



Research Article

Association between Patriarchal Norms and Academic Achievements among University Students

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Abstract

The aim of the study was to examine the relationship between patriarchal values and academic achievement. The research used quantitative research design while the nature of the research was correlational. The study population consisted of students from Government College University Faisalabad, including both male and female students. A total of 201 respondents were selected for the study through a convenient sampling technique. A self-developed questionnaire was used to collect the data, which included 6 items related to patriarchal values and 5 items related to academic achievement. All items were measured on a five-point Likert scale. The data collected was analyzed by the Statistical Package for Social Sciences (SPSS). Descriptive statistics and regression analysis were performed for data analysis. The results showed that there was a significant relationship between patriarchal values and academic success. The study supports Eagly's social role theory, according to which social roles and gender expectations influence individuals' attitudes and performance. This study emphasizes that it is important to promote gender equality in educational institutions and families. To provide equal opportunities for all students.

Keywords: Patriarchal values, Gender roles, Social role theory.

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Introduction

Education is considered a main source of social, economic, and cultural development of any society. In modern times, academic achievement plays an extremely important role not only for an individual's personal growth but also for national development, economic stability and social well-being. Academic success refers to students' academic performance, exam results, learning ability, and achievement of academic goals. Numerous studies have shown that the academic success of students is not only the result of mental abilities but also influenced by social, cultural and family factors (Abdullah et al., 2026). In these factors, patriarchal values emerge as an important factor. Patriarchy consists of social ideas and cultural traditions that place men in a superior position in the family and society. While the role of women is considered limited and secondary. In such societies, men have more power, authority and decision-making rights. While women are restricted to household responsibilities and traditional roles (Mensah, 2023). These values affect not only women's social independence but also their educational development and professional opportunities. Modern studies have shown that patriarchal norms lead to low academic confidence, limited educational opportunities, and low autonomy in women (Sanauddin et al., 2016; Ali et al., 2021).

Pakistan is a traditional and patriarchal society. Where gender-based values still figure prominently in family and social structures (Hussain et al., 2015). In many families, the education of boys is given more importance. Because they are considered the custodians of the family and responsible for the future, while girls' education is sometimes restricted due to marriage and domestic responsibilities. As a result, women face various barriers

in the educational field, including lack of educational resources, family pressures, and societal expectations (Muneer, 2021). Recent research evidence indicates that patriarchal values influence not only women's but also men's academic and psychological lives. In such societies, male students are subject to social pressure to demonstrate power, autonomy, and economic success, which can result in increased stress, anxiety, and academic stress (Shaheen, 2023). In this way, expectations associated with gender roles affect the academic performance of students as a whole and create imbalances in the educational environment.

UNESCO reports on educational inequality at the international level make it clear that gender inequality is still a major challenge in education systems in developing countries, where millions of girls are unable to access quality education due to social, economic and cultural barriers (Benavot, 2023). The United Nations has identified quality education (SDG-4) and gender equality (SDG-5) as fundamental pillars of global development under the Sustainable Development Goals (SDGs), which aim to provide equal educational opportunities to all individuals (Sorooshian, 2024).

The problem has become more prominent in the post-COVID-19 era, where several investigations showed that female students faced severe difficulties in academic continuity during the pandemic, including closure of educational institutions, increased household responsibilities and limited access to digital resources, which impacted their academic success (Malik et al., 2022). Access to online education for girls was further limited by traditional gender values, especially in rural areas. Although awareness of women's education has increased in Pakistani society, patriarchal thinking and gender discrimination are still influencing the educational structure. Some families give less importance to girls' higher education. While boys have more pressure of success and financial responsibilities (Khan, 2022). Such social behaviors can limit students' self-esteem, academic performance, and future opportunities.

Therefore, it is important to deeply understand the relationship between patriarchal values and academic achievement in order to identify the gender barriers that exist in educational institutions. The findings of this research can provide important guidance for educational policymakers, institutions and parents. To promote gender equality and equal educational opportunities for all students. In addition, this study can also play an important role in promoting educational development, gender justice and overall well-being of youth in Pakistan.

Theoretical framework

Social Role Theory is considered to be the most appropriate theory to explain patriarchal values and academic achievements. The theory of Alice H. Eagly presented, according to which the roles of men and women in society are shaped by social and cultural expectations. These roles influence individuals' attitudes, opportunities, decisions, and performance. According to social role theory, in patriarchal societies, men are given roles associated with power, authority and leadership. Whereas women are restricted to domestic responsibilities, obedience and limited social participation. Because of these social expectations, men and women go through different educational experiences. For example, the education of boys is given more importance. While girls' education is sometimes limited due to traditional values (Khan, 2022).

