

# EFFECTS OF SOCIO-ECONOMIC STATUS OF WORKING WOMEN IN TRANSFORMING SOCIAL VALUES



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## **ABSTRACT**

In recent times, a considerable surge in women's empowerment through increase in their socio-economic status has been observed, which has implications for transforming the social values at large. In this backdrop, the present study aims to investigate how differences in their socio-economic status, as measured by the household income and education levels of working women, has contributed to and in evolving these changing social values.

To carry out this research study, a primary survey was conducted in the urban areas of Lahore, Pakistan and collected data on three hundred and six working-women. By employing multinomial logit model, the findings of the study confirm that the socio-economic status of working-women plays a significant role in determining and changing existing societal values. In this context, we find that women's empowerment as a result of being educated and earning income leads not only to them exercising higher bargaining power in household decision-making but also increases their active participation in public life but this happens mainly for those who belong to the higher income groups unlike those who are in a lower income class.

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## INTRODUCTION

A growing body of evidence indicates that deep-rooted changes in worldviews are taking place (Inglehart *et al.*, (2009), Wezel *et al.*, (2010), Amoranto *et al.*, (2010)). These changes are instrumental in reshaping economic, political, and social values and perceptions in societies around the world, and Pakistan is no exception. An important and authoritative body of evidence comes from the World Values Surveys<sup>1</sup> (WVS), which measures the values and beliefs by income class in six continents. While a lot has been written about the economic growth story of Pakistan there is relatively very little research on the impact of these economic changes on the evolution and emergence of changes in social values. Much of this transformation can be associated with the increase in standard of living, knowledge and women's participation in public life. Consequently, it has resulted in changing roles and status of women in society through their inclusion in social, political and economic spheres of our society.

The notion of class has many dimensions, including economic such as wealth, income, education and occupation; political including status and power; and culture such as values, beliefs, and lifestyle. Birdsall, Graham and Pettinato (2000), suggest that socio-economic structures are instrumental in determining the efficacy of economic and political institutions that eventually leads to higher economic output. This is besides the important role these changing structures play in transforming the societal values.

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<sup>1</sup>The World Values Survey ([www.worldvaluessurvey.org](http://www.worldvaluessurvey.org)) is a global network of social scientists studying changing values and their impact on social and political life, led by an international team of scholars, with the WVS association and secretariat headquartered in Stockholm, Sweden.

Indeed these two developments interact and reinforce each other. The changing societal values can raise the level of incomes in a society through their impact on human capital, saving behaviors, and generating entrepreneurial activities, all of which can prove critical raising income and widening opportunities for everyone (Ray, (2007), Bannerjee, *et al.*, (2007)). Constituting almost half of the population, women's role is significant in determining these societal values as they enter more into the labor force and which strengths their social positions both at the household and societal level.

One of the most prominent phenomena of recent times is the active participation of females in paid employment, which has led to a shrinking in the gender gap in income, employment, and education and which has a positive impact on overall economic growth (ILO, 2012). Women's employment results in enhancing the status of women, giving them control over income, resources, and this increases their bargaining power in family decision-making.

These far-reaching economic developments lead to systematic changes, which in turn can play a pivotal role in determining the social values in a society. However, there also exists conflict in almost all the societies especially in this era of globalization and capitalistic driven economic growth. This conflict leads to a perpetual struggle and tension among those who profit from these forces and those who lose in the process. Consequently, significant differences exist in the beliefs and values not merely at a global level across countries, but also inside one country amongst different income groups. As they gain unequally from the process of capitalist driven economic growth and development. By way of this process of change, modernization theorists advocate

that economic development is positively associated with female labor force participation. As a result the changes in the occupational structure and increase in educational opportunities now available to them, albeit, along with the household duties (Inglehart and Wezel, 2010).

At global level, 865 million women who have the potential to contribute fully to their national economies, out of which 812 million of these women live in developing countries (Aguirre *et al.*, 2012). In Pakistan, for example, the female labor participation rate in 2004-05 was only 14.6 per cent, amongst the lowest in the world. More recently, Pakistan has witnessed a considerable rise in female labor force participation from 14.6 per cent to 25 per cent in 2014 (Pakistan Labor Force Survey, 2014).

Implicit in the above findings and developments is the idea and growing awareness that working-women have the potential to contribute to and play an important role in transforming conventional social values and beliefs. However, middle-income groups in particular hold a distinct set of values and orientations that distinguish it from both its poorer and wealthier counterparts. A perspective that dates back to Weber (1905) suggesting that the working class is the source of determining economic values that emphasize savings and the accumulation of human capital, thus promoting economic growth. At the same time, the middle class is also characterized by some degree of economic vulnerability, despite the difference in their social values relative to the poor (Torche and Calva, 2010).

There exists consensus among the social scientists that as societies grow more affluent, their social values contribute towards creating a more equitable and democratic environment. Nonetheless, the development process is a delicate path in which if some classes gain and thrive through increases in their socioeconomic status, at the same time, some fall back in this whole process. These changes, more often than not, may result in the emergence of social values and tensions with adverse consequences for societies (Calva.L, *et al.*, (2012), Welzel and Inglehart (2010), and Kohat, *et al.*, (2009)).

Given these far reaching economic and social changes and the forces that generate them and ensuing tensions they can lead to an inquiry into the role of working women and their socioeconomic status in the determination of social values is an important theme worth investigating and highly pertinent at this economic juncture in Pakistan's economic development. Further, the existing body of knowledge too provides limited empirical evidence about the relationship between the enhancement of working-women's economic status and changing social values in the society.

### **1.1. Research Gap/Purpose of the Study**

In view of the previous discussion and analysis, the objective of the present study is to fill the gap and enhance our understanding of the importance and role of household income and education status of working women in both shaping and determining societal values. The present research is the study of urban women working in both the formal and informal sectors, which includes services and banking in different areas in Lahore. The study primarily examines the dynamics of the role

that female education and their participation in labor force plays in their independent thinking and their resulting emancipation, which allows them to actively contribute in evolving and changing traditional social values to more equitable social and economic outcomes.

In the past, there has been no such specific study conducted in Pakistan to assess the effect of growth of working-women in transforming their social values. It is hoped therefore that the present study would contribute as a first step in this important area of inquiry.

## **1.2. Research Question**

The present study addresses the following question:

- Does the empowerment of working-women through education and self-earned income transform their social values?

## **1.3. Objectives of the study**

To investigate the above-mentioned research question the study seeks to fulfill the following objectives:

- To what extent the level of household income and education of working-women determines their social values.
- To propose policies based on the findings to empower women through their active participation in the public sphere.

## **1.4. Significance of the study**

The current research is relevant to development studies in two ways. First, it examines the process through which female labor force participation and education enhances their human and social development, paving the way for their emancipation

and empowerment. Secondly, it explores the dynamics of socioeconomic status of women in evolving and shaping social values towards more equitable outcomes.

### **1.5. Outline of the Chapters**

After the above introduction, the second chapter reviews the existing literature related to the key issues examined in the present study. These includes a review of articles and books which define economic well in a global context in relation to social classes and the effect they have on economic growth and through it on values and social development.

In Chapter 3, the research method and design used for carrying out the research and tools and techniques to analyze the data generated is being discussed at length. The researcher used survey methods and non-purposive snowball sampling technique to draw samples from working-women of five income groups defined as, upper, upper middle, middle, lower middle and lower, from the formal and informal sectors in urban areas of Lahore. Multinomial Logit model is then employed to draw empirical findings to test the basic research questions raised in this study.

Chapter 4 describes the data collected from working-women belonging to three distinct household income groups in urban areas of Lahore. The data is then analysed, using graphical representation and tabulation to explain the relationship between key variables.

Chapter 5 presents the findings based on an empirical analysis by employing multinomial logit regression model.

In chapter, 6 based on the major findings conclusions are drawn along with their

policy implications as well as identifying areas for future research.

## LITERATURE REVIEW

There is a long and rich history of class analysis in sociology and classical political economy, dating back to Aristotle, Mills, Marx, and Weber. Indeed, the study of values in economy has a history from Adam Smith in his theory of moral sentiments and Max Weber (1905) on the use of religious belief in economic growth. In the domain of economics, the consequent effect of economic development particularly in determining the societal values is a relatively less researched area. Nonetheless, recent years have seen a resurgence of interest by economists in underpinning the complex relationship between societal values and class.

The effect of economic and social development in determining societal values are important for any nation for its progress. Skeete, *et al.*, (2009) uses data from the world values survey for 43 countries to examine the importance people place on economic achievement and traditional social norms in relation to their education levels. The findings suggest that people with higher education levels place greater importance to the values related to autonomy and freedom of choice relative to conformity to traditional social norms.

Meyer and Birdsall, (2012) highlights the importance of the economic security for middle class resulting from having an income, or accumulated savings, allowing an individual to withstand a financial shock without having to sell assets, which has an influence on his attitudes and social values. Another striking study among others carried out by the World Values Survey, offers considerable data that analyzes the differences between the social values and perceptions of three income-classes, lower, middle and upper.



Over the past decades, many scholars have documented a general liberal shift in attitudes toward the changing roles of adult females around the globe. Carter and Cora, (2005) examine the trends in traditional gender role attitudes of religious and non-religious persons in U.S from 1972-1998. The study assessed the shifts in attitude toward women's participation in politics and the labor force, and found that attitudes appear to be more liberal across time. They further argued that both men and women irrespective of their religious beliefs have started accepting the changing social values particularly about women's active participation in public life.

Therefore, female participation in labor force enhances their status, which influences women's effectiveness in their bargaining power in other realms of society, and in politics. The differences in female labor force participation across countries can also reflect underlying societal values and beliefs, which are transmitted to children from parents in general and from mothers in particular (Chafetz, 1990). Consequently, the values and perceptions of children are largely influenced by their parents. For example, Knowles and Postlewait (2005) observe that the high saving tendencies in the parents have been transmitted to their children.

In this context, the role of education cannot be underestimated. The existing literature stresses the importance of education in determining progressive social and political attitudes in any society. On the same lines, changes in standard of living as proxied by income too predict the societal norms and values, where, people with higher and stable income levels, tend to conform to liberal social values (Solimano et al., 2013). Banerjee and Dufflo (2008) advocate that people with higher permanent income are less vulnerable

to economic shocks; therefore, invest more in health, training, and other rent generating activities.

In the context of Nordic versus European countries, Hall and Zoega, (2014) have found that Nordic countries place a strong value to the right of women to participate in the labor force than continental Europe. The social policies and institutions in these countries facilitate women to participate more in the labor force. In addition, the study suggests that the views and values on women's labor force participation have religious origins. All five Nordic countries predominantly belong to Protestant church revealed more positive attitude towards women participation in the labor force in contrast to other European countries.

Using data from the World Values Survey for 80 countries, Amoranto, Chun and Deolalikar (2010) examine the relationship of class status with values that may be associated with higher economic growth and greater accountability in public services. People from middle-income group are found to have values, which are more likely to contribute in economic wellbeing than the lower class. However, they have less liberal values and attitudes than the upper class in terms of market competition, gender equality, upward mobility, and trust.

