

Perceived Gender Discrimination in the Workplace in Relation to Psychographic Variables of Public Secondary Teachers: Basis for Enhancement Program

Nerissa Obedoza Roque

Department of Education, Tarlac Agricultural University, Philippines

I. INTRODUCTION

It is remarkable that female is dominant in teaching profession. In secondary schools, the presence of significant numbers of both women and men can lead to the view that women face no barriers in this profession, or even that they are at an advantage since they represent a slight majority of secondary school teachers. In this regard, gender is not an issue on hiring of teachers in public sector. So, gender discrimination is a big question if it's existing in education sector. Some would feel sensitive to this issue. Undeniably, teachers faced many challenges in the field. Teachers also reported being mistreated or bullied, or perceived it is happening.

On a personal level, in an interview conducted by the researcher, it was found out that there are teachers who perceived that they are discriminated because of their gender. Some of them would say that they feel they are treated differently because of their gender and have to work harder to get the same level of recognition. They would feel depressed but don't take any action to resolve it. They believed that it is important to identify this perception to help put their self-doubt to rest.

Moreover, perceived gender discrimination is an individual's perception that he or she is treated differently or unfairly because of his or her gender or group membership. It is important to study employee perceptions of discrimination because they affect key areas of human resource management and development, such as employee relations. Whether it affects men or women, it needs attention because these perceptions can affect their attitudes and behavior. Besides, the effects of unfair treatment in the workplace are not limited to psychological harm. It also increases stress levels and may lead to greater rates of physical illness. Likewise, perceived gender discrimination can lead to higher rates of tardiness and absenteeism due to health problems that arise from workplace stress.

Reportedly, perceived gender discrimination leads to lack of motivation and low productivity. Performance of the organization gets worse when teachers face de-motivation because of stress being experienced at workplace. Individuals who are motivated at their workplace generally outperform

those who are less motivated. Thus, addressing this issue in turn, might boost teacher satisfaction and commitment to the profession thereby inducing a more effective delivery of services to students.

It is along this line that the study was conceptualized. The researcher sought to determine the relationship of perceived gender discrimination in workplace to psychographic variables namely: job satisfaction, commitment, and stress level of teachers and draw up an enhancement program. Besides, there has been no study conducted in Tarlac Agricultural University on perceived gender discrimination in the workplace.

Statement of the Problem

This study aimed to determine the relationship of perceived gender discrimination in the workplace to job satisfaction, commitment and stress level of public secondary school teachers in Custer I, Division of Tarlac Province.

Specifically, it sought to answer the following questions:

1. How may the teachers be described in terms of their:
 - 1.1 gender orientation;
 - 1.2 perceived gender discrimination;
 - 1.3 job satisfaction;
 - 1.4 commitment; and
 - 1.5 stress level?
2. To what extent do teachers vary in terms of their perceptions regarding gender discrimination in the workplace along gender orientation?
3. To what extent does perceived gender discrimination relate to job satisfaction, commitment, and stress level of teachers?
4. What enhancement program may be proposed to address the perceived gender discrimination in the workplace in relation to psychographic variables?

Objectives of the Study

This study is aimed to determine the extent of relationship of perceived gender discrimination to job satisfaction, commitment, and stress level of public secondary school teachers in Cluster I, Division of Tarlac Province.

Specifically, the study has the following objectives:

1. To describe the teachers in terms of their:
 - 1.1 gender orientation;
 - 1.2 perceived gender discrimination;
 - 1.3 job satisfaction;
 - 1.4 commitment; and
 - 1.5 stress level.
2. To determine the extent of variation among teachers in terms of their perceptions regarding gender discrimination in the workplace along gender orientation.
3. To determine the extent of relationship of perceived gender discrimination to job satisfaction, commitment, and stress level of teachers.
4. To propose enhancement program to address the perceived gender discrimination in the workplace in relation to psychographic variables.

Hypotheses of the Study

1. There is no significant variation among teachers in terms of their perceptions regarding gender discrimination in the workplace along gender orientation.
2. There is no significant relationship of perceived gender discrimination to job satisfaction, commitment, and stress level of teachers.

Significance of the Study

The findings could provide information beneficial to the following:

To the teachers, this study would provide data that may be used to improved teachers' productivity in connection to job satisfaction, commitment, and stress level. This would also inspire them to work for a dynamic relationship to other members of the school.

