



Original Research / Özgün Araştırma

Relationship between Social Gender Role Attitudes of Students Studying at Faculty of Health Sciences and States of Experiencing Peer Pressure

Sağlık Bilimleri Fakültesi Öğrencilerinin Toplumsal Cinsiyet Rol Tutumları ile Akran Baskısı Yaşama Durumları Arasındaki İlişki

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ABSTRACT

Objectives: This research was carried out to determine the relationship between social gender role attitudes of students studying at Ondokuz Mayıs University, Faculty of Health Sciences and peer pressure situations. **Materials and Methods:** This study, performed in accordance with the descriptive research principles seeking a relationship was conducted with a total of 1115 students (82.6% of the target population of the study) studying at Samsun Ondokuz Mayıs University, Faculty of Health Sciences in the fall semester of the 2016-2017 academic year. "Presentation form", "Gender Roles Attitude Scale" and "Peer Print Scale" as data collection tools were used. While research data was being evaluated, number, percentage and Ki-Square (X^2) test, Kruskal Wallis (KW) and Mann Whitney U tests were used. **Findings:** The total median of the students' gender role attitudes scale was 115 (min-max = 34-158) and the students had an egalitarian attitude. The peer scale had a median of 42 (min-max=33-167). There was not a meaningful relationship between students' gender role attitudes and peer pressure status ($r=0,007$; $p>0,05$) statistically. The peer pressure scale and the egalitarian gender role were negatively correlated ($r = -0,068$; $p <0,05$), the male gender role was positively correlated and hence it was found that there was a significantly weak level ($r = 0,202$; $p <0,001$). **Conclusion:** It was found that students have an egalitarian attitude towards gender roles, and the peer pressure on students is low. It may be suggested to add these subjects to the education curriculum to give university students an egalitarian gender attitude and to raise awareness about peer pressure.

Keywords: Peer, pressure, role, health, gender

ÖZET

Amaç: Bu araştırma, Samsun Ondokuz Mayıs Üniversitesi Sağlık Bilimleri Fakültesi öğrencilerinin toplumsal cinsiyet rol tutumları ile akran baskısı yaşama durumları arasındaki ilişkinin belirlenmesi amacı ile yapılmıştır. **Materyal ve Metot:** İlişki arayan tanımlayıcı araştırma ilkelerine uygun olarak yapılan bu çalışma, Samsun Ondokuz Mayıs Üniversitesi Sağlık Bilimleri Fakültesi'nde 2016-2017 eğitim-öğretim yılı güz yarıyılında öğrenim gören toplam 1115 öğrenci ile (evrenin %82,6'sı) yapılmıştır. Veri toplama araçları olarak; "Tanıtım formu", "Toplumsal Cinsiyet Roller Tutum Ölçeği" ve "Akran Baskısı Ölçeği" kullanılmıştır. Araştırma verileri değerlendirilirken; sayı, yüzdelik, Ki-Kare (X^2) testi, Kruskal Wallis (KW) ve Mann Whitney U testleri kullanılmıştır. **Bulgular:** Tüm öğrencilerin toplumsal cinsiyet rol tutumları ölçeği toplam ortanca değeri 115 (min-max=34-158) olup öğrencilerin eşitlikçi tutuma sahip olduğu, akran baskısı ölçeği toplam ortanca değeri 42 (min-max=33-167) olup öğrencilerin üzerindeki akran baskısının düşük olduğu saptanmıştır. Öğrencilerin toplumsal cinsiyet rol tutumları ile akran baskısı yaşama durumları arasında istatistiksel olarak anlamlı bir ilişki bulunmamıştır ($r=0,007$; $p>0,05$). Akran baskısı ölçeği ile eşitlikçi cinsiyet rolü negatif yönlü zayıf düzey anlamlı bir ilişki ($r=-0,068$; $p<0,05$), erkek cinsiyet rolü ile pozitif yönlü zayıf düzey anlamlı bir ilişki olduğu tespit edilmiştir ($r=0,202$; $p<0,001$). **Sonuç:** Öğrencilerin toplumsal cinsiyet rollerine ilişkin eşitlikçi tutuma sahip oldukları ve öğrencilerin üzerindeki akran baskısının düşük olduğu saptanmıştır. Üniversite öğrencilerine eşitlikçi bir cinsiyet tutumu kazandırmak ve akran baskısı konusunda farkındalık yaratmak için bu konuların eğitim müfredatına eklenmesi önerilebilir.

