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Gender role stress and affecting factors in female university students[1]

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Öz

The present study aims to determine gender role stress and affecting factors in female university students. The participants of this cross-sectional study consisted of 856 female students studying in all faculties of a university in Western Turkey. Data was collected using a personal information form, the Feminine Gender Role Stress Scale, and the Parental Attitude Scale. In the data analysis, the Kruskal-Wallis and Spearman's Correlation tests and multiple regression analysis were used. According to the multiple regression model, the students' faculty, year of study, parents' type of marriage, and religious beliefs were significant predictors of the women's stress levels relating to gender roles. It was determined that the students' religious beliefs were the most important predictor of the stress level of gender roles. In order to prevent social gender inequity, women should be enabled to benefit equally and evenly in the areas of education, employment, and health.

Keywords: Gender role, Feminine gender role stress, Students

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INTRODUCTION

Sex refers to the biological and genetic differences between men and women. Gender is a construct of the societal norms of social status, roles, and missions. Certain behaviors are expected from people, usually according to the gender in which they are perceived. Individuals are socialized to conform to specific gender roles. Hence, gender roles are traditional roles related to women and men based on their biological sex (Hyde et al., 2019; Koc et al., 2017).

The difference between gender role and sex role may be taken as evidence that and culture biology determine differences in coping and the role of psychological resources (Yarnell et al., 2019). Gender roles may vary among cultures, yet women face more risk factors throughout their lives than men (Hyde et al., 2019; Koc et al., 2017). For this reason, women are exposed to more discrimination in health, education, political representation, and work; they are not able to make free choices. So egalitarian legislation is not enough to tackle this (Jacobson, 2018; Shannon et al., 2019). Inequality arising from societal gender perception and societal gender roles, inability to benefit equally from resources, opportunities, services, and unequal responsibilities are great sources of stress for women. As in many other countries, women in Turkey are exposed to inequality and not able to achieve the social status. The health benefits of equality might only be truly achieved after social expectations are changed (Shannon et al., 2019).

In Turkey, the responsibilities that women have to bear are known to be a source of stress for them and a cause of exhaustion. Turkey has a collectivist culture and a patriarchal society that expects women to be submissive. Again, in Turkish culture, women have to be caring, emotional, quiet, compassionate, and not tough, strong, or dominant. Womanhood is generally seen as ‘motherhood’. Meeting these expectations of the family, religion, media, men, and other women can be challenging. It is seen that feminine roles can be stressful for women (Bayar et al., 2017; Kargin et al., 2021)

Gender is highly affected by cultural norms and traditions. Trying to meet the gender expectations of society puts a person under stress, which is referred to as gender role stress (GRS) in the literature. As stated in the article of Bayar et al. (2017), Gillespie and Eisler (1992) describe the GRS theory as the stress caused by not being able to meet the

strict expectations of the society. Thus, the psychological health of women is adversely affected. Depression and anxiety are affect twice as many women as men (Arcand et al., 2020). Psychosocial factors in gender roles are better predictors to understand depression and anxiety in women rather than biological factors. It has also been reported that for female gender roles to be accepted by society, women must conform to a series of societal standards. If they do not, they will be socially excluded. It is emphasized that it causes gender role norms to stress adolescent women and can cause social anxiety disorder (Reidy et al., 2018).

Gender features play an important role in coping with stressors (Whitworth et al., 2017). For this reason, there is a need for gender-sensitive health-promoting programs (Oertelt-Prigione et al., 2017), and researchers should focus mainly on gender roles. Further, studies have found that various factors (including gender, education level, age, father and mother's education levels, employment status, marital status, and marriage length) affected students' attitudes to gender roles (Aktaş et al., 2018; Karasu et al., 2017).

In summary, the obligations in all areas relating to gender roles, norms, responsibilities, and inequalities become a source of stress. Since problems arising from gender roles cause both individual and social health problems, this field needs studies from public health. The present study will start with these questions to determine GRS and its factors in female university students: 'What are the gender stress levels of female university students?' and 'What factors affect GRS in female university students?'.

