Impact of Education on Perceived Gender Role in Females

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This research was done to assess the influence of education on the views of females regarding their gender roles. Half of the total sample (N=100) was studying at the university level (high education group), while the rest (low education group) was either uneducated or educated till class six or less. A structured questionnaire was devised to assess the views about female gender roles and to gather demographic information. Three domains emerged from exploratory factor analysis of gender-view items: rights & choices, behavior, and family & marriage. Independent sample t-test showed that participants with no and relatively low level of education held significantly more conservative views regarding their gender roles as compared to the high education group. On the other hand, results from hierarchical multiple regression showed that education did not predict women's views about gender roles over and above parents' education and marital status. Father's education was a significant predictor of women's views about their gender roles. The study elucidates the importance of promoting education in women and raising awareness in fathers regarding women's potential and rights.

 Keywords: gender roles, education, female, Pakistan, rights, family, marriage

Females make up around half of the country's population (Pakistan Bureau of Statistics, 2018), which makes understanding the

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roles and responsibilities they assign to themselves as women important as it affects their behaviors. Gender roles refer to the emotions and behaviors that are ascribed to males and females based on their perceived differences. They are environmentally as well biologically determined and can change over time (Lindsey, 2015). Gender roles operate both within the public and private spheres of an individual's life, and they set boundaries between what is considered right for men and women. In most of the societies, there is not only social but also systematic/institutional pressure to conform to these norms (Starr & Zubriggen, 2017), which is especially true for developing countries like Pakistan (Ali et al., 2011).

Different perspectives exist about how varying beliefs regrading gender roles develop, and these perspectives vary in terms of their emphasis. One dimension is related to how much of an emphasis is placed on biological, ecological (socio-cultural) and psychological determinants (Starr & Zubriggen, 2017). Within this dimension, biological perspective states that gender is something that comes from within and is fixed. Proponents of biological theories may argue that it is an innate characteristic for females to be submissive and nurturing. They do not acknowledge the influence of environment (Fausto-Sterling, 2005).

Recently the influence of environment on biological structures have been acknowledged (Fausto-Sterling, 2005). Particularly social cognitive theory proposed by Albert Bandura in the late 1970s has gained substantial traction. It proposes that individuals learn from their environment, and this shapes their views and ideas about life. It helps them in making identities for themselves. These are not limited to what an individual directly experiences, they can also learn from behaviors modeled by others and the consequences others experienced due to it, i-e. vicarious learning (Akers & Jennings, 2016). For instance, if a young woman has seen her mother suffering due to her behavior and coping styles, the woman might acquire different views and coping styles that are less likely to have negative consequences.

The gender schema theory proposed by Sandra Bem in 1981 combines both ecological and psychological perspectives. It states that

children learn their gender roles from their cultural and social structures (including social institutions). They adjust themselves and their behavior according to the norms, roles and expectations of their culture and society (Starr & Zubriggen, 2017). Such as, women who see their mothers as being submissive and obedient towards the male authority (in their environment) may infer (develop a schema) that women are supposed to act like that.

The second dimension is related to how gender and gender roles can be transmitted. Psychological theories suggest that gender conceptions, behavioral styles and expectations are transmitted through families because of their shared environment. Similar is noted in biological theories but social theories emphasize the construction of gender roles at the institutional (social) level rather than the genetic level. Socio-cultural theories acknowledge the contribution of both familial and social systems in the formation and transmission of gender roles and beliefs (Bussey & Bandura, 1999; Starr & Zubriggen, 2017). Finally, theories regarding gender roles and beliefs could also be classified in terms of time. Socio-cognitive theories take a lifespan approach suggesting that beliefs about gender role conduct can vary across the life and in different cultures (Bussey & Bandura, 1999).