To the parents, as partners of the school and teachers, this work would serve as a bridge towards more optimistic relationships.

To the school heads, this study can be used as their guide on their roles in addressing perceived gender discrimination in workplace. Inputs from this study will aid school heads to help their faculty to uphold job satisfaction and commitment in the profession and to withstand the difficulties from stress.

To the Department of Education, the result of the study will serve as valuable inputs to the development of the present and future programs to promote gender equality in workplace.

Scope and Limitations of the Study

The study was conducted to determine the relationship of perceived gender discrimination to job satisfaction, commitment, and stress level of teachers. This study was limited to the public secondary teachers in Cluster I, Division of Tarlac Province for the school year 2016-2017. The researcher was unable to conduct a survey at Dueg High

School due to the limited time of gathering data and access to reach the place.

Definition of Terms

For better understanding of this study, the following terms were defined based on the sources from which they were drawn and on how these terms were used in the study.

Attributes. It refers to teachers' gender orientation, perceived gender discrimination, job satisfaction, commitment and stress level.

Cluster I. It refers to all public secondary schools in the municipality of Camiling, Sta. Ignacia, Mayantoc and San Clemente.

Commitment. It is defined as the attitude of someone who works very hard to do or support something.

Discrimination. In this study, it refers to the disadvantaging of an individual based on assumptions about an aspect of their gender.

Gender. It is defined as how the roles and relations between women and men have been socially constructed. It is socially constructed categories of masculine and feminine that is differently defined in various cultures.

Gender orientation. It is the term used to describe individual's gender preference. Sometimes, people refer to themselves as male, female or LGBT.

Job satisfaction. It is defined as positive or negative evaluative judgments people make about their job.

Perceived gender discrimination. It is an individual's perception that he or she is treated differently or unfairly because of his or her gender or group membership.

Psychographic. It measures attitudes, interests, values and opinions. Psychographic variables that been used in the study are job satisfaction, commitment and stress level.

Sex. It is biological, the state of being male or female. It refers to the physiological differences between male and female.

Stress. It refers to an internal state which results from demanding, frustrating or unsatisfying conditions.

II. REVIEW OF RELATED LITERATURE AND STUDIES

This portion provides related articles and studies which generally aim to give further knowledge and strengthen the baseline of the study.

Related Literature

Etymologically, "gender" is originally derived from Latin word "Genre" which means kind, race. Gender is defined as the status of being male, female or neuter also individual's external appearance and behaviors associated to that belief, together with their gender functions and roles (Webster).

'Gender', normally confused with 'sex', may be defined as how the roles and relations between women and men have

been socially constructed. However, gender affiliation and identity is strongly influenced and formed by cultural values, social interaction and family, but sex is phenomenon that is biologically determined, and would describe the physical parts on an individual, such as composition, body structure, facial hair and genitalia. Therefore, males and females are separated by their biological characteristics known as sex. Sex is biological and permanent, while gender is social and temporary, changing with the culture and attitude of the society (Bryson, 1999 as cited by Tesfaye, 2010).

Also, gender refers to an analytical category which is socially constructed and differently defined in various cultures. Gender does not refer to the physical attributes in comparing men and women, but to socially formed roles and relations of men and women while the term 'sex' refers to the biological and physiological differences between male and female and describes their physical and biological attributes (Retrieved from www.jmest.org [accessed date: October 10, 2016]). Sometimes, a person's genetically assigned sex does not line up with their gender identity. Uzma (2004) as cited by Channar *et al.* (2011) found out that identity is created through the society, environment and parents. It is a two-way process - how people view you and how you view yourself. Attitude of parents towards their children formulate their identity. Parents usually consider their daughters as weak, timid, and too vulnerable, they need to be protected by the male members of the society. Because of this reason, females cannot suggest or protest. This is the first step of subjugation and suppression. According to her, even the educated females have the double identity – professional and private.