Among others, Kohat, *et al.*, (2009) explores the hypothesis that once a certain level of wealth is achieved the social values of social classes in developing countries tend to reflect similar views to those of developed countries. The study finds that in 13 middle-income nations around the world, people tend to hold different views about democracy and social issues once they reach a certain level of wealth. However, relative to the lower

income groups in emerging countries, the middle class assign more importance to democratic institutions and individual liberties, considers religion less central to their lives, hold more liberal values, and expresses more concern about the environment.

Developing countries aspire to grow economically and modernize as developed countries, but at the same time stick to their traditional values. Modernization comes in different shapes and affects various areas of society, which includes political, economic and social. However, modernization when seen from a gender perspective, results in the processes biased towards men rather than to women. Nilsson (2004) examines the effects of modernity on Indian working class with relation to women. The results suggesting that modernity translated into higher income, urbanization, changes in family, social system or increased female participation in the workforce, appear not to have possessed all those effects on Indian working class as may have been predicted by theory and development.

Luis F. *et al.*, (2012) investigate the relation between class, values and political orientations using world values survey for six Latin American countries. The study finds a significant association in income class and values; values gradually shift with income and the values of middle income groups lay between those of upper and poorer ones. In addition, the values vary across countries, due to the pre-existing social structures and within the bounds dictated by society. Similarly, Hatori, *et al.*, (2003) carried out a comprehensive comparison among several Asian countries, determining the fact that industrialization activates social mobility, and change in status and hierarchical structure. The authors suggest that the characteristics of the working-class vary from one segment of the society to another, reflecting the different ways societies have built up. The government policies and preexisting social structures such as (post-colonial era) have

greater influence not only on social values but also on political attitudes of the working class.

Ferdoos, (2006) investigates the gender roles and status of working-women in urban and rural regions of Pakistan. Her findings suggest that there is a positive shift in attitudes of society in general and urban middle class in particular towards the role of women outside the home. In addition, she proposes that the working class feel proud if their females get higher education and adopt respectable professions. Nevertheless, the position of women in rural areas did not change in recent times.

The above literature discussed in the light of global trends in female labor force participation and the effects of income and education on social values. In recent times, a considerable shift has been observed worldwide in increasing participation of women in labor force and education where, the working-women play a pivotal role in transforming and transmitting values to the next generation. In the context of Pakistan, the existing literature is scarce to the best of the researcher's knowledge on the relation between socio-economic status of working-women and social values. Therefore, the study seeks to fulfill the gap identified by carrying out research on the effects of socio-economic status of working-women in transforming social values.

## **RESEARCH METHODOLOGY**

This chapter outlines the research methods that have been utilized in the present study, including the research design, process of gathering data and tools and technique used for analyzing data.

### **3.1. The Research Approach**

The underlying study adopts a deductive approach as it aims to test the validity of existing theories and body of knowledge through hypotheses, which is a feature of deductive approach of research. It tests the validity of assumptions from theories or hypotheses, whereas, inductive approach contributes to emergence of new theories and generalizations. Therefore, deductive approach is theory driven and formulates a set of hypotheses from the theory in a scientific way (Neuman, 2002).

### **3.2. The Research Design**

The underlying quantitative study investigates the effects of socio-economic class primarily household income and education levels of working women in evolving social values. Based on the deductive approach of research, this cross sectional study utilizes the information collected through a standardized questionnaire through administering a primary survey at one point of time.

#### **3.2.1. Construction of Questionnaire**

The questionnaire composed of fourteen questions in total including sub categories of each question. The semi structured questionnaire was developed by consulting various studies carried out in this area and after discussion with academia. The most significant and

relevant work was the World Values Survey<sup>2</sup>. Therefore, most of the questions related to the present study were taken from the World Values Survey questionnaire covering numerous variables such as, years of schooling, household income, age, decision making, and participation of women in public life. In addition to this a few items related to political participation of women have been added after consulting with academicians and policymakers.

### **3.2.2. Pre - Testing and Finalizing Questionnaire**

The purpose of the pilot study is to check the time taken during the survey and the clarity of the questionnaire items and to eliminate ambiguities or difficulties in the wording (Cohen *et al.*, 2002). For this purpose, twenty working-women from services sector were surveyed, including domestic helpers, desk officer, teachers and research officers. The questionnaire was initially developed in English language. During the preliminary testing of the questionnaire, researcher found out that the context of few questions is similar, and a few needed to be rephrased in simple language. It took primarily twenty-five minutes to collect information from the middle and lower income groups, however 10 to 15 minutes from the women of upper income group. Before conducting the survey in field, based on the observed errors related to the items in the questionnaire, four questions had found to have repetitions, which were duly omitted. Therefore, the final items (questions) in the questionnaire were reduced to 10 from 14.

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<sup>2</sup>World Values Survey a global network of social scientist carried out values survey in more than 100 countries, which consists 90% of the world's population using common questionnaire.

### **3.3. Sampling Size and Technique**

Sampling is the process, or technique of selecting a representative part of a population for determining parameters or characteristics of the whole population. Non-probability sampling does not attempt to select a random sample from the population of interest; rather, subjective methods are used to decide which elements are included in the sample (Battaglia, 2011).

Snowball sampling is a form of convenience sampling in which researcher makes initial contacts with the small group of people relevant to the research objective, and then uses it to establish contacts with others. Snowball sampling method is based on referrals from initial respondents to the other respondents possessing similar characteristics (Bryman, 2016).

The population of the present study comprised of the four hundred working-women both from formal and informal sectors including domestic helpers, desk officers, bankers, businesswomen, researchers, and teachers. Due to the non-availability of the exact size and data of the population snowball sampling technique is adopted for reaching to sub groups which, in the present study are the females working in varied sectors in the district of Lahore. To this extent, the contacts have been established to various institutions, private organizations, friends and families.

The researcher herself administered the survey by asking questions directly from the respondents. To start of the process initial contact is being made with working-women known by the researcher and further ask the respondent was asked to nominate at least

three potential respondents. The researcher observed the ethical consideration and the nominated respondents were contacted once the researcher was satisfied with their status.

### **3.4. Data Collection**

The data has collected in the month of August 2016 from women working in education sectors, nonprofit organizations, and private institutes. The researcher have travelled in various areas of Lahore including, Johar Town, Raiwind Road, Cantt, and some parts of Gulberg, to meet the potential respondents from universities, colleges, banks, and beauty salons. Moreover, women working as sales are randomly surveyed by visiting the shopping malls.

Originally, the data was collected from four hundred women working in urban areas of Lahore, but few questionnaires were found incomplete, whereas some of the respondents fill the questionnaire haphazardly and choose two and more options for the same question. During the process of data, entry and coding only three hundred and six of the questionnaires were found duly filled, which are recorded to draw to analysis of the present study.

### **3.5. Ethical Consideration**

Research ethics involves the application of fundamental ethical values. The scientific research enterprise built on a foundation of trust. Scientists trust that the results reported by researchers are legitimate, society trusts that the results of the study reflect upon honest attempt to describe the world accurately, and without biases (NAS, 2009). In carrying out the present study, the following ethical principles followed.



### **3.5.1. Informed Consent**

An ethical principle implying a responsibility on the part of researchers strive to ensure that those involved as participants in the research not only agree and consent to participate in the research of their own free choice, but they are fully informed of what they are consenting to (Jupp and Sapsford, 2006). Before initiating the survey process, the respondent's informal permission was required. The researcher first educates potential subject to the respondents to ensure that they reach a truly informed decision about whether or not to participate in the present research.

### **3.5.2. Confidentiality, Anonymity and Privacy**

Confidentiality means the treatment of information that an individual has disclosed in a relationship of trust with the expectation that it will not divulged to others in ways that are inconsistent with the understanding of the original disclosure without permission. Confidentiality is a basic principle of ethics while anonymity considered as the values or way to maintain confidentiality (Rees, 1997). The participants assured that identifying information would not be available to anyone who is not directly involved in the present study. Another ethical principle observed, the anonymity, which essentially means that the participant will remain anonymous throughout the study. The name of the respondent would not be part of the present research. In addition, the information and the opinions provided by the respondents will remain confidential and only used for research purposes.

### **3.6. Field Experiences**

The data collected in present study from the working-women irrespective of any sector and class. Therefore, it was very challenging to locate and manage the time with women working in informal sector as domestic helpers, and tailors. In addition, it took considerable

amount of time for filling questionnaire, as the researcher had to explain the context of each question to those respondents.

In addition, the researcher had to explain and translate each question, according to the need of the respondent. Most of the time the questions were rephrased in Urdu and sometimes in Punjabi language. Because the population, being surveyed belongs to diverse socio-economic background as mentioned above. Secondly, it was challenging task for the researcher to convince women for filling up the questionnaire, and giving the appropriate time. Despite, the researcher informed the respondents that their identity would remain anonymous; women were reluctant to be part of the study. However, irrespective of all the challenges, the author managed to access the targeted population and completed the task of data collection in time.

### **3.7. Multinomial Logit Model**

Multinomial logit models are used to model relationships between a polytomous response variable and a set of repressor variables. It is an extension of binary logistic regression, which allows for more than two categories of the dependent or outcome variable (McFadden & Train, 2000). Thus, a binary logistic regression model compares one dichotomy (for example, passed-failed, default-survived, etc.) whereas the multinomial logistic regression model compares a number of dichotomies. However, like binary logistic regression, multinomial logistic regression too uses maximum likelihood estimation.

Multinomial models apply to discrete dependent variable that can take multinomial outcomes, e.g.  $y = 1, 2, \dots, m$ . It is helpful to define a set of binary variables to indicate

which alternative ( $j=1 \dots m$ ) is chosen by each individual ( $i=1 \dots n$ ),

$$\begin{aligned}
 y_{ij} &= 1 && \text{if } y_i = j && \dots\dots\dots\text{(I)} \\
 &= 0 && \text{otherwise}
 \end{aligned}$$

With associated probabilities

$$P(y_i = j) = P_{ij} \dots\dots\dots\text{(II)}$$

With independent observations, the log likelihood for a multinomial model takes the form,

$$\text{LogL} = \sum_i \sum_j y_{ij} \log P_{ij} \dots\dots\dots\text{(III)}$$

The multinomial logit model uses,

$$P_{ij} = \exp(x_i \beta_j) / \sum_k \exp(x_i \beta_k) \dots\dots\dots\text{(IV)}$$

With a normalization that  $\beta_m = 0$ .

Multinomial models are often motivated by McFadden's random utility model.

