



Seminar Outline

- ▣ Research objectives
- ▣ Literature review/theory to be tested
- ▣ Hypothesis
- ▣ Methods of analysis
- ▣ Conclusions/Results
- ▣ Discussion

Research Objectives

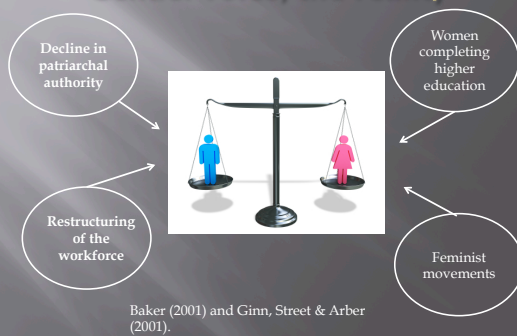
- (1) To describe (i) the gender composition of the sample, (ii) respondents educational status and (iii) attitudes towards the gendered division of labour (univariate analysis)
- (2) To compare attitudes towards the gendered division of labour with (i) gender and (ii) education status (bivariate analysis)
- (3) To analyse the extent to which the gendered division of labour are determined by gender itself and educational qualification (multivariate analysis)

Literature Review: Gender roles, the reality



In New Zealand as in most Western countries it is becoming increasingly accepted that the traditional male breadwinner/female caregiver model of family life in which men provide economically for the family through paid work, while women take on the responsibility for unpaid care and domestic duties, is no longer as relevant as in previous decades (Lewis, 2001 and Crompton, 2006).

Gender roles, the reality



Gender roles, the reality

- Despite these changes, however, gendered patterns of labour still exist throughout the life-course.
- Time-Use Surveys show that while women are increasingly participating in the traditional male-dominated public sphere, this has not equated to a more equal sharing of tradition 'women's work' between men and women.
- In 2001 for example, research by the MSD found that while both men and women worked the same number of hours per day, women spent a larger proportion of these hours doing unpaid work compared to men (2 hours more compared to men)
- Suggests that while attitudes towards the gendered division of labour are less conservative than in the past, a degree of conservatism still remains

Literature Review: Attitudes towards gender roles

- ❑ In general research has found that gender, age, employment status of women and education are the strongest social determinants in shaping an individual's gendered attitudes and subsequent behaviour.
- ❑ EG: Panatoya and Brayfield (1997) find that compared to women, men today are less accepting of more equal gendered roles and are slower to change their traditional values regarding the gendered division of labour.

Exchange theory of Gender role attitudes



- ❑ Morgan & Walker, (1983)
- ❑ Support for a particular model of gendered labour e.g. the male breadwinner/female caregiver model is based on the expectation that one will either profit or lose-out from their relative position within the model.
- ❑ Consequently men and women's attitudes towards the gendered division of labour should differ.
- ❑ Women are expected to show greater support for egalitarian models of labour (as they are expected gain from increased levels of equality)
- ❑ Men are expected to support for more conservative models of the gendered division of labour (i.e. the male breadwinner/female caregiver model)

Literature Review: age, income and education

- ❑ Other research has shown that education, age and income levels can also be predictors of attitudes towards gendered divisions of labour.
- ❑ Inglehart & Norris (2003) found that older generations hold more conservative gendered views compared with younger generations.
- ❑ Misra, (1995) found that education was negatively associated with conservative views towards gendered roles with higher levels of education correlated with decreased/less support for the male breadwinner/female caregiver division of labour

Exposure Theory of Gender role attitudes



- ▣ Bolzendajl & Myers, (2004)
- ▣ Individuals develop / change their understanding of gendered roles and attitudes towards gendered issues when encounter ideas and situations that are linked with alternative gendered models
- ▣ Education, employment and personal experience = influential variants.
- ▣ Modern education, especially higher tertiary levels = influential. Why? Exposure to liberal ideologies and lifestyles associated with modernity plus challenges gender stereo-types associated with traditional models of social life
- ▣ Individuals with higher levels of education predicted to have more modern, liberal views towards gender roles.

Research Hypothesis

- ▣ Both gender and education status will impact on people's attitudes towards the gendered division of labour.
- ▣ Individuals with higher educational qualifications will have less traditional attitudes towards the gendered division of labour and those with lower levels of educational qualifications will be more likely to hold conservative attitudes and support the traditional Western male breadwinner/female caregiver model of labour.
- ▣ Also a correlation between gender and attitudes with females holding more liberal views regarding the gendered division of labour and males holding more conservative attitudes.

