

Experienced Gender Discrimination at workplace of teaching Personnel from Private Schools in Pampanga

Geena Baltazar Hipolito, Ph.D

Department Chair, Department of Agricultural Business and Economics and Entrepreneurship, Focal Person, Gender and Development, Assistant Director, Office of the Business Affairs, Pampanga State Agricultural University, Philippines

Abstract— Understanding gender discrimination relationships is essential, particularly in the workplace context where it may impact on employee relationships and their opportunities for career advancement. The study described the gender discrimination experiences, and career advancement of instructors in terms of salary, promotion and training and development. Also, the study determined the significant gender differences in terms of discrimination experiences and career advancement. The descriptive method of research was used in this study. A total of 93 teaching personnel (37 females, 25 males, and 31 LGBTs) were surveyed using a questionnaire with likert-scale responses. Based on the results of the study, the researcher concluded that teaching personnel from private schools, in general, rarely experienced gender discrimination in their schools. But there were specific experiences that they sometimes experienced like their gender influences their profession and their suggestions and opinions are sometimes unaccounted. There was also career advancement in terms of salary and promotion but not in training and development. And, there was no significant gender difference in terms of discrimination experiences and career advancement among male, female and LGBT teaching personnel from private school. It is then recommended by the researcher that private schools should have capacity building in dealing with gender discrimination among their teacher personnel and also the schools must have focal person to talk to for the career advancement of the teaching personnel especially in terms of training and development. Support from other staff of the schools is highly encouraged.

Keywords— Gender Discrimination, Career Advancement, Gender, Gender Discrimination Experiences.

I. INTRODUCTION

Understanding gender discrimination relationships is essential, particularly in the workplace context where it may impact on employee relationships and their opportunities for career advancement. Management decisions and workplace interactions should be deliberately formed to prevent stereotypes of gender-based differential treatment (Foley et al., 2005). Organizational gender inequality is a complex phenomenon that can be seen in HR processes (i.e., strategies, decision-making and their enactment) that affect women's recruiting, recruitment, compensation, and advancement (Stamaraski et al., 2015).

Growing numbers of women in labor markets around the world have resulted in various positive outcomes for both working women and their hiring organizations (Shaffer et al., 2000). Thus, it seems that women are not yet exempt from the pressure of gender stereotypes as they pursue male-type

jobs, are vulnerable to being seen as inept in their management and as they choose to deviate from the collection of activities deemed acceptable to women, actions that are often insufficient in the sense of employment, they seem to pay dearly for their transgression (Heilman, 2012).

LGBT people have documented adverse incidents based on their own sexual orientation and gender identity to both academics and, in some cases, enforcement agencies tasked with prosecuting discrimination claims (Badgett, 2009). Bullying had a negative impact on LGBT, especially on the state of their feelings and emotions (i.e., nervous, intimidated, suppressed, and unable to trust others) (Santos & De Jesus, 2020).

II. CONCEPTUAL FRAMEWORK

Employers and employees must understand and prepare for the continued existence of gender discrimination in the

current workforce, or they may lose real opportunities to address gender discrimination by preparation, regulation, and strategic planning of the human resources (Sipe et al., 2009). Given the changing nature of the composition of the workplace, the shrinking pool of eligible job candidates and the increasing number of LGBT individuals as customers and workers, corporate decision-makers should be mindful of the prevalence of sexual orientation as a business case and consider how easily this diversity dimension can be put into practice within their organizations (Ozeren, 2014).

It is recommended that the routine reporting and review of discrimination patterns and gender and race differences in pay and career advancement be introduced as part of an organization's human resource information system (Bielby, 2000).

OBJECTIVES OF THE STUDY

The study described the gender discrimination experiences, and career advancement of instructors in terms of salary, promotion and training and development. Also, the study determined the significant gender differences in terms of discrimination experiences and career advancement.

III. METHODOLOGY

The descriptive method of research was used in this study because it involves description, recording, analysis and interpretation of condition that really exists. It is appropriate to use descriptive method in gathering information about the present existing condition (Creswell, 2014). A total of 93 teaching personnel (37 females, 25 males, and 31 LGBTs) were surveyed using a questionnaire with likert-scale responses (Vagias, 2006).

IV. RESULTS AND DISCUSSIONS

Table 1. Gender Discrimination Experiences

	M	VI
1. I have experienced gender discrimination in the workplace.	2.45	Rarely
2. My supervisor does not consider gender in delegating job assignment.	2.55	Rarely
3. They refuse to give me responsibility or work-related tasks because of my gender.	1.59	Never
4. My gender does influence my profession.	2.85	Sometimes
5. Peers would treat me differently because of my gender.	2.25	Rarely
6. Some of my colleagues uses obscene gestures or sounds when talking to me.	2.03	Rarely
7. I have received additional tasks, which are not related to your work, because of my gender.	2.42	Rarely
8. Some of my co-workers left your suggestions or opinions uncountable, because of who I am.	2.70	Sometimes
Average Mean	2.36	Rarely

