T.C.
YEDITEPE UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
MASTER'S PROGRAM IN GUIDANCE AND PSYCHOLOGICAL COUNSELING

EXAMING THE RELATIONSHIPS BETWEEN ATTITUDES TOWARDS GENDER ROLES, COGNITIVE DISTORTION AND PSYCHOLOGICAL WELL BEING LEVEL OF UNIVERSITY STUDENTS

BY
BEYZA YUNUSOĞULLARI

İSTANBUL, 2018

YEDİTEPE UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES DIRECTORATE

THESIS SUBMISSION and APPROVAL FORM

SUBJECT: Examining the Relationships Between Attitudes Towards Gender Roles, Cognitive Distortion and Psychological Well Being Levels of University Students

APPROVAL:

Dr. Öğr. Üyesi Berke KIELKANAT
(Advisor)

(Signature)

Prof. Dr. Servet BAYRAM
(Member)

(Signature)

Doç. Dr. Seval ERDEN
(Member)

(Signature)

SUBMITTED BY : Beyza YUNUSOĞULLARI
DATE OF THESIS DEFENSE : August 15th, 2018
DATE OF THESIS APPROVAL : August 15th, 2018

Name, Last name: Beyza Yunusoğulları

Signature:

ABSTRACT

EXAMINING THE RELATIONSHIPS BETWEEN ATTITUDES TOWARDS GENDER ROLES, COGNITIVE DISTORTION AND PSYCHOLOGICAL WELL-BEING LEVEL OF UNIVERSITY STUDENTS

Beyza YUNUSOĞULLARI

Supervisor: Asst. Prof. Berke KIRIKKANAT

This research is a correlational study based on the aim of examing the relationships between attitudes towards gender roles, cognitive distortions and psychological well-being levels of university students.When the related literature was examined, the studies on these three variables were not found. Examining the cognitive distortions and psychological well-being variables related to gender, relationships together reveals the importance of research. Within the demographic variables of the study (gender, age, type of department and class level they are attending, the existence, duration and status of romantic relations, and parental education status) examine the related variables. The sample of the research is composed of 172 students in Yeditepe University 2017-2018 academic year. The Gender Roles Attitude Scale, the Interpersonal Cognitive Distortions Scale and the Psychological Well-Being Scales and Demographic Information Form developed by the researcher were used. The analysis of the data was performed using the SPSS package program, Independent Sampling t-test, One-Way ANOVA, and Correlation Analyses. Based on the findings, it is revealed that students' attitudes towards gender roles indicated significant difference in the subscales of classroom and romantic relationships, and cognitive distortions do not make a significant difference in

grade, presence of romantic relationship and duration of the relationship, and parental education level. The scores of the university students' gender role attitude subscales and the interpersonal cognitive distortions subscales were found as significantly correlated with psychological well-being. The gender role attitudes of the students and the interpersonal cognitive distortions significantly predict psychological well-being of the students. Findings obtained from the research were discussed and interpreted, and various suggestions were presented for further studies.

Keywords: cognitive distortions, gender, psychological well-being.

ÖZET

ÜNİVERSİTE ÖĞRENCİLERİNİN TOPLUMSAL CİNSİYET ROLLERİNE İLİŞKİN TUTUMLARI, İLİŞKİLERLE İLGİLİ BİLİŞSEL ÇARPITMALARI VE PSİKOLOJİK İYİ OLUŞ DÜZEYLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

Beyza YUNUSOĞULLARI

Tez Yöneticisi: Dr. Öğr. Üyesi Berke KIRIKKANAT

Bu araştırma üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumlarının, bilişsel çarpıtmaların ve psikolojik iyi oluş düzeylerini incelemeyi hedefleyen korelasyonel modele dayalı bir çalışmadır. İlgili alanyazın incelendiğinde bahsedilen bu üç değişken ile ilgili yapılan çalışmaya rastlanmamıştır. Toplumsal cinsiyet, ilişkilerle ilgili bilişsel çarpıtmalar ve psikolojik iyi oluş değişkenlerinin bir arada incelenmesi araştırmanın önemini ortaya koymaktadır. Araştırmanın demografik değişkenleri kapsamında (cinsiyet, yaş, devam etmekte oldukları bölüm türü ve sınıf düzeyi, romantik ilişkilerinin varlığı, süresi ve durumu ve anne-baba eğitim durumu) ilgili değişkenler incelenmiştir. Araştırmanın örneklemini 2017-2018 eğitim ve öğretim yılında Yeditepe Üniversitesinde öğrenim gören 172 üniversite öğrencisi oluşturmaktadır.Araştırmada Toplumsal Cinsiyet Rolleri Tutum Ölçeği, İlişkilerle İlgili Bilişsel Çarpıtmalar Ölçeği, Psikolojik İyi Olma Ölçekleri ve araştırmacı tarafından geliştirilen Demografik Bilgi Formu kullanılmıştır. Verilerin analizi SPSS paket programı kullanılarak Bağımsız Örneklemler t-testi, Tek Yönlü Varyans Analizi ve Korelasyon analizi ile gerçekleştirilmiştir. Araştırma sonucunda öğrencilerin toplumsal cinsiyet rollerine ilişkin tutumlarının sınıf ve romantik ilişkilerinin süresi alt boyutlarında anlamlı bir fark

oluşturduğu, ilişkilerle bilişsel çarpıtmalarının sınıf, romantik ilişkinin varlığı ve süresi, anne-baba eğitim düzeyi alt boyutlarında anlamlı fark oluşturduğu, psikolojik iyi olma durumunun sınıf, romantik ilişkinin varlığı ve süresi alt boyutlarında anlamlı bir fark oluşturduğu gözlemlenmiştir. Üniversite öğrencilerinin toplumsal cinsiyet rolleri tutum ölçeğinden aldıkları puanların ve ilişkilerle ilgili bilişsel çarpıtmalar ölçeğinden aldıkları puanların psikolojik iyi oluşu yordadığı sonucuna ulaşılmıştır. Öğrencilerin toplumsal cinsiyet rolleri tutumları ve ilişkilerindeki bilişsel çarpıtmaları, psikolojik iyi oluşlarını etkilemektedir. Araştırmadan elde edilen bulgular tartışılmış ve yorumlanmış olup, alanda çalışma yapan ve çalışma yapacak olanlara çeşitli öneriler sunulmuştur.

Anahtar sözcükler: toplumsal cinsiyet, bilişsel çarpıtmalar, psikolojik iyi oluş.

Table of Contents

Abstract 4

Özet 6

Table of Contents 8

Table of Tables 9

1. Introduction 12

1.1. Problem Statement of the Study 12

1.2. Purpose of the Research 14

1.2.1. Sub-Objectives of the Research 15

1.3. Assumptions 16

1.4. Limitations 16

1.5. Definition of the Terms 16

2. Theoretical Framework and Related Literatures 17

2.1. Psychological Well-Being 17

2.1.1. Psychoanalytic Theory 18

2.1.2. Psychosocial Development Theory 18

2.1.3. Humanistic Theory 19

2.1.4. Ego Theory 19

2.1.5. Ryff' s Multidimensional Psychological Well-Being Approach 19

2.2. Gender 22

2.2.1. Feminist Theory 23

2.2.2. Social Learning Theory 24

2.2.3. Psychoanalytic Theory 25

2.2.4. Cognitive Developmet Theory 26

2.2.5. Gender Schema 26

2.3. Cognitive Distortions and Cognitive Theory 26

2.3.1. Cognitive Behavioral Therapy Model 30

2.3.2. Albert Ellis' Rational Emotive Behavioral Theory Model 31

2.4. Related Literature 32

3. Methods 37

3.1. Research Model 37

3.2. Population and Sample of the Research 37

3.3. Measurement Instruments 38

3.3.1. Demographic Information Form 38

3.3.2. Gender Roles Attitude Scale 38

3.3.3. The Interpersonal Cognitive Distortions Scale 39

3.3.4. Psychological Well-Being Scale 39

4. Findings 40

5. Discussion 68

6. Conclusion and Recommendations 70

References 72

Appendices 81

Table of Tables

Table 1. Means, Skewness, Kurtosis, and Normality Values of the Research Variables 40

Table 2. Pearson Correlation Analysis of Interpersonal Cognitive Distortions and Psychological Well-Being Subscales 42

Table 3. Spearman Correlation Analysis of Gender Subscales and Psychological Well-Being 44

Tablo 4. Spearman Correlation Analysis of Gender Subscales and Interpersonal Cognitive Distortion 46

Table 5. Pearson Correlation Analysis of Female Gender Roles and Interpersonal Cognitive Distortions Subscales 48

Table 6. Pearson Correlation Analysis of Female Gender Roles and Psychological Well Being Subscales 49

Table 7 Comparison of Mean Scores of Gender Subscales Based on Grade 51

Table 8. Comparison of Mean Scores of Female Gender Role Subscales Based on Grade 53

Table 9. Comparison of Mean Scores of Gender Subscales Based on Presence of Romantic of Relationship 54

Table 10. Comparison of Mean Scores of Gender Subscales Based on Duration of Romantic Relationship 55

Table 11. Comparison of Mean Scores of Interpersonal Cognitive Distortions Subscales Based on Grade 57

Table 12. Comparison of Mean Scores of Interpersonal Cognitive Distortions Subscales Based on Presence of Romantic Relationships 58

Table 13. Comparison of Mean Scores of Interpersonal Cognitive Distortions Subscales Based on Duration of Romantic Relationship 59

Table 14. Comparison of Mean Scores of Psychological Well-being Subscales Based on Grade 60

Table 15.Comparison of Mean Scores of Psychological Well-being Subscales Based on Presence of Romantic Relationships 62

Table 16. Comparison of Mean Scores of Psychological Well-being Subscales Based on Duration of Romantic Relationships 63

Table 17. Descriptive Statistics of Demographic Variables 65

1. Introduction

In this section, the problem, purpose, importance, limitations, limitations and definitions of the research are given.

1.1. Problem Statement of the Study

The individuals begin to acquire gender roles throughout their lives and make their choices about different areas in life such as education, business, marriage, and so on depending on these roles. At the same time, individuals develop different types of cognitive distortions about the relationships in their mental process, based on these roles. Their gender roles and faulty cognitive schemas about the relations can shape how they interpret the events, experiences etc. in their lives, and how they see the interpersonal relations in their social world, which in turn influences their levels of psychological well-being. Within the scope of this research, it is important to note that the gender roles and cognitive distortions of individuals have a significant impact on their psychological well-being.

Being good, feeling good is one of the most basic needs of the individual. However, there are many variables that affect the condition in which it is happening, as it is in every condition. In psychology, the concept of goodness is used as the general mental health term (Tatlıoğlu, 2012). Looking at the previous century, it appears that psychology focuses on concepts of disease, fear and aggression rather than health, courage, and love (Demirci, 2012). Bradburn's definition of psychological well-being takes the form of a viewpoint that can be changed with happiness and is mentioned in two different dimensions that are affected positively and negatively (Arslan, 2011). From this point of view, the psychological well-being can be judged by the dominance against the negative (Gürel, 2009). It is thought that there are many variables that also affect the state of well-being. When we look at the previous studies, it can be seen that concepts such as happiness, life satisfaction, quality of life,

psychological or emotional health and subjective well-being are synonymous with the concept of psychological well-being (Demirtaş, 2016).

Gender is one of the criteria used to categorize and differentiate all individuals on the earth as men and women (Seçgin & Tural, 2011). Activities, behaviors, roles and many different situations are related to human life, and their participation in life is facilitated by the use of different social roles (Günay & Bener, 2011). The role of social sex is also one of many different situations that people have in their daily lives. The social order and gender roles are influenced by various developments that were difficult to predict and plan before, and are fixed in the relevant culture and fixed in certain time periods (Yeşil, 2014). To make a definition of gender roles; it is accepted as a process of applying different social meanings to the situation of femininity or masculinity based on innate biological differences and definitions (Sarı, 2011). Factors such as family and family type, school, teacher, textbooks, and mass media are also factors in shaping the attitudes of individuals towards gender roles (Başcı & Giray, 2016).

While cognitive errors are formed by dysfunctional beliefs in the cognitive structure, they also occur from the original biases in the processing of knowledge (Tunç, 2014). Cognitive distortions stem from the basic beliefs or schemes that exist in the person. Individual belief systems are influenced by early childhood experiences (Çakır, 2014) and individual cognitive schemes support errors in the process of cognitive processing of early childhood (Kaynar, 2016). Classification of automatic thoughts that do not correspond to the existing situation, together with important beliefs, esteem, beliefs and schemes about an event or environment, reveal cognitive distortions (Artukoğlu, 2016).

Gender is a phenomenon that has gained importance in the literature day by day and researches have begun to be done on it. The sociological knowing that it is built in society determines the appropriate roles and status of gender, femininity and masculinity in society

(Vatansever-Bulut, 2016). The emotional, intellectual and behavioral problems that arise as a result of self-reflection and self-reflection are explained by cognitive distortions (Çivan, 2013). Psychological well-being is the awareness of the personality traits of the individual, that they constantly try to improve and develop themselves, they feel positive, they are satisfied with their awareness of their deficiencies, they are living their lives in the sense of being able to communicate with other people around them with healthy and reliable relationships (Demirtaş, 2016). When the relevant literature is examined, it is seen that studies on the effects of these three variables on each other are limited. For this reason, the study has the qualification to support the individual, family and couple therapists and academicians who work in the field of mental health, as well as filling the void in the literature.

Cognitive distortions related to gender roles or attitudes and relationships with which they have been implicated are also considered in the context of this research, which also affects their psychological well-being.

In the light of the above, the problematic of this research can be summarized as follows: “Are there meaningful relationships among the levels of the university students' attitudes towards gender roles, interpersonal cognitive distortions and psychological well-being?”

1.2. Purpose of the Research

In this study, it is aimed to investigate whether there are meaningful relationships of the levels of university students' attitudes towards gender roles, cognitive distortions related to relations and psychological well-being. The study variables are examined in terms of demographic variables.

The sub-objectives set out in the main objective direction of the research are expressed as follows:

1.2.1. Sub-Purposes of the Research

1. Is there a meaningful relationship between the scores of university students' interpersonal cognitive distortions and the scores of psychological well-being?

2. Is there a meaningful relationship between the scores of university students' gender role attitudes and the scores of psychologşcal well-being?

3. Is there a meaningful relationship between the scores of university students' gender role attitudes and the scores of interpersonal cognitive distortion?

4. Is there a meaningful relationship between the scores of university students' female gender role attitudes and the scores of interpersonal cognitive distortion?

5. Is there a meaningful relationship between the scores of university students' female gender role attitude and the scores of psychological well-being?

6. Do the scores of university students' gender role attitude scale show a meaningful difference in terms of grade grade?

7. Do the scores of university students' female gender role attitude scale show a meaningful difference in terms of grade?

8. Do the scores of university students' gender role attitude scale show a meaningful difference according to the presence of the romantic relationship?

