



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 different combinations of job and education characteristics?

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)

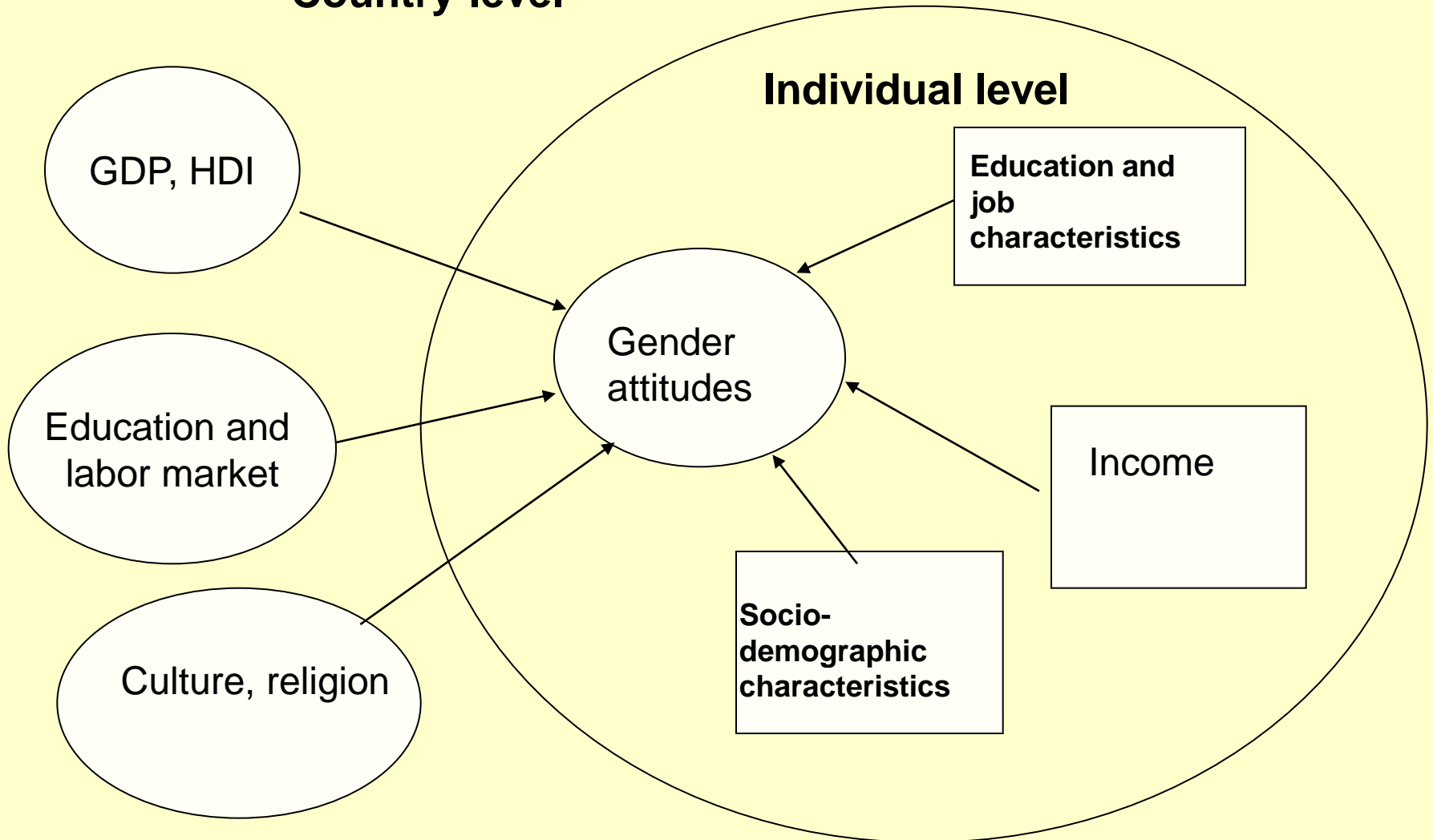
Theoretical background

- **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)

Model

Country-level

Individual level



Main hypotheses

Individual level

- Women have more egalitarian work-related gender attitudes than men.
- Higher-educated groups have more egalitarian gender attitudes than low education groups
- Those 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.

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.