Define individual  $i$ 's utility from choice  $j$  as,

$$U_{ij} = V_{ij}(z_i, x_{ij}) + \varepsilon_{ij} \dots\dots\dots\text{(V)}$$

or, in linear form,

$$U_{ij} = z_i \alpha_j + x_{ij} \beta + \varepsilon_{ij} \dots\dots\dots\text{(VI)}$$

The model assumes that individual are aware of the unobservable provider characteristics  $\varepsilon_{ij}$ , and the individual is assumed to choose the alternative that gives the maximum utility, so choices are based on net utilities. Typically, the  $\varepsilon_{ij}$  is assumed to be type I extreme value, which has the convenient property that the difference two EVI variables has a

logistic distribution. The multinomial logit can be derived from the random utility model provided that unmeasured attributes  $\xi_{ij}$ 's are independent. Then,

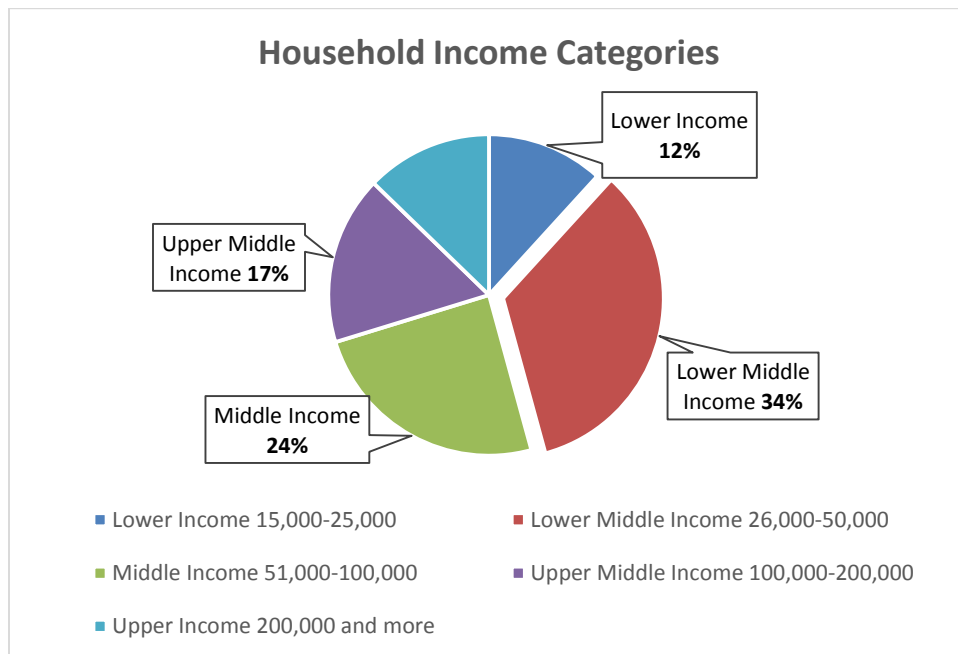
$$P_{ij} = \exp(z_i\alpha_j + x_{ij}\beta) / \sum_k \exp(z_i\alpha_k + x_{ik}\beta) \dots\dots\dots(VII)$$

Giving a tractable closed form solution. Setting  $\beta= 0$  gives the multinomial logit or “characteristics of the chooser model”, while setting  $\alpha_j = 0$  gives the conditional logit or “characteristics of the choices” model (Jones, 2000). Moreover, all the dependent variables in the present study are in ordinal scale; therefore, multinomial logit model is appropriate and being employed for analysis.

## DESCRIPTIVE ANALYSIS

### 4.1. DATA DESCRIPTION

This section describes the composition of data collected through survey, including demographics, and relationship of other variables in determining the social values. Figure 1, describes the bifurcation of household income groups into five categories. Out of total sample, 34% of the population constitutes the lower income group, whereas 24% are from middle-income category, and 17% are from upper middle-income group.



*Figure 1*

The graphs presented highlight the ratio of women in terms of their marital status and the sector in which they are working. Out of total sample, 66% of the women are working in private sector including schools, banks, beauty salons, and other sales jobs. Whereas, 14% are working in

government and formal sector. However, 12% are women employed in informal sector such as domestic helpers, tailors, and beauticians.

The composition of data with regard to women's marital status is presented below in figure 3, stating that 54% of the women from total sample are married as compared to 46% who are unmarried. The relationships of marital status in determining the societal values have also been measured in this section.

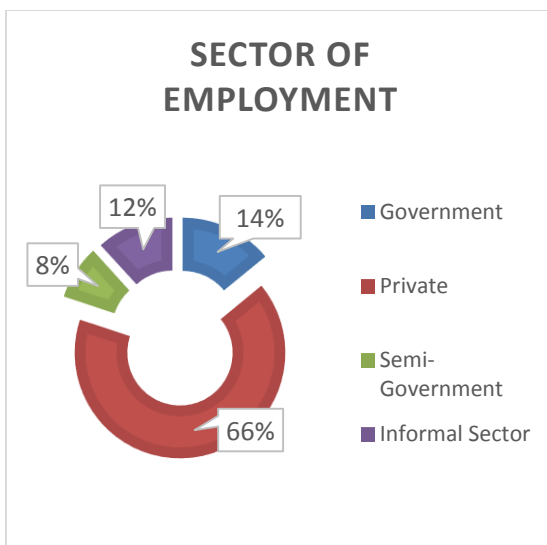


Figure 2

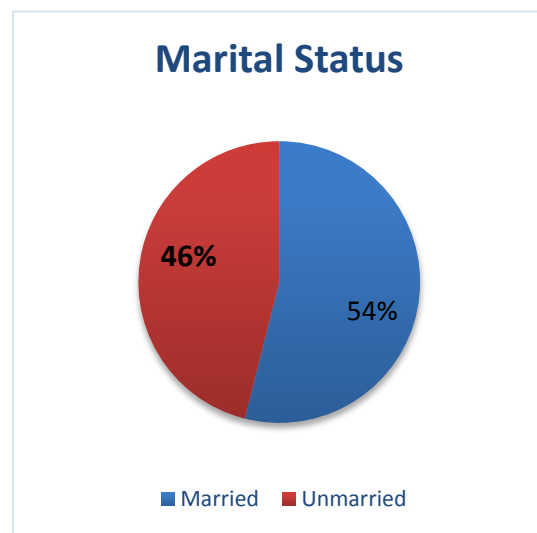


Figure 3

#### 4.2. Relationship between Marital Status and Income Contribution

In this study, women were asked about the level of contribution they make in the household income. The underlying idea is that the women's contribution to household income leads to higher decision-making power and consequently transform the traditional gender role.

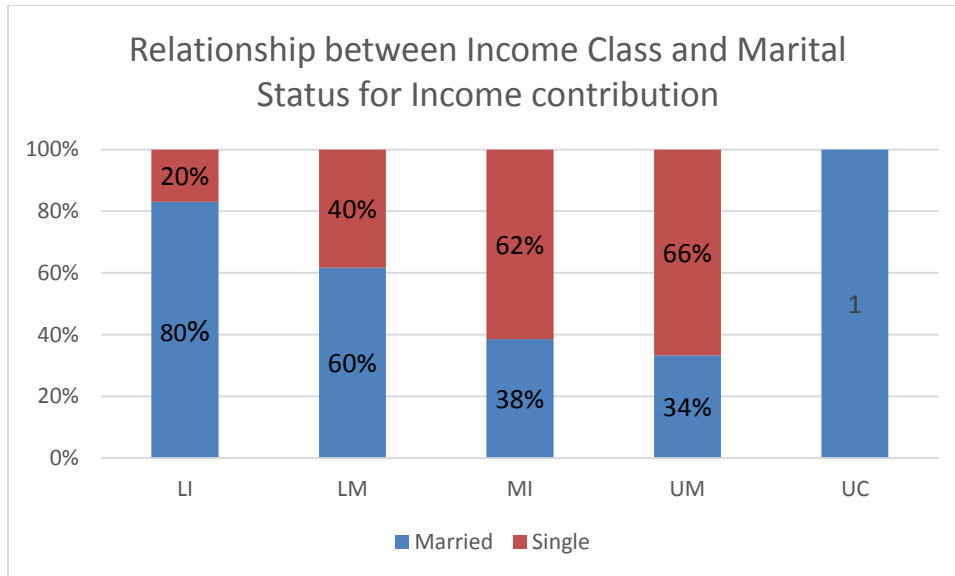


Figure 4

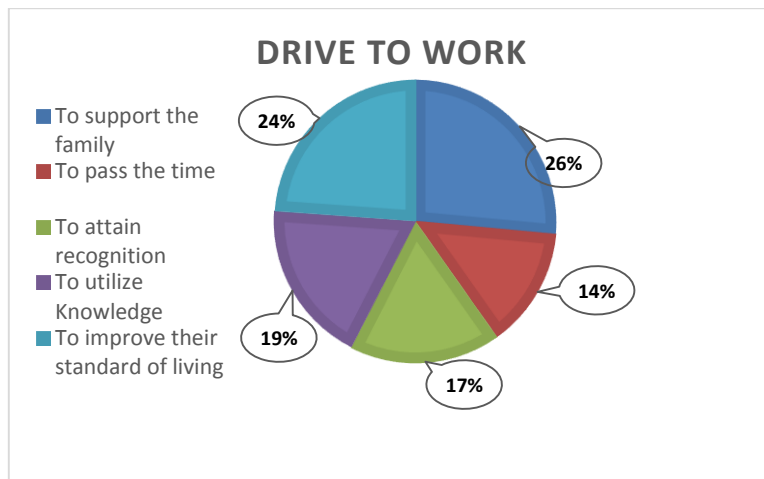
The graph represents the relationship between Income class and marital status of women in determining their contribution in household expenditures. Overall, the findings suggest that married women from lower income groups contribute more in household income as compared to unmarried women. As depicted in figure 4, that 80% married women belonging to lowest income category contribute more than half of their salary in family income as compared to 20% unmarried women from the same income category. Whereas, 60% of married from lower income contribute in household income but only 40% unmarried women contribute in household income. Women from lowest income groups are per-forced to work, and being married comes with more responsibilities and household duties therefore, married women contribute more in overall household expenditures.

However, the result of middle-income categories shows a distinct pattern, indicating that the unmarried women belonging to middle-income categories contribute more in household income relative to married women. The figure shows that 62% unmarried women from

middle-income contribute in their family income, and only 38% married women spend in household expenses. Similarly, 66% unmarried women from upper middle-income group contribute more as opposed to 34% of the married women. Banerjee and Duflo (2008) suggest that the main characteristic of the middle-income are those having secure jobs and invest more in human capital, therefore, allowing women to enter in the labor force to improve the status quo. Moreover, from upper middle-income group married working-women contribute less as compared to the unmarried women. However, a clear distinction is observed indicating that women's income class and marital status does play a vital role in determining their contribution in household income.

### 4.3. Drive or Motivation to work

Respondents were asked about their motivation to participate in the labor force, which implies it will not only benefit their household but also add in country's economy. The finding presented in figure 5, shows that 26% of women out of total population said that they work only to support their families, whereas 24% of working women from each income group reports that, they work to improve their standard of life.





*Figure 5*

On the other hand, 19% of women said that they work to utilize their knowledge, whereas, 17% of the women said that their motivation to participate in the economic activity is to acquire their own distinct identity. It is evident from the result that women who are more financially secure and educated work to utilize their knowledge and for social recognition as compared to the women from lower income groups whose prime reason to work is meet the ends.

#### **4.4. Attitudes of family members towards the Job**

In the survey, women were asked about the attitudes of their family members towards their jobs. The attitudes of males family members, including father, brother, husband, and other relatives whereas, female family members, includes the mother, sister, and aunts were being asked separately.

