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(A CHARTERED UNIVERSITY)

**The Relationship between Attitudes towards Gender Roles and Life
Satisfaction in Faculty Members in Punjab**

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Abstract

Gender role attitude is the perception individuals have regarding the roles that society imposes upon men and women. Gender roles are a determining factor which affects a person's subjective well-being, and hence is associated with life satisfaction. This research studies the relationship between gender role attitudes and life satisfaction in university faculty of Punjab. The aim of this study is to: (i) identify the socio-demographic variables which have an association with attitudes toward egalitarian versus traditional gender roles, and (ii) identify which gender roles have an association with greater life satisfaction. This study is a cross-sectional quantitative research adopting convenience sampling. A total of 173 male and female faculty members from both schools and universities of Punjab were part of the study. The study finds that when traditional gender roles are high, life satisfaction is low ($p < 0.01$). Additionally, the study finds that the following groups have lower attitudes towards traditional gender roles and higher positive attitudes for egalitarian gender roles: married people, people living in nuclear family structures, male respondents, and those earning above between PKR 150,000, and urban areas. The study implies need for social literacy interventions to improve positive attitudes for egalitarian gender roles in Pakistani society, especially in context to females, rural populations, and those belonging to lower wealth classes.

Keywords: Gender Roles, Life satisfaction

Introduction

Contemporary research has categorized subjective well-being, a field of positive psychology into positive affect, negative effect and life satisfaction. This paper discusses life satisfaction, which is described as ‘... cognitive evaluation of one’s life’ (Diener, 1984). Life satisfaction is hence considered an evaluative judgment (Pavot, 2008). In other words, satisfaction with life is the cognitive process of judgment through which individuals assess their lives on their own through their own criteria. In this process, individuals assess their life experiences by weighing and comparing the good experiences with the bad and determining their life as more satisfactory or less (Lopez, 2016). The Satisfaction with Life Scale was first developed by Diener, Emmons, Larsen, and Griffin (1985). This scale aims to study briefly the general sense of satisfaction of a person from his life as whole (Pavot, 2008).

Gender roles are the shared expectations that apply to individuals on the basis of their socially assigned gender. Gender role attitudes are the views of individuals towards the appropriate roles and responsibilities of both men and women. These concepts are greatly researched upon since their prevalence exists ever since the start of society and time (Boehnke, 2011). Gender role is a term usually used for the distinction between paid and unpaid labor. The belief that women are the caretakers of homes while men are the breadwinners is considered to be traditional gender roles. Whereas, the belief can does not conform to this restricted view, is considered egalitarian gender role (Horst, 2014). Since the feminist movements in 1960 the acceptable gender roles are changing greatly and converting majorly to the egalitarian gender roles. Researchers and scientists have observed that more egalitarian gender roles result in a greater harmony in interpersonal relationships and hence a greater life satisfaction as well.

Conceptual Definitions

Gender roles

Gender roles, as described by Zeyneloğlu, are the duties, accountabilities, and activities that the society attributes to either of the two genders i.e., men and women. These roles may be specific to family life, professional life, social life, educational life and career choices (Zeyneloğlu & Terzioğlu, 2011). There are two types of gender roles, Egalitarian gender roles and Traditional gender roles. Egalitarian gender roles refer to equal sharing of responsibilities in professional, social, personal, family and educational life. Traditional gender roles refer to the distinction of the roles of men as the breadwinners for their families and women as the caretakers.

Life Satisfaction

Life satisfaction, as described by Williamson, is the subjective feeling of happiness, content or wellbeing that a person may feel regarding their own life. It can be defined as the extent to which the experiences and happenings of an individual's life can satisfy their both physiological and psychological needs and wants. It can be further defined as a person's judgments, thoughts and feelings about the overall quality of their life (Williamson, 2012).

Attitude

According to Zeyneloğlu, it is described as the positive or negative sentiments or viewpoints that a person has towards a certain topic. (Zeyneloğlu & Terzioğlu, 2011).

Significance of study

The purpose of this study is to investigate the relationship between the attitude of school and university faculty towards gender roles and their life satisfaction. For this study, gender roles are divided into two categories; egalitarian gender roles and traditional gender roles. Hence, this

study through the help of internationally standardized scales would attempt to shed light on the link between different gender roles and the subjective life satisfaction and contentment of both male and female faculty. Although data is available globally on the topic but additional research is needed for Pakistan which will be provided by this study. Furthermore, this study will help in the future to develop research about local status of gender roles and its relationship with life satisfaction. School and university faculty has been chosen as the sample group, as they are the relatively less researched groups. Literature suggests that the gender role attitudes in teachers in general, have an influence on their life satisfaction and quality of teaching (Wolter et al., 2015). Furthermore, university faculty attitudes about gender roles can have an influence on what they teach students and how they interact with them to fulfill student learning goals.

Aim of study

This study aims to identify the relationship and link between gender role attitudes and perception of life satisfaction, with regards to school and university faculty members. It also aims to understand which socio-demographic variables have an association with attitudes toward egalitarian versus traditional gender roles.