Targeted data base

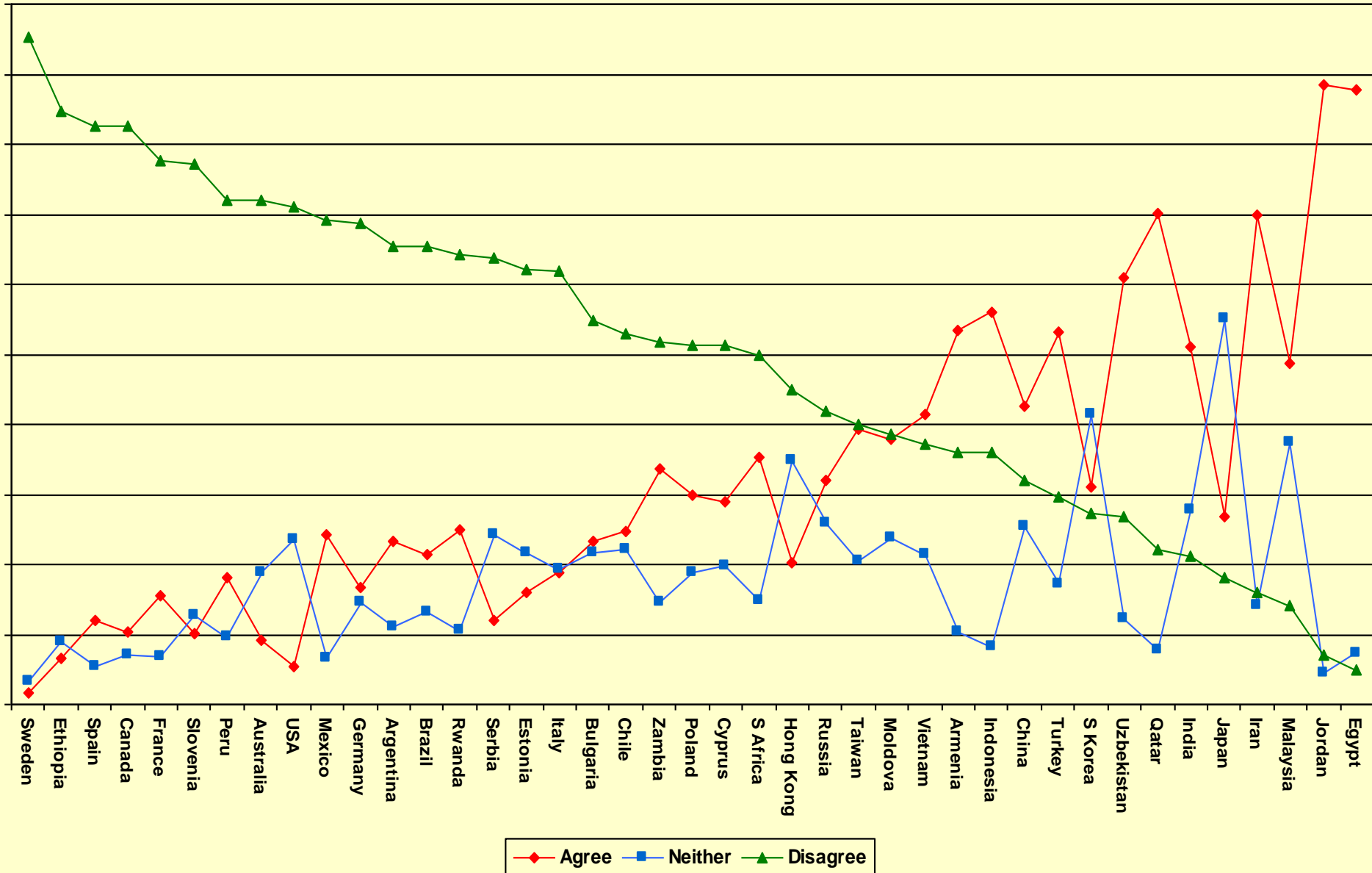
- World values survey 2005-2012 (the 5th wave)
- Sample: employed

Dependent variable

Indicators of gender 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

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



Regression – individual level. Model specification

- **Dependent variable:** index of gender attitudes (the same weight of four mentioned above categories). Ranges from 0 to 1.
- **Independent variables:**

Job characteristics:

- Type of employment (dummy for part-time employment and self-employment, baseline – full-time employment)
- Manual – intellectual, routine – creative, degree of independence at job
- Dummy for occupational status (baseline – unskilled manual worker)