MATERIAL AND METHODS

Design and sample

The current study used a descriptive and cross-sectional study conducted between March and July 2018 in all faculties of Ege University in Western Turkey. The study population consisted of female students (N=14 901) registered and attending all faculties of Ege University. The sample size was calculated for an incidence of 50%, a confidence level of 95%, 5% deviation, and 2.0 design effect, and the study was conducted with 856 female university students. The multi-stage cluster sampling method was used in selecting the sample. Ten clusters were formed from 16 faculties, and one faculty was selected from

each cluster. Departments were selected from these faculties by the simple random sampling method of drawing lots. Then, the stratified sampling method determined the number of students to be taken into the sample from each department. In the next stage, the number of students who needed to be contacted in all years (first, second, third, and fourth-year) of these departments was determined (Table 1).

Table 1

Stratification of the numbers of students from each faculty by departments (n=856)

Faculty/Department	N	Stratum weight	n
Health Sciences /Midwifery	185	185/2162 =0.09	0.09×750=67+48=115
Engineering /Food Engineering	631	631/2162=0.30	0.30×750=225-4 =221
Science Faculty/Statistics	165	165/2162=0.08	0.08×750=60+3 = 63
Arts Faculty/Sociology	269	269/2162=0.12	0.12×750=90+27=117
Education/Turkish & Social Sciences	259	259/2162=0.11	0.11×750=83+25=108
Economics & Management Sciences/International Relations	263	263/2162=0.12	0.12×750=90+1 = 91
Communications /Radio, Television & Cinema	217	217/2162=0.10	0.10×750=75+5 = 80
Aquaculture /Fisheries & Operation Technology	53	53/2162=0.02	0.02×750=15+1 = 16
Sports Sciences /Coaching Dept.	38	38/2162=0.02	0.02×750=15+0 = 15
Agriculture /Soil & Plant Nutrition	82	332/2162=0.04	0.04×750=30+0 = 30
Total	**2162**	**1.00**	**856**

Dependent and Independent Variables of the Study

The dependent variable was the level of GRS of the female university students. The independent variables were parental attitude, student's faculty and year of study, age, place of birth, number of siblings, place of longest residence, school last graduated from, family type, current place of residence, parents' type of marriage, family income, parents' education level, parents' professions, belief in a religion.

Data Collection and Instruments

Before commencing the research, the comprehensibility and application time of the forms were assessed using a pilot application with 15 female university students who were not included in the research group. Study data were obtained using self-administered paper-based questionnaires and collected using a Personal Information Form, the Feminine Gender Role Stress Scale (FGRSS), and the Parental Attitude Scale (PAS).

Personal Information Form

The personal information form was prepared by the researchers in line with the related literature was composed of 16 questions related to students' sociodemographic features (faculty, age, place of birth, number of siblings, place of longest residence, family type, current place of residence, parents' type of marriage, parents' income status, parents' education level, parents' professions, and their belief in any religion).

FGRSS

The purpose of this scale, which was developed by Koç et al., is to measure the gender role stress of female university students. It consists of 20 items, and there are no reverse-scored items. The scale has five items (1 = It's not stressful for me at all, 2 = It isn't stressful for me, 3 = I'm undecided, 4 = It's stressful for me, 5 = It's very stressful for me). A high score indicates that the individual experiences gender role stress. The reliability of FGRSS was tested by Cronbach α (0.926) and split halves (Koc et al., 2017). The Cronbach alpha value in the present study was found to be 0.966.

