Relationship of Attitudes of University Students in Bandung City About Gender Role and Life Value

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ABSTRACT

This research examines the perceptions and values of the life of students studying in tertiary institutions regarding gender roles. For this purpose, 324 students were randomly selected and their Attitudes towards Gender Roles and Life Values were measured along with several socio-demographic questions. 35.2% of the students who participated in this study were male, and 64.8% were female students. Judging from the average scale according to gender, it can be seen that the average female student is higher than male students. When youth views on gender roles were examined, it was found that there was a statistically significant difference ($p < 0.05$) between the genders across most of the propositions. In addition, it is observed that there is a positive and significant relationship between the dimensions of student life values and egalitarian gender roles, which are sub-dimensions of gender perceptions and the role of gender in marriage. The results of this study are important to reveal adolescent views on gender.

Keywords: Gender, Values of Life, University, Youth

1. INTRODUCTION

The term 'Sex' is a biological concept, indicating the genetic, biological, and physiological characteristics and differences that a person shows as a woman or a man. Whereas the term 'Gender' refers to the status of women and men in society, their roles according to their duties and responsibilities, their position, how society views and individual expectations (Alim, 2021). Social and culture determine gender (Abdullah, 2003). In contrast to biological sex, gender differences occur as a result of social constructs and can be changed. Individual sex is determined by many factors, and gender affects individuals in each period of their life, although in different ways. Gender is obtained by observing models in the society in which a person lives, starting with the family, so that men and women learn these norms in the socialization process (Alan & Mumcu, 2018).

The various elements that make up the social structure are of course very decisive in determining gender roles (Uğurlu, 2018). Various studies have been conducted on parents, teachers, mass media, and others. Apart from being effective in socializing

children, these factors also reveal the influence of individuals in determining patterns of gender roles (Boyce & Herd, 2003). On the other hand, goals also serve as "a principle that guides people in their lives with variable significance; or "the belief that something is wanted or not" learned in the process of socializing in life and also directs our behavior under the influence of our value judgments. Values are interpreted as certain behaviors and life goals. Values indicate fixed/immutable features compared to relatively short-term/situational attitudes. Thus, the values of life are also effective in shaping our attitudes (Eaton & West, 2020).

Gender roles vary in historical processes according to time, place, class, race, and the political and economic conditions of society (Eccles & Harold, 1990). For this reason, issues of values, behavior, perceptions and attitudes regarding individual gender roles must be analyzed in a multidimensional manner (Embry, 2008). A number of studies have been conducted in the national and international literature to determine the perceptions of secondary education and students about gender roles. Experts examined the role of parents in the development of the gender roles of girls in their research entitled Gender Role

Characteristics and Preferences and Perception of Parental Behavior, and concluded that the influence of mothers is greater than the influence of fathers in the development of girls' gender roles (Garniezhalaras, 2013). In research on Gender Perceptions of Elementary School Students, it was determined that the perceptions of children participating in studies on gender are parallel to the traditional roles of boys and girls.

Determining student perceptions about gender is very important because it will provide data to researchers, educational programmers, and practitioners (González, 2019). This process is a job that imposes various levels of responsibility on each individual who deals with students, from families to instructors, from administration to administrative staff, from helpers to security officers (Ward, 2020). This study is to investigate the meaning of roles given to women and men in society for students, in order to express students' views on gender equality and to form an egalitarian view of the gender roles of the next generation (Gupta, 2019). In addition, to initiate policies to prevent increasing gender inequality and discrimination, it is necessary to re-measure gender perceptions in educational institutions and determine adolescent attitudes towards gender roles, values and behavior (Solbes, 2020).

2. METHOD

This research is qualitative-descriptive with a questionnaire method. In this study, the questionnaire contains the following assessment variables: 'How are students' attitudes towards gender roles?', 'Does the gender variable cause differences in student attitudes towards gender roles?', 'Is there a relationship between life values and gender attitudes?'.