##### **4.3.1 Attitudes of Male Family Members**

Table 4.2 indicates that 57% of the women out of total population reports that their husband, father or brother have a respectful attitude with their job. However, 74% of women from upper income group indicate that their male family members respect them for being active participant. Whereas, the percentage of women from middle-income group is approximately 66, suggesting that males have a positive and respectful attitude towards their job. However, 36% of women from lower income group said that their family members (father, husband, brother) have a cooperative behavior with them.

Table 4.2. Household Income and Attitudes of male family members

Attitudes of Male Family Members	HHIncome					Total
	LLI	LI	MC	UM	UC	
Respectful	<b>66.67</b>	<b>36.54</b>	<b>66.67</b>	<b>65.38</b>	<b>74.36</b>	<b>57.19</b>
Cooperative	<b>16.67</b>	<b>31.73</b>	<b>16.00</b>	<b>5.77</b>	<b>2.56</b>	<b>17.97</b>
Respectful but not cooperative	<b>2.78</b>	<b>10.58</b>	<b>0.00</b>	<b>7.69</b>	<b>5.13</b>	<b>5.88</b>
Cooperative but not Respectful	<b>2.78</b>	<b>9.62</b>	<b>12.00</b>	<b>11.54</b>	<b>17.95</b>	<b>10.78</b>
Against	<b>11.11</b>	<b>11.54</b>	<b>5.33</b>	<b>9.62</b>	<b>0.00</b>	<b>8.17</b>

Source: Own calculations based on Survey

Where LLI, LI, MI, UMI, UI represent lower lower income, lower income, upper middle income, & upper income group categories respectively.

Statistics in Bold are the percentages

Sometimes cooperation does not bring respect towards women’s work outside the home. Only 18% of women from total population reports that their fathers, husbands, not only respect but also cooperate with them in working hours and household chores thus changing the conventional division of labor at household level. Rindfuss, *et al.*, 1996 have shown that, in the U.S. from the 1960s to the 1990s, attitudes towards women’s roles have liberalized after women joined the workforce—rather than changing in advance and leading the way for female labor force participation.

In addition, 16% of women from middle income indicates that along with respect their male family members cooperate with them too. Surprisingly, 17% of the women from upper class said that the male family members are cooperative but not respectful towards their jobs. However, overall, 10% women out of total population said that the attitude of the male members is cooperative but they do not respect.

### 4.3.2. Attitudes of female family members

The present findings indicate that 63% of women irrespective of their income class said that their mothers, sisters have a respectful and positive attitude towards their job. Females support and respect their working daughters, sisters, and wives more than men as evident from the table 4.3.

*Table 4.3. Attitudes of Female Family Members' and Household Income*

Attitudes of Female Family Members	Household Income					Total
	LLI	LI	MC	UM	UC	
Respectful	<b>66.67</b>	<b>50.96</b>	<b>76.00</b>	<b>65.38</b>	<b>69.23</b>	<b>63.73</b>
Cooperative	<b>19.44</b>	<b>26.92</b>	<b>9.33</b>	<b>9.62</b>	<b>5.13</b>	<b>16.01</b>
Respectful but not Cooperative	<b>0.00</b>	<b>5.77</b>	<b>4.00</b>	<b>9.62</b>	<b>7.69</b>	<b>5.56</b>
Cooperative but not Respectful	<b>11.11</b>	<b>15.38</b>	<b>9.33</b>	<b>11.54</b>	<b>17.95</b>	<b>13.07</b>
Against	<b>2.78</b>	<b>0.96</b>	<b>1.33</b>	<b>3.85</b>	<b>0.00</b>	<b>1.63</b>

Source: Own calculations based on Survey  
 Where LLI, LI, MI, UMI, UI represent lower lower income, lower income, upper middle income, & upper income group categories respectively.  
 Statistics in Bold are the percentages

Relative to other income groups 76% of women from middle income said that their mothers and sisters respects them for working outside the home to participate in labor force. Whereas, 69% of women from upper class reports that their mother and sister has respectful attitude towards their job. Moreover, more than 50% of women from lower income group indicate that female family members have positive and respectful attitude with their work. However, only 16% from total population women have said that female family members provide support and cooperate with them on household and other chores. A large body of literature suggests that there is a general liberal shift in attitude of the society towards women's participation in labor force and public life. The present study

also found that family members (males and females) have a respectful and cooperative attitude for women.

#### **4.4. Importance of Higher Education**

Education plays a vital role in raising the welfare and wellbeing of societies and families. The present study investigates that females' education level has a relation with gender equality in general and importance of girl's education in particular. The results report in table 4.5 that higher education levels of females leads to less gender bias towards girl's education.

Higher education levels has improved women's bargaining position in the family and encouraged parents to emphasize values in daughter's education that stress equality (Iversen and Rosenbluth, 2007). The findings are also in line with the theory suggesting that higher education levels is positively correlated with providing equal opportunities to both the gender as evident from the data.

As presented in table 4.4 that 12% of women out of total population places more importance to the higher education of a boy. Within it, 57% of women having primary level of education strongly agree that only boys should get higher education. Likewise, 55% of women with middle level emphasizes that higher education is appropriate for boys rather than girls. However, only 6% of women having graduate degree indicate that higher education is the domain of boys than the girls. Whereas, 3% of women with post graduate degrees stresses on the similar trend.

Table 4.4. Importance of Higher Education versus Education Levels

Higher Education is more important for boys than girls.	Education					
	Primary	Middle	Higher Secondary	Graduate	Post Graduate	Total
Strongly Agree	<b>57.14</b>	<b>55.56</b>	<b>21.57</b>	<b>6.47</b>	<b>3.23</b>	<b>12.42</b>
Agree	<b>21.43</b>	<b>44.44</b>	<b>50.98</b>	<b>29.85</b>	<b>6.45</b>	<b>31.05</b>
Neutral	<b>7.14</b>	<b>0.00</b>	<b>17.65</b>	<b>14.43</b>	<b>12.90</b>	<b>14.05</b>
Disagree	<b>14.29</b>	<b>0.00</b>	<b>9.80</b>	<b>36.32</b>	<b>38.71</b>	<b>30.07</b>
Strongly Disagree	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>12.94</b>	<b>38.71</b>	<b>12.42</b>

Source: Own calculations based on Survey

Where Primary, Middle, Higher Secondary, Graduate, and Post-Graduate represents education levels.  
Statistics in Bold are the percentages

Furthermore, the findings suggests that 31% of women out of total population agrees that higher degree is more important for boys. Out of total 31%, almost 50% of the women with higher secondary education are of the view that higher education is more important for boys. Interestingly, 30% of women emphasize that higher education is equally important for both the gender. Moreover, 39% of Women having higher education levels disagree with the statement, indicating that it is important for girls too. While, out of total only 14% of women remains in between with no distinct answer.

#### 4.5. Decision-Making Power

The graph shows that 43% females from total population sometimes take their decisions independently, whereas 40% indicates that most of the time they take decisions at household level. However, only 8% women from total population suggest that they have the autonomy to take decisions at domestic level along with decisions of participating in public gatherings, whereas 9% of women rarely take decisions in any matter of life as evident from the graph below.

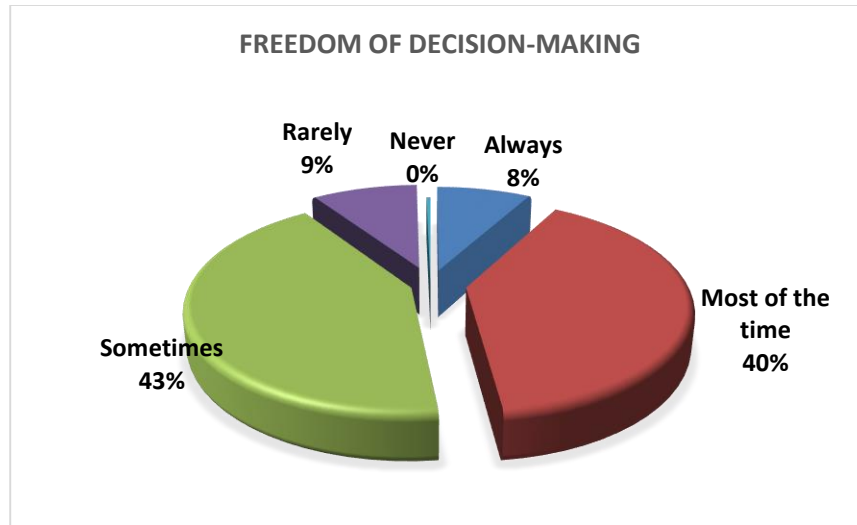


Figure 6

#### 4.4. Relationship between Marital Status and Decision-Making Power

The level of autonomy women acquire in decision-making is also has a link with their positions at household level. Women’s marital status at one give them prestige in society’s views, responsibilities on the other reduce their level of freedom in decision-making. Dyson and Moore (1983) define female autonomy as the “capacity to manipulate one’s personal environment. Autonomy indicates the ability, social, and psychological to obtain information and use it as a basis for making decisions about one’s private concerns and those of one’s intimates”.

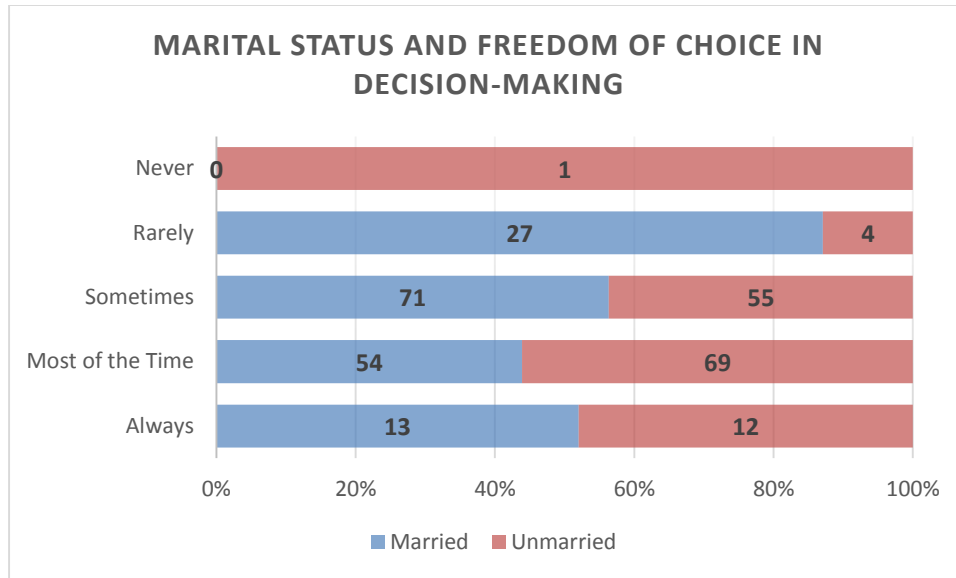


Figure 7

The findings indicate that married women have less autonomy in decision making both domestic and public, relative to the unmarried women. The graph shows that 85% of the married women rarely take decisions independently as opposed to 15% of the unmarried women. The reason of this outcome possibly is that married women are bound with household duties and responsibilities of children and family. Therefore, the freedom to choose for themselves becomes secondary. Whereas, 56% reports that they take decisions sometimes at both domestic and public matters. Moreover, 55% unmarried have the independence to decide rendering to their personal interests most of the time as compared to 45% of married women. As indicated in graph that 50% of married women always take decisions independently. Also, 50% unmarried women always take decisions independently.