Gender roles and beliefs associated with different domains of life such as behaviors, family, career and education may vary (Ali et al., 2011). For example, women might have different expectations about their roles and responsibilities in the household. That is they might hold themselves more responsible for household chores than their spouses or other male members of the family. Women can also have different gender expectations in terms of their behavior and conduct; that is how females ought to behave generally. Should they be submissive and obedient? Or should they take stand for things they believe in? In addition to the two domains explained, women might have different gender expectations with regards to their career and education. These domains include aspects regarding working outside the house, getting higher education, having a career, and earning money just like men do (Ali et al., 2011; Lindsey, 2015).

Female Gender Roles in Pakistan

Pakistani society has certain set rules and trends that can be rigid. Differing views exists among women in Pakistan regarding their gender roles. Some prescribe to largely traditional roles while there are others who are inclined towards breaking the norms (Ali et al., 2011; Ali & Gavino, 2008). In a study to understand the current gender roles in urban Pakistan, five focus groups with a total of 28 women were conducted (Ali et al., 2011). The sample was diverse in terms of socio-economic status and education. There were instances where participants endorsed the traditional gender roles. Some of them supported the use of violence if the wife was disobedient but at the same time were supportive of and emphasized the importance of education for women. This shows that women can have conservative views in one domain of life (family in this instance) and liberal in others (education). Still, some participants pointed out the injustices and inequalities that women have to deal with. For instance, they noted the unequal distribution of labor among husband and wife especially the working woman.

The prescribed gender roles of women in Pakistan are influenced by two dominant forces, religion and culture (Ali & Gavino, 2008). In Pakistan, women are generally seen as mothers and wives, who were meant to be provided for by the male members of the household (Ali et al., 2011). Women are also expected to stay within the boundaries of their homes, follow the leads of men whether they are their fathers, brothers or husbands, and to not raise their voices against their decisions (Merry, 2011; Rabbani et al., 2008). They are expected to adapt themselves according to any given situation, make compromises in the face of any conflict and to sacrifice more than men. For women, expression of anger is typically not advised. Though times are changing now, as women are getting educated and pursuing careers but still the issue of inequality prevails under the mask of societal customs (Ali et al., 2011).

Education Influence on Gender Roles

Environment is emphasized to be an important factor contributing towards gender roles. Education can provide a potential platform for exploring other ways of being and challenge the prevalent gender

stereotypes (Ali et al., 2011; Haque et al., 2011; Marshall, 2006). Education has been linked to increase in the awareness of general rights (Malik & Courtney, 2009), reproductive rights, delayed marriages (Isen & Stevenson, 2010), likelihood of pursuing a career (Marshall, 2006; Seguino, 2007) and low risk of domestic violence (Sininster, 2010). Higher education creates better opportunities for employment, which further increases the exposure of the women (Haq, 2002). For instance, Malik and Courtney (2009) surveyed 1290 students and 290 faculty members in Pakistan and found out that higher education was associated with more economic independence. Furthermore, they stated that higher education gives women certain position and respect not only in the society but in their families as well. Adding that, it also enhances their confidence and helps them eliminate restrictions based on traditions.

As noted, social cognitive theories suggest that beliefs about gender roles are transmitted through wider social structures as well as immediate environment which is structured by the family (Bussey & Bandura, 1999; Starr & Zubriggen, 2017). Given this, education of the parents may also play a role in the formation of conceptions about gender roles. Mothers particularly play an important role in the Pakistani context in teaching children about the norms and values of the culture or society. Pakistani mothers are normally tasked with personality formation of the children. It has been observed that educated mothers have nontraditional attitudes that can greatly influence their daughters. On the other end, fathers have greater decision-making power in the families (Gabrielson, 2010). Therefore, parental education was also considered in this research while assessing the influence of education on views about gender roles in females.

Rationale

The purpose of this research was to study the influences of education of females on the perception of their gender roles. There are many studies documenting the positive influences of education on females in developing countries including Pakistan, India and Bangladesh (e.g Haque et al., 2011; Marshall, 2006; Noureen & Awan, 2011) However, the specific influence of education on how Pakistani women

perceive their gender roles are yet to be documented to the best of the researcher's knowledge. This research would help in understanding as to whether education helps females move away from gender stereotypes (or not) in different domains of life such as family, career, education, etc.