9. Do the scores of university students' gender role attitude scale show a meaningful difference compared to the duration of the romantic relationship?

10. Do the scores of the interpersonal cognitive distortions scale of the university students show a meaningful difference in terms of grade level?

11. Do the scores of the interpersonal cognitive distortions scale of the university students have a significant difference according to the presence of the romantic relationship?

12. Do the scores of the students on the interpersonal cognitive distortions scale related to the relationships show a significant difference compared to the duration of the romantic relationship?

13. Do the scores of university students' psychological well-being scale differ significantly in terms of grade level?

14. Do the scores of psychological well-being scale of the university students' have a significant difference according to the presence of the romantic relationship?

15. Do the scores of university students' psychological well-being scores differ significantly compared to the duration of the romantic relationship?

1.3. Assumptions

1. It is assumed that participants responded sincerely to the "Gender Roles Attitude Scale", "The Interpersonal Cognitive Distortions Scale" and "Psychological Well-Being Scales".

2. The methodology of the research, the subject, the problem and the purpose are assumed as valid and reliable.

1.4. Limitations

1. This research is limited to the university students studying at Yeditepe University Faculty of Education in the 2017-2018 academic year.

2. The data obtained in the study are limited to The Interpersonal Cognitive Distortions Scale, Psychological Well-being Scale, Gender Role Attitude Scale, and demographic information form developed by the researcher.

1.5. Definition of the Terms

Psychological Well-being: Psychological well-being is related to the ability of a person to be involved in healthy interpersonal relationships and to ensure their continuity and awareness of their vital goals (Ateş, 2016).

Gender: The attribution of defined personality traits, roles and responsibilities to women and men in the social context constitutes the concept of "gender" (Oakley, 1985).

Cognitive Distortions: Defined as the common misconceptions in our thoughts that result from intensive generalization, personalization, all or nothing type of thinking that the information is not inaccurate or ineffective in the cognitive. process (Beck, 2001 as cited in Yalçın-Koçkan, 2015).

2. Theoretical Framework and Related Literature

2.1. Psychological Well-Being

There are many definitions about the concept of being good in terms of time, individuals, collecting and cultural differences, and it has been explained from the moment that there are human beings and it is explained as the source of the concept of satisfaction from life (Tatlıoğlu, 2012 as cited in Kaplan, 2016). The concept of psychological well-being, which is included in a large number of researches, emerges in opposition with definitions in different forms with the development of positive psychology. Just being physically and socially well is not enough to be healthy. Being good also in the spiritual direction is necessary (Usta, 2013). When the area is examined in the literature, it is seen that the hedonic and eudaimonic happiness are defined as two arches of psychological well-being. While the hedonic approach encompasses happiness and satisfaction as another concept of subjective well-being, Eudaimonic approach is defined as a psychological well-being including the change in the functioning of a person as a whole, and the development of oneself (Telef, Uzman, & Ergün, 2013 as cited in Özen-Rıza, 2016).

Culturally, the concept of psychological well-being can be understood differently in relation to the values and sociocultural factors. The values and judgments brought from the

past cause this situation to happen (Demirtaş, 2016). The concept of “feeling good” can vary for every culture and can be interpreted differently by people (Göçet-Tekin, 2014).

To be considered within the framework of positive psychology for the concept of goodness; positive psychology is built on the basis of happiness, peace and positive human behaviors, and the concept of being good is considered as a concept of positive psychology (Göcen, 2012). The concept of psychological well-being can be influenced by many different demographic variables such as gender, age, marriage, divorce, religiosity, social support, unemployment / income status, culture and education (Şahin, 2013).

2.1.1. Psychoanalytic Theory

According to Freud, various difficulties and negative situations for the individual are inevitable throughout life (Oymak, 2017). According to the psychoanalytic theory, the mental structure of the individual is shaped within the childhood. Jung explains by being able to individualize one's identity by being all human. The ability of the person to fulfill his duties and responsibilities during his / her term brings with it psychological and psychological health. In order to be whole, the individualization period will be accelerated (Oymak, 2017). When psychosexual stages are assessed in the context of psychological well-being, the absence of fixations during the stages can be regarded as healthy (Kaplan, 2016).

2.1.2. Psychosocial Development Theory

Personality development For Erikson is like a path from infancy to old age. In this way we walk on the road at eight different points and the individual must make a choice to move forward. The turning points in Erikson 's personal development are these forks. Each turning point is also a crisis and will shape the way in which the individual will develop personality development, which will overcome these crises, and help to determine how to escape from the next crisis (Burger, 2006). Successful deprivation of these depressions will also affect the person's psychological well-being.

2.1.3. Humanistic Theory

Two types of motives are mentioned by Maslow. The province is inadequate motivation. Basic needs such as starvation and thirst are included in this motive group, and an object is needed, and when the individual needs are met, satiation is also reached. The second one is defined as growth needs. Maslow defines self-fulfillment needs as self-fulfillment and love without expectation, while inadequately satisfying the individual is satisfied when an individual is satisfied with the need to achieve growth satisfaction. The division of the inadequacies and growth requirements into five different mainstream classes also constitutes Maslow's needs hierarchy (Burger, 2006). According to Roger, if the person is aiming at self-realization, the psychological well-being continues in a healthy way. Also, Individuals who are able to complete all their functions are those with a level of psychological well-being. (Oymak, 2017).

2.1.4. Ego Psychology

Ego Psychology also supports social connections, happiness and success. According to Adler, being able to exhibit behaviors characterized as "social interest" is linked to one's adaptability. A measure of normality and healthy human concepts is the concept of social interest (Halisdemir, 2013). It is accepted that the levels of psychological well-being of individuals who are interested in both themselves and their environment and who can show affection and affinity for others are considered to be higher (Oymak, 2017).

2.1.5. Ryff’s Multidimensional Psychological Well-Being Approach

Ryff (1995) mentioned the necessity of research on goodness by requiring theoretical foundations (Demirtaş, 2016), suggesting the subjective determinants of psychological functions, as the description of the concept of psychological well-being is inadequate to explain the concept of psychological well-being through the preliminary point of view (Arıcı,

2011). Ryff has contributed a new interpretation to the concept of psychological well-being (Demirtaş, 2016).

Developmental and clinical psychological concepts are at the basis of Ryff 's theory (Eroğlu, 2013). Thus, the definition of the concept of psychological well-being has been combined with the development of a multidimensional approach by combining various theoretical advances parallel to being psychologically healthy (Arıcı, 2011). Ryff 's synthesis of this process is aimed at clarifying a much more positive aspect of the concept of goodness (Özbek, 2016). Jung's (1933) individualization formulation, Buher's (1935) fundamental life trends, Erikson's (1959) psychosocial periods, and Neugarten's explanations of adult and older personality changes, Rogers (1961) Allport's (1961) maturation has benefited Maslow (1968) from the notion of self-realization and Jahoda's definition of goodness as defining psychological well-being rather than the positive psychological health measures it defines as the absence of disease (Ryff and Singer, 1996 as cited in Şahin, 2013).

With this model developed, it is aimed that the individual should base his / her own standards on the criteria of self-evaluation process, to defend his / her values, to reflect his values with appropriate choices, to research on his / her thoughts and to reach the aims determined by making awareness and efforts (Gülşen, 2013). This model proposes a basic assumption that good subjective well-being is not necessary for psychological well-being (Demirtaş, 2016).

Psychological well-being is possible according to Ryff, by achieving excellence by the individual and then by recognizing the individual's own potential (Özbek, 2016). Establishing positive relationships with others, autonomy, environmental mastery, individual development, self-acceptance and life are basic dimensions of Ryff's model.

Positive Relations with Others: The ability to accommodate one's feelings of empathy and love is defined by Ryff (1989) as being able to establish reliable and transparent relationships with others (Halisdemir, 2013).

Environmental Mastery: It is a concept related to the responsibilities of the quiche and the feeling of dominance over everyday life events. The person who has difficulty determining the contexts according to his personal values and needs, has difficulty controlling the daily life events (Eroğlu, 2013).

Autonomy: It is the person who carries out his internal evaluations not by the approval of others but by evaluating his personal standards (Göçet-Tekin, 2014). The ability to come up against social pressure, to live independently and to control their own behavior is valid for fully functioning and self-actualizing individuals (Ryff ve Essex, 1992 as cited in Gülşen, 2013).

Personal Growth: It is a period of time when the individual understands himself and gains awareness (Sandıkçı, 2014). People with a sense of continuity of development, who are open to new experiences and who are aware of the development and change in their inner world and behavior, have a high individual development level (Usta, 2013).

Self-acceptance: This concept is located at a positive central point of psychological functions. It is considered that acceptance of the positive and negative aspects of the individual's well-being is good. Self-conscious individuals ensure positive emotions for their past lives (Oymak, 2017).

Purpose in Life: The acquisition of the sense that life is meaningful, is related to the fact that the individual actively takes action to achieve his goals and is able to manage himself (Şahin, 2013). Looking at the individuals who have a sense of significance for life, it seems that they have a purpose in their lives (Kaplan, 2016).

2.2. Gender

The biological differences in male and female body are expressed by gender (Günindi-Ersöz, 2010). Gender is the innate genetic and physiological trait (Ersoy-Çak, 2010). Gender is biologically divided into two types, male and female. Sociology is a phenomenon gained by Ann Oakley when it comes to the concept of gender different from sex (Özdemir, 2010) According to Oakley (2016), gender is the roles and responsibilities assigned to women and men socially At the same time it is a concept that changes according to the culture found in gender and may show different forms over time (Dinç-Kahraman, 2010). How intensely women and men will participate in social life, what will be their position in private and public spaces, and so on. social gender (Tunç, 2014).

Gender as well as gender roles need to be considered. There are many different roles such as mother role, father role, teacher role, military role. The division of these roles among women and men is a gender role (Dökmen, 2009). Gender roles are the male and female framed roles that are burdened individually by society. In psychological, social and cultural dimensions, being male and female is gender (Başçı & Giray, 2016). In social circles, the way women and men are expressed and cultural expectations are gender roles. Parents, teachers, mass media have an effect on the gender role patterns of the person as they are in the process of socialization (Seçgin & Tural, 2011).

Based on the legislations, gender equality is defined as equal treatment of women and men, women and men in equal opportunities, resources and services in the context of family and society (Çelik-Bekleviç, 2013). Developments to be made in the social and cultural aspects will lead to taking proactive steps in gender equality (Başçı & Giray, 2016)

Just as gender equality approaches exist, gender discrimination continues to exist. Unequal access to resources and opportunities, exposure to violence, recognition of limited space in women's work life and politics, and continuity of male sovereignty in bilateral

relations are defined as gender discrimination against women (Başçı & Giray, 2016). This gender discrimination made can undoubtedly affect the woman negatively.

The following are the evaluations of feminist theory, social learning theory, psychoanalytic theory, cognitive development theory, and gender schema among the theories that define the gender roles.

2.2.1 Feminist Theory

One of the main theories of gender roles and historical background is feminism that dates back to the 8th century of the Age of Enlightenment, a movement based on women's movements, a movement that asserts the belief that women and men are equal in all cases (Başçı & Giray, 2016). In the 1970s, the second wave of Feminism began to work in order to take part in the university staff in order to enter the scientific foundations, and the activist movements began to rise. The concept of gender is a concept that emerged as a result of the second half of the 1960s and the inadequacy of the coverage of gender in the narrative context of social life within the context of second wave feminism (Cangöz, 2013). The third wave feminism was formed after the 1980s when the second wave feminism was questioned and the discourse of difference became dominant. Discussions on the problems women have experienced and the resulting solution proposal have been formed by regularly expressing feminist thinking, and they have provided basic arguments for feminist discourse (Demir, 1997 as cited in Kürkçü, 2013). Under the influence of feminist theory, the basis of the discussions on power relations is the recognition of the differences between men and women. Feminist theory sees inequality in the social structure and criticizes biological determinism, which constantly determines female and male identities (Cankurtaran-Öntaş, Buz, Hatiboğlu, Öztürk, 2011).

Cultural feminists, one of the theories of feminism, paid attention to the fact that the characteristics on which women are attributed are based on the assumption that they belong

to society and that they are inherent in nature, or that these characteristics are imputed to society by the society, and they have gone through comparisons in terms of feminine and masculine (Kürkçü, 2013) Gender roles reflect and shape the structural and cultural characteristics of the society according to feminist theory (Kaypakoğlu, 2004 as cited in Gündüz-Kalan, 2010).

2.2.2. Social Learning Theory

According to Bandura (Bandura, 1991 as cited in Kılıç, Beyazova, Akbaş, Zara, Serhatlı & 2014), appropriate and expected behaviors are learned by observing and imitating the environment born and raised by children. From this point of view, when we look at the norms of children in the coming years, it will happen as a result of observations within the family, the unit in which we take the first steps towards socialization. How social behaviors should be shaped is conveyed through social learning and behaviors that start in the family (Kılıç, Beyazova, Akbaş, Zara, Serhatlı & 2014). Social learning theory, which focuses on gender differences in children's socialization methods, implies that rewarding and punishing are important in gaining acceptance and acceptance of unacceptable sexual behaviors in children. At the same time, children learn appropriate behaviors that are appropriate to their gender, observing that they have done so for the behavior of adults in this process (Özcan, 2012).

Operant conditioning and learning through modeling and imitation play an important role in social learning theory (Bandura 1991 as cited in Dökmen, 2009). When it does, it increases the likelihood that positive outcomes or rewarding behaviors will recur in the next period. When a child in a behavior that is accepted by gender type is rewarded, the child in unacceptable behavior is punished. In modeling and imitation, figures such as mother, father, another liked person, teacher or television character are observed and modeled by the child. Afterwards, the behavior of this model is imitated by the child at the appropriate time. From

the perspective of gender roles, male children imitate father figure, and girls girls model mother imitation (Dökmen, 2009). Modeling, observing and imitating behaviors in social learning are the main topics of the operant conditioning performed by the reward-punishment method (Gündüz-Kalan, 2010). Along with the process of observing and conditioning, the child experiences an unhappy life through learning and imitating the behaviors that are accepted in the gender context.

2.2.3. Psychoanalytic Theory

The founder of psychoanalytic theory who is Freud, dominated the learning of sexual identity more intensely than any other explanation of gender differences on interaction and experience (Erdoğan, 2008). When the child identifies with a parent of the same sex type, sexual identity formation can be achieved (Bhasin, 2003).

One of the first theoretical perspectives on gender development is the psychiatric theory on which Freud is based (Dökmen, 2009). According to theory of Freud's psychosexual development, individuals live in five developmental periods. These periods are oral, anal, phallic, latent, and genital, respectively, and the oral occupation of the baby during the oral period is the mouth region and the pleasure is from the mouth region. In the Anal period, the interest shifts to the anus region and the occurrence of the fugitive becomes significant. The interest in being a sexual organ in a child's life is experienced in the phallic period, but in the latent period the sexual interest is stagnant. In the genital period, which is the last period, interest which is a sexual organ again appears (Burger, 2006).

