

Extended Summary

Investigation of University Students Attachment Styles according to Sex and Gender Roles

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Introduction

Social gender roles are defined as the patterns, which are not caused by biological differences, regarding how individuals are regarded, perceived, thought of and expected to behave by the society in which they live as being feminine and masculine regards, perceives, thinks of and expects (Dökmen, 2004). In other words, social gender role comprises of expectations specified by the society and individuals are required to meet (Dökmen, 2014). One of the most important theories regarding the attainment of social gender roles is the Gender Schema Theory introduced by Sandra Bem. According to Bem, children learn about their society's definitions of femininity and masculinity during the developmental process (Bem, 1984).

It is seen that social gender roles starting to form especially under the influence of immediate surroundings as of infancy are related to several psychological factor. One of those factors is, without a doubt, the attachment style developed by individuals. Indeed, the quality of a person's attachment styles depends on his/her previous experiences with the attachment figures (Alonso–Arbiol, Shaver, and Yárnoz, 2002). According to Bartholomew and Horowitz's (1991) four category model of attachment, they tend to develop secure, preoccupied, fearful and dismissing attachment styles.

Within this framework, the purpose of the research is to examine attachment styles of university students by their genders and social gender roles. The research was conducted with the relational research model, which aims at revealing the relationships between

situations which happened in the past or are existing today. The study group of the research is composed of 445 students (281 females, 164 males) attending at universities. The data were collected using the Bem Gender Role Inventory (Dökmen, 1991) and Inventories for Experiences in Close Relationships (Sümer and Güngör, 1999). The data were analyzed on the 20.0 version of SPSS software package. As the statistical methods, chi-square test was utilized.

According to the first finding obtained 41.6% of the female university students exhibit secure attachment styles, 11.0% of them exhibit preoccupied attachment styles, 5.7% of them exhibit dismissing attachment styles, and 41.6% of them exhibit fearful attachment styles. On the other hand, it is seen that 44.5% of the male university students exhibit secure attachment styles, 12.8% of them exhibit preoccupied attachment styles, 6.7% of them exhibit dismissive attachment styles, and 36.0% of them exhibit fearful attachment styles. This difference by genders is not statistically significant. Secondly, 25.7% of the feminine university students exhibit secure attachment styles, 21.9% of them exhibit preoccupied attachment styles, 10.5% of them exhibit dismissive attachment styles, and 41.9% of them exhibit fearful attachment styles. On the other hand, it is seen that 36.3% of the masculine university students exhibit secure attachment styles, 19.7% of them exhibit preoccupied attachment styles, 9.9% of them exhibit dismissive attachment styles, and 34.1% of them exhibit fearful attachment styles. Lastly, as for the attachment styles of the university students who adopt the androgynous social gender role, it is seen that 88.0% of them exhibit secure attachment styles, 5.7% of them exhibit preoccupied attachment styles, 2.8% of them exhibit dismissive attachment styles, and 3.5% of them exhibit fearful attachment styles. This difference by the social gender roles is significant. It is finally seen that 33.3% of the female university students with a masculine social gender role exhibit secure attachment styles, 18.2% of them exhibit preoccupied and dismissive attachment styles, and 30.3% of them exhibit fearful attachment styles. Yet, it is seen that 84.3% of the female university students with an androgynous social gender role exhibit secure attachment styles, 4.5% of them exhibit preoccupied attachment styles, and 5.6% of them exhibit dismissive and fearful attachment styles. As for the attachment styles of the male university students who have a masculine social gender role, it is seen that 37.5 of

them exhibit attachment styles, 21.4% of them exhibit preoccupied attachment styles, 10.7% of them exhibit dismissive attachment styles, and 30.4% of them exhibit fearful attachment styles. It is also seen that 71.5% of the male university students with an androgynous social gender role exhibit secure attachment styles, 7.1% of them exhibit preoccupied attachment styles, and 10.7% of them exhibit dismissive and fearful attachment styles. This difference regarding students' attachment styles by the mutual effect of sex/social gender roles is statistically significant.

Citation Information

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