Based on the literature review and social cognitive theory dealing with gender attitude formation, we hypothesized that there will be difference in the views about their gender roles in females with different levels of education with relatively more educated women holding more liberal views. Secondly, level of education will predict females' views about their gender roles.

Method

The study aimed to examine the relationship between level of education and the views females hold about their gender roles. This study was a quantitative inquiry with within-group cross-sectional survey design.

Participants

The target population for this research project was young females living in Lahore aged between 18 to 30 years. The sample (with complete data) comprised of 100 females (age range = 18 to 30 years, M = 22.07, SD = 2.88). Fifty percent of the sample had 12 to 18 years of education while 25% had 1 to 6 years of education, while the rest were not educated. The Researchers did not include females who did not ordinarily reside in Lahore and/or have lived abroad (see Table 1 for demographics).

Measure

A structured questionnaire was developed by the primary researcher based on the available literature on gender roles and administered after review and approval from the supervisor. To elaborate, researchers consulted indigenous literature regarding gender role beliefs in different contexts such as behaviors, family, education, and career. Items were generated to cover each domain until saturation was achieved. Following that, the questionnaire was revised based on the feedback from

the subject expert (that is the research supervisor). Please note that the tool development is at intermediary stage, and it was designed to be used only in this specific research.

The questionnaire comprised of two parts. The first part was demographical in nature with questions on participant's age, marital status, and education of both parents. Level of education of the participant was measured through a single question included in this demographical part of the questionnaire.   The second part of the questionnaire consisted of 16 questions pertaining to gender roles with response options on a five-point Likert scale: "1 = Strongly Disagree," "2 = Disagree," "3 = No Opinion," "4 = Agree," and "5 = Strongly Agree." The language of the questionnaire was kept simple for better comprehension. It was translated into Urdu following MAPI guidelines for administration on the participants with lower levels of education as they were expected not to be able to comprehend English very well.

The items on the questionnaire were drafted keeping four domains that include: i). education, ii) career, iii) roles in the household and iv) nature and behavior. This was done to see how education affects different domains of female gender roles separately.

Exploratory Factor Analysis (EFA) with Direct Oblimin (oblique) rotation was carried out to assess how the 16 items related to gender roles are grouped together. Principal Axis Factoring (PAF) was employed because it works better with the data, which is not normally distributed. Furthermore, since the factors were expected to be correlated with each other, therefore, Oblique rotation was chosen as the preferred method (Costello & Osborne, 2005). All the correlations within the correlation matrix were significant as indicated by Bartlett's test of sphericity ($\chi2$ (120) = 419.64, p<0.001). The Kaiser-Meyer-Olkin measures of sampling adequacy, which assess the strength of relationships between the variables, was acceptable (KMO = .77). These results showed that the sample was adequate for factor analysis.

The EFA resulted in items falling into three domains/factors (i) rights & choices, ii) behaviors and iii) family & marriage), accounting for 47.19% variance. However, they were different from the ones that were expected (see Table 2 for items that fell under each factor).

In order to calculate the scores on each of these domains, scores on the respective items were averaged after reverse coding items that implied conservative views. In addition, the scores on the three domains were averaged to give an overall score of the views regarding gender roles. The Cronbach Alphas for factors rights & choices), behaviors) and family and marriage) were .76, .71 and .65 respectively. For overall scale, the Cronbach Alpha was .67, which was within the acceptable range (Tabachnick & Fiddell, 2001).

Procedure

Minimum sample size required for the analyses was determined using G* Power 3.1 (Faul et al., 2009). Data was collected from The University of the Punjab, and S Block Model Town and Kohtha Pind in Lahore, Pakistan. We only recruited those participants from university, who had their birthdays falling in the first 8 days of any month, while purposive sampling was done for the second group. A total of 130 individuals were requested to participate in the study, of which 120 individuals agreed. Data for 20 participants was discarded due to the presence of ambiguity and missing information.

