

## Students' Perceptions of Gender and Tendency of Oppositional Defiant Disorder

*Öğrencilerin Toplumsal Cinsiyet Algıları ve Karşıt Olma Karşı Gelme Bozukluğu Eğilimleri*

### ABSTRACT

In this study, students' gender perceptions and oppositional defiant disorder tendencies were examined. 310 students continuing their education in Istanbul Bakırköy district constitute the sample of the research. Personal Information Form, Gender Perception Scale and Oppositional Defiant Disorder Questionnaire were used within the scope of the research. The results of the analysis in the study showed that boy students have a more negative perception of gender than girl students. In addition, boy students tend to have oppositional defiant disorder more than girl students. In addition, the gender perceptions of 6th grade students are more negative than 7th and 8th grade students. Gender perceptions of 8th grade students are more positive than 6th and 7th grade students. According to the results of the correlation analysis, as the students' tendency of oppositional defiant disorder increase, their gender perceptions become negative.

**Keywords:** Gender Perception, Behavioral Disorder, Oppositional Defiant Disorder

### ÖZET

Bu çalışmada öğrencilerin cinsiyet algıları ve karşı gelme bozukluğu eğilimleri incelenmiştir. Araştırmanın örneklemini İstanbul Bakırköy ilçesinde eğitimlerine devam eden 310 öğrenci oluşturmaktadır. Araştırma kapsamında Kişisel Bilgi Formu, Cinsiyet Algısı Ölçeği ve Karşıt Olma Karşı Gelme Bozukluğu Anketi kullanılmıştır. Araştırmadaki analiz sonuçları, oğlan öğrencilerin kız öğrencilerden daha olumsuz cinsiyet algısına sahip olduğunu göstermiştir. Ayrıca oğlan öğrenciler, kız öğrencilerden daha fazla karşıt olma karşı gelme bozukluğu eğilimi göstermektedir. Bunların yanı sıra, 6. sınıf öğrencilerinin toplumsal cinsiyet algıları 7. ve 8. sınıf öğrencilerine göre daha olumsuzdur. 8. sınıf öğrencilerinin toplumsal cinsiyet algıları 6. ve 7. sınıf öğrencilerine göre daha olumludur. Korelasyon analizi sonuçlarına göre ise öğrencilerin karşıt olma karşı gelme bozukluğu eğilimleri arttıkça cinsiyet algıları olumsuz olmaktadır.

**Anahtar Kelimeler:** Cinsiyet, Cinsiyet Algısı, Davranışsal Bozukluk, Karşıt Olma Karşı Gelme Bozukluğu

### INTRODUCTION

Gender is a concept that includes the determination of roles, responsibilities, and behaviors in society according to genders (Kara and Serpen, 2023). When looking at the historical process, only the binary gender system (male and female) has been researched, and these studies have generally depicted women in a lower position than men in social, cultural, political, and economic terms. The understanding brought about by gender has been shaped in the direction that women are different from men and that they should have separate roles. In addition to physical qualities, this understanding also refers to the features created by the society about masculinity and femininity (Kara, 2020). The culture in which the individual lives reveals the expectations about how the woman or man will behave, think and how their attitudes will be, that is, it determines the characteristics that socially structure women and men (Powell and Greenhouse, 2010). Individuals living and socializing in a society can also internalize the gender understandings, perceptions, roles, and behaviors.

Behavioral disorders can be shaped by biological, genetic, psychological, and environmental factors (Ezpeleta et al., 2009). Situations such as negative life experiences in the family, irrelevant behaviors of parents, problems and conflicts in family communication, neglect and abuse can increase the probability of children displaying behavioral disorders. Oppositional defiant disorder, which is one of the destructive behavior disorders in child psychiatry, may arise from the conditions (Çalışgan, 2020). For example, an excessively oppressive and inconsistent limitation to a negative reaction given by the child in family and child relations may trigger oppositional behavior. Criteria for oppositional defiant disorder; frequent tantrums and tantrums, frequently arguing with parents and other elders, resisting, or completely refusing to comply with requests and rules from elders, often doing things to anger others intentionally, being touchy, being easily angered by others, holding grudges, and taking revenge can be summarized as having a desire (O'Laughlin et al., 2010; Raine et al., 2022). In child psychiatry, the average age of clinical presentation of cases is eight, and the incidence is higher in males before the age of 13. Although there are

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studies examining the gender differences in oppositional defiant disorder (Kann and Hanna, 2000; Lahey et al., 2000; Mireault et al., 2008; Trepata and Ezepeleta, 2011), no study has been found examining the relationship of this disorder with children's perceptions of gender. The aim of this study is to examine the gender perceptions and tendency of oppositional defiant disorder of secondary school students.

## METHOD

### Model of the Research

In this study, the cross-sectional research approach, which is included in the scanning models, was used as a method.