Anahtar kelimeler: Akran, baskı, rol, sağlık, cinsiyet

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INTRODUCTION

Gender defines biological, physiological, and genetic properties any individual exhibits as a female and male.¹⁻³ Social gender connotes roles, statue, duties, and responsibilities of females and males in social life, how every society perceives individuals within the framework of its own cultural structure and expectations of society from individuals.^{3,4} While nature determines the gender, social gender is determined by the culture.⁵ The concept of social gender which expresses the role and responsibilities expected from female and male in social life and is resulted from social structuring may vary and may be varied from society to society and by differing over time.^{4,6,7}

World Health Organization (WHO) describes “social gender” equality as the utilization of resources, opportunities, awards, and rights in a fully equal way in a social sense between different female and male groups regardless of sexual orientation or identity.⁷ Gender equality does not mean that females and males will be the same. However, it means that the rights, responsibilities, and opportunities of females and males will not change depending on whether they are born as male or female.⁸ Any exclusion or restriction based on gender that pursues the goal of trying to hinder individuals from enjoying such rights or nullifying leads to social gender inequality.⁹⁻¹¹ Common behaviors, attitudes, and activities expected from females and males in social domains or being intrinsic to the gender are expressed as social gender roles.¹²⁻¹⁴ Family, school, teachers and course books, friend groups, games, and toys, means of communication are among the factors affecting the development of social gender roles. The state of experiencing peer pressure that is frequently seen in the friend groups is also one of the important factors that affect the development of social gender roles but should not be neglected. Particularly, being a member of any group created by peers is highly important for any adolescent in the adolescence period that is defined as the period of changes occurred in the behaviors and cognitive abilities of the individual. A situation to be considered in the adolescence period is that the adolescent moves away from his/her family and starts to spend more time with peers.^{2, 15-18} Effects of peers in transition to adolescence are quite more compared with other effects. Small groups sharing the same acts at similar ages and consisted of very close friends are defined as a peer group. The peer group is not a group that peers incidentally build, there are many common characteristics holding the group together. These are the characteristics such as age, hobbies, common interests, social class and ethnic structure to which individuals belong.¹⁹ On the other hand, peers

having similar values and past may be present in the same peer group.^{2,17}

Acquiring independence in the adolescence period is one of the basic development duties of the adolescent and, social requirements like reclaiming, belonging, attachment become intense in this period. These intensifying social requirements lead the adolescent to be under the control of the peer group completely and the condition of being under the control of peer group paves the way for building of peer pressure.¹⁸⁻²² Adolescents may exhibit many undesirable behaviors because of the peer pressure. Adolescents may be impressed by their peers regarding the use of drugs, alcohol, smoking and unprotected sexual intercourse. There is a positive relationship between peer pressure and aggression and drug abuse.²³⁻²⁶ Not only negative behaviors but also positive behaviors occur as a result of the peer pressure. The positive peer pressure encourages adolescents for the music, sports activities, participation in social aid efforts, playing part in the course or non-course activities.^{16,27} It is stated that negative peer pressure is more effective in boys, the positive peer pressure is more effective in girls.²¹ From this point of view, it should be remembered that peer pressure is one of the factors affecting the social gender role attitudes of individuals.¹⁶