Individual administrations were done to collect data from participants recruited from the university while the survey was interviewer-administered for the rest of the participants who had low level of education or were not educated at all; the researcher read the questionnaire and noted down their responses. Attempts were made to keep the prompts and explanation of the questions to the minimum to ensure consistency in data collection. Each participant took an average of 20 minutes to complete the questionnaire.

In Pakistan, university education starts following the completion of 12 years of education. Participants recruited from university had already commenced their university education. Therefore, we divided the sample into two groups: with 12 years or more of education (high education) and with 6 or less years of education (low or no education) for analyses.

Ethical Considerations

First, permission to carry out the research was acquired from the Department of Sociology at Forman Christian College (A Chartered University) after the presentation of the proposal in front of the concerned authority. Participants' involvement was voluntary, and the participants were ensured complete confidentiality. They were informed about the topic of the study and were given the right to withdraw from the study at any point in time without any penalty and without stating any reason. It is important to mention here that none of the participants withdrew. Data was not used for anything other than research purposes. In addition, the identities of the participants were not revealed at any point during the research process.

Results

Statistical Analyses

Statistical Package for Social Sciences (SPSS, Version 20) was used for analyses. Both descriptive and inferential statistics were calculated in the analyses. Pearson Correlation was calculated to assess the relationship between demographics (age, marital status, education of mother and father) and views about the gender roles. Independent sample t-test was run to assess the difference between views about female gender roles (including the three domains) among females across the two levels of education (low education and high education). In addition, hierarchical multiple regression analysis was done to assess if levels of education predicted views about female gender roles in the females after controlling for the demographical variables.

Table 3 shows the Pearson correlation between the domains of views about gender roles and overall views about gender roles with associations between the domains being moderate to strong (according to the standards given by Shank & Brown, 2012, $rs(98) = .37 - .50$, $ps < .001$. Table 4 shows the response percentages of the participants on the statements regarding female gender roles.

Table 5 shows the relationship between demographics and views about female gender roles (with both overall and with each one of the

three domains). It shows that father's education was positively correlated with overall views about female gender roles ($r(98) = .47$, $p < .001$), and its three domains ($rs(98) = .22 - .48$, $ps < .001$). Mother's education was also positively correlated with overall views about the gender roles among females ($r(98) = .40$, $p < .001$), and two domains of rights & choices and family & marriage ($rs(98) = .37 - .41$, $ps < .001$). Overall views about female gender roles and its domains of rights & choices and family & marriages were negatively correlated with marital status ($rs(98) = -.31 - -0.46$, $ps < .001$).

It was hypothesized that views about female gender roles will differ between low and high education groups. There was a statistically significant difference in beliefs about female gender roles between women with low and high education $t(88) = -4.63$, $p < .001$. Females with high education tended to have liberal views about their gender roles. Similarly, the two domains of rights & choices, $t(71) = -4.11$, $p < ..001$, and behaviors, $t(98) = -5.82$, $p < .001$, differed significantly across the two groups (see Table 6).

In order to see if education predicted females' views about their gender roles over and above the co-variates, as hypothesized, hierarchical multiple regression was carried out for overall, as well for each of its three domains. Demographic variables in the study, that had relationship with the overall views about female gender roles, were included in the analysis. Since age did not have a significant relationship with it, it was dropped from the analysis. Results of the regression analyses are shown in Table 7.

Hierarchical multiple regression analyses showed that level of education did not predict overall views about gender roles and its three domains over and above parents' education and participant's marital status. Before entering participant's education in the model, higher education of father was significantly predictive of overall liberal views about female gender roles and its domain rights & choices. Females who were single were likely to have more liberal views within the domain of behaviors (see Table 7).

