RESEARCH ARTICLE

Determining the Gender Attitudes of Individuals in Different Generations Living in Northern Cyprus

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Abstract

Objective: The research was conducted to determine the attitudes of the different generations living in the center of the Turkish Republic of Northern Cyprus.

Method: A descriptive and cross-sectional survey was conducted on 352 people. Data were collected by means of face-to-face interviews during home visits with the "Socio-Demographic Questionnaire" and "Gender Role Attitude Scale". The research was carried out between April 1 and May 30, 2018.

Results: Participants attitudes toward gender roles are moderate 111 ± 7.0. The highest score was found in the "egalitarian gender role" subscale 32.63 ± 4.34. Participants have received the lowest score from the "male gender role" subscale 13.12 ± 4.1. There was a statistically significant difference between the gender role and the generations in the four subscales (p <.05). The silent generation was found to be statistically different generation in four subscales (p <.05). There was a statistically significant relationship between education level of the person, education of the parents, marriage type of the parents, longest place to live, eqalitarian gender role, marriage role, traditional gender role, and male role (p <.05).

Conclusion: Participants attitudes toward gender roles were moderately positive, with the highest score being found in the "eqalitarian gender role" and the lowest score being in the "male gender role".

Keywords: Generations, Gender role, Public Health Nursing

Introduction

Gender roles define the roles, duties, and responsibilities that women and men exhibit in society, as well as the situations that society perceives and expects from these roles (Lotfi et al., 2013). These roles can also be classified as traditional and egalitarian roles (Budak & Küçükşen, 2018; Haynes, 2011). Although the perception and expectation of gender role seem to be limited to the role-sharing in daily life, it actually affects existing in the public domain and getting a share from the sources such as getting education, participation to employment, and being represented in the policy.

The sources on which the status of individuals are based on can be wealth, lineage, gender, individual talent, education level, the difficulty of the duty, the work and its importance, age, marital status, income level, religious belief, etc. The gender role is affected by all these characteristics and determines the social status of the individual (Haynes, 2011).

While the traditional roles for women are childbearing and childrearing, meeting spouse's and children's needs, and being in charge of housework; for men, they are working outside the home, being the head of the house and being responsible for the livelihood of the house, and struggling against difficulties for the family (Budak & Küçükşen, 2018).

Generation is defined as the group of individuals born at the same time interval (about 20-30 years period), affected by economic and social movements, and having common characteristics. In general, the generational difference that is thought to be between the parents and the child in the family actually exists in areas such as work, education, culture at the

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social level as a more comprehensive concept and causes conflicts at various levels (Esmer, 2012; Haynes, 2011). In the literature, it is stated that the distinctions and inequalities associated with the gender role are at different levels between generations from past to present and still continue. For example, women of silent generation are less educated than men of their generation and women and men of other generations as a reflection of gender (Esmer, 2012). The theory of generation, which was first suggested by K. Mannheim (1952) but gained popularity by the studies of R. Inglehart (1977), W. Strauss, and N. Howe (1991), emphasizes that there will be similarities in the attitudes and behaviors of individuals born at a certain time interval. The theory predicts that not only local but also global changes play a role in shaping generations (Hammill, 2005). In this context, the present generations are categorized as silent generation (1925-1945), baby boomer generation (1946-1964), generation X (1965-1979), generation Y (1980-1999), and generation Z (2000-2020) (Haynes, 2011). In terms of differences between generations, there is no agreement on the extent of continuity or discontinuity in both values and behaviors (Lotfi et al., 2013). Each generation may have different remarks that are conflicting with each other and with other generations on reality and partly due to other characteristics such as gender, ethnicity and social class, influences from technological developments, family structure, education system, occupations, and social values (Hammill, 2005).

In this study, it is aimed to determine the attitudes of individuals in different generations living in TRNC toward "egalitarian and traditional gender roles".

Material and Methods

Type of Research
The research was conducted a cross-sectional type.

Study Population and Sample
The population of the research consists of $N = 3896$ people residing in Dikmen center according to the results of the 2011 population census. In the known population, sufficient sampling ($n = 349$) was achieved with statistical calculations made with 95% confidence interval and 5% sampling error.

Application of Research
Data were collected between April 1 and May 30, 2018 about 20 minutes by face-to-face interview method during home visits. The researchers used the stratified simple randomized sampling method to select the participants of the study by accessing the list of residents from the health care center in Dikmen. One person from every household that met the criteria of the study, who were home at the time of this study and who were willing to participate, were included in this research.

