



# **Gender attitudes in the world of work: cross-cultural comparison**

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# Research problem

- With spread of emancipative values the difference between gender roles becomes vaguer but is still strongly dependent upon country characteristics. This is an expected consequence of economic development. Changing gender patterns is one of the results of growing existential security and spreading self-expression values (Inglehart & Welzel, 2010).
- Values are usually regarded as factors impacting socio-economic behavior. My research underlines less explored aspect: they are themselves formed and changed in the process of economic interactions.

# Key question

- Key question: what factors impact individual gender attitudes in the world of work and how they differ in different types of countries?
- In particular how strong is the impact of gender, characteristics of employment and education

# Theoretical background

## Research area:

- Influence of gender attitudes on outcomes reflecting de *facto* gender equality in society (Campa, Fortin, Francois&Ours, Stickney&Konrad)
- Work-family conflict (Aycan, Carnicer)
- Origin of cross-cultural differences (Alesina)
- Impact of religion on gender equality (Guiso et al.)

## Conceptions:

**Social role theory:** people adopt the attitudes which are consistent with the roles they occupy (Eagly, Karau)

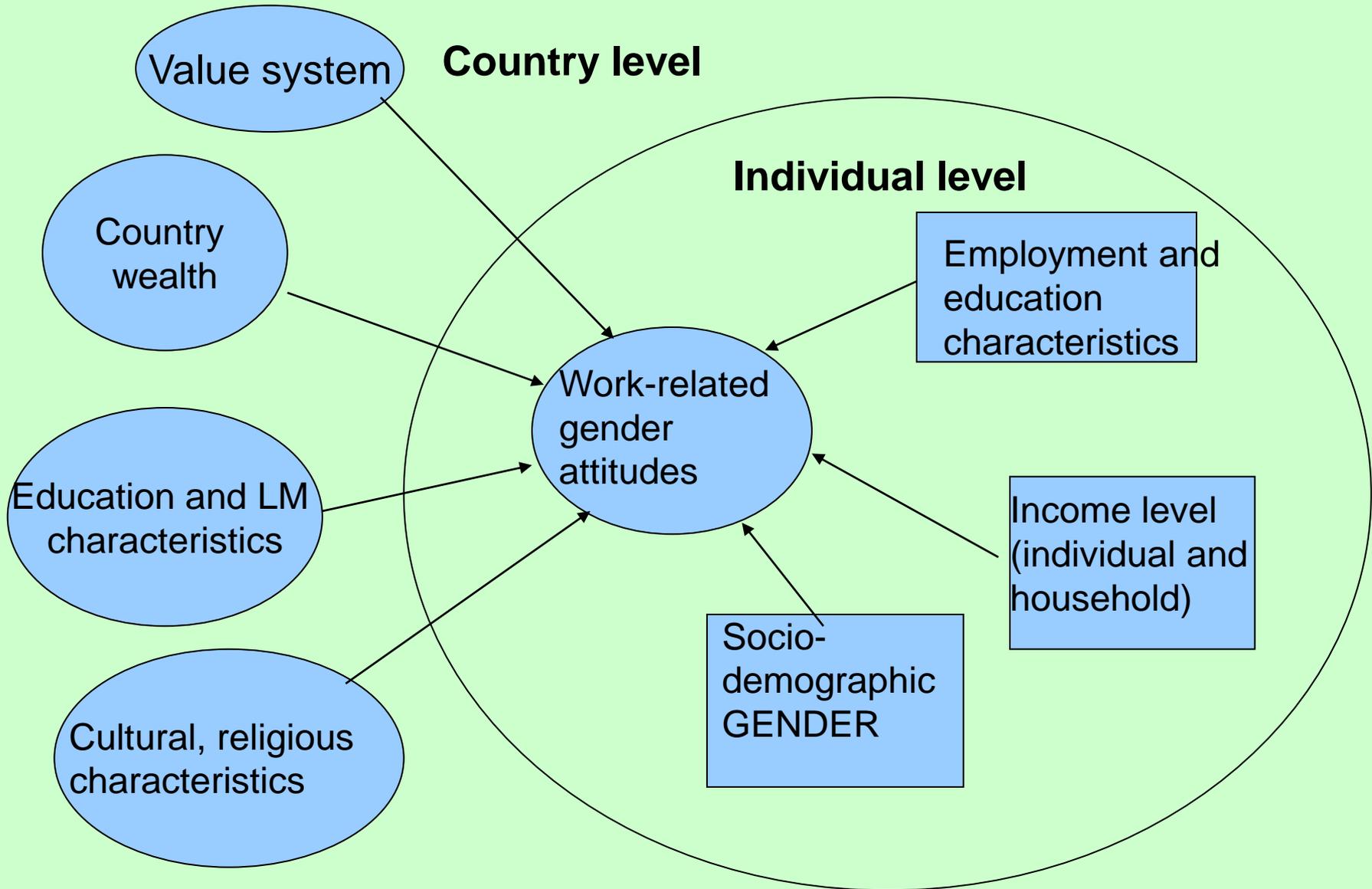
**Cognitive dissonance theory:** when a social role does not match the attitude, the person is likely to change either the role, or the attitude (Kroska)