Discussion

The present study investigated the influence of education on gender role views held by females. Past research has documented the positive influence of education on females. The influences have been seen in terms of use of contraceptives, delayed marriages, economic empowerment and opportunity, and reduced risk of being subjected to domestic violence (see e.g. Maqsood, 2010; Isen & Stevenson, 2010; Marshall, 2006; Seguino, 2007; Sininster, 2010).

Preliminary analyses showed that age was not associated with women views about their gender roles. This goes against the research showing that with age, views about gender roles tend to become more liberal (Damaske, 2011). Perhaps because we considered a relatively narrow band of age range (from 18 to 30 years), we did not find any associations. It could also be that age starts to play a role beyond the early adulthood.

In support of our hypothesis, the findings showed that views about female gender roles differed across the two groups, with women belonging to the low education group holding views that were relatively less liberal, overall and within the domains of rights & choices, and behaviors.

On a descriptive level though, the difference between the responses of both groups within the behavior domain was not much different on most of the items except for, "Women should put her husband's wishes before her own", and "It is fine for women to get angry." Women belonging to high education group gave relatively more liberal views on these two items (Table 4). Females who are not educated have limited exposure. Therefore, they are more likely to hold more rigid and traditional views about women gender roles (Choudhary, 2014). With education may also come the understanding that anger is an acceptable part of human emotions and taking care of yourself is important for well-being, and that you cannot pour from an empty cup (Sharif et al., 2016).

Interestingly, despite of differences at group level, majority of the women in both groups ascribed to the idea that an ideal woman should sacrifice for her family and should be submissive (Table IV). Such characteristics are glorified in Pakistani society and media. Women who

are submissive, forgiving, and self-sacrificing are considered the "good ones" (Ali et al., 2011). Popular endorsement of these gender roles may be its product.

We also found that majority of the members in both groups agreed women having the right to choose their life partners (Table 4). Participants belonging to low educated group commented that this is the right given to females in Islam. Therefore, it should be implemented. However, it cannot be said with surety that they believed that women are capable of finding the right life partner.

Interestingly, women's views about their gender roles did not differ on familial and marriage contexts. This domain included questions related to women's place in house, importance of marriage in comparison to education and leaving job after marriage. On a descriptive level, both groups of women gave relatively liberal views on this (Table 4). However, 46% of the women from low education group disagreed with the statement that male should be the main breadwinner of the family while 76% women belonging to the high education group agreed to it. Most of the women belonging to the low education group belonged to low socio-economic status, which meant that they might have had to be working to make the ends meet so they might have not endorsed the idea from an experiential standpoint. As for the women belonging to the high education group, they might be ascribing to the Islamic belief that women are meant to be provided by their spouses (Ashraf et al., 2017; Choudhary, 2014). In addition, given their economic privilege, it may be more likely to happen.

It was also hypothesized that education will predict female views about gender roles. However, it was found that education did not predict views about gender roles or any of its three domains over and above marital status, father's and mother's education, while father's education was found to predict overall views as well as the views relevant to the domain of rights & choices. Education is embedded in the socio-cultural system of the society, and Pakistani textbooks are heavily influenced by societal norms (Islam & Asadullah, 2018). Perhaps that is why we do not see the influence of education as it exposes women to same ideas as the culture and society imposes.

With respect to fathers, in Pakistan they are considered the decision makers of the family and are the authority figures. They are listened to and their views are held in more esteem than mothers (Ashraf et al., 2017). Hence, their education might have more influence on their wives, their daughters' perception of their rights, choices and level of education

Limitations & Suggestions

One limitation of this study was that its sample was limited to 100 individuals, who belonged to a single city of Lahore. This limits our ability to generalize findings to the wider Pakistani community. In addition, we included a categorical measure of education while women with middle school or intermediate level of education were not included, which may have limited variability of the study.