In this regard, the Human Resource Management (HRM) is created to maintain employees in any organization. David *et al.* (1998) as cited by Channar, (2010) have described HRM is the part of an organization that is concerned with the "people" dimension. It is concerned with: acquiring the services of the people, developing their skills, motivating them to high level of performance, and ensure that they continue to maintain their commitment to the organization. These elements are essential to achieving organizational objectives. HRM in any organization is concerned with the Staffing, Training, Developing, Motivating and maintaining the employees. Staffing is concerned with strategic human resource planning, recruiting and selection. Fifty years ago, HRM was considerably simpler because work force was strikingly homogenous. Now-a-days work force has changed from homogeneous to heterogeneous type. Much of this change has been attributed to the passage of federal legislation prohibiting employment discrimination. Based on such laws, it is recognized that discrimination is at the heart of HRM.

Discrimination happens when an employer treats one employee less favourably than others (Butt and O'Neil, 2004 as cited by Addae *et al.*, 2013). When employees are treated in a different way just because of their gender preference is called gender discrimination. It happens from employee but also it can be observed from some colleagues (Soomo, 2015). It is unfair treatment in the employment setting in which

individuals are placed at disadvantages compared to others because of their gender rather than their ability or skills (Dipboye and Halverson, 2004 as cited by Arshad, 2016).

Undeniably, perceived gender discrimination occurs. It refers to an employee's perception that he or she is treated differently or unfairly in the workplace because of his or her gender orientation. It is worth noting that both men and women can perceive discrimination based on their own gender orientation. For women, perceptions of gender discrimination are related to outcomes such as perceptions of low power and prestige on the job, high work conflict, low self-esteem and increased depression and anxiety (Foster, 2000 as cited by Foley *et al.*, 2004). When individuals perceive that their gender is used as the basis of discrimination in their workplace, they will display a low level of organizational commitment and likely to leave their organization. Perceived gender discrimination was found to have a strong direct effect on intentions to leave and that effect was not mediated by organizational commitment suggesting that perceived gender discrimination alone is enough to affect individuals' leave intentions. Individuals seem to form leave intentions in part by directly considering the gender discrimination experienced in their organization (Foley *et al.*, 2004).

Furthermore, when individuals perceive gender discrimination, they believe that members of their sex are systematically deprived at the workplace as compared to members of the other gender. This perception of discrimination on one side creates negative feelings among employees (Retrieved from www.jmest.org; accessed date: October 10, 2016).

To comprehend perceived gender discrimination in the workplace, we rely on an equity theory or justice theory. It was originally formulated by Adams in 1963-1965 which focuses on equity and inequity when rewarding or punishing employees. This theory describes that the way individuals are managed at work influence their behaviour and attitude to work. Equity theory is based on the notion that workers expect justice, fair play, or equity in treatment from their employers. An employee seeks a fair balance between what he or she puts into the job and what he or she gets out of it. Individuals form perceptions of what constitutes a fair balance or trade of inputs (status, seniority skills, experience, task performance, education and effort) and outputs (include material goods such as pay and related monetary benefits, social goods and social opportunities such as promotion opportunities or other working conditions such as autonomy and job variety) by comparing their own situation with other colleague at the workplace. If they find the results of this comparison fair, individuals become satisfied; on the contrary, if they perceive disproportionate differences, individuals act in order either to restore equity or to eliminate the source of inequity. Individuals working in situations of inequity experience greater distress (or a feeling of injustice) than those working in equitable situations (Shah *et al.*, 2015).

In addition, employees who perceived gender discrimination in their organizations reported less job satisfaction and organizational commitment (Ensher *et al.*, 2001), and were less likely to choose the same career if they could start over (Gutek *et al.*, 1996). Job satisfaction and commitment to an organization are critical components of employee attitudes that are likely to be affected by perceived gender discrimination. Job satisfaction can be defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976 as cited by Addae *et al.*, 2013).

Jayarathne (1993) provided an extensive review of the literature on job satisfaction and found that although an excess of research exists on this phenomenon, there is little research on the effect of gender in general and differences in perceived discrimination in particular. Perhaps because of this dearth of research related to gender, perceived discrimination, and job satisfaction, there is a lack of consensus among researchers on the effects of these variables on job satisfaction. Job satisfaction and commitment to an organization are critical components of employee attitudes that are likely to be affected by perceived gender discrimination. Job satisfaction can be defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Organizational commitment refers to an individual's feelings about the organization as a whole. It is the psychological bond that an employee has with an organization and has been found to be related to goal and value congruence, behavioral investments in the organization, and likelihood to stay with the organization.