**Allocation of energy:** women are strongly affected by their household responsibilities (Becker)

# Theoretical background

- **Interest-based approach:** individuals that benefit from egalitarian work-related gender attitudes tend to share more egalitarian work-related gender attitudes. To this category refer women, work force and so on (Bolzendahl, Catherine, Myers, Daniel J., 2004, Pampel, 2011)
- **Exposure-based approach:** individuals change their ideas and attitudes when they meet the situation that discord with these ideas. In respect to gender issues it is possible to point out work-force participation, education and socialization. By socialization is meant mother's work status and mother's education (Bolzendahl, Catherine, Myers, Daniel J., 2004, Pampel, 2011)

# Research model



# Targeted Data Base

- World values survey 2005-2012 (the 5th wave)
- The targeted group of population is 20-65 (those who are likely to be involved in the world of work and have family responsibilities)

# **Dependent variable**

## **The aspects of gender-related attitudes**

- When jobs are scarce, men should have more right to a job than women
- A university education is more important for a boy than for a girl
- On the whole, men make better business executives than women
- On the whole, men make better political leaders than women do
- Being a housewife is just as fulfilling as working for pay

# Main hypotheses

## Country-level:

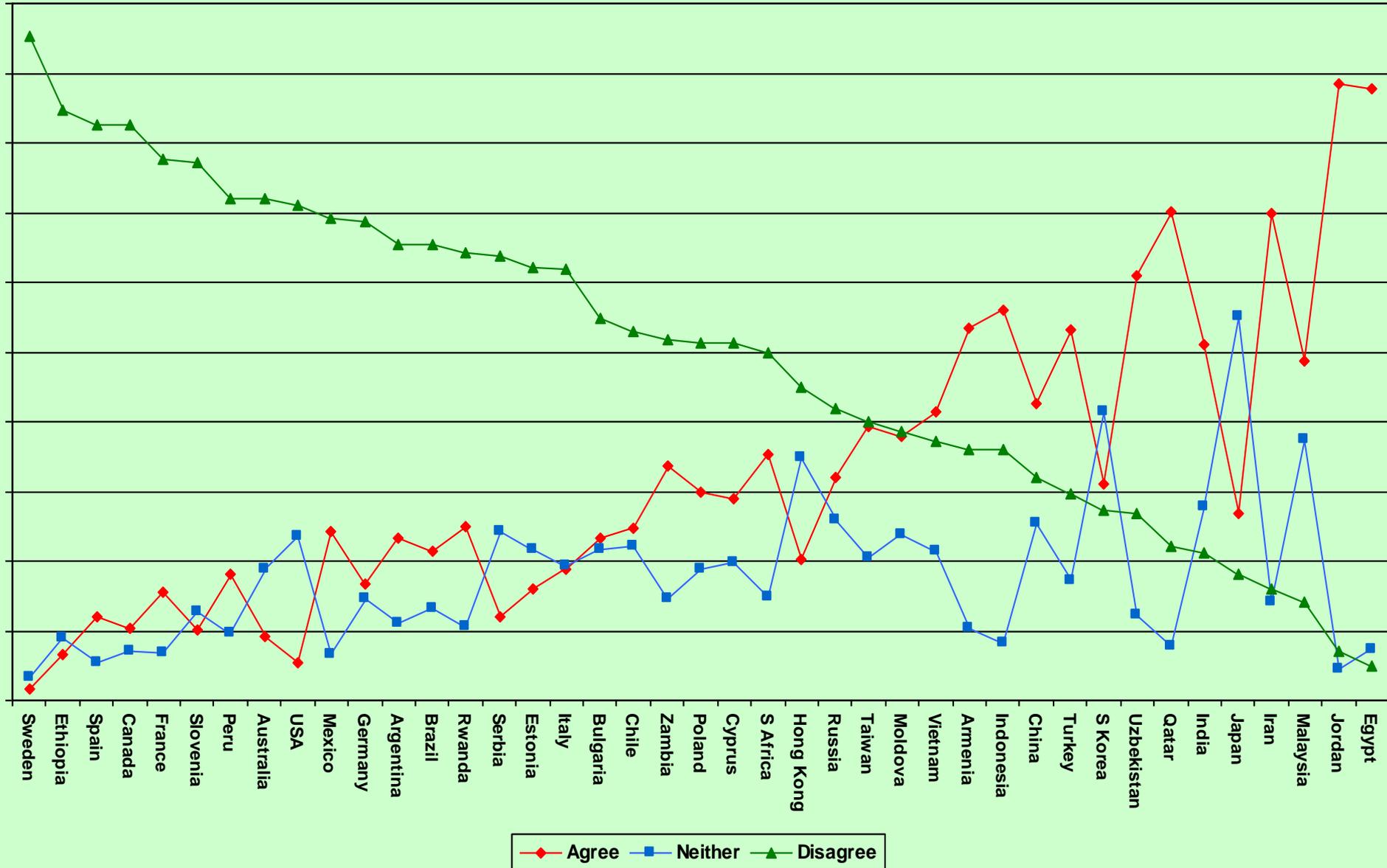
1. The GDP (gross domestic product) per capita promotes egalitarian work-related gender attitudes.
2. In countries where women work and earn less (with higher employment gap and wage gap) women tend to share more traditional work-related gender attitudes.
3. The level of education and especially female education contributes to development of egalitarian work-related gender attitudes.
4. The degree of religiosity stronger promotes gender attitudes than the dominant religion in the country.
5. Population of Eastern countries tends to have more traditional work-related gender attitudes that population of Western countries.
6. In countries with less clash of values (which are not in transition) the difference between men' and women' work-related gender attitudes is less than in countries with more clash of values experiencing transition.