Literature Review

Conceptual Definitions

Gender roles

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Life Satisfaction

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Attitude

According to Zeyneloğlu, it is described as the positive or negative sentiments or viewpoints that a person has towards a certain topic (Zeyneloğlu & Terzioğlu, 2011). It has also been described as the psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor for it (Albarracín et al., 2005). It was furthermore

elaborated as the enduring organization of various processes such as emotional and cognitive, in accordance with one's perspective about the world (Albarracín et al., 2005).

Gender roles are the duties or activities attributed to each gender by the society. Whereas, attitude is a person's positive or negative viewpoint towards a subject (Zeyneloğlu & Terzioğlu, 2011). Scholarship suggests that gender role attitudes are the views held by individuals about the roles that men and women should play in society (Horst, 2014). It is observed that gender roles make the genders socially different, in terms of behavior, practices and satisfaction levels. The concept of male and female provides us with gender diversity but simultaneously it provides us with a vast difference in the influence on individual's behaviors, lifestyle and attitudes. Individuals gain their gender roles and identities through principles of the society.

During the socialization process the two genders learn their particular roles, specifically their professional and domestic roles (Çetinkaya & Gençdoğan, 2014). Roles attributed to women are more centric to domestic affairs than the professional life, whereas, men are traditionally considered to be the bread winners for the family (Zeyneloğlu & Terzioğlu, 2011). There are two major types of gender role attitudes discussed by scholars: (i) traditional gender role attitudes and (ii) egalitarian gender role attitudes.

When individuals agree that there is a division of labor between men and women such that men and the breadwinners of the family and women are the home-makers, they are considered to have traditional gender role attitudes. However, when individuals do not agree that such a division of labor exists and instead promote a more equal division of labor, they are considered to have egalitarian gender role attitudes. The traditional gender roles, unlike the egalitarian gender roles, have been proven to cast women at a secondary position and hence reinforce the inequality amongst the genders (Horst, 2014). Life satisfaction is the subjective

feeling of happiness and contentment in life. It can also be defined as the individuals judgments and concerns regarding the overall quality of their life as well as the feeling they get when they find their life worth living and meaningful (Williamson, 2012).

Although attitude about gender norms differ amongst cultures, this study aims to find its relation with life satisfaction in a Pakistani society. These gender roles tend to tighten the constraints on both the genders and result in both positive and negative welfare effects. Women may experience exclusion from different fields of life such as education, career etc. Whereas it may improve the life satisfaction of men since some household burden is lifted off their shoulders (Bjørnskov et al., 2007).

On the contrary, according to a research done on a Swedish population, 77% and 80% of women and men rated themselves as at least fairly satisfied with their lives. This area specific satisfaction pattern can have many explanations such as national discrepancies and environment etc. (Fugl et al., 2002). Another study characterizes that working married women tend to have a lower life satisfaction than working married men. However, these women do have a greater life satisfaction than married women who are not working outside the house.

Life satisfaction which is also characterized as psychological well-being is thought to depend on the social roles that both the genders occupy. It is observed that the greater stress on married women is caused by the great family responsibilities they have to cope with. (Broman, 1991) Furthermore, since they are based on shared responsibilities, gender roles have been observed to affect marriages as well. It is noted that couples who base their relations on egalitarian roles have a high life satisfaction than those who base their relationship on traditional roles (Çetinkaya & Gençdoğan, 2014).

In short it can be said that despite all the limitations, gender roles are significantly related to life satisfaction. A greater life satisfaction has been recorded according to a research in the men and women who attribute themselves to their traditional roles as well as to the roles that are traditionally attributed to the other gender. This would include “women and men who include instrumental and expressive traits in their self-concept” (Matud et al., 2014).

Theoretical Framework

Gender difference in people’s attitudes towards gender roles and the consequent satisfaction with life can be explained through Need Fulfillment Theory (Batz & Tay, 2018). This theory explains that the differences in life satisfaction between genders, is dependent on the differences in the opportunities, power structure and resources that both the genders need to fulfill their physical and psychological needs. This difference stems from the global inequality that exists in the educational, economic, social and political structures. In this way, if gender role attitudes are characteristic of inequality for women’s roles, there is less likelihood of women having high life satisfaction. If women face inequality in society, they also have less ability and capacity to fulfill their needs, and this can further compound the problem of life satisfaction in women s. The extent of this difference in life satisfaction or social well-being is also dependent on the degree of the inequality that exists in a specific environment or region. Regions with greater gender equality in the structures and cultural values have greater inequality between the genders.

Methodology

Ethics of Research

This study received ethics clearance from the Department Ethics Committee and the FCCU IRB (Appendix C: IRB Approval Letter). All ethical considerations were observed by the researcher, including confidentiality and anonymity. All participant information has been kept securely with the researcher. There was no physical or emotional harm to any of the participants. They were not compelled to participate and were given an informed consent form to sign before participation. They were given information about the study's goals, objectives, and their role in it. Their queries were answered honestly and fully. The participants were free to leave the study at any time and the researcher upheld their integrity and respect. Participants were assured that the information they provide would not be shared with anyone else.

Research Design

This research is a cross-sectional quantitative study. A closed-ended, perception based survey, using internationally standardized tools, was used to collect the data.