Similarly, Sanchez *et al.* (1996) examined the effects of perceived discrimination on work outcomes. They found that perceived gender discrimination contributed to higher work tension and decreased job satisfaction and organizational commitment, above and beyond other common work stressors, such as role conflict and ambiguity. They also found that employees with higher levels of acculturation, salaries, and job experience perceived less gender-based discrimination than their counterparts who scored lower in these areas.

Additionally, job satisfaction is affected from different factors. As reported by Society for Human Resource Management (SHRM) during the SHRM Talent Management Conference & Exposition last April 18, 2016, other factors employees ranked as being very important to their job satisfaction included, in order of importance: overall compensation and pay; overall benefits; job security; opportunities to use skills and abilities; and trust between employees and senior management. While compensation and pay, benefits, and job security "undeniably" shape employee job satisfaction, the report noted, "the extent of their importance fluctuates as a result of external factors such as changing economic conditions." In 2015, employees' overall satisfaction level with their current job at 88 percent was the highest satisfaction level seen on the SHRM survey in the last 10 years. Among that percentage, 37 percent indicated they were "very satisfied" and 51 percent "somewhat satisfied"

with their jobs. The satisfaction level has been trending upward since 2013, according to SHRM. In its report, though, it advised employers that, as the employment scene improves and employees have more opportunities to find employment elsewhere, "organizations may need to tailor their retention and recruitment strategies around multiple elements, creating a total rewards program," rather than relying only on a robust compensation and benefits program, for example. Showing appreciation for employees' time and efforts creates a bond, and part of that respectful treatment includes showing appreciation for employees' ideas. Nearly half of employees surveyed ranked their immediate supervisor's respect for their ideas as "very important" to job satisfaction. One way to foster this appreciation is through constant feedback and communication that emphasizes respect and collaboration with employees at all levels of the organization, SHRM advised in its report (Gurchiek, 2016).

In conclusion, providing employees such as working environment which is free from all types of discriminations is one of the most unmanageable challenges for the managers and organizations. In this era of globalization, socially responsible employers are expected to provide a fair and discrimination-free work environment for their employees (Shah, 2015).

Related Studies

Arshad (2016) studied the relationship between two factors and its impact by examining the effect of gender discrimination in the work place which influences the job performance and job satisfaction in individuals (i.e.; hiring, promotion, salary, control/ autonomy/ influence, challenge, performance measures, feedback, instrumentality, stability/security). The data is collected through quantitative method. The sample of the study consisted of 500 employees working in different bank in Islamabad and Wahcantt (Pakistan) through the questionnaire, of which 300 were returned and processed. The results show that there is a significant prove, gender discrimination has an influence on job satisfaction and job performance and stability of individuals. From findings of the study, it is also depicted that male and female have significantly different level of job satisfaction.

Channar (2010) concluded that a positive relation was proved between gender discrimination and stress level, thus reducing the stress level of the employees will help reducing the gender discrimination in the workplace.

Based on the study of Kadiresan *et al.* (2015) gender shows a coefficient of .349 which is a moderate correlation meaning that it is neither very high nor very low. It does prove however, that there is a relationship between gender and discrimination faced by employees. This is supported by Booyesen & Nkomo, (2010) studies, where gender discrimination has caused women to face inequality in salaries and job promotions in Greece. This shows that gender has an effect on the discrimination employees' face. Therefore, there

is a significant relationship between gender and discrimination. Tesfaye (2010) concluded that women who are discriminated against in the work place will be dissatisfied employees. Managers should find opportunities to encourage workers to be more motivated and committed.

Channar *et al.* (2011) however conducted the research on gender biasesness in workforce and how it impacts on employees of Hyderabad and Jamshoro districts' private and public health and education departments. They have found that female workers are discriminated more in private sector than public sector. Gender discrimination has positive relationship with stress and negative with job satisfaction and motivation, commitment and enthusiasm. Gender discrimination decreases the satisfaction, motivation, commitment, enthusiasm and increases the stress of workforce.

The study of Soomo *et al.* (2015) entitled "Gender Discrimination and Its impact on Employee Productivity/Performance" shows that gender discrimination factors are not much contributing towards employee performance. Also, the study of Channar *et al.* (2011) "Gender Discrimination in Workforce and its Impact on the Employees" and the present study were related since both dealt with the relationship of psychographic variables and gender discrimination.

