

AUTHORITARIANISM

AND

WOMEN'S RIGHTS

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BIOGRAPHICAL SKETCH

The researcher was born to **Mr. and Mrs. Mansoor Ahmed** on April 15, 1965 at Khanpur, District Rahim Yar Khan. He passed his Matriculation Examination from Government High School, Khanpur in 1981 and Intermediate in 1986. In the meantime, he completed his Diploma in Medical Laboratory Technology from N.I.H., Islamabad. He got his Bachelor's degree from University of the Punjab in 1988. He joined the Department of Sociology, University of the Punjab, Lahore for the degree of Master of Arts in Sociology in 1989.

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ABSTRACT

The focus of the present study was to find out the impact of authoritarian orientation of the writers upon their opinion about the provision of rights to women. The research hypothesis was "The more the authoritarian orientation of the writers, the lesser their favourable opinion about the provision of rights to women". Hagen's (1963) theory of social change provided theoretical foundations for the study. The theoretical assumptions were supported by the subsequent empirical evidence. The universe of the present study consisted of the writers residing in the Lahore city. A randomly selected sample of 90 writers was interviewed. The Product Moment Correlation test was applied in order to measure the extent and nature of the relationship between the authoritarian orientation of the writers and their opinion about the provision of rights to women. The research hypothesis was upheld and a significant negative relationship was found between the two variables.

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INTRODUCTION

Chapter I

INTRODUCTION

Statement of the Problem

In this study, the researcher has to explore:

1. the level of authoritarian orientation of the writers;
2. the level of their favourable opinion about the provision of rights to women; and
3. the relationship, if any, between the authoritarian orientation of the writers and their opinion about the provision of rights to women.

Every individual is entitled to have some rights irrespective of the fact whether or not he or she is provided with these rights. Right is “a legitimate or socially recognized moral or legal justification for an individual to be allowed specified behaviour or to demand specified behaviour of others with regard to himself” (Theodorson, G. A. and A. G. Theodorson 1969, p. 350). The basic human rights may include the right to get knowledge (including formal education), the right to express opinion, the right to get health facilities, the right to get employment, the right to get subsistence, the right to secure the life and property, the right to choose marriage partner, and so on. Ideally, both the men and women should be entitled to have equal rights but the facts do not support this ideal.

The transgression of the rights of women has a long history. The patriarchal and traditional societies are more likely to infringe upon the rights of women. “Pakistan is a patriarchal society. Socio-cultural traditions define a woman’s role as a mother, daughter, wife, and sister in relation to a male” (Ahmed and Zia 1989, p. 4). The identity of women as

individuals is not recognized. In general women are inferior partner. “Pakistan’s present constitution (1973) provides for the equality of rights for all, regardless of sex, and includes special provision, to ensure women’s full participation in all spheres of life, besides protection of women and children’s rights in the family” (UNICEF, Government of Pakistan, and NIPS 1988, p. 77). But in practice women are treated as second class citizens, deprived in almost all the areas of life.

In Pakistan, the educational status of women is among the lowest in the world. According to 1981 census report, only 37.3 percent of the urban females and 7.3 percent of the rural females were literate. Among 0.16 percent post-graduate population, females constituted 24.6 percent of the whole. There is no separate university for women and the girls whose parents do not like co-education are unable to get university education.

Parents (who are the ones who have to make the investment) perceive the “costs” of educating girls to be high and the benefits to accrue not to themselves but to others. On the cost side, not only do parents have to pay for books, uniforms, and sometimes school fees; in the case of girls, they may also have to pay for chaperoning and/or transport to the school.... Finally, and perhaps most importantly, a girl’s time is likely to be more valuable than a boy’s around the household; she may be needed to look after younger children, fetch water and fuelwood, tend the livestock and help responsibilities in rural Pakistan. On the benefit side, parents may feel, particularly if they are poor, that it makes more sense to invest more in their sons’ education, since sons are much more likely than daughters to get a job and look after them in their old age (The World Bank 1989, p. 3).

The males consider female education as useless and wastage of time and money. Especially technical and professional education of women is not encouraged. There is also under-utilization of educated women as most of the educated women are not allowed to get employment.

Working women in particular face sharp criticism from the mass media, and are accused of neglecting the house or the children. Working women are supposed to alienate their husbands and antagonize their mother-in-law, for all of the society's evils are attributed to her having broken old traditions (Mumtaz and Shaheed 1987, p. 24).

There are stereotyped notions about the working women which discourage the female employment. Working women are not considered as good mothers, good wives, good daughters and good house-keepers. Home is considered as actual sphere of activities for women rather than the office. In the presence of such notions no woman can think about the employment especially when she is dependent upon males for the so-called respectful status in the family and in the society at macro level.

Women are also considered as unable to give opinion in decision-making. They are considered inferior physically as well as psychologically. It is a general conception about the female that:

She is emotional and hence inefficient, she is easily swayed by extraneous forces and therefore not dependable, and she is ignorant and thus not in a position to be consulted. Because of all of the above, she must be kept secluded 'for her own good', never be entrusted with any significant financial or economic matters and consequently, never be allowed to take any decisions regarding anything, including her own life (Mumtaz and Shaheed 1987, p. 27).

Women are only to listen and obey. They have no right to argue in any matter. Women are to produce as many children as their husbands want. As the male-child is preferred by the family, the wife is to give birth to a number of girl-children until a male child is born. She has no right to decide about the interval between the births of children, about the number of children, and about the adoption of family planning techniques.

Marriage of the girl may be said as the most important event in her life but mostly she is not asked for her opinion. “The large majority of marriages are thus even today arranged by the parents, apparently in more than 90 percent of cases, albeit with the consent of the partners” (Klein and Nestvogal 1986, pp. 67-68). Women have no right to choose their life partner themselves and such an act is considered as disrespect to the family.

Although the social attitude is continually negative towards the female employment, women can be found in some areas of employment. But “women remain concentrated in the low-skilled, low-paid jobs at the lower rung of the ladder.... They are rarely found at the supervisory level in the public or the private sector” (Ahmed and Zia 1989, p. 10). Women are continually discriminated against in appointment to higher administrative and decision-making posts. “There are hardly any women at the effective policy or decision-making level.... Ways are also found to relegate them to posts which are considered ‘suitable’ for them, and which carry less responsibility or authority” (Ahmed and Zia 1989, p. 12). That is why there are very few women as judges, office executives, and administrators.

On the whole, women have low status. They are dependent upon males for all their basic needs. “They are themselves socially conditioned to accept this as their proper status, and thus help to uphold and perpetuate this attitude” (UNICEF et al. 1988, p. 77). Women are traditionally inferior. Although there are constitutional provisions about the basic equality and complementarity between sexes, women are still at disadvantageous position.

Conservation has steadfastly ensured inconsistencies between law and practice. In practice, women have been denied their religious and constitutional rights to own and inherit property, earn a living, acquire education, make decisions regarding their lives including marriage and such matters as free physical movement outside the house, and choosing the means to limit their family size (UNICEF et al. 1988, p. 78).

The low status of women, a consequence of transgression of the rights of women by males, and to some extent by females themselves, is socially and culturally accepted. Therefore, any attempt to raise the status of women as equal to men by giving the rights to women might be considered as a threat to the status quo.

The personality orientation of the individuals might be a crucial factor to the provision of rights to women. The personality of individual affects his values, attitudes, and behaviour. Individuals having different personalities are likely to have different perceptions about the same issue. Therefore, it may be assumed that the individuals having different personality orientations have different opinion about the provision of rights to women. The focus of this study has been the personality orientation of the writers and their opinion about the provision of rights to women.

Sociological Significance

The rights of women are being transgressed for many centuries. Traditionally, women have low status in the society which is an ultimate result of infringement of rights of women. In the existing social structure, men have a dominant position. In order to remain dominant, they want to maintain the status quo which is considered to be threatened in case of provision of rights to women. But on the other hand the gender base discrimination of women means the elimination of half of the population of the country from the stream of development.

The writers, who are the subjects in this study, are considered as more conscious and intellectual individuals in the society. The writers' community is said to be more informed and sensible section of the society. They have a noble cause to educate the laymen and change their (laymen's) ideas, beliefs, values, and norms in order to facilitate the national development. The writers are able to inform the people that what is happening and what

ought to be. In this sense, their personality orientation and opinion about the provision of rights to women is very much important to be measured.

This study is also aimed at the contribution of some valuable knowledge to the existing body of knowledge in the field of sociology and more specifically in the field of sociology of women. In its theoretical scope, this study is to explore the extent and nature of the relationship between the authoritarian orientation of the writers and their opinion about the provision of rights to women.

As an applied research, this study may be helpful to the feminists, policy makers, and the writers themselves in their efforts to change the attitude of people in favour of the provision of rights to women.

REVIEW OF RELEVANT LITERATURE

Chapter II

REVIEW OF RELEVANT LITERATURE

The researcher could not find any empirical study in connection with “Authoritarianism and Women’s Rights”. However, some studies which were partially related to the present study have been quoted in this chapter.

Shaffer (1988) quoted a study on the impact of parental control on children’s achievement orientation conducted by Baumrind (1971). The study was conducted on 134 school children and their parents. In that study Baumrind found that the achievement orientation of the children was greatly affected by the personality type of the parents. She ascertained:

The authoritarian parent attempts: to shape, control, and evaluate the behaviour of child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority. She values obedience as a virtue and favours punitive, forceful measures to curb self-will at points where the child’s actions or beliefs conflict with what she thinks is right conduct ... She does not encourage verbal give and take, believing that the child should accept her word for what is right (Baumrind 1971, quoted by Shaffer 1988, p. 218).