Data Collection
The data were collected by the researchers using the "Socio-Demographic Questionnaire" and "Gender Role Attitude Scale (GRAS)". The "socio-demographic data form" was prepared by the researchers by scanning the literature and consists of seven questions (age, gender, education level, etc.). GRAS is a scale prepared by Zeyneloğlu et al. in 2008 and consisting of 38 items and 5 subscale. The subscale are "egalitarian gender role", "female gender role", "male gender role", "marriage gender role", and "traditional gender role". There are eight items for each subscale and six items only for the "male gender role" subscale. The 5-point Likert-type scale items are answered as "strongly disagree" (1 point), "disagree" (2 points), "undecided" (3 points), "agree" (4 points), and "fully agree" (5 points). The items that show the "traditional gender role" subscale of the scale are "counter-graded". The highest score that can be taken from the scale is 190 and the lowest is 38. The scale has no breakpoint. Higher scores indicate more "egalitarian gender attitude" and lower scores indicate more "traditional gender attitude"(Zeyneloğlu & Terzioğlu, 2011). In the study of Zeyneloğlu and Terzioğlu (2011), Cronbach's Alpha value of the scale was .92; in this study, Cronbach's Alpha value was found to be .80.

Inclusion Criteria
- Turkish language speakers
- Who volunteered to participate in the study

Exclusion Criteria
- Persons under the age of 18 will not be included in the study

Research Variables
Independent variable of this study is the socio-demographic characteristics and the dependent variable is "Gender Role Attitude" scale with its subscale score means.

Data Analysis
Statistical analyzes were performed using the Statistical Package for Social Sciences software version 21.0 (IBM Corp.; Armonk, NY, USA). The percentage and frequency distributions of variables were examined in the study. Intergroup comparisons were made using Independent t Test, Kruskal Wallis test, and Pearson Correlation test. The results were evaluated at 95% confidence interval and $p < .05$ significance level.

Ethical Consideration
In order to apply the data collection forms, the "Institution Permit" from a municipality and "Ethics Committee Approval of Near East University (Approval Date: 10.04.2018 No: YDU/ 2018/56-548)" was obtained as written consents, the content of the study was explained and verbal consents were obtained from the participants.

Main Points
- The sample's perspectives on gender roles are moderate.
- Gender perspectives differ between generations.
- The "silent generation" has made a difference compared to other generations in terms of gender perspectives.

Results

In this study, it was determined that 45.5% of the participants were born in the baby boomer generation (1946-1964) and 61.6% of them were female. It has been determined that 50.3% of the participants still do not work in wage-earning employment. It was detected that 76.4% of the participants were married. When the education level of the participants is examined, it is seen that the education of himself/herself (47.2%), his/her mother (45.5%), and his/her father (53.4%) are at the "primary education" level.

According to Table 1, participants attitudes toward gender roles are moderate 111 ± 7.0. In Table 2, it was seen that the silent generation is the generation, which creates a statistical difference in four subscale ($p < .05$). In the subscale of "male gender role", it was determined that silent generation caused a statistically significant difference in baby boomer generation (r = −.105, $p = .03$), in generation X (r = -.301, $p = .02$), in generation Y (r = -.242, $p = .001$), and in generation Z (r = -.095, $p = .03$). In addition, it has been found that the baby boomer generation makes a statistically significant difference according to generation Y (r = -.332, $p = .002$) in the subscale of "male gender role".

Accordingly Table 3, a statistically significant relationship was found between the "egalitarian gender role" subscale and the education level of the individual ($p = .002$), the place of birth ($p = .01$), and education level of mother ($p = .01$). In the "marriage gender role" subscale, a statistically significant relationship was found between the education level of the individual ($p = .001$), education level of mother ($p = .001$), education level of father ($p = .001$), and parental marriage type ($p = .04$).

According to Table 4, when the questions related to the participants' family attitudes were examined, a statistically significant relationship was found in the "egalitarian gender role" ($p = .003$), "marriage gender role" ($p = .002$), "traditional gender role" ($p = .001$), and "male gender role" ($p = .01$) subscale for the individuals who are given permission by their families when they want to go far away from the family. In the evaluation made according to gender, a statistically significant difference was found in the score mean of the only "egalitarian gender role" ($p = .02$) subscale of females compared to males.

Discussion

In this study, the participants' attitudes toward gender roles are moderate 111 ± 7.0 (Table 1). In Zeyneloğlu et al.'s study with university students, this score is 152.48 (Zeyneloğlu & Terzioğlu, 2011). It is 113.10 in Özmete et al.'s study conducted with the men living in the community (Özmete & Yanardağ, 2016). In Beidoğlu et al.'s study conducted in North Cyprus, it was found that the group with generation Y characteristics has both egalitarian and traditional attitude (Beidoğlu & Batman, 2014).