# Main hypotheses

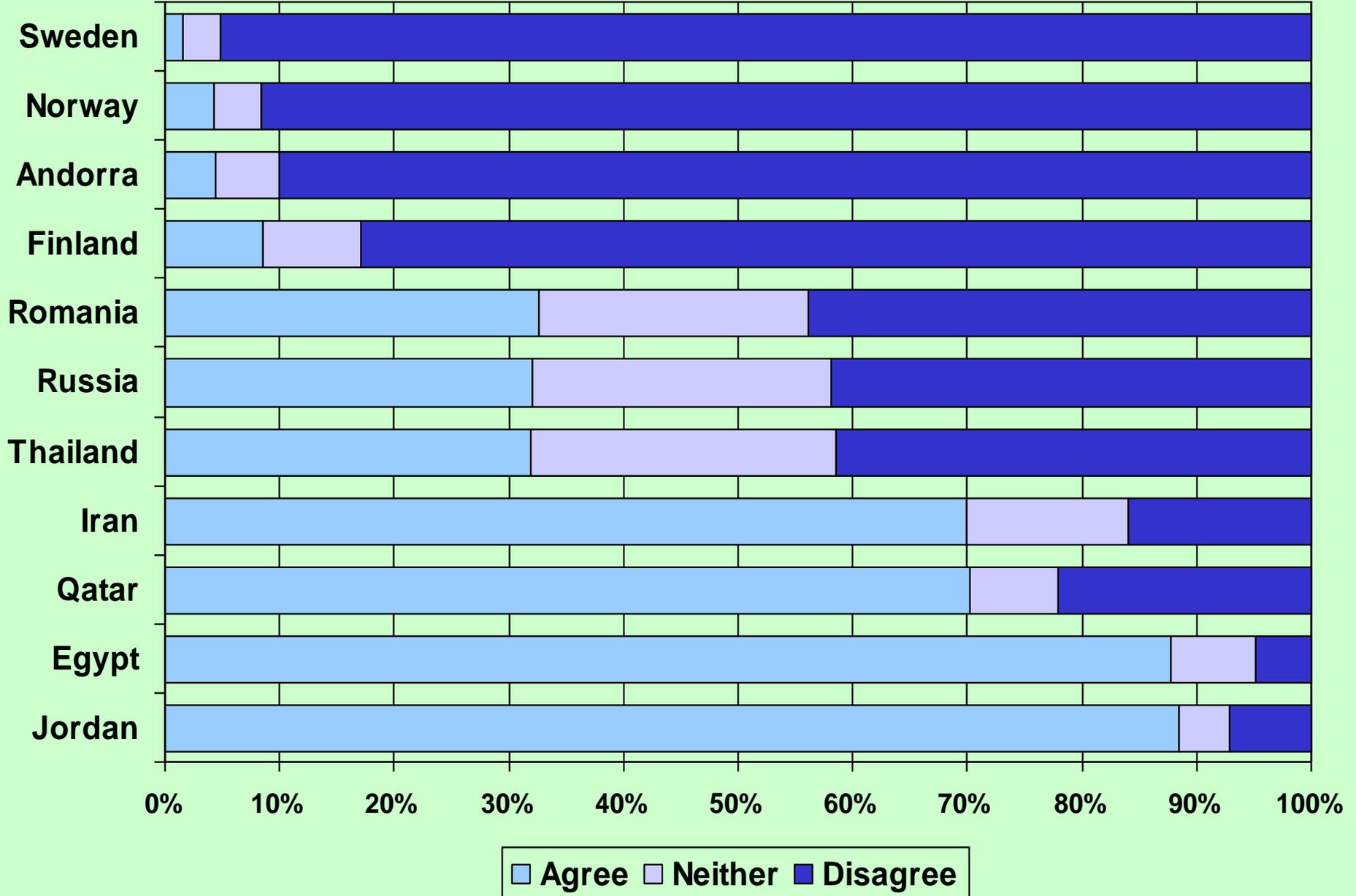
## Individual level:

1. Women have more egalitarian work-related gender attitudes than men.
2. Those who have a paid job, who occupy higher position (entailing supervision), perform more intellectual, creative work activities and are more independent at their job are expected to have more egalitarian work-related gender attitudes.
3. Educational attainment and higher social status are positively associated with egalitarian work-related gender attitudes, while the age and religious faith are negatively associated.
4. Family characteristics and financial situation of the household are also likely to impact work-related gender attitudes.

# When jobs are scarce, men should have more right to a job than women



# When jobs are scarce, men should have more right to a job than women



# Index construction: Exploratory factor analysis (principal component): 5 items

Item	Component
When jobs are scarce, men should have more right to a job than women	0.68
Being a housewife is just as fulfilling as working for pay	0.36
On the whole, men make better political leaders than women do	0.84
A university education is more important for a boy than for a girl	0.72
On the whole, men make better business executives than women	0.85

51% of variance is explained by as single factor.

# Index construction: Exploratory factor analysis (principal component): 4 items

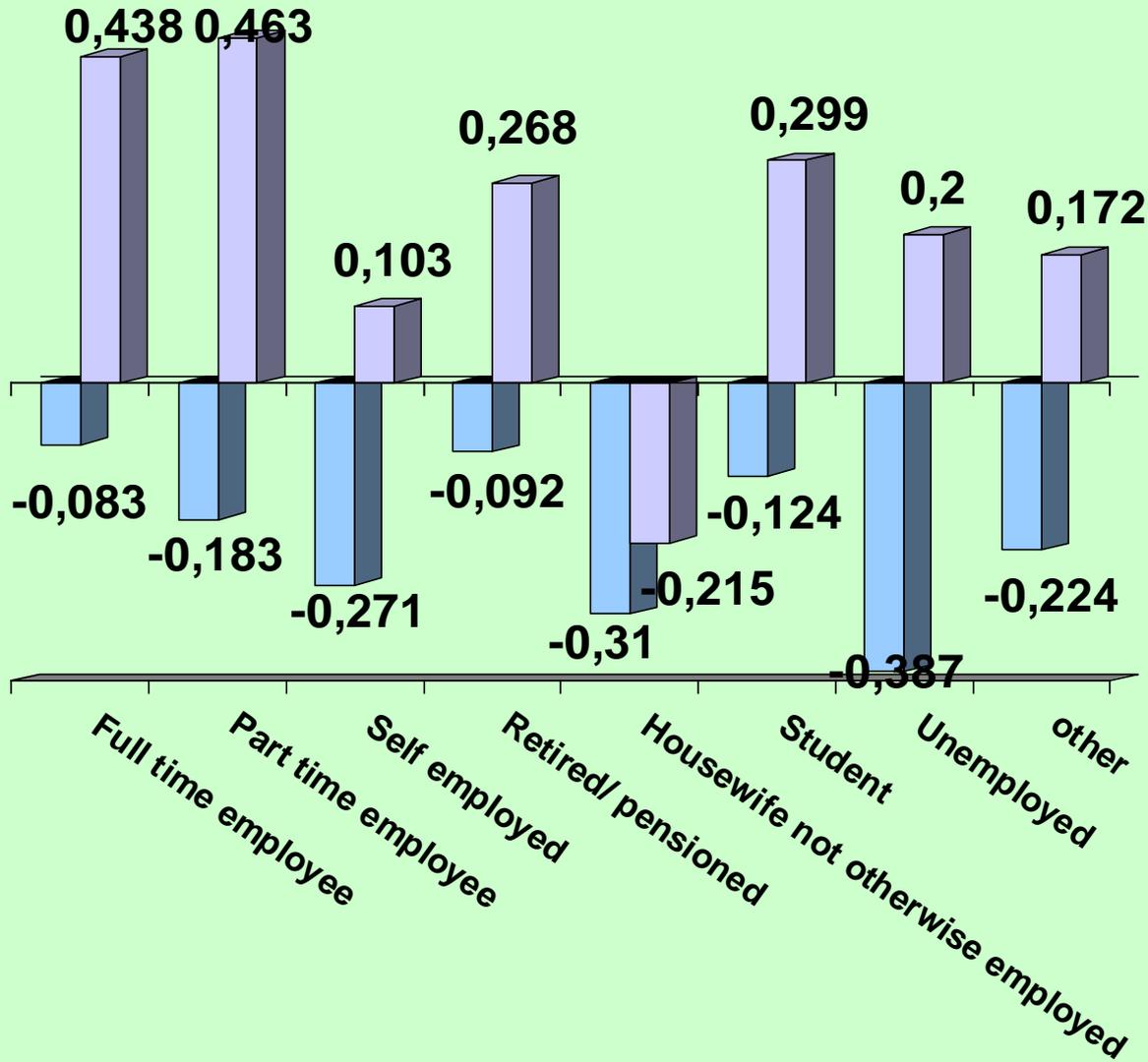
Item	Component
When jobs are scarce, men should have more right to a job than women	0.69
On the whole, men make better political leaders than women do	0.84
A university education is more important for a boy than for a girl	0.73
On the whole, men make better business executives than women	0.86

61 % of variance is explained by as single factor.