She also found that the authoritarian parent dominates the child, allowing little of any freedom of expression.

Akhtar (1989) conducted a study on “College Teachers’ opinion about Student Unions”. The population of the study comprised the teachers of boys’ colleges of the Lahore city. He used structured questionnaire as the tool of data collection. The research hypothesis of the study was “The more the authoritative orientation of the teachers, the lesser the

favourable opinion of the teachers towards student unions”. Statistically the research hypothesis was rejected. It was found that 73.92 percent of the respondents had low authoritarian orientation. Akhtar concluded that the element of social desirability was involved in the rejection of the research hypothesis.

Pakistan Commission on the Status of Women (1989) presented a report on the rights and status of women in Pakistan. In order to compile the report, the Commission studied the pertinent data and material, arranged long discussions, and roamed extensively all parts of the country, in particular the remote and less developed parts and interviewed a large cross-section of men and women from different walks of life. The Commission described:

Female employment meets with great male resistance. A working woman is “the convenient butt of vulgar jokes and of discussion on her character and marital status”. The honour of her husband or male relatives is at stake. She brings disrepute to her husband because thought to be incapable of controlling her and too poor to provide for her.... There is hardly any concept of considering the female infant as future supporter of the family. The normal expectation is that she has to be cared for, fed and brought up and provided with a dowry. To get her married is the most important obligation, education and training are of little concern (Govt. of Pakistan 1989, pp. 36-37).

Regarding educational status of women in Pakistan, the Commission ascertained, “the condition of women in Pakistan is appalling. They are steeped in generations old traditions are weighed down by social oppression and economic deprivation and find themselves shackled to a grinding domesticity”. The Commission also found that segregation of sexes, undesirability of co-education, discouraging attitude of males, dependence of families on the work of girls in housekeeping, early marriages and bonds of domesticity and child bearing, male-child preference, fewer educational institutions for girls, and the female attitude of subservience to the male are the major factors to the low educational status of women.

The Commission noticed that female workers were deprived of the moving to top executive positions. They were considered unable to make judgements, and to run the administration. The Commission concluded that the rights of women were being curtailed in all areas of life. Women had inferior status and it was socially and culturally approved.

Armghan (1981) conducted a study of attitudes of males toward female employment. The residents of Chauburgi Garden and Government Employees Colony, Lahore were studied through structured questionnaire. The research hypothesis was “greater the modern orientation of males, more the favourable attitude towards female employment” which was upheld. She found that “majority of the respondents believed that employment of women affects the proper socialization of the children”. She also found that males were of the opinion that working women were not good housewives. She ascertained that two thirds of the respondents were against the free mixing of boys and girls and also they favoured the arranged marriage.

The study conducted by Baumrind (1971) revealed many important characteristics of the authoritarian personality. The authoritarian personality was characterized by strict control, theological motivation, and submissiveness to authorities. Such a personality did not like arguments from inferiors, i.e. the children. The authoritarian parents sought unquestioned obedience from the children. They considered themselves custodians of absolute standards formulated by some authority and demanded the behaviour of their inferiors in accordance with these standards. In this sense they perpetuated the status quo. The study also revealed that the authoritarian parental control led to low achievement orientation of the children. It means that authoritarian control of parents impaired the creativity of the children.

On the basis of this study, it might be concluded that authoritarian personality is more likely to perpetuate status quo in order to maintain its own position. In the same way it may be assumed that the males having authoritarian orientation are less likely to provide the rights to women in order to maintain status quo.

THEORETICAL FRAMEWORK

Chapter III

THEORETICAL FRAMEWORK

The present study was conducted within the framework of theory of innovational and authoritarian personalities developed by Everett E. Hagen (1963) which was the part of his theory of social change. He advanced two types of personalities: (a) innovational personality, and (b) authoritarian personality. Innovational personality has the characteristics of innovativeness. "Innovation involves two steps: arriving at a new mental conception and converting it into action" (Hagen 1963, p. 86). At the first step individual perceives the phenomenon, analyses it, and makes his own judgement which is his mental activity without any overt action. At the second step, individual may organize the physical activities overtly to resolve the existing problem or unresolved new situation. "Arriving at the new conception may be termed the creative act" (Hagen 1963, p. 88).

While considering creativity as a prerequisite for innovation, Hagen (1963, p. 88) described major characteristics that constitute creativity as:

Openness to experience, and, underlying this, a tendency to perceive phenomena, especially in an area of life that is of interest to the individual, as forming systems of interacting forces whose action is explainable: creative imagination, of which the central component is the ability to let one's unconscious processes work on one's behalf; confidence and content in one's own evaluations; satisfaction in facing and attacking problems and in resolving confusion or inconsistency; a sense that one has duty or responsibility to achieve; intelligence; energy; and often related to several of these, a perception that the world is somewhat threatening and that one must strive perpetually if one is to be able to cope with it.

The personality having these characteristics may be designated as an innovational personality. Individual having innovational orientation “does not feel threatened by unresolved situations. He has no need to turn to the judgement of others for reassurance of relief from anxiety, for the facing of unresolved situations arouses little anxiety within him. He trusts his own evaluations of them” (Hagen 1963, pp. 91-92).

On the other hand, authoritarian personality has many of characteristics that are negative of the creative personality. Authoritarian personality is typical in traditional societies. A traditional society “tends to be custom-bound, hierarchical, ascriptive and unproductive” (Hagen 1963, p. 56). Its ways of behaviour tend to continue unchanged. The simple folk of traditional societies may feel satisfaction depending for decisions and directions on individuals above them. They may feel it comfortable to submit their wills to others. This anxiety may be avoided by two types of behaviour; either by reliance on tradition or by putting the responsibility of judgement on others.

An individual having authoritarian orientation may gain two impressions of the world in his childhood.

One of these is a perception of the world as arbitrary, capricious, not amenable to analysis, as consisting of an agglomeration of phenomena not related by a cause-and-effect network. The other is that the caprice of the world is not accidental but the play of willful powers far greater than his which serve their own purposes and disregard his unless he submits his will to their (Hagen 1963, p. 97).

These impressions may be a consequence of the traditional society in which he lived or the authoritarian individuals upon whom he depended and who socialized him. These perceptions may guide his adult behaviour and

breed in him a fear of using his initiative, an uncertainty concerning the quality of his own judgement, tendency to let someone else evaluate a situation in order to avoid frustration and anxiety. Out of these perceptions also grow uneasiness at facing unresolved situations. Rather than rely on his own analysis to solve problems of the physical world or his relations to other individuals, he avoids pain by falling back on traditional ways of behaviour that his parents and other earlier authorities taught him, and by relying on the judgement or will of individuals superior to him in authority or power... He finds it safer to rely on traditional rules or on the judgment of older, wiser and superior persons (Hagen 1963, p. 97).

The individual having such personality is likely to maintain status quo because any change in the existing social system means creation of unresolved situations which need lot of decisions. Thus individual with authoritarian orientation remains stuck to the traditional ways of behaviour in order to avoid the risk of emergence of unresolved situations, to avoid decision making and also to avoid the risk of failure. That is why “each traditional adult individual in traditional society presents strong resistance to the questioning of authoritative decisions or traditional ways” (Hagen 1963, p. 98).

Hagen (1963) emphasized three main constructs of personality as useful in differentiating among personalities: cognition, needs, and values. On the basis of these constructs, he distinguished the individual having authoritarian orientation as an individual who

perceives the phenomena of the world as forming a system whose operation is not orderly and not capable of analysis. Hence he is high in need dependence. He also perceives the world as not valuing him highly, and sees power as residing in position rather than resulting from accomplishment ... he is high in need submission-dominance and low in need succorance-nurturance. He is low in need autonomy and achievement and probably low also in need order ... if any individuals as (almost) equal in importance to his own, and outside of that limited group the degree of his regard for the welfare of others declines rapidly (Hagen 1963, p. 119).

The individual having authoritarian orientation perceives the organization and working of the world beyond his control and understanding. He thinks that the system of the world is satisfying the will of some divine and very powerful forces rather than his own. Thus his attitude may become fatalistic and he may be more prone to be exploited in the name of supreme authorities. As a consequence of this perception he may become high in need dependence.

Need dependence is the need to receive guidance from another or others in order to avoid the risk of failure and frustration involved in making judgements and decisions oneself. It involves the need to have one's ideas and attitudes approved by another person or persons; to think what other persons think (Hagen 1963, p. 100).

An unresolved situation may create uncertainty and some anxiety in the mind of an individual with high need dependence. He is likely to wait for others to make a decision and adopts their judgement. He may avoid conflict of opinions with his peers and superiors.

Individual with authoritarian orientation may believe that his personality itself is not important for others and only his position in the society is important. To exhibit his position he may insist for compliance from his inferiors. He may demand unquestioned submission to his decisions which are in fact others' judgements or traditional rules but adopted by him. He seeks position rather than accomplishment. This belief may result in low need succorance-nurturance, "defined as the need to reciprocate love, valuation, and understanding with one another" (Hagen 1963, p. 110). Individual having authoritarian orientation may feel anxiety and frustration in developing interaction with others because more often interaction gives rise to unresolved situations. He may also be an introvert individual. The relationship to which he may be acquainted with may only be superior-inferior relationship. Thus he does not expect

love, affection, sympathy, or help from others and at the same time he does not have these sentiments for the others. He may not want to reciprocate these sentiments. He is a position-oriented individual thus he may think or work for welfare of those only who are equal to him in position.

