

# A SURVEY OF SOCIAL AND CULTURAL FACTORS: AFFECTING THE FAMILY ATTITUDES TOWARDS THE GENDER INEQUALITY

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**Abstract:** Nowadays, one the most important issues pertains to the problem of gender inequalities. The issue has been attended and discussed at the worldwide levels. It has been realized that women are deprived of their social progresses due to their gender. The gender inequalities refer to the phenomena which are experienced almost in all mankind communities. The subordinate position of the female group within a community presents the main grounds for the sociological studies dealing with the group's low social status, power structure and low share of the available resources. The most important factor which has impeded women's progresses is associated with the viewpoints and attitudes. These attitudes have been formed in the care of the society. All women's attempts and movements are in vain if the attitudes remain unchanged. They have penetrated the community in the form of some stereotyped cliches which create great impediments for the change in women's status. Gender has been an important factor in the formation of an individual's status; therefore, it has played various roles in the history of mankind.

Communities have attributed different roles to men and women in terms of their various cultures. The subordinate roles have been assigned to women; whereas, men have mostly been assumed to take on the superordinate positions in the society. Children step into the obsessed day care centers, schools and colleges obsessed by the stereotyped beliefs and

gender biases. The schooling system often strengthens the prejudices and leads to the creation of gender discrepancies regarding the social expectations in the contexts of job family and etc. Teachers' behavior and schools authorities' treatment also consolidate the gender differences in attitudes to social roles. Gender accounts for the social behaviours, roles, performances and thoughts which are imposed upon both male and female genders by the prevalent culture in every society. The two categories of gender biases and gender roles generate gender classification in the society. This will separate the society in to two male and female groups. Cultural biases towards the female group and the inequality treatment against them will also affect all social roles, processes and structures in small and large scales.

The present project aims at surveying and examining some of the cultural and social policies which reinforce the gender inequalities among the families. To explicate the socio-cultural factors of gender differences, the researchers felt constrained to benefit from the theoretical establishments including resources theory, social theory, label theory, stereotypical beliefs, Marxist theory, symbolic interaction theory and feminism.

This research utilizes the survey methodology, questionnaire technique and interviews with 344 female subjects and supplementary technic to fulfill its objectives. To analyze the data, the enquirer

employs the services of both descriptive and inferential statistics. At the level of descriptive statistics, she uses tables of frequency distribution and the level of inferential statistics she deploys Pearson correlation coefficient, F- test (to examine the mean variations for respondent's jobs) to display the data. To survey and foresee the equation of gender inequality, she applies the multivariate regression model, factor analysis and the relationship between variables step by step so that the data become clearly represented.

To moderate the variables, the researcher finds it suitable to use the factor analysis. She moderates and groups 15 in dependent variables into four factors. The factors include the socialization attitudes, gender biases, socio – economic base and biological experiences then, the regression equation is used to explicate and elaborate 61% of variance in gender inequality. The results reveal that independent variables cause 82% effects on the gender inequalities. The indirect effects consist of 59 percent. It means that independent variables have greater influence on the dependent variables. The variables of respondents' education levels and their income have a reverse and significant correlation with the gender inequalities with 99% of certainty. The variables of gender socialization, ideology, norms, role fulfillment and stereotypes have significant and positive correlation with the gender in qualities. In fact, when inequalities increase in one of the variables, gender inequality is also affected and the other way around. Finally, the job variable shows a significant difference with the gender inequality while the age variable lacks any significant correlation with the gender inequality.

In a total conclusion, it can be said that the attitudes and sexual beliefs influence the socialization methods and causes gender inequality, i. e beliefs and attitudes are prerequisites of action and socialization methods are relating chain of attitude and action.

**Key words:** gender socialization, gender norms, gender ideology, gender clichés.

## INTRODUCTION

As women constitute half of the world population, it is important to pay attention to their role in the process of social development. Throughout the history, biological, natural and social conditions have shaped the situation to restrict the women's freedom so that a great part of the women witnessed small changes in their environment.