Regression model

Other characteristics:

- Income: 10-point scale
- Sex (1 – male, 0 – female);
- Five dummies for marital status (0 – single);
- Dummies for the number of children: no children (0), 1 child, more than 1 child
- Dummies for 3 age groups: 15-29 (0), 30 – 49, more than 50.
- Dummies for 5 educational groups (0- low secondary or below)
- Degree of religiosity

**Dependent variable: index of gender attitudes. R2 (adj.)
= 19,3%**

Independent	Beta	t	sig
part-time employed	,007	1,466	,143
self-employed	-,011	-1,977	,048
Scale of incomes	,034	6,222	,000
Nature of tasks: manual vs. Cognitive	,023	3,612	,000
Nature of tasks: routine vs. Creative	,062	10,765	,000
Nature of tasks: independence	,075	13,980	,000
Employer/ manager of establishment	,037	5,396	,000
Professional worker lawyer, accountant, teacher, etc	,044	5,392	,000
office worker	,085	10,210	,000
skilled manual and foreman	,047	6,127	,000
semi-skilled manual worker	,026	3,902	,000
farmer and agricultural worker	-,059	-8,178	,000
Member of armed forces, security personnel	,008	1,485	,138

**Dependent variable: index of gender attitudes. R2 (adj.)
= 19,3%**

Independent	Beta	t	sig
male	-,229	-44,165	,000
30_49 age group	,036	4,809	,000
50_98 age group	,035	4,386	,000
technical / vocational type (incomplete or complete)	,089	13,202	,000
university preparatory type (incomplete or complete)	,036	5,440	,000
university-level education (without degree)	,106	17,528	,000
university-level education (with degree)	,095	12,368	,000
How important is God in your life	-,170	-32,970	,000
married	-,071	-7,611	,000
living together as married	,034	5,229	,000
divorced or separated	,032	5,022	,000
widowed	-,043	-6,754	,000
one child	-,025	-3,371	,001
several children	-,031	-3,436	,001

**Dependent variable: index of gender attitudes R2 (adj.)
= 19,3%**

Independent	Beta	t	sig
part-time employed	,007	1,466	,143
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farmer and agricultural worker	-,059	-8,178	,000
Member of armed forces, security personnel	,008	1,485	,138

Dependent variable: index of gender attitudes (separate for men and women)

Independent	Beta (male) (R ² =15,8%)	Beta (female) (R ² =15,0%)
30_49 age group	,036***	,046 ***
50_98 age group	,034**	,034**
technical / vocational type (incomplete or complete)	,040***	,116***
university preparatory type (incomplete or complete)	,116***	,093***
university-level education (without degree)	,106***	,133***
university-level education (with degree)	,099***	,160***
How important is God in your life	-,191***	-,125
married	-,025***	-,089***
living together as married	,058***	,032*
divorced or separated	,038***	,034**
widowed	-,003	-,070***
one child	-,055***	-,013
several children	-,068***	-,033*

Dependent variable: index of gender attitudes (separate for men and women)

Independent	Beta (male) (R ² =15,8%)	Beta (female) (R ² =15,0%)
part-time employed	-0,004	0,022*
self-employed	-0,003	-0,036***
Scale of incomes	0,053***	0,021*
Nature of tasks: manual vs. Cognitive	0,061***	0,004
Nature of tasks: routine vs. Creative	0,051***	0,068***
Nature of tasks: independence	0,081***	0,068***
Employer/ manager of establishment	0,058***	0,031**
Professional worker lawyer, accountant, teacher, etc	0,070***	0,008
office worker	0,085***	0,060***
skilled manual and foreman	0,092***	0,012
semi-skilled manual worker	0,063***	-0,003
farmer and agricultural worker	0,013	-0,102***
Member of armed forces, security personnel	0,029***	0,015*