In sustainable development objectives, “Social Gender Equality” is included among the subjects being discussed importantly. “Social Gender Equality” is also an important part of the development process and a prerequisite for human development. It has central importance for the objectives of the United Nations Development Program (UNDP) and it is the main component of the sustained development perspective. This approach manifests itself within the sustainable development structure. Social gender equality is one of 17 Development objectives and, it is a joint priority domain observe for other objectives. While gender equality is an independent objective in the sustainable development objectives, it has an important role in contributing in progress in all other goals and objectives.²⁸ World Health Organization also expresses that many sustainable development objectives cannot be achieved without progress in the gender inequality.⁷ Also, gender equality is an important part of the human rights that are one of the main pillars of the United Nations System as well as the human security and sustainable development.²⁹ It was proved that increasing the social statue of females and supporting their inclusion in the social domain would contribute in the economic growth of country and development in any domain.^{7,28,30} Enabling females to participate in any domain of social life in an equal way with males will make a great contribution to increasing the social statue of

females and the realization of the sustainable development objectives.³¹⁻³³

Once it is considered that universities are the main institutions that must lead the progress and transformation of the society, it is highly important to establish social gender roles of the university students and factors affecting social gender roles in terms of contributing into the objective of “Social Gender Equality”, 5th The objective in the Sustainable Development Objectives.²⁸ In the literature³⁴⁻³⁹, there are studies related to social gender role attitudes of university students and affecting factors, however, a study investigating the relationship between social gender roles of university students and state of experiencing peer pressure have not been found. From this point of view, it is contemplated that establishment of the relationship between social gender role attitudes of university students who study in the field of health and states of experiencing peer pressure will contribute into the development of an egalitarian attitude in the society, prevention of negative results caused by peer pressure and literature. Thus, this study was conducted for the purpose of establishing the relationship between social gender role attitudes of students studying at the Faculty of Health Sciences in a university and states of experiencing peer pressure.

MATERIALS AND METHODS

Research Design

This study was conducted in the Faculty of Health Sciences of Samsun Ondokuz Mayıs University (OMÜ) in 2016-2017 academic year fall semester in compliance with the descriptive research principles seeking relationship.

Research Sample

The population of the research consist of 1349 students who are studying at Nursing, Midwifery, Nutrition and Dietetics, Social Services and Health management departments of Faculty of Health Sciences Samsun OMÜ in 2016-2017 Academic Year Fall Semester, and it was aimed to include all of the students into the scope of the research. The research was completed with 1115 students totally, who admitted participating into the research on dates when the research was conducted, were not absent and filled up data collection form completely (82,6% of the population).

Research Instruments and Procedures

Data collection tools have consisted of three parts as “Introduction Form”, “Social Gender Roles Attitude

Scale (SCRAS)” and “Peer Pressure Scale (PPS)” and totally 99 questions.

Introduction Form

Introduction form developed by the researcher by scanning the literature^{4,12,13,26,35,36,40,41} contains questions determining the socio-demographical characteristics of participants (age, gender, department, class, family type, family income status, parental working status, parental educational background, etc.) and consists of totally 28 questions.

Social Gender Roles’ Attitude Scale

Social Gender Roles’ Attitude Scale (SGRAS) was developed by Zeyneloğlu in 2008 to determine the attitudes of students studying at university pertaining to social gender roles.⁴² Social Gender Roles’ Attitude Scale which consists of totally 38 items is scored between 0-5. The scale was scored in such a way that will score the students’ statements of egalitarian attitude pertaining to social gender roles in the following way; “5” scores if you strongly agree, “4” scores if you agree, “3” scores if you are hesitant, “2” scores if you do not agree, “1” score if you strongly disagree. Traditional attitude statements pertaining to social gender roles were scored in contrary to the above-mentioned scoring in the following way; “1” score if a student strongly agrees, “2” scores if a student agrees, “3” scores if a student is hesitant, “4” scores if a student does not agree, “5” scores if a student strongly disagrees”. The highest score to be obtained from the scale with such scoring pattern was found 190; the lowest score was 38. The highest value obtained from the scale shows that a student has an egalitarian attitude for social gender roles, the lowest value shows that a student has a traditional attitude for social gender roles. The scale has five sub-dimensions; role of egalitarian gender, role of female gender, gender role in marriage, traditional gender role, role of male gender. Cronbach Alpha Reliability Coefficient of Social Gender Roles’ Attitude Scale was found “0.92” for 38 items. This result shows that the scale items have a high internal consistency and high reliability with each other.¹²

