

## Sociological Study of Human Development Components in Male and Female Employees

Fatemeh Kohkan<sup>1</sup>, Alireza Mohseni Tabrizi<sup>2\*</sup>, Meysam Mosaei<sup>3</sup>, Seyed Reza Moeini<sup>4</sup>

1. PhD student in Economic Sociology and Development, Department of Social Sciences, Central Tehran Branch, Islamic Azad University, Tehran.
2. Department of Social Sciences, Faculty of Social Sciences, University of Tehran, Tehran, Iran.
3. Department of Social Sciences, Faculty of Social Sciences, University of Tehran, Tehran, Iran.
4. Department of Social Sciences, Central Tehran Branch, Islamic Azad University, Tehran, Iran.

### Article history:

Received date: 02 April 2019

Review date: 12 July 2019

Accepted date: 20 July 2019

### Abstract

**Purpose:** The aim of this study was to investigate the sociological components of human development in male and female employees of Maskan Bank.

**Methodology:** The present method of research is descriptive-correlational in terms of data collection method and applied in terms of purpose and retrospective in terms of quantitative method, in terms of time horizon and was cross-sectional in terms of data collection time. Employees of Maskan Bank were a statistical population (12,300 people) throughout the country, and the "Cochran" formula was used to determine the sample size of the statistical population, which were 372 people. The classification of the sample is proportional to the volume with the ratio of one-fifth of the sample used. To this end, I first divided the country according to the provinces (31 provinces) and then according to the sample size, 372 employees were selected as the sample according to the total number of employees working in the housing banks of each province. Data analysis was performed using descriptive statistics, Clomogrov-Smirnov tests and variance analysis test for differences between men and women in the variable of gender differences. A questionnaire for human development indicators was used to measure research variables.

**Findings:** The results of the Pearson correlation test, the Uman Whitney test, and the analysis of variance showed that there was a significant difference between men and women in the study in terms of variables: education, quality of life and health, and human development. The results also showed that the average score of men in all variables was education, quality of life, health and human development in favor of men. Therefore, men are in a better position than women in the housing bank in terms of all indicators.

**Conclusion:** The increasing presence of women in the executive apparatus and the employment market and their significant success in university exams has given a different image to Iranian society, and it seems that the process of social change continues to advance the role of women.

### Keywords:

Gender differences, mental health, quality of life, education, human development

**Please cite this article as:** Kohkan F, Mohseni Tabrizi A, Mosaei M, Moeini S R. (2019). Sociological Study of Human Development Components in Male and Female Employees of Maskan Bank, *Iranian journal of educational Sociology*, 2(4): 106-114.

\* Corresponding Author Email: mohsenit@ut.ac.ir

## 1. Introduction

For historical and structural reasons, in almost all human societies there is an unequal and discriminatory relationship in terms of gender, according to which women are mostly at lower social, economic and welfare levels than men. Inequalities and differences that seem completely unnatural are the result of cultural patterns and social anomalies. Thinking about the difference between men and women is also one of the issues that has always been associated with human beings, so examining the role of gender in accepting responsibilities and playing the role of each gender in society has always been one of the most controversial issues in society (Ahmadi, 2011). Sociologists distinguish between "sex" and "gender." They refer to the term "gender" as biological differences between men and women, while they refer to the term "gender" as referring to the psychological, social, and cultural characteristics that determine society and the identity of women or men. It shapes people throughout their lives. Discrimination means division, humiliation and inequality of the rights of individuals or various groups due to racial, religious, political, gender and other reasons (Jazani, 2001).

And gender differences are a kind of gender distinction in socialization. In other words, gender differences are differentiated and unequal attitudes of socializing factors in the education of girls and boys. Be more inclined towards girls (Hosseini, 2013). According to Rezaei research (2010) in Iran, in many social levels, gender differences with different mechanisms (life expectancy, income, education, etc.) are at a high level. The difference between men and women, or the "gender-related development index," which is abbreviated to GDI, is one of the most important differences within the overall value of a country's human development index. This index has three basic dimensions, which are: 1. the level of participation in political activities and decisions. 2. The level of participation in economic activities and decisions. 3. The level of power over economic resources (deMarrais, 2004). Also in Iran today, we are witnessing many changes in gender-related behaviors, especially since two decades ago, when society has witnessed the widespread presence of women in social, cultural and political situations. The increasing presence of women in the executive apparatus and the employment market and their significant success in university exams have given a different picture of Iranian society, and it seems that the process of social change continues to advance the role of women (Dorius & Guzzo, 2013).