Moreover, there was a difference in the socioeconomic status of these groups. That is participants who were not educated or had lower levels of education all belonged to lower socio-economic strata. It might have affected their views. As such, future studies examining the influence of education on gender role beliefs should control for socio-economic status. In addition, further studies will benefit from considering other factors that may influence gender role views such as employment status and exposure to media. The study used a self-designed questionnaire. Therefore, further, and detailed explorations need to be undertaken into the domains of views about gender role (that emerged) to validate them. Lastly, qualitative studies exploring the views women hold about their roles should be undertaken as they would add rich details to the knowledge base.

Conclusion

The present research investigated the influence of level of education on views females hold about their gender roles. There was a significant difference in the views about gender roles that women having low or high education. However, education did not predict views about gender roles over and above the co-variates of marital status, father's, and mother's education. Father's education emerged to be a predictor of views about female gender roles in women. This signifies that not only education of females needs to be promoted but also parents especially

fathers need to be educated about women's abilities, their rights and steps that need to be taken to ensure their well-being. Special media transmission targeted towards fathers could be one way of doing that.

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Table 1

Description of the Demographic Characteristics (Education, Age, Marital Status and Education of Father and Mother) of the Participants (N=100)

Characteristics	F	%	M(SD)
Participant's Education			
Low education (6 class or less)	50	50	
High education (12 to 18 years)	50	50	
Age (years)			22.70(2.88)
Low education			22.45(3.44)
High education			
Marital Status			
Single	63	63	
Married	37	37	
Father's Education (years)			8.42(6.45)
Mother's Education (years)			6.39(6.28)

Table 2

Summary of Exploratory Factor Analysis Results for the Items Related to Female Gender Roles Using Principal Axis Factoring (N = 100)

	Factor Loadings		
Item	Rights & Choices	Behaviors	Family & Marriage
A woman should pursue her career	.66		

Education is necessary for women	.62		
Women should have the right to choose their life partners	.57		
Woman should have the right to make decision in the household	.53		
Women should be independent	.48		
An educated mother can better bring up her children	.40		
Household tasks should be divided amongst husband and wife	.39		
An ideal woman is the one who sacrifices herself for her family		.79	
Women should be submissive		.65	
Woman should put her husband's wishes before her own		-.57	
It is fine for women to get angry		-.35	
Male should be the main breadwinners of the family			.68
A woman should be ambitious or job-oriented	.34		.51
A woman place is in the house			-.46
A woman should leave her job or studies after marriage			.41
Marriage is more important than education for woman			.29
Eigenvalues	4.03	1.06	.68
% of variance	25.17	6.63	4.27

Note: Factors loading less than .25 are not shown.

Table 3

Showing Pearson Correlations between Domain Scores and Overall Scores of Views about Gender Roles (N=100)

Views About Gender Roles	1	2	3
1. Rights & choices			
2. Behaviors	.43***		
3. Family & marriage	.50***	.37***	
4. Overall	.75***	.80***	.80***

*Note: *p<.05, **p<0.01, ***p<0.001*

Table 4

Showing Responses (Percentages) of the Participants on Statements Related to Female Gender Roles (N=100)

	Edu	%				
		SD	D	N	A	SA
Rights & choices						
A woman should pursue her career	L	0.0	12.0	18.0	58.0	12.0
	H	0.0	0.0	2.0	60.0	36.0
Education is necessary for women	L	0.0	4.0	2.0	34.0	60.0
	H	0.0	0.0	0.0	4.0	96.0
Women should have the right to choose their life partners	L	6.0	10.0	6.0	54.0	24.0
	H	0.0	0.0	0.0	38.0	62.0
Woman should have the right to make decision in the household	L	0.0	8.0	2.0	60.0	30.0
	H	0.0	2.0	2.0	48.0	48.0
Women should be independent	L	0.0	12.0	4.0	68.0	16.0
	H	0.0	6.0	4.0	58.0	32.0
An educated mother	L	0.0	6.0	2.0	38.0	54.0