PAS

This scale was developed by (Kuzgun & Eldeleklioğlu, 1999). Perceived parental attitudes are determined with six subscales and a total of 40 items as democratic (15 items), protective/demanding (15 items), or authoritarian (10 items). PAS is a Likert-type scale, and each item is scored between 1 and 5. The lowest and highest values scored on each sub-scale were found, and arithmetic means and standard deviations were calculated. For each sub-scale, scores between a value of 1 standard deviation above and a value of 1 standard deviation below the arithmetic mean were accepted as showing a medium

attitude relating to that sub-scale. A value below -1 standard deviation from the arithmetic mean as a low attitude, and values above +1 standard deviation as a high level concerning that subscale (Kuzgun & Eldeleklioğlu, 1999). In this study, evaluation of the scale was performed in this approach. The Cronbach alpha values in this study relating to the sub-dimensions of the scale were .92/.93 for the sub-dimension measuring parental democratic attitude, .86/.87 for the sub-dimension measuring protective/demanding attitude, and .81/.81 for the sub-dimension measuring authoritarian attitude, respectively.

Data Analysis

The data were entered into SPSS version 25.0 (SPSS Inc., Chicago, IL, USA) for analysis. Continuous variables were calculated as medians, frequencies, and percentages. The FGRSS score did not demonstrate a normal distribution when examined by the Kolmogorov-Smirnov test (Kolmogorov-Smirnov Z = 5.863, $p<0.05$). Therefore, as non-parametric tests, Kruskal–Wallis tests were used to assess associations between the scores and categorical variables. Spearman's Correlation test was used to determine the correlation between the scales, and variables that showed significant association with FGRSS were included in the multiple regression models.

Ethical Considerations

Before starting the study, written approval was obtained from the Scientific Ethics Committee (approval dated February 22, 2018, Issue: 41-2018) and from the faculties where the data were collected. Written permission to use the scales was obtained by email from the researchers. The participation of the female university students was voluntary, and anonymity and confidentiality were assured. Informed consent was obtained from all individuals participating in the study.

RESULTS

Students' Sociodemographic Characteristics

The mean age of the students participating in the research was 20.88±2.01 years (minimum: 17, maximum: 41); 32.5% were in their first year, 36.4% in their second year, 13.3% in their third year, and 17.8% in their fourth year. It was found that 98.9% of the students were single, 63.9% had one or two siblings, and 45.9% had lived for a long time in the province. Of the students, 45.0% were currently living in the student hostel, and 82.9% had a nuclear family; 62.9% had graduated from Anatolian Science High Schools, and 59.1% had an income equal to their expenses. It was reported that 58.5% of the students' mothers and 48.1% of their fathers had primary-level education. Finally, 61.0% of their mothers were housewives, and 98.8% of their fathers were working.

Factors Affecting Students' Total Levels of Gender Role Stress

A statistically significant difference was found between the faculties where the students were studying and the median FGRSS score (KW= 41.597, p< 0.001). The FGRSS median score of female students at the Agriculture Faculty was the highest (95.5), and that of students at the Aquaculture Faculty the lowest (69.0). The median FGRSS score of first-year students (93) was higher than that of students in other years, and that in the analysis, there was a significant difference between FGRSS median scores by students' year of study (KW= 14.188, p= 0.003).

A statistically significant difference was found between the students' number of siblings and their median FGRSS score (KW= 10.839, p= 0.004). As the number of siblings increased, stress levels decreased, and it was found that the FGRSS levels of students with five siblings or more were low.

No statistically significant difference was found between the students' FGRSS median scores and their income level (KW=3.405, p= 0.182), age group (KW= 1.165, p=0.559), place of current residence (KW=3.645, p=0.456), place of longest residence (KW=8.228, p=0.084), the school from which they had most recently graduated (KW=11.176, p=0.083), or their family type (KW=4.171, p=0.124) (Table 2).