Data and Methodology

- ▣ Data analysed in this report has been taken from the ISSP: NZ 2002 Changing Gender Roles III survey; a cross-sectional piece of research designed to collect information regarding attitudes and practises towards families and changing gender roles in New Zealand
- ▣ This research was administered using self-completed mail-back survey to a sample of the population that was randomly selected from the 1999 New Zealand electoral role. The sample has been described as generally representative of the New Zealand population 18 years and older (Gendall, 2003).
- ▣ The response rate to the survey was 59.9%

Measurement of Variables: Gender

Measured using respondents answer to question 40 of the ISSP Survey: *What is your sex: Male/Female* with the response options

Value	Concept: Gender	Level of measurement
1	Male	Nominal
2	Female	Nominal
3	No answer	Nominal

Measurement of Variables: Education status

Measured using the respondents' answers to Question 48: *What is your highest level of education qualification?*

Value	Concept: Educational qualification	Level of measurement
1	No formal qualification	ordinal
2	High-school qualification	ordinal
3	Diploma or trade certificate	ordinal
4	Tertiary level qualification	ordinal
9	N/A or did not know	ordinal

Measurement of Variables: Attitudes towards Gender roles

Measured using the following question from the survey: Q2b: *To what extent do you agree or disagree with each of the following statements? A man's job is to earn money; a woman's job is to stay at home and looks after the home and family?*

Attitude Scale

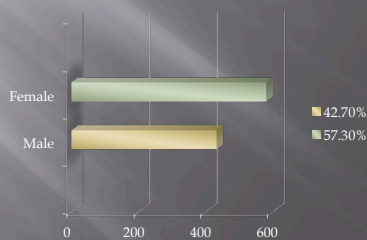
Value	Old Variable	New Variable
1	Strongly disagree	Strongly conservative
2	Disagree	Moderately conservative
3	Neither agree nor disagree	Neither conservative nor liberal
4	Agree	Liberal
5	Strongly agree	Strongly liberal

Stages of Analysis

- ▣ **Stage One:** describes the three variables of interest to the research objectives (i) gender, (ii) education status and (iii) attitudes towards the gendered division of work using frequency tables within SPSS.
- ▣ **Stage Two: bivariate analysis** looks at the relationships between attitudes towards the gendered division of labour with (i) gender itself and (ii) education status. Relationships are analysed using cross-tabulations, Chi-Square and Phi tests.
- ▣ **Stage Three: multivariate analysis** used to examine the relationship between attitudes towards the gendered division of labour and education status controlling for age. A third bivariate analysis using cross-tabulations, Chi-Square and Phi tests were also used to look at the association between age by itself and attitudes towards the gendered division of labour.

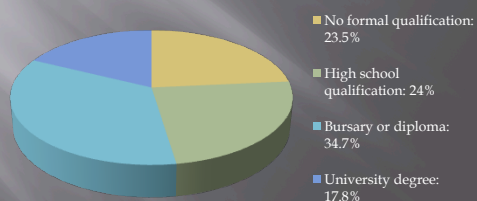
Results: Analysis I Data Descriptions

Bar Graph showing Gender distribution of sample



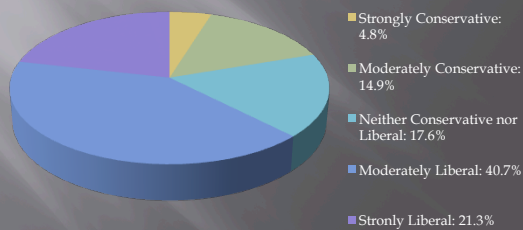
Analysis I Data Descriptions

Pie Chart showing Highest level of Education Qualification



Analysis I Data Descriptions

Pie chart showing attitudes towards Gender roles



Analysis II (i): Bivariate Analysis

Attitudes towards the gendered division of labour by gender

		N		%	
Male job is work, woman job household	Strongly agree	Count	Male	Female	Total
		% within Male job to work, woman job household	20.0%	29.4%	24.7%
Strongly agree	Strongly agree	% within R1: Sex	2.5%	3.9%	3.2%
		% of Total	1.6%	1.8%	3.2%
		% within Strongly agree	47.3%	72.7%	70.0%
		% within Male job to work, woman job household	16.3%	23.6%	19.8%
Agree	Agree	% of Total	2.7%	2.8%	1.8%
		% within Strongly agree	33.0%	40.0%	36.5%
		% within Male job to work, woman job household	22.4%	35.1%	27.9%
		% of Total	3.0%	3.2%	1.9%
Neither agree nor disagree	Neither agree nor disagree	% within Male job to work, woman job household	11.8%	14.7%	13.3%
		% of Total	1.0%	1.0%	0.5%
		% within Strongly agree	12.5%	15.7%	14.1%
		% within Male job to work, woman job household	4.1%	6.5%	5.3%
Disagree	Disagree	% of Total	3.0%	3.2%	1.9%
		% within Strongly agree	33.0%	40.0%	36.5%
		% within Male job to work, woman job household	22.4%	35.1%	27.9%
		% of Total	4.1%	4.0%	4.0%
Strongly disagree	Strongly disagree	% within Male job to work, woman job household	17.6%	21.8%	19.7%
		% of Total	1.0%	1.0%	0.5%
		% within Strongly agree	12.5%	15.7%	14.1%
		% within Male job to work, woman job household	16.3%	23.6%	19.8%
Total	Total	% of Total	2.0%	1.8%	1.9%
		% within Strongly agree	47.3%	72.7%	70.0%
		% within Male job to work, woman job household	10.0%	12.9%	11.5%
		% of Total	42.9%	47.2%	45.0%

