IBN HALDUN UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY

MASTER THESIS

AN INVESTIGATION OF GENDER ROLE ATTITUDES, COPING STRATEGIES AND PSYCHOLOGICAL WELL-BEING OF UNIVERSITY STUDENTS

FEHİME ŞUHEDA KURT

THESIS SUPERVISOR

PROF. NORAINI BINTI MOHD NOOR

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A thesis submitted to the School of Graduate Studies in partial fulfillment of the requirements for the degree of Master of Arts in Clinical Psychology

THESIS SUPERVISOR
PROF. NORAINI BINTI MOHD NOOR

ISTANBUL, 2021

ACADEMIC HONESTY ATTESTATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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Signature

ÖZ

ÜNİVERSİTE ÖĞRENCİLERİNİN PSİKOLOJİK İYİ OLUŞ DÜZEYLERİNİN STRESLE BAŞA ÇIKMA TARZLARI VE TOPLUMSAL CİNSİYET ROLLERİ TUTUMU BAKIMINDAN İNCELENMESİ

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Temmuz 2021, 94 sayfa

Bu çalışmada üniversite öğrencilerinin psikolojik iyi oluş düzeylerinin toplumsal cinsiyet rolü tutumları ve stresle başa çıkma tarzları bakımından incelenmesi amaçlanmıştır. Bu çalışmada toplumsal cinsiyet rolü tutumları ve psikolojik iyi oluş arasındaki olası ilişkide stresle başa çıkma tarzlarının olası moderator rolü araştırılmaktadır. Çalışmanın örneklemini Türkiye'de çeşitli üniversitelerde eğitim hayatına devam eden 273 öğrenci oluşturmuştur. Çalışma grubuna Psikolojik İyi Oluş Ölçekleri, Toplumsal Cinsiyet Rolleri Tutum Ölçeği ve Başa Çıkma Tutumlarını Değerlendirme Ölçeği uygulanmıştır. Psikolojik İyi Oluş Ölçekleri, Toplumsal Cinsiyet Rolleri Tutum Ölçeği ve Başa Çıkma Tutumlarını Değerlendirme Ölçeği değişkenleri arasındaki olası ilişkiyi ölçmek için Pearson Korelasyon analizi uygulanmıştır. Üniversite öğrencilerinin toplumsal cinsiyet rolü tutumlarının, psikolojik iyi oluş düzeylerinin ve stresle başa çıkma tarzlarının cinsiyet açısından ve romantik ilişki durumu değişkenleri bakımından fark olup olmadığını incelemek için t-testi kullanılmıştır. Stresle başa çıkma tarzlarının ve toplumsal cinsiyet rolü tutumlarının psikolojik iyi oluşun yordayıcısı olup olmadığını araştırmak ve stresle başa çıkma tarzlarının toplumsal cinsiyet rolü tutumları ve psikolojik iyi oluş düzeyi arasındaki ilişkideki moderator rolünü incelemek amacıyla çoklu doğrusal regresyon analizi kullanılmıştır. Bulgular eşitlikçi cinsiyet rolü tutumunun psikolojik iyi oluşu

yordadığı ancak geleneksel cinsiyet rolü tutumunun psikolojik iyi oluşu yordamadığını göstermiştir. Ayrıca stresle başa çıkma tarzlarının dört değişkeninin de psikolojik iyi oluşu yordadığı bulunmuştur. Çoklu doğrusal regresyon analizinin sonucu stresle başa çıkma tarzlarının toplumsal cinsiyet rolü tutumları ve psikolojik iyi oluş düzeyi arasındaki ilişkide moderator etkisinin olmadığını göstermiştir. Çalışmanın sonuçları sınırlılıkları göz önünde bulundurularak tartışılmıştır ve gelecek çalışmalar için olası öneriler sunulmuştur.

Anahtar Kelimeler: Psikolojik iyi oluş, Stresle başa çıkma tarzları, Toplumsal cinsiyet rolü tutumları.

ABSTRACT

AN INVESTIGATION OF GENDER ROLE ATTITUDES, COPING STRATEGIES AND PSYCHOLOGICAL WELL-BEING OF UNIVERSITY STUDENTS

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The aim of this study was to investigate the relationship between gender role attitudes, coping strategies, and psychological well-being levels of university students, and examine the possible moderator effect of coping strategies in the relationship between gender role attitudes and psychological well-being. The sample of this study consisted of 273 university students attending various universities in Turkey. The data were collected by using the Gender Roles Attitude Scale, Revised COPE Inventory, and Scales of Psychological Well-being. Correlation, independent sample t-test and hierarchical multiple regression were conducted. Results revealed that egalitarian role attitudes predicted psychological well-being level of university students while traditional role attitudes did not predict psychological well-being. It was also found that the level of psychological well-being was predicted by all of the subdimensions of coping strategies. The results of the moderation analyses showed no moderating effect of coping strategies in the relationship between gender role attitudes and psychological well-being level of university students. Results and limitations of the study were discussed, and recommendations for future research are highlighted.

Keywords: Coping strategies, Gender role attitudes, Psychological well-being.

Sevgili Babama ve anneme…

Mavi boncuğuma, "Muaz Tuğrul'uma" …

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my family, my mother Songül Kurt and my father Mustafa Kurt for their support and encouragement. I am thankful for them especially providing me emotional support, and unconditional love throughout my whole life. I am also thankful to my brother Furkan Kurt and his wife Yasemin Kurt for providing me unconditional love and comfort. Last, but not least, I would like to especial thanks to my precious Muaz Tuğrul, for his lovely existence in my life. Without their support, this would not have been possible. I feel very lucky to have them.

Secondly, I am grateful to my advisor Prof. Noraini Mohd Noor who provided me with detailed feedback and support throughout this journey. I learned so many things from her about being a researcher and an academician. Your way of supporting and trust in me help me build and improve my research skills and writing skills. During my thesis journey, you were always caring, attentive, and understanding. It was really valuable to know that you were there for me if I needed anything. I am so thankful for you for everything, you believe in me and share your expertise with me. I feel so lucky to have this journey with you.

I would like to thank my committee members, Dr. Hasan Turan Karatepe and Dr. Ebru Morgül for accepting to be a part of the thesis committee and for their valuable suggestions.

I want to state my deepest acknowledgment to my dearest friends, Aslıhan Ataman, Feyza Öz, Ayşenur Doğan and Merve Çelik, for their invaluable support and genuine friendship. I want to express my love to my precious friends Hilal Tanyeri and Zeynep Kurt for their valuable support and being with me during these hard and stressful times. I also want to express my special thanks to Rakia Erkoç and Melike Yaşar for their willingness to help during my writing process.

I would also like to thank all my peers in Clinical Psychology graduate program, I have been always fascinated by richness of different perspectives during our discussions in and out of the class. I would love to express my thanks to clinical supervisors, for their

guidance and effort. Under their supervision, I have gained an insight, thinking, and understanding based on different psychological perspectives.

"He said, "I held the love of the good things (i.e., these horses) because of the remembrance of my Lord." until it went behind the veil." (Sad, 32)

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LIST OF SYMBOLS AND ABBREVIATIONS

WHO	World Health Organization
B	Unstandardized beta
df	Degrees of freedom
F	F-statistic/ the ratio of mean squares
N	Sample
M	Mean
p	Statistical significance
r	Correlation coefficient
SD	Standard Deviation
t	t-test/ the ratio of the departure of the estimated value of a parameter from its hypothesized value to its standard error
ß	Beta
R^2	Coefficient of determination

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Beginning with birth, human beings go through different periods such as infancy, childhood, adolescence, and adulthood. The beginning of university life mostly coincides with the transition from adolescence to adulthood. The age of university students is mostly between 18-26 years old, falling between adolescence and adults. Identity exploration has vital importance in that period. Attending university brings many changes and may be a stressful experience for some university students (Dyson & Renk, 2006). University students may confront adaptation problems, acceptance problems, and social problems. Academic problems, economic issues, family and friendship problems are many of the sources of stress for university students (Doğan & Eser, 2013). Coping strategies and gender role attitudes of university students may determine the mental health of university students (Dyson & Renk, 2006).

The World Health Organization (WHO) defines mental health as the state of psychological and social well-being, which includes the realization of possessed potential, the ability to cope with daily stressors, and productivity in a community (World Health Organization, 2004). Coping effectively with stress and psychological well-being are essential parts of mental health. A person's assessments of his/her life, cognitively and affectively, are related to his/her psychological well-being. Psychological well-being is composed of self-acceptance, autonomy, personal growth, environmental mastery, positive relations with others, and purpose in life (Ryff, 2014). Moreover, an individual who has higher scores on these factors can have a higher probability of psychological well-being. Higher psychological well-being leads to higher standards in the different domains of life. Supportive and warm relationships, health, marital status, resilience, and income of a person are associated with psychological well-being (Diener & Biswass-Diener, 2011; Roysamb, Tambs, Reichborn-Kjennerud, Neala, & Harris, 2003; Mayordomo, Viguer, Sales, Satorres, &

Melendez, 2016; Graham & Pettinato, 2003). In the current study, eudemonic well-being, in other words, psychological well-being is studied in the context of gender role attitudes and coping strategies.

Gender role attitude is one of the predictors of psychological well-being. Within the framework of Gender Schema theory (Bem, 1974), gender role attitudes can be conceptualized as personal opinions on how women and men should behave in different situations. Attitudes consist of emotions, cognitions, and behaviors. Cognitions are knowledge and belief regarding gender roles, and behaviors and include behavioral tendencies due to gender roles (Helgeson, 2020). Gender roles are determined by society and cultures, and all people are expected to behave, dress, and speak "appropriately" to their gender (Dökmen, 2010). Gender roles are affected by many factors such as sex, social life, religion, parents, siblings, technology, and teachers (Sayın, 2007). Bem proposes that there are different types of gender roles such as femininity, masculinity, androgynous, and undifferentiated (Bem, 1974). Babahan (2005) claims that independence, assertiveness, and self-sufficiency are categorized as masculine, while warmth, tenderness, and sensitivity are categorized as feminine. Gender schema theory points out the importance of culture on the behaviors of a person. A person with traditional gender roles may be expected to behave in gender-stereotypical ways. A person with more egalitarian gender roles would be expected to have less tendency toward gender-stereotypical behaviors and cognitions. Gender role attitudes may be a stressor because of the restriction in coping styles of a person and discrepancies in responsibilities (Eisler & Blalock, 1991; Yener, 2017). Arıcı (2011) examined the link between gender role attitudes and the psychological well-being of university students. The result of the study proposes that traditional gender roles are related to lower psychological well-being, whereas egalitarian gender roles are associated with higher psychological well-being.

Effective coping with stress is another factor of psychological well-being (Lazarus, 1993). Within the framework of the Transactional Model of Stress and Coping, the influence of coping strategies on psychological well-being will be examined in the current study. Lazarus describes stress as the cognitive and behavioural efforts of the organism to cope with challenges that exceed the organism's resources (Lazarus, 2006). From that view, there is no universal stressor; stress depends on the meaning a person gives to it (Folkman & Lazarus, 1991). So, the transaction model of stress differs from others by its perspective on the meaning of the sources of stress. Stress is a dynamic and bidirectional transaction between a person and his or her environment. Stress consists of three processes; primary appraisal, secondary appraisal, and coping. Coping can be described as cognitive and behavioral efforts that help to deal with stress. There are different types of coping strategies. Problem-focused coping strategies, emotion-focused coping strategies, social support, and meaning-focused coping strategies are some of them. These are interdependent with each other and they have sub-dimensions (Carver and Connor-Smith, 2010). Previous studies have shown that coping strategies are related to many things. Gender, gender role attitudes, health, and psychological well-being are some of the related variables (Brougham, Zail, Mendoza, & Miller 2009; Li & Zhang, 2012; Yang, 2010; Yüksel, 2013).

From the view of the Transactional Model of Stress, coping strategies have a direct and indirect role in stress-strain relationships. Research has been conducted to understand the moderator role of coping strategies on stress-strain relationships. Several studies prove the moderator role of coping strategies on stress-strain relationships. A longitudinal study regarding the moderating effects of religious coping strategies on the relationship between post-traumatic growth and stress shows the significant effect of religious coping on this existing relationship. D'Zurilla and Nezu (2007) show the moderating effect of problem-solving skills on the relationship between negative life events, depression, and anxiety. Thomassin, Marion, Venasse and Shaffer (2017) examined the moderating role of coping strategies on the association between emotion expression deficits and non-suicidal self-injury. The results of their study showed that positive reframing and support-seeking moderate the relationship between poor emotional expression and non-suicidal self-injury

There has been an emphasis on psychopathologies and dysfunctions of humans in the psychological research literature. The transactional model of stress also emphasizes negative well-being (Sirois, Moinar, & Hirsch, 2015; Coyle & Vera, 2013). Recent studies have begun to center on positive well-being and positive mental health (Seligman, 2002). Huppert (2009) proposes that this shift from negative psychological well-being to positive psychological well-being is necessary to decrease the occurrence of mental and behavioral disorders. He also asserts that positive well-being should be studied because it does not mean the unavailability of negative well-being. Thus, the current study uses positive psychological well-being instead of negative psychological well-being as the outcome.

As presented above, it can be concluded that gender role attitudes and coping strategies are important factors in determining the psychological well-being of university students. Precisely, coping strategies can have a direct and moderator effect on the psychological well-being of individuals. Considering the lack of studies regarding positive psychological well-being in psychology literature, this study may fill that gap in the literature.

1.2. Conceptual and Operational Definitions

a) Gender role attitudes

Gender roles refer to behaviors, cognitions, and activities that are thought to be appropriate for males or females. Dökmen (2010) proposed that gender roles are determined by society and cultures, and all people are expected to behave, dress, and speak “appropriately” to their gender. Gender role attitudes mean the adaptation of a person to any particular gender role through culture, religion, family, and mass media (Horst, 2014). In this study, gender role attitudes are examined from the perspectives of Bem (1981).

In order to measure gender role attitudes of university students, Zeyneloğlu and Terzioğlu (2011) developed the Gender Roles Attitude Scale, which consists of 38 items. The scale allows us to measure egalitarian, traditional, marriage, male and female role attitudes.

b) Egalitarian role attitudes

Akın and Demirel (2003) describe egalitarian roles as "equal sharing of accountabilities in family, professional, social and education life." (p. 73). Walby (2005) defined egalitarian role attitudes as the idea that people have equal rights and opportunities regardless of their sex. Egalitarian role attitudes refer to having egalitarian views towards gender roles. In this study, egalitarian role attitudes are examined from the perspectives of Zeyneloğlu and Terzioğlu (2011).

In order to measure egalitarian role attitudes of university students, Zeyneloğlu and Terzioğlu (2011) developed the Gender Roles Attitude Scale, which consists of 38 items.

c) Traditional role attitudes

Kulik (2008) defines traditional role attitudes as "perceptions regarding distinctive roles for women and men." (p. 62). Traditional role attitudes refer to having traditional views towards gender roles such as females fulfil their roles by nurturing, males fulfil their roles by breadwinning. In this study, traditional role attitudes are examined from the perspectives of Zeyneloğlu and Terzioğlu (2011).

In order to measure egalitarian role attitudes of university students, Zeyneloğlu and Terzioğlu (2011) developed the Gender Roles Attitude Scale, which consists of 38 items.

d) Psychological well-being

Huppert (2009) describes psychological well-being as "… the combination of feeling good and functioning effectively." (p. 137). Ryff (1995) proposes that psychological well-being is a multidimensional concept and he offers "the six-factor model of psychological well-being". The six-factor model of psychological well-being, including self-acceptance, environmental mastery, purpose in life, positive relations with others, personal growth, and autonomy is developed by Ryff (1995). In this study, the psychological well-being is examined from the perspective of Ryff (1995).

In order to measure psychological well-being of participants, Scales of Psychological (Ryff, 1989), was used which allows us to measure different dimensions of psychological well-being.

e) Coping strategies

Lazarus and Folkman (1984) describe coping as cognitive and behavioral efforts that help to reduce stress which exceeds a person's resources. In the Transaction Model of Stress and Coping, they emphasize the dynamic and bidirectional relationships between individuals and their environments. When the coping resources are adequate to handle the stress, the perceived stress decreased. A person's ability to handle stress is directly correlates with his/her psychological well-being (Lazarus, 2006).