Peer Pressure Scale

Peer Pressure Scale (PPS) was developed by Esen (2003). It is a five-point Likert type scale aiming to measure the peer pressure of adolescents. The scale consists of 34 items. Five options containing the behavior frequency were offered opposite the items given in the scale respectively “never”, “occasionally”, “sometimes”, “often” and “always”. All of the questions consisted of direct items and there is no question asked reversely. Scoring is as

follows; Never:1, Occasionally:2, Sometimes:3, Often:4 and Always:5. The minimum score to be obtained from the scale is 34, the maximum score is 170. High scores mean that the peer pressure is high, low scores show that the peer pressure is low. The

scale has two sub-dimensions as direct peer pressure and indirect peer pressure. The internal consistency coefficient (Cronbach Alpha) of the scale for all of 34 items (n=208) is .90.⁴⁰

Table 1. Social gender role attitude scale, peer pressure scale and its sub-dimensions, mean scores and cronbach's alpha reliability coefficients found in this study

Scales and sub-dimensions	Median (min-max)	Mean ± standard deviation	Cronbach Alfa
Total SGRAS	115 (34 - 158)	113,7 ± 10,7	0,81
Role of egalitarian gender	36 (8 - 40)	34,2 ± 6,7	0,88
Role of female gender	24 (7 - 40)	24,2 ± 4,6	0,39
Gender role in marriage	14 (4 - 40)	14,6 ± 4	0,61
Traditional gender role	29 (3 - 40)	28,6 ± 6	0,75
Role of male gender	12 (5 - 30)	12,1 ± 4,4	0,71
Total PPS	42 (33 - 167)	46,5 ± 14,9	0,94
Direct peer pressure	21 (18 - 95)	24 ± 7,9	0,92
İndirect peer pressure	20 (13 - 72)	22,4 ± 7,8	0,86

SGRAS: Social Gender Roles' Attitude Scale, PPS: Peer Pressure Scale

Statistical Analysis

The Statistical Package for the Social Sciences, version 23 was used for the statistical analysis. While evaluating data of the study, conformity of data to the normal distribution was examined with Shapiro Wilks. Mann Whitney U and Kruskal Wallis tests were used in comparison of sub-dimensions not showing normal distribution with demographical data. The relationship among the sub-dimensions was examined with Spearman correlation analysis. Quantitative data were presented in median (min-max), frequency (percentage). Whether the inter-group relation was statistically significant or not was decided by p values and the statistical significance level was accepted as p<0,05.

Ethical Aspect of the Research

Ethics Committee Approval (B.30.2.ODM.0.20.08 /2121-110-506) and required written consent from related authority was obtained for evaluating the ethical conformity of the research prior to the research. Also, verbal consents of the students were taken, and the research was completed in compliance with the volunteering principles.

RESULTS

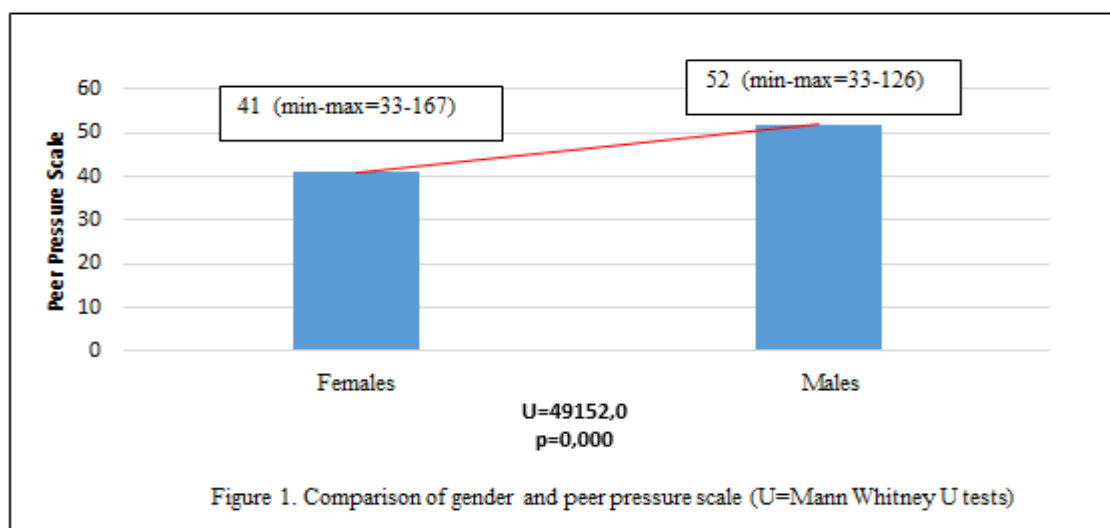
The age average of the students participating in the research is 20,3±2,0 (min-max=17-36). 82.9% of the students are females, and 17,1% are males. Three hundred ninety-nine students from the Nursing department (78.4% female, 21.6% male), 247 students from the Midwifery Department (100% female), 292 students from the Nutrition and Dietetics (82.5% are female, 17.5% are males), 57 students from the Health Management Department (80.7% female, 19.3% male) and 120 students from