This theory explains how patriarchal values affect the academic success of students. If families and societies set limited educational roles for girls, their academic performance, self-esteem, and educational opportunities may be affected. On the other hand, the pressure of social expectations on male students can make them prone to mental stress and academic pressure (Saritepe & Mermer, 2023). Thus, gender roles affect the educational achievement of both sexes in different ways.

Furthermore, social role theory also states that social values and gender concepts shape individuals' personality, attitudes, and educational goals over time. If students grow up in an environment where gender equality is promoted, their academic performance and confidence can be improved. In contrast, the patriarchal environment promotes educational inequality (Wood, 2019). Therefore, in this research, based on Social Role Theory, an attempt will be made to determine how much patriarchal values affect the academic success of students. This theory provides a strong theoretical basis for understanding the relationship between

variables and interpreting results.

Methodology

Quantitative research design was used in this study. The nature of the research was correlational, with the aim of examining the relationship between patriarchal values and academic achievement. Through this research, it was sought to find out how much patriarchal values affect the academic performance of students. The research population consisted of students from Government College University Lahore. Both male and female students were included in the study to obtain balanced information regarding gender roles and academic achievement. A total of 201 respondents were selected for the study. A convenient sampling technique was used for sample selection, as easy access to students was possible through this method. The sample included students at both undergraduate and postgraduate levels with ages ranging from approximately 18 to 30 years. A self-developed questionnaire was used to collect data. A six-item scale was used to assess patriarchal values, which included questions on gender roles, male supremacy, women's academic freedom, and traditional social values. A five-item scale was used to assess academic achievement. The scale was adapted from the previous literature (Sedlander et al., 2022). All items were measured on a 5-point Likert Scale, where 1 = strongly disagree and 5 = strongly agree.

During the data collection process, respondents were informed of the purpose of the research and consent was obtained from them. All participants were assured of confidentiality and anonymity in order to protect their personal information. It took about 10-15 minutes to complete the questionnaire. Only the students who completed the questionnaire were included.

The data collected was analyzed by the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as mean, standard deviation, frequency and percentage were used for data analysis. Regression analysis was used to test the relationship between the variables.

Data Analysis

The findings in Table 1 show that the majority of the respondents were male and belonged to the age group of 21 to 23 years. The vast majority of the students enrolled in the BS program and living in a nuclear family system. Similarly, most of the respondents belong to the urban areas where rigid patriarchal values are practiced.

Table 1. Demographic profile of the respondent.

Demographics	F (%)	
Gender	Male	89 (44.3)
	Female	112 (55.7)
Age	18-20	65 (32.3)
	21-23	130 (64.7)
	24-26	6 (3)
Education	BS	166(82.6)
	MSc	35 (17.4)
Residential are	Rural	61 (30.3)
	Urban	140 (69.7)
Family type		

Nuclear	122(60.7)
Joint	79(39.3)

Table 1 shows the frequency distribution of the perception of patriarchal values. These findings show that the education of boys is given priority and most of the family decisions are made by men. Boys are given more freedom than girls and traditional gender roles hinder girls' education and development in social life. The findings in Table 2 confirm that most of the respondents agreed or strongly agreed with the statements of the questions.

Table 2. Perceived patriarchal values.

Sr.	Items	SD	D	N	A	SA
1	In our society, the education of boys is given priority over the education of girls.	4(2)	9(4.5)	56(27.9)	100 (49.8)	32(15.9)
2	Most of the decisions in the family are made by men.	3 (1.5)	9 (4.5)	47 (23.4)	110 (54.7)	32 (15.9)
3	Higher education is considered less important for girls.	6 (3)	26(12.9)	43 (21.4)	95 (47.3)	31 (15.4)
4	The main role of women is considered to be limited to household responsibilities.	6 (3)	7(3.5)	43(21.4)	103 (51.2)	42(20.9)
5	Boys are given more freedom than girls.	10 (5)	38 (18.9)	68 (33.8)	68 (33.8)	17 (8.5)
6	Traditional gender roles hinder girls' educational development.	2 (1)	4 (2)	38 (18.9)	104(51.7)	53 (26.4)

Findings in Table 2 show that most of the respondents are satisfied with their academic performance and work hard to get good grades. Most of the respondents have confidence in their abilities. Sometimes family and social pressure affect their academic performance.

Table 2. Perceived impact on academic achievements.