In this study, the coping strategies are examined from the perspectives of Lazarus and Folkman (1984). To measure coping strategies of university students, the Revised COPE Inventory was used in the present study (Zuckerman and Gagne, 2003).

1.3. Significance of the Study

The current study's significance depends on its sample, background theory, and variables. Firstly, the significance of the study relies on the sample. Secondly, the study contributes to the Transactional Model of Stress and Gender Schema Theory. Thirdly, the current study examines the possible interactions between gender role attitudes and coping strategies in the prediction of psychological well-being.

The sample of the current study is taken from Turkish university students. University life is a critical period of life for the students. University students experience adaptation problems with the beginning of university life (Durak-Batıgün & Atay-Kayış, 2014). The present study on the psychological well-being level of university students and the factors that influence the psychological well-being of university students will aid in the understanding of the current mental health situations of university students. Therefore, the current study can contribute to the adaption of university students to university life via therapy, and consultancy services. The findings of the study seek to contribute to the understanding of the attitudes of

university students towards gender roles, student coping strategies, and their psychological well-being. University students may confront adaptation problems, acceptance problems, and social problems. Academic problems, economic issues, family and friendship problems are among the many sources of stress for university students (Doğan & Eser, 2013). Coping strategies and gender role attitudes of university students may determine the mental health of university students (Dyson & Renk, 2006). This study aims to create awareness for clinical psychologists and administers of the university towards coping strategies and the psychological well-being of university students.

There has been an emphasis on psychopathologies and dysfunctions of humans in the psychological research literature. The main purpose while developing theories was to decrease human suffering and stress (Gillham and Seligman, 1999). The transactional model of stress also emphasizes negative well-being. Seligman and Csikzentmihalyi (2000) claim that there is a cost of negative psychology, such as ignoring the strength of human beings. Studies begin to center on positive well-being and positive mental health (Seligman, 2002). Huppert (2009) proposes that this shift from negative psychological well-being to positive psychological well-being is necessary to decrease mental and behavioral disorders. He also asserts that positive well-being should be studied because it does not mean the unavailability of negative well-being. Gillham and Seligman (1999) emphasize the importance of revising psychological theories to center on the positive side of life. Thus, the current study uses positive psychological well-being instead of negative psychological well-being as an outcome. The current study relies on gender schema theory and the transactional model of stress, results of the present study may contribute to the literatures on gender schema theory and the transactional model of stress.

Studies have been focusing on the negative influences of gender role attitudes on mental health. The relationships between anxiety and depression with gender-role attitudes have been studied by different researchers (Arcand, Juster, Lupien, & Marin, 2020). Thus, the current study may help to provide knowledge for interventional studies by pointing out the positive side of gender role attitudes. In sum, considering the potential significance of the study by showing the possible interactions between gender role attitudes and coping strategies in the prediction of psychological well-

being, it may contribute to the psychological well-being and effective coping strategies of university students. By highlighting the importance of egalitarian gender roles in the prediction of higher psychological well-being, the present study may contribute to the shift in attitudes of university students towards more egalitarian gender roles.

1.4. Statement of the Problem

As research has pointed out, problems in adaptation to university life may bring stress, anxiety and adjustment problems (Durak-Batıgün & Atay-Kayış, 2014; Doğan & Eser, 2013). Ögel (2002) proposes that university life may be the most influential transitional period. Ögel (2002) also claims that university education may include social and psychological problems. Therefore, university students can be considered to be in a risk group, making it important to study the mental health of this population. Coping strategies and gender role attitudes of university students may determine the mental health of university students (Dyson & Renk, 2006). There have been studies on the psychological well-being of university students both abroad and in Turkey (İşgör, 2017; Burris, Brechting, Salsman, & Carlson, 2013).

Psychological well-being is found to be determined by gender role attitudes and coping strategies (Ukeh & Hassan, 2018; September, McCarrey, Baranowsky, Parent, & Schindler, 2001). Studies conducted both abroad and Turkey has mainly focused on the predictive effects of gender role attitudes and coping strategies on psychological well-being; unfortunately, there is no research on the moderator role of coping strategies in the prediction of the relationship between gender role attitudes on psychological well-being. The significant prediction of gender role attitudes on psychological well-being may be well explained with the contribution of coping strategies. Even though there are several studies on psychological well-being, coping strategies, and gender role attitudes, these constructs have not studied together. In addition, there are few studies in Turkey on gender role attitudes and psychological well-being (Arıcı, 2011). The present study fills the gap in the Turkish literature about the psychological well-being and coping strategies of university students.

Existing studies have shown that coping strategies are an important determinant of psychological well-being (Ukeh & Hassan, 2018). Also, as Gender Schema Theory

points out, coping strategies may arise due to the gender-role orientation of the individuals (Nezu and Nezu, 1987). This study provides a larger perspective on the association between coping strategies, gender role attitudes, and psychological well-being. The findings of the current study are important in terms of protecting the psychological well-being of university students, supporting the development of egalitarian gender roles, and effective coping strategies. As an example of this, psychoeducational interventions and psychotherapies can help university students to reinforce changes to their existing gender role attitudes and coping strategies.

Lastly, studies have shown the importance of egalitarian gender roles in having higher psychological well-being, and those traditional gender roles are associated with lower psychological well-being (Arıcı, 2011). In this respect, by highlighting the predictive role of egalitarian gender role in higher psychological well-being, this study may contribute to the development of the gender equality concept in Turkey.

1.5. Purpose of the Study

The present study has three main purposes. The first purpose is to investigate the relationship between gender role attitudes (egalitarian role attitudes, traditional role attitudes) and the psychological well-being of university students. The second purpose is to investigate the relationship between coping strategies (accommodation, self-help, avoidance, and self-punishment) and psychological well-being. The third objective is to examine the possible interactions between gender role attitudes and coping strategies in the prediction of the psychological well-being of university students.

The research questions of the study are as follows:

1) What is the relationship between gender role attitudes and psychological well-being of university students?
2) What is the relationship between coping strategies and psychological well-being of university students?
3) What is the relationship between gender role attitudes, coping strategies and psychological well-being of university students.

CHAPTER II

LITERATURE REVIEW

2.1. Gender, Gender Role Attitudes And Psychological Well-Being

2.1.1. Gender and Gender Role Attitudes

Women and men, their similarities, and the cognitive, behavioral differences among them have been debated by researchers. Sex and gender are the words most used in such research. Definitions of the terms sex and gender can be confused with each other. Additionally, the descriptions of sex and gender changed dramatically from 1975 to 2010. Basow (2009), for example, argued about the difference in his textbook "While early texts often focused on internal causes of gendered behavior, later ones increasingly emphasized the importance of social factors. This was reflected in the shift from using "sex" to using "gender" to refer to comparisons between men and women" (p.152).

Sex is a biological, physiological, and genetic term that includes reproductive anatomy (Coen and Banister, 2012). Helgeson (2020) describes sex as a biological aspect of an organism about chromosomes, hormones, and genes. Sex is natural, determined, and is difficult to change. Sex is a demographic term to categorize humans (Dökmen, 2010). People are mostly categorized as male and female. Moreover, sex is determined by the Y chromosome. The presence of the Y chromosome means male, and the absence of it female. Therefore, there are two types of sex differences: primary sex differences and secondary sex differences. Primary sex differences refer to differences in sexual organs and hormones (penis, vagina). Physical differences (body shape), hairiness of body, differences in voice register result from secondary sex differences. Secondary sex differences appear in puberty (Dökmen, 2010).

Individuals' discrimination between men and women is based on primary sex differences and secondary sex differences (Wason & Newby, 2005). In contrast to sex, gender is a multidimensional construct that includes cultural and social factors. It is a social category, as explained by psychologists (Eckes & Trautner, 2012). Gender is constructed and shaped by society. It is mostly about power, identity, and sexuality. Gender stereotypes are the expectations of society and cultures that arise from being categorized as men or women. It contains feminine and masculine stereotypes, which include basic actions like speaking, sitting, attitudes, and behaviors (Kısaç, 2003). Gender stereotypes create expectations and meaning attribution to femininity and masculinity (Dökmen, 2010sa). Gender roles are determined by society and cultures, and all people are expected to behave, dress, and speak "appropriately" to their gender (Dökmen, 2010). Gender roles are affected by many factors such as sex, social life, religion, parents, siblings, technology, and teachers (Sayın, 2007). Additionally, gender norms are out of individuals' control and awareness; they are authoritative (Demez, 2005). Gender is also flexible (Helgeson, 2020). Hence, the perception of gender changes from one culture to another, and it contains economic, cultural, political, and behavioral differences (Yüksel, 2001).

The differences between males and females have been researched by a wide range of studies. Some studies have shown that females have lower scores than males in self-satisfaction and self-esteem, while females have higher scores of the moral-ethical self-esteem than males. Also, males have higher results in their self-reported physical appearances (Gentile et al., 2009). Males and females differ in sensation seeking, physical aggression, and agreeableness, according to a study (Hyde, 2014). Neuroticism, agreeableness, and conscientiousness are higher in females than males (Schmitt et al., 2016). Rumination differences between gender begin in adolescents, with girls ruminating more than boys, according to the studies. Positive correlations between rumination and anxiety are found (Muris, Fokke, & Kwik, 2009). On the other hand, the assumption of differences between males and females is rejected by many modern scientists. They assert that there is no such thing as a male brain or a female brain (Hyde, Bigler, Joel, Tate and van Anders, 2019). Researches proposed that there are similarities between males and females regarding social behaviors, psychological well-being, and cognitive abilities (Hyde, 2014). Also, female and male self-esteem scores are found to be equal in gender-egalitarian countries (Schmitt, 2014).

Inborn differences constitute real differences between men and women. The one which is created by society is not real because it is learned and changeable. So, it is suitable to use gender differences instead of sex differences to discuss differences between men and women which are not inborn (Dökmen, 2010). Personal opinions on how a woman and man behave constitute gender role attitudes. Attitudes consist of emotions, cognitions, and behaviors. Cognitions are knowledge and belief regarding gender roles, and emotions are affections about gender roles and behaviors include behavioral tendencies due to gender roles (Helgeson, 2020). Social interactions and the family's attitudes about children play a great role in the development of gender roles. The most influential models are mothers and fathers, so that gender role attitudes are similar to parents. Later, children evaluate clues from their social surroundings, like school contexts (Burger, 2006). At the beginning of the school years, textbooks reinforce gender-stereotyped information. Kılıç and Eyüp (2011) research on Turkish School textbooks for the 6th grade, prepared by the Ministry of Education, shows that these books display women in the family context, women are less active in occupational life, and they are mostly involved in housework. Contrary to this, the books depicted men to be more active outside of the home, strong and intelligent. These findings support the traditional gender view in Turkey.

There is a wide range of differences in gender roles from one culture to another. However, there are some common points among them such as boys are thought as brave, determined, and powerful. Instead, girls are considered as peaceful and easy-going (Kavuncu, 1987). Individuals who show inappropriate behaviors, appearances, and actions out of accord with gender roles are blamed and excluded from society (Henslin, 2003). Socializing processes shape girls' and boys' appropriate and inappropriate "objects, games, jobs, and personality characteristics" (Dökmen, 2010). Giddens (2013) suggests unspoken signals are delivered to children before they recognize their sex. For example, toy kittens and rabbits are suggested to girls while lions and tigers are suggested to boys. Intrarole conflict arises when two different roles are conflicted. For example, society mostly expects a man to be independent and have high self-confidence. Additionally, the achievement is thought to be the main characteristic of a man. What happens when a man asks for help to achieve something? It contradicts with the concept of independence (Helgeson, 2020).

Gender role stereotypes are the results of our beliefs about how males and females should behave, think, and what they should wear. “A female boss would not be competent due to inadequacy in leadership qualities” is an example of gender stereotypical thinking. Gender-based discrimination deprives females of health services. Also, effects of gender stereotypes lead to underestimating the abilities of girls in the scientific era (Leslie, Cimpian, Meyer, & Freeland, 2015). Meta-analysis results show that there are no gender differences in mathematic performances (Lindberg, Hyde, Petersen, & Linn, 2010). Many studies have found that males tend to behave more aggressively than women (Archer, 2004), while other studies’ results do not support the idea (Stephens and Sullman, 2015).

There are both traditional and non-traditional gender role attitudes in different cultures. Kulik (2006) defines traditional role attitudes as “perceptions regarding distinctive roles for women and men.” (p. 62). It is thought that masculinity is the choice for males, as is femininity for females. The masculine role includes male characteristics such as independence, assertiveness, and self-sufficiency. Feminine roles are characterized as warm, tender, and sensitive (Babahan, 2005). Nevertheless, there are also non-traditional gender roles such as androgyny, sex-reversed gender role attitudes, undifferentiated, and egalitarian gender roles. Androgynous people take both gender roles (Babahan, 2005). An example of sex-reversed gender role attitudes would be a feminine male or vice versa (Cobb, Walsh, & Priest, 2009). Bem proposes that there is also an undifferentiated gender role. Undifferentiated people do not adhere to any specific gender roles (Babahan, 2005). There is also an egalitarian gender role. In the view of the egalitarian gender roles, there is no specific role for any sex. Akın and Demirel (2003) describe egalitarian roles as “equal sharing of accountabilities in family, professional, social and education life.” (p. 73). Walby (2005) defined egalitarian role attitudes as the idea that people have equal rights and opportunities regardless of their sex. Egalitarian role attitudes refer to the having egalitarian views towards gender roles. Males and females can value any role (Judge & Livingston, 2008). Boehnke (2011) shows that a person with higher education and who has grown up with a working mother tend to take on egalitarian gender roles. Additionally, females with a job prefer egalitarian gender roles whereas, females with a child prefer traditional gender roles. A COVID-19 pandemic study shows that when a female is unemployed due to the pandemic effects, it could result in a transition to traditional

gender roles. In contrast with females, when a male is unemployed due to pandemic effects, it may result in a transition to more egalitarian gender roles. Another study proposed that couples who have traditional gender roles are found to be less likely to state their emotionality to each other than couples with egalitarian gender roles (Neff & Suizzo, 2006). As a person's attitude shifts to egalitarian gender roles, it leads to a decrease in irrational beliefs in romantic relationships (Kaya & Yüceol, 2018).

Studies have been conducted on gender role attitudes with Turkish samples. A study with Turkish university students shows that they tend to prefer egalitarian gender roles (Karasu, Göllüce, Güvenç, & Çelik, 2017). Consistently, Turkish university students who have androgynous gender roles are mostly securely attached, according to a recent study (Çelikkaleli & Avcı, 2016). Özmete and Yanardağ (2016) studied Turkish males regarding their gender role attitudes. They found that single males are more egalitarian than married males. Males with higher education have more egalitarian gender role attitudes rather than those with less education. Males who are married and have children mostly have traditional gender roles. Yurtsever and Angın (2020) propose that gender roles are not associated with the sizes of the hometown; instead, gender roles are related to the education level of mothers. In addition, females scored lower in the traditional gender role attitudes scale than males in a recent study with Turkish university students (Ünal, Tarhan, & Köksal, 2017).

Overall, the literature reviewed above highlighted the difference between sex and gender. It presents development of gender role attitudes and the association of gender role attitudes with wide range of variables.

2.1.2. Psychological Well-being

The World Health Organization states, "health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." (WHO, 1946). Mental well-being is one of the key factors of health according to WHO. Eudaimonic and hedonic well-being constitute mental well-being (Keyes, Shmotkin, & Ryff, 2002). Eudaimonic well-being is related to the presence of meaning. Self-realization and development of one's potential have great importance in eudaimonic well-being. Eudaimonic well-being is found to be associated with psychological well-

being (Keyes et al., 2002). Hedonic well-being emphasizes experiencing positive emotions, pleasures of the mind, and the body are essential in hedonic well-being. Also, avoidance from pain is centered on hedonic well-being (Ryan & Deci, 2001). Hedonic well-being is related to subjective well-being (Keyes et al., 2002). Subjective well-being refers to a person's subjective evaluations of her/his level of well-being. A person's assessments of his/her life cognitively and affectively are related to subjective well-being. Self-report measures are used to assess a person's levels of subjective psychological well-being (Diener & Ryan, 2009).