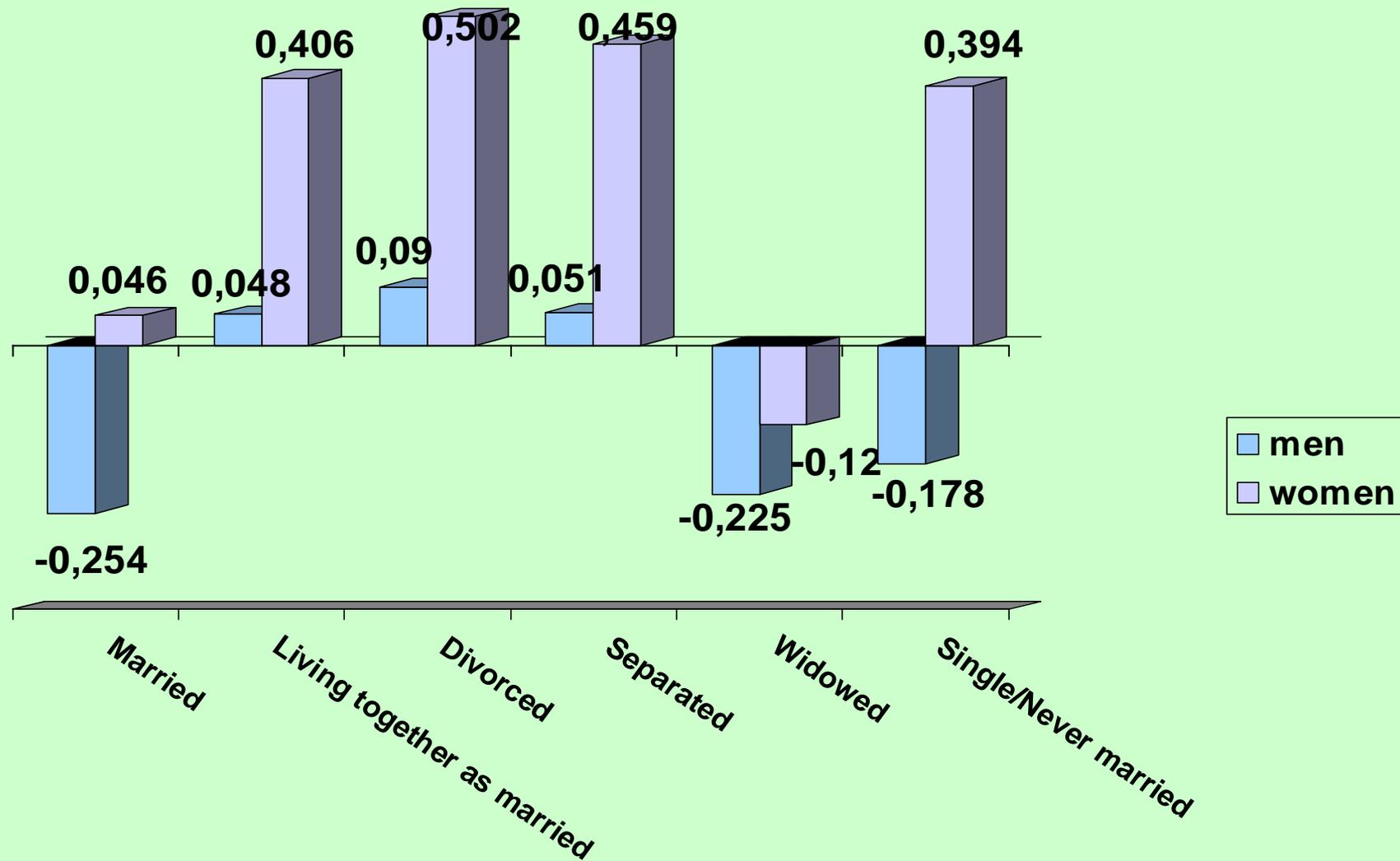
# Individual work-related gender attitudes

- Men: -0.190, women: 0.169.
- A religious person: -0.961, not a religious person: 0.200, a convinced atheist: 0.364.