Results: Gender and Attitudes

	Value	Asymp. Sig. Exact ^a	Asymp. Sig. Exact ^b
Nominal by Nominal	Phi	.152	.000
	Cramer's V	.152	.000
Ordinal by Ordinal	Spearman Correlation	.031	.000
	Gamma	.031	.000
	Gamma	.031	.000
	Gamma	.031	.000

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

- Using the measurement of Phi the cross-tabulation above shows a minor correlation between gender and attitudes towards gendered divisions of labour (Phi = .152).
- This suggests that, contrary to my hypothesis attitudes towards the gendered division of labour are not significantly influenced by one's gender.

Analysis II (ii): Bivariate Analysis

Attitudes towards the gendered division of labour by education status

Attitudes towards the gendered division of labour	Education	Attitudes towards the gendered division of labour			
		N	Mean	Std. Deviation	Std. Error
Strongly agree	No formal education	32.43	2.02	1.10	.193
	Primary school	7.34	2.02	1.10	.193
	High school	1.43	2.02	1.10	.193
	University	1.43	2.02	1.10	.193
Disagree	No formal education	14.87	2.02	1.10	.193
	Primary school	27.34	2.02	1.10	.193
	High school	1.43	2.02	1.10	.193
	University	1.43	2.02	1.10	.193
Neutral	No formal education	10.72	2.02	1.10	.193
	Primary school	20.24	2.02	1.10	.193
	High school	1.43	2.02	1.10	.193
	University	1.43	2.02	1.10	.193
Agree	No formal education	1.43	2.02	1.10	.193
	Primary school	1.43	2.02	1.10	.193
	High school	1.43	2.02	1.10	.193
	University	1.43	2.02	1.10	.193
Strongly disagree	No formal education	1.43	2.02	1.10	.193
	Primary school	1.43	2.02	1.10	.193
	High school	1.43	2.02	1.10	.193
	University	1.43	2.02	1.10	.193

Results: Education status and Attitudes

	Value	Asymp. Sig.	Asymp. Sig.	Asymp. Sig.
Nominal by Nominal	Phi	.334		
Ordinal by Ordinal	Cramer's V	.334	.000	
Ordinal by Ordinal	Spearman's R	.334	.000	
Nominal by Ordinal	Spearman's R	.334	.000	

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

- ⇒ Moderate correlation between education status and attitudes towards gendered division of labour ($\Phi = .334$).
- ⇒ This suggests that one's education status does have a moderate impact on attitudes towards the gendered division of labour.
- ⇒ In general individuals with higher levels of education qualifications hold somewhat more liberal views towards the gendered division of labour compared to participants with less education qualifications who appear to side with conservative and more traditional views about the gendered division of labour.
- ⇒ Examples: only 1.1% of respondents with a tertiary degree or higher strongly believe that women should be responsible for housework and family duties and men should be responsible for earning and income, compared to 7.3% of respondents who also believe this but hold no formal education qualifications. In contrast, 41.9% of respondents with high levels of education compared to only 10.3% of respondents with no education qualifications strongly disagree with this statement.

Analysis III: Multivariate Analysis: Controlling for Age

Pearson Correlation: Education status and Attitudes towards the gendered division of labour controlling for age

Control Variables		Men's job is work, women's job household	
R: Age (Binned)	Men's job is work, women's job household	level_of_education	level_of_education
	Correlation	1.000	.214
	Significance (2-tailed)	.000	.000
	df	994	994
	level_of_education	Correlation	1.000
	Significance (2-tailed)	.000	.000
	df	994	994

- ⇒ Shows that the relationship between education status and attitudes towards gender role is weaker when controlling for age (a drop from $\Phi = .334$ to a Pearson correlation of .214).
- ⇒ This implies that that age also has an impact both on people's attitudes towards gender roles as well as their education status.