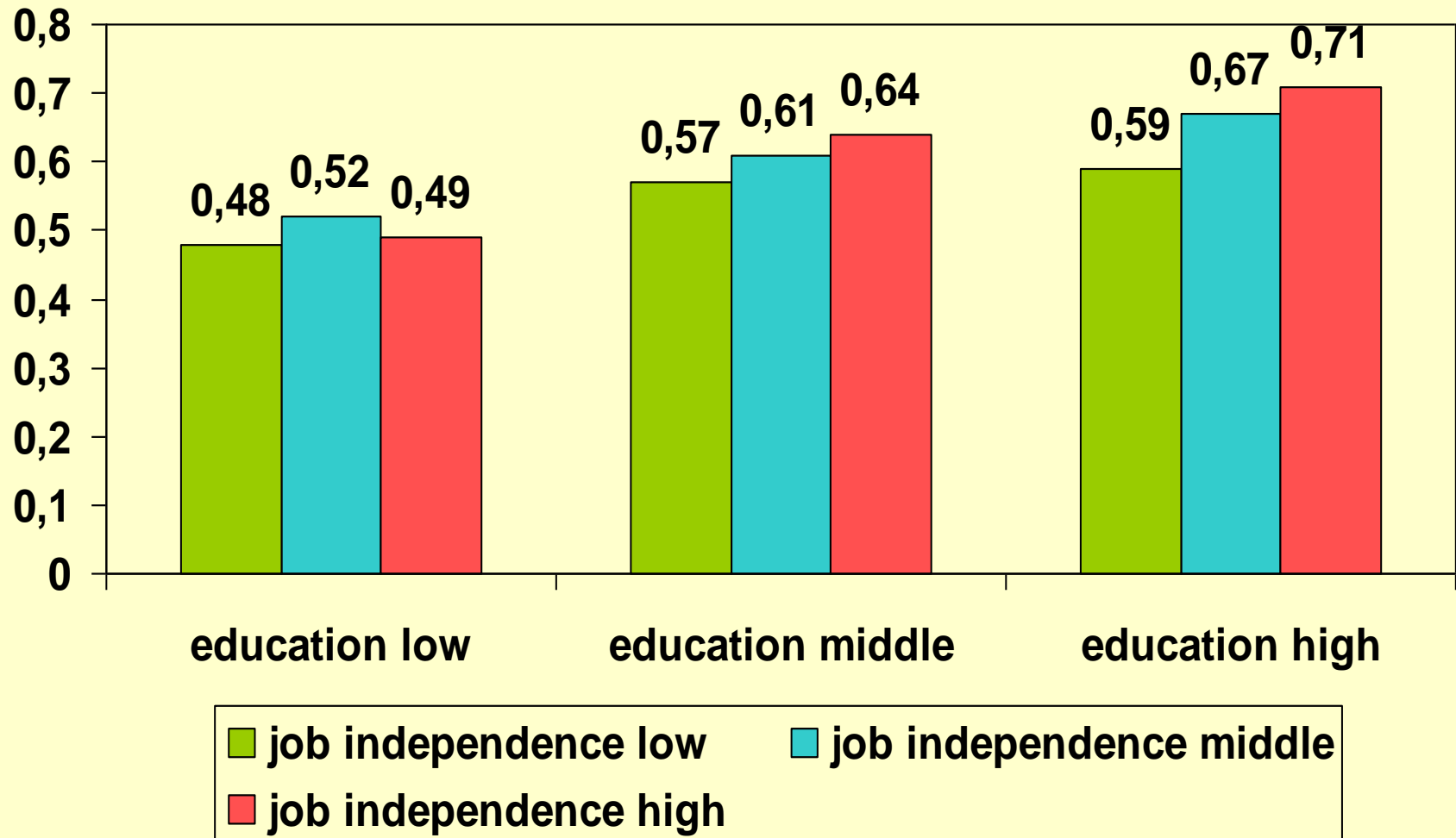
Dependent variable: index of gender attitudes (separate for low or middle educated and for higher educated)

Independent	Beta (low or middle education) (R2=15,8%)	Beta (higher education) (R2=19,7%)
male	-0,246***	-0,257***
30_49 age group	,038***	,033*
50_98 age group	,016*	,048**
How important is God in your life	-,153***	-0,216***
married	-,054***	-0,079***
living together as married	,047***	,029*
divorced or separated	,044***	,023*
widowed	-,032***	-,036**
one child	-,033***	-,032*
several children	-,061***	-,030*