The individual having authoritarian orientation may be low in need achievement which “implies willingness to take risks, for in facing any problem there is a risk of failure” (Hagen 1963, p. 106). He may also be low in need order which is the need “to put things in order to achieve cleanliness, arrangement, organization, balance, neatness, tidiness and precision; to achieve logical or aesthetic relationships within a whole” (Hagen 1963, p. 106). Low need achievement may often be supplemented with low need autonomy which is “the quality which makes one prefer to be independent of control of one’s judgement by others, to make one’s own decisions” (Hagen 1963, p. 106). Individual with authoritarian orientation is less risk oriented thus he is less independent in his judgement.

Authoritarian personality is also characterized by high need submission-dominance. The individual having authoritarian orientation may perceive each contact with others as involving a threat of pain and danger of conflict simply because he conceives the world as threatening and painful. He may become aggressive against others, may attack and injure others; or he “may conceive of dominating others rather than merely attacking them as a solution to the threat and an outlet for rage which is within him” (Hagen 1963, p. 108). It is need dominance. Individual with authoritarian orientation may obtain performance from others by command. There is another way of behaviour also which may be adopted by such an individual while interacting with others.

He may conceive of avoiding the danger of conflict by yielding to the will of others, meanwhile repressing the rage within him. This tendency is need

submission, the need to receive directions from others, to act under direction or instruction, to be told what to do, to feel that he is following leader (Hagen 1963, p. 108).

The authoritarian personality may be characterized, more or less, by all these three needs – need aggression, need dominance, and need submission. That is why an individual having authoritarian orientation may submit to his superior and at the same time he may dominate his inferior. His submission and dominance depends upon the circumstances and the individuals to whom he has to interact.

Application to the Present Study

The rights of women have a long history of transgression. Women have specific roles and their status has also been specified which is lower than that of males. Many of the religions and the constitutions provide equal rights to women but in practice women are not provided with their rights. Women have no individual identity. They exist only in the context of some relationship with a male family member. Women are inferior partners in the family and have a second position regarding all the family affairs. The inferior status of women, which is a consequence of infringement of rights of women, is socially as well as culturally accepted. That is the reason that women themselves are helpful in perpetuation of their inferior status. In this sense women are culturally deprived. Women as mothers are conditioning their daughters as second class citizens by differential treatment right from the childhood. In the same way they are reinforcing the idea of masculine supremacy by preferential treatment given to male-child. Therefore, the male dominance, low status of women, and infringement of rights of women, all are the significant features of the existing social system in Pakistan.

From Hagen's (1963) point of view, the individual having authoritarian orientation may be less confident about his decision-making using his own initiative. Thus he may avoid decision making in order to avoid the risk of failure. To avoid decision making it is necessary that he should avoid unresolved situations because unresolved situations always bring some issues to be decided. The individual with authoritarian orientation is also characterized as not open to experience because experience creates unresolved situations which he wants to avoid. Therefore, he remains stuck to the traditional ways of life, culturally and socially accepted patterns of behaviour, and existing hierarchy of statuses in the social system. In this way he perpetuates the status quo.

It has already been said that the transgression of rights of women and consequently low status of women, is a significant element of existing social system. The provision of rights to women may arise a new situation which might result in elimination of male dominance. For example, provision of right to get employment to women means economic independence of women which leads to social independence of women. To allow higher education, and especially professional education, to women means enabling them to compete men in employment markets and again to give them economic independence. Similarly giving them right to give opinion in decision making means recognizing their equal status. Same is the case with the right to choose the marriage partner. Keeping in view these examples it may be assumed that the provision of rights to women will be a threat to the status quo.

The individual who has authoritarian orientation may be assumed to be less likely to have favourable opinion about the provision of rights to women because he is characterized by perpetuating the status quo. He may perceive the provision of rights to women as a threat

to the male dominance, hierarchy of statuses, and the status quo as whole. He may conceive it as emergence of an unresolved situation which requires decision-making and the individual having authoritarian orientation has already been characterized by avoiding decision-making due to the fear of failure. The elimination of male dominance may be a new experience for him which he wants to avoid because experience means risk of failure. In this situation he is more likely to rely on traditional life patterns which are culturally as well as socially approved. Thus he resists the provision of rights to women and has unfavourable opinion about the provision of rights to women.

Keeping in view the preceding discussion, following propositions may be derived:

1. The more the authoritarian orientation of an individual, the lesser his level of confidence in his decision-making;
2. The lesser his level of confidence in his decision-making, the more his avoidance form decision-making;
3. The more his avoidance from decision making, the more his avoidance of unresolved situations;
4. The more his avoidance of unresolved situations, the lesser he is open to experience;
5. The lesser he is open to experience, the more he follows traditional and socially approved behaviour patterns;
6. The more he follows traditional and socially approved behaviour patters, the more he perpetuates the status quo;
7. The more he perpetuates the status quo, the more he supports the existing (low) status of women;

HYPOTHESIS AND OPERATIONALIZATION OF CONCEPTS

Chapter IV

HYPOTHESIS AND OPERATIONALIZATION OF CONCEPTS

The research hypothesis generated out of the theoretical framework in the present study has been: “The more the authoritarian orientation of the writers, the lesser their favourable opinion about the provision of rights to women”.

An individual with authoritarian orientation may be characterized as tradition oriented, submissive to authorities, afraid of unresolved situations, and dictator in a sense that he does not want to argue for his perceptions and beliefs. In other words such an individual wants to maintain the status quo. Unresolved situations involve him in decision-making and decision-making is accompanied with risk of failure. The individual having authoritarian orientation does not want to be a failed person thus he finds it safer to act in accordance with existing traditions and norms which were transferred to him from the authorities. Consequently the individual with authoritarian orientation perpetuates the status quo.

The existing status of women has a long history of transgression of rights of women. Most of the societies were and are male-dominated societies. Women are considered as second class citizens. Women are dependent upon men, economically as well as socially. Men are considered superior and women as inferiors. The existing status of women is traditional and normative. In such an atmosphere having a favourable opinion towards the provision of rights, which are being curtailed by men, to women is likely to threaten the status quo. Thus an individual, who is authoritarian in his orientation and perpetuates the status quo by his beliefs, ideas, and behaviour, may not have a favourable opinion about the provision of rights to women. He may perceive the provision of rights to women as

emergence of an unresolved situation. Thus to avoid the unresolved situation and responsibility of making some decisions using his own initiative, he remains stuck with traditions and normative pattern of life in which women have very limited rights and the existing status of women is a guarantee of the smooth flow of social life. As the individual with authoritarian orientation may be characterized with having non-creative imaginations, he may consider women as inferiors just because the women are biologically frail. He may feel the provision of rights to women as a threat to his dominance and status. He does not want to see the woman equal to him because individual at equal status always argues prior to accept any statement, command, or behaviour and the individual having authoritarian orientation does not want to argue. On the basis of preceding discussion it might be said that the individual having authoritarian orientation is less likely to have favourable opinion about the provision of rights to women. Thus it was hypothetically assumed in the present study that there is a negative relationship between the authoritarian orientation of the writers and their favourable opinion about the provision of rights to women.

Authoritarian Orientation

The authoritarian personality is “a personality type characterized by extreme conformity, rigidity, suppression of emotional feelings, submissiveness to authority and arrogance toward those considered inferiors” (Theodorson, G. A. and A. G. Theodorson 1969, p. 21). A writer with an authoritarian personality orientation is likely to be more conformist, rigid, and tradition-oriented with regard to the writing style. He might be submissive in literary circles but very arrogant in his family life. An individual having authoritarian orientation:

perceives the phenomena of the world as forming a system whose operation is not orderly and not capable of analysis. Hence he is high in need dependence. He also perceives the world as not valuing him highly and sees power as residing in position rather than resulting from accomplishment. Because of the rage and the need to curb it which these perceptions generate in him, he is high in need submission-dominance and low in need succorance-nurturance. He is low in need autonomy and achievement and probably low also in need order (Hagen 1963, p. 119).

A writer with authoritarian orientation may be less apt to write in some new creative style. He may prefer it to write in prevalent style to get popularity. He may believe in columns of astrology just because these columns provide him moral courage. Such a writer may avoid criticism. He may perceive human misery as an important element of the best literature and human behaviour as not amenable to analysis. He may be a supporter of legal or social restraints upon writers. Following indicators have been developed in order to measure the level of authoritarian orientation of the writers.

Not Open to Experience

The writers with authoritarian orientation try to avoid the unresolved situations because in unresolved situations they may have to make judgements while they are low in need autonomy. They might not give way to new experience due to the fear of failure. They might not introduce some new styles in their writings and follow the prevalent style because they know that it is successful and popularity originating. They may also have tendency to tread on their style without introducing any change. They may support existing life patterns in their writings such as arranged marriages. Questions in order to measure the openness to experiences have been numbered in interview schedule as 5, 6, and 7.