Legend *Verbal Interpretation*

4.24 - 5.00 **Very Often**

3.43 - 4.23 **Often**

2.62 - 3.42 **Sometimes**

1.81 - 2.61 **Rarely**

1.00 - 1.80 **Never**

Table 1 shows the gender discrimination experiences of teaching personnel from private schools. Based on the result, it was found out the teaching personnel rarely experienced gender discrimination from their school with an average mean of 2.36. However, results illustrate that teaching personnel sometimes experienced the following: their gender influences their profession ($M = 2.85$) and some of their co-workers left their suggestions or opinions ($M = 2.70$). This suggests that teaching profession is sometimes

considered as gender related options as a profession and also their opinions or suggestions may not matter sometimes especially if topics could be of gender related issues. On the other hand, teaching personnel from private schools never experienced that their colleagues refused to give them responsibility or work-related tasks just because of their gender. This means that responsibilities and tasks are given to all teaching personnel.

Table 2. Career Advancement

	<i>M</i>	<i>VI</i>
Salary		
1. There are salary gaps among the same level in my organization.	2.41	Disagree
2. I have been unfairly denied a salary increase in my organization.	2.15	Disagree
3. I am satisfied with my current salary.	3.21	Agree
<i>Average Mean</i>	2.59	Agree
Promotion		
4. I am looking forward for promotion/ career advancement.	3.36	Strongly Agree
5. My supervisor encourages me to see my potential.	3.18	Agree
6. I believe that I have more potential and ability than what I apply in my current position.	3.32	Strongly Agree
7. I am confident in going for promotion.	3.26	Strongly Agree
<i>Average Mean</i>	3.28	Strongly Agree
Training and Development		
8. There are wide opportunities for training to meet my needs.	2.41	Disagree
9. There is a counselor or manager to talk to in the school about how to develop my career.	2.28	Disagree
10. I have opportunities within my job to learn and broaden my experience.	2.50	Agree
<i>Average Mean</i>	2.39	Disagree
<i>Overall Average Mean</i>	2.76	Agree

Legend	<u>Verbal Interpretation</u>
3.25 – 4.00	Strongly Agree
2.50 – 3.24	Agree
1.75 – 2.49	Disagree
1.00 – 1.74	Strongly Disagree

Table 2 presents the career advancement of the teaching personnel from private schools. The result showed that they agreed they have career advancement which got an overall average mean of 2.76. From this career advancement, three factors were counted in. In terms of salary, teaching personnel got an average mean of 2.59 with a verbal interpretation of agree. They also agreed that they are satisfied with their current salary ($M=3.21$) and they disagreed that there are salary gaps ($M=2.41$) and they have been denied a salary increase ($M=2.15$) In terms of promotion, this factor got an average mean of 3.28 with a verbal interpretation of strongly agree. This further shows that teaching personnel strongly agreed that they are looking

forward for promotion and career advancement ($M=3.36$) and they are confident in going for it ($M=3.26$). And in terms of training and development, this factor got an average mean of 2.39 with a verbal interpretation of disagree. This means that teaching personnel disagreed that there are wide opportunities for training to meet their needs ($M=2.41$) and they also disagreed that there is a counselor or manager to talk to in the school about how to develop their career ($M=2.50$). The overall result with the career advancement of the teaching personnel from private school is good in terms of salary and promotion but not good in terms of training and development.

Table 3. Gender Difference in terms of Gender Discrimination Experiences and Career Advancement of the Teaching Personnel from Private Schools

	Male (n=37) Mean	Female (n=25) Mean	LGBT (n=31) Mean
Gender Discrimination Experiences	2.33	2.41	2.35
Career Advancement	2.59	3.28	2.39
Salary	2.59	2.57	2.60
Promotion	3.29	3.28	3.27
Training and Development	2.38	2.39	3.41

Table 3 shows the gender differences of teaching personnel from private schools in terms of gender discrimination and career advancement. ANOVA was carried out to compare the said variables. Results illustrates that there was no significant main effect on gender and gender discrimination experiences, $F(2, 90) = 17.56$, $p < 0.235$). Likewise, no significant main effect on gender and career advancement, $F(2, 90) = 20.12$, $p < 0.332$). Hence, no post hoc analyses were conducted. The result implies that gender is equally treated in terms of career advancement (salary, promotion, training and development) and they have the same gender discrimination experiences.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study, the researcher concluded that teaching personnel from private schools, in general, rarely experienced gender discrimination in their schools. But there were specific experiences that they sometimes experienced like their gender influences their profession and their suggestions and opinions are sometimes unaccounted. There was also career advancement in terms of salary and promotion but not in training and development. And, there was no significant gender difference in terms of discrimination experiences and career advancement among male, female and LGBT teaching personnel from private school.

It is then recommended by the researcher that private schools should have capacity building in dealing with gender discrimination among their teacher personnel and also the schools must have focal person to talk to for the career advancement of the teaching personnel especially in terms of training and development. Support from other staff of the schools is highly encouraged.

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