Subjective well-being is conceptualized by Bradburn in the book "*The Structure of Psychological Well-being.*" He proposes two different concepts in subjective well-being known as positive affect and negative affect (Bradburn, 1969). The balance between positive affect and negative affect determines subjective well-being. A higher amount of positive affect and a lower amount of negative affect were related to increased subjective well-being (Diener, Sandvik, & Pavot, 2009). A study proposes that feeling extremely intense positive affect is rare for human beings. Additionally, people experience lower levels of positive affect most of the day (Diener et al., 2009). Research results also show that negative affect would lead to more sensitivity than positive affect. Also, the duration of negative emotions is longer than positive emotions (Larsen, 2002).

Ryff (1995) criticizes Bradburn for his lack of interest in the meaning of well-being. Ryff (1995) proposes a six-factor model of psychological well-being, including self-acceptance, environmental mastery, purpose in life, positive relations with others, personal growth, and autonomy. Ryff developed a psychological well-being scale which is an integration of life span development theories. Ryff benefited from different psychologists' views while constructing his theory. The fully functioning concept of Roger's, the Self-actualization concept of Maslow, the Personal development concept of Erikson, the Individuation concept of Jung, and the maturity concept of Allport are some of the concepts that Ryff has benefited from during the construction of her theory (Ryff, 2014). Ryff's theory has six dimensions as follows:

Self-acceptance: Self-acceptance is very crucial to mental health. It is connected with maturity. Individuals with higher self-acceptance have positive attitudes towards

themselves. They welcome the bad and good sides of themselves and are satisfied with them. In contrast, people with lower self-acceptance cannot accept themselves. They have difficulties with their pasts. They prefer to be different from what they are now (Ryff, 2014).

Autonomy: Autonomy is related to self-determination, individuation, and independence (Cristopher, 1999). Internal focus while making decisions is important in autonomy. A person with high autonomy cannot look at others' appraisals of a situation. Instead, they check according to their standards (Ryff, 1989). Self-determining behaviors are mostly seen in higher autonomous people. Judgments of others have crucial meaning in people with lower autonomy. Reliance on social pressures is a factor of low autonomy (Ryff, 2014).

Personal Growth: Personal growth is a crucial component of psychological well-being. Growing and expanding oneself personally are important to reveal personal potentials. Experiencing personal potentials result in self-actualization (Ryff, 1989). Personal growth requires the realization of wishes for self-actualization and awareness of owned potentials. A higher score in personal growth is related to the desire to experience new things. Personal growth is related to the improvement of self gradually. A lower score of personal growth leads to challenges in life. A lower need for improvement of self is also seen in a person with lower personal growth (Ryff, 2014).

Environmental mastery: Choosing or creating the right conditions for personal standards is an essential part of mental health. Mastery of the environment leads to benefit from opportunities of the environment. Creating changes from the environment is possible with mental and physical actions (Ryff, 1989). A higher score of mastery of the environment is related to the high capability of controlling the environment. Efficient usage of surrounding opportunities is the result of the higher scores of the environmental mastery. Individuals with lower environmental mastery cannot regulate their surroundings (Ryff, 2014).

Positive relations with others: Interpersonal relations have a big importance in mental health. Empathy, trusting relationships, and the ability to construct intimate relationships are key components of a self-actualized person. The capacity to love is

completely linked to psychological well-being (Ryff, 1989). Human relationships are warmer in a person with higher positive relations with others, while frustration in interpersonal relationships occurs in a person with lower positive relations with others (Ryff, 2014).

Purpose in life: A sense of directedness is a key factor of purpose in life. Meaning and purpose in life are highly related to psychological well-being. Having a goal in life produces intentionality and maturity. The goals of a person change throughout the developmental stages. Being productive is crucial to have importance in one stage, although the constitution of emotional bonds is crucial in another one (Ryff, 1989). Low scores for the purpose in life are highly related to a lack of meaning in the present and past (Ryff, 2014).

It is reasonable to mention previous research on psychological well-being. Firstly, existing studies have shown that there is a negative and significant relationship between psychological well-being and stress (Moe, 2012). Ryff and Singer (2008) proposed that psychological well-being has negative association with anxiety, anger, and depression. Secondly, there is a mutual interaction between social relationships and psychological well-being. Researchers have proposed that supportive relationships lead to an increase in well-being (Kahneman & Krueger, 2006). Hence, it can be said that a person with high psychological well-being has closer and supportive social relationships (Diener & Biswas-Diener, 2008). Another contribution of high well-being to a person is health. People with higher psychological well-being have a stronger immune system (Diener & Biswas-Diener, 2008) and they are healthier (Roysamb et al., 2003).

2.1.3. Gender Role Attitudes and Psychological Well-being

Studies that have been conducted to understand gender role attitudes have shown that there is a relationship between gender role attitudes and psychological well-being. An early study by Sharpe and Heppner (1991) claims masculinity scores are associated with increased psychological well-being in men. The study of Taylor and Hall (1982), on the other hand, emphasizes that traditional gender roles as femininity for female and masculinity for males do not predict psychological well-being. A more recent

study shows that females are prone to stress rather than males (Matud, 2004). One study's result proposes that self-acceptance and autonomy are higher in males rather than females in Ryff's psychological well-being scale, while personal growth and positive relations scores of females are higher than males. It is also found that masculinity is positively correlated with all dimensions of psychological well-being. Femininity is also found to be associated with well-being. However, masculinity predicts psychological well-being more than femininity (Matud, Lopez-Curbelo, & Fortes, 2019).

A recent study on the relationship between gender role attitudes and psychological well-being of health care students supports the idea that gender-role attitudes scores of females are higher than males. Furthermore, females and males, both have egalitarian gender role attitudes. A positive and weak correlation between gender role attitudes and psychological well-being was found in the study. As egalitarian gender role attitudes increase, so does psychological well-being (Karaca & Aksu, 2020). Dimensions of psychological well-being such as physical self-concept, automatic thoughts, and cognitive flexibility are higher in males, while somatic symptoms, religious well-being, and expression of the affect are higher in females. Also, scores on the social dimensions of psychological well-being do not differ in respect of gender (Roothman, Kirsten, & Wissing, 2003). A meta-analysis on the relationship between gender roles and mental health shows that masculinity is associated with higher mental health. Additionally, androgyny predicts mental health more than femininity (Bassoff & Glass, 1982). A study with Japanese samples found males to have higher autonomy and self-acceptance, while females have higher scores in positive relations with others. No significant differences are found in other dimensions of psychological well-being (Karasawa et al., 2011).

A study conducted with Canadian university students uses Ryff's theoretical model of well-being to assess the relationship between gender role attitudes and psychological well-being. The study's result supports the idea that androgynous people have higher scores of the autonomy and personal growth than undifferentiated people (September, McCarrey, Baranowsky, Parent, & Schindler, 2001). Arıcı (2011) studied a university student sample and she found that higher psychological well-being is associated with a lower level of traditional gender roles. Egalitarian gender role attitudes are positively

correlate with all dimensions of psychological well-being as autonomy, positive relations with others, environmental mastery, purpose in life, and self-acceptance except personal growth. Personal growth is associated with higher traditional gender role attitudes as an exception. Additionally, females have more egalitarian gender role attitudes while males possess more traditional gender role attitudes. A recent study with Chinese university students proposes that female students have more egalitarian gender roles than male students. Also, female students have a higher score in psychological well-being than male students (Gui, 2019).

Öngen and Aytaç (2013) studied Turkish university students and the result shows that females prone to use egalitarian gender role attitudes rather than males, while males use traditional gender role attitudes. University students still keep traditional gender role ideas like "It is not suitable to a woman to go alone in the evening" according to the recent study (Vefikuluçay, Zeyneloğlu, Eroğlu, & Taşkın, 2007). A study with Turkish university students points out that females have higher points in positive relations with others, personal growth, and purpose in life than males. Consistently, females have higher psychological well-being than males (Doğru, 2018).

In brief, sex and gender are different constructs and gender is a multidimensional construct that includes cultural and social factors. Gender roles are determined by society and cultures, and all people are expected to behave, dress, and speak "appropriately" to their gender. Gender role attitudes are the results of individuals' beliefs of on how males and females should behave, think, and what they should wear. There are different attitudes towards gender, like traditional and egalitarian role attitudes. Traditional role attitudes may result in lower psychological well-being. Traditional roles include culturally desirably ways of males and females gender role adoption. On the other hand, egalitarian role attitudes include the idea that people have equal rights and opportunities regardless of their sex. Those people who keep egalitarian role attitudes have higher psychological well-being (Walby, 2005). Previous studies have shown the importance of gender role attitudes on psychological well-being. Therefore, it would be worthwhile to study the association between gender role attitudes and psychological well-being in university students.

2.2. Stress, Coping And Psychological Well-Being

2.2.1. Stress and Coping

Stress is a commonly used word in modern daily lives. Psychology, psychiatry, medicine, physiology, sociology, and anthropology are scientific fields that study stress. Stress is derived from the Latin word "strictus" which means suffering, tightened, or compressed. In the 16th century, stress referred to physical wounds (Robinson, 2018). Stress is firstly defined by French physiologist Claude Bernard as a stimulant that disrupts the balance of the organism. Homeostasis is a psychological process that keeps the organism stable, according to American psychologist Walter Cannon (Selye, 1956). Stress is a popular topic because it has great importance for human adaptation to life and maintenance of homeostasis. Allostasis, which means maintaining homeostasis, is achieved by responding to daily challenges (Sterling & Eyer, 1988). Allostasis has survival importance in both humans and non-human animals. Adaptation to continuous changing of internal and external situations is important for survival. Humans encounter daily challenges and respond to them by releasing hormones like adrenaline, cortisol, and noradrenaline which activate the autonomic nervous system (O'Connor, Thayer, & Vedhara, 2021).

Lazarus (1966) explained the emergence of stress as "…when individuals perceive that they cannot adequately cope with the demands being made on them or with threats to their well-being" (p.19). Stress can also be about not reaching personal goals due to undesirable external causes (Carver & Cannon-Smith, 2010). Stress results from a particular situation between a person and his or her environment. Stress is also related to uncertainty, lack of knowledge, and losing control. It is not a static event; it is a dynamic process (Lazarus & Folkman, 1991). Aldwin (2007) asserts that the internal states of an organism, along with external situations, and the experiences of a person that occur between a person and his or her environment, are determinants of stress. There are two types of stress according to studies: acute stress and chronic stress. Acute stress is a common type of stress. Acute stress can be defined as short and sudden reactions to any stress resources. Chronic stress is prolonged time exposure to uncontrolled situations, which results in endocrine systems responses (Gökalp, 2013).

Some scientists divide stress into two parts as eustress and distress. Eustress is a "good stress" that enables humans to survive in the face of stress by responding to it cognitively and physiologically. Distress arises when a person cannot cope with stress with his/her existing strategies. This can result in physical and mental problems (Bektaş, 2015). Stress which is prolonged, uncontrollable, and harmful to health is distress. Eustress and distress are both harmful for physical and psychological health, but eustress is less harmful than distress (Selye, 1976).

Unemployment, divorce, and sudden death are some sources of stress. Losing loved ones or divorce both influence physical health and psychological health. Stressful life circumstances lead to mood disorders, addiction, and (Gürdil, 2007). For example, if a person cannot fulfill her responsibilities because of her sickness, she may experience stressful life events such as financial problems. In younger people, bullying, issues with parents, and academic problems are among some of the usual stressors (Lilienfeld et al., 2015). For college students, problems with parents and the opposite sex are common stressors (Bulo & Sanchez, 2014). Earning money and gaining economic independence are important issues for college students. Therefore, the inability to accomplish these things creates stress (Lucier, 2014). Academic failures can lead to the disapproval of the family, which is another common stress (Edlin and Golanty, 2007).

Lazarus and Folkman (1985) describe coping as cognitive and behavioral efforts that help to reduce stress which exceeds a person's resources. In the cognitive-transaction model of stress, they emphasize the dynamic and bidirectional relationships between a person and his or her environment. When the coping resources are adequate to handle the stress, the perceived stress decreased. A person's ability to handle stress is directly correlates with his/her psychological well-being (Lazarus, 2006). Contrarily, if a person cannot deal with the encountered stress with existing coping strategies, perceived threat increased (Folkman and Lazarus, 1985). Coping is directed by a person to herself and her environment to orient the stressful situations (Folkman & Moskowitz, 2004). Coping strategies can be described as cognitive, emotional, behavioral, physical efforts used to decrease physical and psychological arousal that arise as a result of stress (Öner, 2010). Coping strategies protect a person from the harmful physical and psychological results of stress (Folkman, 2008). Coping

strategies also help to reduce the destructive effects of stress (Fleishmen, 1984). Coping strategies can be voluntary or involuntary. Cramer (2003) proposes that the repetitive use of any voluntary strategy would result in automatization of it.

Lazarus (1999) proposes that coping is a complicated process. Different coping strategies are used in different situations. Some of the coping strategies are connected with the characteristics of a person, while some are related to the social contexts. It is possible to use varied types of coping strategies for the different phases of a stressor. There is no one ideal coping strategy. One strategy could be maladaptive for one person while adaptive for another. Short-term and long-term effects of used strategies can be different. Adaptive coping strategies can be described as taking actions, searching for social support, or a positive approach towards stressful situations. On the other hand, maladaptive coping strategies include denial, disengagement, externalization of emotions (Amazue and Onyishi, 2015)

Characteristics of a person also affect the effectiveness of the current coping strategies. Characteristics of a person are highly related to liability to stressful events, selected coping strategies, and efficiency of the used coping strategies (Lee-Baggley, Preece, & Delongis, 2005). From the view of the five-factor model, it could be said that neuroticism is highly correlated with using emotion-focused strategies like avoidance. People with high neuroticism have difficulties adapting their coping strategies to situations. Higher scores in openness are related to relationship-focused coping. Agreeableness is also negatively correlated with the usage of emotion-focused coping strategies (Lee-Baggley et al., 2005).

2.2.2. Coping with Stress and Psychological Well-being

There are different types of coping strategies. These include problem-focused coping strategies, emotion-focused coping strategies, social support, and meaning-focused coping strategies. These are related with each other and they have sub-dimensions (Carver and Connor-Smith, 2010). Lazarus and Folkman propose two types of coping strategies, problem-focused coping and emotion-focused coping. Problem-focused coping strategies center on rational efforts to handle stressors. Problem-focused coping strategies are used when stressors are thought to be altered (Folkman & Lazarus,

1980). Defining the existing problems, seeking solutions, comparing possible solutions, measuring the potential costs, and benefits of the solutions are some problem-focused strategies (Stephenson, King, & DeLongis, 2016). Empathy, prosocial attitudes, and emotional stability are positively correlated with problem-focused coping styles (Carlo et al, 2012). A study with adolescents also shows that problem-focused coping is negatively correlated with adjustment issues (Hampel & Petermann, 2006). Also, results of a research proposes that victims of bullying often use problem-focused coping strategies rather than other kinds of coping strategies (Tenenbaum, Varjas, Meyers, & Parris, 2011).

In contrast to problem-focused coping strategies, emotion-focused strategies are used when stressors are thought to be unmanageable. The main purpose of emotion-focused coping strategies is to decrease emotional stress (Lazarus and Folkman, 1984). Denying the truth, avoidance, wishful thinking, seeking emotional support, yelling and rumination are some types of emotional-coping stragies (Carver & Connor-Smith, 2010). Emotion-focused coping strategies are thought to be maladaptive. However, the adaptiveness of the emotion-focused strategies has been shown by researches (Yoon, Cederbaum, & Schwartz, 2018). Adolescents who use adaptive emotion focus coping strategies have a lesser tendency to suicide, according to the latest studies (Yoon et al., 2018). An emotion-focused coping strategy is found to be negatively correlated with empathy and prosocial behaviours. Rafnsson, Jonsson, and Windle (2006) propose that depressive affect is related to emotion-focused coping. Additionally, emotion-focused coping strategies such as self-blame are highly correlated with depression and the idea of suicide in adolescents (Horwitz, Hill, & King, 2011).

Emotion-focused strategies and problem-focused coping strategies could serve each other. When individuals use emotion-focused strategies to decrease the experienced stress, such as reframing, it helps them to think about the existing problem easily. Then, the person can use problem-focused coping strategies properly. (Carver & Connor-Smith, 2010). Adaptive coping strategies are crucial to mental health. Maladaptive behaviors of adolescents are also related to emotional issues. In terms of the younger population, studies have shown that adolescent girls use more emotion-focused coping strategies like ruminations or resignation. Also, they are prone to anxiety or depression more than boys. The study's result also claims that emotion-

focused strategy is found to be positively correlated with adjustment problems (Hampel & Peterman, 2006). Inadequacy in coping skills leads to mental disorders and even suicidal thoughts (Li & Zhang, 2012).