Operationalization

Gender role attitudes are divided into two categories; egalitarian gender role attitudes and traditional gender role attitudes. Life satisfaction is understood as the subjective well-being a person feels about their life experiences.

Hypothesis

The hypothesis for this study is:

H1: Lesser positive attitudes for traditional gender roles results in greater life satisfaction and more positive attitudes for egalitarian gender roles results in greater life satisfaction

(Matud et al., 2014; Soltanpanah et al., 2018)

H2: Socio-demographic variables such as gender, marital status, regional belonging and household income have an association with attitudes toward egalitarian versus traditional gender roles (Pampel, 2011).

Selection Criterion

The sample criterion of this study is currently working male and female school and university faculty members, from different departments and faculties of Punjab.

Sampling Method

Data was collected through convenience sampling using Google Forms. Google forms are a reliable source of data collection for research purposes as they present the respondents with a very detailed and easily understandable form. It also enables the researcher to export the data to Excel or SPSS for further analysis. Google forms have options to maintain respondent's anonymity and simultaneously to ensure that they answer every question before submitting.

University and school departments were approached through their department heads or common forums like faculty Whatsapp groups. The Google Form survey was circulated amongst the teachers either through Whatsapp or through emails, ensuring a maximum response rate. The data was then downloaded from the Google Forms and analyzed further through Excel and SPSS.

Data Collection

First, permission was taken from the FCCU IRB for data collection. An online survey was administered to the faculty members, along with a consent form. Data was collected through Google survey forms. The settings in Google survey was assigned to ensure that all answers were complete before submission is allowed. Every respondent was also allowed to only respond once. The settings of Google Forms were such that the responses were anonymous. Respondent

data was automatically sent from the Google survey to an Excel file, enabling coding and transfer to SPSS for analysis. Data collection lasted one month, from 30th July to 30th August. The data was analyzed during the month of September. The research was finalized in 3 months during the Fall semester of 2022, during the months of October, November, and December.

Instrument

The survey consists of a total of 33 questions that are divided into 3 sections:

Section A- consists of 12 social demographic questions which the researcher has developed according to study relevance with the supervisor.

Section B- consists of 16 questions on gender role attitudes, taken from the internationally standardized survey Gender Role Attitudes Scale (Zeyneloğlu & Terzioğlu, 2011). Questions 13 to 20 measure egalitarian gender roles; and question 21 to 28 measure traditional gender roles. The items will be scored on a 5 point Likert scale (strongly disagree to strongly agree).

Section C- includes questions from the Satisfaction with Life Survey (Diener, 1985), which consists of 5 questions that cater to life satisfaction and are scored on a 5 point Likert scale (strongly disagree to strongly agree).

Table 1 presents the reliability of the three scales and the variables used. The first variable, Egalitarian Gender Roles had 8 component questions, with a Cronbach's Alpha 0.707. The second variable, Traditional Gender Roles had 8 components, with a Cronbach's Alpha 0.764. The third variable was Life Satisfaction with 5 component questions and a Cronbach's Alpha 0.793. A Cronbach's Alpha above 0.7 refers to a reliable and consistent scale, which shows that all the three variables were reliable.

Table 1*Reliability of Independent and Dependent variables*

Variables	n	Cronbach's Alpha
Egalitarian Gender roles	8	0.707
Traditional Gender roles	8	0.764
Life Satisfaction	5	0.793

Data analysis

SPSS 25.0 was used for data analysis. The independent and dependent variables are as follows:

Independent variable: For this study, attitude towards gender roles will be the independent variable. Gender roles attitudes that will be measured in the study will include egalitarian gender roles and traditional gender roles.

Dependent Variable: The dependent variable for this study is the life satisfaction.

Control Variable: Age will be kept as a control variable.

First, descriptive statistics have been used to present frequencies and percentages of all variables in this study. Next, Pearson correlations results have been used to show the relationship between study variables and independent sample t-tests have been used to show the relationship between the independent variable (traditional gender roles) and the socio-demographic factors such as gender, marital status, and income. For the independent sample t-tests, cut-off values were assigned. With both the scales for gender roles and life satisfaction, the higher the values, the higher the attitude for egalitarian gender roles and life satisfaction. Based on the compounded data, cut off values have been assigned to each study domain. For egalitarian gender roles, values above 25 portray a positive attitude towards egalitarian gender roles, and for life satisfaction values above 15 represent higher life satisfaction. Finally, multiple linear regression has been

used to show the relationship and significance between life satisfaction and gender roles. Significance level at $p < 0.05$ will be assigned for reporting of results.

Results

Socio-demographic results

Table 2 presents and summarizes the socio-demographic information of the participants. According to the results, majority of the respondents are females (63%) and 37% are male. Majority are also married (74%) with spouses employed in a skilled job (50.3%), whereas only 20.8% are single. Majority of the population either live in nuclear families (50.9%) or in joint families (38.1%). Nearly all the sample belongs to Punjab (96.5%) and follow the religion of Islam (98.3%). Majority of the respondents' families consist of 4 to 6 people (65.9%). For most respondents, their parents are not dependent on them (61.3%), but a significant percentage of respondents (30.0%) have dependent parents. Majority earn less than or equal to 69.4% PKR 99,999 per month, and majority have reported that their spouses earn less than or equal to PKR 99,999 per month 71.7%, suggesting that the sample represents the middle class of Pakistan.