All development thinkers agree that the most important prerequisite for the development of participation is the participation of all human beings. Development means human excellence, and in human excellence all political, cultural, social, and economic dimensions are taken into account. Certainly, a society that wants to achieve development, instead of relying solely on material factors, must strive for human excellence and reduce inequalities; inequalities in all political, economic, social, and inequalities that measure human gender (DiCicco-Bloom & Crabtree, 2006). Baxter (2012) and Mann (2012) argue that ignoring women in the process of globalization believes that a large part of women's labor force is forgotten as an informal force in the production process. Also, the weakening of the gender balance intensifies in the process of globalization by allocating the largest amount of health and educational support and promotional services to men compared to women. The economic, cultural and political implications of globalization of women in our country cannot be an exception to this rule, Based on research (Rezaei, 2010).

In Iran, gender discrimination with various mechanisms of human development (life expectancy, income, education, etc.) is at a high level in many social levels. Considering the stated contents and the situation of the country in the field of gender differences as well as human development indicators in the world and Iran's inappropriate rank, it can be said that in organizations such as Maskan Bank as one of the most important banks in the country. ... Also, the type of women's activity and their effectiveness and efficiency can be affected by the existence of gender differences, especially based on human development indicators (Isfahani, 2016). And these differences have a negative effect on the development of development in the country, and

the study of this relationship between gender differences and indicators of human development can be of particular importance (Azazi, 1991).

According to Michelle (1997), gender stereotypes degrade women and girls and make men and boys grow up. The value of the second group by these clichés is only possible through the value of losing the first group. The human mind achieves a dual action by stereotyping. On the one hand, it attributes characteristics and abilities to women that are not indicated in men, and on the other hand, it makes men enjoy the characteristics and abilities that women are deprived of. In the classification based on gender stereotypes, two scales are not the same. Accordingly, men are more likely than women to have positive values such as courage, intelligence, self-confidence, job competence, risk-taking, adventure, and so on, and women are portrayed as having "feminine" traits as people without these qualities, the "feminine" traits that men seem to lack, such as the ability to raise a child (Navidnia, 2009).

Therefore, the idea that men can neither care for nor love their children is sexually discriminatory, because men are also able to have loving relationships with their children and take care of them. Janet Chafes of Radical Feminism also considers the gender inequality system to be influenced by several factors and variables: population variables, economic variables, and political variables. Also, from Simone de Beauvoir's point of view, due to the different attitudes and behaviors of those around her, girls soon give up childish pursuits and find feminine behavior, while boys are encouraged to innovate, innovate, and search and move. Davidson, Burson (2017). It also discusses the existence of severe discrimination against education and the lack of job opportunities for women in society. According to Mill, expanding education and providing job opportunities for women has important benefits and effects on society. Thus, Mill opposes the definition of women's natural functionalism in the philosophy of Aristotle and Rousseau, who saw the source of the difference between the behavior of men and women and their intellectual ability as a natural factor, and the behavioral difference between men and women in dependent societies, Knows the type and quality of their education and environment. Unlike Rousseau, Mill knows that without women's participation in their own destiny, there will be no success for the family.

Cowan, et al (2009). In theories of gender oppression, the status of women is described as a consequence of the direct relationship of power between men and women; in this regard, men have fundamental and tangible benefits in monitoring, using and oppressing, ie in dominating women, and in some Features like better training. Dominance in the view of oppressive theorists includes any relationship in which one party (individual or collective) as the dominant party succeeds in subjugating the other party (individual or collective) in such a way that the subordinate party becomes it becomes a tool for the will of the dominant party and its independent activity to be denied. Or, conversely, from the point of view of the subordinate party, domination is a relationship in which the subordinate party is important only as a tool for the will of the dominant party.

