender role, one of the sub-dimensions of the students' gender roles attitudes are significantly different by gender,  $t(313) = 4.51$ ,

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$p < .001$ . This situation results from being more the female students' average ( $\bar{X} = 32.66$ ), than the male students' average ( $\bar{X} = 29.05$ ).

The total scores of marriage gender role, one of the sub-dimensions of the students' gender roles attitudes are significantly different by gender,  $t(313) = 8.44$ ,  $p < .001$ . This situation results from being more the female students' average ( $\bar{X} = 34.41$ ), than the male students' average ( $\bar{X} = 29.31$ ).

The total scores of woman gender role, one of the sub-dimensions of the students' gender roles attitudes are significantly different by gender,  $t(313) = 4.90$ ,  $p < .001$ . This situation results from being more the female students' average ( $\bar{X} = 25.48$ ), than the male students' average ( $\bar{X} = 22.31$ ).

The total scores of traditional gender role, one of the sub-dimensions of the students' gender roles attitudes are significantly different by gender,  $t(313) = 5.65$ ,  $p < .001$ . This situation results from being less the female students' average ( $\bar{X} = 21.68$ ), than the male students' average ( $\bar{X} = 25.59$ ).

The total scores of traditional gender role, one of the sub-dimensions of the students' gender roles attitudes are significantly different by gender,  $t(313) = 3.57$ ,  $p < .001$ . This situation results from being less the female students' average ( $\bar{X} = 13.15$ ), than the male students' average ( $\bar{X} = 15.09$ ).

The relationship between the "marriage", one of the sub-dimension of the gender roles and the assertiveness levels is a low, significant and negative oriented relationship; the relationship with the "men" gender roles is a low, significant and positive oriented relationship  $p < .05$ .

According to the correlation results, there is a low, significant and negative oriented relationship between the assertiveness levels and being man, the gender characteristics of the students, low, significant and positive oriented relationship between the assertiveness levels and being woman, the gender characteristics of the students; a low, significant and positive oriented relationship was found between the assertiveness levels and being 18-21 ages among the age groups  $p < .05$ . A low, significant and negative oriented relationship was found between the assertiveness levels and living in metropolis in terms of the place where they spend most of their lives  $p < .005$ ; a low, significant and positive oriented relationship with living in a district  $p < .005$ .

It was found according to the correlation results that there is a low, significant and negative oriented relationship between being man, gender roles' of the students and the total scores of gender roles and a low, significant and positive oriented relationship between being woman, gender roles' of them and the total scores of gender roles  $p < .001$ ; a low, significant and negative oriented relationship between being man, gender characteristics of the students and "egalitarian", "woman", being

the sub-dimensions of gender roles' total scores; a mid-level, significant and negative oriented relationship among the "marriage" the gender roles, a low, significant and positive oriented relationship between being woman, gender characteristics and "egalitarian", "woman", being the sub-dimensions of gender roles' total scores; a mid-level, significant and positive oriented relationship among the "marriage" the gender roles  $p<.001$ , a mid-level, significant and positive oriented relationship between being man, gender characteristics of the students and "traditional", one of the sub-dimensions of gender roles' total scores and a mid-level, significant and negative oriented relationship with being woman, gender characteristics of them  $p<.001$ ; a low, significant and positive oriented relationship between being man, gender characteristics of the students and "man" gender roles, one of the gender roles and also a low, significant and negative oriented relationship with being woman, gender characteristics of them  $p<.001$ .

According to the correlation results, there is a low, significant and negative oriented relationship between living in a city in terms of place where the students spend most of their lives and "egalitarian", one of sub-dimensions of gender roles' total scores and also a low, significant and positive oriented relationship with "traditional" gender roles, one of the sub-dimensions of gender roles; a low, significant and positive oriented relationship between living in a district and "marriage" gender roles, one of the sub-dimensions and also a low, significant and negative oriented relationship with "traditional" gender roles, one of the sub-dimensions  $p<.05$ .

According to the correlation results, there is a low, significant and negative oriented relationship between studying at the faculty of science and letters by faculties of the students and "egalitarian" and "marriage" gender roles, being sub-dimensions of the gender roles' total scores and also a low, significant and positive oriented relationship with "traditional" gender roles, being sub-dimensions of gender roles  $p<.05$ .

**Conclusion and Recommendations:** The results of this study has revealed that there is a relationship between the gender roles attitudes and assertiveness levels of the university students and their socio-demographic characteristic.

Determining the factors, affecting the gender roles attitudes and assertiveness levels of the students and making them negative can allow the planning of activities which will give them an opportunity to be more egalitarian and more assertive.

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