		SD	D	N	A	SA
can better bring up her children	H	2.0	4.0	2.0	6.0	86.0
Household tasks should be divided amongst husband and wife	L	0.0	10.0	2.0	48.0	40.0
	H	0.0	4.0	12.0	50.0	34.0
Behaviors						
An ideal woman is the one who sacrifices herself for her family	L	0.0	10.0	14.0	34.0	42.0
	H	2.0	36.0	4.0	44.0	14.0
Women should be submissive	L	0.0	32.0	2.0	50.0	16.0
	H	8.0	38.0	16.0	16.0	36.0
Woman should put her husband's wishes before her own	L	0.0	18.0	6.0	56.0	20.0
	H	2.0	46.0	8.0	36.0	8.0
It is fine for women to get angry	L	8.0	58.0	6.0	28.0	0.0
	H	2.0	10.0	14.0	68.0	6.0
Family & marriage						
Male should be the main breadwinners of the family	L	0.0	46.0	2.0	14.0	38.0
	H	2.0	14.0	10.0	52.0	22.0
A woman should be ambitious or job-oriented	L	0.0	20.0	12.0	46.0	22.0
	H	0.0	8.0	8.0	66.0	18.0
A woman place is in the house	L	0.0	22.0	4.0	52.0	22.0
	H	4.0	28.0	8.0	38.0	22.0
A woman should leave her job or studies after marriage	L	4.0	40.0	14.0	30.0	12.0
	H	28.0	42.0	8.0	12.0	10.0
Marriage is more important than education for woman	L	6.0	50.0	10.0	18.0	16.0
	H	10.0	38.0	14.0	24.0	14.0

Note: SD = Strongly Disagree, D = Disagree, N = No Opinion, A = Agree, SA = Strongly Agree, Edu = Education, L = Low, H = High

Table 5

Showing Pearson Correlations between Participant's Age, Marital Status, Father and Mother Education, and Views About Female Gender Roles (N=100)

	Age	Marital status	Father's education	Mother's Education
Overall views about female gender roles	.02	-.40***	.47***	.40***
Rights & choices	-.04	-.31***	.43***	.37***
Behaviors	.05	-.46***	.48***	.41***
Family& marriage	.02	-.15	.22***	.17

*Note: *p<.05, **p<0.01, ***p<0.001*

Table 6

Results of t-tests and Descriptive Statistics for Overall Views and its Domains by Level of Education in Females (N=100)

Outcome	Group Low Education			High Education			95% CI for Mean Difference	t	df
	M	SD	n	M	SD	n			
Rights & Choices	4.08	.60	50	4.47	.29	50	-.58, -.20	-4.11**	71
Behaviors	2.30	.69	50	3.11	.72	50	-1.10, -.54	-5.82**	98
Family & Marriage	2.92	.85	50	3.08	.65	50	-0.47, 0.13	-1.11	92
Overall	3.10	.57	50	3.56	.41	50	-.66, -.26	-4.63**	88

*Note. *p<.05, **p<.01*

Table 7

Hierarchical Multiple Regression Analyses Predicting Rights/Choices, Behavior and Family & Marriage Domains. and Overall Scores on Female Gender Roles Views from Level of Education of Female (N=100)

Predictors	Rights & Choices		Behaviors		Family& Marriage		Overall	
	ΔR^2	β	ΔR^2	β	ΔR^2	β	ΔR^2	B
Model I	.19**		.26**		.05		.23**	
Marital status		-.01		-.25*		-.01		-.13
Father's education		.39*		.33		.23		.39*
Mother's education		.04		-.02		-.03		-.01
Model II	.00		.02		.03		.00	
Marital status		-.01		-.19		-.08		-.13
Father's education		.37		.18		.42		.40
Mother's education		.02		.13		.11		-.01
Education of the participant		.04		.33		-.40		.01
Total R^2	.19		.28		.08		.19	
N	100		100		100		100	

Note. ΔR^2= R square change value; β = standardized beta; Total R² = sum of R². * *p*< .05, ** *p*< .01