In determining the study sample size, the "Formula for Number of Individual Respondents is a Known Sample Size" was used for both sexes. In sample selection; Using the "Stratified Sampling Method" from seven departments in the faculties which are the research universe. Among the first, second, third and fourth graders from each department, how many male and female students from each class will be included in the sample. In accordance with the specified number of male and female students, within one week there are 7 majors. In lessons at all levels, the questionnaire was applied to a total of 400 people, 200 women and 200 men, using the "Simple Random Sampling" method with

the permission of the instructor. After the survey was collected, only 324 of them, 210 women and 114 men were considered usable (Sampoornam, 2017). The results obtained were analyzed using the SPSS 160 package program. In the first part of the questionnaire form, questions about identity such as age, gender, place of birth, place of residence, education and employment status of parents were included. Then to measure students' attitudes towards gender roles, the "Gender Role Attitude Scale" is used to question the values they associate with life.

Gender Role Attitude Scale: 5-point type scale includes sentences of egalitarian attitudes about the gender roles of students; 5 points for "strongly agree", 4 points for "totally agree", 3 points for "doubtful", 2 points for "disagree", 1 point for "strongly disagree". According to the results of this assessment, the highest score is calculated as '190' and the lowest score as '38'.

Life Value Scale: For this value field, a scale is used to add the moral value dimension to the six determined value dimensions. In this scale, there are a total of 14 expressions, two expressions that reflect each value (Salvaty, 2019). In the 5-point Likert-Type Scale, a structure with 5 options from "I really care" to "I don't care at all" has been set up. The number "I don't care" is shown as 1 and the remaining levels of significance are indicated by the numbers 4, 3, and 2 from high to low. Therefore, students were asked to write beside each statement the number expressed by the level of importance they gave to that statement. Thus, it has been attempted to observe how much importance is attached to each value dimension or variable in the value dimension. The Life Value Scale contains 14 items and is one dimension.

3. RESULT AND DISCUSSION

The average age of the students in the study sample was ± 21 years, the minimum age was 18 years, and the maximum age was 25 years. The economic status of the family 64.5% of students who take part in the study are at the moderate level. 5.9% were born in rural areas, 25.6% in districts, and 68.5% in provinces. In addition, 62.7% of the participants had an older sister or brother.

Table 1: Socio-demographic Characteristics

Gender	N	%	Level	N	%
Woman	210	64,8	Level I	70	21,6
Men	114	35,2	Level II	74	22,8
Total	324	100,0	Level III	62	19,1
			Level IV	118	36,4
Economic conditions	N	%	**Total**	324	100,0
Very well	2	0,6			
Good	89	27,5	**Have a sister or not**	N	%
Enough	209	64,5	Yes	203	62,7
Bad	18	5,6	No	121	37,3
Very bad	6	1,9	**Total**	324	100,0
Total	324	100,0			

As seen in Graph 1, 79% of student mothers who participated in the study were housewives. While 29.6% of youth fathers work as workers, it is known that 1.2% of them are unemployed. In this study, the validity and reliability of the scale used were checked first (Mudrick & Lin, 2017).

Table 2: Scale Reliability Analysis

Size	Average	S. Deviation	C.Alpha	C.Alpha[*]
Gender Roles	3,86	0,53	**0,89**	**0,92**
Egalitarian Gender Roles	3,84	0,64	**0,74**	**0,78**
Gender Roles of Women	3,62	0,64	**0,75**	**0,80**
Gender Roles in Marriage	3,63	0,65	**0,70**	**0,78**
Traditional Gender Roles	3,76	0,81	**0,68**	**0,78**
Male Gender Roles	2,91	0,72	**0,63**	**0,72**
Life Values	4,40	0,42	**0,80**	**0,82**

Table 2 shows the dimensions of the scales used. Cronbach alpha scores were obtained for each of the 5 factors of the Gender Role Scale; 0.74, 0.75, 0.70, 0.68, and 0.63. The entire scale can be seen from the Cronbach alpha value of 0.89 (Nursyifa, 2020). The Cronbach alpha value for the Life Value Scale was also found to be 0.80. All results obtained are within acceptable limits in social science terms. In other words, the measuring instruments used in this study proved to be statistically good.