Another study on perceived gender discrimination was conducted by Loi *et al.* (2005). Their hypotheses stated as follows: perceived personal gender discrimination is negatively related to organizational commitment, organizational commitment is negatively related to intentions to leave, and perceived personal gender discrimination is positively related to intentions to leave were supported. In addition, organizational commitment was negatively related to intentions to leave. Although not predicted, it was found that the positive relationship between perceived personal gender discrimination and intentions to leave was significant for women but not for men.

It was hypothesized by Wike (2014) in his study that self-esteem would be negatively correlated with perceived gender discrimination and perceived stress, perceived gender discrimination would be positively correlated with perceived

stress and self-esteem. The positive relationship between perceived gender discrimination and perceived stress was significant.

Addae *et al.* (2013) found that even though some level of discrimination is needed for decision making, extreme form of discrimination relating to ethnic, gender or sexual orientation and even political persuasion should be discouraged. Discrimination is also a source of disincentive to employees and if not controlled would result in low productivity.

Theoretical/Conceptual Framework

Theoretical evidence supports perceived gender discrimination in the workplace.

Peterson and Thea (2006) as cited by Channar, (2010) described that there are so many ways of the gender discrimination in organizations due to the unfair actions of the employer; discrimination in job compensation package, hiring discrimination, favoritism related to job promotion, and biasness in wage setting for different type of job work.

The Equity Theory of John S. Adams developed in 1963 describes that the way individuals are managed at work influences their behavior and attitude to work. An employee seeks a fair balance between what he or she puts into the job and what he or she gets out of it. Individuals form perceptions of what constitutes a fair balance or trade of inputs (status, seniority skills, experience, task performance, education and effort) and outputs (include material goods such as pay and related monetary benefits, social goods and social opportunities such as promotion opportunities or other working conditions such as autonomy and job variety) by comparing their own situation with other colleague at the workplace (Shah *et al.*, 2015).

Based on the overall review of related literatures and the theoretical framework, the conceptual model in which this specific study is anchored was developed.

Figure 1 shows the paradigm of the study. In this study, it is conceptualized that the perceived gender discrimination in workplace is related to job satisfaction, commitment, and stress level of teachers which is illustrated in a schematic diagram as follows:

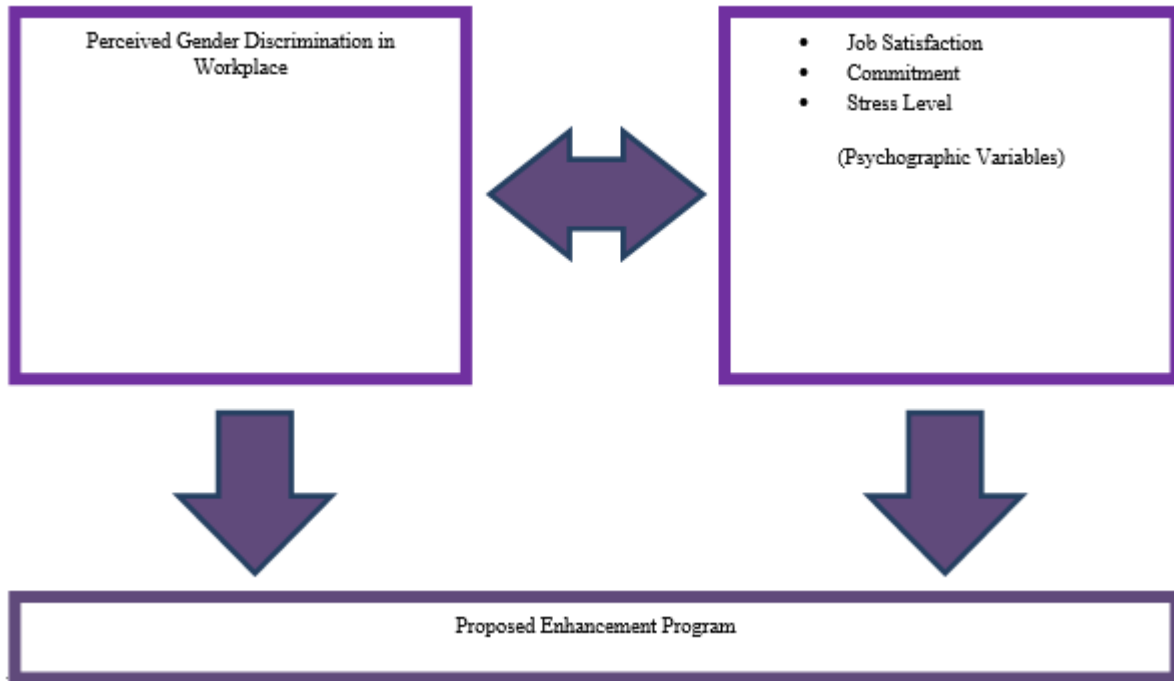


Figure 1. Paradigm of the Study

III. METHODS AND PROCEDURE

This chapter presents the methods and procedures that have been used in the collection and treatment of data to answer the problems posted in the first chapter.

Research Design

The descriptive-comparative-correlational design was used in this study. It explores to describe gender orientation, perceived gender discrimination, job satisfaction, commitment and stress level of teachers. This study also determined the extent of variation among teacher-respondents in terms of their perceptions regarding gender discrimination in workplace along gender orientation and relationship of perceived gender discrimination to psychographic variables

Location of the Study

The study was conducted in Cluster I, Division of Tarlac Province comprising the towns of Camiling, Mayantoc, San Clemente, and Sta. Ignacia.

Figure 2 shows the map location of Cluster I, Division of Tarlac Province.

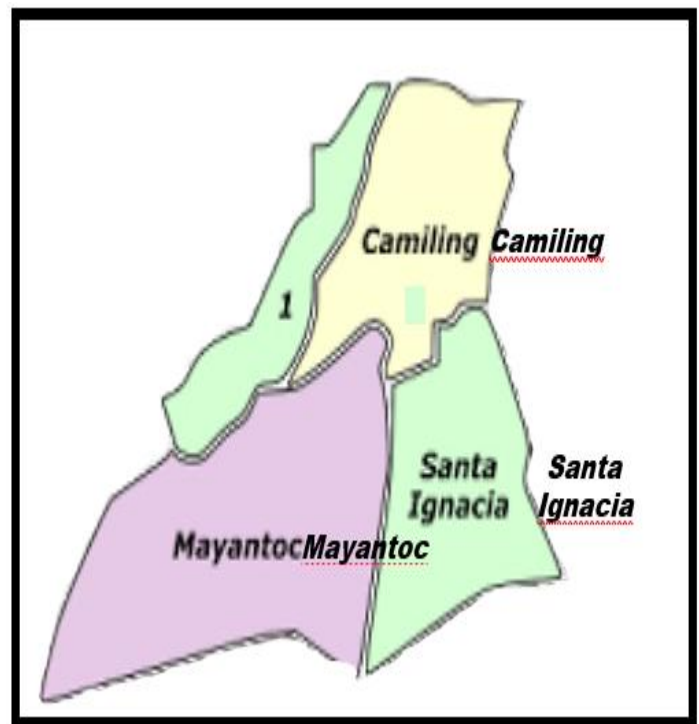


Figure 2. Map Location of Cluster I, Division of Tarlac Province.

Respondents of the Study

The respondents of the study were the teachers in the public secondary schools in Cluster I, Division of Tarlac Province. Total enumeration was used for the teacher-respondents. The

following are the list of different schools that were covered by the study for the school year 2016-2017

Table 1. Respondents of the Study

NAME OF SCHOOL	NUMBER OF TEACHER RESPONDENTS
1. Bamban High School	22
2. Bilad High School	45
3. Birbira High School	27
4. Caanamongan High School	16
5. Calipayan High School	14
6. Camiling Schools for Home Industries	34
7. Josephine M. Cojuangco National Technical Vocational High School	10
8. Malacampa National High School	45
9. Marawi High School	37
10. Nambalan High School	23
11. Pitombayog High School	23
12. Sacata High School	17
13. San Bartolome High School	10
14. Sta. Ines High School	18
15. Vargas High School	13
TOTAL	354

Validation of Research Instrument

The questionnaire on perceived gender discrimination, satisfaction, commitment and stress level was subjected to content validation by the expert and measure the reliability after the study was approved. A reliability was carried out to determine the internal consistency of items in the questionnaire using Cronbach's Alpha Reliability Test.