### Population and Sample of the Research

The universe of this research consists of students residing in Istanbul Bakırköy. The sample consists of 310 students determined by convenience sampling method. The participants of the study are students who continue their education at the secondary school level (6th grade, 7th grade, and 8th grade). It is stated that oppositional defiant disorder is not easy to detect in early childhood, it may appear during puberty, and it may fade in the post-adolescent period (Çalışgan, 2020). For this reason, the participants of the study are students studying at secondary school level.

### Data Collection Tools

In the study, the Personal Information Form created by the researcher, which determines gender, age, school level, socioeconomic status and whether they have siblings; The Gender Perception Scale was used to determine students' gender perceptions. In addition, the Oppositional Defiant Disorder Questionnaire, whose items were created by scanning national and international literature by the researcher, was used.

The Gender Perception Scale is a 25-item 5-point Likert-type scale developed by Altınova and Duyan (2013). The lowest score that can be obtained from the scale is 25, and the highest score is 125, and high scores indicate a positive perception of gender. The reliability coefficient, which was calculated as the internal consistency measure of the Gender Perception Scale as a whole, was found to be Cronbach Alpha 0.872. In this study, this value was found to be 0.982.

Oppositional Defiant Disorder Questionnaire is a questionnaire whose items were created by the author of this study by performing a national and international literature review.

The questionnaire includes items such as: "I get angry when I fail.", "I don't want to obey the wishes or rules of adults.", "I like to disturb my friends.", "I want to run all the time at home or elsewhere.", "I get bored of playing games in silence." The questionnaire is in 5-point Likert type and consists of 20 items. There is no reverse item in the questionnaire. The lowest score that can be obtained from the questionnaire is 20, the highest score is 100, and high scores indicate that individuals may show a tendency towards oppositional defiant disorder. The validity and reliability of the questionnaire has not been established. The reliability coefficient of the Oppositional Defiant Disorder Questionnaire, which was calculated as the internal consistency measure within the scope of this study, was found to be 0.949.

### Analysis of Data

After obtaining the necessary official permissions for the collection of research data, the measurement tools were published in school groups between 29.05.2023 and 05.06.2023. SPSS 22.0 statistical package program was used in the analysis of the data.

### Ethical Permissions of Research

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified in the second part of the Directive, under the heading "Operations Contrary to Scientific Research and Publication Ethics", were carried out. Ethics committee approval of the study was obtained from Bakırköy District Directorate of National Education.

## RESULTS

### General Descriptive Statistics of Students

During the data collection period, 310 students were reached. The data on the socio-demographic information of the students participating in the research are given in Table 1.

**Table 1:** General Descriptive Statistics of Students

N = 310		n (%)
<b>Gender</b>	Girl	156 (%50.3)
	Boy	154 (%49.7)
<b>School Level</b>	6th grade	105 (%33.9)
	7th grade	104 (%33.5)
	8th grade	101 (%32.6)
<b>Siblings</b>	Yes	252 (%81.3)
	No	58 (%18.7)
<b>Socio-economic Status</b>	Low	0
	Middle	310 (%100)
	High	0
<b>Age</b>	12	105 (%33.9)
	13	104 (%33.5)
	14	101 (%32.6)

### t-test Analysis of Variables

The results of the independent groups t-test applied to analyze whether the Gender Perception Scale and Oppositional Defiant Disorder Questionnaire differ according to the gender of the students are presented in Table 2. As can be seen in Table 2, a gender difference is observed in the Gender Perception Scale and Oppositional Defiant Disorder Questionnaire. According to these results, boy students ( $\bar{X} = 61.74$ ,  $SD = 7.25$ ) have a more negative perception of gender than girl students ( $\bar{X} = 80.28$ ,  $SD = 16.51$ ). In addition, boy students ( $\bar{X} = 65.64$ ,  $SD = 4.20$ ) are more prone to oppositional defiant disorder than girl students ( $\bar{X} = 56.02$ ,  $SD = 8.83$ ).

**Table 2:** T-test results comparing the mean and standard deviation values of the Gender Perception Scale and Oppositional Defiant Disorder Questionnaire by gender

N=310	Gender		t	p
	Girl (n=156) $\bar{X}$ (SD)	Boy (n=154) $\bar{X}$ (SD)		
<b>The Gender Perception Scale</b>	80.28 (16.51)	61.74 (7.25)	12.829	.000*
<b>Oppositional Defiant Disorder Questionnaire</b>	56.02 (8.83)	65.64 (4.20)	-12.265	.000*

\*p&lt;.001

### ANOVA Analysis of Variables

Table 3 shows the results of the ANOVA test applied to analyze whether the Gender Perception Scale and Oppositional Defiant Disorder Questionnaire differ according to the school level of the students.