Freud describes the gaining process of gender identity in three stages. The period when the differences between sexes are not recognized by children, the period when children understand the differences of the second period and the third is the oedipal period. (Gündüz-Kalan, 2010). If we look at the third period of gender identity, the oedipal turn; during this period, because of the fear of castration in boys, they give up their disagreement with their

fathers and the orientation towards their mother and identify with the father figure of their own sex type. As a result of this, it takes its place in the male world. In girls, there is the idea that their father will give them the penis they want, but afterwards this place leaves the place to want a more passive and feminine relationship with the father (Dökmen, 2009). To summarize, according to Freud, the child starts in the oedipal period, the triadic period for gaining sexual identity, and is the first period in which roles related to sex begin to be learned. Children identify with their own gender parent (Kantoğlu, 2017).

2.2.4. Cognitive Development Theory

It is imperative to discover how to be a boy or a girl so that individuals can continue their cognitive coherence, but these boys or girls should have a clear sense of community. In this case, behaviors of children are shaped in the direction of gender identity (Güldü & Ersoy-Kart, 2009). The theory of cognitive development supports the fact that the tendency of the person to be consistent with his / her gender model is not rewarding, as opposed to social learning theory (Özcan, 2012).

2.2.5. Gender Schema

Schemes are one of the most basic units of our psychological functions. Schematics are carried out in the cognitive system to select the information, to code it, and then to call it back (Murdock, 2014). When we look at the schematic gender context; learning to encode and organize the information that the child gets is realized through a developing gender scheme (Özcan, 2012).

2.3. Cognitive Distortions and Cognitive Theory

According to cognitive construction, thoughts influence emotions and behaviors, and according to this hypothesis, the perception and interpretation of the event that the individual experienced is meaningful (Çakır, 2014). In any situation where the individual lives, the thinking that occurs without any intervention, effort and interference is called automatic

thinking (Çakır, 2014). It occurs in a serial and implicit way automatically, without trial, without trial, without judgment, by the individual, and it is accepted correctly by the individual (Turan, 2010). It enables the emergence of a flow of mind in verbal or imaginary ways (Yalçın-Koçkan, 2015). The point that needs to be known in automatic thinking is that one does not have to make effort but suddenly emerges without making a choice (Çivan, 2013).

Supported by cognitive schemes, early childhood stage is the process that distorted information processing occurs. There is systematic cognitive distortions in his belief that the negative thoughts of the person are valid, and the effective force in maintaining the continuity of nonfunctional cognitive schemas is cognitive distortions (Kaynar, 2016). The deepest mental building block is called core beliefs (Çivan, 2013). Core beliefs are called schemes by a group, but Beck explains the distinction between the two as the content of the schematics in the perceptions of the world, and the beliefs as the content of personal experiences. The rules, attitudes and assumptions regarding the self, others and personal life of the person are considered intermediate core beliefs (Kılınç, 2005).

If we look at the concepts of cognitive dysfunction, cognitive deficiency and cognitive triad; cognitive dysfunction refers to the cognitive state that causes emotional problem. Cognitive deficiency and cognitive distortions are two opposing antagonisms. Cognitive deficits are defined as passing action without using a careful method of information processing. The cognitive triad interprets the individual's self, his environment and his future with a negative point of view (Ağır, 2007). Cognitive distortions cause fundamental beliefs or schemes to be possessed. Nonfunctional schemas and automatic thinkers are associated with cognitive distortions (Kaynar, 2016). It can also be defined as the link between schemes without functions and automatic thinking (Turan, 2010). At the same time, cognitive distortions can also be expressed as thoughts that have effects on the life of the individual

(Çakır, 2014). If the cognitive distortions of the person which feed one's misunderstood ideas, the person may be different from the way the objective reality is perceived, and their behavior may take place at a faulty or irrational dimension (Gül, 2016). The way the cognition itself assesses the experience and future of the situation is influenced by cognitive distortions that spread to all areas of life (Çivan, 2013). The belief that cognitive distortions are made solely by patients does not reflect the reality because they can distort cognition in healthy individuals (Kılınç, 2005)

In general, the types of cognitive distortions are listed below.

Overgeneralization: Performing the extraction of the results to cover all cases on the basis of a certain number of events (Gül, 2016).

e.g. A person who has had a minor accident while driving a car thinks about himself as "I cannot drive a good car at all".

Mind-Reading: Believe that you know what you think of the other person's mind (Artukoğlu, 2016).

e.g. "I think he thinks that I'm inadequate ".

Mental Filtering / Selective Abstraction: Existing situations can be inferred only by focusing on one point without looking at other aspects (Çakır, 2014).

e.g. The person whose co-worker is rude to him is that he thinks that this is just for him, and that he ignores that his friend is also rude to his other colleagues.

Labeling: The individual has to be in general tags for himself and others, to stay away from the general evaluations related to the facts and to evaluate the whole of the event in the context of these tags (Kaynar, 2016).

e.g. Due to being fooled by a close friend, then developing an unreliable thought to any friend in case of being fooled again.

Catastrophizing: Reaching negative beliefs for the future by ignoring realistic results (Çivan, 2013).

e.g. He / she believes that the person will never find the emotional happiness that he / she is looking for in the future and that everything will be even worse.

Ignoring the Positive: The belief that the positive work, the experiences or the properties of the person are invalid (Kılınç, 2005).

e.g. One who receives a prize in a research does not believe that his / her success is in favor of his / her success.

Personalization: To believe that the negative situations are related to him without any evidence (Ağır 2007).

e.g. After the decision regarding restricting the use of mobile phones at certain times in the workplace, the person assumed that he / she started this restriction due to the use of his / her mobile phone.

Shoulds: To think that the precise rules about how the behavior of the person himself and the other individuals should be and to believe that everything will continue to be bad if these rules are not respected (Kaynar, 2016).

e.g. He thinks that he should not make mistakes in order to be loved by others.

Polarized Thinking / All or nothing: Evaluate any situation at only two extreme points and ignore other processes (Çivan, 2013).

e.g. The way a student thinks in the form of "I am a failure if I cannot have full score from the exam".

Tunnel Vision: To evaluate a situation with only negative qualities (Turan, 2010).

e.g. "My daughter's swimming coach does not have a smiling face, she looks always angry, she cannot teach anything. She is not sincere towards us, she is cold. "

Minimization-Maximization: When the person himself or herself is evaluating someone else or a situation by considering illogically, positive properties are minimum the negative properties are maximum (Kılınç, 2005).

e.g. If a student makes a mistake in his / her homework, he thinks that he / she will be a failed student and his / her reputation in the eyes of the teacher will decrease. Also her success in previous homework is not viewed as connected with her performance.

Emotional Reasoning: The reason for this is that the emotional investments for a thought are too much for the individual to believe that it is true without considering different views (Murdock, 2014).

e.g. The person is too emotionally broken after her father rejected her from her adoption. He thinks that he is worthless and that his father is right too.

2.3.1. Cognitive Behavioral Therapy Model

The formation of a flow of consciousness through verbal or imaginary parts is called cognition (Vatansever-Bulut, 2016). Individuals' thoughts are influenced by negative emotions and cognitive factors are studied in the therapy process, and cognitive behavioral therapy is treated with faulty beliefs (Şahan-Yılmaz & Duy, 2013). The main study topics of cognitive behavioral therapy are the mental model of the individual. Nonfunctional attitudes in thought, attitudes and beliefs are the factors that cause problems in interpersonal communication and limitations in general functioning (Uğur & Murat, 2014). Cognitive behavioral therapy is applied alone or as a supportive therapy to the problems in the world in today's conditions such as OCD, SAD, chronic pain, recurrent depression hypochondria (Vatansever-Bulut, 2016). In the cognitive behavioral therapist, the therapist is looking for various ways to make emotional and behavioral changes in the client's thinking and belief systems. The improvement in the emotional states and behaviors of the counselors begins with the learning of a more realistic and adaptive way of thinking. With the help of cognitive-

behavioral therapy, the creation of more tolerant beliefs in the person and the alteration of underlying beliefs takes place (Beck, 2014).

2.3.2. Albert Ellis' Rational Emotive Behavioral Therapy Model

The rational emotive behavioral therapy model developed by Albert Ellis in the 1950's is also known as the A-B-C model (Artukoğlu, 2016). The A-B-C model emphasizes the behavior of thinking, deciding, analyzing and doing, as well as having much connection with therapies for cognition and behavior. Cognition is based on the assumption that emotions and behaviors have a significant interaction and mutual causal relationship (Corey, 2009). The belief that the psychological difficulties that people have experienced originate from the way in which the events that occur are interpreted (Erok, 2013).

In this model, the hypothesis that mental disorders arise as a consequence of the events being experienced by individuals or the way in which events are interpreted is dominated by the reality (Artukoğlu, 2016). Specifically, in the rational emotional behavioral therapy model, the individual's perspective on the events is also changed by the fact that individuals have developed unreasonable beliefs through experiences they experience and that these beliefs are changed (Şimşek, 2014).

If we look at the theory of personality A-B-C, it focuses on the fact that the individual moves in the realization of events.

A = An event or situation

B = The belief of the person concerned about the incident

C = Emotional or behavioral response to the person being experienced

The most influential factor in the rational emotional behavioral therapy is the B believing that it is the most important factor in the formation of C (Corey as cited in, Gül, 2016). Interpretations and evaluations made by the individual are carried out by rational and unreasonable beliefs (Artukoğlu, 2016).

To summarize, it is our rational emotional behavioral therapy that individuals have various misconceptions, that it is the power to influence the events in their lives, but in the changes in their lives, these changes will occur (Şimşek, 2014). With this therapy model, individuals teach that they will continue to make mistakes, but at the same time they will be successful in being happy (Turan, 2010).

2.4. Related Literature

In another research conducted with 970 participants in Anatolian University in 2008-2009 academic year, the role of loneliness, self-esteem, age, gender and romantic relationship in the procedure of cognitive distortions of university students were investigated. Cognitive Impact Scale for Relations, UCLA Loneliness Scale, Coopersmith Self-Esteem Inventory and Personal Information Form were applied as data collection tool. The results of the analysis revealed that gender, age, and romantic relationship were not important factors in cognitive distortions, but self-esteem and loneliness variables were found as significant factors. Another finding is; cognitive distortions related to relationships have been found to increase significantly as self-esteem decreases and decreases as the level of loneliness decreases (Turan, 2010).

In the study conducted by Secgin and Tural (2011), 207 teacher candidates participated in the research, it was aimed to evaluate the gender roles of the students in terms of gender change. Zeyneloğlu, 2008 developed the Gender Roles Attitude Scale as data collection tool. When the findings obtained in the study are evaluated; it has been found that the role of gender in relation to cultural and traditional values is more meaningful by the students and that the participants are in favor of the substances related to their sex roles (Şeçgin & Tural, 2011)

In another research carried out by Arıcı (2011), it was aimed to examine the perceptions and psychological well-being of gender roles of 690 students participating in

Hacettepe University Economics and Administrative Sciences, Science, Engineering, Education and Literature faculties. Gender Formation Scale, Psychological Well-Being Scale and Personal Information Form developed by the researcher were used as data collection tools. Traditional perceived gender roles have been found to have a higher psychological well-being than non-traditional perceptions, with the exception of the personal development subscale. Those with higher gender roles were found to have higher psychological well-being in all subscales than those with lower gender roles. It was found that female participants' sense of equality in gender roles was significantly higher than male participants, and at the same time male participants had significantly higher levels of traditional perception of gender roles than women. As the age increases, the level of perception of gender roles as egalitarian is diminished but it does not make any difference in its traditional perception. Perceptions related to gender roles are more likely to perceive gender roles according to the extent to which the participants live their lives or their families do not change in the region they live in. The mother graduation has higher gender roles according to the university, the mother graduation compared to the primary school and the father graduation with middle school, high school or university graduation, paternal primary school graduation It was observed (Arıcı, 2011).

A research conducted by Arıcı (2011) on student perceptions and psychological well-being of gender roles of university students constitutes 690 university students studying at Hacettepe University in 2009-2010. The Gender Formation Scale, the Psychological Well-Being Scale, and the Personal Information Form created by the researcher were selected as data collection tools. As a result of the analyzes made, it was found that those who have low level of perception of gender roles traditionally have a higher level of psychological well-being than those of others, except for the personal development dimension. It has been found that those who have a high level of perception of gender roles are higher in all dimensions of

psychological well-being than others. It has been determined that those who graduated from the mother's university graduates perceive gender roles more equitably than those who graduated from the mother's primary school in terms of maternity graduation status. From the perspective of the degree of father's graduation, it is also found that those whose father is a secondary school, high school or college graduate perceive gender roles more equitably than those whose father is a primary school graduate (Arıcı, 2011).

In the study conducted by Kaplan in 2016, it was aimed to examine the effects of gender roles attitudes on marital satisfaction and psychological well-being in married individuals. 385 married individuals selected by random sampling were interviewed face to face. Gender Roles Scale, Marital Satisfaction Scale, Psychological Well-Being Scale and the Personal Information Form prepared by the researcher were used as data collection tools. According to result of the research, it was found that the level of psychological well-being increases in married individuals as the equal sex role increases and that of marriage satisfaction decreases (Arıcı, 2011).

Öngen and Aytaç (2013) studied with 324 university students selected randomly for the research aimed at determining the attitudes of university students towards their gender roles, expectations and responsibilities and their life values. Survey form developed by the researcher, Gender Roles Attitude Scale and Life Values Scale were used as data collection tools. As a result of the research, it was found that university students had a positive and significant relationship between the egalitarian gender role and marital sex role subscale and the life values subscale (Öngen & Aytaç, 2013).

In another study conducted by Çavdar (2013), the relationship between university students' attitudes towards gender roles and their irrational beliefs was examined. 922 students participated in the study, the Gender Roles Attitude Scale, the Non-Rational Beliefs Scale for Romantic Relations and the Personal Information Form were used. Findings from

the research show that there is a moderately significant relationship between attitudes towards gender roles and distorted beliefs in romantic relationships (Çavdar, 2013).

101 married couples participated in the research conducted by Erok (2013) and aimed to investigate cognitive distortions, beliefs about relationships, interpersonal anger, interpersonal relationships, problem solving and conflict of marriage. The Marriage Conflict Scale, Cognitive Impact Scale Related to Relations Belief Inventory, Interpersonal Style Scale, Multidimensional Anger Scale Problem Solving Scale for Marriage and Personal Information Form were used. Looking at the results of the research, it is seen that avoidance of intimacy is a unrealistic relationship expectation and that mental reading cognitive distortions subscales have a high positive correlation with marital conflict prevalence. While the Mental Reading Cognitive Distortion subscale showed a high negative correlation with problem solving in marriage, marital conflict frequency showed a significant positive correlation (Erok, 2013).