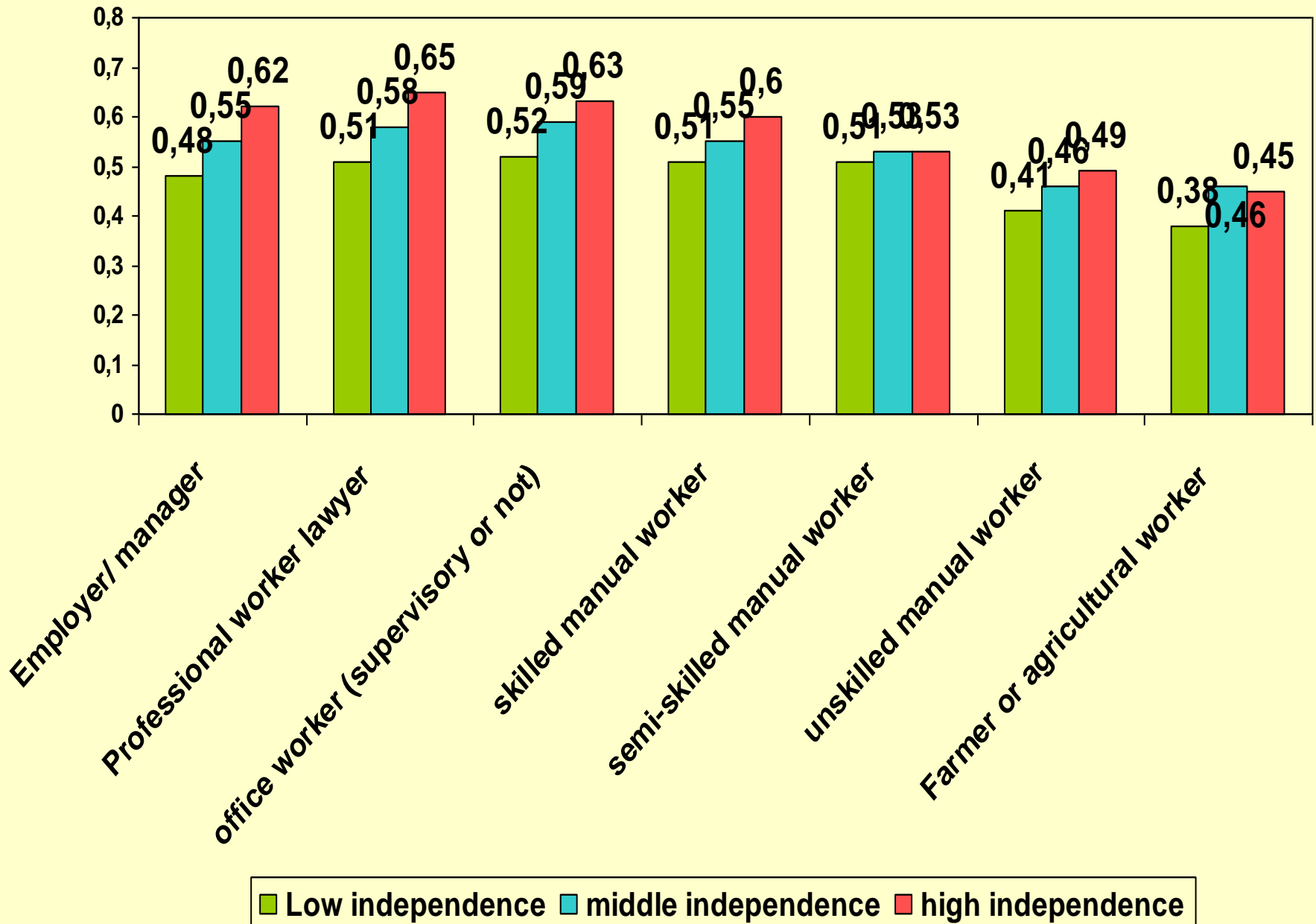
Dependent variable: index of gender attitudes (separate for low or middle educated and for higher educated)

Independent	Beta(low or middle education) (R ² =15,8%)	Beta (higher education) (R ² =15,0%)
part-time employed	0,004	0,023*
self-employed	-0,032***	0,007
Scale of incomes	0,027***	0,094***
Nature of tasks: manual vs. Cognitive	0,042***	0,035**
Nature of tasks: routine vs. Creative	0,029***	0,112***
Nature of tasks: independence	0,072***	0,089***
Employer/ manager of establishment	0,055***	0,029
Professional worker lawyer, accountant, teacher, etc	0,036***	0,041
office worker	0,096***	0,078*
skilled manual and foreman	0,091***	0,020
semi-skilled manual worker	0,052***	0,009
farmer and agricultural worker	- 0,046***	-0,027*
Member of armed forces, security personnel	0,022**	0,018*