Analysis III: Multivariate Analysis

Age and Attitudes towards gender divisions of labour

		Men's job is paid work, women's job is home and childcare					
		Strongly agree	Disagree	Don't know	Strongly disagree	Total	Valid
Age (years)	21-40	254	25	25	538	682	682
	41-60	108	10	10	10	138	138
	61-80	108	10	10	10	138	138
	Total	470	45	45	558	1113	1113
	21-40	108	10	10	10	138	138
	41-60	108	10	10	10	138	138
	61-80	108	10	10	10	138	138
	Total	324	30	30	30	414	414
	21-40	108	10	10	10	138	138
	41-60	108	10	10	10	138	138
	61-80	108	10	10	10	138	138
	Total	324	30	30	30	414	414
Gender	Male	108	10	10	10	138	138
	Female	108	10	10	10	138	138
	Total	216	20	20	20	276	276
	Male	108	10	10	10	138	138
	Female	108	10	10	10	138	138
	Total	216	20	20	20	276	276
	Male	108	10	10	10	138	138
	Female	108	10	10	10	138	138
	Total	216	20	20	20	276	276
	Male	108	10	10	10	138	138
	Female	108	10	10	10	138	138
	Total	216	20	20	20	276	276
Total	21-40	108	10	10	10	138	138
	41-60	108	10	10	10	138	138
	61-80	108	10	10	10	138	138
	Total	324	30	30	30	414	414
	21-40	108	10	10	10	138	138
	41-60	108	10	10	10	138	138
	61-80	108	10	10	10	138	138
	Total	324	30	30	30	414	414
	21-40	108	10	10	10	138	138
	41-60	108	10	10	10	138	138
	61-80	108	10	10	10	138	138
	Total	324	30	30	30	414	414

Results: Age and Attitudes

	Value	Approx. Sig.	Approx. Sig.
Nominal by Nominal			
Chi-Square	11.14		
Continuity Correction ^a	10.93		
Likelihood Ratio	11.14		
Fisher's Exact Test	11.14		
Linear by Linear	11.14		
N of Valid Cases	682		

- Shows that there is a moderate positive correlation between age itself and attitudes towards the gendered division of labour (Phi .578)
- Elderly people are more likely to hold strongly conservative views towards the gendered division of labour than younger people, and correspondingly, younger people are more likely to hold strong liberal views towards the gendered division of labour.
- NB: the variation between the age brackets 21-40 years old and the age bracket 61-80 years old. Of those who strongly disagreed with the statement "men's job is in paid work and the women's job is at home", nearly half, 42.5% were between 21-40 years old. In comparison, only 10.1% of those who strongly disagreed with this statement were between 61 and 80 years of age.
- At the other end of the scale, of those who strongly agreed with the statement "men's job is in paid work and the women's job is at home", 39.6% were between 61 and 80 years of age compared to 16.7% of respondents ages 21-40 years.

So what does all this mean? Gender and Attitudes

- Results of this analysis show that attitudes towards gendered divisions of labour are more strongly influenced by ones education experience and age rather than gender.
- Contrary to my hypothesis and inconsistent with previous studies such as Thornton, (1983) and Panatoya & Bayfield, (1997) .
- Morgan and Walkers exchange model of gender-role attitudes (1983) cannot be applied to the results from this study

So what does all this mean? Education status and Attitudes

- ▣ Second bivariate analysis suggests a moderate, positive correlation between education status and attitudes towards the gendered division of labour with higher levels of education predicting more liberal and less traditional/conservative attitudes.
- ▣ Is consistent with exposure-based theories of gender-role attitudes.
- ▣ This trend is strongest at the more extreme ends of the attitude scale, with individuals whom have the highest levels of qualification more likely to hold strong liberal views compared to those with no formal qualifications and vice versa.

However....

So what does all this mean? Age, Education status and Attitudes

- ▣ A subsequent multivariate analysis found that the influence of one's educational status on their attitudes towards gender roles was some-what underscored by the respondents age.
- ▣ When controlling for age, education status had less of an impact on attitudes towards gender roles.
- ▣ A further bivariate analysis looking at relationship between age, by itself, with attitudes then found that age was a stronger determinant of attitudes towards gender roles than is education status.

The Gender Bender debate resolved?

- ▣ This study can give some weight to theories which talk about the liberalisation of attitudes towards gender.
- ▣ It is becoming more widely accepted that a woman's role is no longer solely confined to domestic and care duties, while at the same time there is some growing acceptance that men can or should become more involved in labour traditionally performed by women.
- ▣ This study indicates Western ideologies around these gendered roles are shifting with particular cohorts of society adopting less traditional/conservative attitudes more so than others.
- ▣ While traditional gender-role attitudes still remain, particularly among older cohorts of the population, correlations between education, age and gender-role attitudes suggest that we could potentially see an even stronger liberalisation of attitudes towards gender roles in the future.