Akhter, (2015) conducted a random sample of 100 students participated in the research by investigating the effect of gender difference on the level of psychological well-being. Psychological Well-Being Scales developed by Ryff were used as data collection tools. As a result of the analyzes made, it was found that there is a significant difference in the level of psychological well-being of the students in terms of gender (Akhter, 2015).

Kaplan (2016) aimed to examine the effects of research married individuals' attitudes towards gender roles on marital satisfaction and psychological wellbeing. The participant group of the study consists of 385 married individuals selected randomly from Beyoğlu district of İstanbul. Personal Information Form, Gender Roles Scale, Marital Satisfaction Scale and Psychological Well-Being Scale were used as data collection tool. The results of the analyzes revealed that gender role attitudes, marital satisfaction and psychological well-being, educational levels of married individuals, educational levels, parents and spouses made

a meaningful difference only in the socioeconomic status of the participants in terms of gender roles and marital satisfaction, gender role attitudes, marital satisfaction and psychological well-being were found to have no significant difference in relation to age. As the gender role of participants increased, psychological well-being levels increased and marital satisfaction levels decreased (Kaplan, 2016).

The study aimed to examine the relationship between cognitive distortions, psychological endurance and emotional competence beliefs of university students by Çelikkaleli and Kaya (2016), and to reveal beliefs about cognitive distortions, psychological endurance and emotional competence related to gender and perceived gender roles with the participation of 346 university students. The Interpersonal Cognitive Distortion Scale, Psychological Durability III-R Scale, Adolescent Skills Expectation Scale and Gender Role Evaluation Scale were used as data collection tools. When the results of the research are examined, the cognitive distortions of students differ according to their gender roles. At the same time, according to gender roles and gender / gender common interaction, the psychological endurance of students is different (Çelikkaleli & Kaya, 2016).

In the study of Karabacak (2017), 253 undergraduate students participated in the study of the relationship between cognitive distortions and psychological well-being related to relationships in adolescents and adolescents, and the Cognitive Distortions Related to Relations Scale and Psychological Well-Being Scale were used as data collection tools. As a result of the analyzes made, it was found that there is a negative relation between proximity interpersonal rejection and psychological well-being, and it is found that there is a positive relation between interpersonal misperception subscale and interpersonal misperception subscale. In addition, psychological well-being has been achieved as a result of close avoidance and interpersonal misperception as meaningful predictors (Karabacak, 2017).

According to the study conducted by Esen and Soylu in 2017, 2255 students participated in the research aimed at examining the gender perception of gender perception in university students according to gender roles and gender variables. Gender Perception Scale, BEM Gender Roles Inventory and Personal Information Form were used as data collection tools. As a result of the analyzes made, it was found that the gender, gender roles and gender common effect were significant on gender perceptions and that the gender role base effect was meaningless (Esen, Siyez, Soylu & Demirgürz, 2017).

3. Methods

3.1. Research Model

This study represents a correlational model include the levels of university students' attitudes towards gender roles, interpersonal cognitive distortions and psychological well-being were analysed. The aim of the correlational model is examining the relationship between two or more variables (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2015)

3.2. Population and Sample of the Research

Yeditepe University is the population of the research. The sample from this population is composed of undergraduate students who have been selected in 2017-2018 education year in Psychological Counseling and Guidance, Psychology, Business Administration, International Trade and Logistics Departments selected by convenient sampling method. Convenient sampling is data collection which is not foccus on specific type of participant. Participants can be selected randomly.

Table 17 is explaining the demographic information for the research group.

3.3. Measurement Instruments

Gender Roles Attitude Scale, The Interpersonal Cognitive Distortion Scale, Psychological Well-Being Scale and demographic information form developed by the researcher were used as data collection tools in the scope of the research.

3.3.1. Demographic Information Form

This form was prepared by the researcher in order to gather information in areas where participants are considered to be related to variables. The demographic information form includes questions about the gender and age of the participants, the type of section and class they attend, the existence, duration and status of romantic relationships, and parental educational status.

3.3.2. Gender Roles Attitude Scale

The "Gender Roles Attitude Scale" developed by Zeyneloglu (2008) aims to evaluate the gender roles of university students (Özcan, 2012). It is a measure of the 5 item likert type. It consists of 5 subscales in 38 items including "Equal Gender Role", "Female Gender Role", "Gender Role in Marriage", "Traditional Gender Role" and "Male Gender Role". The choices you choose are in the form of "absolutely disagree", "disagree", "undecided", "agree" and "completely agree". If the person does not fully participate in the statement, it is evaluated as "1", "2" if not, "3" if undecided, "4" if participating and 5 if absolutely. Inverse scoring is done on traditional / egalitarian expressions. The highest score that can be taken from the scale is 190 and the lowest score is 38. A high score on a quote shows that it has an egalitarian grip on gender roles, while a low score indicates a traditional hold. The Cronbach Alpha internal reliability coefficient of the scale is .92. According to this result obtained, it is interpreted that the subscales in this scale have high internal consistency and reliability with each other. The internal consistency coefficient of the total items of the scale for this research was determined as 0.79.

3.3.3. The Interpersonal Cognitive Distortions Scale

The Scale was developed by Hamamci (2002) in order to assess the cognitive distortions that individuals have in interpersonal relationships without being limited to certain persons. The scale is a measure of the likelihood type of 19 items, consisting of 3 factors: "Avoidance from Proximity", "Unrealistic Relationship Expectation" and "İnterpersonal misperception". The choices you choose are of the form "Never Agree", "Partially Agree ", "Partially Agree ", "Partly Agree ", and "Totally Agree ". If the participant does not participate in the statement at all, "1" is evaluated with a score of "2", "3" if it is partially agree, "4" if highly agreed and "5" if fully agreed. 95 is the highest score that can be taken from the scale, 19 is the lowest possible score from the scale. High score from the scale; suggests the presence of cognitive distortions in close relationships (Hamamci, 2002). The internal consistency coefficient is .67 for all scale with test-retest method. The internal consistency coefficient of the total items of the scale for this research was determined as 0.80.

3.3.4. Psychological Well-Being Scale

The Psychological Well-Being Scales developed by Ryff in 1989, and the adaptation of the scale to the Turkish language was carried out by Akın and Abacı in 2008. Each subscale is a measure of 84 items, consisting of 14 items, with a rating of 6. These subscales are "Autonomy", "Environmental Domination", "Individual Development", "Positive Relations with Others", "Purpose in life" and "Self-Admission". The choices you choose are in the form of "Never Agree", "I Somewhat Disagree", "I do not Agree Very Little", "I Agree Very Little ", "I Agree a Little " and "Totally Agree ". If the person never agree at all, "1" is a somewhat involved, "2" is not agree very little, "3" is agree very little, "4" is agree a little, "5" and, is totally “6”. The highest score that can be taken from the sum of the scale is 504 and the lowest score is 84. The high level of psychological well-being is associated with the high score on the scale. The internal consistency coefficient of the scale in Turkey .78 studies

with autonomy, environmental mastery with .77, .74 and personal development, positive relationships with others and .83, and .79 to .76 with a purpose in life was determined to be self-acceptance (Cenkseven, 2004 as cited in Akın, 2009). For this study, internal consistency coefficient of total items was found as 0.72.

4. Findings

This part of the research aims of the examining the statistical results, findings and interpretations of the findings with table. In this context, the results of the demographical variables, the results of the gender role attitude scores, the results of the cognitive distortion scores and the results of the psychological well-being scores were shared. After that thanks to correlational analysis, the relationships of the gender role attitudes, cognitive distortion and psychological well-being scores were analysed.

The analysis of the mean, skewness, kurtosis, and normality value of the research variables is explain in the Table 1.

Table 1. Means, Skewness, Kurtosis, and Normality Values of the Research Variables

Research Variables (N=172)	N	Mean	Skewness	Kurtosis	Kolmogorov-Smirnov
1. Equitable Gender Roles	172	38.09	-1.925	3.553	.000
2. Female Gender Roles	172	21.59	.616	.965	.000
3. Gender Roles in Marriage	172	13.80	1.726	6.786	.000
4. Traditional Gender Roles	172	12.95	1.387	1.773	.000
5. Male Gender Roles	172	8.55	1.430	2.113	.000
6. Interpersonal Rejection	172	17.05	.647	,504	.007
7. Unrealistic Relationship Expectancy	172	21.13	-.102	-,328	.200
8. Interpersonal misperception	172	9.56	-.336	.425	.005
9. Autonomy	172	52.20	.208	.670	.200
10. Environmental Mastery	172	52.06	-.236	.163	.096
11. Personal Growth	172	55.76	-.246	1.398	.005
12. Positive Relations with Others	172	54.21	.693	.587	.007
13. Purpose in life	172	44.15	.427	.756	.007
14. Self-acceptance	172	52.52	.423	.733	.024

As it is presented in Table 1, skewness and kurtosis values as well as normality tests were -1,925 and 3,553 for Equitable gender Roles subscale (KS=,000 and SW=,000), 0,616 and 0,915 for Female Gender Roles subscale (KS=,000 and SW=,000), 1,724 and 6,786 for Gender Role in Marriage subscale (KS=,000 and SW=,000), 1,387 and 1,773 for Traditional Gender Roles subscale (KS=,000 and SW=,000), 1,430 and 2,113 for Male Gender Roles subscale (KS=,000 and SW=,000), 0,647 and 0,504 for Interpersonal Rejection subscale (KS=,007 and SW=,008), -0,102 and -0,328 for Unrealistic Relationship Expectancy subscale (KS=,200 and SW=,186), -0,336 and -0,425 for Interpersonal Misperception subscale (KS=,005 and SW=,006) and 0,208 and 0,670 for Autonomy subscale (KS=,200 and SW=,205), -0,236 and 0,163 for Environmental Mastery subscale (KS=,096 and SW=,234), -0,246 and 1,398 for Personal Growth subscale (KS=,005 and SW=,007), 0,693 and 0,587 for Positive Relations with Others subscale (KS=,007 and SW=,009), 0,427 and 0,756 for Purpose in Life subscale (KS=,007 and SW=,009), 0,423 and 0,733 for Self-acceptance subscale (KS=,024 and SW=,043),. All skewness and kurtosis values as well as normality values of study variables presented differ in terms of their distributions. Based on the descriptives, both parametric and non-parametric tests were used in the present study.

The results of correlational analysis between the scores of interpersonal cognitive distortions and psychological well-being were shown in Table 2. Below the subproblem was indicated.

Is there a meaningful relationship between the scores of university students' interpersonal cognitive distortions and the scores of psychological well-being?

Table 2. Pearson Correlation Analysis of Interpersonal Cognitive Distortions and Psychological Well-Being Subscales

Pearson Correlation		1	2	3	4	5	6	7	8	9
1. Interpersonal Rejection	r	1								
2. Unexpected Relationship Expectancy	r	.410**	1							
3. Interpersonal Misperception	r	.146	.152*	1						
4. Autonomy	r	.196**	.365**	.154*	1					
5. Environmental Mastery	r	-.036	.071	.280**	.308**	1				
6. Personal Growth	r	.150*	.250**	.199**	.382**	.424**	1			
7. Positive Relations with Others	r	.424**	.243**	.123	.332**	.120	.279**	1		
8. Purpose in Life	r	.085	-.063	.171*	.162*	.394**	.273**	.195*	1	
9. Self-acceptance	r	.239**	.345**	.241**	.440**	.212**	.290**	.352**	.357**	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

When the correlation analysis of research variables and related subscales is examined, Interpersonal Rejection with unexpected relationship expectancy (r=-,410; p<0.01), autonomy (r=-,196; p<0,01), personal growth (r=,150; p<0.05), positive relations with others (r=-,424; p<0.01), and self-acceptance (r=-,239; p<0,01) were found as positively and significantly correlated.

Unexpected relationship expectancy with interpersonal misperception (r=,152; p<0,05), autonomy (r=-,365; p<0,01), personal growth (r=,250; p<0.05), positive relations with others (r=-,243; p<0.01), and self-acceptance (r=-,345; p<0,01) were found as positively and significantly correlated.

Interpersonal misperception with autonomy (r=-,154; p<0,05), environmental mastery (r=,280; p<0,01), personal growth (r=,199; p<0.05), purpose in life (r=-,171; p<0.05), and self-acceptance (r=-,241; p<0,01) were found as positively and significantly correlated.

Autonomy with environmental mastery (r=,308; p<0,01), personal growth (r=,382; p<0.01), positive relations with others (r=,332; p<0,01), purpose in life (r=-,162; p<0.05), and self-acceptance (r=-,440; p<0,01) were found as positively and significantly correlated.

Environmental mastery with personal growth (r=,424; p<0.01), purpose in life (r=-,394; p<0.05), and self-acceptance (r=-,212; p<0,01) were found as positively and significantly correlated.

Personal growth with positive relations with others (r=,279; p<0,01), purpose in life (r=-,273; p<0.01), and self-acceptance (r=-,290; p<0,01) were found as positively and significantly correlated.

Positive relations with others with purpose in life (r=-,195; p<0.01), and self-acceptance (r=-,352; p<0,01) were found as positively and significantly correlated.

Purpose in life with self-acceptance (r=-,357; p<0,01) were found as positively and significantly correlated.

The results of correlational analysis between the scores of gender subscales and psychological well-being were shown in Table 3. Below the subproblem was indicated.

Is there a meaningful relationship between the scores of university students' gender role attitudes and the scores of psychologşcal well-being?

Table 3. Spearman Correlation Analysis of Gender Subscales and Psychological Well-Being

Spearman's rho		1	2	3	4	5	6	7	8	9	10
1. Equitable Gender Roles	r	1.000									
2. Gender Roles in Marriage	r	-.292**	1.000								
3. Traditional Gender Roles	r	-.439**	.786**	1.000							
4. Male Gender Roles	r	-.455**	.523**	.693**	1.000						
5. Autonomy	r	-.106	.125	.140	.225**	1.000					
6. Environmental Mastery	r	.064	.020	-.036	.016	.297**	1.000				
7. Personal Growth	r	-.014	.069	.080	.068	.340**	.397**	1.000			
8. Positive Relations with Others	r	.108	-.019	-.096	-.033	.330**	.126	.263**	1.000		
9. Purpose in Life	r	.037	.062	-.072	.023	.098	.346**	.258**	.170*	1.000	
10. Self-acceptance	r	-.091	.203**	.148	.232**	.388**	.210**	.236**	.361**	.341**	1.000

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

When the correlation analysis of research variables and related subscales is examined, Equitable Gender Roles with Gender Roles in Marriage (r=-,292; p<0,01), Traditional Gender Roles (r=-,439; p<0.01), Male Gender Roles (r=-,455; p<0.01) were found as negatively and significantly correlated.

Gender Roles in Marriage with Traditional Gender Roles (r=,786; p<0,01), Male Gender Roles (r=,523; p<0,01), and Self-acceptance (r=,203; p<0,01) were found as significantly and positively correlated.