## **EMPIRICAL ANALYSIS AND DISCUSSION**

The impact of household income and education levels of working women in determining social values are analyzed in this chapter through a Multinomial Logit model. The effects of these variables are measured on a scale of social values ranging from the household, to social and then to public life. However, only those results, which showed a significant relationship between the key variables are reported and analyzed in present study. In addition to the variables already defined, the variable age is also added in the regression analysis to assess the consequence of women's age in determining societal values. After controlling for the age variable with the independent variables - household income and education, the magnitude and significance of the results remained unchanged. These results are given in the Appendix.

In each section, the principal hypothesis being tested is first clearly stated after which the econometric tests conducted and results analyzed.

### **5.1. Contribution in household finances**

**H<sub>0</sub>:** Women having higher family income and education tend to contribute less in household expenses.

Women are more likely to invest a large proportion of their income in the education of their children. Women's work, both paid and unpaid, may be the single most important poverty-reducing factor in developing economies.



Table 5.1. Contribution in Household Income

<b>Dependent Variable: Contribution in Household Income</b>			
<b>(1)</b>		<b>(2)</b>	
<b>HH Income</b>		<b>Education</b>	
LLC	.3388*** 2.26	Primary	.91733*** 2.62
LC	.3891*** 3.45	Middle	.4298*** 2.36
MC	-	Higher Secondary	-
UM	-.4851*** -2.09	Graduate	-.4557*** -2.45
UP	-.6152*** -6.17	Post Graduate	-1.212*** -9.12
No of Obs: 306		No of Obs: 306	
Wald Chi <sup>2</sup> 128.46		Wald Chi <sup>2</sup> 117.47	
Prob>Chi <sup>2</sup> 0.0000		Prob>Chi <sup>2</sup> 0.0000	

Source: Own calculations.

\*\*\*, \*\* & \* signify significance levels at 1%, 5% & 10%.

Where LLI, LI, MI, UMI, UI represent lower lower income, lower income, upper middle income, & upper income group categories respectively.

Base outcome category is Middle class for income & High Secondary for Education

The dependent variable ranging from 1 to 5, where 1 represents *very important*, and 5 denotes *not at all important*.

Table 5.1 reports that women from lower income groups contribute more from their salary in overall household expenses as compared to the middle-income group. Whereas, women with higher family income contribute less in household expenses relative to the middle class. Overall, the value of Wald Chi<sup>2</sup> in this regression is 128.46, which represents highly significant results at 1% level.

Equation 2 in table 5.1 indicates similar trend as the household income, that the education levels determines the contribution of women in family income. Women with primary and middle education contribute more relative to the higher secondary level. In contrast, when education levels increases the input of women in household expenses

decreases. The results in this regression are highly significant at 1% level as evident from the value of Wald  $\chi^2$  117.47 and  $\text{prob} > \chi^2$  which is 0.0000. The present findings are one way or another related to the theory suggested that women from lower income groups are pushed to labor force. The lower income strata are more prone to fall into poverty and economic shocks, therefore women work and contribute their entire income in household expenses to sustain their standard of living.

## **5.2. Traditional versus Secular Values**

### **5.2.1. Importance of Family and Friends**

Respondents asked variety of questions to investigate the shift from traditional to modern values with growing participation of women in labor force. Equation 1 of table 5.2 suggests that women with lower family income, places higher importance on family relative to the middle-income groups which is highly significant. Whereas, women from upper income group shows a similar trend indicating that family is important for them, however, the results are insignificant. The regression overall indicate highly significant results with the value of Wald  $\chi^2$  as 126.89 and  $\text{prob} > \chi^2$  is 0.000, indicating higher significance level at 1%.

Likewise, in equation 2 of table 5.2, education levels show that the coefficient is highly significant for primary and middle level of education. The result reports that women despite lower education levels places higher importance to the family. Surprisingly, the women having graduate degrees considers family not very important in their lives with coefficient highly significant at 1% level. Similarly, the value of Wald  $\chi^2$  for this regression is 258.59 and  $\text{prob} > \chi^2$  is 0.0000, showing highly significant results.

Table 5.2. Importance of Family

Table 5.3. Importance of Friends

<i>Dependent Variable: Importance of Family</i>		<i>Dependent Variable: Importance of Friends</i>	
(1)	(2)	(1)	(2)
HH Income	Education	HH Income	Education
LLC -1.135*** (-3.40)	Primary -1.784*** (-3.21)	LLC .3266 (1.59)	Primary 1.2218** (2.82)
LC -.9112** (-2.74)	Middle -1.762*** (-3.21)	LC .5470*** (4.76)	Middle .4587** (2.31)
MC -	Higher Secondary -	MC -	High Secondary -
UM -1.749 (-1.53)	Graduate 14.658*** (12.83)	UM -1.010** (-2.52)	Graduate -.8520*** (-3.88)
		UC -.3325* (-0.88)	Post Graduate -1.082*** (-3.85)
No of Obs: 306	No of Obs: 306	No of Obs: 306	No of Obs: 306
Wald Chi <sup>2</sup> 126.89	Wald Chi <sup>2</sup> 258.59	Wald Chi <sup>2</sup> 31.43	Wald Chi <sup>2</sup> 32.15
Prob>Chi <sup>2</sup> 0.0000	Prob>Chi <sup>2</sup> 0.0000	Prob>Chi <sup>2</sup> 0.0000	Prob>Chi <sup>2</sup> 0.0000

Source: Own calculations.

\*\*\*, \*\* & \* signify significance levels at 1%, 5% & 10%.

Where LLI, LI, MI, UMI, UI represent lower lower income, lower income, upper middle-income, & upper income group categories respectively.

Base outcome category is Middle class for income & High Secondary for Education.

The scale of dependent variable ranging from 1 to 5, where 1 represents *very important*, and 5 denotes *not at all important*.

In table 5.3 above, the importance of friends has been taken as dependent variable to examine the impact of income and education on women belief about friendship. The results in equation 1, show that women from lower income groups consider the role of friends not very important in their lives relative to the middle-income group. The coefficient is highly significant for lower class at 1% level. Whereas, the negative sign on coefficient of upper middle-income group represents that women places high importance to friends. The results however is significant at 5% of significance level. On the other hand, women with higher family income also considers friends an integral part in their lives, whereas the coefficient is not significant at 10% level.

Education levels in equation 2 of table 5.3, also follows a same pattern demarcating that women with higher education levels places higher more importance to the friends which is highly significant at 1% level. The present findings are very much relevant with the

theory stating that poor families have scarce resources and uncertainty in lives therefore; they do not find it important at all to spend time with friends for the sake of amusement. Whereas, women with secure and high family income may take survival for granted thus considers friends and social gatherings as essential part in their lives.

### **5.3. Transfer of Values into Children**

**H<sub>0</sub>:** Women with higher household income and education bring intergenerational change in values.

The World Values Survey and European Values Study (referred as the WVS/EVS) provide evidence that the transition from agrarian to industrial society produces one set of changes, and the rise of postindustrial societies produces another set of changes in peoples' values and motivations. As a result, societal values transit from traditional to secular values. Pakistan is also moving towards agrarian to industrial, society and women are entering more in labor force as they were in the past. Subsequently women are the main drivers of transforming social values from traditional to the modern social values. This intergenerational change in values occurs with higher education levels, which raises productivity of women through labor market participation.

### 5.3.1. Gender Equality

In table 5.4, gender equality is taken as the dependent variable to examine the importance women place in equality in terms of providing equal chances and opportunities to both boy and girl from early years of socialization. The findings reveal that woman, irrespective of their social class place less importance to gender equality. The results are highly significant at 1% level of significance representing that women with lower income group considers it not important to treat girls and boys on equal grounds. Likewise, the women from higher income group do not value gender equality, but the results are not significant.

*Table 5.4. Importance of Gender Equality*

<b>Dependent Variable: Gender Equality</b>			
<b>(1)</b>		<b>(2)</b>	
<b>HH Income</b>		<b>Education</b>	
LLC	1.056*** 5.79	Primary	2.211*** 6.64
LC	.6133*** 3.79	Middle	.6787*** 3.57
MC		Higher Secondary	
UM	.0676 0.12	Graduate	.0261 0.07
No of Obs:	306	No of Obs:	306
Wald Chi <sup>2</sup>	35.58	Wald Chi <sup>2</sup>	44.66
Prob>Chi <sup>2</sup>	0.0000	Prob>Chi <sup>2</sup>	0.0000

Source: Own calculations.

\*\*\*, \*\* & \* signify significance levels at 1%, 5% & 10%.

Where LLI, LI, MI, UMI, UI represent lower lower income, lower income, upper middle-income, & upper income group categories respectively.

Base outcome category is Middle class for income & High Secondary for Education

The dependent variable ranging from 1 to 5, where 1 represents *very important*, and 5 denotes *not at all important*.

Whereas, equation 2 in table 5.4 shows women with that higher education levels emphasize the importance of gender equality but not significant. However, the value of

coefficient indicates a highly significant result, which shows women with primary and middle education level do not consider it important to provide equal life choices for girls and boys. The value of Wald Chi<sup>2</sup> in both equations represents highly significant results as evident from the regressions.

However, the socialization hypothesis suggests that the relationship between socioeconomic environment and value priorities is not one of immediate adjustment; a substantial time lag is involved for one's basic values reflect the conditions that prevailed during one's pre-adult years (Inglehart, 2000). Societies with long histories of agriculture have less equality in gender roles because of more patriarchal values and beliefs about traditional gender roles of women. This increased the male's bargaining power within the family, which, over generations, translated into norms and behavior that shape society with traditional beliefs about gender inequality (Hansen *et al.*, (2015). Furthermore, several studies suggests that the socialization process and cultural setting during adult years predominantly influence our worldview – shape the societal values.

### **5.3.2. Importance of Hard Work**

Hard work also taken as the dependent variable to investigate whether women consider it an important value for the children. The results as evident in the table 5.5, that relative to the middle income the women from lower income levels consider it very important for their children to be hard worker. Whereas, the results are highly significant at 1% level, indicating that women having higher family income do not consider it as important value to transmit to their children.

Table 5.5. Importance of Hard Work for Children

<i>Dependent Variable: Hard Work</i>			
<b>(1)</b>		<b>(2)</b>	
<b>HH Income</b>		<b>Education</b>	
LLC	-.2261 (-1.04)	Primary	.0715 (0.18 )
LC	-.1058 (-0.52)	Middle	-.19210 (-0.52)
MC	-	Higher Secondary	-
UM	.6651*** (3.27)	Graduate	.3685 (1.00)
UC		Post Graduate	
No of Obs: 306		No of Obs: 306	
Wald Chi <sup>2</sup> 154.74		Wald Chi <sup>2</sup> 237.84	
Prob>Chi <sup>2</sup> : 0.0000		Prob>Chi <sup>2</sup> : 0.0000	

Source: Own calculations.

\*\*\*, \*\* & \* signify significance levels at 1%, 5% & 10%.