Social Services Department (69.2% female, 30.8% male) participated into the study. It was found that 53.5% of the students lived in the province for the longest period, 79.6% had an elementary family structure and 69.6% had an equal income-expense. Mothers of 18.9% and fathers of 79.4% of the students are working. Mothers of 55.1% and fathers of 32.6% of the students are primary school graduates. Fourteen point four percent of the students smoke, and 9,7% use alcohol. Rate of those who have difficulty in making friends was found 13,2%. 31.8%of the students expressed that they get along very well with their friends, 55,6% get along well with their friends, and 11,5% get along with their friends. Rate of those who said that they could not get along is 1,1%. While the rate of those who are exposed to peer pressure is 14,9%, the rate of those who apply pressure on friends is 9,7%. While the rate of those who apply verbal violence to their friends is 24,3%, the rate of those who are exposed to verbal violence by their friends is 30%. While the rate of those who apply physical violence on their friends is 8,8%, the rate of those who are exposed to physical violence by their friends is 6,3%. While the rate of those who apply emotional/psychological violence on their friends is 19,7%, the rate of those who are exposed to emotional/psychological violence by their friends is 28,0%.

The total median value of the social gender role attitudes scale of all students is 115 (min-max=34-158), it was found that students have an egalitarian attitude. There is no statistically significant difference between the students' gender and Social gender role attitudes scale's median values (p>0.05). Female and male students have an egalitarian gender role about at the same level (female=115,0 (min-max=35 - 158), male=114,5 (min-max34 - 131)).

There is a statistically significant difference between the location in which it is lived for the longest period and median values of social gender role attitude scale ($p < 0,05$). While median value of those who live in the province (city center) is 115 points (min-max=34-134), the value is 116 points (min-max=70-157) in those who live in district (town). It is found as 117 points (min-max=69-158) in those who live in villages (rural areas). There is a difference between median values of those who live in province and village. The district median value is not different from those who live both in province and village. It was found that those who live in village for the longest period have a more egalitarian attitude than those who live in province. There is a statistically significant difference between the family income status of students and median values of social gender role attitude scale ($p < 0,05$). While the median value in those whose income is less than expense is 116 points (min-max=77-130), it is found

115 points (min-max=35-158) in those whose income and expense are equal and 113 points (min-max=34-157) are found in those whose income is more than expense. Those whose income is less than expense have a more egalitarian attitude than others. There is a statistically significant difference between father education background and median values of social gender role attitude scale ($p < 0,05$). While the median value of those whose father did not receive education is 115 points (min-max=87-128), it is found as 117 points (min-max=69-157) in those whose fathers are primary school graduates, 115 points (min-max=35-131) in those whose fathers are secondary school graduates, 115 points (min-max=34-158) in those whose fathers are high school graduates, 114 points (min-max=70-141) in those whose fathers are graduates of university and above. Those whose fathers are graduates of primary school have a more egalitarian attitude than those whose fathers are graduates of high school.



The total median value of peer pressure scale of all students is 42 points (min-max=33-167), it was found that the peer pressure applied on students is low. There is a statistically significant difference between the gender and median values of

peer pressure ($p < 0,001$). While the median value in females is 41 points (min-max=33-167), it is found as 52 points (min-max=33-126) in males and it is determined that the median values of peer pressure in males are higher (Figure 1).