- Attend religious services more than once a week: -0.414, never: 0.294.
- Weak correlation with income level, type of work done, age.

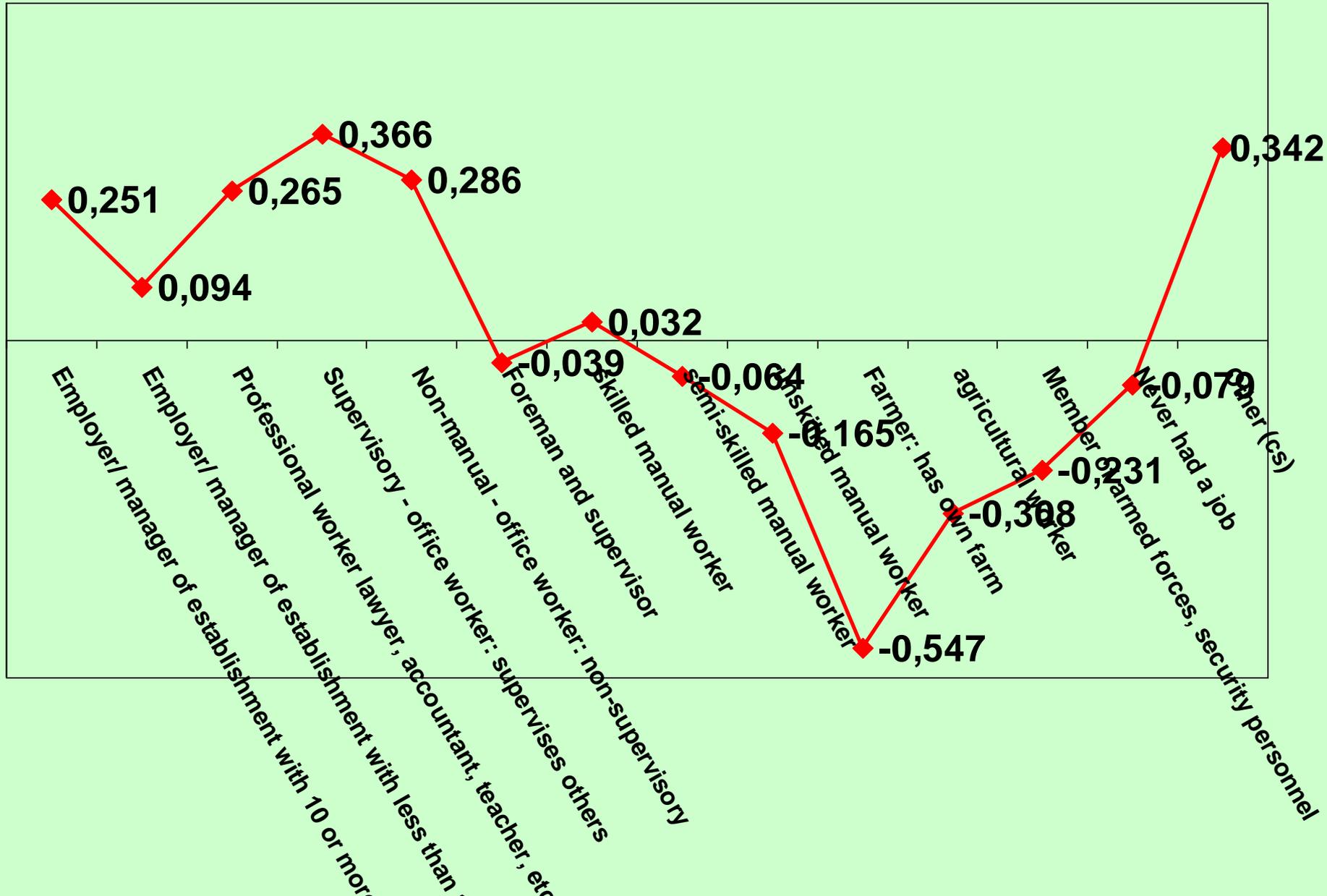
# Work-related gender attitudes by type of employment