Coley, Schindler (2008) argues in theories related to human development indicators that the human development index is a combined indicator for measuring success in any country, based on three basic criteria of human development: long and healthy life, access to knowledge and knowledge, And the right standard of living. According to Dan, the ultimate goal of development is to improve human capabilities and expand human choices and opportunities based on the principle of development of the people, for the people. In this process, human beings want to have knowledge and have a decent life. The hallmark of human development is a compound index that includes the three main indicators of life expectancy, educational level and per capita income. Life expectancy at birth: This indicator of life expectancy shows the number of years each person expects to live at birth. - Knowledge: This index shows the relative achievement of each country in the field of literacy and education. In other words, the knowledge index is a combination of the two indicators of adult literacy rate and the raw combination ratio of enrollment in primary, secondary and higher education. To calculate the knowledge index, the literacy rate for adults (15 years and older) is two-thirds, and for raw school enrollment, one-third is given (Coley & Morris 2002). Per capita GDP: This

indicator represents the living standards of people in a country or region and is obtained through the ratio of GDP to population. Mahboub al-Haq (Pakistani economist) also uses the concepts and methods defined by Sen (2002), an Indian professor at Harvard University, and won the Nobel Prize in Economics and the UN budget as the following indicators for human development. Slow:

Indicators of income and human poverty; demographic trends; commitment to health; water and sewage and nutritional status; inequality in children's health; health crises and risks; minimum life expectancy; commitment to education; public spending; literacy and school enrollment; And technology production; economic efficiency; income and cost inequality; The structure of international trade; the flow of international aid; energy and the environment; emissions of carbon dioxide; the status of accession to international treaties on the environment; In Economic Activities; Gender, Labor and Time Allocation; Women's Political Participation; Status of Joining International Human Rights Treaties; Status of Joining International Labor Rights (Coley & Medeiros 2007). Based on what has been said in this study regarding human development indicators and discrimination between men and women, three main indicators (health, quality of life and education) have been considered as the main indicators of human development, since the purpose of this study is Sociological study of human development components in male and female employees of Maskan Bank was the research question. Is there a significant difference between the components of human development in male and female employees of Maskan Bank?

## 2. Methodology

The present research method is descriptive-correlational in terms of data collection method, applied in terms of purpose, and past in terms of quantitative method, in terms of time horizon, and was cross-sectional in terms of data collection time. Employees of Maskan Bank were a statistical population (12,300 people) throughout the country, and the "Cochran" formula was used to determine the sample size of the statistical population, which were 372 people. The classification of the sample is proportional to the volume with the ratio of one-fifth of the sample used. To this end, I first divided the country according to the provinces (31 provinces) and then according to the sample size, 372 employees were selected as the sample according to the total number of employees working in the housing banks of each province. A questionnaire for human development indicators was used to measure research variables. And the stratified sampling method was used in proportion to the volume with a one-fifth sample ratio. In this study, the "formal validity" of the questionnaire was used. To this end, attempts have been made to use variables to measure variables that are emphasized by experienced professors. Therefore, after preparing the questionnaire, it was reviewed by these professors and relevant experts and the problem was solved. Before collecting the data, in order to ensure the reliability of the questionnaire, pretest was performed on 1.10 statistical populations of 32 people. . The Cronbach's alpha level of the questionnaire is 0.712, which indicates the validity of the questionnaire and the high internal consistency of the items. Data analysis using descriptive statistics (frequency tables, frequency charts, central indicators, etc.) and inferential statistics to test the hypotheses and study the effect of independent variables on the dependent, including (Clomogrof-Smirnov tests for Determination of normality of variables and Yuman Whitney test were performed for the difference between the groups of women and men in the variable of gender differences.

### 3. Findings

The table below shows the descriptive indicators of the data obtained from the implementation of the questionnaire among men and women separately.