**Table 3:** ANOVA results comparing the mean and standard deviation values of the Reasons of Absenteeism Questionnaire by school level

N=875	Okul Kademesi			F	p
	6th grade (n=105) $\bar{X}$ (SD)	7th grade (n=104) $\bar{X}$ (SD)	8th grade (n=101) $\bar{X}$ (SD)		
<b>The Gender Perception Scale</b>	64.81 (1.94)	56.19 (2.78)	92.90 (2.19)	6913.024	.000*
<b>Oppositional Defiant Disorder Questionnaire</b>	63.63 (1.60)	68.99 (2.50)	49.42 (1.20)	3033.059	.000*

\*p&lt;.001

In the post-hoc analysis (Games-Howell) conducted to test which group differs significantly from the other, the gender perceptions of the 6th grade students are more negative than the 7th and 8th grade students. In addition, gender perceptions of 8th grade students are more positive than 6th and 7th grade students. On the other hand, the tendency of the students in the 6th grade to oppositional defiant disorder is higher than that of the 8th grade students. In addition, 8th grade students have less oppositional defiant disorder tendency than 6th and 7th grade students.

The results of the correlation analysis applied to determine whether the Gender Perception Scale and Oppositional Defiant Disorder Questionnaire are related are given in Table 4. As seen in Table 4, there is a significant

correlation at the  $r = -.901$  level in the mean scores of the Gender Perception Scale and Oppositional Defiant Disorder Questionnaire. According to this result, as students' tendency of oppositional defiant disorder increases, their perception of gender becomes negative.

**Table 4:** Mean, standard deviation and correlation values of the variables

N=310	Mean ( $\bar{X}$ )	Standard Deviation (SD)	The Gender Perception Scale	Oppositional Defiant Disorder Questionnaire
The Gender Perception Scale	71.07	15.78	1	-.901*
Oppositional Defiant Disorder Questionnaire	60.80	8.43	-.901*	1

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

## DISCUSSION

The purpose of this research is to examine students' gender perceptions and tendency of oppositional defiant disorder. The sample of the research consists of 310 students who continue their education in Istanbul Bakırköy.

The results of the independent groups t-test, boy students have a more negative perception of gender than girl students. There are also different studies in which boys have more negative gender perceptions than girls (Kambouri-Danos and Evans, 2019; Koenig, 2018). As seen in these studies, boys have negative gender perceptions due to the patriarchal system and the oppressive perpetuation of gender roles. The results of this study, boy students are more prone to oppositional defiant disorder than girl students. There are also different studies in which boys tend to have oppositional defiant disorder more than girls (Hartung et al., 2002; Lahey et al., 2000; Trepatt and Ezpeleta, 2011). The reason for this difference is the glorification of boys in many societies, especially in Turkey, the ability of parents to respond quickly to the needs of boys, and even pampering boys (Mireault et al., 2008; Waschbusch and King, 2006).

The results of the ANOVA analysis, the gender perceptions of the 6th grade students are more negative than the 7th and 8th grade students. In addition, gender perceptions of 8th grade students are more positive than 6th and 7th grade students. The reason why the perception of gender becomes more positive as the education level rises can be considered as the fact that students can create a perception of gender identity diversity and expand their gender perceptions by entering different environments and getting to know different people. Research shows that children's coexistence with different role models and gender identities from the first years of their developmental period will contribute positively to their development (Kara and Serpen, 2022). This situation ensures that children's perceptions of gender can also be positive, and they can develop an egalitarian understanding of gender. On the other hand, the tendency of the students in the 6th grade to oppositional defiant disorder is higher than that of the 8th grade students. In addition, 8th grade students have less oppositional defiant disorder tendency than 6th and 7th grade students. Studies indicate that oppositional defiant disorder may continue to increase until adolescence, and then decrease or remain stable after adolescence (Boylan et al., 2007; Eyberg et al., 2008). This situation is in parallel with the results of the study.

The results of the correlation analysis, as students' tendency of oppositional defiant disorder increases, their perception of gender becomes negative. This result is important in terms of showing that there may be a relationship between gender perceptions and behavioral disorders (Garland and Garland, 2001). There are studies showing that there is a relationship between children's behavioral disorders and anxiety levels. Gender perceptions are associated with gender roles, and often the pressure to conform to gender roles can be stressful for children. In addition, the glorification of any of the genders in a society brings along the domination of the people of the exalted gender over the other genders. A gender holding power and thinking that they can do whatever they want can lead to different behavioral problems.

## CONCLUSION and RECOMMENDATIONS

Gender perceptions and behavioral disorders are interrelated. These relationships need to be revealed by different studies. The results of the questionnaire applied to the students selected as the sample clearly show this. Supportive and empowering psycho-social studies for students with oppositional defiant disorder should be considered, planned, and implemented. It is important to focus on protective and preventive studies for such disorders and to consider gender differences. In addition, education programs should be organized to make students' gender perceptions positive, and school curricula should be created accordingly. It is thought that the inclusion of parents and school personnel in all these processes will also be beneficial.

A questionnaire was created by the researcher to measure oppositional defiant disorder in the study. The validity and reliability of this questionnaire has not been established. However, this survey provided important information about students' oppositional defiant disorder tendencies. From this point of view, there is a need for valid and reliable measurement tools that can measure oppositional defiant disorder. It is thought that it is possible to make analyzes with different socio-demographic information of students with these measurement tools.

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