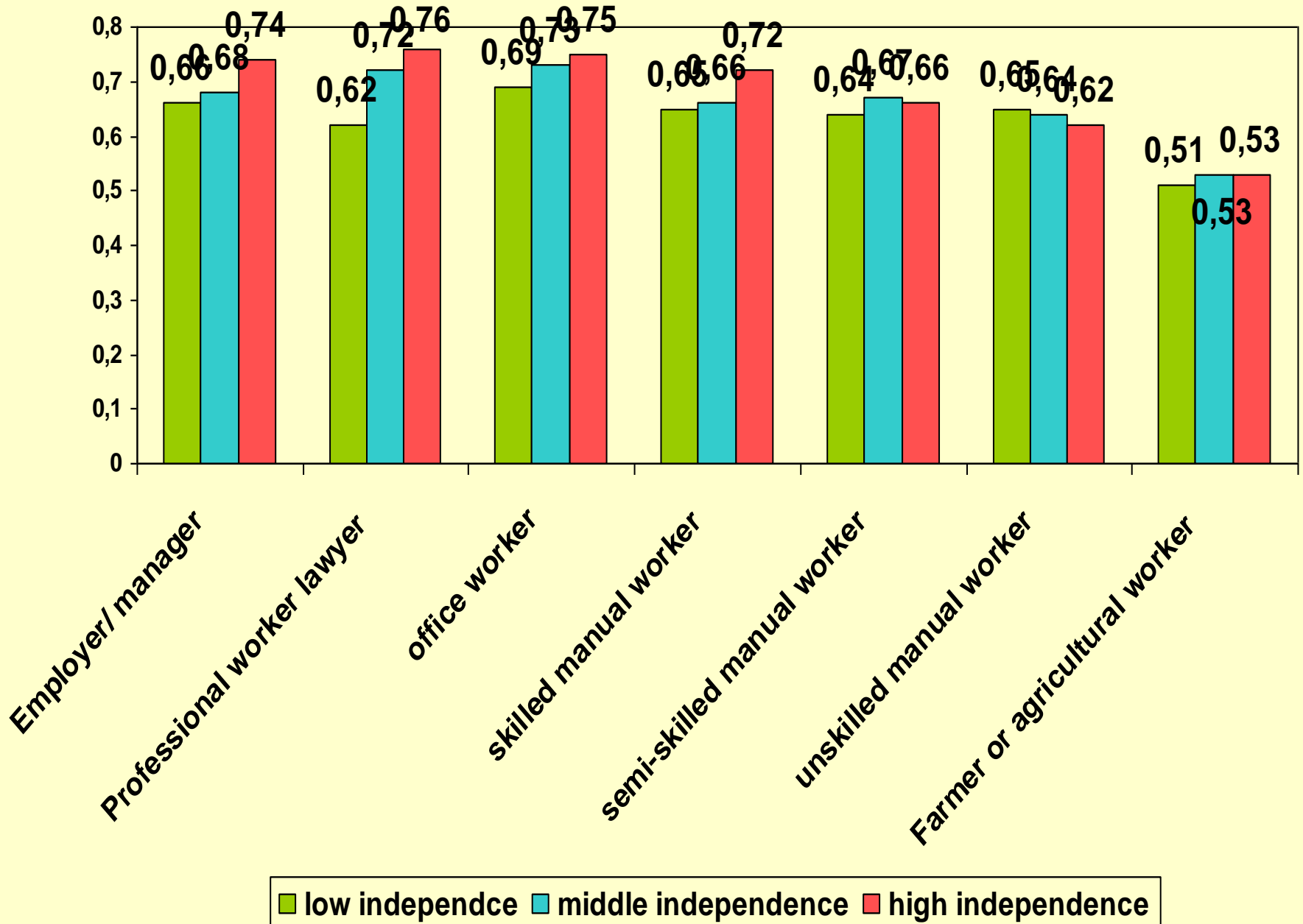
Gender attitudes across different level of education and job independence