Studies sought to find out the relationship between coping strategies and psychological well-being. Ukeh and Hassan (2018) examined the effect of coping strategies on psychological well-being in university students. The result of the study shows that students use both effective and non-effective coping strategies in the face of stress. Social withdrawal problem avoidance, self-criticism, and wishful thinking are found to be related to decreased psychological well-being. On the other hand, problem-solving and social contact promote higher psychological well-being. In another study conducted by Qiao, Li and Hu (2011) examined Chinese graduate students coping strategies and psychological well-being. They found associations between these variables. Avoidance coping strategies such as denial and behavioral disengagement may lead to lower psychological well-being. Consistently, planning and acceptance are related to higher psychological well-being. Another study uses Ryff's psychological well-being scale to investigate the association between coping strategies and psychological well-being found that higher psychological well-being predicts lesser use of denial, self-distraction, emotional support, and self-blame. Acceptance and positive reframing are related to higher psychological well-being. Also, self-blame predicts lower scores in all dimensions of psychological well-being (Singh, Kumar, & Singh, 2019).

Moreover, another study with university students points out that effective coping strategies as action and problem-solving are related to higher psychological well-being. Contrarily, non-effective coping strategies like avoidance and distancing are associated with lower psychological well-being (Yang, 2010). The role of psychological well-being on coping strategies is studied by Freire, Ferradas, Valle, Nunes and Vallejo (2016). They try to understand the roles of eudaimonic well-being on coping strategies in academic life. Results of the study propose that self-acceptance, environmental mastery, purpose in life, and personal growth are associated with support-seeking, planning, and positive reappraisal. Additionally, males are more likely to use positive appraisal and planning than females. On the contrary, females use support-seeking coping strategies more than males.

In Turkey, Doğru (2018) examined the psychological well-being, stress, coping, and social support of university students. She focused on whether there are differences in the coping strategies for psychological well-being level of university students. The results of her study proposed that self-confident and seeking a social support coping styles positively and significantly predicted psychological well-being of participants. On the other hand, helpless coping and submissive coping were negatively and significantly predicted the level of psychological well-being of university students. According to the study results, males are more likely to use an optimistic approach, while females are more likely to use a social-support approach. However, there are no significant differences between gender in the self-confident, helpless, and submissive coping in the study.

2.3. Coping As A Moderator In The Stress-Strain Relationship

Gender role attitudes may be a stressor that can have consequences for psychological well-being (Matud, Lopez-Curbelo, & Fortes, 2019). Coping strategies can be described as cognitive, emotional, behavioural, physical efforts that are used to decrease physical and psychological arousal that arise as a result of stress (Öner, 2010). Coping strategies are determined by many factors such as sex and gender role attitudes (Eshenbeck, Schmid, Schroeder, Wasserfall, & Kohlmann, 2018; Li, Digiuseppe, & Froh, 2006).

Moderator roles of coping strategies on stress-strain relationships have been studied by different researchers. A longitudinal study with the moderating effects of religious coping strategies on the relationships between post-traumatic growth and stress shows the importance of positive religious coping on the existing relationships (García, Paez, Reyes-Reyes, & Alvarez, 2017). D'Zurilla and Nezu (2007) show the moderating effect of problem-solving skills on the relationships between negative life events and depression, and anxiety. Thomassin, Marion, Venasse and Shaffer (2017) examined the moderating role of coping strategies on the association between emotion expression deficits and non-suicidal self-injury. The result of the study proposes that positive reframing and support-seeking moderate the relationship between poor emotion expression and non-suicidal self-injury.

The link between posttraumatic stress disorder (PTSD) and alcohol outcomes of a person is moderated by avoidance and action-oriented coping strategies according to a study (Grosso et al., 2014). Another study with parents of children with Autistic Disorder points out the moderating role of coping strategies on the association between stress and quality of life. The result proposes that "seeking social support" and "accepting responsibility" moderate the link between the quality of life and stress of the parents of children with Autistic Disorder (Dardas & Ahmad, 2013). Economic problems may lead to psychological disorders (Greenglass, Marjanovic, & Fiksenbaum, 2013). Therefore, researchers aim to find the moderating roles of coping strategies on the relationships between economic stressors and psychological health. The result of the study shows the moderator role of coping strategies in the link between economic stressors and depression and anxiety (Jesus et al., 2016).

Bardeen, Fergus and Orcutt (2013) examined the moderator role of avoidance on the relationship between anxiety sensitivity and perceived stress. The researchers proposed that higher avoidance scores would increase the association between anxiety sensitivity and perceived stress. Results of the study indicated that avoidance has a moderator role in the relationship between anxiety sensitivity and perceived stress.

Studies have shown that workplace bullying has a relationship with the well-being of a person. Bernstein and Trimm (2016) studied the possible moderator role of coping strategies on the relationship between workplace bullying and psychological well-being. The results of the study proposed that coping styles like seeking help and assertiveness act as moderators in the relationship between workplace bullying and psychological well-being. The finding was meaning that avoidance coping amplified the negative influence on workplace bullying on psychological well-being. Additionally, the results of the study propose that assertiveness and seeking help improve psychological well-being, while avoidance worsening the psychological well-being of a person.

Lee (2007) investigated the moderator role of religious coping in the relationship between perceived stress and psychological well-being. Existing literature has shown that there is a relationship between perceived stress and psychological well-being. Results of the study indicated that higher scores of "perceived stress" lead to

worsening in the psychological well-being of participants. The results of the research also proposed that religious coping moderated the relationship between perceived stress and psychological well-being. The association between perceived stress and psychological well-being attenuated by religious coping. This finding means that religious coping decreases the negative influences of perceived stress by helping people to figure out stressful experiences. Additionally, the study found that higher usage of religious coping is related to the lower level of stress and interaction between religious coping and stress leads to a decline in perceived stress. Liw and Han (2020) examined the moderator role of coping strategies on the relationship between self-discrepancies and psychological stress. They have found that the relationship between self-discrepancies and psychological stress moderated for those using avoidant coping. Avoidant coping decreases the relationship between self-discrepancy and depressive symptoms.

Yetişen (2010) examined the moderator role of social support on the link between intention to leave and job stress with a Turkish sample. The result of the study illustrates that there is a moderator role of social support as a coping strategy on the relationship between job stress and intention to leave. Eşigül and Önder (2017) studied the moderator role of social problem solving on the relationship between perceived stress and psychological well-being in Turkish university students. The result of the study proposes that perceived stress is associated with lower psychological well-being. Additionally, social problem solving as a coping strategy is related to higher psychological well-being. However, social problem solving does not moderate the relationship between perceived stress and psychological well-being, whereas social problem solving mediates the relationships between these variables.

While these studies point out the moderator role of coping strategies on stress-strain relationships, no research has tested the moderating role of coping strategies in the link between gender role attitudes and psychological well-being.

2.4. Theoretical Framework

2.4.1. Gender Schema Theory

Gender schema theory is a social-cognitive and constructivist theory that is developed by Sandra Bem in 1981. Gender schema theory is Bem's explanation of the gender development process. Schema is an organized cognitive structure and helps individuals to put in order new information and classifying that information (Martin & Dinella, 2001). Additionally, schemas help individuals to clarify memory, behaviors, choices, and selective attention by clarifying the information (Nadal, 2017). Gender schemas are organized knowledge people hold about themselves and the sexes. Gender schemas are dynamic constructs that vary across different ages (Barbera, 2003). Also, gender schemas change from one culture to another (Martin & Dinella, 2001). Gender schemas help determine whether new information is consistent or inconsistent with previous information. It leads to remembering and encoding of consistent information (Martin & Dinella, 2001). Gender schemas are mostly resistant to change; when information does not correspond with existent schema, new information may be distorted to maintain currently held schemas (Martin & Dinella, 2001). Gender schema theorists propose that children have an active role in the creation of gender schemas.

Gender schemas are constructed at an early age (Bem, 1981). Martin and Halverson (1981) propose there are two sorts of gender-related schemas: superordinate and own-sex schema. The first one is about classifying objects, characteristics as male or female. The second one, own-schema, children use to determine and gain thorough knowledge about their sex (Martin & Halverson, 1981). Children divide objects and roles into feminine and masculine ones (Martin & Halverson, 1981). Gender-based schematic processing leads to preparedness to process any knowledge that comes from outside (Bem, 1981). Gender schemas are also used in guiding behaviors (Martin, 2000). Family and non-family environments are the first sources of the construction of gender schemas. Children actively gather information from these sources. Therefore, it would be said that gender schemas not only depend on genetic but also depend on family and environmental factors (Martin & Ruble, 2004). Parents have the most influential role in the development of gender schemas by leading children to the socialization process (Marks, Bun & McHale, 2009). Peer influence on gender development of adolescents

is supported by the studies. The socialization of gendered roles of adolescents is highly affected by peer relationships (Kornienko, Santos, Martin & Granger, 2016).

Over time, children develop a sense of belonging to a gender. Belonging to a gender category leads to attempt same-sex activities. They give attention to the dissimilarity between girls and boys rather than the similarities between them. Physical appearances are used by children in organizing gender schemas (Martin & Ruble, 2004). The results of studies support the idea that around age 3, children can discriminate between females and males (Banse, Gawronski, Rebetez, Gutt & Morton, 2010). By the age of 6, children recognize that their gender remains stable compared to changes in their sizes, weights, and clothes (Diamond & Butterworth, 2008). Trautner et al. (2005) propose that gender stereotypes emerge through three stages. Firstly, during toddler and preschool times, children learn information about gender-related components. Then, children between 5 and 7 years old can maintain their knowledge on gender-related things and they become rigid on the issue. After that phase, their rigidity on gender-related characteristics begins to decline. They categorize certain objects as female or male and with time these stereotypes become more flexible (Serbin & Sprafkin, 1986). Children develop an assumption that there are two gender groups and they belong to one of them. Then, when gender identity emerges, they have a desire to look like group members.

Initially learned stereotypes are difficult to change (Wilson, Lindsey & Schooler, 2000). As early constructed stereotypes are rigid and they might lead to spontaneous behaviours (Banse, Gawronski, Rebetez, Gutt & Morton, 2010). Some studies show that younger children are more rigid about gender stereotypes than older ones (Marantz & Mansfield, 1977).

Schema consistent information is easily processed than schema-inconsistent ones (Bem, 1981). It is important to explain schemas' effects on readiness to information. Gender stereotypes can be described as “the beliefs people hold about members of the categories man or woman” (Archer & Lloyd, 2002). Masculine traits are convenient for men and feminine traits are convenient for women in any social context. Bem proposes in her gender schema theory, there are four different gender roles: masculine, feminine, androgen, and undifferentiated (Bem, 1974). Assertive, independent self-

sufficient, and dominant are examples of masculine traits in the Bem Sex-Role Inventory (BSRI). Warm, tender, love children, and sensitive to the needs of others are examples of feminine traits in BSRI. Androgynous carry both feminine and masculine characteristics (Bem, 1974). Undifferentiated people do not have any specific gender roles (Babahan, 2005).

Masculinity and femininity are cultural compromises. They are normative concepts and their key source is culture. Femininity can be conceptualized as traits, activities, or dresses that are convenient for a person who is categorized as female. Masculinity can be conceptualized as a masculine version of the description. Femininity and masculinity are not related to body or genital organs (Magnusson & Marecek, 2012).

Gender schema theory proposes that the behaviors of a person are mostly managed by culturally determined gender roles. Therefore, a person with traditional gender roles may be expected to behave in gender-stereotypical ways. A person with more egalitarian gender roles would be expected to have less tendency on gender-stereotypical behaviors and cognitions. Coping strategies and psychological well-being are both influenced by the gender schemas of a person, too (Sharp, 2013). An early study with masculine gender role stress emphasizes the importance of reliance on masculine schemata on preferred coping strategies. The study points out that males may restrict their coping strategies due to the dependence on masculine gender roles. Masculine gender role would result in stress because of the importance it gives to physical adequacy, senselessness, restrictive coping strategies, and competition with females (Eisler & Blalock, 1991). Yener (2017) studied feminine role stress with Turkish samples and he proposes that gender stereotypes give a person different responsibility. These responsibilities may lead to discrepancies. Thus, stress may arise as a result of discrepancies in gender stereotypes.

Gender schema theory helps to explain the formation of gender roles of individuals. The theory provides an overview of gender role formation. As results of the previous studies point out that gender schema theory provides an understanding of the formation of coping strategies and psychological well-being of individuals by focusing on the importance of related schemas (Sharp, 2013). Gender differences in coping strategies might be originated from the development of gender-appropriate schemas as defined

by cultural rules (Nolen-Hoeksema, 1987). Gender schema theory proposes that sex-typed individuals who have more traditional attitudes towards gender roles have a tendency to engage in stereotypical expectations over gender, and those might use gender-stereotypical coping strategies (Sharp, 2013). Restriction of the coping strategies might lead to stress for individuals (Eisler & Blalock, 1991). Hence, gender schema theory informs the present research in terms of showing the development of gender role attitudes, the development of gender stereotypical coping strategies, and gender role attitudes as a determinant of psychological well-being.

2.4.2. Transaction Model of Stress

The present study is based on the transactional model of stress. The transaction model of stress is developed by Folkman and Lazarus (Lazarus & Folkman, 1984). Lazarus describes stress as the cognitive and behavioral efforts of the organism to cope with challenges that exceed the organism's resources (Lazarus, 1999). From that view, there is no universal stressor, and stress depends on appraisals of the individuals to the stressful events (Folkman & Lazarus, 1985). So, the transaction model of stress differs from others by its perspective on the appraisal of the sources of stress. Stress is a dynamic and bidirectional transaction between a person and his or her environment. A person's available resources and the purpose of the transaction is to regulate a person's inner state and negative emotions. Thus, a person can protect himself/herself from the negative consequences of the stressors (Folkman and Lazarus, 2008).

Stress consists of three processes: primary appraisal, secondary appraisal, and coping. Primary appraisal is a person's perception of an encounter as stressful or irrelevant. Values and beliefs have a great role in the primary appraisal. An insignificant encounter cannot affect a person's well-being. In contrast, stressful encounters lead to challenges, threats, and harm, and loss. Both psychological growth and threat are possible in the face of stressful experiences (Folkman and Lazarus, 1985). The secondary appraisal includes cognitions and evaluations. Coping responses are used in this stage. One may ask herself/himself the question of "What can I do?" or "What is the best solution?" during the secondary appraisal period. The secondary appraisal is the phase of assessment of personal resources and coping strategies against stressors.

A person determines which physical, psychological, and moral strategies would be useful to deal with the stressors (Folkman, 2010).

Coping can be described as cognitive and behavioral efforts that help individuals to deal with stress. There are wide ranges of coping strategies such as problem-focused coping strategies, emotion-focused coping strategies, social support, and meaning-focused coping strategies. Coping strategies are interdependent with each other (Carver & Connor-Smith, 2010). Coping strategies are related to gender, gender role attitudes, health, and psychological well-being (Brougham, Zail, Mendoza & Miller, 2009; Li & Zhang, 2012; Yang, 2010; Yüksel, 2013).

Studies point out that females are more likely to use emotion-focused coping strategies and social support-seeking coping strategies. At the same time, males are more likely to use problem-focused coping strategies (Melendez, Mayordomo, Sancho and Tomas, 2012). Also, problem-focused and social support kinds of coping strategies are mostly related to higher psychological well-being. Contrarily, lower psychological well-being associated with more using of emotion-focused and helplessness coping strategies (Yang, 2010; Singh, Kumar and Singh, 2019)

There has been an emphasis on psychopathologies and dysfunctions of humans in the psychological researches' literature. The transactional model of stress emphasizes negative well-being, too. Studies begin to center on positive well-being and positive mental health (Seligman, 2002). Huppert (2009) proposes that this shift from negative psychological well-being to positive psychological well-being is necessary to decrease mental and behavioral disorders. He also asserts that positive well-being should be studied because it does not mean the unavailability of negative well-being. Thus, the current study uses positive psychological well-being instead of negative psychological well-being as an outcome.