Where LLI, LI, MI, UMI, UI represent lower lower income, lower income, upper middle income, & upper income group categories respectively.

Base outcome category is Middle class for income & High Secondary for Education

The scale of dependent variable is varying from 1 to 5, where 1 represents *very important*, and 5 denotes *not at all important*.

Whereas, equation 2 of table 5.5 demarcate that women with middle level of education place more importance to hard work relative to higher secondary. In contrast, the women with primary and graduate levels reports a similar pattern representing the lower importance places on hard work. The coefficients shows that results are not significant for all the categories of education. The overall score of Wald Chi<sup>2</sup> and Prob>Chi<sup>2</sup> reports that results are significant at 1% levels. The reason possibly lies in the fact that hard work is a key element for improving standard of living and achieving financial security, which as a result reduce the risks of falling into poverty or sustaining the status quo. Therefore, the women from lower income groups want their children to learn and value the importance of hard work in contrast to the women from stable and higher income groups.

## 5.4. Participation in Public Life:

**H<sub>0</sub>:** Participation of women in political activities is determine by their socio-economic status.

Throughout history, women have generally been restricted to the roles inside the house. While major changes occurred in recent times in various parts of the world. The norms that restrict women to the home are still prominent in defining the activities, which deemed appropriate for women—excluding political life, which by its very nature takes place in a public forum. The participation of women into political activities depends on multiple factors including women’s household income, their position at the domestic level along with education levels.

The present study investigates various political actions to assess whether women are interested in politics or not. The participation of women in political actions is determined by their social economic status. Respondents were asked a series of questions on their participation in the national and local political process whether they cast vote whenever elections takes place, and participate in protests in terms of strikes and boycotts, On all scores participation of women’s with higher socio-economic status is highly significantly relative to the middle income groups. However, each variable for participation of women in political activities is discussed in detail.

*Table 5.6. Importance of Politics*

<b><i>Dependent Variable: Importance of Politics</i></b>			
<b>(1)</b>		<b>(2)</b>	
<b>HH Income</b>		<b>Education</b>	
LLC	.00632 (0.02)	Primary	.3144 (0.62)
LC	-.09331 (-0.63)	Middle	.06602 (0.21)



MC	-	Higher Secondary	-
UM	-.7426*** (-4.76)	Graduate	-.4202*** (-2.46)
UC	-.6732*** (-2.94)	Post Graduate	-.8041*** (-3.98)
No of Obs:	306	No of Obs:	306
Wald Chi <sup>2</sup>	28.06	Wald Chi <sup>2</sup>	18.52
Prob>Chi <sup>2</sup> :	0.0000	Prob>Chi <sup>2</sup> :	0.0010

Source: Own calculations.

\*\*\*, \*\* & \* signify significance levels at 1%, 5% & 10%.

Where LLI, LI, MI, UMI, UI represent lower lower income, lower income, upper middle-income, & upper income group categories respectively.

Base outcome category is Middle class for income & High Secondary for Education

The scale of dependent variable is varying from 1 to 5, where 1 represents *very important*, and 5 denotes *not at all important*.

#### 5.4.1. Importance of Politics

Women's interest in politics is largely influenced by their cultural setting and social economic status in which they were raised. The findings are in line with the underlying assumption that women with higher family income and education levels place greater importance in politics. In Equation 1, coefficient for Upper Middle and Upper income groups is highly significant which confirms, that women with higher socio-economic status shows greater interest in politics as oppose to the middle and lower income groups. Whereas, the findings for lower income group suggests that women do not consider politics an important aspect in their lives, but coefficients are insignificant.

Likewise, in equation 2, the education levels shows a similar trend as the household income. Women with less education levels do not bother about politics as opposed to

graduates but their coefficients are insignificant. Similarly, women with higher education levels places more value and importance to politics. High human development is a necessary but not sufficient factor contributing to women's political empowerment.

Together, customary practice, socioeconomic conditions, political systems, and political culture create different gender roles and expectations that both facilitate and inhibit women's political participation and leadership (True, *et al.*, 2014). Hence, the present findings are in line with the theory suggesting that women socioeconomic status plays a significant role in determining their interest in politics. As evident from results that women with higher income group and higher education levels considers politics important as compared to the women with lower family incomes and less education.

Table 5.7. Vote in National Elections

Table 5.8. Vote in Local Elections

<i>Dependent variable: Vote in national elections</i>		<i>Dependent Variable: Vote in Local Elections</i>	
(1)	(2)	(1)	(2)
HH Income	Education	HH Income	Education
LLC      -.0794 (-0.46)	Primary    .7295*** (2.02)	LLC      .0414 (0.12)	Primary    .5821** (1.73)
LC        -.1148 (-0.58)	Middle    .2741 (0.71)	LC        .0790 (0.22)	Middle    1.0444*** (2.47)
MC        -	High Secondary   -	MC        -	High Secondary   -
UM        .1081 (0.69)	Graduate  -.1015 (-0.34)	UM        .4639 (1.36)	Graduate    .6706 (1.54)
UC        -.6119*** (-3.55)	Post Graduate  -.6911*** (-2.31)	UC        .2471 (0.77)	Post Graduate .1233 (0.43)
No. of Obs:      306	No of Obs: 306	No of Obs: 306	No of Obs: 306
Wald Chi <sup>2</sup> 27.39	Wald Chi <sup>2</sup> 31.97	Wald Chi <sup>2</sup> : 6.04	Wald Chi <sup>2</sup> : 13.50
Prob> Chi <sup>2</sup> 0.0000	Prob> Chi <sup>2</sup> 0.0000	Prob> Chi <sup>2</sup> 0.1963	Prob>Chi <sup>2</sup> : .0091

Source: Own calculations.

\*\*\*, \*\* & \* signify significance levels at 1%, 5% & 10%.

Where LLI, LI, MI, UMI, UI represent lower lower income, lower income, upper middle-income, & upper income group categories respectively.

Base outcome category is Middle class for income & High Secondary for Education

The scale of dependent variables are varying from 1 to 5, where 1 represents *very important*, and 5 denotes *not at all important*.

### 5.4.2. Vote in National and Local Elections:

Table 5.7 demonstrate that participation of women in political process through voting in national elections is highly linked with their socioeconomic background, particularly income class and education levels. The findings revealed surprising results in equation 1, indicating that woman with lower family income sometimes vote in national elections relative to the women from middle and upper income households. The negative sign at coefficient shows that women do vote in national elections but it is not significant. On the other hand, the results are highly significant for upper income group suggesting that women belonging to upper class vote more often in national elections than women from upper middle and middle-income group. The interesting point shows in equation 2 of table 5.7 that the level of education significantly influences the behavior of women

towards voting in national elections. The positive signs at coefficient suggests that women with primary and middle level education do not vote in national elections and it is highly significant.

Women holding postgraduate degree always participate in national elections, which is highly significant as evident from the table. Whereas, women having graduate degree also take part in vote as oppose to higher secondary but it is not significant. Iversen and Rosenbluth (2007) argued that women who work outside the home are more likely to develop policy interests that are distinct from their husbands' as they face new challenges trying to balance family and career. The findings of present study supports the theory stating that working-women with higher education levels become more informed about political processes, develop their interests and are more capable of acting on them.

Respondents were also asked if they vote whenever local bodies' election take place in their vicinity. The survey revealed surprising results, which indicates that the level of participation of women decrease in local bodies' election irrespective of their socio-economic status. In Table 5.8 equation 1, reports that working-women with lower family income groups do not consider it important to vote in local elections relative to the middle-income category but not significant. Likewise, women belong to upper income group do not bother to vote in local election either that is also insignificant.

While in equation 2, of table 5.8 reports that lower education levels of women also controls their lower participation in local bodies' election, which is significant at (5% of significance level). As evident from the findings that women with primary and middle level of education do not vote in local elections relative to higher secondary levels.

Similarly, the working-women with graduate and postgraduate degree show no interest in local bodies elections. The reason possibly implies that women despite their status are accepting their positions and do not question the facets of their lives in relation to men. Since women in Pakistan struggles with decision making despite being part of the labor force and express less faith in the political processes.

#### **5.4.3. Joining in Strikes and Boycotts**

In table 5.9, Joining in strikes is taken as the dependent variable to investigate whether women irrespective of their social class and education levels participate in strikes held, including peaceful demonstration, demand for equal wages, closed down of offices, hence it gives voice to their fundamental rights. The findings indicate highly significant results that women from lower income group might join in strikes in catastrophe relative to the middle class. Whereas, women belongs to upper middle-income group have already and will participate in strikes that is highly significant at 1% level. The trend in equation 2, of table 5.9 indicate that level of education also determines the women's interest and exposure towards their political and legal rights.

Table 5.9: Joining in Strikes

Table 5.10 Joining in Boycotts

<i>Dependent Variable: Joining in Strikes</i>				<i>Dependent Variable: Joining in Boycotts</i>			
(1)		(2)		(1)		(2)	
HH Income		Education		HH Income		Education	
LLC	-.2995 (-0.91)	Primary	.2691 (0.47)	LLC	5975*** (2.38)	Primary	1.527** (2.47)
LC	-.6020*** (-2.10)	Middle	-.4079 (-0.83)	LC	.1191 (0.63)	Middle	.4948 (1.52)
MC	-	High Secondary	-	MC	-	High Secondary	-
UM	-.4331*** (-2.17)	Graduate	-.6488 (-1.45)	UM	-.0822 (-0.68)	Graduate	-.6792*** (-3.45)
No of Obs:	306	No of Obs:	306	No of Obs:	306	No of Obs:	306
Wald Chi <sup>2</sup>	5.65	Wald Chi <sup>2</sup>	7.20	Wald Chi	9.22	Wald Chi2	28.83
Prob>Chi <sup>2</sup>	0.1300	Prob>Chi <sup>2</sup>	0.0657	Prob>Chi2	0.0265	Prob>Chi2	0.0000

Source: Own calculations.

\*\*\*, \*\* & \* signify significance levels at 1%, 5% & 10%.

Where LLL, LI, MI, UMI, UI represent lower lower income, lower income, upper middle-income, & upper income group categories respectively.

Base outcome category is Middle class for income & High Secondary for Education

The scales of dependent variable is varying from 1 to 5, where 1 represents *very important*, and 5 denotes *not at all important*.

Other political scientists such as Ross (2008) put the emphasis on female collective action that working-women are more likely to form organizations, to advance their common interests. The findings demarcate that working-women with primary level education think neither entering into political life would be advantageous for them nor they have the required skills. On the other hand, women with middle level of education would participate in strikes but results are insignificant. Similarly, graduate women have frequently taken part in strikes but it is also not significant as evident from the table 5.9.

Table 5.10, equation 1 reports that working-women from lower income group would not take part in boycotts, which is statistically highly significant (at 1% significance level) relative to the middle-income group. In contrast, the findings suggest that women from upper-middle income category are interested and will participate in boycotts but it is not significant. While, in equation 2 of table 5.10, lower education levels shows significant

results, indicating that women with primary level of education are unlikely take part in boycotts. In contrast, women having graduate degree have already taken part frequently in boycotts as compared to higher secondary levels, which is also highly significant at 1% level. It is noteworthy that the level of education have a significant impact on women's participation in political actions in general and joining in boycotts in particular.