Data Gathering Instrument

The instrument that was used in the study is a survey questionnaire through the adaptation and modification from previous studies (questionnaire developed by Zahid Ali Channar of University of Isra, Pakistan (2010), Channar *et al.* (2011), and network paper of Hayday of Institute for Employment Studies, Brighton (2003) and stress level questionnaire from Hindle (1998). The aspects that were measured through survey questionnaire are: gender discrimination, satisfaction, commitment, and stress level. Gender discrimination in workplace was surveyed through the questions based on the perceptions regarding gender discrimination in workplace.

Five point Likert scale was used to ask the respondents how strongly they agree or disagree with a statement. Table 2 shows the variables to measure and question numbers in the questionnaire.

Table 2: Variables to Measure and Item Number in the Questionnaire

VARIABLES	ITEM NUMBER IN THE QUESTIONNAIRE
1. Perceived Gender Discrimination	2,4,6,8,10,12,14,16,
2. Job Satisfaction	1,3,5,7,9,11,13,15,17,19,21
3. Commitment	18,20,22,23,24,25,26,27,28,29,30
4. Stress Level	31-62

Data Gathering Procedure

A letter of permission was sought from the Superintendent and School Principals/School Heads for the distribution and retrieval of the survey questionnaires. The researcher personally conducted the survey.

In this study, the questionnaires were delivered by hand to each respondent and then collected later. This procedure was supplemented with interviews for the reliability of answers.

Unit of Analysis

The public secondary teachers in Cluster I, Division of Tarlac Province were the unit of analysis of the study.

Data Analysis

The data that were collected were collated and tabulated to facilitate analysis. The SPSS software (Statistical Package for Social Sciences) version 21 was used by the researcher for the data analysis.

For Objective Number 1. To describe the teachers in terms of their gender orientation, perceived gender discrimination, job satisfaction, commitment and stress level; frequency, percentage and weighted means were used.

The following rating scales were used to guide the interpretation of the mean.

Scale Range of Mean	Verbal Description
1.00-1.49	Not Discriminated
1.50-2.49	Moderately Discriminated
2.50-3.49	Discriminated
3.50-4.49	Highly Discriminated
4.50-5.00	Very Highly Discriminated

Scale Range of Mean	Verbal Description
1.00-1.49	Not Satisfied
1.50-2.49	Moderately Satisfied
2.50-3.49	Satisfied
3.50-4.49	Highly Satisfied
4.50-5.00	Very Highly Satisfied

Scale Range of Mean	Verbal Description
1.00-1.49	Not Committed

1.50-2.49	Moderately Committed
2.50-3.49	Committed
3.50-4.49	Highly Committed
4.50-5.00	Very Highly Committed

Scale Range of Mean	Verbal Description
1.00-1.49	Not Stressed
1.50-2.49	Less Stressed
2.50-3.49	Stressed
3.50-4.00	Highly Stressed

For Objective Number 2. To determine the extent of variation among teachers in terms of their perceptions regarding gender discrimination in the workplace along gender orientation; one-way ANOVA was used.

For Objective Number 3. To determine the extent of relationship of perceived gender discrimination to satisfaction, commitment, and stress level of teachers, Multiple Linear Correlation was used.

For Objective Number 4. To propose enhancement program to address perceived gender discrimination in the workplace in relation to psychographic variables, the results that were obtained from the study were used as basis of the program which was patterned from the School Improvement Plan.

IV. RESULTS AND DISCUSSIONS

This portion presents the results of the study and discusses the meaning of the data gathered from the questionnaires.

Description of Teachers in Terms of Their Attributes

Presented in Table 3 is the description of teachers' attributes in terms of gender orientation, perceived gender discrimination, job satisfaction, commitment and stress level.

Gender Orientation

Majority (68.64%) of the teachers are female, 106 or 29.94% are male and only five or 1.42% belong to the LGBT. This goes to show that female teachers dominated the teaching profession. Also, there are teachers (1.42%) who claim LGBT as their gender orientation, it implies that there are teachers who can freely express and feel that there's no need to hide their gender orientation.

Teachers' Perceived Gender Discrimination

Perceived gender discrimination is an individual's perception that he or she is treated differently or unfairly because of his or her gender or group membership.