Non-creative Imagination

As the individuals having authoritarian orientation may perceive the world as serving the purpose of some wilful power and out of their own control, they may have more fatalistic and non-creative imaginations. Writers with such a personality may believe in the influence of fate in appreciation of writings or may accept the predictions in the columns of astrology. They may consider some castes better than others by birth. To measure such imaginations question number 8 and 9 have been included in the interview schedule.

Lack of Confidence

The writers having authoritarian orientation seem to be less confident than the writers having innovational orientation. Their lack of confidence may be due to the threat of failure, low need autonomy, and perceiving the world as not valuing them highly. They may be loose hearted, less explicit in their writings, afraid of failure of their efforts and depressed. They may avoid criticism by avoiding the presentation of their writings in critic circles, or by avoiding the publication of controversial writings. They may use symbolic mode of expression which is implicit kind of writing style. Question number 10 and 11 in the interview schedule have been concerned with the measurement of level of confidence.

Low Need Achievement

Need achievement is

a quality which makes an individual find satisfaction in the process of solving problems, in manipulating effectively by the exercise of his judgement and abilities a situation containing elements he has not previously dealt with, in attempting something difficult, in facing a test of his capability (Hagen 1963, p. 105).

The writers with authoritarian orientation may feel no charm in struggle for achievement. Rather they might be satisfied upon what they possess. They may perceive their struggle fruitless and futile. They may be satisfied regarding their literary standards as well as of the whole society. They may perceive the literature as unable to bring any change in the society. In order to measure the need achievement of the writers question number 12 and 13 have been included in the interview schedule.

Conceiving the World as Arbitrary

The individual with authoritarian orientation may conceive the world as “arbitrary, capricious, not amenable to analysis, as consisting of an agglomeration of phenomena not related by a cause-and-effect network” (Hagen 1963, p. 97). The writers who are authoritarian in their orientation may perceive the world and human behaviour as not amenable to analysis. They may categorize only that literature as the best one which is in the context of human miseries and pain. To measure this indicator question number 14 has been included in the interview schedule.

High Need Dominance

Need dominance is the need to dominate those who are inferiors. The individuals with authoritarian orientation may demand unquestioned obedience from the inferiors. They do not feel it necessary to give logical reasoning for their beliefs and behaviour. Same is the case with writers having authoritarian orientation. They do not like to give any logic for their ideologies. They may also perceive themselves as an example for the junior writers. Question number 16 has been included in the interview schedule in order to measure this need dominance of the writers.

High Need Submission and Dependence

“Need submission is a need to be ordered about by someone else even in the routine matters of life simply because it is the need to receive guidance in the making of choices or decisions” (Hagen 1963, p. 109). The writers with authoritarian orientation may be more consistent with the existing social structure. They may support the existing social structure and legal or social restraints upon writers. They may also avoid from writing about beliefs because they do not want to go against the religious elites. They may write in accordance with the existing social values. They do not want to write against the will of authorities. The questions measuring the need submission and need dependence have been numbered as 15 and 17.

Rights of Women

Right is “a legitimate or socially recognized moral or legal justification for an individual to be allowed specified behaviour or to demand specified behaviour of others with regard to himself” (Theodorson, G. A. and A. G. Theodorson 1969, p. 350). Rights of women might be defined as the legitimate or socially recognized moral or legal justification for the women to be allowed specified behaviour or to demand specified behaviour of others with regard to women themselves. In Pakistani society, both the religion and the constitution of the country have provided equal rights to men and women. Ideally every man and woman have an equal right to get education without any discrimination, to get health care facilities, to give vote according to his or her free will, to have and express his or her own opinion about all the affairs of life, to enjoy the recreational facilities, to get employed against every type of job without any discrimination, to choose his or her marriage partner, and so on. But in practice these rights are reserved for males. Woman is being discriminated in all areas of

life. Man is dominant, decision-maker, and superior. Transgression of the rights of woman starts from her birth and continues till her death. She is deprived of education, for health care, for clothing, for food, and also for decision-making about her own life. In the present study only the rights of women, to get education, to get employment, to give opinion, to participate in decision-making about family size and spacing the children, and to choose their (women's) marriage partner themselves have been emphasized and taken as indicators to measure the level of writers' favourable opinion about the provision of rights to women.

Right of Women to Get Education

The provision of right to get education to women means that the women might be provided with an equal chance to be enrolled in educational institutions. Educational institution both for males as well as for females may be equally funded and facilitated. Right to get education also means equal opportunities to get every type of education including engineering and vocational training. To measure the writers' opinion about the provision of right to get education to women, question number 18, 19, 20, 21, and 22 have been included in the interview schedule.

Right of Women to Get Employment

It includes the men's attitude to accept the women as equally capable workers. It is often conceived that working woman may not be a good mother or a good housekeeper. This stereotyped attitude is a major factor to the curtailment of the right of women to get employment. In the interview schedule, question number 23, 24, 25, and 26 have been included to measure the writers' opinion about female employment.

Right of Women to Give Opinion in Decision-making

Women are usually considered inferior physically as well as mentally. Women are perceived as unable to make judgements and take decisions. Men expect that their women will follow their decision in political affairs because in general females are considered as politically unconscious while men themselves do not consult their women at the time of casting their (men's) vote. Men decide most of the affairs concerning their family life without consulting their women; for example the education of their children. Women have no right to participate in decision-making as well as to express their (women's) opinion. The writers' opinion about the provision of women's right to give opinion in decision-making have been measured through question number 27, 28, 29, and 30 in the interview schedule.

Right of Women to Decide about the Family Size and Spacing the Children

Although the women are affected more than the men by the family size and spacing the children biologically as well as psychologically and socially, they (women) have no right to decide about the family size or spacing the children. Most often it is the man who decides about the number of children (and mostly there is no planning), when the family needs a baby, and whether or not to practice the family planning. Question number 31, 32, and 33 in the interview schedule have been concerned about the writers' opinion about the provision of right of deciding the family size and spacing the children to women.

Right of Women to Choose the Marriage Partner

Ideally women have the right of choosing their marriage partner, but in practice the family decides about the marriage partner of the girls. Although sometimes boys also have to accept the decision of family but mostly the girls are more deprived of their right to choose their (girls') marriage partner. Boy and girl are mostly not allowed to meet prior to marriage.

In order to measure the writers' opinion about the provision of right of choosing the marriage partner to women, question number 34, 35, and 36 have been included in the interview schedule.

RESEARCH PROCEDURE

Chapter V

RESEARCH PROCEDURE

The Universe

The focus of the present study was to measure the authoritarian orientation of the writers and their opinion about the provision of rights to women. Thus the universe comprised upon writers residing in Lahore city. The writers included drama-writers, novelists, essay writers, columnists, and poets. Keeping in view the nature of study, only male writers were included. In order to prepare a complete list of the writers included in the universe, membership registers of various literary organizations (like Halqa Arbab-e-Zoq, Halqa Tasneef-e-Adab, and Halqa-e-Adab) and some senior writers were consulted. The total population of male writers in the Lahore city was 224.

Sampling

It was a time as well as cost-consuming task to interview the whole population of writers. A representative sample was drawn using simple random sampling technique. Complete list of the writers was prepared and with the help of table of random numbers 100 writers were selected for interview. The sample size was determined on the basis of dummy table¹. As the total number of cells in 2 x 2 dummy table was 4, minimum sample size was 4

¹ Dummy Table:

Favorable Opinion about the Provision of Rights to Women	Authoritarian Orientation	
	High	Low
High		
Low		

$x \ 5 = 20$. In order to accommodate the variations in frequency distribution of respondents and possible sub-divisions of data, sample size was raised to four times, that is 80. In order to compensate the risk of non-availability and unwillingness of the respondents, 100 writers were selected randomly as respondents.

Tool of Data Collection

Interview schedule was used as the tool of data collection. The researcher selected the interview schedule as tool of data collection for two main reasons:

1. The completion rate was 100 %
2. Spontaneous answers could be recorded.

The interview schedule was divided into three parts. In first part demographic characteristics were asked. In the second part questions were asked to measure the level of authoritarian orientation of the writers which was the independent variable in the present study. In the third part, questions concerning the opinion of writers about the provision of rights to women were asked. The confidentiality of the information was assured to the respondents. Interview schedule was constructed in Urdu. All the items were close ended in order to facilitate the coding procedure and also to get standardized answers from the respondents.

Pre-testing

The interview schedule was pre-tested prior to final run. Ten writers form the same universe were interviewed who also pointed out some technical and linguistic mistakes. After the pre-testing, interview schedule was reformulated taking into consideration all the

mistakes and inadequacies revealed in the pre-testing. By excluding these ten respondents, the population size was 214.

Collection of Data and Field Experiences

Although the selected sample comprised 100 writers, only 90 could be interviewed. The whole task took about couple of weeks. Some of the respondents were hesitant to be interviewed. They were suspicious that the present study might be an effort to collect information about their ideas being conducted by some governmental agencies in disguise. Some of the respondents were against the family planning program thus they criticized the questions relating to family planning. Young writers were relatively more cooperative and responsive than the senior writers. Youngsters were more straightforward and bold in expressing their opinion. Some of the writers, especially senior writers, refused to be interviewed. They might not want to be evaluated on some personality scale and also they might not want to express their prejudice against women.