It can be said that the transaction model of stress explains the relationships between stressors, appraisals, and coping strategies in terms of outcomes. In this study, gender role attitudes are considered as a stressor. The role of gender role attitudes on psychological well-being will be studied. Previous studies have shown that gender-role attitudes predict psychological well-being. The moderator roles of coping

strategies in the relationship between gender role attitudes and psychological well-being were not studied by researchers. The study aims to find the moderator role of coping strategies in the relationship between gender role attitudes and psychological well-being. Thus, the transactional model of stress is a suitable model to investigate the interaction between gender role attitudes and coping strategies in predicting psychological well-being.

Additionally, the transaction model of stress may help to explain the reason for the stressful effects of gender role attitudes. According to the theory, stress is the cognitive and behavioral efforts of the organism to cope with challenges that exceed the organism's resources (Lazarus, 1999). Also, stress is a dynamic and bidirectional transaction between a person and his or her environment. Gillespie and Eisler (1992) describe gender role stress by using the Transactional Model of Stress. Gillespie and Eisler (1992) suggested that individuals with traditional gender roles may experience more gender role stress due to difficulties to reach the standards of the culturally determined gender roles. It means that a person with a strict traditional gender role would experience more stress due to the difficulty of reaching standards (Bayar, Avcı & Koç, 2017). Eisler and Skidmore (1987) claim that coping strategies and cognitive appraisals of the individuals may be the result of gender role socialization. Thus, a particular gender role would make individuals vulnerable to any stressor, while the individuals with another gender role may not see this as a source of stress. The transaction model of stress informs the present research in terms of showing gender role attitudes as a source of stress and direct and indirect influences of coping strategies on psychological well-being.

Figure 2.1. The Conceptual Model coping and gender role attitudes in the prediction of psychological well-being

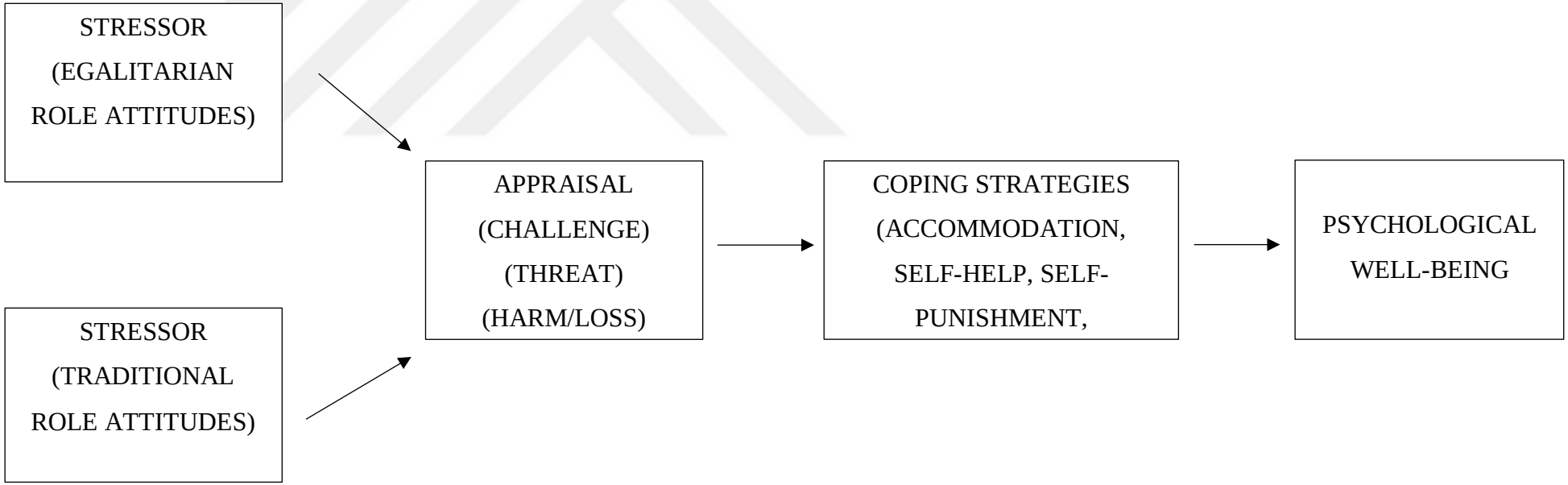
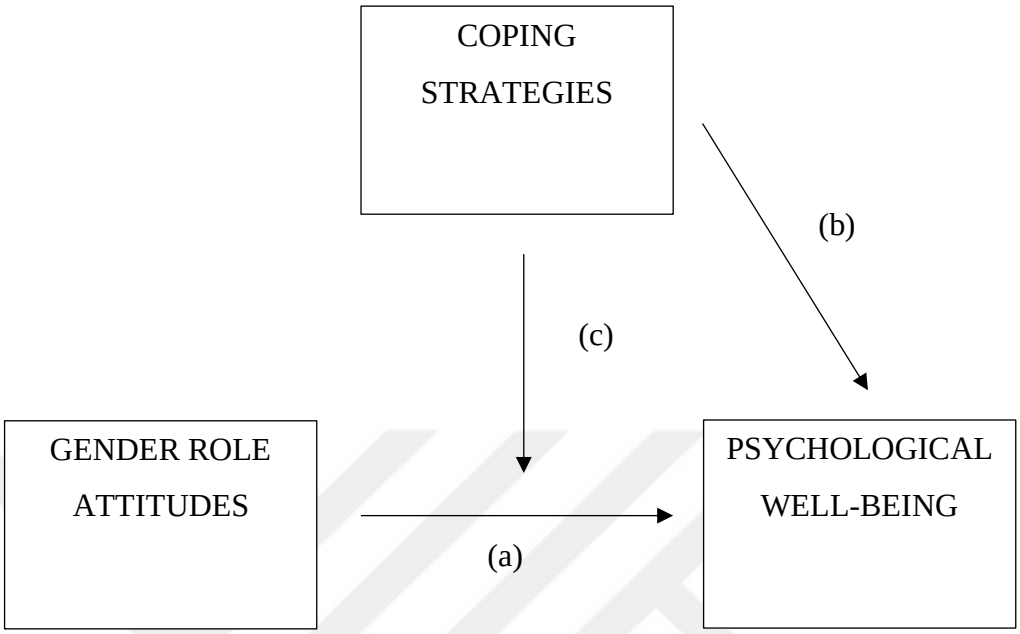


Figure 2.2. Proposed model of coping and gender role attitudes in the prediction of psychological well-being



(a) Relationship between gender role attitudes and psychological well-being (Hypothesis, 1, 2)

(b) Relationship between coping strategies and psychological well-being (Hypothesis 3, 4, 5, 6, 7)

(c) Moderator effect of coping strategies on the gender role attitudes and psychological well-being relationship (Hypothesis 8a, 8b, 8c, 8d, 8e, 8f, 8g, 8h, 8i, 8j)

2.5. Hypothesis

Gender-role attitudes and well-being

1) Traditional role attitudes are negatively associated to psychological well-being
2) Egalitarian role attitudes are positively associated with psychological well-being

Coping strategies and well-being

3) Accommodation is positively associated with psychological well-being
4) Self-help is positively associated with psychological well-being
5) Approach is positively associated with psychological well-being
6) Self-punishment is negatively associated with psychological well-being
7) Avoidance is negatively associated with psychological well-being

Gender-role attitudes, coping, and well-being

8) Coping strategies moderate the relationship between gender role attitudes and psychological well-being such that
    a) The relationship between traditional role attitudes and psychological well-being would be weaker for those with higher scores on accommodation
    b) The relationship between traditional role attitudes and psychological well-being would be weaker for those with higher scores on self-help
    c) The relationship between traditional role attitudes and psychological well-being would be weaker for those with higher scores on approach
    d) The relationship between traditional role attitudes and psychological well-being would be stronger for those with higher scores on avoidance
    e) The relationship between traditional roles attitude and psychological well-being would be stronger for those with higher scores on self-punishment
    f) The relationship between egalitarian role attitudes and psychological well-being would be weaker for those with higher scores on accommodation
    g) The relationship between egalitarian role attitudes and psychological well-being would be weaker for those with higher scores on self-help
    h) The relationship between egalitarian role attitudes and psychological well-being would be weaker for those with higher scores on approach
    i) The relationship between egalitarian role attitudes and psychological well-being would be stronger for those with higher scores on avoidance

j) The relationship between egalitarian role attitudes and psychological well-being would be stronger for those with higher scores on self-punishment

CHAPTER III

METHOD

3.1. Participants

The target population of the current study was university students in Turkey. The total number of participants who responded to the request of the research were 292 university students in Turkey. Undergraduate, graduate, and doctoral students participated in the study. Before starting to the analyses, the data was screened for the outliers and, consequently, the sample size was reduced to 273 participants. The female participants were 192, with a mean age of M= 22.2 years and a standard deviation of SD= 4.04 years. The number of male participants was 81, with a mean age of M= 21.54 years and a standard deviation of SD=2.60 years.

3.2. Design and Procedures

The current study aims to find the relationships among coping strategies, gender role attitudes, and psychological well-being with a sample of Turkish university students. Therefore, a cross-sectional study design was used in the present study. Levin (2006) explains that "cross-sectional studies are sometimes carried out to investigate associations between risk factors and outcome of interest" (p. 24). Ethical approval for the current study was obtained from the Ethics Committee of Ibn Haldun University (See Appendix A). Google forms data collection application was used for online data collection. A call for recruitment was made online via social media tools. Before questionnaires, participants were asked to fill in the Informed Consent Form. The Informed Consent Form included information about the researcher who was to conduct the current study, the program of the researcher, and the aim of the study (See Appendix B). With the aim of the study in mind, the participant received a demographic information form, Gender Roles Attitude Scale, COPE-R Scale, and

Scales of Psychological Well-being. The total time to complete the given measures was approximately 15 minutes and participants were volunteer to the study.

3.3. Measures

3.3.1. Demographic Information Form

The demographic information form (See Appendix C) consisted of items about age, sex, the name of the university they attended, romantic relationship status, places where participants spent most of their lives. Participants were requested to fill all the questions. The demographic information form was developed by the researcher.

3.3.2. Scales of Psychological Well-being

The Scales of Psychological Well-being (SPWB) was developed by Ryff (1989) to assess multiple aspects of psychological well-being. Ryff's original study consisted of 321 male and female participants. The participants were from multiple age groups and higher educational backgrounds. The original scale includes six dimensions (self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth) and 80 items for each dimension. As a result of the psychometric analysis of the dimensions, the scale item was reduced to 20 items per sub-scale.

Positive and negative items are generated for all dimensions of the SPWB. The definition of a higher and lower score for each dimension was constructed by Ryff (1989). Items are rated on a 6-point Likert scale ranging from 1= 'definitely disagree' to 6= 'definitely agree.'

The Scales of Psychological Well-being has been adapted into Turkish by Cenkseven (2004). The participants of the study were university students whose ages were between 17 and 28 years. There were 475 participants, 272 females and 203 males. The total items of the scales of psychological well-being were 84. The Cronbach alpha internal consistency coefficients for each subscale were respectively; Positive relations

with others, .74, Autonomy, .77, Environmental mastery, .77, Personal Growth, .74, Purpose in life, .75, Self-acceptance, .76. The Cronbach's alpha coefficient for the total scale was .93.

To provide further evidence of the underlying factor structures for the Scales of Psychological Well-being, the present study carried out a factor analysis. SPSS was used to test factor analysis, with the 84 items were examined. In the initial solution, using the eigenvalue greater than 1 rule, 22 factors were observed, explaining for 65% of the total variance in the psychological well-being scores. Nonetheless, the scree plot was a better indicator because it shows five solutions. Then, using a cut-off value of 0.40, items were rotated and based on the rotated-item matrix, with the first factor accounting for 19.99% of the variance, and the second for 7.10% of the variance, the third for 4.16% of the variance, and the fourth for 3.08% of the variance, and the fifth for 3.01% of the variance. The factors were labelled as meaning in life (n= 21), self-acceptance (n=17), positive relations with others (n=14), autonomy (n= 10), and personal growth (n= 7). Fifteen items from the scales were deleted based on their low item-total correlations. Cronbach alpha values were next calculated and a correlation analysis was performed on the factors. The results showed that several factors were highly correlated with each other. Because of this high correlation among the factors in the present study, the total scores of the "scales of psychological well-being" were used. The internal consistency for the scale as measured by Cronbach alpha values was .94.

3.3.3. Revised COPE Inventory

Carver, Scheier, and Weintraub (1989) developed the COPE scale to assess the coping strategies of an individual. The COPE is a multidimensional scale that includes different types of coping strategies like problem-focused coping strategies (active coping, planning), emotion-focused coping strategies (acceptance, denial), and less useful coping strategies (behavioral disengagement, mental disengagement). The COPE includes 15 subscales and 60 items. Zuckerman and Gagne (2003) propose that the COPE inventory excludes some key strategies of coping strategies. Moreover, the COPE is not a comprehensive inventory, according to Zuckerman and Gagne (2003). Therefore, Zuckerman and Gagne (2003) revised the COPE inventory and created an

R-COPE inventory to assess the coping strategies of undergraduate students. The R-COPE inventory has 5 subscales (self-help, approach, accommodation, avoidance, self-punishment) and 40 items. The Cronbach alpha reliability coefficients of the dimensions of the scale ranged between .81 and .92. Zuckerman and Gagne (2013) propose that approach, accommodation, and self-help are adaptive coping strategies while self-punishment and avoidance are maladaptive coping strategies. Leung, Moore, Karnilowicz and Lung (2011) describe accommodation as facing and reframing the stressful situations and self-help as maintenance of a person's emotional well-being in the face of stressful situations. Self-punishment consists of self-blame and rumination of the stressful situations, while avoidance is running away from stressful situations. Approach coping consists of active planning and problem-solving capabilities of individuals (Leung, Moore, Karnilowicz and Lung, 2011).

Dicle and Ersanlı (2015) adapted the R-COPE inventory into Turkish. Fifty-eight university students and 1688 university personnel participated in the study. Items were rated on a 4-point Likert scale ranging from 1= 'never use this coping strategy' to 5= 'always use this coping strategy.' The maximum score that can be gained from the inventory is 128 and the minimum score is 40. Reliability analysis has been conducted with the test-retest method and reliability coefficients of the dimensions were respectively; self-help= .80, approach=.78, accommodation= .75, avoidance=.79, self-punishment=.77. The total scale's Cronbach alpha internal consistency coefficient for the scale was .97. Revised COPE inventory has 32 items and 5 dimensions (Dicle & Ersanlı, 2015).

Factor analysis was carried out to find the underlying factor structure for the Revised COPE Inventory. SPSS was used to test factor analysis with the 32 items were examined. By using the eigenvalue greater than 1 rule, eight factors were observed, explaining for 64.64% of the total variance in the scale. Nonetheless, the scree plot was a better indicator because it shows four solutions, with the first factor accounting for 22.17% of the variance and the second for 12.48% of the variance, the third for 15.49% of the variance, and the fourth for 14.49% of the variance for the last one. Then, using a cut-off value .40 items were rotated and on the basis of the rotated-item factor matrix the factors were labelled. Items were labelled as Self-help (n= 6 items), accommodation (n =14 items), avoidance (n= 6), and self-punishment (n= 6). One item

from the accommodation coping measure was deleted based on its low item-total correlation. Cronbach alpha values were .82 for self-help, .88 for accommodation, .75 for avoidance, .87 for self-punishment, and .78 for the total scale.