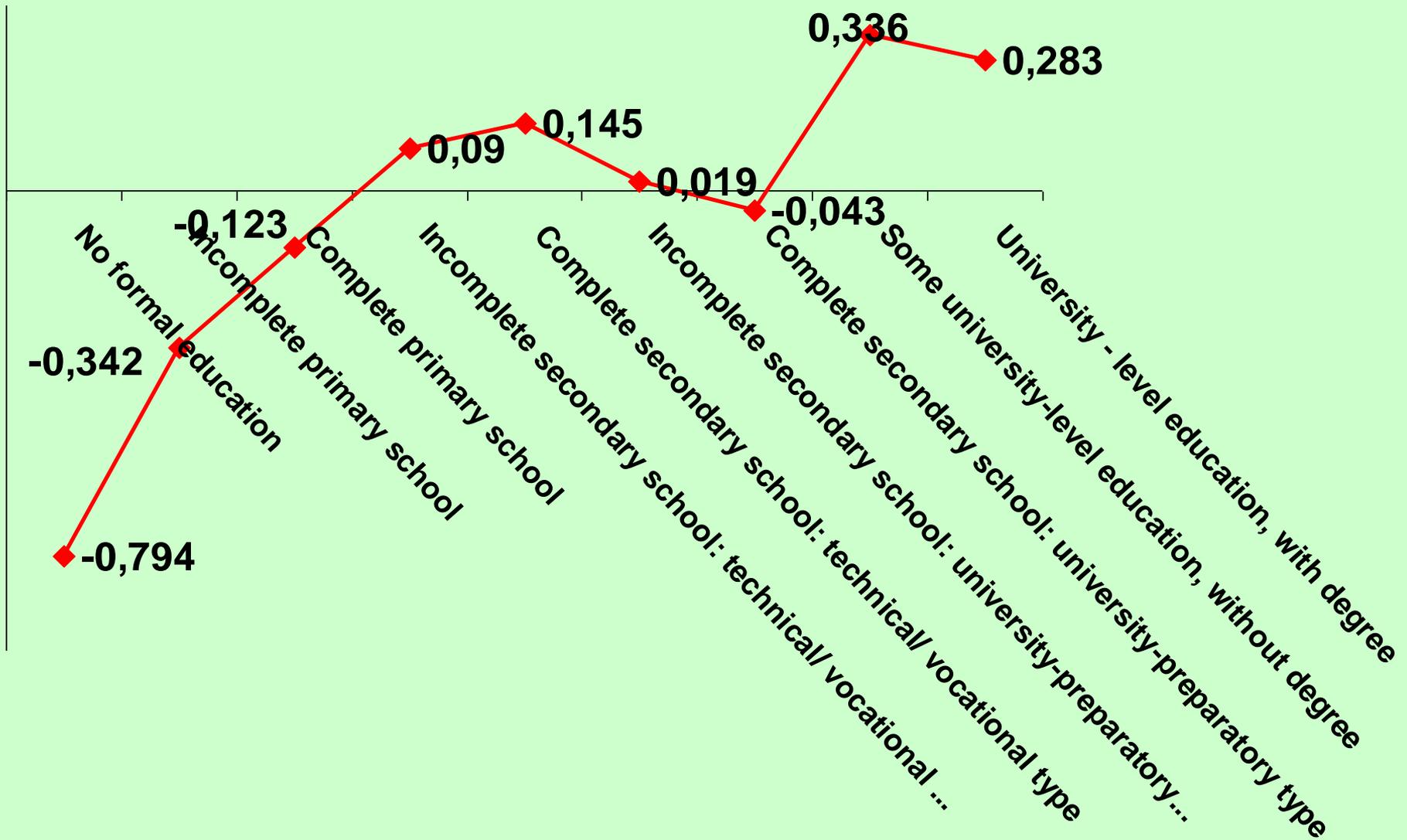
# Work-related gender attitudes by family status