Scoring

After the data collection, all the data were given scores. In scoring the part second of the interview schedule maximum score, that is 2, was given to the response category which represented the highest level of authoritarian orientation while the score 1 was assigned to relatively low level of authoritarian orientation. The score zero was given to the category that denoted the least level of authoritarian orientation. The scoring scheme for the independent variable, that is, authoritarian orientation of writers (comprised items 5 to 17) was as following:

Response

Score

To a great extent	2
To some extent	1
Not at all	0

The scoring scheme for the dependent variable, that is, writers' favourable opinion about the provision of rights to women, was quite inverse to that of independent variable. The highest score, that is 2, was given to the response category denoting the more favourable opinion about the provision of rights to women. Score 1 was assigned to the response category expressing relatively less favourable opinion and the score zero was allotted to the category denoting the least favourable opinion about the provision of rights to women. The scoring scheme for the dependent variable (comprised items 18 to 36) was as following:

Response	Score
Not at all	2
To some extent	1
To a great extent	0

Construction of Scale

After quantifying the data, the researcher constructed a scale in order to classify the writers as having high authoritarian orientation or low authoritarian orientation, as well as to categorize them as having highly favourable opinion about the provision of rights to women or less favourable opinion about the provision of rights to women.

For the distribution of the scores, for both the independent and dependent variables, in the high and low categories, the researcher calculated the arithmetic means for both the variables separately. The mean score for the independent variable was computed as 11.17 and for the dependent variable it was computed as 25.33.

All the respondents having scores more than 11.17 in case of independent variable and more than 25.33 in case of dependent variable, were placed in high categories. While all the remaining respondents having scores less than 11.17 for the independent variable and less than 25.33 for the dependent variable were placed in low categories.

Test Statistics

The Product Moment Correlation test was selected to test the nature and significance of the relationship between the independent and dependent variables as advised by Horvath (1985, p. 345). The formula used for the Product-Moment Correlation test was:

$$r = \frac{N\Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

GENERAL FINDINGS OF THE STUDY

Chapter VI

GENERAL FINDINGS OF THE STUDY

It was hypothesized in the present study that the writers having authoritarian orientation are less likely to have favourable opinion about the provision of rights to women. Total number of respondents interviewed was 90. They were asked about their age because the people of different age groups may vary in their opinion due to the variations in the magnitude of their experience. It was revealed that the respondents below the age of 30 years were 30.00 percent while 32.22 percent were aged 30 - 44. The respondents between ages 45-59 years were 24.45 percent and the remaining 13.33 percent were of the age of 60 years and above. On the basis of these data it might be said that the majority of the respondents was mature and so might be in their perceptions.

The level of education may have significant effect on the perceptions of people because education is supposed to widen the horizons of individuals. Education changes the ideas and opinions by enabling the individuals to think and analyse. Education is a major source of social change. In the present study 67.78 percent of the respondents were post-graduates with master's or with Ph.D. degree. The graduates and under-graduates were 31.11 percent of the respondents and only one respondent was found without any formal education. The high educational status of majority of the writers meant that they were able to get exposed to all kinds of persuasion and information to reorient their ideas and behaviour in favour of the provision of rights to women.

Occupation gives unique experiences to the individual. Therefore the individuals having different occupations may have different opinions about the same issue. In the present

study, occupation of the respondents was also asked. It was found that 31.11 percent of the respondents were teachers (mostly in colleges) and 26.67 percent were mediamen. The students constituted 12.22 percent while 30.00 percent of the respondents belonged to miscellaneous occupations².

The respondents were also asked about their marital status because married life is entirely different from the unmarried life regarding responsibilities and rights. Married men may have practical experience of giving or curtailing the rights of women therefore may vary in their opinion. It was found that 63.33 percent of the respondents were married while the remaining 36.67 percent were unmarried.

Authoritarian Orientation of the Writers

The independent variable in the present study was the authoritarian orientation of the writers which was measured with the help of seven indicators.

1. Not open to experience;
2. Non-creative imagination;
3. Lack of confidence;
4. Low need achievement;
5. Conceiving the world as arbitrary;
6. High need dominance; and
7. High need submission and dependence.

² Miscellaneous Occupations: Material Engineer, Doctor, Banker, Police Officer, Government Servant, Researcher, Lawyer, and Laborer.

A scale consisting of thirteen items was designed in order to measure the independent variable. The responses of the respondents in the independent variable were rank ordered by the frequencies in the category of “Not at all”. The writers who responded “Not at all” to the statements were considered as having least authoritarian orientation. The rank order position of the situations is shown in table 1.

Among all the situations, the most frequently mentioned response showing least authoritarian orientation was in the area of “avoiding the publication of some writings due to the fear of inappreciation”, followed by “belief in social discrimination of the characters in the writings”, and then by “perceiving the literature as unable to bring any drastic change in the society”. The other situations were ranked lower in order of responses showing least authoritarian orientation.

Table 1
Authoritarian Orientation of the Writers

Situations	Extent of Agreement							
	To a great extent		To some extent		Not at all		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. Avoiding the publication of some writings due to the fear of inappreciation.	53	58.89	26	28.89	11	12.22	90	100.00
2. Belief in racial discrimination of the characters in the writings.	52	57.78	19	21.11	19	21.11	90	100.00
3. Perceiving the literature as unable to bring any drastic change in the society.	50	55.56	28	31.11	12	13.33	90	100.00
4. Disliking the presentation of writings in critic circles.	47	52.22	25	27.78	18	20.00	90	100.00
5. Liking to writing in the prevalent successful style for the sake of popularity.	44	48.89	27	30.00	19	21.11	90	100.00

Situations	Extent of Agreement							
	To a great extent		To some extent		Not at all		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
6. Perceiving own writings as supportive to the existing social structure.	34	37.78	39	43.33	17	18.89	90	100.00
7. Believing the influence of fate in appreciation of some writings.	31	34.44	40	44.45	19	21.11	90	100.00
8. Supporting the marriages arranged by family in the writings.	28	31.11	35	38.89	27	30.00	90	100.00
9. Perceiving human behaviour is unexplainable.	24	26.67	47	52.22	19	21.11	90	100.00
10. Decided writing style from the beginning till today.	23	25.55	33	36.67	34	37.78	90	100.00
11. Perceiving own writings as an example for new writers.	22	24.45	47	52.22	21	23.33	90	100.00
12. Satisfaction about own literary standard.	20	22.22	44	48.89	26	28.89	90	100.00
13. Supporting the idea of writing only in accordance with the social values.	15	16.67	40	44.44	35	38.89	90	100.00

In the same way, while looking at the other end of the scale of authoritarian orientation, it could be seen that “supporting the idea of writing only in accordance with the social values” was the area in which response showing least authoritarian orientation was least frequently mentioned. It was preceded by “satisfaction about own literary standard”, and then by “perceiving own writings as an example for new writers”.

These data showed that a substantial number of the respondents were quite confident that they did not avoid the publication of some writings due to the fear of inappreciation. It

meant that they were confident of what they had written and it might be assumed that they were also confident in other areas of life. The data also revealed that the writers did not have non-creative imagination as they did not believe in racial discrimination of the characters in the writings. The respondents were also found high in need achievement as the majority of the writers was of the view that it was possible to bring drastic changes in the society with the help of literature. On the other extreme the writers were of the view that a writer must write in accordance with the social values. It meant that the writers were submissive to the authorities and tradition-oriented or in other words, high in need submission and dependence. The writers were found satisfied about their own literary standard and they perceived their writings as an example for the new writers. It might be assumed that the writers were high in need dominance because they thought that the new writers must follow their style rather than introducing some new style.

It might be concluded on the basis of preceding findings that the publication of writings without any fear of inappreciation, not believing in the racial discrimination of characters, and perceiving the literature as able to bring drastic changes in the society were the situations where majority of the writers was found having least authoritarian orientation. It can be assumed that the element of social desirability may also be involved in the responses on these statements because in the areas of need submission -dependence and need dominance, which are the most important elements of authoritarian orientation, the writers were found having greater authoritarian orientation. A substantial number of writers were supportive to the idea of writing only in accordance with the social norms, satisfied about their own literary standard, perceiving their writings as an example for new writers, and treading on self decided writing style from the beginning till that day without doing any new

experience. The responses of majority of the respondents in the categories of “To a great extent” and “To some extent” to these situations were indicative of the high authoritarian orientation of the writers.

It was evident by the data that the writers were submissive and dependent on the authorities. They were not open to experience and supportive of traditional life style. They were also dominating their inferiors. They were likely to maintain the status quo. On the other hand they were confident about their writings and also they disliked the racial discrimination. The reason for this dualism in the personality orientation of the writers may be the social desirability of the answers to the questions about their level of confidence and non-creative imaginations.

Opinion of the Writers about the Provision of Rights to Women

The dependent variable in the present study was the opinion of writers about the provision of rights to women which was measured with the help of five indicators:

1. Rights of women to get education;
2. Right of women to get employment;
3. Right of women to give opinion in decision making;
4. Right of women to decide about the family size and spacing the children; and
5. Right of women to choose the marriage partner.

A nineteen point scale was designed in order to measure the dependent variable. The responses of the writers were rank ordered by the frequencies in the category of “Not at all”. The writers who responded “Not at all” to the statements were considered as having highly favourable opinion about the provision of rights to women. The rank order position of the situations is shown in Table 2.