**Table1.** Descriptive indicators related to the data obtained from the implementation of the questionnaire

Employees (Group)	variable	Number	Statistics	
			Average	Standard deviation
Men (Human Development Indicators)	Quality of Life	182	4.2247	1.56987
	Education	182	4.1965	1.12463
	Health	182	4.8124	1.89563
Women (Human Development Indicators)	Quality of Life	190	3.5540	1.54532
	Education	190	3.3457	1.02145
	Health	190	4.0213	1.21457

As can be seen, men in the average of all components of human development, which include the components of quality of life and health index and education index, had a better status than women in the study community. In order to investigate the hypothesis that there is a significant difference between men and women according to the quality of life component, a variance analysis test was used. Based on this, the V-Mann Whitney test was used to significantly determine the difference between the quality of life of men and women and which of the two groups is more and which less is.

**Table2.** One-way analysis of variance test (Anova) comparing quality of life in both men and women

Sources Change	SS	DF	MS	F
Between groups	12/345	2	12/345	43/4
Within groups	7/167	369	167/7	
Total	7/172	371		

Based on the results of Table 2, there is a significant difference between the value of F ( $F = 43.4$ ) in the quality of life between men and women. To determine the difference in the level of education between men and women, the U-man Whitney test was used, which is reported in Table 3.

**Table3.** U-man Whitney's test

tests	Quality of Life	Significance level
U-man Whitney	471201.500	.012
Z	954837.500	

Based on the results of table 3, since the significance level is less than 0.05 ( $\text{sig} = .012$ ), the difference in quality of life between men and women is statistically significant. And there is a significant difference between men and women in terms of quality of life. The research hypothesis is therefore confirmed. According to the test results with a confidence of 0.99 and a level of error of less than 0.01, there is a significant relationship between gender differences between men and women and the quality of life index. Therefore, the significance of the relationship is confirmed. In order to investigate the hypothesis that there is a significant difference between men and women according to the training component, the analysis of variance test was used.

**Table4.** One-way analysis of variance analysis (Anova) comparing education in two groups of men and women

Sources Change	SS	DF	MS	F
Between groups	17/4532	2	17/4532	21/3
Within groups	723/231	369	7/231	
Total	7765/332	371		

Based on the results of Table 4, there is a significant difference between the amount of F ( $F = 3.21$ ) in education between men and women. To determine the difference in the level of education between men and women, the U-man Whitney test was used.

**Table5.** U-man Whitney's test

tests	Education	Significance level
U-man Whitney	452587.500	.008
Z	854124.500	

Based on the results of Table 5, since the significance level is less than 0.05 ( $\text{sig} = 0.008$ ), so the difference in the level of education between men and women is statistically significant. And there is a significant difference between men and women in terms of education. The research hypothesis is therefore confirmed. According to the test results with a confidence of 0.99 and a level of error of less than 0.01, there is a significant relationship between gender differences between men and women and the education index. Therefore, the significance of the relationship is confirmed. In order to investigate the hypothesis that there is a significant difference between men and women according to the health component, a variance analysis test was used.

**Table6.** One-way health analysis of variance test (Anova) Comparison of health in both groups of men and women

Sources Change	SS	DF	MS	F
Between groups	16/7732	2	16/7732	
Within groups	723/241	369	723/241	13/5
Total	8976/344	371		

Based on the results of Table 6, there is a significant difference between the amount of F ( $F = 13.5$ ) in health between men and women. To determine the difference in the level of education between men and women, the V-Mann Whitney test was used.

**Table7.** U-man Whitney's test

tests	Health	Significance level
U-man Whitney	463251.412	0,005
Z	563214.412	

Based on the results of Table 7, since the significance level is less than 0.05 ( $\text{sig} = 0.008$ ), the difference in health between men and women is statistically significant. And there is a significant difference between men and women under study in terms of health components. The research hypothesis is therefore confirmed. According to the test results with a confidence of 0.99 and a level of error of less than 0.01, there is a significant relationship between gender differences between men and women and the health index. Therefore, the significance of the relationship is confirmed. In order to investigate the hypothesis that there is a significant difference between men and women according to the human development component, the analysis of variance test was used.