Sr.	Items	SD	D	N	A	SA
1	I am satisfied with their academic performance.	5 (2.5)	13(6.5)	52(25.9)	87(43.3)	44(21.9)
2	I work hard to get good grades.	3(1.5)	10 (5)	31 (15.4)	85 (42.3)	72(35.8)
3	I have confidence in my abilities.	7(3.5)	8 (4)	42 (20.9)	94 (46.8)	50 (24.9)
4	Family and social pressures affect my academic performance.	7 (3.5)	18 (9)	53 (26.4)	64 (31.8)	59 (29.4)
5	I consider my academic success to be very important for my future.	5 (2.5)	14 (7)	52 (25.9)	64 (31.8)	66 (32.8)

Table 3 depicts the testing of the hypothesis. The findings show that patriarchal values have a significant relationship with educational achievements ($\beta=0.181$; $p=0.010$). Moreover, the R2 value shows that the independent variable 0.033% regress the dependent variable.

Table 4. Relationship between patriarchal values and academic achievements.

Variable	β	P-value	F	R ₂
Educational achievements	0.181	0.010	6.750*	.033

Discussion

The main objective of the study was to examine the relationship between patriarchal values and academic achievement. The results of the study showed that patriarchal values have a significant impact on the academic performance of students. The results supported the research hypothesis and showed that in societies where traditional gender roles are stronger, the academic achievement of students, especially female students, may be affected. Previous literature showed that patriarchal values limit women's academic freedom, self-esteem, and educational opportunities. In families where male supremacy is given more importance, the higher education of girls is given less priority. These findings are consistent with previous research that found that patriarchal norms hinder women's educational development (Khan, 2022; Simon and Hasan, 2025). Thus, the present study confirmed that gender inequality has a significant impact in the field of education as well.

The results of a previous study also showed that the social expectations and pressures of success on male students affect their mental state and academic performance. In patriarchal societies, men are expected to have more power, autonomy, and economic success, which can lead to academic pressure and mental stress (Kebing & Riyanto, 2022). It is clear that patriarchal values affect not only women's but also men's academic life. The positive attitude of educational institutions and families can play an important role in the educational development of students. Educational success can be increased if parents and teachers provide equal educational opportunities to students and avoid gender discrimination. Therefore, it is necessary to introduce gender awareness programs in educational institutions to promote positive thinking about gender equality among students. Overall, the findings supported the hypothesis that there is a significant correlation between patriarchal values and academic success. The study helps in understanding the educational impact of gender values in traditional societies like Pakistan and emphasizes that promoting gender equality is essential for educational progress.

Conclusions

The purpose of this study was to examine the relationship between patriarchal values and academic achievement. The results showed that patriarchal values have a significant impact on students' academic performance. In societies where traditional gender roles are stronger, inequalities in educational opportunities and achievement are more likely to occur. The findings also showed that women's academic freedom and autonomy may be limited under the patriarchal system, affecting their academic performance. Similarly, male students can also suffer from academic stress due to social expectations and pressure to succeed. Thus, it is clear that patriarchal values affect the academic life of not just one gender but both genders. Overall, this research emphasizes that understanding and mitigating the impact of patriarchal values is essential for educational development. To this end, educational institutions, policymakers, and parents must work together to take steps that promote gender equality and provide equal educational opportunities to all students.

Limitations

There were some limitations to the study that must be considered when interpreting the results. The first limitation was that the study only included students from Government College University Lahore, so the general applicability of the results to the whole of Pakistan or other educational institutions may be limited. Socio-cultural conditions may be different in different universities and regions, which may affect the results. The second important limitation was related to the sample size. Although data from 201 respondents were collected, conducting large-scale research could have made the results more valuable and reliable. In addition,

there was a possibility of selection bias due to the use of a convenience sampling technique, as not all individuals get equal opportunity in this method. The third limitation was that it was a cross-sectional study, in which data were collected at the same time. For this reason, the cause-and-effect relationship between patriarchal values and academic achievement cannot be fully proven.

Future Recommendations

For future research, it is recommended to conduct studies on this topic in different cities and universities with a large sample size so that the results are more generalized. In addition, a longitudinal research design should be used to better understand changes in patriarchal values and academic achievement over time. In addition, qualitative methods can also be included in future research. To understand the personal experiences of the students. Other variables such as self-esteem, academic stress, and parental education can also be included. To understand the relationship in more detail. Finally, it is also suggested that educational institutions start gender equality awareness programs to create positive awareness about gender equality among students and improve academic performance.

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