In the study, the highest score was found in the "egalitarian gender role" subscale (32.63 ± 4.34). The "egalitarian gender role" subscale includes items such as making a decision together for having children, equal pay for women and men in business life, etc. It shows that the participants have an "egalitarian gender attitude" in these subjects and they are similar to the literature (Budak & Küçükşen, 2018; Özmete & Yanardağ, 2016; Zeyneloğlu & Terzioğlu, 2011). Participants have received the lowest score from the "male gender role" subscale (13.12 ± 4.1).

Table 1
Distribution of the Mean Scores of the Total GRAS and Subscale according to Generations

	Scale Total Score	Egalitarian Gender Role	Female Gender Role	Marriage Gender Role	Traditional Gender Role	Male Gender Role
	Mean ± SD	Mean ± SD	Mean ± SD	Mean ± SD	Mean ± SD	Mean ± SD
Silent Generation	110.58 ± 8.2	30.6 ± 5.3	23.68 ± 3.2	19.01 ± 4.2	22.35 ± 3.9	14.9 ± 4.3
Baby Boomer Generation	112.04 ± 6.1	32.76 ± 3.8	24.43 ± 3.4	18.2 ± 3.9	23.44 ± 5.1	13.21 ± 3.8
Generation X	110.9 ± 7.5	32.29 ± 4.1	24.01 ± 3.4	17.49 ± 4.1	24.13 ± 5.3	12.99 ± 3.6
Generation Y	112.24 ± 7.7	33.7 ± 4.4	24.11 ± 3.5	15.03 ± 4.5	25.2 ± 5.6	12.20 ± 4.2
Generation Z	114.33 ± 6.9	33.33 ± 5.6	24.0 ± 3.7	17.67 ± 5.7	27.17 ± 7.4	12.17 ± 5.4
All Participant' Total Scale Score	111 ± 7.0	32.63 ± 4.3	24.18 ± 3.4	17.9 ± 4.2	23.93 ± 5.2	13.12 ± 4.1

Table 2
Evaluation of Difference Generating Generations in Subscale

	Male Gender Role	Traditional Gender Role	Egalitarian Gender Role	Marriage Gender Role
	Silent generation/Baby boomer generation	**Silent generation**/ Generation X	**Silent generation**/Baby boomer generation	**Silent generation**/ Generation Y
r	−.105	−.176	−.61	−.716
p	.03	.02	.03	.007
	Silent generation/ Generation X	**Silent generation**/ Generation Y	**Silent generation**/ Generation Y	**Baby boomer generation**/Generation Y
r	−0.301	−854	−.895	−.490
p	.02	.004	.004	.006
	Silent generation/ Generation Y	**Silent generation**/ Generation Z		
r	−.242	−.047		
p	.001	.04		
	Silent generation/ Generation Z	**Baby boomer generation**/Generation Y		
r	−.095	−.261		
p	.03	.02		
	Baby boomer generation/ Generation Y			
r	−.332			
p	.02			
*r = Correlation; *p < .05.*				

In the intergenerational evaluation, it is seen that the silent generation and the baby boomer generation had a lower score in the "egalitarian gender role" subscale and had a higher score in the "male gender role" subscale. It was observed that the generations X, Y, and Z scored close to each other. Similar to the literature (Beidoğlu & Batman, 2014; Lotfi et al., 2013). In this study, it is seen that as the generations become younger, the "egalitarian gender role attitude" is increasing, but "traditional gender attitudes" continue.

It was determined that the baby boomer generation showed more "traditional gender attitudes" in the "male gender role" subscale and "marriage gender role" subscale according to generation Y (Table 2). The baby boomer generation, like the silent generation, believes in ethical principles in business and private life, in addition to this, they prefer to be a member of a team, and they look positive to life. They want to participate in decision-making processes, prefer conciliatory leadership style, and are collaborators in their communication. They think of education as a birthright. They buy now, pay then, and postpone their own lives for social benefit. This generation has also acted in groups on social issues such as Vietnam protests, marches of feminism, and equality and freedom movements, but they have not been radical (Hammill, 2005; Haynes, 2011).

In Northern Cyprus, the baby boomer generation has spent its first childhood years in an environment of bi-communal, social and political turmoil and experienced personnel and social security concerns. In the adolescence period, it is the generation that has seen conflict and war between societies. They are people who abandoned their homes in the hot war conditions, abandoned their education, lost their spouses, relatives, and neighbors in the war and mourned (Aliefendioğlu et al., 2011). In this period, which the struggle of existence for the Turkish Republic of Northern Cyprus has emerged, the emergence of labor shortage has led to an increase in female employment (Aliefendioğlu et al., 2011; Tombak & Topdal, 2014).