Table 3: Analysis of Differences by Gender

Size	Woman	Man	Total	t	p	Difference in Average
Egalitarian Gender Roles	4,51±0,57	4,06±0,65	4,35±0,64	6,17	**0,00**	0,45

Gender Roles of Women	3,63±0,70	3,03±0,82	3,42±0,80	6,63	**0,00**	0,60
Gender Roles in Marriage	4,60±0,45	4,00±0,63	4,39±0,59	9,95	**0,00**	0,60
Traditional Gender Roles	3,55±0,66	2,85±0,66	3,30±0,74	8,98	**0,00**	0,69
Male Gender Roles	3,94±0,65	3,55±0,77	3,80±0,72	4,85	**0,00**	0,39
Dimensions of Life Values	4,46±0,38	4,29±0,47	4,40±0,42	3,32	**0,00**	0,16

As can be seen in Table 3, if the dimensions of life values according to the gender and gender sub-dimensions are studied, it is understood that female students have attitudes towards the fact that men and women have an egalitarian role in society than male santri. - men have a more traditional attitude. attitude.

Judging from the dimension of life values, the mean of female students was 4.46 ± 0.38 and male students were 4.29 ± 0.47. In other words. In summary, when differences by gender were examined, perceptions of gender values and the lives of male and female students showed statistically significant differences.

Table 4. Analysis of Differences by Place of Birth

Size	Rural	City	Total	t	p	Difference in Average
Egalitarian Gender Roles	4,21±0,68	4,41±0,60	4,31±0,64	-2,641	**0,00**	-0,20
Gender Roles of Women	3,29±0,79	3,48±0,80	3,38±0,80	-2,078	**0,03**	-0,19
Gender Roles in Marriage	4,38±0,52	4,39±0,62	4,39±0,57	-0,238	0,81	-0,01
Traditional Gender Roles	3,27±0,72	3,33±0,74	3,30±0,73	-1,039	0,30	-0,09
Male Gender Roles	3,87±0,73	3,98±0,75	3,92±0,74	-1,265	0,20	-0,11
Dimensions of Life Values	4,36±0,46	4,42±0,41	4,39±0,43	-1,084	0,28	-0,05

An answer is sought to the question "Do students born in a rural or urban setting influence their attitudes towards gender and life values?" As can be seen in Table 4, it can be seen that attitudes towards egalitarian gender roles and women's gender roles differ according to the place of birth of the students (Puspitawati, 2012). In other words, the average person born in the city creates a higher difference than the person born in the countryside.

Results Analysis

However, culturally determined roles and models for women and men can change over time. Reasons such as women entering business life and rising levels of education have profoundly influenced and even changed the roles of women and men. With

this process, the distance between the roles of men and women in traditional society has decreased and has begun to show similarities (Olsson & Martiny, 2018). Whether this relationship differs in some demographic variables and whether there is a significant relationship between student attitudes towards life values and gender roles according to sex was examined by various statistical analysis techniques.

4. CONCLUSION

This result deserves attention in a similar study in our country. In terms of gender equality, this is intended not to discriminate based on the sex of individuals in using opportunities, allocating and using resources and obtaining services. As can be understood, there are differences in attitudes between

male and female students towards gender roles. It was observed that 79% of the student cohort in our study were housewives of their mothers. In the analysis, it is known that the mother's work status affects students' attitudes towards gender roles. Students determine their thoughts about gender roles, it is determined that students whose mothers work have a more egalitarian role than students whose mothers do not work.

On the other hand, it appears that student attitudes towards gender roles have a significant relationship with life values, especially with egalitarian gender roles and gender roles in the sub-dimensions of marriage. This situation deserves special attention by our country. Changing traditional perspectives on gender roles in literature and allowing them to gain an egalitarian perspective. It was emphasized that determining student attitudes towards gender roles is important. For this reason, larger studies should be planned to determine the gender perspectives of students and to uncover regional differences.

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