Traditional Gender Roles with Male Gender Roles (r=,693; p<0,01), Interpersonal Rejection (r=,211; p<0,01), Unrealistic Relationship Expectancy (r=,293; p<0,01) were found as significantly and positively correlated.

Male Gender Roles with Interpersonal Misperception (r=,225; p<0,01), and Self-acceptance (r=,232; p<0,01) were found as significantly and positively correlated.

Autonomy with environmental mastery (r=,297; p<0,01), personal growth (r=,340; p<0.01), positive relations with others (r=,330; p<0,01), and self-acceptance (r=-,388; p<0,01) were found as positively and significantly correlated.

Environmental mastery with personal growth (r=,397; p<0.01), purpose in life (r=-,346; p<0.05), and self-acceptance (r=-,210; p<0,01) were found as positively and significantly correlated.

Personal growth with positive relations with others (r=,263; p<0,01), purpose in life (r=-,258; p<0.01), and self-acceptance (r=-,361; p<0,01) were found as positively and significantly correlated.

Positive relations with others with purpose in life (r=-,170; p<0.05), and self-acceptance (r=-,361; p<0,01) were found as positively and significantly correlated.

Purpose in life with self-acceptance (r=-,341; p<0,01) were found as positively and significantly correlated.

The results of correlational analysis between the scores of gender subscales and interpersonal cognitive distortion were shown in Table 4. Below the subproblem was indicated.

Is there a meaningful relationship between the scores of university students' gender role attitudes and the scores of interpersonal cognitive distortion?

Table 4. Spearman Correlation Analysis of Gender Subscales and Interpersonal Cognitive Distortion

Spearman Correlation		1	2	3	4	5	6	7
1. Equitable Gender Roles	r	1.000						
2. Gender Roles in Marriage	r	-.292**	1.000					
3. Traditional Gender Roles	r	-.439**	.786**	1.000				
4. Male Gender Roles	r	-.455**	.523**	.693**	1.000			
5. Interpersonal rejection	r	-.230**	.268**	.211**	.241**	1.000		
6. Unexpected Relationship Expectancy	r	-.137	.192*	.293**	.315**	.390**	1.000	
7. Interpersonal Misperception	r	.006	.021	.026	.040	.157*	.147	1.000

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

When the correlation analysis of research variables and related subscales is examined, Equitable Gender Roles with Gender Roles in Marriage (r=-,292; p<0,01), Traditional Gender Roles (r=-,439; p<0.01), Male Gender Roles (r=-,455; p<0.01) were found as negatively and significantly correlated.

Gender Roles in Marriage with Traditional Gender Roles (r=,786; p<0,01), Male Gender Roles (r=,523; p<0,01), and Self-acceptance (r=,203; p<0,01) were found as significantly and positively correlated.

Traditional Gender Roles with Male Gender Roles (r=,693; p<0,01), Interpersonal Rejection (r=,211; p<0,01), Unrealistic Relationship Expectancy (r=,293; p<0,01) were found as significantly and positively correlated.

Male Gender Roles with Interpersonal Rejection (r=,241; p<0,01), and Unexpected Relationship Expectancy (r=,315; p<0,05) were found as significantly and positively correlated.

Interpersonal rejection with unexpected relationship expectancy (r=,390; p<0.01) and Interpersonal misperception (r=,157; p<0,05), were found as positively and significantly correlated.

The results of correlational analysis between the scores of female gender roles and interpersonal cognitive distortions were shown in Table 5. Below the subproblem was indicated.

Is there a meaningful relationship between the scores of university students' female gender role attitudes and the scores of interpersonal cognitive distortion?

Table 5. Pearson Correlation Analysis of Female Gender Roles and Interpersonal Cognitive Distortions Subscales

Pearson Correlation		1	2	3	4
1. Female Gender Roles	r	1			
2. Interpersonal Rejection	r	.166*	1		
3. Unexpected Relationship Expectancy	r	.196**	.410**	1	
4. Interpersonal Misperception	r	.042	.146	.152*	1

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Female Gender Roles with interpersonal rejection (r=,166; p<0,05) and unexpected relationship expectancy (r=,196; p<0,01) were found as positively and significantly correlated.

Interpersonal rejection with unexpected relationship expectancy (r=,410; p<0,01) were found as positively and significantly correlated.

Unexpected relationship expectancy with interpersonal misperception (r=,152; p<0,05) were found as positively and significantly correlated.

The results of correlational analysis between the scores of female gender roles and psychological well-being were shown in Table 6. Below the subproblem was indicated.

Is there a meaningful relationship between the scores of university students' female gender role attitude and the scores of psychological well-being?

Table 6. Pearson Correlation Analysis of Female Gender Roles and Psychological Well Being Subscales

Pearson Correlation		1	2	3	4	5	6	7
1. Autonomy	r	1						
2. Environmental Mastery	r	.308**	1					
3. Personal Growth	r	.382**	.424**	1				
4. Positive Relations with Others	r	.332**	.120	.279**	1			
5. Purpose in Life	r	.162*	.394**	.273**	.195*	1		
6. Self-acceptance	r	.440**	.212**	.290**	.352**	.357**	1	
7. Female Gender Roles	r	.202**	.031	.064	-.091	.051	.238**	1

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Autonomy with environmental mastery (r=,308; p<0,01), personal growth (r=,382; p<0.01), positive relations with others (r=,332; p<0,01), purpose in life (r=-,162; p<0.05), self-acceptance (r=-,440; p<0,01) and female gender roles subscale (r=,202; p<0,01) were found as positively and significantly correlated.

Environmental mastery with personal growth (r=,424; p<0.01), purpose in life (r=-,394; p<0.05), and self-acceptance (r=-,212; p<0,01) were found as positively and significantly correlated.

Personal growth with positive relations with others (r=,279; p<0,01), purpose in life (r=-,273; p<0.01), and self-acceptance (r=-,290; p<0,01) were found as positively and significantly correlated.

Positive relations with others with purpose in life (r=-,195; p<0.05), and self-acceptance (r=-,352; p<0,01) were found as positively and significantly correlated.

Purpose in life with self-acceptance (r=-,357; p<0,01) were found as positively and significantly correlated.

Self-acceptance with female gender roles subscale (r=,238; p<0,01) were found as positively and significantly correlated.

This part of the research aims to examine the statistical results of the data shown within tables. In this context, the results of the demographical variables, the results of the gender, the results of the cognitive distortion and the results of the psychological well-being were presented. After that thanks to correlational analysis, the relationship of the gender, cognitive distortion and psychological well-being results were included.

The table of the comparison mean scores of gender subscales based on grade is explained in the Table 7. Below the subproblem was indicated.

Do the scores of university students' gender role attitude scale show a meaningful difference in terms of grade grade?

Table 7. Comparison of Mean Scores of Gender Subscales Based on Grade

Gender Roles Subscales	Grade	*N*	$\bar{X}$	*Z*	*sd*	*p*	*Tukey*
Equitable Gender Roles	1	30	72.02				
	2	34	88.44				
	3	70	95.37	6,394	3	,094	
	4	38	79.86				
	Total	172					
Gender Roles in Marriage	1	30	97.63				1>4
	2	34	95.16				4>2
	3	70	72.36	10,016	3	**,018**	2>3
	4	38	96.00				
	Total	172					
Traditional Gender Roles	1	30	102.87				1>4
	2	34	87.76				4>2
	3	70	73.99	9,033	3	**,029**	2>3
	4	38	95.50				
	Total	172					
Male Gender Roles	1	30	93.23				
	2	34	88.00				
	3	70	75.35	7,523	3	,057	
	4	38	100.38				
	Total	172	72.02				

According to the results of "Kruskal Wallis Homogeneity Test” conducted to examine the level of differentiation of gender subscales in terms of grade variable, the dimensions of the equitable and male gender role subscales do not differ significantly (p> 0,05). The gender

role in marriage is significantly different in terms of the grade variable (Z = 10,016; p <0,05). Gender role subscale in marriage in first year students (Mean Rank = 97,63) is significantly higher than that of third-year students (Mean Rank = 72,63). The traditional gender role is significantly different from the class variable (Z = 9,033 p <0,05). The traditional gender role subscales of first grade students (Mean Rank = 102,87) reported higher scores than the third-year students (Mean Rank = 73,99).

The table of the comparison of mean scores of female gender role subscale based on grade is explained in the Table 8. Below the subproblem was indicated.

Do the scores of university students' female gender role attitude scale show a meaningful difference from grade level?

Table 8. Comparison of Mean Scores of Female Gender Role Subscale Based on Grade

Female Gender Roles					
Grade	Sum of Squares	df	Mean Square	F	p
Between Groups	51.435	3	17.145	1.997	.116
Within Groups	1442.077	168	8.584		
Total	1493.512	171			

Based on the comparison of “Female Gender Roles” subscale in terms of grade by using “One Way Variance Analysis (ANOVA)”, scores of Female Gender Roles subscales in relation with grades of the participants did not differ significantly [F(3,168)=1,997; p>.05).

The table of the comparison of mean scores of gender subscales based on presence of romantic relationship is explained in the Table 9. Below the subproblem was indicated.

Do the scores of university students' gender role attitude scale show a meaningful difference according to the presence of the romantic relationship?

Table 9. Comparison of Mean Scores of Gender Subscales Based on Presence of Romantic Relationship

Gender Roles Subscales	Presence of Romantic Relationship	*N*	$\bar{X}$	*Sx*	*U*	*p*
Equitable Gender Roles	Yes	77	93.62	7209.00	3109,000	,068
	No	95	80.73	7669.00		
Gender Roles in Marriage	Yes	77	80,79	6220.50	3217,500	,165
	No	95	91,13	8657.50		
Traditional Gender Roles	Yes	77	79,14	6094.00	3091,000	,079
	No	95	92,46	8784.00		
Male Gender Roles	Yes	77	76,27	5872.00	2869,000	**,012**
	No	95	94,79	9005.50		

According to the result of "Mann Whitney U Test" which was conducted to examine the level of differentiation of gender roles in terms of romantic relationship variable, gender roles-except Male Gender Roles subscale did not differ significantly in terms of the presence of romantic relationship ($p > 0,05$). Male Gender Roles subscale was found as significantly different in terms of presence of romantic relationship (U:2869,000; $p<0,05$). Participants reported that they had no romantic relationship also reported significantly higher scores on Male Gender Roles subscale.

The table of the comparison of mean scores of gender subscales based on duration of romantic relationship is explained in the Table 10. Below the subproblem was indicated.

Do the scores of university students' gender role attitude scale show a meaningful difference compared to the duration of the romantic relationship?

Table 10. Comparison of Mean Scores of Gender Subscales Based on Duration of Romantic Relationship

Gender Roles Subscales	Duration of Romantic Relationship	*N*	*Mean Rank*	*Z*	*sd*	*p*	*Tukey*
Equitable Gender Roles	None	26	74.92				
	0-3 m	16	81.81				
	3-6 m	10	86.05	3,393	4	,494	
	6 m - 1 yr	24	98.19				
	More than 1 year	96	87.54				
	Total	172					
Gender Roles in Marriage	None	26	95.23				
	0-3 m	16	87.34				3>1
	3-6 m	10	132.00				1>5
	6 m - 1 yr	24	66.02	14,036	4	**,007**	5>2
	More than 1 year	96	84.38				2>4
	Total	172					
Traditional Gender Roles	None	26	91.98				
	0-3 m	16	94.72				
	3-6 m	10	110.15				
	6 m - 1 yr	24	67.04	6,760	4	,149	
	More than 1 year	96	86.05				
	Total	172					
Male Gender Roles	None	26	90.65				
	0-3 m	16	105.81				
	3-6 m	10	83.95	5,023	4	,285	
	6 m - 1 yr	24	71.83				

More than 1 year	96	86.09
Total	172	

According to the results of "Kruskal Wallis Homogeneity Test" conducted to examine the level of differentiation of gender subscales in terms of romantic relationship duration, the subscales of Equality, Female, Traditional and Male gender roles do not differ significantly in terms of romantic relationship duration ($p>.05$). However, subscales of gender role in marriage were found to differ significantly in terms of romantic relationship ($Z= 14,036$; $p <0,05$). As a result of the Post hoc test, the difference was found in the groups including the romantic relationship was between 3-6 months (Mean Rank = 132.00); and group including having relationship between 6 months and 1 year (Mean Rank = 66,02).

The table of the comparison of mean scores of interpersonal cognitive distortions subscales based on grade is explained in the Table 11. Below the subproblem was indicated.

Do the scores of the interpersonal cognitive distortions scale of the university students show a meaningful difference in terms of grade level?

Table 11. Comparison of Mean Scores of Interpersonal Cognitive Distortions Subscales Based on Grade

Interpersonal Cognitive Distortions Subscales	Grade	*N*	$\bar{X}$	*Sx*	*F*	*sd*	*p*
Interpersonal Rejection	1	30	17,17	4,519			
	2	34	17,35	4,148			
	3	70	16,83	5,408	,090	3/168	,966
	4	38	17,11	5,783			
	Total	172	17,05	5,086			
Unrealistic Relationship Expectancy	1	30	22,00	5,699			
	2	34	21,53	4,150			
	3	70	20,51	5,970	,582	3/168	,627
	4	38	21,21	5,956			
	Total	172	21,13	5,587			
Interpersonal misperception	1	30	9,37	2,553			
	2	34	9,15	2,776			
	3	70	9,80	2,435	,624	3/168	,600
	4	38	9,66	2,096			
	Total	172	9,56	2,450			

According to the results of "one way ANOVA", which was conducted to examine the level of differentiation of interpersonal cognitive distortion subscales in terms of grade, intimacy avoidance, unrealistic relationship expectancy and interpersonal misperception subscales did not differ significantly in terms of classroom variance ($p > 0,05$).

The table of the comparison of mean scores of interpersonal cognitive distortions subscales based on presence of romantic relationship is explained in the Table 12. Below the subproblem was indicated.

Do the scores of the interpersonal cognitive distortions scale of the university students have a significant difference according to the presence of the romantic relationship?

Table 12. Comparison of Mean Scores of Interpersonal Cognitive Distortions Subscales Based on Presence of Romantic Relationship

Interpersonal Cognitive Distortions Subscales	Presence of romantic relationship	N	$\bar{X}$	Sx	t	p
Interpersonal Rejection	Yes	77	16,90	5,310	-,362	,718
	No	95	17,18	4,921		
Unrealistic Relationship Expectancy	Yes	77	20,88	5,856	-,516	,606
	No	95	21,33	5,382		
Interpersonal misperception	Yes	77	9,94	2,028	1,800	,074
	No	95	9,26	2,718		

According to the results of "Independent sample t test", which was conducted to examine the level of differentiation of the interpersonal cognitive distortion subscales in terms of the presence of the romantic relationship, it was determined that intimacy avoidance, unrealistic relationship expectancy and the interpersonal misperception subscales did not differ significantly in terms of the presence of romantic relationship ($p > 0,05$).