The most significant factor which banned women from progress is attitudes formed in the society, those which can block the trend of women's movement

toward the ideal form. These attitudes are originated from culture, tradition and ideology.

## PROBLEM STATEMENT

Nowadays, in parallel with the widespread changes in women's social situation, we witness some variations in women's needs and expectation which can help the women to retrieve the lost rights. The relationship between two sexes in family and society is of great importance has determined the women's role out of its right position. Children enter the nurseries, school and university while bombarded with prefabricated ideas of sexual relationships and gender behavior. Gender bias is often reinforced by social authorities. The researches carried out show that women do 67% of working hours while earning 10% of world revenue.

## THE RESEARCH FOUNDATIONS

Women and men have played different roles in social groups and occupied various statuses in terms of power and authority which have been influenced by wrong ideology and tradition beliefs originated from ignorance and cultural poverty.

In this research, the effect of cliché beliefs on gender inequality is studied and the grounds of women's oppression and in privilege in society. There are presented some trends to direct the research as the following: (a) Recognizing the effect of gender socialization ideology, norm and role on gendering quality in the family. (b) Reviewing the effect gender clichés on gender inequality in workplace (c) presenting applicable approaches based on modern interpretations of Islamic teachings.

## LITERATURE REVIEW

There are found many theories focusing on gender in equality: (a) Resources theory: the most famous issue pertaining to power in familiar relationship was proposed by Blood and Wolf who considered an overt relationship between power and resources in family defining the power as a potential ability of a member to dominate others. [1]. In this way, a family member is usually asked who says the last word. Based on questions about cur purchase costing procedure, the person with the greatest authorities is determined in the family [2]. (b) Social learning theory: this theory considers learning as a change in behavior obtained through practice. Children learn the gender-related roles in both sexes and learn which gender behaviors to do. Therefore, gender specific behaviors are transferred to children through family and society. (c) Gender labeling theory: The ability to label in stable manner to the gender which is the first stage of thinking in Colberg's pattern means that children start to use gender as a class to divide the word and understand that gender is an important

classification. Parents teach the children to pay more attention to gender [3].

### **Radical Feminism Theory**

The most basic stance of radical feminism is considering positive value for women and complaint about the violence against women [4].

### **Liberal Feminism Theory**

Four themes are the in dices of liberal feminism theory. First, women and men are in in equal situations. Second, this inequality originates from society organization. Third, there is no natural difference pattern which can differentiate two sexes. Fourth, it is assumed that both men and women can react naturally against equal structures and situations.[4]

### **Existentialism feminism**

Focusing on biological differences between men and women, this approach reinterprets the women's role based on tradition, ancient rules and prejudices which women contributed to create.

### **Gender Scheme Theory**

#### ***Based On This Theory***

Based on this theory, culture plays an important role in the growth of gender. This role is brought about through providing a reference to create and form gender scheme in which children must be prepared to code, organize and process information.

To proceed the research, some hypotheses have been made: (a) There is a significant relationship between age and gender inequality (b) There is a significant relationship education level and gender inequality (c) There is a significant relationship between income and gender inequality (d) There is a significant relationship between gender socialization and gender inequality (e) There is a significant relationship between gender ideology and gender inequality (f) There is a significant relationship between gender norm and gender inequality (g) There is a significant relationship between gender role playing and gender inequality (h) There is a significant relationship between cliché beliefs and gender inequality

### **METHODOLOGY**

The main method of this research is survey the data of which are collected through questionnaire. In addition, library method has been used to reinforce the theoretical foundations.

### **Sample Volume**

The 344 women who were teaching officially in Hamedan, Iran were chosen in multistage clustering sampled method in that all the schools were divided in to two groups and five girl's high school, five girls' guidance school and ten girls' elementary schools were chosen and their female staffs were asked to fill in the questionnaire.