Table 2

Descriptive statistics of demographic values

Variables	F	%
Age		
25 and below	16	9.2
26-29	23	13.3
30-39	57	33
40-49	58	33.5
50 and above	19	11.0
Gender		
Female	109	63.0
Male	64	37.0

Individual Income per month		
Less than or equal to 49,999	45	26.0
PKR 50,000-99,999	75	43.4
PKR 100,000-149,999	21	12.1
PKR 150,000-199,999	16	9.2
PKR 200,000-249,999	6	3.5
PKR 250,000-299,999	4	2.3
Equal to or more than PKR 300,000	6	3.5
Spouse Income		
Less than or equal to PKR 49,999	99	57.2
PKR 50,000-99,999	25	14.5
PKR 100,000-149,999	21	12.1
PKR 150,000-199,999	09	5.2
PKR 200,000-249,999	11	6.4
PKR 250,000-299,999	1	0.6
Equal to or more than PKR 300,000	7	4.0
Marital Status		
Single	36	20.8
Married	128	74.0
Divorced/Widowed/Other	09	5.2
Family Structure		
Nuclear Family	88	50.9
Joint Family	66	38.1
Single Parent Family	19	11.0
Spouse Employment		
NA	44	25.4
Skilled	87	50.3
Unskilled	5	2.9
Unemployed	37	21.4
Belonging		
Rural	26	15.0
Urban	147	85.0
Ethnicity		
Punjabi	167	96.5
Others (Sindhi, Kashmiri, & Urdu Speaking)	6	3.5
Religion		
Islam	170	98.3
Christianity	3	1.7
Family Size		
1 to 3	30	17.3
4 to 6	114	65.9
7 and above	29	16.8
Dependency of Parents		
Yes	52	30.0
No	106	61.3
Partial	15	8.7

Table 3 presents results for egalitarian gender roles as listed by participants of this study. We can see that the majority of participants feel strongly about positive attitudes for egalitarian gender roles. The majority indicated that: (i) Equal chances should be enabled to women and men for professional development (98.3%); (ii) Decision to have a child should be made by both spouses in a marriage (97.2%); (iii) Spouses decide together in the family (97.7%); (iv) Daughters and sons should benefit equally from the family's economical means (95.9%); (v) Men and women should have equal professional fees (89.6%); (vi) Widowed women should be able to live by themselves (84.4%); (vii) Domestic work should be equally shared amongst the spouses (79.8%); and (viii) Assets should be shared equally between the spouses after a divorce (69.9%).

Table 3

Descriptive statistics of Egalitarian Gender Roles

Egalitarian Gender Roles	SDA/ DA		Neutral		SA/ A	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Decision to have a child should be made by both spouses in a marriage	1	0.5%	4	2.3	168	97.2
Equal fee should be paid to the women and men in professional life.	8	4.6	10	5.8	155	89.6
Widowed woman should be able to live by herself.	12	6.9	15	8.7	146	84.4
Assets should be shared equally when spouses divorce.	17	9.9	35	20.2	121	69.9
Equal chances should be enabled to women and men for professional development.	1	0.5	2	1.2	170	98.3
Domestic work should be shared equally between spouses in the family.	17	9.8	18	10.4	138	79.8
Daughters and sons should be benefited equally from the family's economical means.	5	2.9	2	1.2	166	95.9
Spouses decide together in the family.	1	0.5	3	1.8	169	97.7

Table 4 presents results for traditional gender roles as listed by participants of this study. We can see that a significant number of respondents feel strongly about positive attitudes for traditional gender roles with a few exceptions. The majority indicated that: (i) The head of household is a man (82.7%); (ii) The man's main task is breadwinning (69.4%); (iii) Men should deal with tasks away from home (63.5%); (iv) A girl should obey her father's wishes before marriage (63.0%).

However, the majority also indicated that: (i) Girls should not be dressed in pink and boy in blue (72.2%); and (ii) Men should not be preferred in employment opportunities due to women's fertility (51.4%).

Table 4

Descriptive statistics of Traditional Gender Roles

Traditional Gender Roles	SDA/ DA		Neutral		SA/ A	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The head of the household is man.	18	10.4	12	6.9	143	82.7
A man's main task in the house is breadwinning.	41	23.7	12	6.9	120	69.4
Woman should not work if the economic situation of the man is adequate.	64	37	23	13.3	86	49.7
Profession implemented by woman and man should be different.	77	44.5	33	19.1	63	36.4
Men should be preferred in employment applications because of women's fertility.	89	51.4	32	18.5	52	30.1
A girl should obey her father's wishes until she is married.	41	23.7	23	13.3	109	63.0
Man should deal with tasks away from home such as shopping and paying the bills.	48	27.8	15	8.7	110	63.5
Girls should be dressed in pink while boys should be dressed in blue.	125	72.2	27	15.6	21	12.2

Table 5 presents results for life satisfaction as listed by participants of this study. We can see that majority participants feel satisfied with their life. The majority indicated that:

(i) They were satisfied with their lives (74%); (ii) They have gotten all the important things in life (66.5%); and (iii) The conditions of their lives are excellent (63.6%). However, some also indicated they were not happy with their life by stating: (i) Their life is not close to their ideal (50.9%); and (ii) If they could live their lives all over again, they would change some things (42.2%). A significant number of people were also neutral about their perception whether: (i) Their life is close to ideal (23.1%); (ii) The conditions of their life are excellent (25.4%); (iii) They have gotten the important things in life (21.4%); and (iv) If they could relive their lives they would change nothing (27.2%).