When the generation Y (1980-1999) is compared with the baby boomer generation, it is a generation that prioritizes itself and its own mind (Budak & Küçükşen, 2018). They are the children of the generation, which was born in the

Table 3
Examination of Scale Subscale according to Some Socio-Demographic Characteristics

		Education of the Individual	Education Level of Mother	Education Level of Father	Parental Marriage Type	Place of Birth	The Longest Living Place	Marital Status
Egalitarian Gender Role	x^2	15.049	10.061			8.820		
	p	.002	.01			.01		
Marriage Gender Role	x^2	30.714	15.477	23.286	6.121			
	p	.001	.001	.001	.04			
Traditional Gender Role	x^2	49.745	26.423	33.980	23.489		6.057	
	p	.001	.001	.001	.001		.04	
Male Gender Role	x^2	31.747	19.528	18.426	13.983			13.005
	p	.001	.001	.001	.001			.001

*x^2 Kruskal Wallis Test *(KW); p <.05*.

Table 4
Examination of Scale Subscale by Family Attitude and Gender

		Egalitarian Gender Role	Marriage Gender Role	Traditional Gender Role	Male Gender Role
Getting Permission from Parents while Going a Place Far Away from the Family	t	−2.938	−2.231	−3.622	−2.515
	p	.003	.002	.001	.01
Gender	t	−2.186			
	p	.02			

*Independent *t* test; p <.05.

process of building a modernization effort behind the historical background and traumatic conditions of Cyprus, feared, and has seen poverty and war. They have grown up in the patriarchal structure (Aliefendioğlu et al., 2011). It is the generation that tries to escape from the effect of traditional gender attitudes and at the same time leads a life with egalitarian gender attitudes. However, the study of Budak et al. indicates that the stereotypes that differentiate the domestic roles of men and women and emphasize gender inequality continue in generation Y. In Budak's study, generation Y received the lowest score from the "egalitarian gender role" subscale. Contrary to the study of Budak, the data obtained in this study can be evaluated as the fact that they have learned the "egalitarian gender attitudes" where women are working, the roles and responsibilities are shared among spouses in the urban core family structure and in the natural flow of life more than the baby boomer generation (Budak & Küçükşen, 2018).

Considering the gender role and some socio-demographic variables, it was found that the education level of the mother and the education level of individual make a statistically significant difference in four subscale; the education level of father and parental marriage type make a statistically significant difference in three subscales: the place of birth, the marital status, and the longest living place make a statistically significant difference in one subscale ($p < .05$) (Table 3). In the literature, it is stated that the education level of the mother who is the primary influence in the education of the child in the family and the education level of the father who is still the decision-maker in the patriarchal families will direct the individual's attitudes and behaviors and they will be effective in transforming the gender from traditional to egalitarian (Seçgin & Tural, 2011). In this study, it was found that education level of parents, parental marriage type, marital status, and the longest living place were effective on the individual's "attitude related to gender role" ($p < .05$)

(Table 3). However, in Budak's study, a negative correlation was found between education level of mother and "traditional gender role" subscale ($p < .05$). The highest score in the "traditional gender role" subscale was taken by those whose mothers graduated from secondary school, the lowest score was taken by those whose mothers have an education level of "university and higher". In other words, the attitudes of those whose mothers have an education level of university and higher are not in the expected direction in the "traditional gender role" subscale. In the study, it was stated that generation Y exhibited a generation appearance that has a social transformation between the old and the new in the gender roles(Budak & Küçükşen, 2018). The relationship between the gender role perspective of the participants and born in a rural area or city was examined in Öngen et al.'s study; it was found that the averages of people born in the city caused a higher difference to people born in rural areas(Öngen & Aytaç, 2013). In this sense, the education level of mother and the gender role perspective maintain its importance.

In this study, among the questions about family attitudes, those who said "if they wanted to go away, they would get a positive response from their families" (73%) were found to be statistically different in three subscale (egalitarian gender role, marriage gender role, and male gender role subscale) and it was evaluated as a positive result ($p < .05$) (Table 4). In addition, although the fact that women have made a statistically significant difference in the "egalitarian gender role subscale" can be seen as a positive situation, it can be said in accordance with the literature that women maintain "traditional gender attitudes" of men.

The research data are based on the assumption that the responses of the interviewees to the survey questions are correct and limited to the selected sample and period.

In this study, gender roles were moderate, the highest score was taken in the subscale of "egalitarian gender role", and "the silent generation" made a statistically significant difference in four subscale ($p < .05$). It is recommended that health care personnel (nurses, midwives, home care team members, etc.) providing public health services in the Northern Cyprus should make service planning by taking into account that differences in the gender role attitudes will be affected by the intergenerational perspective.

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