### **RESEARCH FINDINGS**

The women having filled in the questionnaires, we analysed them by Spss software. First, frequency table was used to classify the data. The multivariable regression model was used to predict the equation of gender inequality in step-wise method.

### **CONCLUSION**

Based on the results obtained, it is shown that the age range of women does not have any significant variation with the rate of gender inequality while the women feel less inequality holiday higher degrees of education. It is undeniable that education can help the women to be aware of their job rights. According to good's theory, higher education lets women avoid being oppressed and get more authority in their relationship which is confirmed in this research. The roots of labor division are hidden in socialization. In gender socialization methods, obedient and passive attitudes provide the ground for women to adapt themselves with the attributes. Violence is thought in the process of socialization. Family and school are the most significant factors which reinforce the subordination of women; therefore, women feel inferior to men and internalize this feeling. Children's role talking is done through a gradual process of gender schemata which are induced to individual through culture. Assuming specific roles of feminity to women forces them to adapt themselves involuntarily to society situation.

### **REFERENCE**

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**Table 1:** One way variance analysis for gender inequality rate in terms of occupation rank

groups	Sum of squares	df	Mean of squares	F value	Level of significance
Inter group	1732.259	4	433.065		
Intra group	43122.882	328	131.472	3.294	0.011
Total	44855.141	332			

\*  $P < 0.05$

Based on F value and significance level ( $F(4, 328) = 3.298, P < 0.05$ ), there is a significant difference between groups, which shows there is a direct link between occupational rank and gender inequality rate.

**Table 2:** comparison of gender inequality rate in terms of occupational rank

group	frequency	subset	
		1	2
Management	25	40.40	
Administrative	66	40.80	
Archive	28	42.57	
Educational	199	42.90	52.20
Service	15		
	1.000	0.947	Significance level

\*  $P > 0.05$

N=333

The test result showed that management, administrative, archive and educational jobs are in one set with no significant difference ( $P > 0.05$ ). For these jobs and service jobs, there is a significant relationship with most inequality allocated to service jobs.

**Table 3:** correlation coefficient between age and gender inequality and its indices

Variable name	frequency	r	Significance level
Age*gender inequality	300	0.086	0.135

The result show that there could be observed no significant relationship between age and gender inequality ( $P > 0.05, n=300, r=0.086$ ).

**Table 4-** correlation coefficient between education level and gender inequality

Variable name	frequency	r	Significance level
Education level*gender inequality	336	-.0147	0.001

There is an inverse significant relationship between educational and gender inequality at the level of 0.01.

**Table 5-** Correlation coefficient between income and gender inequality

Variable name	frequency	r	Significance level
income*gender inequality	275	-.0165	0.006

It is seen that there is an inverse significant relationship between respondents` income and gender inequality.

**Table 6-** Correlation coefficient between gender socialization and gender inequality

Variable name	frequency	r	Significance level
Gender socialization*gender inequality	339	0.0604	0.000

There is seen to be a positive significant relationship between gender socialization and gender inequality at the level of 0.01.

**Table 7-** Correlation coefficient between gender ideology and gender inequality

Variable name	frequency	r	Significance level
Gender ideology*gender inequality	339	0.672	0.000

It is seen that there is a positive significant relationship between gender ideology and gender inequalities.

**Table 8-** Correlation coefficient between gender norms and gender inequality.

Variable name	frequency	r	Significance level
gender norms * gender inequality	338	0.566	0.000

A positive significant relationship is found to be between gender inequality and

**Table 9-** Correlation coefficient between role taking and gender inequality

Variable name	frequency	r	Significance level
Role taking* gender inequality	337	0.587	0.000

There is positive significant relationship between roles taking and gender inequality.

**Table 10-** Correlation coefficient between gender clichés and gender inequality

Variable name	frequency	r	Significance level
gender clichés * gender inequality	337	0.711	0.000

Gender clichés and gender inequality have positive significant relationship at the level of 0.01.