The table of the comparison of mean scores of interpersonal cognitive distortions subscales based on duration of romantic relationship is explained in the Table 13. Below the subproblem was indicated.

Do the scores of the students on the interpersonal cognitive distortions scale related to the relationships show a significant difference compared to the duration of the romantic relationship?

Table 13. Comparison of Mean Scores of Interpersonal Cognitive Distortions Subscales Based on Duration of Romantic Relationship

Interpersonal Cognitive Distortions Subscales	Duration of Romantic Relationshi	*N*	$\bar{X}$	*Sx*	*F*	*sd*	*p*
Interpersonal Rejection	None	26	18,15	5,746			
	0-3 m	16	19,19	5,799			
	3-6 m	10	16,50	4,720	1,358	4/167	,251
	6 m - 1 yr	24	16,96	4,921			
	More than 1 year	96	16,48	4,808			
	Total	172	17,05	5,086			
Unrealistic Relationship Expectancy	None	26	20,04	5,983			
	0-3 m	16	23,81	6,775			
	3-6 m	10	22,50	4,649			
	6 m - 1 yr	24	21,04	4,859	1,393	4/167	,238
	More than 1 year	96	20,85	5,471			
	Total	172	21,13	5,587			
Interpersonal misperception	None	26	8,96	2,553			
	0-3 m	16	10,13	2,778			
	3-6 m	10	8,60	2,547	1,221	4/167	,304
	6 m - 1 yr	24	9,38	2,795			
	More than 1 year	96	9,78	2,249			
	Total	172	9,56	2,450			

According to the results of "Analysis of variance” of the romantic relationship with cognitive distortion subscales, it was determined that the romantic relation subscale of unrealistic relationship expectancy and interpersonal misperception subscale did not differ significantly in terms of duration of the duration of romantic relationship (p> 0,05) .

The table of the comparison of mean scores of psychological well-being subscales based on grade is explained in the Table 14. Below the subproblem was indicated.

Do the scores of university students' psychological well-being scale differ significantly in terms of grade level?

Table 14. Comparison of Mean Scores of Psychological Well-being Subscales Based on Grade

Psychological Well-being Subscales	Grade	*N*	$\bar{X}$	*Sx*	*F*	*sd*	*p*	*Tukey*
Autonomy	1	30	52,87	5,393				
	2	34	53,50	6,077				
	3	70	51,26	6,948	1,074	3/168	,362	
	4	38	52,26	6,479				
	Total	172	52,20	6,435				
Environmental Mastery	1	30	51,63	5,991				
	2	34	52,41	5,705	2,181	3/168	,092	
	3	70	51,11	4,962				
	4	38	53,84	5,548				
	Total	172	52,06	5,486				
Personal Growth	1	30	56,27	4,085				
	2	34	57,50	4,620				
	3	70	55,70	4,368	1,456	3/168	,228	
	4	38	57,05	5,250				
	Total	172	56,45	4,599				
Positive Relations with Others	1	30	54,63	5,846				
	2	34	53,65	5,918				
	3	70	54,20	6,516	,149	3/168	,930	
	4	38	54,39	6,301				
	Total	172	54,21	6,195				
Purpose in life	1	30	44,60	4,938				
	2	34	42,71	4,282				**4>1**
	3	70	43,76	4,248	2,891	3/168	**,037**	**1>3**
	4	38	45,82	5,661				**3>2**
	Total	172	44,15	4,798				
Self-acceptance	1	30	53,30	5,955				
	2	34	53,71	7,234				
	3	70	51,30	6,434	1,403	3/168	,244	
	4	38	53,11	6,789				
	Total	172	52,52	6,623				

According to the results of "One Way Variance Analysis (ANOVA)", it was found that the subscales of autonomy, Environmental Mastery, Personal Growth, Positive Relations

with Others and Self-acceptance did not differ significantly in terms of grade ($p > 0.05$). However, the Purpose in life sub-dimension was significantly different from grade ($F [3,168] = 2,891$; $p < 0,05$). According to Tukey results, grade 4 students' psychological well-being subscale scores in terms of class variables ($\bar{X}$=45,82, SD = 5,661) were found as higher than second grade (X=42,71, SD = 4,282) than the firs-year students ($\bar{X}$ =44,60, SD=4,938), third grade students ($\bar{X}$=43,76, SD = 4,248).

The table of the comparison of mean scores of psychological well-being subscales based on presence of romantic relationship is explained in the Table 15. Below the subproblem was indicated.

Do the scores of psychological well-being scale of the university students' have a significant difference according to the presence of the romantic relationship?

Table 15. Comparison of Mean Scores of Psychological Well-being Subscales Based on Presence of Romantic Relationship

Psychological Well-being Subscales	Relationship	*N*	$\bar{X}$	*Sx*	*t*	*p*
Autonomy	Yes	77	50,38	5,827	-3,458	**,001**
	No	95	53,68	6,551		
Environmental mastery	Yes	77	52,45	5,088	,840	,402
	No	95	51,75	5,796		
Personal Growth	Yes	77	56,58	4,321	,335	,738
	No	95	56,35	4,833		
Positive Relations with Others	Yes	77	54,06	5,999	-,274	,784
	No	95	54,33	6,379		
Purpose in life	Yes	77	44,81	4,565	1,617	,108
	No	95	43,62	4,938		
Self-acceptance	Yes	77	51,88	5,920	-1,142	,255
	No	95	53,04	7,131		

According to the results of the "Independent sample t test" conducted to examine the level of psychological well-being subordinate differences in terms of the romantic relationship, the Autonomy subscale was found to differ significantly in terms of the romantic relationship ($t = -3,458$; $p < 0,05$). The autonomy subscale of non-romantic relationship ($\bar{X} = 53.68$, $SD = 6.551$) was found to be higher than that of romantic relationship ($\bar{X} = 50.38$, $SD=5.827$). However, it was found that the scores of Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life and Self-acceptance did not differ significantly in terms of presence of the romantic relationship ($p > 0,05$).

The table of the comparison of mean scores of psychological well-being subscales based on duration of romantic relationship is explained in the Table 16. Below the subproblem was indicated.

Do the scores of university students' psychological well-being scores differ significantly compared to the duration of the romantic relationship?

Table 16. Comparison of Mean Scores of Psychological Well-being Subscales Based on Duration of Romantic Relationship

Psychological Well-being Subscales	Duration of Relationship	*N*	$\bar{X}$	*Sx*	*F*	*sd*	*p*	*Tukey*
Autonomy	None	26	53,19	7,066				
	0-3 m	16	54,00	4,502				
	3-6 m	10	55,90	4,654				
	6 m - 1 yr	24	51,92	6,379	1,784	4/167	,134	
	More than 1 year	96	51,32	6,575				
	Total	172	52,20	6,435				
Environmental Mastery	None	26	51,77	4,869				
	0-3 m	16	51,31	7,059				
	3-6 m	10	54,90	5,466				
	6 m - 1 yr	24	49,96	5,069	1,833	4/167	,125	
	More than 1 year	96	52,50	5,361				
	Total	172	52,06	5,486				
Personal Growth	None	26	55,12	4,727				
	0-3 m	16	56,38	3,519				
	3-6 m	10	58,60	4,789				
	6 m - 1 yr	24	55,67	4,351	1,424	4/167	,228	
	More than 1 year	96	56,80	4,714				
	Total	172	56,45	4,599				
Positive Relations with Others	None	26	55,96	6,465				2>1
	0-3 m	16	57,06	5,927				1>4
	3-6 m	10	55,50	7,692				4>3
	6 m - 1 yr	24	55,71	5,120	3,333	4/167	**,012**	3>5
	More than 1 year	96	52,75	5,956				
	Total	172	54,21	6,195				
Purpose in life	None	26	43,50	4,366				
	0-3 m	16	44,06	4,946				
	3-6 m	10	44,50	5,930				
	6 m - 1 yr	24	44,21	4,872	,153	4/167	,962	

	More than 1 year	96	44,29	4,830			
	Total	172	44,15	4,798			
Self-acceptance	None	26	52,38	8,222			
	0-3 m	16	53,88	4,500			
	3-6 m	10	55,30	6,734	,795	4/167	,530
	6 m - 1 yr	24	51,42	4,652			
	More than 1 year	96	52,32	6,853			
	Total	172	52,52	6,623			

According to the results of "one way variance analysis" conducted to examine the level of psychological well-being sub-dimensions in terms of romantic relationship duration variables, autonomy, Environmental mastery, Personal growth, Purpose in life and Self-acceptance subscales did not differ significantly in terms of duration of romantic relationship ($p > 0.05$). However, the Positive Relations with Others sub-dimension was found to differ significantly from duration of romantic relationship variable ($F [4,167] = 3,333$; $p < 0,05$). Based on Tukey results, those with a relationship between 0-3 months ($\bar{X} = 57,06$, SD = 5,927) was found higher than having a relationship between 0 and 3 months ($\bar{X} = 55,50$, SD = 7,692), those with no relationship ($\bar{X} = 55,96$, SD = 6,465), those with a range of 6 months to 1 year ($\bar{X} = 55,71$, SD = 5,120) and more than 1 year ($\bar{X} = 52,75$, SD = 5,956).

The table of the demographic variables is explained in the Table 17.

Table 17. Descriptive Statistics of Demographic Variables

Demographic Variables (n=172)		N	%
Sex	Female	146	84,9
	Male	26	15,1
	Total	172	100,0
Age	19-21	82	47,7
	22-24	81	47,1
	25-26	9	5,2
	Total	172	100,0
Grade	1	30	17,4
	2	34	19,8
	3	70	40,7
	4	38	22,1
	Total	172	100,0
Place of Residence	Büyükşehir	110	64,0
	Şehir	27	15,7
	İlçe	30	17,4
	Köy	5	2,9
	Total	172	100,0
Presence of Romantic Relationship	Yes	77	44,8
	No	95	55,2
	Total	172	100,0
Duration of Romantic Relationship	None	26	15,1
	0-3 m	16	9,3
	3-6 m	10	5,8
	6 m - 1 yr	24	14,0
	More than 1 year	96	55,8
	Total	172	100,0
Type of romantic affair	Flirt	104	60,5
	Engaged	2	1,2
	Married	2	1,2
	Single	64	37,2
	Total	172	100,0
Maternal Education	Primary school	39	22,7
	Secondary school	28	16,3
	High school	50	29,1
	University and higher	55	32,0
	Total	172	100,0
Paternal	Primary school	20	11,6

Education	Secondary school	20	11,6
	High school	64	37,2
	University and higher	68	39,5
	Total	172	100,0
Department	Guidance and Psychological Counseling	147	85,5
	Psychology	5	2,9
	Business Administration	1	,6
	International Trade	11	6,4
	Logistics	8	4,7
	Total	172	100,0

Based on the frequency distributions of the demographic variables in the Table 1 above:

84.9% of the participants were from women (146), 15.1% from men (26). According to age distribution, 47.7% of participants were between the ages of 19-21 (82), 47.1% between 22-24 years (81) and 5.2% between 25-26 years of age (9). According to the class variable, 17.4% of the participants were in the first class (30), 19.8% in the second class (34), 40.7% in the third class (70) and 22.1% in the fourth class (38). Participants reported that 64% of them live in large cities (110), 15.7% in cities (27), 17.4% in cities (30) and 2.9% in romantic relations (77); It was found. According to the duration of the romantic relationship, 55.8% (96) having an romantic affair more than 1 year, 15.1% had no relationship (26), 14% had 6 months to 1 year (24), 3 months (16), and 5.8% between 3-6 months (10). According to the type of romantic relationship type, 60.5% of the participants were at the level of flirting or lovers (104), 37.2% did not express the relationship (64), 1.2% were married or engaged (2) and 1.2% . According to the educational level of the mother, 32% (55) were graduated from university, 29.1% (50) of high school graduate, 22.7% (39) of primary school graduate and 16.3% (28) of secondary school graduate. According to the father education level variable,

39.5% (68) were university graduates, 37.2% were high school graduates (64), 11.6% (20) were primary school graduates and 11.6% (20) were secondary school graduates. According to the variables of the participants, 85.5% (147) had psychological counseling and guidance, 4.7% (8) logistics department, 6.4% (11) international trade department, 2.9% (5) 0.6 (1) business administration students. 55.2% of the participants had no romantic relationship (95) and 44.8% (78) had romantic relationship

5. Discussion

In this section, the findings obtained in the direction of the research are discussed and interpreted. In this context, demographic variables, gender, cognitive distortions and psychological well-being were discussed.

In this study, it is aimed to investigate whether there are meaningful relationships of the levels of university students' attitudes towards gender roles, cognitive distortions related to relations and psychological well-being. The study variables are examined in terms of demographic variables.

Based on the findings, the traditional male gender role significantly explains the psychological well-being subscale. In the study conducted by Öngen and Aytaç (2013), it is found that university students have a positive and significant relationship between the egalitarian gender role and marital gender role subscale found a relationship. In this case, it can be interpreted that students' attitudes towards gender roles are influenced by life expectancies and their level of well-being.

Looking at the traditional gender role variable of the students, the traditional gender role score of the first grade students is higher than the thirt grade students. Bryant (2003), found that there was a decrease in the traditional views of the students as a result of the implemented scale which measureing the gender roles of the students over a period of 4 years. For this reason, it can be interpreted that as the class levels of the students increase, they decrease in their traditional views. In this study, the students with the highest traditional scores were identified in first grade students. Looking at both studies, there is comment that the relationship between class levels and traditional scores of students continues to be valid.

When attitudes towards gender roles were assessed on the basis of the romantic relations of individuals, there was a significant difference between male gender roles and presence of romantic relationships. And according to results, there is a significantly difference

between psychological well-being subscales of positive relations with other and the duration of romantic (3-6 months) relationships. In the study conducted by Çavdar (2013), participants' attitudes toward gender roles differed significantly in relation to the existence of a romantic relationship and the duration of the romantic relationship. When all these findings are evaluated, the romantic relationship and the duration of the relationship that young adults have can affect their attitudes towards gender roles and psychological well-being. The fact that being in a romantic relationship motivates the schemas of relationships and gender schemes that individuals have had since childhood; it can be said that the cognitive schemes shape the attitudes towards gender roles.

In gender roles attitudes, it was found that there is a positive relationship between the gender roles in marriage, the traditional gender role, and male gender role subscale and the subscales of psychological well-being Research conducted by Kaplan (2016) has also found that increasing the role of equality in gender leads to an increase in the level of psychological well-being of individuals. done. On the basis of this finding, it can be said that the individuals are happier with their adoption of an egalitarian gender role. In line with this work it cannot be said that the equitable gender roles affect positively psychological well-being. There is a difference about the results of researchs.

Participants were found to have a positive relationship between avoidance of cognitive distortions scale, unrealistic relationship expectancy subscale, interpersonal misperception with other, and positive self-acceptance subscales of psychological well-being scales. In another study, negative correlation between interpersonal rejection and psychological well-being, unrealistic relationship expectation, and psychological well-being were not related (Karabacak, 2017). In this respect, the direction of the relationship between the psychological well-being of individuals and their cognitive distortions reveals different results. The research results do not support each other.