Among all the situations, the most frequently mentioned favourable opinion about the provision of rights to women was in the area of “perceiving it necessary for women to keep the consent of family head in view while casting their vote”, followed by “supporting the increase in boys’ educational institutions rather than spending money on girls’ educational institutions for the sake of national development”, and then by “perceiving girls’ higher education as useless in their future marital life”. The next most frequently mentioned area of favourable opinion about the provision of right to women was “perceiving the final decision about children’s education as sole right of males”. All the other situations were ranked lower in order of favourable opinion about the provision of rights to women.

Table 2
Opinion of the Writers about the Provision of Rights to Women

Situations	Extent of Agreement						Total	
	Not at all		To some extent		To a great extent			
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. Perceiving it necessary for women to keep the consent of family head in view while casting their vote.	64	71.11	16	17.78	10	11.11	90	100.00
2. Supporting the increase in boys’ educational institutions rather than spending money on girls’ educational institutions for the sake of national development.	59	65.56	21	23.33	10	11.11	90	100.00
3. Perceiving girls’ higher education as useless in their future marital life.	59	65.56	12	13.33	19	21.11	90	100.00
4. Perceiving the final decision about children’s education as sole right of males.	54	60.00	31	34.44	05	05.56	90	100.00

Situations	Extent of Agreement						Total	
	Not at all		To some extent		To a great extent			
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
5. Preferring the opinion of husband about spacing the child birth.	53	58.89	30	33.33	07	07.78	90	100.00
6. Not perceiving women as good administrators.	49	54.45	31	34.44	10	11.11	90	100.00
7. Giving the right of decision making about the family planning practice to the husband.	48	5.33	32	35.56	10	11.11	90	100.00
8. Perceiving female judges as not capable of making correct judgements.	47	52.22	29	32.22	14	15.56	90	100.00
9. Perceiving girls' education in engineering as wastage of time and money.	46	51.11	28	31.11	16	17.78	90	100.00
10. Preferring boy's education than that of girl's for the economic betterment of family.	45	50.00	29	32.22	14	15.56	90	100.00
11. Not allowing the meeting of boy and girl prior to marriage.	42	46.67	39	43.33	09	10.00	90	100.00
12. Not allowing the girl to choose her life partner herself.	40	44.44	35	38.89	15	16.68	90	100.00
13. Not perceiving the working women as good mothers.	37	41.11	37	41.11	16	17.78	90	100.00
14. Perceiving the home as actual sphere of activities for the women rather than office.	35	38.89	27	30.00	28	31.11	90	100.00
15. Preferring the husband as capable of making decision about the number of children.	33	36.67	50	55.55	07	07.78	90	100.00

Situations	Extent of Agreement						Total	
	Not at all		To some extent		To a great extent			
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
16. Giving the right of decision about the girl's marriage solely to the family.	33	36.67	49	54.44	08	08.89	90	100.00
17. Perceiving the women as politically unconscious generally.	32	35.55	41	45.56	17	18.89	90	100.00
18. Preferring the home economic education for girls rather than vocational education.	27	30.00	37	41.11	26	28.89	90	100.00
19. Perceiving the household women as more capable of house keeping rather than working women.	23	25.55	43	47.78	24	26.67	90	100.00

At the other end of the scale, “perceiving the household women as more capable of house keeping rather than working women” was the least frequently mentioned area of favourable opinion about the provision of rights to women, preceded by “preferring the home economics education for girls rather than vocational education”, then by “perceiving the women as politically unconscious generally”, and then by “giving the right of decision about the girl's marriage solely to the family” and “preferring the husband as capable of making decision about the number of children”.

It was revealed by the data that a significant number of respondents agreed to give those rights to women which had no direct and immediate concern with them as right to cast vote with their (women's) own consent, right to get equal level of education parallel to males, and right to decide about the education of children. Even if these rights were given to the women, there was no immediate threat to the male-dominance. On the other extreme of

the scale, the writers did not agree to the idea of giving those rights to women which endangered the dominant status of males in the society. The respondents did not agree to give women the right to get employment, the right to choose marriage partner, and the right to decide about the size of the family.

It might be concluded that the writers had favourable opinion about the provision of some rights to women but only those rights whose provision was socially desirable. The provision of these rights to women would not change the existing social structure. The writers were not likely to have favourable opinion about the provision of those rights to women which had the potential to alter the status quo such as female employment, decision about family size, and decision about the marriage partner. Economic independence of the women meant the social independence of women thus the right of women to get employment was curtailed by the notions that working women could not be good mothers, good administrators, good decision-makers, and good house keepers. In the same way, the provision of right of choosing marriage partner and deciding about family size to women was absolutely socially undesirable. It might be considered by males as a challenge to their (men's) authority.

TESTING THE HYPOTHESIS

Chapter VII

TESTING THE HYPOTHESIS

The research hypothesis in the present study was “the more the authoritarian orientation of the writers, the lesser their favourable opinion about the provision of rights to women”. The null hypothesis of this study was, “there is no relationship between the authoritarian orientation of the writers and their opinion about the provision of rights to women”. The Product Moment Correlation test was applied to measure the extent and nature of the relationship between the independent and dependent variables. The calculated value of Pearson’s r was -0.58. On the basis of the calculated value of r , the null hypothesis of the present study was rejected and the research hypothesis was upheld. There was a significant negative relationship between the authoritarian orientation of the writers and their favourable opinion about the provision of rights to women. In order to compute the proportion of the variance in the dependent variable, i.e., favourable opinion about the provision of rights to women, which might be predicted from the independent variable, i.e., authoritarian orientation, the calculated value of r was squared. The value of r^2 was computed as 0.3364. It meant that 33.64 percent of the variance in the dependent variable was explained by the independent variable while the remaining 66.36 percent of the variance in the dependent variable was unexplained.

The cross classification of the data (table 3) revealed that out of those writers who had high authoritarian orientation, 76.32 percent had less favourable opinion about the provision of rights to women compared with 25.00 percent who had less favourable opinion about the provision of rights to women but had low authoritarian orientation. On the other

hand, out of those writers who had high authoritarian orientation 23.68 percent had more favourable opinion about the provision of rights to women compared with 75.00 percent who had more favourable opinion about the provision of rights to women but had low authoritarian orientation.

It was evident from the cross classification of the data that a very significant majority of the writers having high authoritarian orientation had less favourable opinion about the provision of rights to women; while on the other hand a substantial number of writers having low authoritarian orientation had more favourable opinion about the provision of rights to women.

Table 3
Authoritarian Orientation of the Writers by Their Opinion
about the Provision of Rights to Women

Level of Favourable Opinion about the Provision of Rights to Women	Level of Authoritarian Orientation				Total	
	High		Low			
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
More Favourable	09	23.68	39	75.00	48	53.33
Less Favourable	29	76.32	13	25.00	42	46.67
Total	38	100.00	52	100.00	90	100.00

Therefore, it might be concluded that the high authoritarian orientation of the writers led to their less favourable opinion about the provision of rights to women, and vice versa.

Discussion

The Product Moment Correlation test (Pearson's r) in the present study showed a significant negative relationship between the authoritarian orientation of the writers and their favourable opinion about the provision of rights to women. It was further supplemented by cross classification of the data. The results of Pearson's r and cross classification of the data

supported the theoretical expectations. It could safely be concluded that the authoritarian orientation of the individual affected their opinion about the provision of rights to women and hence they tended to perpetuate the status quo.

The findings of the present study seemed to substantiate the findings of Baumrind (1971) that the individuals having authoritarian personality are more likely to perpetuate the status quo by acting in accordance with the standard formulated by some higher authorities and also by demanding unquestioned obedience from the inferiors. Similarly in the present study, writers having authoritarian orientation did not agree to give the equal rights and status to women because the provision of rights to women meant the amelioration of the status of women and any change in the existing social system may create many unresolved situations which require decision-making. The process of decision-making always brings along some risk of failure and feeling of anxiety. While the individual having authoritarian orientation is characterized by lack of confidence, he simply remains stuck to the culturally as well as socially accepted behaviour patterns in order to avoid any change in the status quo.

The empirical data proved the research hypothesis: the more the authoritarian orientation of the writers, the lesser their favourable opinion about the provision of rights to women. The present study also verified the Hagen's theory of innovational and authoritarian personalities which was the part of his theory of social change.

SUMMARY, CONCLUSIONS AND SUGGESTIONS

Chapter VIII

SUMMARY, CONCLUSIONS AND SUGGESTIONS

Summary

The purpose of the present study was to find the level of authoritarian orientation of the writers, their opinion about the provision of rights to women, and the extent and nature of relationship between these two variables. The study was conducted within the framework of theory of innovational and authoritarian personalities developed by Hagen (1963). The research hypothesis in this study was:

The more the authoritarian orientation of the writers, the lesser their favourable opinion about the provision of rights to women.

The universe for the present study comprised upon the writers residing in the Lahore City. A sample of 100 respondents was drawn using simple random sampling technique, out of which 90 could be interviewed. Interview Schedule was used as the tool of data collection.

After the data collection, Master Data Sheet was prepared. Scoring was done according to the procedure as described in Chapter 5. The Product Moment Correlation test was applied in order to measure the extent and nature of the relationship between the independent and dependent variables. The computed value of r was -0.58. Therefore the research hypothesis was upheld at 0.05 level of confidence. It showed that there is a significant negative relationship between the authoritarian orientation of the writers and their opinion about the provision of rights to women.