Table 2

Comparison of the students' characteristics with the FGRSS score averages (n=856)

Variables		n	Median	Min-Max	Test
Faculty/ Department	Science Faculty/Statistics	63	84.0	20-100	
	Engineering /Food Engineering	221	91.0	20-100	
	Health Sciences /Midwifery	115	90.0	31-100	
	Economics&Management Sciences/International Relations	91	89.0	22-100	KW= 41.597
	Aquaculture/Fisheries&Operation Technology	16	69.0	20-91	**P= 0.000**
	Education Fac./Sociology Dept.	117	95.0	20-100	
	Education/Turkish & Social Sciences	108	93.0	20-100	
	Agriculture /Soil & Plant Nutrition	30	95.5	35-100	
	Sports Sciences /Coaching	15	93.0	61-100	
	Communications/Radio,Television & Cinema	80	87.5	20-100	
Class	First	278	93.0	24-100	
	Second	312	88.5	20-100	KW= 14.188
	Third	114	90.5	20-100	**P= 0.003**
	Fourth	152	91.0	20-100	
Income perception	Income < Expenditure	265	90.0	20-100	
	Income = Expenditure	506	92.0	20-100	KW= 3.405
	Income > Expenditure	85	89.0	20-100	P= 0.182
Age group	18 years and below	50	92.0	27-100	
	19-22	666	91.0	20-100	KW= 1.165
	23 years and above	140	89.5	20-100	P= 0.559
Current place of residence	Government hostel	229	90.0	20-100	
	Private hostel	156	90.0	33-100	
	With family	298	92.0	20-100	KW= 3.645
	With friends	119	93.0	20-100	P= 0.456
	Alone in a house	54	88.5	21-100	
Place of longest residence	Village	66	89.5	20-100	
	Small town	31	86.0	20-100	
	District center	246	91.0	20-100	KW= 8.228
	Provincial capital	393	90.0	20-100	P= 0.084
	Metropolis	120	94.0	20-100	
School of most recent graduation	Regular high school	137	89.0	20-100	
	Anatolian Science high school	538	92.0	20-100	
	Vocational high school	90	86.0	29-100	KW= 11.176
	Private high school	82	91.5	20-100	P= 0.083
	Religious high school	9	71.0	22-98	

Family type	Nuclear family	710	91.0	20-100	
	Extended family	100	89.0	20-100	KW= 4.171
	Broken family	46	96.0	23-100	P= 0.124
Number of siblings	1-2	631	92.0	20-100	
	3-4	89	84.0	20-100	KW= 10.839
	5 or more	25	81.0	35-100	**P= 0.004**

KW: Kruskal–Wallis Test

Students with an employed mother (housewife) had the lowest FGRSS median score (89.0). In the analysis, a statistically significant difference was found between the profession of the students' mothers and their FGRSS median scores (KW=13.737, p=0.008).

The difference between the students' median FGRSS scores according to their parents' type of marriage was statistically significant (KW=23.870, p=0.001). Those students whose parents had met and agreed to their own accord (93.0) had higher gender role stress than those whose parents had had an arranged marriage and did not know each other previously.

We found that the FGRSS median scores of those who said they believed in no religion were the highest (97.0), and the scores of those who said they believed in and practiced a religion were the lowest (87.0). The statistical analysis found a statistically significant difference between FGRSS median scores according to students' religious beliefs (KW=66.359, p=0.000). No statistically significant difference was found between the students' median FGRSS scores and their mothers' (KW=5.993, p=0.200) or fathers' (KW=8.017, p=0.091) education levels, or their fathers' profession (KW=3.352, p=0.501) (Table 3).

Table 3

Comparison of students' median FGRSS scores and their parents' type of marriage, professions and education levels (n = 856)