According to result of the analyses made within the scope of the analysis, the scores of the university students' gender role attitude scale, the cognitive distortions scale and the psychological well-being scale sharing a different correlational results.

6. Conclusions And Recommendations

Based on the results, it was observed that there is a significant difference in psychological well-being between the class and the romantic relationship. When the cognitive distortions related to the relationship were evaluated, no significant difference is found in the scale results according to the analyzed class, the existence of the romantic relationship, and the duration of the romantic relationship. Significant results were not obtained from the participant group for the variables mentioned in this study. There was found a positive correlation between gender roles in marriage, traditional gender role, male gender role and psychological well-being scales. When examining the relations of equitable gender role and psychological well-being, there was a negatively relation. Thanks to correlational analysis, the relationship of the gender, cognitive distortion and psychological well-being results were included. The scores shows that, positively relations with the scales of interpersonal cognitive distortion and psychological well-being was found. Female gender role and interpersonal cognitive distortion have a positively relations. The sub scales of psychological well-being which are autonomy and self-acceptance has a positive relations with female gender role. According to gender and grade results, gender roles in marriage and traditional gender roles are significantly different from grade, but female gender roles is not be different from grade, presence of romantic relationship and duration of romantic relationship. Male gender role is significantly different from presence of romantic relationship. The sub scales of psychological well-being, purpose in life is different from the grade level which is fourth grade.

A positive relationship was found between the purpose of purpose in life subscale and self-acceptance. According to the results mentioned above, the following suggestions were made to psychologists, psychologic consultants and trainers working in the field.

- When reviewing the literature, the limitations of investigations into the relation of attitudes towards gender roles, psychological well-being and cognitive distortions have been observed. Further research using these variables will contribute to the literature.
- Participants of the research were created by students from a private university in Istanbul. Within this framework, it is possible to make a work that can reach more students.
- Comparisons of results within smaller groups, such as men and women, private university-state colleges, will help to establish interdepartmental dynamics.
- Gender distribution inconsistency was observed when the participant group's demographic characteristics were considered for this study. Making a research that the sex can be evenly distributed for both species will allow the evaluation of male and female species separately.
- As the concept of gender is a concept that enables individuals to learn by the society they live in, it should be aimed to provide training in schools without exposing gender pattern behavior as much as possible.
- In order to ensure that relations are established correctly, parents should avoid the media and social relations in their childhood so that the perception of reality is not deteriorated and inform the specialists about the importance of individual communication.
-

References

Ağır, M. (2007). *Üniversite Öğrencilerinin Bilişsel Çarpıtma Düzeyleri ile Problem Çözme Becerileri ve Umutsuzluk Düzeyleri Arasındaki İlişki.* Doktora tezi, İstanbul Üniversitesi, İstanbul.

Akhter, S. (2015). Psychological well-being in student of gender difference. *The International Journal of Indian Psychology, 2*(4), 153-161.

Akın, A. (2009). *Akılcı Duygusal Davranışçı Terapi Odaklı Grupla Psikolojik Danışmanın Psikolojik İyi Olma ve Öz-Duyarlılık Üzerine Etkisi. Doktora tezi,* Sakarya Üniversitesi, Sakarya.

Arıcı, F. (2011). *Üniversite Öğrencilerinde Toplumsal Cinsiyet Rollerine İlişkin Algılar ve Psikolojik İyi Oluş.* Yüksek lisans tezi, Hacettepe Üniversitesi, Ankara .

Arslan, C. (2011). *Üniversite Öğrencilerinin Psikolojik İyi Olma Düzeylerinin Kişilik Özellikleri ve Öz-Anlayış Açısından İncelenmesi*. Yüksek lisans tezi, Selçuk Üniversitesi, Konya.

Artukoğlu, F. G. (2016). *Psikoloji Öğrencilerinin Evliliğe İlişkin Tutumlarının Yordayıcısı Olarak İlişkilerle İlgili Bilişsel Çarpıtmaları*. Yüksek lisans tezi, Haliç Üniversitesi, İstanbul.

Ateş, B. (2016). Üniversite öğrencilerinde akademik başarının yordayıcısı olarak psikolojik iyi oluş ve sosyal yetkinlik. *Elektronik Sosyal Bilimler Dergisi,* 15(59), 1203-1214. doi:10.17755/esosder.86299

Başçı, B., & Giray, S. (2016). Üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumlarının çok değişkenli istatistiksel tekniklerle analizi. *Journal of Life Economics, 3*(4), 117-142.

Beck, J. S. (2014). *Bilişsel Davranışçı Terapi: Temelleri ve Ötesi.* Nobel Akademik Yayıncılık: Ankara.

Bhasin, K. (2003). Toplumsal Cinsiyet. Kadınlarla Dayanışma Vakfı Yayınları, 1(5), 2-71.

Burger, J. M. (2006). *Kişilik.* Kaknüs Yayınları: İstanbul.

Büyüköztürk, Ş., Kılıç-Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2015). *Bilimsel Araştırma Yöntemleri.* Pegem Akademi: Ankara.

Bryant, A. N. (2003). Changes in attitudes toward women's roles: predicting gender-role traditionalism among college students. Sex Roles, 48 (3/4), 131-142.

Cangöz, İ. (2013). İletişim fakültesi öğrencilerinin toplumsal cinsiyet farkındalığı ve cinsiyetçi şiddetle ilgili görüşleri. *İleti-ş-im, 19,* 41-64.

Cankurtaran-Öntaş, Ö., Buz, S., Hatiboğlu, B., & Öztürk, A. B. (2011). Sosyal hizmet öğrencilerinin toplumsal cinsiyet hakkındaki görüşleri: Bir niteliksel araştırma. *Toplum ve Sosyal Hizmet, 22*(2), 19-36.

Corey, G. (2009). *Theory and Practice of Counseling and Psychotherapy*. Belmont: Thomson Higher Education.

Çakır, C. (2014). *Öğrenci ve Mezun Hemşirelerde Bilişsel Çarpıtmaların, Mesleki Benlik Saygısı ve Hemşirelik algısı ile İlişkisinin Belirlenmesi.* Yüksek lisans tezi, Akdeniz Üniversitesi, Antalya.

Çavdar, D. (2013). *Üniversite Öğrencilerinin Toplumsal Cinsiyet Rollerine İlişkin Tutumları ve Romantik İlişkilerde Akılcı Olmayan İnançları*. Yüksek lisans tezi, Ankara Üniversitesi, Ankara.

Çelik-Bekleviç, A. (2013). *Bir Üniversite Hastanesi Araştırma Görevlilerinin Toplumsal Cinsiyet Rolleri Tutum Ölçeği ve Çalışma Yaşamında Toplumsal Cinsiyet Rolleri Algısının Değerlendirilmesi.* Yüksek lisans tezi, Bülent Ecevit Üniversitesi, Zonguldak.

Çelikkaleli, Ö., & Kaya, S. (2016). University students' interpersonal cognitive distortions, psychological resilience, and emotional self-efficacy according to sex and gender roles. *Pegem Eğitim ve Öğretim Dergisi,* 6(2), 187-212.

Çivan, İ. (2013). *Üniversite Öğrencilerinin Kişilerarası İlişkilerle İlgili Bilişsel Çarpıtmaları ve Başkalarını Bağışlama Davranışlarının İncelenmesi.* Yüksek lisans tezi, Gazi Üniversitesi, Ankara.

Demirci, İ. (2012). *Öğretmen Adaylarının Öz Bilgi ve Psikolojik İyi Olma Düzeyleri Arasındaki İlişkinin Çeşitli Değişkenlere Göre İncelenmesi*. Yüksek lisans tezi, Sakarya Üniversitesi, Sakarya.

Demirtaş, S. (2016). *Okul Yöneticilerinin Psikolojik İyi Olma ve Örgütsel Vatandaşlık Davranışları Arasındaki İlişki*. Yüksek lisans tezi, Mevlana Üniversitesi, Konya.

Dinç-Kahraman, S. (2010). Kadınların toplumsal cinsiyet eşitsizliğine yönelik görüşlerinin Belirlenmesi. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi, 3*(1), 30-35.

Dökmen, Z. Y. (2009). *Toplumsal Cinsiyet*. Remzi Kitabevi: İstanbul.

Erdoğan, T. (2008). Nancy Chodorow' un düşüncesşnde toplumsal cinsiyet organizasyonunun merkezi unsuru olarak annelik. *Aile ve Toplum, 10*(4), 73-82.

Eroğlu, N. (2013). *Psikolojik İyi Olma ile Topluluk Hissi Arasındaki İlişkinin Çeşitli Değişkenler Açısından İncelenmesi.* Yüksek lisans tezi, Sakarya Üniversitesi, Sakarya.

Erok, M. (2013). *İlişkilere İlişkin Bilişsel Çarpıtmalar, İlişkiye Dair İnançlar, Kişilerarası Öfke, Kişilerarası İlişkiler, Problem Çözme ve Evlilik Çatışması.* Yüksek lisans tezi, Maltepe Üniversitesi, İstanbul.

Ersoy-Çak, Ş. (2010). Toplumsal cinsiyet ve feminizm teorileri bağlamında Türkiye' deki reklam filmleri ve popüler müzik videoları. *YEDİ Dokuz Eylül Üniversitesi Güzel Sanatlar Fakültesi Dergisi, 4*, 101-110.

Esen, E., Siyez, D. M., Soylu, Y., & Demirgürz, G. (2017): Üniversite öğrencilerinde toplumsal cinsiyet algısının toplumsal cinsiyet rolü ve cinsiyet değişkenlerine göre incelenmesi. *E-Uluslararası Eğitim Araştırmaları Dergisi, 8*(1), 46-63. doi:

10.19160/5000197327

Göcen, G. (2012). *Şükür ve Psikolojik İyi Olma Arasındaki İlişki Üzerine Bir Alan Araştırması*. Doktora tezi, Ankara Üniversitesi, Ankara.

Göçet-Tekin, E. (2014). *Üniversite Öğrencilerinin Psikolojik İyi Olma Duygusal Zeka ve Sosyal İyi Olma Düzeyleri Arasındaki İlişkilerin İncelenmesi*. Doktora tezi, Sakarya Üniversitesi, Sakarya.

Günindi-Ersöz, A. (2010). Türk atasözleri ve deyimlerinde kadına yönelik toplumsal cinsiyet rolleri. *Gazi Türkiyat, 6*, 167-181.

Gül, E. (2016). *Ergenlerde Sosyal Görünüş Kaygısı ve Sosyal Karşılaştırmanın Fonksiyonel Olmayan Tutum ve Bilişsel Çarpıtmalarla İlişkisi.* Yüksek lisans tezi, Üsküdar Üniversitesi, İstanbul.

Güldü, Ö., & Ersoy Kart, M. (2009). Toplumsal cinsiyet rolleri ve siyasal tutumları: Sosyal psikolojik bir değerlendirme. *Ankara Üniversitesi SBF Dergisi, 64(*3), 97-116.

Gülşen, M. (2013). *Sosyal Öz-Yeterlik ile Psikolojik İyi Olma Arasındaki İlişkinin Çeşitli Değişkenler Açısından İncelenmesi*. Yüksek lisans tezi, Sakarya Üniversitesi, Sakarya.

Gümüşoğlu, F. (2008). Ders kitaplarında toplumsal cinsiyet. *Toplum ve Demokrasi, 2*(4), 39-50.

Günay, G., & Bener, Ö. (2011). Kadınların toplumsal cinsiyet rolleri çerçevesinde aile içi yaşam algılama biçimleri. *Türkiye Sosyal araştırmalar Dergisi, 15(*3), 157-171.

Gündüz-Kalan, Ö. (2010). Reklamda çocuğun toplumsal cinsiyet teorisi bağlamında konumlandırılışı: 'Kinder' reklam filmleri üzerine bir inceleme. *İletişim Fakültesi Dergisi, 38,* 75-89.

Gürel, N. A. (2009). *Effects of Thinking Styles and Gender on Psychological Well-Being.* Master thesis, Middle East Technical University, Ankara.

Halisdemir, D. (2013*). Üniversite Öğrencilerinin Psikolojik İyi Oluşları, Kendini Affetme Düzeyleri ve Geçmişe Yönelik Anne Kabul Red Algıları Arasındaki İlişkiler*. Yüksek lisans tezi, Gazi Üniversitesi, Ankara.

Hamamcı, Z. (2002). Bilişsel davranışçı yaklaşımla bütünleştirilmiş psikodramanın temel inançlar üzerine etkisi. Türk Psikolojik Danışma ve Rehberlik Dergisi, 2 (19), 7-13.

Hamamcı, Z. ve Büyüköztürk, Ş. (2003) İlişkilerle ilgili Bilişsel çarpıtmalar ölçeği, ölçeğin geliştirilmesi ve psikometrik özelliklerinin incelenmesi. Çukurova Üniversitesi Eğitim Fakültesi Dergisi, 2(25), 107-111.

Hicran, K. (2005). *Ergenlerin Yalnızlık Düzeyleri ve Kişilerarası İlişkilerle İlgili Bilişsel Çarpıtmaları Arasındaki İlişkinin İncelenmesi.* Yüksek lisans tezi, Ankara Üniversitesi, Ankara.

Kalkan, M., & Ersanlı, E. (2009). The effects of the cognitive-behavioral marriage enrichment program on the dysfunctional attitudes of couples. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 36*, 129-135.

Kantoğlu, A. (2017). *Bir Grup Ergenin Toplumsal Cinsiyet Algılarının Sosyodemografik Özelliklere Göre Değerlendirilmesi*. Yüksek lisans tezi, Işık Üniversitesi, İstanbul.

Kaplan, K. (2016). *Evli Bireylerde Toplumsal Cinsiyet Rollerine İlişkin Tutumların, Evlilik Doyumuna ve Psikolojik İyi Oluş Durumuna Etkisinin İncelenmesi*. Yüksek lisans tezi, Beykent Üniversitesi, İstanbul.

Karabacak, A. (2017). Beliren yetişkinlik dönemindeki bireylerde ilişkilerle ilgili bilişsel çarpıtmalar ve psikolojik iyi oluş arasındaki ilişkinin incelenmesi. *International Journal of Social Sciences and Education Research, 3*(2), 425-433.

Kaynar, G. (2016). *Boşanma Sürecindeki Kişilerin Baş Etme Becerileri, Bilişsel Çarpıtmalar, Yılmazlık ve Sosyal Destek Algıları açısından İncelenmesi.* Yüksek lisans tezi, Kocaeli Üniversitesi, Kocaeli.

Kılıç, A. Z., Beyazova, A., Akbaş, M., Zara, A., & Serhatlı, İ. (2014). Okul çağı çocuklarının toplumsal cinsiyet algıları: gündelik yaşam örnekleriyle cinsiyetçiliğin benimsenme durumuna ve esneyebilme olasılığına dair bir araştırma. *Sosyoloji Araştırmaları Dergisi, 17*(2), 121-151.