Table.3.1. Factor Loadings of Revised Cope Inventory (N=273)

Subscale	Items	Factor loadings	Factor loadings	Factor loadings	Factor loadings
Self-help (α= .82)	I discuss my feelings with someone.	.787			
	I let my emotions show.	.760			
	I try to get emotional support from friends or relatives.	.758			
	I try to let out my feelings.	.740			
	I take time to express my emotions.	.646			
	I talk to someone to find out more about the situation.	.597			
Accommodation (α= .88)	I do what has to be done, one step at a time		.721		
	I make a plan of action.		.715		
	I take additional action to try to get rid of the problem.		.699		
	I try hard to prevent other things from interfering with my efforts at dealing with this.		.694		
	I take direct action to get around the problem.		.686		
	I try to be optimistic in spite of what happened.		.682		

Table 3.1. (Continued)

Subscale	Items	Factor loadings	Factor loadings	Factor loadings	Factor loadings
	I work on staying positive even when things look bad.		.678		
	I concentrate my efforts on doing something about it.		.638		
	I work on feeling positive no matter what.		.615		
	I try to see it in a different light, to make it seem more positive.		.585		
	I think hard about what steps to take.		.585		
	I get used to the idea that it happened.		.471		
	I try to identify something else I care about.		.440		
Avoidance (α= .75)	I refuse to believe that it has happened.			.728	
	I say to myself ‘‘this isn’t real.’’			.659	
	I admit to myself that I can’t deal with it, and quit trying.			.630	
	I say to myself ‘‘this isn’t real.’’			.583	
	I blame someone or something for what happened to me.			.555	

Table 3.1. (Continued)

Subscale	Items	Factor loadings	Factor loadings	Factor loadings	Factor loadings
	I try to forget the whole thing.			.549	
Self-punishment (α= .88)	I relive the problem by dwelling on it all the time.				.822
	I brood over my problem nonstop.				.799
	I blame myself.				.750
	I return in my head again and again to what is troubling me.				.748
	I realize I brought the problem on myself.				.703
	I criticize or lecture myself.				.670

3.3.4. Gender Roles Attitude Scale (GRAS)

The Gender Roles Attitude Scale (GRAS) was developed by Zeyneloğlu & Terzioğlu (2011) to assess an individual's attitudes towards gender roles. The participants of the GRAS were 500 university students, 291 females and 209 males. GRAS has five dimensions (egalitarian gender roles, female gender roles, marriage gender roles, traditional gender roles, male gender roles), and 38 items. Items rated on a 5-point Likert scale ranging from "strongly disagree" and "strongly agree". The maximum score of the scale is 190 and the minimum score is 38. Higher scores in the GRAS refer to more egalitarian gender roles while lower scores refer to more traditional gender ones. The GRAS's total Cronbach alpha internal consistency coefficient was .92. The Cronbach alpha values of the dimensions are, respectively, female gender role attitudes .80, marriage gender role .78, traditional gender role .78, and male gender role .72.

The aim of the present study was to investigate the predictive role of egalitarian role attitudes and traditional role attitudes on psychological well-being. Therefore, items that measure egalitarian role attitudes and traditional role attitudes in the original scales were used in the present study. Factor analysis was carried out to find out the underlying factor structures. By using the eigenvalue greater than 1 rule, two factors were found out as a result of the analysis. These two factors explain 45.00% of the total variance. The items were rotated and a cut-off value of .40 was used. The rotated factor matrix pattern provides a clearer picture of the items; these factors were labelled as egalitarian role attitudes (N= 8), and traditional role attitudes (N= 8). Two items from egalitarian role attitudes were deleted based on their low item-total correlations. Cronbach alpha coefficient was found .72 for egalitarian role attitudes (6 items), .85 for traditional role attitudes (8 items) .92 for the total scale.

Table 3.2. Factor Loadings of Gender Roles Attitude Scale (N=273)

Subscale	Items	Factor loadings	Factor loadings
Egalitarian role attitudes (α= .710)	Domestic work should be shared equally between spouses in the family's economical means.	.766	
	Decision to have a child should be made by both spouses in a marriage.	.697	
	Equal chances should be enabled to women and men for professional development.	.678	
	Equal fee should be paid to the women and men in professional life.	.643	
	Decision to have a child should be made by both spouses in a marriage.	.611	
	Widowed woman should be able to live by herself.	.444	
Traditional role attitudes (α= .854)	A man's main task in the house is breadwinning.		.810
	Man should deal with tasks away from home such as shopping and paying the bills.		.784
	The head of the household is man.		.773
	A girl should obey his father's wishes until she is married.		.714
	Women should not work if the economic situation of the man is adequate.		.690
	Girls should be dressed pink while boys should be dressed in blue.		.635
	Profession implemented by woman and man should be different.		.545
	Men should be preferred in employment application because of women's fertility		.461

3.4. Data Analysis

Prior to analysing the data, outlier analyses were run and outliers were deleted from the data. The data were checked for normality assumptions and linearity. Results showed that basic assumptions were met. Descriptive characteristics of participants were conducted to understand the socio-demographic characteristics of participants. Correlation analyses were used to understand the strength and direction of associations among gender role attitudes, coping strategies, and psychological well-being. Independent-samples *t*-tests were carried out to see mean differences between gender and romantic relationship status. Hierarchical multiple regression analyses were performed to test predictor roles of coping strategies and gender roles attitudes on psychological well-being and to see moderating effects of coping strategies on the relationship between gender role attitudes and psychological well-being. All calculations were done using SPSS 25.

CHAPTER IV

RESULTS

This chapter presents the results of the analyses. The results of the existing study will be shown in three parts. Firstly, descriptive characteristics of participants (Means, standard deviations, and intercorrelations of all variables) are presented. Secondly, independent samples t-test is presented. Lastly, hierarchical multiple regression is presented below.

4.1. Descriptive statistics

The current study examines 273 participants, of which 192 (70.3%) are females and 81 (29.7%) are males. Participants are university students who continue their education lives either undergraduate, master's level or Ph.D. (Doctor of Philosophy) level. The age range of participants ranged from 18 to 42 years (Table 4.1). The majority of the participants (74.0 %) are between the ages of 20 and 29 years, with the second biggest age group falling between 17-19 years (22.0 %). The average age of the participants is 22.05 years (SD=3.68).

Table 4.1 presents the romantic relationship status of participants. Most of the participants have a romantic relationship (*n*=203) and many of them are not in a romantic relationship (*n*=70).

Table 4.1. Demographic Characteristics of the Participants (N=273)

Variable (%)	Frequency
Age (y) (mean ± SD)	22.05±3.68
Gender	
Female	192 (70.30%)
Male	81 (29.70%)
Relationship status	
Single	203 (74.35%)
Having a Romantic Relationship	70 (25.65%)

4.2. Intercorrelations among variables

The correlation matrix for all the variables of the current study was represented in Table 4.2. For the main variables of the study significant and positive correlation was found between psychological well-being and egalitarian role attitudes (r= .198, p < .01), and negative and significant correlation was found between psychological well-being and traditional role attitudes (r= -.132, p < .05).

In terms of the correlation between coping strategies and psychological well-being, accommodation (r= .543, p < .01) and self-help (r=.344, p < .01) were found to be positively correlated with psychological well-being. On the other hand, self-punishment (r= -.597, p < .01) and avoidance (r= -.497, p < .01) were found to be negatively and significantly correlated with psychological well-being.

Among the gender role attitudes, egalitarian role attitudes have positive correlation with accommodation (r=.137, p < .05), and have a negative correlation with avoidance (r=-.130, p < .05). Traditional role attitudes have a positive and significant correlation with avoidance (r=.188, p < .01).

Psychological well-being has negative and significant correlation with avoidance (r=.497, p < .01), and self-punishment (r=-.597, p < .01). Psychological well-being

has positive and significant correlation with self-help (r=.344, p < .01), and accommodation (r=.543, p < .01).

For the demographic variables of the study significant and positive correlation was found between gender and traditional role attitudes (r=.435, p < .01). Gender has negative and significant correlation with egalitarian role attitudes (r=-.213, p < .01), self-help (r=-.174, p < .01), self-punishment (r=-.213, p < .01), and psychological well-being (r=-.199, p < .01). Age has positive correlation with having a romantic relationship (r=.284, p < .01). Age has negative and significant correlation with egalitarian role attitudes (r=-.119, p < .05), and self-punishment (r=.119, p < .05). Having a romantic relationship has positive and significant correlation with self-help (r=.175, p < .01), accommodation (r=.137, p < .05), and psychological well-being (r=.204, p < .01).

Table 4.2. Correlation Matrix for the Study Variables (n=273)

Variable	1	2	3	4	5	6	7	8	9	10
1. Gender	1									
2. Age	-.096	1								
3. Having a Romantic Relationship	-.054	.284**	1							
4. Egalitarian Role Attitudes	-.213**	-.119*	.103	1						
5. Traditional Role Attitudes	.435**	.117	-.153	-.508**	1					
6. Self-help	-.174**	.195	.175**	.055	-.077	1				
7. Avoidance	.070	-.044	.022	-.130*	.188**	-.032	1			
8. Accommodation	.033	.009	.137*	.137*	-.004	.289**	-.135*	1		
9. Self-punishment	-.213**	-.119*	.103	-.041	.031	-.064	.399**	-.265**	1	
10. Psychological well-being	-.199**	-.012	.204**	.198**	-.132*	.344**	- .497**	.543**	-.597**	1

Note * p < .05, ** p < .01.

4.3. Independent sample t-test

Independent samples *t*-tests were used to compare mean differences between males and females in gender role attitudes, coping strategies and psychological well-being. There was a significant difference between the genders in terms of egalitarian role attitudes, (t (271) = 3.597, p < .01), with females having significantly higher scores (M= 28.75, SD=2.26) than males (M=27.50, SD=3.29). A significant difference was also found between the two groups in terms of traditional role attitude, (t (115.84) = -6.96, p < .01). Males obtained significantly higher scores on traditional gender role attitudes (M= 21.64, SD=7.80) than females (M= 14.98, SD=5.56).

Significant gender difference was also found for psychological well-being, (t (271) = 3.051, p < .01), females scored higher on the psychological well-being Scale (M= 375.62, SD=46.78) than males (M= 354.62, SD=53.96).

In terms of coping strategies, gender difference was significant only for self-help, (t (271) = 2.903, p < .01). The means for self-help were significantly higher for females (M= 18.20, SD=4.19) than males (M= 16.60, SD= 4.10).

Table 4.3. t-test Results Compering Males and Females

Gender	N	X	SD	df	t	p
Egalitarian role attitudes						
Female	192	28.75	2.26	271	3.597	.001
Male	81	27.50	3.29			
Traditional role attitudes						
Female	192	14.98	5.56	115.84	-6.96	.001
Male	81	21.64	7.80			
Accommodation						
Female	192	41.10	6.89	271	-.551	.582
Male	81	41.61	7.10			
Self-punishment						
Female	192	15.71	4.74	271	-.896	.371

Table 4.3. (Continued)

Gender	N	X	SD	df	t	p
Male	81	16.27				
Self-help						
Female	192	18.20	4.19	271	2.903	.004
Male	81	16.60	4.10			
Avoidance						
Female	192	10.90	3.33	124.56	-1.047	.297
Male	81	11.45	4.20			
Psychological well-being						
Female	192	375.62	46.78	133.15	3.051	.003
Male	81	354.62	53.96			

Independent samples *t-test* was also used to compare scores of participants who do not have a romantic relationship and participants who have a romantic relationship in order to determine whether there are differences in respect of gender role attitudes, psychological well-being, and coping strategies. Independent *t*-test results show that there are significant differences between participants who do not have a romantic relationship and participants who have a romantic relationship in terms of psychological well-being, (t (143.99) = -3.817, $p < .01$). Participants "in a romantic relationship" had a higher score in psychological well-being (M= 319.71, SD=37.04) than those who do not have a romantic relationship (M= 298.96, SD=44.90). It was investigated whether there is any significant difference in coping strategies of individuals who do not have romantic relationships and individuals who have romantic relationships. The result of the independent sample *t*-test showed that there is a significant difference between participants who do not have a romantic relationship and participants who have a romantic relationship in terms of accommodation (t (142.59) = -2.52, $p < .05$).

The mean of individual who have a relationship (M=42.90, SD=5.98) is higher than participants who do not have a relationship (M=40.69, SD=7.18). The result of the test showed that there is a significant difference between participants who do not have a romantic relationship and in a romantic relationship in self-help (t (271) = -3.036, $p <$

.01). People who have a romantic relationship have a higher score in self-help (M= 19.00, SD=3.98) than people who do not have a relationship (M=17.29, SD=4.22). This result supports the idea that people who have a relationship have higher scores in adaptive coping strategies than participants who do not have a relationship.

Table 4.4. t-test Results Compering Participants who are single and have a relationship

Having a romantic relationship	N	X	SD	df	t	p
Egalitarian role attitudes						
Single	203	28.22	2.82	160.18	-1.94	.054
In a relationship	70	28.84	2.10			
Traditional role attitudes						
Single	203	17.17	6.90	271	.855	.393
In a relationship	70	16.34	7.25			
Accommodation						
Single	203	40.69	7.18	142.59	-2.52	.013
In a relationship	70	42.90	5.98			
Self-punishment						
Single	203	16.07	4.79	271	1.197	.233
In a relationship	70	15.30	4.40			
Self-help						
Single	203	17.29	4.22	271	-3.036	.003
In a relationship	70	19.00	3.98			
Avoidance						
Single	203	11.02	3.54	271	-2.34	.756
In a relationship	70	11.18	3.86			
Psychological well-being						
Single	203	298.96	44.90	143.99	-3.817	.000
In a relationship	70	319.71	37.04			

4.4. Hierarchical Multiple Regression Analysis

The hypotheses of the current research are examination the predictor roles of gender role attitudes and coping strategies on psychological well-being and moderating effects of coping strategies on the relationships between gender role attitudes and

psychological well-being. To evaluate the hypothesis of the current research, hierarchical multiple regression was conducted. Hierarchical multiple regression was used to assess coping predictor roles of coping strategies (accommodation, self-help, self-punishment, and avoidance) and gender role attitudes (traditional role attitudes and egalitarian role attitudes on psychological well-being. The predictor variables are demographic variables, egalitarian role attitudes, traditional role attitudes, accommodation, self-punishment, self-help and avoidance. The predictor variables were entered into the equation in four steps. In Step 1, gender, age, and romantic relationship status entered as control variables. Gender was categorized as female and male. Age was categorized as 17-19, 20-29, 30,39, and 40-49. Romantic relationship status was categorized as "having a romantic relationship" and "do not having a romantic relationship". In Step 2, gender role attitudes (egalitarian role attitudes and traditional role attitudes) are entered into the equation to test effects of gender roles attitude on psychological well-being. Coping strategies (accommodation, avoidance, self-help, and self-punishment) were entered in Step 3 to test the direct effects of coping strategies on psychological well-being. The interactions between gender role attitudes and coping strategies were entered into the equation in Step 4 to test for moderator effects of coping on the relationship between gender role attitudes and psychological well-being.

The results of the first regression analysis of psychological well-being concerning demographic variables are shown in Table 4.5. The result of the regression indicated ΔR^2 was significant for Step 1 and explained 8 % of the variance in psychological well-being (F (3, 269) =7.186, $p < .001$). Gender (β=-.186, $p < .01$) and having a romantic relationship (β=.187, $p < .01$) were found to be significant predictors of psychological well-being. In Step 2, after controlling the effects of demographic variables, gender role attitudes contributed significantly to the regression model and explained 2.3 % of the variance in psychological well-being (F (5, 267) = 6.109, $p < .01$). Only egalitarian role attitudes (β=.161, $p < .05$) was significant. In Step 3, all the coping strategies (accommodation, self-help, self-punishment-avoidance) were strongly predictive of well-being, accommodation (β=.339, $p < .001$), and self-help (β=.171, $p < .001$) were significantly and positively predict psychological well-being. However, self-punishment (β=-.363, $p < .001$) and avoidance (β=-.292, $p < .001$) were negatively and significantly associated with psychological well-being. The ΔR^2 was 55.8 % for step

3. In step 4, the interactions between gender role attitudes and coping strategies were entered into the equation, and it did not have a statistically significant contribution in R square (ΔR^2 = .005, p = .849). The overall model was significant, F (17, 255) = 29.93, and it accounted for 66.6% of the variance in psychological well. These results suggest that the proposed moderation hypothesis of the current study was not supported.

We observed no moderator effect and strong direct effects of predictors on the outcome variable were found. Step 4, which was the interaction model of the study, was not significant; for this reason, it was not included in Table 4.5.

The summary of hierarchical multiple regression analysis of gender-role attitudes and coping predicting psychological well-being after controlling for demographic variables are presented in Table 4.5.

Table 4.5. Hierarchical Regression Predicting Psychological well-being (N=273)

Step	Predictor	ΔR^2	B	SE_B	β
1		.080***			
	Gender		-17.84	5.63	-.186**
	Age		.471	.726	.040
	Having a relationship		6.24	2.031	.187**
2		.023*			
	ERA		2.655	1.088	.161*
	TRA		.068	.450	.011
3		.558***			
	Accommodation		2.144	.251	.339***
	Self-punishment		-3.393	.378	-.363***
	Self-help		1.779	.407	.171***
	Avoidance		-3.541	.488	-.292***

Notes: ERA: egalitarian role attitudes, TRA: traditional role attitudes, Beta values are the standardized regression coefficients from the final stage of the regression analysis.