It was found that majority of the writers was of the age of 30 years and above, hence matured enough in their perception. It was also found that majority of them was postgraduate and married. The most frequently mentioned occupation was teaching followed by mediamanship.

A thirteen point scale was designed in order to measure the independent variable, i.e., authoritarian orientation of the writers. In most of the situations, majority of the writers was found agree with the situations, either to a great or to some extent, while in some situations, majority of them responded in the category of “Not at all” (See table 1). Similarly, the dependent variable, i.e., opinion of the writers about the provision of rights to women, was measured by a nineteen point scale. Approximately in half of the situations, the most frequently mentioned response category was “Not at all” while in other half of the situations, majority of the writers was agree with the situations, either to a great or to some extent (see table 2).

It was revealed by cross classification of the data that out of those writers who had high authoritarian orientation, majority had less favourable opinion about the provision of rights to women. On the other hand, out of those writers who had low authoritarian orientation, majority had more favourable opinion about the provision of rights to women. The results of cross classification of the data supported the theoretical expectations in the present study.

Conclusions

After going through the whole study, the researcher has reached the conclusion that a substantial number of respondents (table 1) had authoritarian orientation, either to a great or to some extent, on the issues where they had to submit and depend upon someone or

otherwise to dominate someone. Especially the “writing only in accordance with the social values”, “satisfaction about own literary standard”, “perceiving own writings as an example for new writers”, and “treading on self-decided writing style from the beginning till today” were the most frequently agreed upon situations indicating the high authoritarian orientation of the writers. They did not show authoritarian orientation on the issues in which social desirability was involved. Such issues were “avoiding the publication of some writings due to the fear of inappreciation”, “belief in racial discrimination of the characters in the writing”, and “perceiving the literature as unable to bring any drastic change in the society”. In these situations, the responses of the writers indicated the least authoritarian orientation.

It has further been concluded that most of the respondents did not agree to give those rights to women which threatened the status quo. They had a less favourable opinion about the provision of the right of women to get employment, the right to choose marriage partner, and the right to decide about the family size. On the other hand, a substantial number of the writers had a more favourable opinion about the provision of the right of women to get education and the right to cast the vote with their (women’s) own consent. The provision of equal opportunity to get education was a socially desirable opinion and the high level of education of females might raise their value in the marriage market. Therefore the extent of favourable opinion of the writers may increase due to these two factors. Generally it was found that the writers were less likely to provide equal rights and status to women. The negative relationship between the authoritarian orientation of the writers and their favourable opinion about the provision of rights to women was significant. It supported the theoretical considerations. Therefore it has also been concluded that the high authoritarian orientation led to less favourable opinion about the provision of rights to women.

Suggestions

1. The present study was conducted in the Lahore city only and the respondents included only the male writers. It was discussed in the Chapter 3 that women had been socially conditioned to perpetuate the status quo, therefore a large scale study, including women writers as respondents, might be conducted.
2. The content analysis of the writings of the writers may be designed in order to make a comparison of their verbal and actual behaviour.
3. As it was revealed by the study that the authoritarian orientation of the individuals led to their less favourable opinion about the provision of rights to women, an effort may be made in order to change the personality orientation of the people. Mass Media of communication may widely be used to change the personality orientation and, consequently, the opinion of the people. Stereotyped notions about the working women might be removed from the people's minds only by their reorientation. The writers and mediemen have a great responsibility regarding the change of values, ideas, and opinions.
4. A main reason for the less favourable opinion about the provision of rights to women may be the psychological insecurity of the males about their dominant position in the society. This feeling might be eliminated by elaborating the social as well as economic benefits of the provision of equal rights and obligations to women.

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APPENDICES

Serial No.

(Confidential)

Department of Sociology
University of the Punjab
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Interview Schedule

Researcher
Hamid Sarfraz

Adviser
Dr. Muhammad Anwar

AUTHORITARIANISM AND WOMEN'S RIGHTS

PART I

1. Age _____ years
2. Education _____
3. Occupation _____
4. Marital Status _____

PART II

5. To what extent do you think that one should write in prevalent successful style for the sake of popularity?

_____ To a great extent
_____ To some extent
_____ Not at all
6. To what extent do you think that you are treading on your self-decided writing style from the beginning till today?

_____ To a great extent
_____ To some extent
_____ Not at all

7. To what extent do you support the marriage arranged by family in your writings?

_____ To a great extent
_____ To some extent
_____ Not at all

8. To what extent do you think that fate is also involved in the appreciation of some writings?

_____ To a great extent
_____ To some extent
_____ Not at all

9. To what extent do you believe in racial discrimination of the characters in your writings?

_____ To a great extent
_____ To some extent
_____ Not at all

10. To what extent do you dislike the presentation of your writings in critic circles?

_____ To a great extent
_____ To some extent
_____ Not at all

11. To what extent do you avoid the publication of some writings due to the fear of inappreciation?

_____ To a great extent
_____ To some extent
_____ Not at all

12. To what extent do you agree that no drastic change can be brought in the society by literature?

_____ To a great extent
_____ To some extent
_____ Not at all

13. To what extent are you satisfied by your literary standard?

_____ To a great extent
_____ To some extent
_____ Not at all

14. To what extent do you agree that human behaviour is not explainable?

_____ To a great extent
 _____ To some extent
 _____ Not at all

15. To what extent your writings support the existing social structure?

_____ To a great extent
 _____ To some extent
 _____ Not at all

16. To what extent do you think that your writings are an example for the new writers?

_____ To a great extent
 _____ To some extent
 _____ Not at all

17. To what extent do you think that a writer should write only in accordance with the social values?

_____ To a great extent
 _____ To some extent
 _____ Not at all

PART III

18. To what extent do you think that it is economically better for the family to educate the boy rather than the girl?

_____ To a great extent
 _____ To some extent
 _____ Not at all

19. To what extent do you think that the higher education of girls is useless in their future marital life?

_____ To a great extent
 _____ To some extent
 _____ Not at all

20. To what extent do you think that the education of girls is wastage of time and money?

_____ To a great extent
_____ To some extent
_____ Not at all

21. To what extent do you think that girls need home economics education more than the vocational education?

_____ To a great extent
_____ To some extent
_____ Not at all

22. To what extent do you agree that for the national development, the educational institutions for boys should be increased instead of spending money on the educational institutions for girls?

_____ To a great extent
_____ To some extent
_____ Not at all

23. To what extent do you think that the actual sphere of activities for the woman is home rather than office?

_____ To a great extent
_____ To some extent
_____ Not at all

24. To what extent do you think that women can never be the good administrator?

_____ To a great extent
_____ To some extent
_____ Not at all

25. To what extent do you think that the working women cannot be the good mothers?

_____ To a great extent
_____ To some extent
_____ Not at all

25. To what extent do you think that household women can keep the house better than the working women?

_____ To a great extent
_____ To some extent
_____ Not at all

26. To what extent do you think that generally women have no political conscious?

_____ To a great extent
_____ To some extent
_____ Not at all

27. To what extent do you agree that women as judges cannot make correct judgements?

_____ To a great extent
_____ To some extent
_____ Not at all

28. To what extent do you think that women should keep in view the consent of family head while casting their vote?

_____ To a great extent
_____ To some extent
_____ Not at all

29. To what extent do you think that the final decision about the education of children should be made by males?

_____ To a great extent
_____ To some extent
_____ Not at all

30. To what extent do you perceive that the husband can make better decision about the number of children?

_____ To a great extent
_____ To some extent
_____ Not at all

32. To what extent do you think that the husband's opinion is more important than that of wife about spacing the children?

_____ To a great extent
_____ To some extent
_____ Not at all

31. 33. To what extent do you think that the decision about the adoption of family planning techniques should be made by the husband?

_____ To a great extent
_____ To some extent
_____ Not at all

32. 34. To what extent do you think that the decision about the marriage of girls should be made by the family with their own consent?

_____ To a great extent
_____ To some extent
_____ Not at all

33. 35. To what extent do you agree that the boy and the girl should not be allowed to meet prior to marriage?

_____ To a great extent
_____ To some extent
_____ Not at all

34. 36. To what extent do you think that the girl should not be allowed to choose her life partner herself?