**Table8.** Anova one-way analysis of variance analysis comparing human development in both men and women

Sources Change	SS	DF	MS	F
Between groups	24/9932	2	24/9932	
Within groups	876/435	369	876/435	66/4
Total	459/9742	371		

Based on the results of Table 8, there is a significant difference between the amount of F ( $F = 4.66$ ) in human development between men and women. To determine the difference in the rate of human development between men and women, the V-Mann Whitney test was used.

**Table9.** U-man Whitney's test

tests	human development	Significance level
U-man Whitney	63214.714	0,004
Z	753261.811	

Based on the results of Table 9, since the significance level is less than 0.05 ( $\text{sig} = 0.008$ ), therefore, the difference in human development rate between men and women is statistically significant. And there is a significant difference between men and women under study in terms of the component of human

development. The research hypothesis is therefore confirmed. According to the test results with a confidence of 0.99 and a level of error of less than 0.01, there is a significant relationship between gender differences between men and women and human development index.

#### 4. Discussion

As the results showed, there is a significant difference between men and women in terms of human development. These results with the findings of Coley, Carrano & Lewin-Bizan (2011), Colby, Ortman (2015), Choo (2012), Dorius, & Guzzo, (2013), DiCicco-Bloom, Crabtree (2006), deMarrais (2004), was aligned. In explaining the above findings, it can be said that one of the important issues of inequality today is the issue of sexual inequality, which is being studied and discussed at various global levels, because it has been found that women are kept out of social progress due to their gender. Laws are also being drafted to address these inequalities. But in addition to enacting community protection laws, family living conditions must also be taken into account. Also due to socialization, the role of gender that occurs in the family (Delgado-Gaitan, 1992). Girls and boys each become socialized by gender norms. Female or male norms, because many of these norms have been inherited in the past, they are not important in today's society. Today, in the Iranian society, attention must also be paid to the "bisexuality" society, that is, there is no separation of gender roles, and every individual, whether a girl or a boy, can have "masculine" or "feminine" roles. Both men and women should be allowed to choose any type of behavior they want and find appropriate behaviors, regardless of gender patterns based on their specific personality and not on their gender (Cruz, et al, 2011).

Among the employees of Maskan Bank, female employees should have high levels of education, health and quality of life, regardless of their gender, and gender segregation in terms of employment should not occur. What is certain is that in Iran today we are witnessing many changes in gender-dependent behaviors) Hejazi, 2014, Hosseini, 2013; Hosseini, 2008, Rakhshani, 2016; Rezaei, 2010 Rezaei, 2011 Razi'i, 2016; Sarukhani, 2014, Saeedi kia, 2006, Safiri 1998, shadlo, 2011). Especially since two decades ago, society has witnessed the widespread presence of women in social, cultural and political situations. The increasing presence of women in the executive branch and the employment market and their remarkable success in university exams has given a different picture of Iranian society, and it seems that the process of social change continues to develop the role of women. They agree that the issue is the most important prerequisite for the development of human participation. Development means human excellence, and in human excellence all political, cultural, social, and economic dimensions are taken into account. Certainly a society that wants to achieve development, instead of relying solely on material factors, must strive for human excellence and reduce inequalities; inequalities in all political, economic, social, and inequalities that measure human gender. In our country, half a century of experience in planning and developing perspectives and development strategies has shown that reducing inequalities in income and consumption and reducing inequalities in political and social dimensions with the aim of increasing the participation of volunteers of all human beings. Women and men are a necessity and are considered a strong motivation in the development process (Shaditalab, 2015; Shafieipour, 2014; Shahshahani, 1998; Iraqi, 2010; Ghaffari, , Adel Ebrahimi, 2005; Levin, 1998; Mohammadian, 2013).