Table 5

Descriptive statistics of Life Satisfaction

Life Satisfaction	SDA/ DA		Neutral		SA/ A	
	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%
In most ways my life is close to my ideal	88	50.9	40	23.1	45	26
The conditions of my life are excellent	19	11.0	44	25.4	110	63.6
I am satisfied with my life.	13	7.5	32	18.5	128	74.0
So far I have gotten the important things I want in life.	21	12.1	37	21.4	115	66.5
If I could live my life over, I would change almost nothing.	73	42.1	47	27.2	53	30.7

Correlation Results

In Table 6, Pearson correlation has been used to show the relationship between the study variables. Life satisfaction and traditional gender roles are significantly associated in a negative relationship, suggesting that when traditional gender roles are high, life satisfaction is low ($p < 0.01$).

Table 6*Pearson Correlation matrix for Gender Roles and Life Satisfaction*

Variables	Egalitarian Gender Roles	Traditional Gender Roles	Life Satisfaction
Egalitarian Gender Roles	1.000		
Traditional Gender Roles	0.251*	1.000	
Life Satisfaction	0.003	-0.310*	1.000

Significant at $p < 0.01$

Independent Sample t-tests results

Table 7 presents the results of independent sample t-test for traditional gender roles by marital status. The results show that married respondents have statistically lower attitude towards traditional gender roles ($M=1.42$, $SD=\pm 0.49$), compared to respondents who are single ($M=1.36$, $SD=\pm 0.48$).

Table 7*Results of t-test and Descriptive Statistics for Positive Attitude Towards Traditional Gender Roles by Marital Status*

	Marital Status						95% CI for Mean Difference	t	df
	Single		Married						
	M	SD	n	M	SD	n			
Traditional Gender Roles	1.36	0.48	36	1.42	0.49	128	-0.25, 0.11	-0.7	162

Table 8 presents the results of independent sample t-test for Traditional Gender Roles by Family Structure. The results show that respondents living in nuclear family structures have lower attitude towards traditional gender roles ($M=1.45$, $SD=\pm 0.50$), compared to those living in joint family structures ($M=1.36$, $SD=\pm 0.48$).

Table 8*Results of t-test and Descriptive Statistics for Traditional Gender Roles by Family Structure*

	Family Structure						95% CI for Mean Difference	t	df
	Nuclear Family			Joint Family					
	M	SD	n	M	SD	n			
Traditional Gender Roles	1.45	0.50	88	1.36	0.48	66	-0.07, 0.25	1.13*	152

*p<0.05

Table 9 presents the results of independent Sample t-test for Traditional Gender Roles by Gender. The results show that male respondents have significantly lower positive attitudes towards traditional gender roles and hence a greater egalitarian attitude (M=1.46, SD=±0.50), compared to the female respondents (M=1.36, SD=±0.48).

Table 9*Results of t-test and Descriptive Statistics for Traditional Gender Roles by Gender*

	Gender						95% CI for Mean Difference	t	df
	Females			Males					
	M	SD	n	M	SD	n			
Traditional Gender Roles	1.36	0.48	109	1.46	0.50	64	-0.25, 0.05	1.31*	171

*p<0.05

Table 10 presents the results of independent Sample t-test for Traditional Gender Roles by Individual Income. The results show that respondents earning above PKR 150,000 per month have significantly lower positive attitude towards traditional gender roles (M=1.50, SD=±0.51), compared to those earning PKR 50,000 or less (M=1.33, SD=±0.47).

Table 10

Results of t-test and Descriptive Statistics for Traditional Gender Roles by Individual Income

	Individual Income						95% CI for Mean Difference	t	df
	<50,000			Above 150,000					
	M	SD	n	M	SD	n			
Traditional Gender Roles	1.33	0.47	45	1.50	0.51	16	-0.45, 0.11	1.17	59

Table 11 presents the results of independent sample t-test for Traditional Gender Roles by Regional Belonging. The results show that respondents who belong to rural areas have significantly greater positive attitude towards traditional gender roles ($M=1.34$, $SD=\pm 0.48$), compared to those who belonged to urban areas ($M=1.41$, $SD=\pm 0.49$).

Table 11

Results of t-test and Descriptive Statistics for Traditional Gender Roles by Rural Urban Belonging

	Belonging						95% CI for Mean Difference	t	df
	Rural			Urban					
	M	SD	n	M	SD	N			
Traditional Gender Roles	1.34	0.48	26	1.41	0.49	147	-0.28, 0.14	0.65	171

Regression Results

Table 12 shows the multiple linear regression results for the variables that predict life satisfaction. A significant regression equation was found ($F(12,160) = 2.606$, $p = .003$), with R^2 of .404. The variables that show a significant prediction for life satisfaction include: (i) traditional gender roles ($t = -3.072$, $P = 0.002$); and (ii) gender ($t = 2.433$, $P = 0.016$). The results confirm that when attitudes for traditional gender roles are high, life satisfaction is low.