Kılınç, H. (2005). *Ergenlerin Yalnızlık Düzeyleri ve kişilerarası İlişkilerle İlgili Bilişsel Çarpıtmaları arasındaki İlişkinin İncelenmesi*. Yüksek lisans tezi, Ankara Üniversitesi, Ankara.

Kılınç, H., & Sevim, S. S. (2005). Loneliness and cognitive distortions among adolescents. *Ankara Universty, Journal of Faculty of Educational Science, 38*(2), 69-88.

Küçükarslan, M., & Gizir, C. A. (2014). Üniversite öğrencilerinin romantik ilişki inançlarının çeşitli değişkenler açısından incelenmesi. *Türk Psikolojik Danışma ve Rehberlik Dergisi, 5*(42), 148-159.

Kürkçü, A. (2013). *Toplumsal Cinsiyet ve Din Son Dönem Dindar Kadın Yazarların Bakışıyla Türkiye' de Toplumsal Cinsiyet Algısının Dönüşümü ve Din*. Yüksek lisans tezi, Necmettin Erbakan Üniversitesi, Konya.

Murdock. N. C. (2014). P*sikolojik Danışma ve Psikoterapi Kuramları Olgu Sunumu Yaklaşımıyla.* Nobel Akademik Yayıncılık: Ankara.

Oakley, A. (2016*). Sex, Gender and Society*. Routledge: New York.

Oymak, Y. C. (2017). *Psikolojik İyi Oluş ile İş Doyumu Arasındaki İlişkinin İncelenmesi.* Yüksek lisans tezi, Haliç Üniversitesi, İstanbul.

Öngen, B., & Aytaç, S. (2013). Üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumları ve yaşam değerleri ilişkisi. *Sosyoloji Konferansları, 48*(2), 1-18.

Özbek, M. (2016). *Evli Bireylerde Yaşam Doyumu ve Psikolojik İyi Oluşlarının Çeşitli Değişkenlerle İncelenmesi.* Yüksek lisans tezi, Nişantaşı Üniversitesi, İstanbul.

Özcan, A. (2012). *Toplumsal Cinsiyet Eğitiminin Üniversite Öğrencilerinin Toplumsal*

Cinsiyet Rol Tutumlarına Etkisi. Doktora tezi, Erciyes Üniversitesi, Kayseri.

Özdemir, M. (2010). Türkiye'deki reklamlarda toplumsal cinsiyet ve sunumu. *Milli Folklor, 22*(88), 101-111.

Özen-Rıza, S. (2016). *Evli Bireylerin Bilişsel Duygu Düzenleme Stratejilerinin Psikolojik İyi Oluşları ve Evlilik Doyumları ile İlişkisinin İncelenmesi*. Yüksek lisans tezi, Işık Üniversitesi, İstanbul.

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*(6), 1069-1081.

Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Society Psychology*. 69(4), 719-727.

Sandıkçı, M. (2014). *Üniversite Öğrencilerinin Psikolojik İyi Olma Düzeyleri ile İlişkili Değişkenlerin İncelenmesi*. Yüksek lisans tezi, Haliç Üniversitesi, İstanbul.

Sarı, Ö. (2011). Toplumsal cinsiyet ve mesleki rol ilişkisi: Hemşirelik bölümünde okuyan erkek öğrenciler örneği. *Erzincan Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 4*(2), 493-504.

Seçgin, F., & Tural, A. (2011). Sınıf öğretmenliği bölümü öğretmen adaylarının toplumsal cinsiyet rollerine ilişkin tutumları. *e-Journal of New World Science Academy, 6*(4), 2446-2458.

Şahan-Yılmaz, B., & Duy, B. (2013). Psiko-eğitim uygulamasının kız öğrencilerin benlik saygısı ve akılcı olmayan inançları üzerine etkisi. *Türk Psikolojik Danışma ve Rehberlik Dergisi, 4*(39), 68-81.

Şahin, M. (2013). *Affedicilik ile Psikolojik İyi Olma Arasındaki İlişkinin Çeşitli Değişkenle Açısından İncelenmesi.* Yüksek lisans tezi, Sakarya Üniversitesi, Sakarya.

Şimşek, Ç. (2014). *Polis Memurlarının Evlilik Doyumları, İlişkilerle İlgili Bilişsel*

Çarpıtmaları ve Cinsiyet Rollerinin İncelenmesi. Yüksek lisans tezi, Anadolu Üniversitesi, Eskişehir.

Tatlıoğlu, K. (2012). Üniversite öğrencilerinin kardeş sayıları ile psikolojik iyi oluşları arasındaki ilişkinin incelenmesi. *International Periodical For The Languages, Literature and History of Turkish or Turkic, 7*(4), 2857-2872.

Tunç, H. (2014). Toplumsal cinsiyet farklılaşması üzerine sosyolojik bir araştırma: Erkeklerin küpe takması örneği. *Uluslararası Sosyal Araştırmalar Dergisi, 7*(33), 608-625.

Turan, A. F. (2010). *Üniversite Öğrencilerinin İlişkilerle İlgili Bilişsel Çarpıtmalarını Yordamada Yalnızlık, Benlik Saygısı, Yaş, Cinsiyet ve Romantik İlişki Yaşama Durumunun Rolü.* Yüksek lisans tezi, Anadolu Üniversitesi, Eskişehir.

Uçar, T., Aksoy-Derya, Y., Karaaslan, T., & Akbaş, T. (2017): Üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumları ve şiddet davranışları. *Sürekli Tıp Eğitimi Dergisi, 26*(3), 96-103.

Uğur, E., & Murat, M. (2014). Lise öğrencilerinin kişilerarası ilişkilerle ilgili bilişsel çarpıtmaları ve saldırganlık tepkileri arasındaki ilişkinin incelenmesi. *Gaziantep University Journal of Social Science, 13*(2), 525-543.

Usta, F. (2013). *Üniversite Öğrencilerinin Psikolojik İyi Olma ve Umut Düzeyleri Arasındaki İlişki*. Yüksek lisans tezi, Sakarya Üniversitesi, Sakarya.

Vatansever-Bulut, Ç. (2016). *12-14 Yaş Aralığındaki Öğrencilerin Bilişsel Çarpıtmaları İle Sosyal Fobi Belirti Düzeyleri Arasındaki İlişkinin İncelenmesi*, Yüksek lisans tezi, Çağ Üniversitesi, Mersin.

Yalçın-Koçkan, Y. (2015). *Evli Çiftlerde Otomatik Düşüncelerin ve Bilişsel Çarpıtmaların Evlilik Doyumuna Etkisinin Değerlendirilmesi.* Yüksek lisans tezi, Üsküdar Üniversitesi, İstanbul.

Yeşil, F. (2014). *Ortaokul Türkçe Ders Kitaplarında Cinsiyet İfadeleri ve Toplumsal Cinsiyet*

Rolleri. Yüksek lisans tezi, Marmara Üniversitesi, İstanbul.

Zeyneloğlu, S. (2008). *Ankara' da Hemşirelik Öğrenimi Gören Üniversite Öğrencilerinin Toplumsal Cinsiyet Rollerine İlişkin Tutumları.* Doktora tezi, Hacettepe Üniversitesi, Ankara.

Appendix

DEMOGRAFİK BİLGİ FORMU

Sevgili katılımcılar,

"Üniversite Öğrencilerinin Toplumsal Cinsiyet Rollerine İlişkin Tutumlarının ve İlişkilerle İlgili Bilişsel Çarpıtmalarının Psikolojik İyi Oluş Düzeyleri Üzerindeki Etkisinin İncelenmesi" konulu araştırmamda aşağıda bilgilerinize sunulmuş formlardaki soruları dikkatlice okuyarak, içtenlikle ve eksiksiz bir şekilde cevaplamanızı rica etmekteyim. Verdiğiniz cevaplar için şimdiden teşekkür ederim.

Psikolojik Danışman Beyza YUNUSOĞULLARI

1. Cinsiyetiniz: Kadın ( ) Erkek ( )
2. Yaşınız: 19-21 ( ) 22-24 ( ) 24-26 ( )
3. Lisans Programınız/Bölümünüz?

   .....
4. Kaçıncı Sınıftasınız?
   *1.Sınıf ( ) *2.Sınıf ( ) *3.Sınıf *4.Sınıf ( )
5. Büyüdüğünüz yerleşim yeri
   *Büyükşehir ( ) * Şehir ( ) * İlçe ( ) * Köy ( )
6. Şu an romantik ilişkiniz (sevgiliniz) var mı?
   Evet ( )
   Hayır ( )
7. En uzun süren romantik ilişkiniz ne kadar sürdü?
   * Hiç olmadı ( )
   * 0-3 ay ( )
   * 3-6 ay ( )
   * 6 ay-1 yıl ( )
   * 1 yıldan fazla ( )
8. Varsa romantik ilişkiniz için hangisi doğrudur?
   *Flört/Sevgili ( ) *Sözlü/Nişanlı ( ) *Evli ( )
9. Annenizin Eğitim Durumu?
   *İlkokul ( ) *Ortaokul ( ) * Lise ( ) *Üniversite ve Üzeri ( )
10. Babanızın Eğitim Durumu?
   *İlkokul ( ) *Ortaokul ( ) * Lise ( ) *Üniversite ve Üzeri ( )

Gönüllü Katılım Formu / Katılım Öncesi Bilgilendirme Formu

Bu çalışma, bir yüksek lisans tez çalışması olup, Yrd. Doç. Dr. Berke Kırıkkanat danışmanlığında Beyza Yunusoğulları tarafından yürütülmektedir. Çalışmada, üniversite öğrencilerinin toplumsal cinsiyet rollerine ilişkin tutumları, ilişkilerle ilgili bilişsel çarpıtmaları ve psikolojik iyi oluş düzeyleri arasındaki ilişkinin incelenmesi amaçlanmıştır. Bu çalışma için Yeditepe Üniversitesi etik kurulunun onayı vardır. Gönüllülük temelinde hareket etmek çalışmaya katılım için gereklidir. Cevapların gizliliği sağlanacak ve yalnızca araştırmacı tarafından değerlendirilip, bilimsel yayınlar için kullanılacaktır.

Çalışma doğrultusunda sizden doldurmanızın istendiği üç ayrı ölçek ve bir demografik form bulunmaktadır. Ölçekler; Toplumsal Cinsiyet Rolleri Tutum Ölçeği, İlişkilerle İlgili Bilişsel Çarpıtmalar Ölçeği ve Psikolojik İyi Olma Ölçekleridir. Tahmini olarak 45 dakika ölçeklerin sizler tarafından tamamlanması için yeterli olacaktır. Kişisel olarak sizleri rahatsız edebilecek değerlendirme soruları ölçeklerde yer almamaktadır. Fakat çalışma sırasında herhangi bir neden doğrultusunda kendinizi iyi hissetmezseniz çalışmayı yarıda bırakabilirsiniz. Çalışma hakkında daha fazla bilgi sahibi olmak için Yeditepe Üniversitesi Rehberlik ve Psikolojik Danışmanlık bölümü öğretim üyelerinden Yrd. Doç. Dr. Berke Kırıkkanat (E-posta:berke.kirikkanat@yeditepe.edu.tr) ya da yüksek lisans öğrencisi öğrencisi Beyza Yunusoğulları (E-posta:beyzayun@gmail.com) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

- Tarih:
- Katılımcı Ad-Soyad:
- İmza:

T.C. YEDİTEPE ÜNİVERSİTESİ

SAYI: 73847808-6000/198
KONU: Anket İzni Hk.

28 Aralık 2016

YEDİTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜNE,

Enstitümüz bünyesinde bulunan **"Rehberlik ve Psikolojik Danışmanlık"** Yüksek Lisans Programında tez çalışması yapmak isteyen öğrenciniz, **Beyza Yunusoğulları**'na ilişkin, dilekçe ve öğrenci tarafından doldurulan Yeditepe Üniversitesi Beşeri ve Sosyal Araştırmalar Etik Kurulu Başvuru formu **Yeditepe Üniversitesinde** yapılmak üzere ekte sunulmuştur. Gereğini bilgilerinize saygılarımla arz ederim.

Prof. Dr. Servet BAYRAM
Eğitim Bilimleri Enstitüsü Müdür V.

Ek:
1- Öğrenci Dilekçesi
2- Öğrenci Tarafından Doldurulan Yeditepe Üniversitesi Beşeri Ve Sosyal Araştırmalar Etik Kurulu Başvuru Formu

Yeditepe Üniversitesi 26 Ağustos Yerleşimi, İnönü Mahallesi Kayışdağı Caddesi 34755 Ataşehir / İstanbul
T. 0216 578 00 00 www.yeditepe.edu.tr F. 0216 578 02 99

T.C. YEDİTEPE ÜNİVERSİTESİ

SAYI : 75078252-9000-0212 14.02.2017
KONU : Etik Kurul Onayı

YEDİTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜNE

Yeditepe Üniversitesi, Eğitim Bilimleri Enstitüsü, Rehberlik ve Psikolojik Danışmanlık öğrencisi Beyza YUNUSOĞULLARI "Üniversite Öğrencilerinin Toplumsal Cinsiyet Rollerine İlişkin Tutumlarının ve İlişkilerle İlgili Bilişsel Çarpıtmalarının Psikolojik İyi Oluş Düzeyleri Üzerindeki Etkisinin İncelemesi" başlıklı araştırmasının Beşeri Bilimler etik standartlarına uygunluğu, Yeditepe Üniversitesi Beşeri ve Sosyal Araştırmalar Etik Kurulu tarafından değerlendirilmiş ve onaylanmıştır.

Prof. Dr. Duygun YARSUVAT
Etik Kurul Komisyonu Başkanı

Prof. Dr. Servet BAYRAM
Eğitim Fakültesi, Bilgisayar ve Öğretim Teknolojileri Öğretmenliği Bölümü

Prof. Dr. Ayla ERSOY
Güzel Sanatlar Fakültesi, Sanat Yönetimi Bölümü

Prof. Dr. Suat ANAR
İletişim Fakültesi, Gazetecilik Bölümü

Prof. Dr. Saffet BABÜR
Fen Edebiyat Fakültesi, Felsefe Bölümü

Prof. Dr. Mehmet BAYRAKTAR
Fen Edebiyat Fakültesi, Antropoloji Bölümü

Prof. Dr. Zeynep Aslı ALICI
Ticari Bilimler Fakültesi, Uluslararası Finans Bölümü

Prof. Dr. V. Necla GEYİKDAĞI
İktisadi ve İdari Bilimler Fakültesi, İktisat Bölümü

Yeditepe Üniversitesi 26 Ağustos Yerleşimi, İnönü Mahallesi Kayışdağı Caddesi 34755 Ataşehir / İstanbul
T. 0216 578 00 00 www.yeditepe.edu.tr F. 0216 578 02 99