Table 2. Comparison of students' median values with peer pressure scale and their departments

Specifications	PPS	Test statistics	p
Departments	Median (min-max)		
Nursing	41 (34 - 128)a	KW=12,7	0,013
Midwifery	41 (34 - 100)a		
Nutrition	42 (33 - 167)ab		
Health management	42 (34 - 115)ab		
Social services	44 (34 - 102)b		

PPS: Peer Pressure Scale, U: Mann Whitney U tests, χ^2 : Kruskal Wallis tests, a-b: There is no difference between groups with the same letter

There is a statistically significant difference between the departments and median values of peer pressure ($p < 0,05$). While the median value in students studying at Nursing and Midwifery

departments are 41 points, it is 42 points in Nutrition and Health Management and 44 points in students studying at social services department. The median value of students studying at social services

department is different from students of Nursing and Midwifery Departments and it is higher (Table 2).

Table 3. The comparison of students' peer pressure scale median values and cigarette and alcohol use

Specifications	PPS	Test statistics	p
Cigarette use			
Using	51 (34 - 128)	U=41570,5	p<0,001
Not using	41 (33 - 167)		
Alcohol use			
Using	54 (34 - 128)	U=25903,0	p<0,001
Not using	41 (33 - 167)		

PPS: Peer Pressure Scale, U: Mann Whitney U tests

There is a statistically significant difference between the students' state of smoking and using alcohol and median values of peer pressure ($p<0,001$). The median value in those who are smoking is 51 points, however, it is 54 points in

those who are using alcohol. It was found out that state of experiencing peer pressure of those who smoke and use alcohol is higher than those who do not smoke and use alcohol (Table 3).

Table 4. Correlation analysis results between social gender roles attitude scale and sub-dimensions and peer pressure scale

	PPS	
SGRAS	$r=0,007$	$p=0,812$
Role of egalitarian gender	$r=-0,068$	$p=0,023$
Role of female gender	$r=0,071$	$p=0,018$
Gender role in marriage	$r=0,202$	$p<0,001$
Traditional gender role	$r=-0,172$	$p<0,001$
Role of male gender	$r=0,202$	$p<0,001$

SGRAS: Social Gender Roles' Attitude Scale, PPS: Peer Pressure Scale, r: Spearman Correlation Coefficient

There is no statistically significant relationship between social gender roles' attitude scale and peer pressure scale ($r=0,007$; $p=0,812$). There is a negative-way poor level significant relationship between the peer pressure scale and egalitarian gender role ($r=-0,068$; $p=0,023$). It was found that as the egalitarian gender attitude increases, the peer pressure decreases. There is a positive-way poor level significant relationship between the peer pressure scale and male gender role ($r=0,202$; $p<0,001$). It was determined that as the male gender role increases, the state of experiencing peer pressure increases (Table 4)

There is a statistically significant difference between the states of thinking that he/she applies pressure on his/her friends and the median values of peer pressure ($p<0,001$). It was found that those who apply peer pressure are more exposed to peer pressure than those who do not apply peer pressure. There is a statistically significant difference between the state of applying verbal, physical and emotional/psychological violence on his/her friends and median values of peer pressure ($p<0,001$). It was found out that those who apply verbal, physical and

emotional/psychological violence are more exposed to peer pressure. There is a statistically significant difference between the state of being exposed to verbal, physical and emotional/psychological violence by their friends and the median values of peer pressure ($p<0,001$). It was found out that those who are exposed to verbal, physical and emotional/psychological violence are more exposed to peer pressure (Table 5).