Overall, the findings of present study indicates distinct pattern among household income and education levels. The higher education enhance the exposure and ability to understand and participate in political actions. The possible reasoning of this outcome implies that the process of socialization and cultural norms also plays pivotal role in determining women's participation in public sphere other than income levels.

*Table 5.11. Signing in Petition*

<i>Dependent Variable: Signing in Petition</i>			
<b>(1)</b>		<b>(2)</b>	
<b>HH Income</b>		<b>Education</b>	
LLC	.3903*** (2.51)	Primary	1.232*** (3.21)
LC	.4690*** (3.26)	Middle	.8423** (2.67)
MC	-	High Secondary	
UM	-.7899*** (-4.82)	Graduate	-1.476*** (-4.25)
No of obs:	306	No of obs:	306
Wald chi <sup>2</sup>	46.48	Wald Chi <sup>2</sup>	38.61
Prob>Chi <sup>2</sup>	0.0000	Prob>Chi <sup>2</sup>	0.0000

Source: Own calculations.

\*\*\*, \*\* & \* signify significance levels at 1%, 5% & 10%.

Where LLI, LI, MI, UMI, UI represent lower lower income, lower income, upper middle-income, & upper income group categories respectively.

Base outcome category is Middle class for income & High Secondary for Education

The scale of dependent variable is varying from 1 to 5, where 1 represents *very important*, and 5 denotes *not at all important*.

#### **5.4.4. Signing in Petitions**

In table 5.11, dependent variable taken is signing in petition, which shows highly significant results in terms of household income and education levels of working-

women. The positive signs shows that women with lower household income and education levels do not take part in political action and negative sign shows that women with higher family income and education sign more petitions relative to the middle groups. In equation 1, results, indicate that women belongs to upper middle class frequently sign petitions and highlight issues at public forums, which is statistically highly significant. On other hand, women with lower income group do not consider it important and would not take part in, which is also highly significant.

Likewise, in equation 2 of table 5.11, the results demarcate that the education levels determines the participation of women in signing petitions related to legal or social issues. Women having primary and middle level education would not sign any petition relative to higher secondary. Whereas, women with graduate degrees sign and submit more petitions that is highly significant at 1% significance level. The reason perhaps is that signing petitions requires knowledge and skills of writing and comprehension, which comes with higher level of education.

Moreover, the advancement in technology has brought changes in conventional ways of submitting applications or petitions; therefore, the women with lower income strata do not have access and exposure to participate in submitting applications online.

#### **5.4.5. Level of Freedom in Decision Making**

The participation of women in public life implies that the level of autonomy they have inside the household. This fact cannot to be undermined that the participation in political activity by women linked to their position at the household. Isran & Isran (2012) state women become empowered and their bargaining position improves within



the household as their representation increases in the labor market. However, the results in table 5.12 reports that woman no matter working have less autonomy when it comes to decision making even at domestic level.

*Table 5.12: Freedom of choice in decision-making*

<b>Dependent Variable: Decision Making</b>			
<b>(1)</b>		<b>(2)</b>	
<b>HH Income</b>		<b>Education</b>	
LLC	.2944* (1.59)	Primary	1.057*** (2.01)
LC	.3628*** (3.30)	Middle	.1908 (1.19)
MC	-	Higher Secondary	-
UM	-.2517 (-1.29)	Graduate	-.1175 (-0.65)
UC	-.6179 (-0.56)	Post Graduate	-.6144*** (5.88)
No of Obs : 306		No of Obs: 306	
Wald Chi <sup>2</sup> 98.33		Wald Chi <sup>2</sup> 43.06	
Prob Chi <sup>2</sup> 0.0000		Prob Chi <sup>2</sup> 0.0000	

Source: Own calculations.

\*\*\*, \*\* & \* signify significance levels at 1%, 5% & 10%.

Where LLI, LI, MI, UMI, UI represent lower lower income, lower income, upper middle-income, & upper income group categories respectively.

Base outcome category is Middle class for income & High Secondary for Education

The scale of dependent variable is varying from 1 to 5, where 1 represents *very important*, and 5 denotes *not at all important*.

The negative sign on coefficient indicates that the high-income positions leads to high level of freedom in decision-making process, whereas a positive sign suggests that the lower income status, lower the probability of women in decision-making. Prominent arguments, both in India and elsewhere have suggested that women's decision making power and participation is generally lower either because they have been socialized differently (especially as far as marriage, motherhood, employment, and property ownership are concerned), or because they have fewer resources (Burns *et al.*, 1997).

The present findings are in line with the theory suggesting that the social background and cultural setting of women entails their power in decision-making. Therefore, women from lower family income have less resources thus limited autonomy in decision making as compared to the upper income groups.

In equation 1, of table 5.12 the result are highly significant, suggesting that women with lower household income do not make decisions independently relative to the middle-income group. In contrast, women with higher family income are more independent in taking decisions as compared to the middle class. However, the coefficients for upper middle and upper class (-.6179), (-.25.17) did not reach to the significance level.

Equation 2 of table 5.12 indicates that lower education levels leads to less freedom in taking personal decisions independently as evident from the coefficient, which shows highly significant result at 1% level. Higher education levels on other hand, broadens the awareness and exposure of women which leads to more autonomy in decision making whether at household level and deciding for participation in public activities.

#### **5.4.6. Participation in Economic Activity**

A body of literature suggests that women who work outside home have greater autonomy, hold distinct ideas relative to their husbands, and informed about public processes - show greater interest in political activities (Chhibber, 2002). Therefore, respondents were asked if they support the idea that married women should earn money despite having a husband who support them financially. In equation 1, table 5.13 reports highly significant results showing that women with lower family income strongly disagree with the idea stating that women should work if the husband and male

members are capable to support them. But as one moves from lower to upper income group the results are distinct stating that women considers it important to participate in economic activity despite their financial needs are met by their husband. The Wald Chi<sup>2</sup> in this regression is 47.36, which indicate that findings are highly significant.

Table 5.13: Do you support married Women Earning Money

<b>Dependent Variable: Married Earning Money</b>			
<b>(1)</b>		<b>(2)</b>	
<b>HH Income</b>		<b>Education</b>	
LLC	.6152*** (3.54)	Primary	1.3977*** (3.61)
LC	2607** (-0.94)	Middle	-1794 (-0.74)
MC	.	Higher Secondary	-
UM	-.5049*** (-3.10)	Graduate	-.6025*** (-2.62)
UC	-.6907*** (-2.94)	Post Graduate	-1.262*** (-4.59)
Obs:	306	Obs:	306
Wald Chi <sup>2</sup>	47.36	Wald Chi <sup>2</sup>	59.00
Prob>Chi <sup>2</sup>	0.0000	Prob>Chi <sup>2</sup>	0.0000

Source: Own calculations.

\*\*\*, \*\* & \* signify significance levels at 1%, 5% & 10%.

Where LLL, LL, MI, UMI, UI represent lower lower income, lower income, upper middle-income, & upper income group categories respectively.

Base outcome category is Middle class for income & High Secondary for Education

The scale of dependent variable is varying from 1 to 5, where 1 represents *very important*, and 5 denotes *not at all important*.

In equation 2 of table 5.13, the positive sign on coefficient indicates a highly significant result suggesting that women having primary education strongly disagree with the idea of women earning money out of financial reasons. Whereas, women having graduate and postgraduate degrees strongly support the participation of women in labor force to earn money despite their needs are being fulfilled.

The results in both equations of table 5.13 are highly significant and in line with the theory indicating that, a woman either is pushed or pulled in labor force – push factors

for the obvious reasons are financial in nature. Women belonging to the lower strata of the society are being pushed in labor force due to rising cost of living, and low capacities of their males to work. Whereas, Pull factors are usually the opportunities, which expand the choices when basic needs are fulfilled and with increase in educational levels. For most people, survival has been uncertain.

Even today, most of the households are not far above the subsistence level, and starvation is a real possibility. Therefore, the women with lower income households are working only to support the family, due to the lack of financial security makes them more vulnerable to plunge into poverty as opposed to the upper income groups.

## **CONCLUSION AND POLICY IMPLICATIONS**

The objective of this thesis is to investigate empirically “how far socio-economic status of working-women determines the societal values”. To achieve this objective, data has been gathered through conducting primary survey comprised of three hundred and six working-women in urban areas of Lahore. This cross sectional quantitative study employs Multinomial Logit model owing to the categorical nature of the dependent variable to carry out the empirical analysis. All the empirical analysis has taken into account the base line categories for education and household income, which relates to the middle class category. Considering the overall objective of the thesis, I hypothesise that women empowerment through enhancement of their income and education significantly contributes towards determining the desirable social values.

Overall, the results confirm that change in household income and education of women is a strong determinant of societal values on the premise that the increase in household income and education of working-women leads towards increase in their decision-making and bargaining power not only at household but also at the societal level. Particularly, their interest and participation in political activities significantly enhance through increase in their socio-economic profile. An important finding relates to the fact that more modern social values prevail in women belonging to the higher income groups relative to the lower middle-income groups, This phenomenon is more pronounced in women particularly having higher education levels. Overall, we can relate the findings to the socialization hypothesis, which advocates that fundamental change in social values, are more likely to take place for the income class who has experienced higher and sustained standard of living.

It is not surprising that the results confirm that women from lower income groups give preference to the current times to fulfill their current consumption needs which undermines their values related to gender equality as well. This results in discrimination in allocation of resources at household level. Furthermore, in Pakistan, women have made extensive effort to attain their fundamental rights and space in the public sphere. Despite all the efforts, their sense of security is mainly influenced by their social and cultural setting, therefore, significant shift from traditional to modern values has only been observed in women belonging to higher social strata.

Moreover, women's participation in labor force unlocks the growth potential in economies. Similarly, education has a significant role in changing the deeply rooted societal attitudes, which also require transformation in gender relations, decision-making power and community participation. Based on our findings, women with lower income and education have not completely unbound themselves from traditional values and therefore, do not take part in social and public life. The policy makers should concentrate on increasing and improving female's education and skills. Women's education is not only important to start the virtuous cycle of higher human capital, lower fertility, better care of children, but also is an investment to push forward the boundaries of the country's development. In addition, there is a need to create a gender-friendly campaigns through media based on dialogue and debate to break the stereotypical perceptions and images of women.

In conclusion we strongly recommend that further research be carried out, with larger sample of women both working and non-working. In addition, the omitted variable bias is present too which warrants future empirical inquiry on the lines of inclusion of other

important drivers of social values, for example, household size, education of family, husband's education and rural urban location. Nonetheless, this study is an important initial step in understanding the complex relationship between socio-economic position of women and its effect on societal values. We hope that it will spur the debate further and generate more extensive body of knowledge which will add to this fascinating and important line of inquiry.

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## Appendix

These tables shows the Regression Results using Age as independent variable.