Variables		n	Median	Min-Max	Test
Mother's education level	Primary school	354	89.0	20-100	
	Middle school	147	92.0	20-100	KW= 5.993
	High school	235	91.0	20-100	P= 0.200
	College/faculty	120	93.0	20-100	
Mother's profession	Not working (housewife)	522	89.0	20-100	
	Office worker	91	94.0	20-100	KW=13.737
	Manual worker	94	92.0	20-100	**P= 0.008**
	Self employed	149	93.0	20-100	
Father's education level	Primary school	230	90.5	20-100	
	Middle school	182	88.0	20-100	KW=8.017
	High school	251	90.0	20-100	P= 0.091
	College/Faculty	193	93.0	20-100	
Father's profession	Self employed	269	90.0	20-100	
	Retired	215	90.0	20-100	
	Manual worker	206	90.0	20-100	KW=3.352
	Office worker	156	92.5	24-100	P= 0.501
	Unemployed	10	83.0	50-100	
Parents' type of marriage	Arranged marriage, not knowing each other previously	113	84.0	20-100	
	Arranged marriage, later meeting and approving	306	89.0	20-100	KW=23.870 P= **0.001**
	Meeting and agreeing of their own accord	437	93.0	20-100	
Religious belief	I believe in and practice a religion	361	87.0	20-100	
	I believe in a religion, but I don't practice it	375	92.0	20-100	KW=66.359 P= **0.000**
	I don't believe in a religion	120	97.0	20-100	

KW: Kruskal–Wallis Test

Correlation Between FGRSS and PAS

As a result of correlation analysis between the Parental Attitude Scale and the gender role stress scale, a very weak positive correlation was found between a democratic mother and father attitude and gender stress level (r= 0.069, p< 0.05). There was no statistically

significant difference between median FGRSS scores and protective mother attitude, authoritarian mother attitude, protective father attitude, or authoritarian father attitude (Table 4).

Table 4

Correlation between PAS Sub-dimensions and FGRSS (n=856)

Variables		**PAS Sub-dimensions**					
		DMA	**CMA**	**AMA**	**DFA**	**CFA**	**AFA**
FGRSS	R	**0. 069**	- 0.012	- 0.034	**0.069**	- 0.022	- 0.041
	P	**0.043**	0.72	0.32	**0.043**	0.521	0.232

Spearman's correlation Test; **DMA**; democratic mother attitude, **PMA**; protective mother attitude, **AMA**; authoritarian mother attitude, **DFA**; democratic father attitude, **PFA**; protective father attitude, **AFA**; authoritarian father attitude.

Predictors Affecting FGRSS Level

When predictor variables affecting the total scores of the gender role stress scale of the female students were examined by multiple regression, it was found in the analysis by making use of predictor variables that the model set up was significant (F=7.940, p= 0.000) (Table 5).

It was determined that 62% of the variance in the model formed to determine the effect of the independent variables which affected the students' gender role stress levels was statistically significantly explained (p=0.000). A significant negative effect on FGRSS was found with the students' faculty (p=0.038) and year of study (p=0.037), and a significant positive effect was found with their parents' type of marriage (p=0.040) and their religious belief (p=0.000). It was found that the most significant predictor of FGRSS level was students' religious belief (B = 4.701, p=0.000). The students' mothers' work status and the number of siblings were not statistically significant predictors of FGRSS level (p>0.05) (Table 5).

Table 5

Predictors affecting the social gender role stress scale(n=856)

	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
	B	Std. Error	Beta	t	p	Lower Bound	Upper Bound
Faculty	-.561	.239	-.079	-2.349	**.019**	36.728	87.968
Class	-1.257	.613	-.069	-2.048	**.041**	-1.029	-.092
Mother's work status	.367	.494	.026	.743	.458	-2.461	-.053
No of siblings	-.811	.539	-.052	-1.504	.133	-.602	1.336
Parents' type of marriage	1.923	.936	.072	2.054	**.040**	-1.869	.248
Religious belief	5.159	.973	.184	5.302	**.000**	.086	3.760

Multiple R = .249 Durbin-Watson = 1.676

DISCUSSION

The present study is the first study of which we are aware, examining gender role stress and affecting factors in female university students in western Turkey. It was carried out to determine gender role stress in female university students and the factors affecting it. It was observed that predictor variables affecting students' gender stress levels were their faculty, year of study, parents' type of marriage, and religious belief. However, their mothers' work status and the number of siblings were not statistically significant predictors.