Table 12*Regression model for Traditional Gender Roles Life Satisfaction*

Model	Coefficients						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Beta	Lower Bound
(Constant)	1.369	.253		5.409	.000	.870	1.869
Traditional Gender Roles	-.201	.065	-.230	-3.072	.002	-.330	-.072
Gender	.182	.075	.204	2.433	.016	.034	.329
Age	.066	.036	.169	1.829	.069	-.005	.137
Individual Income	-.003	.025	-.010	-.118	.906	-.052	.046
Spouse Income	.025	.022	.093	1.153	.250	-.018	.068
Marital Status	.116	.080	.132	1.449	.149	-.042	.275
Family Structure	-.033	.048	-.052	-.684	.495	-.128	.062
Regional belonging	.001	.088	.001	.014	.989	-.172	.174

Dependent Variable: Com. LS

The prediction model was statistically significant, $F(12, 160) = 2.606, p = .003$ $R^2 = .404, \text{Adjusted } R^2 = .164$

Discussion

This study aimed to identify the relationship between gender role attitudes and perception of life satisfaction, with regards to school and university faculty members. A majority of the sample showed positive attitude towards egalitarian gender roles but simultaneously also agreed to having positive attitudes for traditional gender roles. This conflicting perspective may be due to social desirability bias. This bias could be prevalently seen in men as compared to women respondents. Men usually have more positive attitudes towards traditional gender roles (Pampel, 2011). At the same time, literature shows that men also benefit economically from egalitarian gender roles since the pressure on them to be the sole bread-winners for the family decreases (Pampel, 2011).

This study also shows that females have more positive attitudes towards traditional gender roles. This can be explained through the New Home Economics Theory developed by Becker in 1991 (Boehnke, 2011). According to the theory, a family works in order to maximize their utility which can be easily done by dividing the work. Usually, men take up the work that is based outside the house whereas women focus on the domestic work. This theory suggests that to ensure a smoother functioning of a family, females tend to give up on their careers and retreat to household chores. Another factor that moves women away from egalitarian gender roles is the presence of children. A mother's role of caring for her child is inherently traditional and hence gives rise to a positive attitude towards traditional gender roles once a female becomes a mother. Men tend to hold their egalitarian views even after having a child because they are not socially pressurized into alter their personality into a more nurturing one, by the society (Boehnke, 2011).

Another reason to the high traditional gender roles amongst women can be the mental exhaustion of their dual roles as working mothers. Women who are employed have to do double

the work as compared to a man who is employed, since they have to earn as well as be the home-makers. This can be seen through the statistics that men spare 50 hours a week for their employment and household work, whereas women end up contributing 80 hours a week (Scarr et al., 1989). Moreover, in families with infants, women worked 16 to 24 hours more per week compared to the father (Scarr et al., 1989). This pattern of extensive work that accompanies the dual role of a working mother, can be a factor that influences the women in question to condemn the egalitarian way of life and its hardships. Women going through similar circumstances may tend to believe that the traditional life with defined gender roles, where the breadwinning duty lies with the men, may prove as an easier option.

The results also show that people living in nuclear families tend to have greater egalitarian gender roles as compared to joint or extended families and existing literature supports this claim. This is because women are responsible for the house chores regardless of their employment status, and they are more satisfied in nuclear families (Sultan et al., 2017). Furthermore, according to the previous literature, husbands and wives have similar, if not the same, preferences regarding gender roles (Marks et al., 2009). This idea can be used to understand the statistics of higher egalitarian gender roles in nuclear family. In nuclear family, the egalitarian perspective of one of the spouse can influence the perspective of the other into adopting egalitarian views.

Existing literature states that children learn their behavior from observing their parents and their relationships in the society and with each other (Bansal et al., 2014). So parents implementing traditional gender roles will nurture their children into people who support traditional gender roles. Therefore, in nuclear families, where the influence of the mother and father is greater on their children and on each other, they can impart egalitarian gender roles to

everyone that are contrary to the traditional views of the usual joint families. Joint families usually have a lot of customs, beliefs and misbeliefs that get transferred to the next generations, due to strong familial control on all the members. This explains why people living in joint families have a greater inclination towards traditional gender roles (Bansal et al., 2014). Since children learn from their elder's actions, they also adopt the traditional roles at a very young age such that they find it difficult to work their way out of it.

This study also highlights that people who earn more than PKR 150,000 have greater egalitarian gender roles. The current literature states, that consistent with social learning, children who belong to economically advantaged families have higher egalitarian gender roles. Similarly, men and women who earn more are egalitarian in their views rather than traditional (Marks et al., 2009). This can be explained by the fact that people, especially women, with a high income contribute more to the family expenses and have a sense of equality in terms of breadwinning. Women gain a sense of self and use their earnings to not only provide the basic necessities of the household but also to support their passions by exploring the alternative gender role. High income does not only provide women with financial independence but also a greater decision-making power since the financial control does not belong to one person or a man only. This independent income gives the women a better bargaining position when it comes to their gender roles, such that they are able to work on their own self-development.