Based on findings Amato, Booth (2009); Barron, Norris (2010), Brazina (2010), Greenstein (2007) Riketta, Dick (2014), Tom (2011). " Still, one of the shocking inequalities in human development is gender differences. In Iran, gender discrimination with various mechanisms of human development (life expectancy, income, education, etc.) is at a high level in many social levels. The study also found that gender differences among employees were still based on human development indicators (an indicator composed of indicators that offer three dimensions: longevity (hope for life at birth), awareness (adult literacy rate, and so on). There are average years of study) and income (per capita gross domestic product in real purchasing power - in dollars). Finally, based on the results of this study, there is a significant difference between health indicators and education indicators and quality of life index as three important indicators in human development and

men are in a better position than women in Maskan Bank in terms of human development indicators. Based on the results of the research, suggestions are offered to those involved and managers in all organizations, including Maskan Bank: 1- Due to the differences in human development indicators (quality of education) between men and women, it is recommended that the bank's board of directors Housing in the country should consider job training in accordance with the working conditions and positions of male and female employees with equal quality in order to create grounds for reducing gender differences. 2- Due to the differences in human development indicators (health) between men and women, it is recommended that the board of directors of Maskan Bank in the country take basic measures to improve the health of female employees, especially periodic physical health examinations and Spiritual and increase the health of their workplace and service. 3- Due to the differences in human development indicators (quality of life) between men and women, it is recommended that the board of directors of Maskan Bank in the country provide more loans and privileges. Employing female employees as well as assigning them to better jobs in banks and responding quickly to their needs to reduce the field. O gender differences should be considered. 4- Necessary arrangements should be considered in the country's banks, especially Maskan Bank, for the promotion of women's employment, as well as providing equal privileges to men and women and creating equal conditions for receiving salaries and benefits for them. 5- Workshops should be held by the Central Bank in order to justify the managers of banks to reduce gender discrimination between employees.



## References

- Ahmadi A. (2011). The Role of Culture in Balancing Sexual Attitudes in Social Life, Proceedings of the Conference on Women's Empowerment, Women's Participation Center.
- Amato T, Booth G. (2009). Gender roles and indicators of human development, Portsmouth, NH: Heinemann. (reprinted 1992).
- Azazi Sh. (1991). Conflict between Education and Society, Quarterly Journal of Social Sciences, No. 1 and 2, Tehran.
- Barron H, Norris I. (2010). The role of market structure in determining women's position in human development New York, Willy.
- Baxter S. (2012). Exploring Children's Attitudes towards Research Participation. International Journal of Market Research, 54(4): 455-464.
- Brazina L. (2010). (ED), Gender differences and aberrant behaviors. Princeton, N. J: Princeton University Press. P:101-134.
- Choo H. (2012). Stress process of illicit drug use among U.S. immigrants' adolescent children: A longitudinal study. Journal of Community Psychology, 40(3): 358-371.
- Colby S L, Ortman J M. (2015). Projections of the size and composition of the U.S.
- Coley R L, Carrano J. Lewin-Bizan S. (2011). Unpacking links between fathers' antisocial behaviors and youths' behavior problems: Direct, indirect, and interactive effects. Journal of Abnormal Youth Psychology, 39(6): 791-804.
- Coley R L, Medeiros B L. (2007). Reciprocal longitudinal relations between nonresident father involvement and adolescent delinquency. Child Development, 78(1): 132-147.
- Coley R L, Morris J E. (2002). Comparing father and mother reports of father involvement among low-income minority families. Journal of Marriage and Family, 64(4): 982-997.
- Coley R L, Schindler H S. (2008). Biological fathers' contributions to maternal and family functioning. Parenting, 8(4), 294-318.
- Cowan P, Cowan C, Pruett M, Pruett K, et al. (2009). Promoting fathers' engagement with children: Preventative interventions for low-income families. Journal of Marriage and Family, 71(3): 663-679.
- Cruz R, King K, Widaman K, Leu J, et al. (2011). Cultural influences on positive father involvement in two-parent Mexican-origin families. Journal of Family Psychology, 25(5): 731-740.
- Davidson T, Burson K. (2017). Keep those kids out: Nativism and attitudes toward access to public education for the youth of undocumented immigrants. Journal of Latinos and Education, 16(1): 41-50.
- Delgado-Gaitan C. (1992). School matters in the Mexican-American home: Socializing children to education. American Educational Research Journal, 29(3): 495-513.
- DeMarrais K. (2004). Elegant communications: Sharing qualitative research with communities, colleagues, and critics. Qualitative Inquiry, 10(2): 281-297.
- DiCicco-Bloom B, Crabtree B F. (2006). The qualitative research interview. Medical. Education, 40(4): 314-321.
- Dorius, C, Guzzo, K B. (2013). The long arm of maternal multi partnered fertility and adolescent well-being. In annual meeting of the American Sociological Association, New York, August (Vol. 9).
- Ghaffari Gh, Adel Ebrahimi L. (2005). Sociology of Social Change, Tehran: Agra Publications and Levy Publications.
- Greenstein R. (2007). The Role of Gender in the Human Development of Men and Women, New Haven, London yale university press.
- Hejazi E. (2014). Correction of Women's Perspective in Elementary School Books: A Way to Achieve Equal Opportunities, Education Quarterly No. 87, Special Education for Girls, Tehran, Research Institute of Education. Ministry of Education.
- Hosseini H. (2008). Peyk Noor Magazine, Payame Noor University, 6(1): 159-146.
- Hosseini M R. (2013). Social Factors Affecting Conflicting Attitudes Against Women, M.Sc. Thesis, Shahid Beheshti University of Tehran, Tehran.
- Iraqi E. (2010). International Labor Law, Tehran: University of Tehran Press.
- Isfahani M. (2016). Educational Differences between Men and Women in Iran, PhD Thesis, Azan University, South Tehran, Tehran.
- Jazani M. (2001): The Structure of Power in Human Societies, First Edition, Farabi University of Science and Technology Publications, Tehran.
- Levin D. (1998). Gender Discrimination against Women in the World, translated by Mohammad Sotoudeh, presented at the World Conference on Women, Beijing.
- Mann S. (2012) Boredom at the checkout: Causes, coping strategies and outcomes of Workplace Boredom in a Supermarket setting Journal of Business and Retail Management Research, 6(2): 1-14.
- Michelle A. (1997). Struggle with Sexual Discrimination; Cleaning Books, Homes, Schools and Society of Sexual Discrimination. Translated by Mohammad Jafar Pouyandeh, Tehran, Negah Publications.
- Mohammadian S. (2013). The role of economic factors in creating new approaches to human development, PhD thesis course of Payame Noor University of Kermanshah, Kermanshah.
- Navidnia M. (2009), Social Security, Tehran: Research Institute for Strategic Studies.