# Gender attitudes via sector of employment



# Gender attitudes via education level



# Human development index

- Life expectancy at birth (years)
- Mean years of schooling (years)
- Expected years of schooling
- Gross national income (GNI) per capita

# **Gender inequality index**

## **1. Labour market**

- Labor force participation

## **2. Empowerment**

- Educational attainment (secondary level and above)
- Parliamentary representation

## **3. Reproductive health**

- Adolescent fertility
- Maternal mortality

# Gender equity index

## 1. Education

- Literacy rate
- Enrolment rate in primary education
- Enrolment rate in secondary education
- Enrolment rate in tertiary education

## 2. Economic activity

- Rate of economic activity
- Estimated perceived income

## 3. Empowerment

- % of women in technical positions
- % of women in management and government positions
- % of women in parliament
- % of women in ministerial level positions

## Country level: correlations of aggregated gender attitudes

Country level variable	Correlation
GDP per capita	0.736
<b>Human development index</b>	<b>0.652</b>
Gender equity index	0.697
▪ Education	0.461
▪ Economic activity	0.232 (non sign)
▪ Empowerment	0.711
<b>Gender inequality index</b>	<b>-0.760</b>
Degree of religiosity (mean)	-0.568
Post-materialist index	0.759
Autonomy index	0.597

# Country groupings

- Nordic countries
- Western Europe
- English-speaking countries
- Confucian
- Post-Soviet countries
- Islamic countries
- Latin America
- Africa

# Target group

- **Variant 1**
- Taking all the population (both who work and the others)
- **Variant 2**
- Taking only employed (full-time, part-time and self-employed) and looking at differences between them

# Data analysis

- Dependent variable: factor loadings (factor 2) for work-related gender attitudes

# Independent variables

- Sex
- Age
- Degree of religiosity
- Education level
- Marriage status
- Income level
  
- Interaction effects (sex and marriage status, sex and education level, etc.)

# Job characteristics

1. Type of tasks performed:
  - Manual or intellectual;
  - Routine or creative;
  - Degree of independence in performing tasks.
2. Type of organization
3. Supervising somebody
4. Field of employment (grouping low-skilled and high-skilled jobs)

## Preliminary regression results (employed, 20-65 years)

	<b>Nordic</b>	<b>Latin</b>	<b>Post Soviet</b>	<b>Islamic</b>
	R <sup>2</sup> =0.12	R <sup>2</sup> =0.13	R <sup>2</sup> =0.10	R <sup>2</sup> =0.22
Gender (1 = male)	-0,25	-0.38	-0.49	-0.72
Education (1 = high)	0.78	0.19		0.18
Importance of god (10-point scale)	-0.35			
Employer/ manager of establishment with 10 or more employees (ref.category – skilled manual worker)	0.24			
Professional worker lawyer, accountant, teacher, etc	0.18			
Agricultural worker		-0.30		-0.43
Farmer				-0.23
Unskilled manual worker		-0.32		

**Thank you for your attention!**