Furthermore, although women consider their valuable contribution towards the family to be non-monetary, men consider women's contributions only when they are monetary (Pozarny, 2016). This difference is very obvious in rural areas, where the women do not have a monetary contribution to the family and hence not considered suitable for decision-making. Hence, women who do not earn and have no monetary contributions to the household are considered unsuitable

for bargaining their viewpoints or moving out of their traditional roles of caretakers. Women themselves also tend to hand over the right to take decisions over to the men when they realize that men are the only ones bearing the costs of those decisions. This gives rise to greater traditional gender roles in rural areas or in urban areas amongst unemployed women. Whereas, in urban areas, there are more opportunities for a woman to find employment which then provides them independence from the men in their life and hence a sense of confidence. This indirectly provides them with a greater egalitarian perspective in urban areas rather than a rural area. (Pozarny, 2016).

Our findings also show that people who belong to urban areas have higher egalitarian gender roles as compared to those belonging to rural areas. One explanation of this, according to the existing literature is the increased female labor force in the market (Pozarny, 2016). Women are exposed to greater infrastructure, services and opportunities for employment. This not only enables them to earn independently but also to challenge the norms by being unconventional in their homes and work-places both. Women can also increase their empowerment and hence their inclination towards egalitarian roles by have a diverse asset accumulation and by possessing diversified asset portfolios. These assets and their actions will be backed up by supportive structural policy measures that are usually not available in rural areas. The lack of female employment in rural areas deprives women of their financial and social rights as well as depriving them of asset ownership that they can use to claim their position in the society. This holds back women from participating and voicing their opinions resiliently on social forums and hence restricts them to traditional gender roles. The availability of employment opportunities in urban cities normalizes the presence of women in the labor force such that the gender roles evolve and alter which then increases the acceptability towards egalitarian gender roles.

Another explanation for this trend can be the availability of high-quality education in the urban areas. Although educating girls is low priority even in the urban areas, but availability of education still raises the general literacy rate. Educating the general public works in the favor of egalitarian gender roles because it raises awareness about basic human rights and responsibilities amongst men, women and their conjoining families. This teaches the public how all the duties must be divided in every sphere and that no gender was born with one particular duty. This exposure to education hence gradually eradicates the traditional norms or gender roles in the area (Pozarny, 2016).

Limitations of Study

Due to time and researcher resource limitations only participants from Punjab were sampled. Respondents were contacted through Whatsapp which might have affected their attention span. Since convenient sampling was done instead of random sampling, the sample does not represent the whole population of Punjab. The sample size was also small and cannot be used to represent the faculty members of the province Punjab.

Recommendations

Measures to promote egalitarian gender roles are being taken internationally. Organizations such as United Nations (UN) and Organization for Economic Co-operation and Development (OECD) have taken initiatives to reduce gender inequality and hence increase egalitarian gender practices (OECD, 2017). Across many different countries, fathers are being encouraged to take parental leaves for two months in order to divide the paid and unpaid household work equally amongst the spouses. Gender quotas are enabling more women to join the workforce in private and political spheres that would then increase the chances of them

earning a higher wage. Countries have been prompted to introduce new equal wage policies to ensure that wage gap gets eliminated. This would be achieved by ensuring transparency to the employees or through other strategies such as the 'pay gap calculators'.

Furthermore, in countries associated with OECD, to increase women employment other measures have been taken, which would also in turn ensure that more women get a bargaining authority in their households through their earnings. One strategy to ensure this is the access to childcare, increased flexible working hours and conditions, equal wage as compared to men and the opportunity to access good quality jobs. Apart from this, an actual change in the gender roles would take place through governmental policies which can include gender-specific budget and other policies that would deal with the harmful but prevalent stereotypes. Many countries have also developed financial educational programs to increase female financial literacy and resilience. Various OECD governments, such as Korea, Portugal, Australia and Austria have also tried to counter the negative gender stereotypes through spreading awareness about the problem. This is being achieved by carrying out national public awareness campaigns against gender norms and stereotypes, and by reinforcing egalitarian perspective through traditional and online media (OECD, 2017). These measures have proven beneficial for many countries and can aid Pakistan to solve negative gender norms that are prevalent in the country. Pakistan can take inspiration from these established systems and designs to construct a framework that would benefit the whole population especially women.

Other measures that Pakistan as a country can take to encourage egalitarian attitudes of gender roles and to reduce gender discrimination can include relevant policy makers. The policy designing process should include and consult relevant and concerned stakeholders such as marginalized women, women NGOs, local advocates of the cause and national machineries for

women (Hunt, 2004). Furthermore, women should be provided with skills training as it increases their decision making capacity. Men (male colleagues and husband) should also be counseled in workplaces and household for sensitizing them towards the problems women face. This would ensure that women get more opportunities to participate in different fields to provide a sustainable change to the traditional gender roles prevalent in the society. There should also be policies for workplaces that ensure that middle as well as senior level employees and employers are held accountable for their attitudes towards discriminatory gender roles. This would ensure that both men and women benefit from the development activities (Hunt, 2004). Pakistan as a third-world country can implement the policies used by other countries to counter gender stereotypes and achieve egalitarian gender roles, as well design its own policies on the basis of the researched aims of egalitarian perspective.