Further, a very weak positive correlation was found between mothers' and fathers' democratic attitudes and gender stress levels.

According to approaches of how gender roles are acquired, children learn their gender roles in their first socialization environment, which is the family (John et al., 2017). The gender perception of adolescents is shaped according to their parents. At university, it is shaped in favor of a more egalitarian attitude along with their education (Saygan &

Uludağlı, 2021). According to multiple variance analysis, the present study discovered that finishing a year of study was an effective predictor for gender role stress.

In light of the current study results, gender-role stress levels fell as years of study increased: there was a negative correlation between gender role and year of study. That is, stress relating to gender roles is reduced with education. However, it is thought that the low-stress levels of students in their second year of study were affected by other factors which are thought to affect gender-role stress levels (Kargin et al., 2020). Similarly, the present study found a difference between the grades, and the gender-role stress levels of students in the first grade were high.

Another predictor which affects the gender stress levels of students is their faculty. In one study (Karasu et al., 2017) investigating the attitudes of university students to gender roles, a statistically significant difference was found between gender role scores based on department. This difference was derived from the statistical difference between the Physiotherapy-Emergency and the First Aid Programs. The present study shows that the FGRSS median score of students in the Agriculture Faculty was higher than in other faculties. Since the number of female students in the Faculty of Agriculture is low, the student profile comes from families traditionally concerned with agriculture.

Another finding which affects the gender role stress level of students in the model created in the multiple regression analysis is their parents' type of marriage. Students whose parents had met and married of their own accord had higher gender role stress levels than those whose parents' marriage was arranged and did not know each other before marriage. In a study conducted to show the attitudes to gender roles of women attending the gynecology outpatients' department of a university research and training center, traditional gender role mean scores were evaluated. It was found that the mean scores of those with an arranged marriage without knowing each other beforehand were lower than the scores of those who knew each other before marriage. One study (Özdemir et al., 2019) to determine the demographic characteristics affecting the gender perceptions of first-year students at a faculty, found that parents' type of marriage was a significant predictor for gender. In the present study, the higher level of gender role stress of students whose parents had met and married of their own accord is related to the probability of

more significant stress experienced by women who wish for equality in a society with a traditional understanding.

The current study found that the predictor which had the most effect on gender role stress levels was the students' religious belief. Religious belief is an essential factor that affects a person's life. It was observed in this study that the students who stated that they did not believe in any religion had high-stress levels. In the literature, it is seen that the primary function of religion is stated to be that of gaining a way of thinking determining attitudes and behavior towards worldly events (Hope & Jones, 2014; Krok, 2015). Similarly, religion has a social and political effect when performing basic social rituals such as births, marriages, funerals, or charity work and significantly affects society (Filina, 2020). Moreover, religion is a vehicle of legitimization. For this reason, the factor of religion has a negative effect on gender roles, yet the positive effect of Islam in comparison with other religions is referred to (Kroba & Steffe, 2015).

However, there are also studies that say that all religions have a negative effect on gender roles and perception and that they create a submissive attitude and acceptance (Kaya & Uysal, 2015). A study reported that the variable of religiosity had an effect on gender role attitude and that women's tendency to submissive behavior was greater than that of men (Geçer et al., 2017). More patriarchal attitudes have been reported among religious people than those who do not believe in religion (Perales et al., 2018). One study (Perales & Bouma, 2019) reported mean scores for patriarchal gender ideology of the three religious groups of Catholics, Anglicans, and Unitarians, low to medium level predictors.