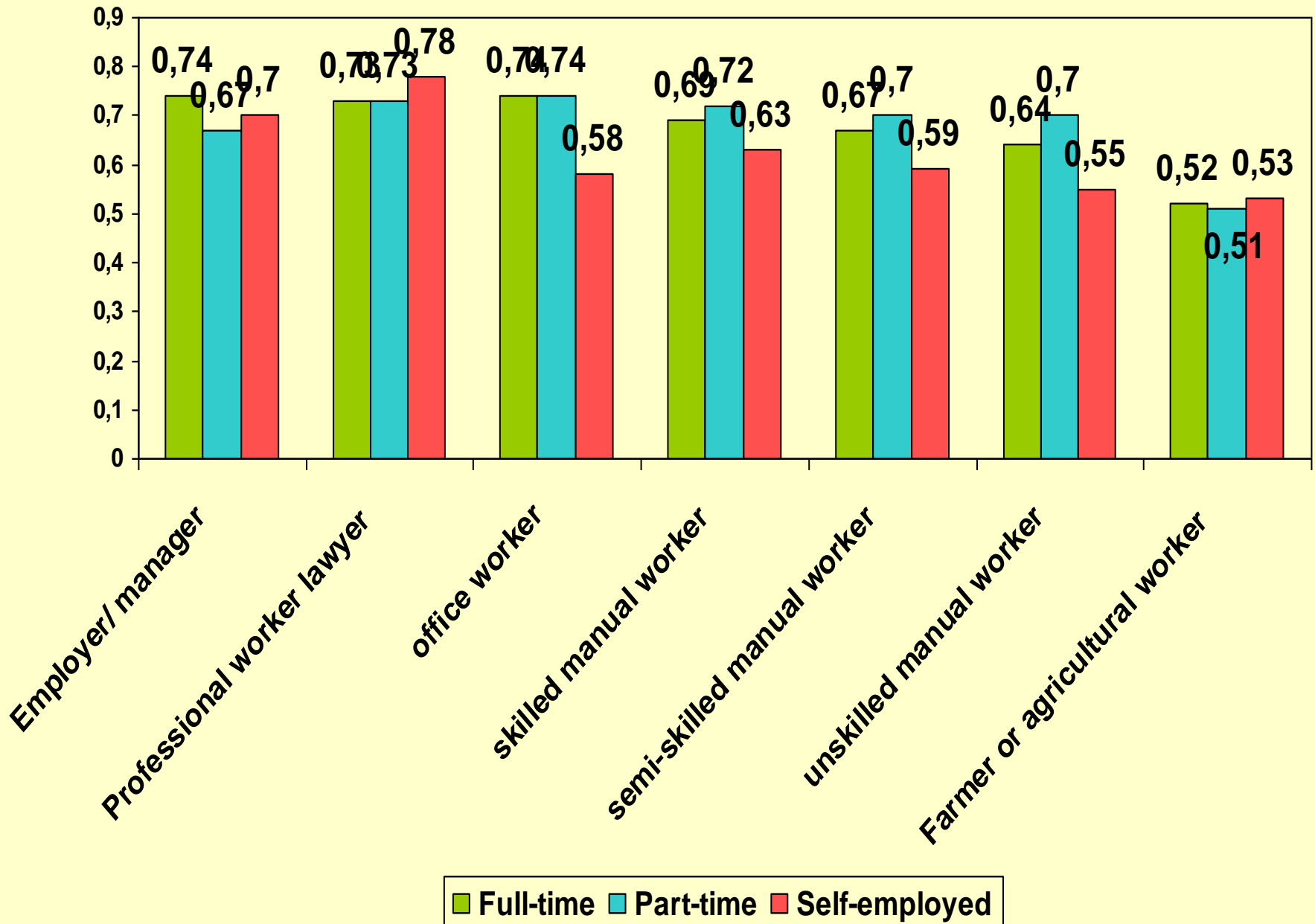
Male GA across occupation and level of independence



Female GA across occupation and level of independence



Female GA across occupation and employment type



Country level: correlations of aggregated gender attitudes

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

Main findings

- Gender attitudes in the world of work differ significantly by the type of country
- The main factors of gender attitudes are gender, education level and the degree of religiosity. Their relative importance differs in different types of countries
- Education has an impact upon both men's and women's gender attitudes
- Professional status and type of job done has a stronger effect upon the gender attitudes of men.
- Part-time employment leads to more egalitarian gender attitudes of women while self-employment is associated with more traditional women's gender attitudes.
- In the high educated group type of job done (the degree of creativity and independence in job) is a stronger predictor of work-related gender attitudes, whereas in low educated group professional status has a stronger impact.

Thank you for your attention!

Human development index

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

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

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