Conclusion

Gender role attitudes influence a person's subjective well-being and life satisfaction. This is an area that has been less researched amongst university faculty of Pakistan. This study identifies and concludes that egalitarian gender roles result in a higher life satisfaction and traditional gender roles result in lower life satisfaction. The following groups have lower attitudes towards traditional gender roles and higher positive attitudes for egalitarian gender roles: married people, people living in nuclear family structures, males, those earning above between PKR 150,000, urban areas. The study implies the need for social literacy interventions to improve positive attitudes for egalitarian gender roles in Pakistani society, especially in context to females, rural populations, and those belonging to lower wealth classes. It is by pointing out this deep issue that this paper will make a meaningful contribution.

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Appendix A: Informed Consent Form

Date: _____

Dear Respondents, you have been invited to participate in a survey entitled. “What is the relation between the attitude towards gender roles and life satisfaction?”

The purpose of the study is to examine the relationship between the attitude towards gender roles and life satisfaction. The attached questionnaire will take approximately 10-15minutes to answer. There is no compensation for responding nor is there any kind of known risk. The information provided will not be released to a third party and no names will be asked, ensuring all confidentiality and anonymity. Your participation in this study is completely voluntary and you have the right to withdraw from answering the survey at any point.

By signing this form, you are agreeing that you have read the above information and indicating your consent to participate or take part in this research study.

Name of the participant: _____

Thank you! Your participation is highly appreciated.

Researcher: Duaa Tahir

BSc. Hon, Department of Sociology, Forman Christian College

221372291@formanite.fcollege.edu.pk

Informed consent (Signature): _____

Appendix B: Survey Questionnaire

Section A

Demographics:

1.	Gender	Female	Male	Other		
2.	Age					
3.	Individual Income					
4.	Spouse Income					
5.	Marital Status	Single	Married	Divorced	Separated	Widowed/widower
6.	Family Structure	Nuclear Family	Joint Family	Single-parent family	others	
7.	Dependency of parents	Yes	No	Maybe		
8.	Spouse employment					
9.	Urban/Rural belonging	Urban	Rural			
10.	Ethnicity					
11.	Religion					
12.	Family size (pupils)					

Section B

Gender Role Attitudes Scale (Zeyneloğlu & Terzioğlu, 2011)

Questions 13 to 20 refer to Egalitarian gender roles

Question 21 to 28 refer to Traditional gender roles

Sr. No.	Gender roles	Completely Agree	Agree	Undecided	Disagree	Completely Disagree
13.	Decision to have a child should be made by both spouses in a marriage					
14.	Equal fee should be paid to the women and men in professional life.					
15.	Widowed woman should be able to live by herself.					
16.	Assets should be shared equally when spouses divorce.					
17.	Equal chances should be enabled to women and men for professional development.					
18.	Domestic work should be shared equally between spouses in the family.					
19.	Daughters and sons should be benefited equally from the family's economical means.					

20.	Spouses decide together in the family.					
21.	The head of the household is man.					
22.	A man's main task in the house is breadwinning.					
23.	Woman should not work if the economic situation of the man is adequate.					
24.	Profession implemented by woman and man should be different.					
25.	Men should be preferred in employment applications because of women's fertility.					
26.	A girl should obey his father's wishes until she is married.					
27.	Man should deal with tasks away from home such as shopping and paying the bills.					
28.	Girls should be dressed in pink while boys should be dressed in blue.					

Section C-

Satisfaction with Life Survey (Diedner, 1985)

	Life satisfaction	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
29.	In most ways my life is close to my ideal					
30.	The conditions of my life are excellent					
31.	I am satisfied with my life.					
32.	So far I have gotten the important things I want in life.					
33.	If I could live my life over, I would change almost nothing.					

Appendix C

IRB Approval Letter



FORMAN CHRISTIAN COLLEGE
(A CHARTERED UNIVERSITY)

INSTITUTIONAL REVIEW BOARD APPROVAL CERTIFICATE

IRB Approval Certificate

IRB Ref: IRB-393/05-2022

Date: 18-05-2022

Project Title: The Relationship between Attitudes towards Gender Roles and Life Satisfaction in University Faculty.

Principal Investigator: Duaa Tahir.

Supervisor: Dr. Sara Rizvi Jafree.

Institutional review board has examined your project in IRB meeting held on 18-05-2022 and has approved the proposed study. If during the conduct of your research any changes occur related to participant risk, study design, confidentiality or consent or any other change then IRB must be notified immediately.

Please be sure to include IRB reference number in all correspondence.

Dr. Kauser Abdulla Malik HI, SI, TI
Chairman, IRB
HEC Distinguished National Professor (Biotechnology)
Dean Postgraduate Studies
Director, Research, Innovation & Commercialization (ORIC)
Forman Christian College (A Chartered University)
Lahore