****p* < .001, ***p* < .01, **p* < .05.*

CHAPTER V

DISCUSSION

The current study aimed to examine (1) the role of gender role attitudes (traditional role attitudes and egalitarian role attitudes) on psychological well-being; (2) the role of coping strategies (accommodation, self-help, self-punishment, and avoidance) on psychological well-being; (3) the moderator role of coping strategies on the relationship between gender role attitudes and psychological well-being. This chapter is devoted to the discussion of the results of the current study, limitations of the study, implications of the findings, suggestions for future research, and conclusion.

5.1. Demographic Variables and Main Variables

The result of the current study indicates that gender is an important predictor of psychological well-being, implying that female university students have better psychological well-being than male university students. The literature supports the result of the study that females have higher psychological well-being scores than males (Cenkseven & Akbaş, 2007; Gui, 2009). Kuyumcu (2012) suggested that development in female rights in both public and social domains in modern lives might influence the higher psychological well-being scores of females. Arıcı (2011) has found that female university students have higher scores in egalitarian role attitudes towards gender rather than male university students. Egalitarian attitudes towards gender roles are found to be associated with higher psychological well-being. Therefore, Egalitarian attitudes towards gender roles might influence the higher psychological well-being scores of female university students than male university students.

As mentioned earlier, there is a relationship between gender roles and coping strategies (Freire, Ferradas, Valle, Nunes, and Vallejo, 2016). Lazarus (1999) claimed that differences in coping strategies of females and males depending on the different roles they are given by the society that lived in. Studies have shown that females use more

emotion-focused and avoidance coping strategies, while males mostly use problem-focused coping strategies (Kelly, Tyrka, Price & Carpenter, 2008). Zuckerman and Gagne (2003) proposed that female university students are more likely to use adaptive coping strategies such as self-help, accommodation, and approach than male university students. For example, Matud (2004) found that females have higher scores in emotion-focused and avoidance coping while males have higher scores in rational coping. The results of the current study do not support the literature. The result showed that the scores of the female university students do not look significantly different from scores of male university students in all dimensions of coping strategies except self-help. The result of the present study proposes that female university students use self-help more than male university students. The meaning of this result implies that female university students use self-help which is an adaptive coping strategy that helps to sustain emotional well-being more than male students. Taylor, Klein, Lewis, Gruenewald, Gurung, and Updegraff (2000) claimed that females use emotion-based approaches like self-help because they mostly engage in a tend-befriend approach towards stress. Social networks, bounds in social groups reduce the vulnerability of females towards stress, according to these authors. Taylor (2012) described tend-befriend as an approach to stressful situations that includes affiliation and seeking social contact. Different studies support the tend-befriend response styles of females (Nickels, Kubicki & Maestripie, 2016).

Based on the findings of the present study, male students have higher scores in traditional gender roles than female students. This result proposes that male university students keep a traditional view over gender roles. Additionally, female students have higher scores in egalitarian role attitudes than male students. This result may be interpreted as female university students have more egalitarian views over gender roles than male university students. These results are consistent with the previous studies that have found higher levels of egalitarian role attitudes in females rather than males (Kalaycı, Hayırsever & Özcan, 2012; Seçgin & Tural, 2011; van de Vijver, 2007). Berkel (2004) investigated gender role differences between males and females, the result of Berkel's (2004) study proposed that females have more egalitarian role attitudes than males. Öngen and Aytaç (2013) studied Turkish university students and the result showed that females are more prone to use egalitarian gender role attitudes rather than males, while males use traditional gender role attitudes. The study

conducted by Arıcı (2011) has also found that female university students have egalitarian role attitudes, while male university students have more traditional role attitudes. Egalitarian or traditional role attitudes are reflections of gender roles in social lives (Zeyneloğlu, 2008). Traditional roles include cleaning, raising children, or responsibilities of homework for females, while working outside of the home and economical responsibilities are traditional roles for males (Zeyneloğlu, 2008). Egalitarian role attitudes can be described as there is no discrimination depend on the gender of the individual in the use of opportunities, allocation, use of resources, and obtaining services (Akın, 2007). The transition of gender role attitudes of females towards more egalitarian ones can be explained by the process of females' entering into business life, increase in the level of education. Also, throughout history, females have had fewer opportunities and power in different domains of lives when comparing with males. Therefore, an egalitarian society might lead to improvement for females (Berkel, 2004).

Studies have been shown that married people have higher psychological well-being than never-married people (Hsu & Barrett, 2020). Moore and Leung (2002) have found that being in a romantic relationship increases someone's well-being. Also, youth who finishes his/her romantic relationship experience stress, according to recent studies (Moore & Rosenthal, 2006). Consistent with these previous findings, the results of the present study showed that university students who are involved in a romantic relationship have higher psychological well-being scores than single students. Previous studies have explained that higher scores of psychological well-being in people who are in a romantic relationship might be explained by their shared economic resources as a couple as well as the emotional support each provides the other. Positive influences of sharing experiences might be another reason for the higher psychological well-being of people who are in a romantic relationship (Kim & McKenry, 2002; Williams & Dunne-Bryant, 2006).

In terms of coping strategies, the results of the current study indicated that university students who were involved in a romantic relationship have higher scores in adaptive coping strategies, accommodation and self-help than participants who do not have a romantic relationship. The findings of the study are consistent with the result of the previous studies. Eryılmaz and Ercan (2010) found that participants who are not in a

romantic relationship use mostly avoidance coping strategies mostly. Also, they found that there is a positive association between initiating romantic intimacy and problem-focused coping strategies. Aysan and Bozkurt (2004) examined the association between coping strategies and marital status. Their study proposed that there is a significant difference between married participants and single participants in terms of coping strategies. Single participants use avoidance coping strategies more than married participants. Also, single participants use maladaptive coping strategies more than married people do (Aysan & Bozkurt, 2004). Eryılmaz and Ercan (2010) proposed that people who use adaptive coping strategies like problem solving or social support initiate romantic intimacy rather than others. The results of the current study may be explained by using adaptive coping strategies may lead to experience romantic intimacy.

These findings indicated that demographic variables were related to the psychological well-being, coping strategies, and gender role attitudes of individuals. Results indicated that gender and romantic relationship status of the participants might be determinant of gender role attitudes coping strategies, or psychological well-being of participants. As such, in the regression analysis predicting well-being from main study variables, these demographic variables were controlled to prevent confounding of results.

5.2. Gender Role Attitudes and Psychological Well-being

As hypothesized, the result of the hierarchical multiple regression shows the predictor role of egalitarian role attitudes on psychological well-being. Results of the present study propose that university students who have higher scores in egalitarian role attitudes have higher psychological well-being. Karaca and Aksu (2020) studied on the predictive role of gender role attitudes on psychological well-being in university students. The results of the Karaca and Aksu (2020)'s study proposed that university students who have egalitarian role attitudes have higher psychological well-being scores than others. Those findings also confirmed Arıcı's (2011) findings with university students that proposed that egalitarian role attitudes positively and significantly predict psychological well-being. This result proposes that university students who held egalitarian attitudes over gender roles have higher psychological

well-being. Walby (2005) defined egalitarian role attitudes as the idea that people have equal rights and opportunities regardless of their sex. Egalitarian attitudes towards gender roles include equal sharing of accountabilities in family, professional, social, and education life (Akın and Demirel, 2003). Therefore, the result proposes the importance of modern, equal, and non-traditional views over gender roles on higher psychological well-being.

It was hypothesized that traditional role attitudes predict negatively psychological well-being. Previous studies have pointed out the negative and predictive role of traditional role attitudes on the psychological well-being (van de Vijver, 2007). Arıcı (2011) suggested that traditional attitudes towards gender roles negatively and significantly predicted psychological well-being of university students. However, contrary to our hypothesis, traditional role attitudes were not found as a significant and negative predictor of psychological well-being of university students. Therefore, the findings of the current study did not provide information on the predictive roles of traditional role attitudes on the psychological well-being of university students. Factors of gender, age and romantic relationship status were controlled in the present study. This implies that Arıcı's (2011) findings may be confounded by other variables like gender, age, and romantic relationship status that were not controlled by the researcher. Possible explanations for the result might be explained by the low level of variance in dependent and predictor variable. Also, an unknown third variable might influence the association between gender role attitudes and psychological well-being. This hypothesis may be confirmed with another group of samples. That is, the hypothesis can be retested with another study in the future.

5.3. Coping Strategies and Psychological Well-being

The findings of the present study suggest that coping strategies are related to psychological well-being. As hypothesized, the result of the hierarchical multiple regression shows a strong direct effect of coping strategies on psychological well-being. Avoidance which is a maladaptive and denial type of coping strategy negatively predicts psychological well-being in university students. Avoidance coping strategies are used when the stressful situations cannot be controlled by the individuals and ignorance of the stressful events leads to relief (Mayordomo, Viguer, Sales, Satorres

& Melendez, 2016). In the literature, many findings are consistent with the result of the present study. For example, Ukeh and Hassan (2018) examined the effect of coping strategies on psychological well-being in university students. Social withdrawal, problem avoidance, self-criticism, and wishful thinking are found to be related to lower levels of psychological well-being, according to the result of Ukeh and Hassan's (2018) study.

Consistent with the hypothesis of the study, the findings of the present study show that self-punishment, which is a maladaptive coping strategy that includes self-blame and rumination, negatively predict the psychological well-being of university students. This result was consistent with the previous studies. The study of Singh, Kumar and Singh (2019) found that self-blame which is a feature of self-punishment coping style is related to lower psychological well-being.

In the present study, self-help was regarded as a positive predictor of psychological well-being. Consistent with the hypothesis of the study, self-help coping strategies, which are adaptive and emotional support-seeking coping strategies, were found to predict psychological well-being of university students positively. The result was consistent with the previous literature. Research results indicated that dimensions of psychological well-being (self-acceptance, environmental mastery, purpose in life, and personal growth) are associated with support-seeking coping strategies (Freire, Ferradas, Valle, Nunes, and Vallejo, 2016).

As hypothesized, accommodation which is an adaptive coping strategy that includes facing and reframing the stressful situations was positively predicted psychological well-being. Also, the literature supports the findings of the current study (Freire, Ferradas, Valle, Nunes, and Vallejo, 2016). For example, Singh, Kumar and Singh (2019) found that acceptance and positive reframing are related to higher psychological well-being. Also, the result of their study proposes that self-blame predicts lower scores in all dimensions of psychological well-being.

The result of the present study provides evidence for the predictive role of coping strategies on psychological well-being in university students. The result of the study shows that students use both effective and non-effective coping strategies in the face

of stress. In other words, the results of the current study propose that adaptive coping strategies (accommodation and self-help) were significant predictors of higher psychological well-being, while maladaptive coping strategies (avoidance and self-punishment) were significant predictors of lower psychological well-being.

5.4. Gender role attitudes, Coping Strategies, and Psychological Well-being

The transaction model of stress suggests that coping strategies moderate the relationship between stress and outcome. Results of so many researches support the suggestion of the model. Lee (2007) investigated the moderator role of religious coping in the relationship between perceived stress and psychological well-being. Existing literature has shown that there was a relationship between perceived stress and psychological well-being. Results of the study indicated that higher scores of "perceived stress" lead to worsening in the psychological well-being of participants. The results of the research also found that religious coping moderated the relationship between perceived stress and psychological well-being. This finding implies that higher usage of religious coping is related to the lower level of stress and interaction between religious coping and stress leads to a decline in depression.

The current research was carried out to find if coping strategy (accommodation, avoidance, self-help, self-punishment) would moderate the relationship between gender role attitudes (egalitarian role attitudes, traditional role attitudes) and psychological well-being. In the current research, Baron and Kenny's (1986) moderator approach was used. Baron and Kenny (1986) describe the moderator variable as a variable that changes the directions and strength of the associations between the predictor and the outcome variable. Contrary to the hypothesis, this study did not find a moderation role of coping strategies on the relationship between gender role attitudes and psychological well-being. Only strong direct of coping strategies were found as a result of hierarchical multiple regression. The direct effect means the influences of the predictor variable on outcome variable (Hoffman, Powlishta & White, 2004).

We found a similar result with Eşigül and Önder (2017), they studied the moderator role of social problem solving on the relationship between perceived stress and

psychological well-being in Turkish university students. The result of the study proposes that perceived stress is associated with lower psychological well-being. Additionally, social problem solving as a coping strategy is related to higher psychological well-being. However, social problem solving does not moderate the relationship between perceived stress and psychological well-being, according to the study. Eşigül and Önder (2017) found direct effects of coping strategies on psychological well-being.

Zuckerman and Gagne (2013) classified the coping strategies as adaptive and maladaptive. Self-help and accommodation were categorized as adaptive coping strategies, while self-punishment and avoidance were categorized as maladaptive coping strategies. Studies have shown that adaptive coping strategies were related to higher psychological well-being (Tsenkova, Love, Singer & Ryff, 2008; Karademas, 2007). Freire, Ferradas, Valle, Núnez and Vallejo (2016) examined the association between psychological well-being and coping strategies of university students. The results of their study proposed that adaptive coping strategies like positive reappraisal and support-seeking are related to higher psychological well-being. As consistent with the previous results, the results of the present study show the strong positive prediction of accommodation and self-help to the level of psychological well-being. Additionally, the results of the current study consistent with the results of the previous study by showing strong negative prediction of maladaptive coping strategies like self-punishment and avoidance on the level of psychological well-being of university students.

Results of the hierarchical multiple regression meaning that the impact of gender role attitudes on psychological well-being was not dependent on coping strategies. One possible reason for the findings can be that gender role attitudes has strong influences on psychological well-being, so coping strategies which was used in the current study was not strong enough to buffer the influence of gender role attitudes on psychological well-being. McClelland and Judd (1993) proposed that it is difficult to obtain significant results in moderation effects in field studies. They proposed that it happens due to the lower statistical power of field studies. Hence, those explained %1 of the variance considered as significant according to McClellland and Judd (1993). Thus, evaluation of the results with this information would provide a clear understanding.

This hypothesis may be confirmed with another group of samples. In other words, the hypothesis can be retested with another study in the future.

In the present research only the moderator roles of four coping strategies (accommodation, avoidance, self-punishment, self-help) were investigated. The moderator roles of those coping strategies on the relationship between gender role attitudes and psychological well-being were not significant. Future researches might examine other coping strategies (humor, seeking support, physical recreation) as a moderator variable to understand their effects on the relationship between gender role attitudes and psychological well-being.

To sum up, accommodation, avoidance, self-help, and self-punishment had significant and strong direct effects on the psychological well-being of university students' sample in Turkey. That is, university students who reported to engage in more accommodation, more self-help, and more egalitarian role attitudes are reported to have higher psychological well-being. Participants who reported to engage in more self-punishment and more avoidance are reported lower psychological well-being. Possible explanations for the results of the current study were presented above.

5.5. Implications and Recommendations

This study can be considered as an attempt to examine the moderator role of coping strategies on the relationship between gender role attitudes and psychological well-being. The results of statistical analysis revealed that no moderator role of coping strategies on the relationship between gender role attitudes and psychological well-being was found. However, all four coping strategies were strongly and directly related to psychological well-being. The findings of the present study suggest that coping strategies have an important role in the students' level of psychological well-being.
Adaptive coping strategies like accommodation and self-help were observed to the most significant and positive predictors of psychological well-being. This implies that the presence of these adaptive coping strategies directly contributes to the students' level of psychological well-being. In contrast, maladaptive coping strategies like self-punishment and avoidance have the strongest negative prediction on the level of psychological well-being. In addition, the findings of the study suggest that avoidance

was negatively related to psychological well-being. The results imply that university students with maladaptive coping strategies experience lower psychological well-being, while students with adaptive coping strategies have higher psychological well-being. The findings in the present study provide insight for university management, psychotherapists and school counselor who work with university students about the importance of coping strategies on the psychological well-being of university students. Students who use maladaptive coping strategies should be encouraged to be involved in interventions and programs on how coping strategies may influence their psychological well-being.