- Rakhshani H. (2016). Indicators of Human Development in Iran and the Economic Factors Affecting It, Master's Thesis, Islamic Azad University, North Tehran Branch, Tehran.
- Razi'i N. (2016). A Study of Factors Affecting Women's Job mobility in Tehran, M.Sc. Thesis, Islamic Azad University, Tehran Central Branch, Tehran.
- Rezaei M. (2011). Feminism and Its Theories, Imam Sadegh University Press, First Edition, Tehran.
- Rezaei Z. (2010). Women's Rights Defenders Movements from 2011 to 2007, International Conference on Women's Rights, Tehran.
- Rickett F, Dick G. (2014). The Destructive Role of Gender Differences in Human Development, Princeton university Press. P:98-109.
- Saeedi Kia M. (2006). Globalization of Culture, First Edition, Tehran, Arad Publications.
- Safiri Kh.(1998). Sociology of Women's Employment, Tebyan Publications, Tehran.
- Sarukhani B. (2014). Research Methods in Social Sciences, Volume I, Humanities Research Institute Publications, Tehran.
- Sen A. (2002). "Development as Freedom, translated by Hossein Raghfar, Tehran: Kavir Publishing.
- Shaditalab J. (2015). Development and Challenges of Iranian Women, First Edition, Qatreh Publications, Tehran.
- Shafiepour B. (2014). Quarterly Journal of Welfare and Social Development Planning, No. 21.
- Shahshahani S. (1998). A Transient Look at Women's Movements in Iran, Iran Farda Magazine, 41(1): 1-10.
- Tom S M. (2011)." The effect of social differences between men and women on their human development", American political science review,53/1.