_____ To a great extent
_____ To some extent
_____ Not at all

Master Data Sheet

INDEPENDENT VARIABLE (Authoritarian Orientation of the Writers)

S #	Question Numbers													Total
	5	6	7	8	9	10	11	12	13	14	15	16	17	
01	0	1	1	0	0	0	1	2	1	2	1	1	2	12
02	0	0	2	2	0	0	0	0	1	0	0	1	2	08
03	0	2	1	2	0	0	0	1	2	1	1	1	0	11
04	1	1	1	1	1	0	0	0	1	1	2	1	1	11
05	0	2	0	1	1	0	0	1	2	1	1	2	0	11
06	2	0	1	2	2	2	1	0	0	0	1	0	2	13
07	2	2	2	1	1	1	2	2	2	1	1	1	2	19
08	1	1	2	1	2	0	0	1	0	0	0	1	2	11
09	2	2	0	1	1	0	0	2	1	1	1	0	1	12
10	1	2	2	1	0	0	0	1	1	1	0	1	2	12
11	1	2	1	2	0	1	0	0	1	1	0	1	1	11
12	1	1	1	1	0	0	0	0	1	1	1	1	1	09
13	2	1	0	2	0	1	1	0	1	2	1	1	0	12
14	0	2	0	2	0	2	2	0	2	2	2	0	2	16
15	2	2	1	1	0	0	0	1	1	2	2	1	2	17
16	0	0	0	0	0	0	0	0	1	1	0	1	0	03
17	0	0	2	2	0	0	0	0	1	2	2	2	2	13
18	0	1	0	0	2	1	2	0	0	0	2	1	2	11
19	2	1	1	2	1	0	2	1	2	0	1	1	2	16
20	1	1	1	2	0	2	1	1	1	1	2	0	2	15
21	0	0	1	1	0	1	0	1	1	2	1	1	1	10
22	0	2	1	0	0	0	0	0	2	0	2	2	1	10
23	1	2	2	2	0	0	2	0	0	2	2	1	1	15
24	1	2	1	0	2	1	1	0	2	1	0	1	1	13
25	1	2	2	1	0	1	1	1	1	1	0	0	1	12
26	0	2	2	2	0	1	1	0	2	0	1	2	2	15
27	1	2	1	1	0	0	0	2	0	1	2	1	1	12
28	2	2	1	1	2	0	0	0	2	0	2	2	1	15
29	0	2	0	0	0	1	0	0	1	1	1	2	1	09
30	0	1	1	1	1	1	1	0	1	1	0	1	1	10
31	2	1	1	0	2	0	2	1	1	0	0	1	2	14
32	2	0	0	0	0	1	2	0	2	0	1	1	2	11
33	0	2	2	0	2	0	0	2	1	2	2	2	1	16
34	1	0	0	1	1	2	0	0	0	1	1	0	2	09
35	0	0	2	1	0	0	0	0	1	1	0	0	2	07
36	0	1	1	1	0	0	0	1	2	0	1	1	1	09
37	0	1	2	0	0	1	1	0	1	0	1	1	2	10
38	0	2	2	2	2	0	0	2	0	1	0	2	2	15
39	1	1	2	0	2	1	2	2	0	2	1	2	1	17

S #	Question Numbers													Total
	5	6	7	8	9	10	11	12	13	14	15	16	17	
40	0	0	0	0	0	0	1	1	1	1	1	2	1	08
41	0	0	0	1	0	2	1	1	0	1	0	1	0	07
42	1	1	1	2	2	0	1	0	1	1	1	0	2	13
43	2	1	1	0	0	2	0	0	1	1	1	1	1	11
44	0	2	2	0	0	0	2	0	0	2	0	1	1	10
45	0	0	0	1	0	1	0	1	2	0	0	2	1	08
46	0	0	1	0	0	2	1	1	1	1	0	0	1	08
47	0	2	2	1	0	0	0	0	0	0	0	0	2	07
48	1	2	1	2	0	1	0	2	0	0	0	1	1	11
49	0	0	0	0	0	1	2	1	0	2	0	0	0	06
50	1	0	2	1	2	2	0	0	1	1	1	1	2	14
51	1	1	2	1	2	0	1	0	1	2	0	1	2	14
52	2	2	1	2	0	1	1	1	2	1	2	2	2	19
53	1	1	0	0	1	1	1	1	1	2	1	0	1	11
54	2	2	1	2	2	2	1	1	2	1	2	0	0	18
55	0	0	0	1	0	0	1	0	2	0	0	2	2	08
56	2	0	0	1	0	1	0	0	1	0	0	0	0	05
57	2	2	1	1	2	2	1	1	0	0	1	2	0	15
58	1	1	0	0	0	0	0	0	1	1	0	0	1	05
59	0	1	1	0	1	0	1	0	1	1	0	1	2	09
60	2	1	1	1	1	1	1	1	1	2	1	1	2	16
61	1	1	1	1	1	0	1	1	1	1	1	1	1	12
62	1	0	1	1	1	0	0	0	1	1	1	0	1	08
63	0	0	0	1	0	2	0	0	1	1	0	1	1	07
64	0	2	2	0	0	0	0	2	2	2	0	0	2	12
65	2	2	1	1	0	1	0	0	2	1	1	1	1	13
66	0	1	2	0	0	0	0	1	0	1	2	1	0	08
67	1	2	2	2	0	1	0	0	1	1	1	1	2	14
68	2	2	2	1	2	0	0	0	2	1	0	1	0	13
69	1	0	0	0	2	1	0	0	1	0	1	1	1	08
70	1	1	0	1	1	0	0	0	1	2	0	1	1	09
71	1	0	0	1	1	2	1	1	0	1	1	0	1	10
72	0	0	2	0	2	2	0	0	0	0	2	2	0	10
73	1	1	2	0	2	2	1	0	2	0	1	2	1	15
74	0	1	0	2	1	0	0	1	0	2	1	1	1	10
75	2	2	1	1	0	0	1	2	1	2	1	0	2	15
76	0	2	0	1	0	0	0	0	2	0	1	1	2	09
77	0	2	1	2	2	2	1	2	2	1	0	2	1	18
78	0	1	1	1	0	0	0	1	2	1	0	1	0	08
79	2	1	0	1	0	1	1	0	2	1	1	1	2	13
80	0	2	2	0	0	0	0	2	2	1	2	2	2	15
81	0	1	2	0	0	0	0	0	2	0	2	1	1	09
82	0	2	2	1	0	0	0	0	1	0	1	2	2	11
83	0	1	1	1	0	2	0	0	1	1	1	0	2	10

S #	Question Numbers													Total
	5	6	7	8	9	10	11	12	13	14	15	16	17	
84	0	1	1	0	0	0	0	0	1	2	0	1	0	06
85	0	0	0	1	0	2	0	0	2	1	0	0	1	07
86	0	1	2	1	1	2	0	0	0	0	1	1	1	10
87	1	1	0	0	1	0	0	0	1	1	1	0	1	07
88	0	2	1	1	1	1	0	0	1	1	0	2	1	11
89	0	1	0	0	1	0	0	1	1	1	0	1	1	07
90	1	0	0	0	0	2	0	0	2	1	0	2	0	08

DEPENDENT VARIABLE
(Opinion of Writers about the Provision of Rights to Women)

S #	Question Numbers																Total			
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		34	35	36
01	0	1	0	2	1	0	0	2	1	1	2	2	0	2	2	0	1	1	0	18
02	2	2	2	2	2	1	2	2	1	2	2	0	1	2	1	1	1	2	2	29
03	0	2	0	2	1	0	2	2	1	1	1	2	2	1	2	1	2	1	0	23
04	2	1	2	1	1	1	1	0	0	0	0	2	1	0	0	0	1	1	1	15
05	0	0	2	2	0	1	2	2	2	2	2	2	2	2	2	2	2	2	2	31
06	2	0	1	1	0	2	1	0	1	0	0	1	0	0	1	0	2	2	1	15
07	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	14
08	1	0	0	0	2	0	1	0	0	0	0	0	1	1	0	1	1	1	1	10
09	2	0	2	2	1	1	2	2	1	1	2	2	2	2	2	2	2	1	0	29
10	1	2	0	0	1	0	1	1	0	1	0	0	1	1	1	1	1	0	0	12
11	2	0	2	1	2	1	2	1	1	2	2	2	1	1	2	2	1	1	1	27
12	2	2	1	1	2	1	1	1	1	1	1	2	2	1	2	1	2	1	2	27
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14	2	0	1	0	2	0	2	2	2	2	2	2	2	2	2	2	1	1	1	28
15	1	2	0	0	1	0	1	0	0	1	0	1	1	2	2	2	1	2	1	18
16	2	2	2	2	2	2	2	1	1	1	2	2	2	1	1	1	2	2	1	31
17	1	2	1	0	2	0	2	0	0	0	2	2	1	2	2	1	1	2	2	23
18	1	0	0	0	1	2	2	1	1	2	2	2	2	2	2	2	1	2	1	26
19	1	1	0	0	1	0	0	1	0	0	0	1	1	1	0	2	0	1	0	10
20	1	1	0	0	0	0	0	0	0	1	0	0	0	1	1	1	1	1	1	09
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27	2	2	1	0	2	1	0	0	0	0	0	2	2	2	2	2	1	1	0	20
28	0	2	1	1	2	2	1	1	1	2	2	2	2	2	2	2	1	2	1	29
29	1	2	1	1	2	1	1	1	1	1	2	2	1	1	1	1	1	2	1	24
30	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	35
31	2	1	0	0	2	0	2	2	0	0	2	2	1	2	1	2	2	1	0	22
32	1	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	35
33	1	2	1	0	2	2	2	2	2	2	2	2	2	2	2	2	0	2	1	31
34	2	2	1	1	2	2	2	1	1	1	1	2	2	1	1	1	2	2	2	29
35	2	2	2	2	2	1	2	2	1	1	2	2	2	2	2	2	1	1	1	32
36	2	2	1	1	2	0	1	0	0	1	1	2	2	1	1	1	1	2	2	23
37	1	2	2	0	2	0	0	1	0	1	1	2	2	2	2	2	1	2	2	25
38	2	2	2	2	0	1	2	2	2	1	2	2	2	2	2	2	2	2	2	34
39	1	1	0	2	0	2	0	1	1	0	1	1	0	0	1	0	1	1	0	13
40	2	2	2	1	2	2	2	2	2	1	1	2	2	2	1	2	2	2	2	34
41	1	2	2	1	2	2	2	2	2	2	1	2	2	1	1	1	2	2	2	32