Studies have found that religiosity is correlated with approval of the norms that society expects of women (Lyócsa et al., 2015). A study in Australia comparing patriarchal attitudes in twenty-six religious groups found that various Christian groups had the strongest patriarchal attitudes and that Islamic participants had the third most patriarchal attitudes (Perales & Bouma, 2019). In the present study, it was seen that students who stated that they believed in no religion experienced more gender role stress. From this, it may be said that this is related to students who state that they believe in no religion being exposed to more social pressure concerning their gender roles in a society with a traditional or patriarchal attitude and the tremendous stress experienced by women who

demand equality (O. Bayar et al., 2017). Students have at least four years of education in university, and in that time, their aims in life may change. Their awareness of gender roles may increase, and that this will cause stress.

We found that the level of gender role stress in students with one or two siblings was higher than that in students with five or more siblings. Studies in the literature on gender roles and the number of siblings concluded that students' attitudes were more egalitarian as their siblings rose. When there are more siblings, family responsibilities can be shared more equally. The siblings grow up in a friendly way (Yıldız & Keçeci, 2016). Another study to determine the correlation between the gender role attitudes of health college students and socio-economic factors found that the number of siblings was an important variable affecting university students' gender roles (Güzel, 2016).

On the other hand, studies show that, although the number of siblings is a predictor that affects gender role attitude, a more significant number of siblings has a negative effect on attitudes to gender roles (Demir et al., 2020). There are also studies that have concluded that the number of siblings does not affect attitude to gender role (Dinç & Çalışkan, 2016; Gökçay & Akça, 2020). According to the findings of the present study, gender stress levels fall as the number of siblings increases. However, in the model created in the multiple regression analysis, the number of siblings did not affect the FGRSS level.

Another factor affecting the students' gender role stress was the mother's employment status. It has been found in many studies that having a working mother leads to more egalitarian gender role attitudes in both women and men (Mays, 2018), investigated how gender role attitudes were affected in men and women by working life and family structure, and found that mothers working full time showed a much greater egalitarian attitude to gender roles. Part-time working mothers or mothers without a job developed more traditional gender role attitudes. A study (Gadallah et al., 2017) examined the effect of the mother's employment status on young people's gender role attitudes and found that having a working mother during childhood led to significantly more egalitarian attitudes to women's roles in the public area.

It has been found (Özdemir et al., 2019) that the mother's working status was a significant predictor for gender. It has also been reported that a working mother contributes to the

family's economy and socio-economic status and has a positive effect on gender perception (Kaya & Uysal, 2015). It has been revealed that the working status of mothers had a positive effect on gender role attitude (Tüfekçibaşı & Şahin, 2021). However, another study (Çiçek & Çopur, 2018) reported finding no significant difference between socio-economic level and gender role attitude. Today, traditional patriarchal types of relations have a negative effect on gender perception, and it is expected that as women enter working life, patriarchal family structures will change, at least to some extent (Karasu et al., 2017). A statistically significant difference was observed between the mother's work status and gender role stress in the present study. However, it was not found to be an effective predictor for FGRSS level. When the mother starts to work, she continues with her traditional role in the home. In this way, we can say that students with an egalitarian gender role perception have higher FGRSS levels because of the pressure and difficulties they experience in traditional society.

We found a very weak positive correlation between democratic mothers' and fathers' attitudes and gender stress levels. According to hypothetical approaches to how gender role is acquired, children learn the expected social roles of their gender in the family, their first socialization environment (John et al., 2017). It has also been reported that children's gender perception is affected by their parents' gender role attitudes. Children brought up in a nuclear and democratic family will have a more flexible gender perception than those brought up in a family of traditional structure (Erzeybek, 2015).

Limitations

This study is limited because a convenience sample and a cross-sectional research design were used. This study collected data from all faculties of only one university in the west of Turkey; thus, its generalizability is limited.

CONCLUSION

It was found that the predictor variables affecting the students' social gender role stress levels were their faculty, their year of study, their parents' type of marriage and their religious belief. Work to arrive at flexibility of the stiff viewpoints brought by traditional gender role and religious belief which predict women's social gender role stress will

provide an important development in reducing women's stress related to this. In this regard, informational conferences, seminars or workshops may be recommended which will contribute to social gender equality for university students.

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