Table 5. Comparison of the peer pressure scale median values of the students with the exposure of peer pressure and their thinking

Specifications	PPS	Test statistics	p
Think that She/he applies pressure on his/her friends / peers			
	Median (min-max)		
Applies pressure	49 (34 - 115)	U=33605,0	p<0,001
Not applies pressure	41 (33 - 167)		
Think that she/he was exposed to peer pressure			
Exposed to	46 (34 - 128)	U=54541,5	p<0,001
Not exposed to	41 (33 - 167)		
Verbal violence against friends / peers			
Applies pressure	48 (34 - 126)	U=63854,0	p<0,001
Not applies pressure	40 (33 - 167)		
Exposure to verbal violence by friends / peers			
Applies pressure	46 (34 - 128)	U=88222,0	p<0,001
Not applies pressure	40 (33 - 167)		
Physical violence against friends / peers			
Applies pressure	55 (34 - 128)	U=23029,0	p<0,001
Not applies pressure	41 (33 - 167)		
Exposure to physical violence by friends / peers			
Applies pressure	53 (35 - 128)	U=17933,0	p<0,001
Not applies pressure	41 (33 - 167)		
Emotional / psychological violence against friends / peers			
Applies pressure	49 (34 - 128)	U=53278,0	p<0,001
Not applies pressure	41 (33 - 167)		
Exposure to emotional / psychological violence by friends / peers			
Exposed to	45 (34 - 128)	U=84366,0	p<0,001
Not exposed to	41 (33 - 167)		

PPS: Peer Pressure Scale, U: Mann Whitney U tests

DISCUSSION

Universities are among the main institutions leading the progress of the countries they are in, contributing to become a modern, democratic and gender-dominated society. In this context, it is very important to determine the gender roles of university students and the factors affecting them.

Findings, obtained in this study where the relationship between social gender role attitudes of the university students studying at health field and states of experiencing peer pressure is investigated, will be discussed in this section. Total median value of social gender role attitudes scale of all students is 115. It was found that students have an egalitarian attitude. Total median value of peer pressure scale of all students is 42 points, it was found that the peer pressure applied on students is low. While the median value in females is 41 points, it is found as 52 points in males and it is determined that the median values of peer pressure in males are higher.

It was found that students who were included in the study scope have egalitarian attitudes. In the study conducted by Gökşin and Erzincanlı (2020), Karaca and Aksu (2020), Önder et al. (2013), Aydın et al. (2016), Dinç and Çalıřkan (2016), Karasu et al. (2017), they found that students have an egalitarian attitude for social gender roles.^{14,35,41,44,45} In the studies conducted by Zeynelođlu (2008), Atıř (2010) and Kavuran (2011), it was found that students studying at health department have a more egalitarian attitude in the same way.^{43,46,47} Findings obtained from this study are similar with those in the literature. This situation may be an indicator that awareness of the university students related to social gender has increased and students move away from the traditional point of view and adopt a more egalitarian point of view.

It was found that the students' states of experiencing peer pressure are low. In the study carried out by Gündođdu et al. (2016), they found that students' states of experiencing peer pressure are low. In the studies conducted by Esen (2003) and Satan (2013), it was found that students' states of

experiencing peer pressure are low in the same way.^{19,24,26} Findings show similarity with the literature.

It was determined that there is a difference between the median values of peer pressure by the gender of students who were included into the scope of the research and male students who are more exposed to peer pressure than female students ($p < 0.001$). In the studies conducted by Kapıkıran and Fiyakalı (2005), Çiğdemoğlu (2006), Güney (2007), Yıldırım (2007), Satan (2011), Karaman (2013) and Gündoğdu et al. (2016), it is seen that the difference between the median values of peer pressure and gender is statistically significant, that is, male students experience more peer pressure than female students.^{26,48-53} Once the results of research conducted in regard to peer pressure are examined, it can be seen that males experience more peer pressure than females and females are less impressed by the peer pressure. The findings obtained support this condition.

Departments where students were studying and states of experiencing peer pressure were compared, and it was found that there is a statistically significant difference between the median values ($p < 0.05$). It was found that while those who were mostly exposed to the peer pressure were the students of social services department, those who were least exposed to the peer pressure were students of Nursing and Midwifery Departments. This situation may have resulted from that male student rate is high between the departments. Because while there were no male students in the Midwifery Department, there were fewer male students in the Nursing Department compared with the Department of Social Services.