Awareness of factors that may affect the psychological well-being of university students are vital to provide effective education and psychotherapy to these students. Given this study's finding that egalitarian gender role attitudes are important sources of psychological well-being, awareness of factors that may affect the gender role attitudes of university students is vital to increase psychological well-being of students. Additionally, it is beneficial to the psychotherapists and school counsellors to assess gender role attitudes of the students to indicate the predictive role of gender role attitudes on the psychological well-being of the university students. Also, university students could benefit from being informed about the development of gender roles and the effects of gender roles on their psychological well-being of them. Specifically, university students who have fewer egalitarian attitudes towards gender roles can be encouraged to accommodate more egalitarian role attitudes towards gender. Lectures and symposium on "gender roles" which has interactive components might provide egalitarian perspectives for university students.

Furthermore, given this study's findings that coping strategies are important determinants of the psychological well-being of university students, awareness of factors that may influence the development of coping strategies of university students is important. Adaptive coping strategies like self-help and accommodation are related to higher psychological well-being, while maladaptive coping strategies such as self-punishment and avoidance are associated with lower psychological well-being. From a clinical point of view, accommodation and self-help are associated with higher psychological well-being. Thus, university students who have lower psychological well-being could benefit from being informed about the negative sides of using self-

punishment and avoidance as coping strategies. Those university students could encourage to use more adaptive coping strategies like accommodation and self-help. Also, university students could benefit from being informed about the development of coping strategies and the effects of the coping strategies on the psychological well-being of them. Eventually, psychoeducation towards university students who use maladaptive coping strategies can be beneficial too.

The research indicates that demographic variables such as gender and having a romantic relationship have play important roles in the psychological well-being of university students. For example, the results showed that males and females significantly differed in their gender role attitudes, self-help coping strategy and psychological well-being. Given these results, assessment of demographic variables, coping strategies and gender role attitudes during the psychotherapy process or counseling process may be beneficial to gain more accurate representation of the university students' current situations. After the assessment of these factors, the psychotherapist or school counselor will then be better equipped to indicate possible factors that may affect their psychological well-being. Also, enhancing coping strategies and egalitarian attitudes towards gender roles might improve the psychological intervention process for university students.

Further research should examine personal, situational and cultural factors that affect the adjustment of the gender role attitudes and coping strategies. Conducting further research based on the ideas found in this study would help to illuminate the importance of the use of special coping strategies having to do with awareness of gender role attitudes. When gender role attitudes are more fully identified, the possibility of offering professional psychoeducation could aid in the psychological well-being of university students.

The results of the study contribute to the literature on gender role attitudes, coping and well-being by expanding the transactional model of the stress of Folkman and Lazarus and gender schema theory. Existing research on the transaction model of stress only has focused only the negative psychological well-being and ignore the positive psychological well-being (Folkman, 2010). Although identifying the gender role attitudes and effects of gender role attitudes on stress have importance, focusing only

the negative psychological well-being and stress can put limitations on the understanding of the model. The transaction model of stress can be fully understood by using positive psychological well-being as an outcome in the research.

The current study examined coping strategies on the relationship gender role attitudes and psychological well-being. The present study contributed to the literature in that aspect. The results might provide explanations for understanding the association between gender role attitudes and coping strategies, and psychological well-being

5.6. Limitations

There are several limitations which should be taken into account while interpreting the results of the current study. Firstly, the recruitment of participants has limitations. The convenience sampling method was used to recruit participants. Edgar and Manz (2017) described it as "Convenience sampling is a method of collecting samples by taking samples that are conveniently located around a location or internet service" (p. 106). Convenience sampling method creates limitations to the generalizability of the result in terms of the underrepresentation of different sociodemographic groups. Also, a survey method was used to reach participants. Volunteer students have participated to the study. University students who do not have accessibility and proximity for the survey did not participate to the study.

Most of the participants of the current study (70.30%) were female. The lower number of male participants might decrease the representativeness of the present research for the university population. Future studies with equal numbers of males and females would provide a broader perspective over gender differences in coping strategies, gender role attitudes, and psychological well-being.

Participants of the current study were university students. Therefore, the sample of the current study has a higher education level. Studies have shown that a higher education is related to higher scores in egalitarian role attitudes (Bolzendahl &Myers, 2004). Additionally, education level is found to be positively related to psychological well-being (Keyes, Shmotkin and Ryff, 2002). In this respect, the education level of the participants of the study might lead to limitations for the study.

Self-reported measures were used in the current study. Self-reported measures could lead to limitations of the study results. Participants might have answered the questions in terms of socially desirable ways. The reason for this might be a desire to avoid personal inadequacies. Additionally, data is gathered during the COVID-19 pandemic situation. COVID-19 pandemic process might lead to a decrease in the psychological well-being level of university students, and the pandemic process might lead to difficulties to cope with stressful experiences. Thus, this extraordinary situation should be taken into account while interpreting results.

Additionally, the current study hypothesized the moderator role of coping strategies on the relationship between gender role attitudes and psychological well-being. The mediator roles of coping strategies on the existing relationship were not examined. Wheaton (1985) suggested to looking at both moderator and mediator role of coping to understand its function properly. Therefore, further researches might examine the mediator roles of coping strategies to understand the role of coping strategies on the stress-strain relationship properly. Also, in the current research, only positive psychological well-being was used as the outcome. Negative psychological well-being like distress, anxiety or depression was not studied by the researcher. This is a limitation for the current study because positive and negative well-being have different predictors. Future study may include both positive psychological well-being and negative psychological well-being to provide broader perspective.

One of the major limitations of the current study was about the design of the study. The obtained result represents a cross-sectional study. In the current study, the causal relationships among variables were not examined because of the cross-sectional nature of the study. Future study should seek the causal relationships among gender role attitudes, coping strategies, and psychological well-being by using a longitudinal research design. Cross-sectional study was thought to be biased due to the difficulties in causal inference (Rindfleisch, Ganesan, Malter & Moorman, 2008). A longitudinal research examines an event prolonged times, so this type of designs helpful to indicate the association between risk factors and outcomes (Caruana, Roman, Sanchez and Solli, 2015). A longitudinal design is thought to have higher causal inference. Also, longitudinal research designs might decline response bias by separating of predictor variables and outcome variables with time (Rindfleisch et al., 2008).

Another limitation of the current study was about the scales. One of the important points of the transaction model of stress is about the cognitive appraisal of the stressful situations. The Revised Cope Inventory did not measure cognitive appraisals. Thus, the present study did not analyze cognitive appraisals of participants over stressful situations. This brings limitations for the present study.

The comparability of the results of the current study with previous researches put limitations for the study due to the lack of researches on the moderator role of coping strategies on the relationship between gender roles attitude and psychological well-being. Further researches must examine the moderator roles of coping strategies on the association between gender role attitudes and psychological well-being to fill the gaps in the literature.

5.7. Conclusion

This study aimed to examine the association between gender role attitudes, coping strategies and psychological well-being of university students. The results of the present study showed that egalitarian role attitudes are related to higher psychological well-being. The findings showed the direct effects of the four coping strategies on psychological well-being. Adaptive coping strategies like accommodation and self-help predicted higher psychological well-being, while maladaptive coping strategies like self-punishment and avoidance predicted lower psychological well-being. The results of the current study did not provide evidence for the moderator role of coping strategies on the relationship between gender role attitudes and psychological well-being. The findings of the study also indicated that demographic variables are related to psychological well-being and coping strategies. Female students have higher psychological well-being of males. Also, female students have more egalitarian attitudes towards gender roles while male students mostly have more traditional attitudes toward gender roles. Participants who are in a romantic relationship have higher psychological well-being and use more adaptive coping strategies than single participants.

In summary, the findings from the present study indicated that the psychological well-being of university students is influenced by gender role attitudes and coping

strategies, and coping strategies do not moderate the relationship between gender role attitudes and psychological well-being. Further research should seek to replicate findings of the current study. To our knowledge, the current study is the first attempt to examine the moderator role of coping strategies on the relationship between gender role attitudes and the psychological well-being of university students.

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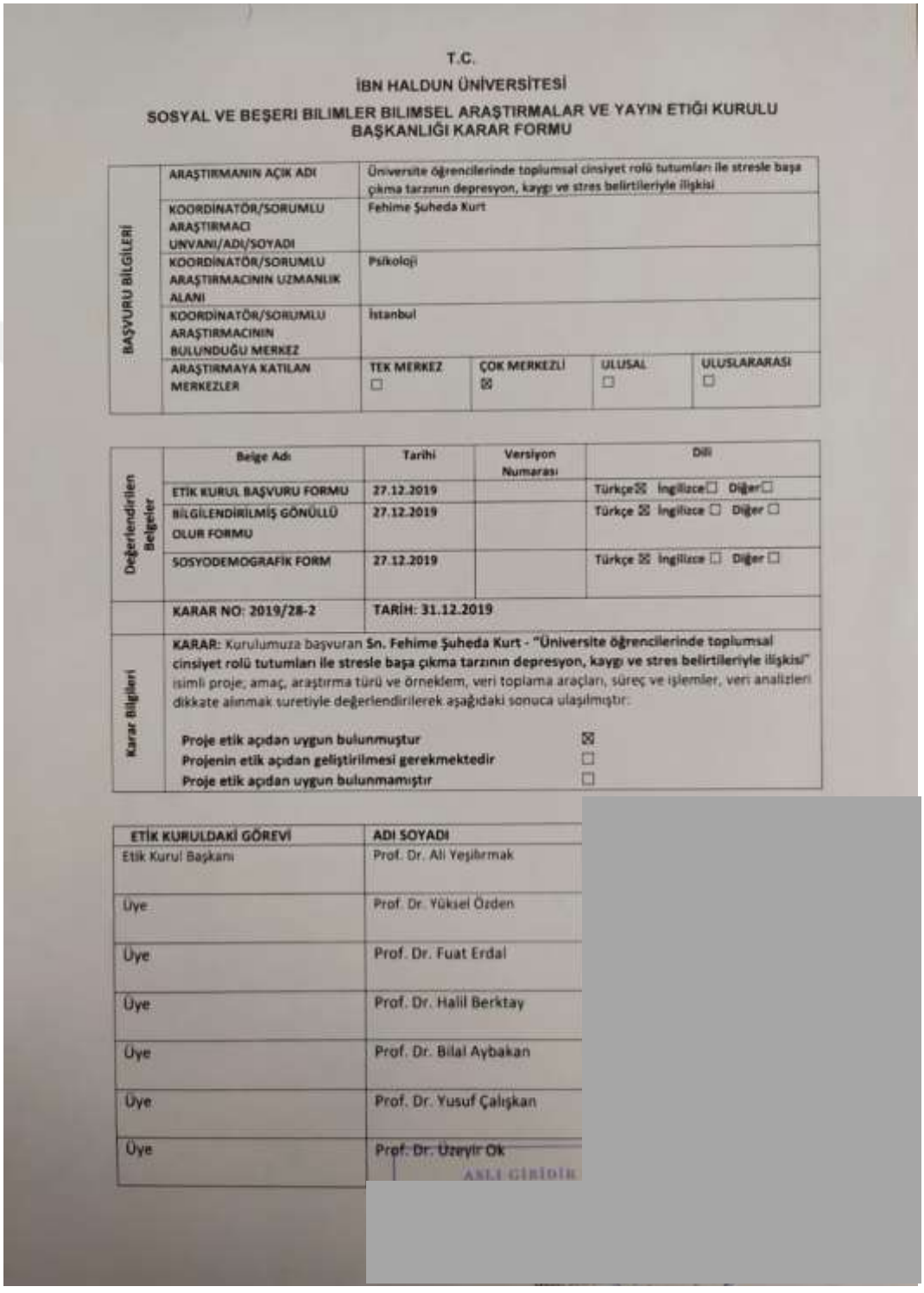
APPENDIXES

APPENDIX A



T.C.

İBN HALDUN ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMALAR VE YAYIN ETİĞİ KURULU BAŞKANLIĞI KARAR FORMU

BAŞVURU BİLGİLERİ					
	ARAŞTIRMANIN AÇIK ADI	Üniversite öğrencilerinde toplumsal cinsiyet rolü tutumları ile stresle başa çıkma tarzının depresyon, kaygı ve stres belirtileriyle ilişkisi			
	KOORDİNATÖR/SORUMLU ARAŞTIRMACI UNVANI/ADI/SOYADI	Fehime Şuheda Kurt			
	KOORDİNATÖR/SORUMLU ARAŞTIRMACININ UZMANLIK ALANI	Psikoloji			
	KOORDİNATÖR/SORUMLU ARAŞTIRMACININ BULUNDUĞU MERKEZ	İstanbul			
	ARAŞTIRMAYA KATILAN MERKEZLER	TEK MERKEZ ☐	ÇOK MERKEZLİ ☒	ULUSAL ☐	ULUSLARARASI ☐

Değerlendirilen Belgeler	Belge Adı	Tarihi	Versiyon Numarası	Dili
	ETİK KURUL BAŞVURU FORMU	27.12.2019		Türkçe☒ İngilizce☐ Diğer☐
	BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU	27.12.2019		Türkçe ☒ İngilizce ☐ Diğer ☐
	SOSYODEMOGRAFİK FORM	27.12.2019		Türkçe ☒ İngilizce ☐ Diğer ☐
	KARAR NO: 2019/28-2	TARİH: 31.12.2019		

Karar Bilgileri

KARAR: Kurulumuza başvuran **Sn. Fehime Şuheda Kurt - "Üniversite öğrencilerinde toplumsal cinsiyet rolü tutumları ile stresle başa çıkma tarzının depresyon, kaygı ve stres belirtileriyle ilişkisi"** isimli proje, amaç, araştırma türü ve örneklem, veri toplama araçları, süreç ve işlemler, veri analizleri dikkate alınmak suretiyle değerlendirilerek aşağıdaki sonuca ulaşılmıştır:

Proje etik açıdan uygun bulunmuştur	☒
Projenin etik açıdan geliştirilmesi gerekmektedir	☐
Proje etik açıdan uygun bulunmamıştır	☐

ETİK KURULDAKİ GÖREVİ	ADI SOYADI
Etik Kurul Başkanı	Prof. Dr. Ali Yeşilırmak
Üye	Prof. Dr. Yüksel Özden
Üye	Prof. Dr. Fuat Erdal
Üye	Prof. Dr. Halil Berktay
Üye	Prof. Dr. Bilal Aybakan
Üye	Prof. Dr. Yusuf Çalışkan
Üye	Prof. Dr. Uzeyir Ok

ASLI GİBİDİR

APPENDIX B

Informed Consent Form

Bu araştırma Psikolog Fehime Şuheda Kurt tarafından Klinik Psikoloji Yüksek Lisans Tezi kapsamında yürütülmektedir. Çalışmanın amacı Türkiye'de üniversite öğrenimine devam eden bireylerin toplumsal cinsiyet rolleri tutumları, stresle başa çıkma biçimleri ve psikolojik iyi oluşları hakkında detaylı bilgi edinmektir.

Araştırmaya katılım gönüllülük esasına dayanmaktadır. Bu bilgilendirmeyi okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelmektedir. Ancak, araştırmaya katıldıktan sonra herhangi bir anda geri çekilme hakkına sahipsiniz. Çalışma ile ilgili sorunuz olduğu takdirde aşağıdaki e-mail adresi üzerinden araştırmacı ile irtibata geçebilirsiniz.

Araştırma yaklaşık 15 dakika sürmektedir. Lütfen tüm soruları dikkatle okuyup, her soru için size en yakın cevabı işaretleyin. Bilgileriniz anonim olarak toplanacak, vermiş olduğunuz tüm cevaplar gizli tutulacak ve yalnızca araştırma amacına yönelik kullanılacaktır.

Katılımınız için teşekkür ederiz.

Araştırmacı: Fehime Şuheda KURT

APPENDIX C

Demographic Information Form

Cinsiyetiniz:

() Kadın

() Erkek

Yaşınız:

Üniversiteniz:

Romantik ilişki durumunuz:

() İlişkim yok

() Evli

() Boşanmış

() İlişkim var

Hayatınızın büyük bölümünü geçirdiğiniz yer:

() Köy

() Kasaba

() İlçe

() İl

() Büyükşehir

CURRICULUM VITAE

Personal Information:

Name-Surname: Fehime Şuheda Kurt

Education:

2013-2018: BA in Psychology, Boğaziçi University, Turkey

2018-Present: MA in Clinical Psychology, Ibn Haldun University, Turkey

Experience:

2020-Present: Ataturk University, Erzurum, Turkey

Research Assistant: Psychology Department

2019 Ibn Haldun University, İstanbul, Turkey

Clinical Psychology Internship, Psychotherapy and Research Center of Ibn Haldun University