ImpoFamily	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
<hr/>						
1						
HHIncome	-1.123137	.3334366	-3.37	0.001	-1.776661	-.4696132
Age	-.0112949	.0358286	-0.32	0.753	-.0815177	.0589278
_cons	7.061709	1.772724	3.98	0.000	3.587233	10.53618
<hr/>						
2						
HHIncome	-.898801	.3325242	-2.70	0.007	-1.550536	-.2470655
Age	-.0229359	.0358572	-0.64	0.522	-.0932147	.047343
_cons	6.562673	1.774448	3.70	0.000	3.08482	10.04053
<hr/>						
3	(base outcome)					
<hr/>						
4						
HHIncome	-1.720321	1.097506	-1.57	0.117	-3.871392	.4307511
Age	.0602719	.1195808	0.50	0.614	-.1741022	.294646
_cons	.8824487	5.095037	0.17	0.862	-9.10364	10.86854

Religion	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
<hr/>						
1						
HHIncome	-.5174631	.1842718	-2.81	0.005	-.8786291	-.1562971
Age	-.0167314	.0257535	-0.65	0.516	-.0672073	.0337445
_cons	4.267853	1.039281	4.11	0.000	2.2309	6.304806
<hr/>						
2						
HHIncome	-.2290777	.1946878	-1.18	0.239	-.6106589	.1525034
Age	-.0273856	.0273964	-1.00	0.318	-.0810816	.0263105
_cons	2.880002	1.098224	2.62	0.009	.7275223	5.032481
<hr/>						
3	(base outcome)					
<hr/>						
4						
HHIncome	-.0311695	.6057224	-0.05	0.959	-1.218364	1.156025
Age	.0584048	.0677203	0.86	0.388	-.0743246	.1911342
_cons	-4.423907	3.034786	-1.46	0.145	-10.37198	1.524165
<hr/>						
5						
HHIncome	12.3509	484.2603	0.03	0.980	-936.7818	961.4836
Age	-.1041656	.0921022	-1.13	0.258	-.2846826	.0763514
_cons	-60.43858	2421.3	-0.02	0.980	-4806.1	4685.223

Politics	Robust					[95% Conf. Interval]
	Coef.	Std. Err.	z	P> z		
1						
HHIncome	.0105489	.2582482	0.04	0.967	-.4956082	.5167061
Age	-.001421	.0413945	-0.03	0.973	-.0825529	.0797108
_cons	-3.18471	1.830017	-1.74	0.082	-6.771477	.4020578
2						
HHIncome	-.0765591	.1475891	-0.52	0.604	-.3658283	.2127102
Age	.0139965	.0285538	0.49	0.624	-.0419678	.0699608
_cons	-1.792829	1.071217	-1.67	0.094	-3.892375	.3067169
3	(base outcome)					
4						
HHIncome	-.7441737	.1579592	-4.71	0.000	-1.053768	-.4345794
Age	.0071586	.0153757	0.47	0.642	-.0229773	.0372944
_cons	.7890574	.5670203	1.39	0.164	-.322282	1.900397
5						
HHIncome	-.6917068	.2187861	-3.16	0.002	-1.12052	-.2628939
Age	.0493352	.024087	2.05	0.041	.0021255	.0965449
_cons	-1.645438	.913258	-1.80	0.072	-3.435391	.1445144

JoiningBoy-s	Robust					[95% Conf. Interval]
	Coef.	Std. Err.	z	P> z		
1						
HHIncome	.6138369	.3187681	1.93	0.054	-.010937	1.238611
Age	-.120194	.0461376	-2.61	0.009	-.210622	-.0297661
_cons	.0060768	1.800622	0.00	0.997	-3.523077	3.53523
2						
HHIncome	.1369962	.1990039	0.69	0.491	-.2530444	.5270367
Age	-.0963041	.0332494	-2.90	0.004	-.1614716	-.0311365
_cons	2.105906	1.193049	1.77	0.078	-.2324278	4.44424
3	(base outcome)					
4						
HHIncome	-.071129	.1331529	-0.53	0.593	-.3321038	.1898458
Age	-.0345502	.0201359	-1.72	0.086	-.0740158	.0049153
_cons	2.899365	.7796055	3.72	0.000	1.371366	4.427364

SigningPet-n	Robust					[95% Conf. Interval]
	Coef.	Std. Err.	z	P> z		
1						
HHIncome	.4197581	.1816837	2.31	0.021	.0636646	.7758516
Age	-.0423202	.0275101	-1.54	0.124	-.096239	.0115987
_cons	-1.109603	1.012874	-1.10	0.273	-3.094799	.8755923
2						
HHIncome	.4935542	.1511102	3.27	0.001	.1973837	.7897247
Age	-.0310242	.0224244	-1.38	0.167	-.0749752	.0129268
_cons	-1.117826	.8339601	-1.34	0.180	-2.752358	.5167061
3	(base outcome)					
4						
HHIncome	-.8084713	.1497083	-5.40	0.000	-1.101894	-.5150485
Age	.029789	.019565	1.52	0.128	-.0085577	.0681358
_cons	1.304284	.7092262	1.84	0.066	-.0857737	2.694342

DecisionMa-g	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
1						
HHIncome	.3186927	.1903002	1.67	0.094	-.0542887	.6916742
Age	.1250932	.0301879	4.14	0.000	.065926	.1842604
_cons	-6.733	1.227112	-5.49	0.000	-9.138095	-4.327905
2						
HHIncome	.3949033	.1137638	3.47	0.001	.1719302	.6178763
Age	.0719703	.0208677	3.45	0.001	.0310704	.1128702
_cons	-3.503165	.7866677	-4.45	0.000	-5.045005	-1.961324
3	(base outcome)					
4						
HHIncome	-.3140953	.2056272	-1.53	0.127	-.7171171	.0889265
Age	-.08882	.0323253	-2.75	0.006	-.1521764	-.0254636
_cons	1.79185	1.113196	1.61	0.107	-.389975	3.973674
5						
HHIncome	-.5644189	1.043615	-0.54	0.589	-2.609868	1.48103
Age	.1790528	.1274965	1.40	0.160	-.0708357	.4289414
_cons	-9.790935	5.307326	-1.84	0.065	-20.1931	.6112327
LocalBodies						
1						
HHIncome	.0386436	.296763	0.13	0.896	-.5430011	.6202883
Age	-.0205419	.0451718	-0.45	0.649	-.1090769	.0679931
_cons	1.277262	1.665667	0.77	0.443	-1.987385	4.541909
2						
HHIncome	.0799464	.2934486	0.27	0.785	-.4952023	.655095
Age	.0212906	.0440769	0.48	0.629	-.0650985	.1076796
_cons	-1.1341529	1.656356	-0.68	0.493	-3.38055	3.112245
3	(base outcome)					
4						
HHIncome	.4544082	.2882491	1.58	0.115	-.1105496	1.019366
Age	.038751	.0431165	0.90	0.369	-.0457559	.1232578
_cons	-1.783116	1.64719	-1.08	0.279	-5.011548	1.445316
5						
HHIncome	.2472316	.2516672	0.98	0.326	-.246027	.7404901
Age	-.0059251	.0381037	-0.16	0.876	-.0806071	.0687568
_cons	2.296928	1.416792	1.62	0.105	-.4799327	5.073789

Nationale-1	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
1						
HHIncome	-.0953629	.180621	-0.53	0.598	-.4493735	.2586478
Age	-.0989789	.0296047	-3.34	0.001	-.1570031	-.0409547
_cons	3.740511	1.158982	3.23	0.001	1.468949	6.012073
2						
HHIncome	-.1112569	.1921633	-0.58	0.563	-.4878901	.2653763
Age	.004131	.0269792	0.15	0.878	-.0487473	.0570093
_cons	-.0339785	1.138306	-0.03	0.976	-2.265018	2.197061
3	(base outcome)					
4						
HHIncome	.0993965	.1590277	0.63	0.532	-.212292	.411085
Age	-.0857053	.025482	-3.36	0.001	-.1356491	-.0357615
_cons	3.347824	1.022393	3.27	0.001	1.34397	5.351677
5						
HHIncome	-.6417288	.1751588	-3.66	0.000	-.9850338	-.2984238
Age	-.1099268	.0270128	-4.07	0.000	-.1628709	-.0569827
_cons	6.129148	1.079981	5.68	0.000	4.012424	8.245872

## Questionnaire

### Demographics:

Age \_\_\_\_\_

Qualification \_\_\_\_\_

Occupation \_\_\_\_\_

### Marital Status:

1. Married      2. Single

- 1. What is your monthly household income? Please, specify the appropriate number, counting all wages, salaries, pensions and other incomes that come in.**

1. 15,000 - 25,000
2. 26,000 – 50,000
3. 51,000 – 100,000
4. 100,000 – 200,000
5. 200,000 or more

- 2. In which sector are you currently employed?**

1. Government
2. Private
3. Semi-Government
4. Informal

- 3. In your opinion, how much contribution you have in your overall household finances (including education, health expenses).**

1. 0 – 20
2. 21 – 40
3. 41 – 60
4. 61 – 80
5. 81 – 100

### Values and Perceptions

- 4. What motivates you to work? Choose two most preferred options.**

1. To support the Family

2. To pass the time
3. To utilize your knowledge
4. To improve your standard of living
5. To attain recognition

5. What is the attitude of the following towards your job?

	<b>1 Respectful</b>	<b>2 Cooperative</b>	<b>3 Respectful but not cooperative</b>	<b>4 Cooperative but not Respectful</b>	<b>5 Against</b>
Male Family Members					
Female Family Members					

6. For each of the following, indicate how important it is in your life.

	<b>1 Very Important</b>	<b>2 Important</b>	<b>3 Somewhat Important</b>	<b>4 Not very Important</b>	<b>5 Not at all Important</b>
Family					
Religion					
Friends					
Politics					
Work					

7. For each of the following statements, how strongly do you agree or disagree with them.

	<b>1 Strongly Agree</b>	<b>2 Agree</b>	<b>3 Neutral</b>	<b>4 Disagree</b>	<b>5 Strongly Disagree</b>
Higher Education is more important for boys than girls.					

8. How important it is for children to learn the following things from home? Rate each of them.



	<b>1 Very Important</b>	<b>2 Important</b>	<b>3 Somewhat Important</b>	<b>4 Not very Important</b>	<b>5 Not at all Important</b>
Independence					
Tolerance					
Religious Values					
Gender Equality					
Hard Work					

### Participation in Public Life

9. People can take part in political actions, how often have you taken or will take part into (Code one answer for each action).

	<b>1 Frequently Done</b>	<b>2 Have Done</b>	<b>3 Have done rarely</b>	<b>4 Might do</b>	<b>5 Would never do</b>
Signing a Petition					
Joining in Boycotts					
Attending peaceful demonstrations					
Joining Strikes					

10. How often do you take your decisions independently?

1. Always
2. Most of the time
3. Sometimes
4. Rarely
5. Never

11. When elections take place, do you vote always, usually or never? Please tick separately for each of the following levels.

	<b>1 Always</b>	<b>2 Often</b>	<b>3 Usually</b>	<b>4 Rarely</b>	<b>5 Never</b>
Local Bodies					

<b>Election</b>					
<b>National Level</b>					

**12. Do you think woman should earn money in both formal and informal sector if she has a husband capable of supporting her?**

1. Strongly Agree    2. Agree    3. Neutral    4. Disagree    5. Strongly Disagree