A statistically significant difference was found between the students' state of smoking and using alcohol and states of experiencing peer pressure ($p < 0,001$). It was found that students who smoke and use alcohol are more exposed to the peer pressure than those who do not so. Studies conducted by Esen (2003), Gündoğdu et al. (2016) show that students who smoke experience more peer pressure.^{26,40} Satan (2011) found in his study that peer pressure points of students who use alcohol are higher than the students who do not use alcohol.²⁴ It is contemplated that negative peer pressure is effective for adolescents to exhibit risky behaviors like smoking, using alcohol and drug.²⁴ Also, it can be considered that the reason why students bow to the peer pressure can be considered as efforts of adapting to the friend circle and not being excluded. There is a statistically significant difference between the students' state of applying pressure on their friends and media values of peer pressure ($p < 0,001$). It is seen that students who apply peer pressure are

also exposed to peer pressure. This situation may be an indicator that they are impressed by each other very much in the circle of friends. Likewise, individuals who are exposed to peer pressure normalize this situation by adapting over time and he/she can start to apply pressure on another peer or peer who applies pressure on himself/herself. Thus, peer pressure may have been transformed into a circle within the friend group.

A statistically significant difference was found between the states of students who were included in the research to apply verbal, physical and emotional/psychological violence on their friends and being exposed to verbal, physical and emotional/psychological violence by their friends and the median values of peer pressure ($p < 0,001$). It was determined that those who apply verbal, physical and emotional/psychological violence on their friends and those who are exposed of the students who were included in the scope of research are more likely to experience peer pressure than others. In the study conducted by Yıldırım (2007), it was found that adolescents who apply violence on another more likely experience peer pressure than adolescents who do not apply violence.⁵¹ Adolescents who were included in the peer group start to be controlled by the peer group by resorting to the adoption of positive or negative attitudes, ideas and judgments in the peer group over time. Being controlled by the peer group also brings about the peer pressure. Taking a high peer pressure in those who are exposed to violence is an expected outcome. However, a high peer pressure in those who apply violence may be a sign that the pressure in the peer group impresses the whole peer group and pressure is mutually applied.

A negative-way poor significant relationship was found between the state of experiencing peer pressure and egalitarian gender role that is the sub-dimension of social gender role attitudes scale ($r = -0,068$; $p = 0,023$). It was found that as the egalitarian gender role increases, the state of experiencing peer pressure decreases. Once the study conducted by Çetinkaya (2013) is examined, it is seen that as egalitarian gender attitudes of students increase, the violence tendencies decrease.³⁴ Uçtu and Karahan (2016) and Özpulat (2017) found out in the study conducted with university students that as egalitarian gender attitudes of students increase, violence tendency decreases.^{37,54} Likewise, in the study carried out by Dikmen and Marakoğlu (2019) that as the egalitarian attitudes of students increase, their attitudes against the violence against women decrease.³⁹ Individuals whose egalitarian gender role that means that females and males equally share the roles and responsibilities in the social life is high are those who have an egalitarian point of view and awareness. For this reason, it is expected that

individuals who have an egalitarian gender point of view have the least violent tendency, peer pressure application or experience. Development of the egalitarian gender point of view that is among the sustainable development objectives affects the reduction of peer pressure and any kind of violence act.^{28,29} Findings obtained are supporting this situation.

In conclusion, it was found out that students studying in health field have egalitarian attitude and the peer pressure on students are low. Once it is examined from the aspect of gender; it was determined that female and male students have egalitarian attitude at the same level, however, males are more exposed to the peer pressure than females. Results obtained from the study may be used as means in achieving the Sustainable Development Objectives. Trainings related with social gender equality may be given to people working particularly in schools and health institutions and health professionals who are continuously in contact with people for prevention of any kind of discrimination against women. Such kind of studies may be conducted in different regions and training institutions for creating data for the studies to be carried out in attainment of Sustainable Development Objectives by analyzing social gender and peer pressure profile of students who study at health field. Also, studies that will build an awareness aiming to eliminate social gender discrimination and peer pressure may be carried out.

* This study was produced from a master's thesis titled " Relationship between Social Gender Role Attitudes of Students Studying at Faculty of Health Sciences and States of Experiencing Peer Pressure " and it was presented orally at the 2nd International Symposium on Innovative Approaches in Scientific Studies held between 30 November-2 December 2018 in Samsun.

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