The data reveal that 184 or 51.98% teachers moderately perceived gender discrimination in the workplace, 86 or 24.29 are discriminated, 46 or 12.99% are not discriminated, 34 or 9.61% are highly discriminated and only four or 1.13% are very highly discriminated. This goes to show that majority of the teachers are moderately discriminated in terms of

suggestions, decision making, capabilities, treatment, and support received in the workplace.

It is interesting to note that teachers feel highly discriminated in terms of the level of recognition they received (Appendix Table D.1).

Job Satisfaction

Job satisfaction is defined as positive or negative evaluative judgments people make about their job. The result shows that majority of teachers are categorized as "highly satisfied" which comprises 255 or 72.03% of the total population. There are 75 or 21.19% who are "satisfied", 22 or 6.21% who are very highly satisfied. Only two or 0.57% are moderately satisfied. Teachers are highly satisfied with their job when they enjoy their work, when they do interesting and challenging work, and when they are noticed because their work. Also, they are satisfied when there is variation in their job. They are also highly satisfied with the given responsibilities to them and when they feel accomplished in performing.

The result on job satisfaction that can be seen in table 3 conforms with the results of Madi's (2009) study that secondary school teachers are generally satisfied with their teaching job. The findings of the study also conform with the study of Bishay (2006) that teachers enjoyed teaching and found their job challenging.

Table 3. Description of Teachers in Terms of Their Attributes

ATTRIBUTES	FREQUENCY	PERCENTAGE
Gender		
Female	243	68.64
Male	106	29.94
LGBT	5	1.42
TOTAL	354	100.00
Perceived Gender Discrimination		
Very Highly Discriminated (4.50-5.00)	4	1.13
Highly Discriminated (3.50-4.49)	34	9.61
Discriminated (2.50-3.49)	86	24.29
Moderately Discriminated (1.50-2.49)	184	51.98
Not Discriminated (1.00-1.49)	46	12.99
TOTAL	354	100.00
Job Satisfaction		
Very Highly Satisfied (4.50-5.00)	22	6.21
Highly Satisfied (3.50-4.49)	255	72.03
Satisfied (2.50-3.49)	75	21.19
Moderately Satisfied (1.50-2.49)	2	0.57
Not Satisfied (1.00-1.49)	0	0.00
TOTAL	354	100.00
Commitment		
Very Highly Committed (4.50-5.00)	41	11.58

Highly Committed	(3.50-4.49)	230	64.97
Committed	(2.50-3.49)	75	21.19
Moderately Committed	(1.50-2.49)	8	2.26
Not Committed	(1.00-1.49)	0	0.00
TOTAL		354	100.00
Stress Level			
Highly Stressed	(3.50-4.00)	9	2.54
Stressed	(2.50-3.49)	32	9.04
Less Stressed	(1.50-2.49)	307	86.72
Not Stressed	(1.00-1.49)	6	1.70
TOTAL		354	100.00

Commitment to the Profession

Commitment is defined as the attitude of someone who works very hard to do or support something. Table 3 reveals that there are 230 or 64.97% teachers who are highly committed, 75 or 21.19% are “committed”, 41 or 11.58% are “very highly committed” and only 8 or 2.26% are “moderately committed”. Majority of the teachers are highly committed, and it means that they accept any type of job assignment, contribute to the success of their school, value their profession, and see their profession as a rewarding career.

The result of the study confirms the statement of Crosswell (2000) that teachers are highly committed to their work, and suggested to sustain their commitment through less written work and good relationships among the teachers and with their administrators should be established.

Stress Level of Teachers

Stress is part of the fabric of life. Nothing can isolate stress from human beings as evidenced by the results of various researches and studies. Stress can be managed but not simply done away with (Herscher, 2008).

In terms of stress level of teachers, majority (86.72%) of the teachers are described as less stressed, 32 or 9.04% are under stress, 9 or 2.54% are highly stressed and only 6 or 1.70% are not stressed. This means that teachers are less stressed in dealing with their workload, when dealing with pressure, in managing their time, and in saying no to request or demands of others. This implies that the teachers typically experience stress in the workplace but generally, they are able to withstand the pressure brought about by the stressful circumstances (Roxas, 2009).

It is also remarkable to note the mean scores on the items on concentration on work (2.71), finishing work-related tasks (2.63) and not working for an hour (2.62). The scores indicated that these items are akin to stress (Appendix Table D.1). This means that teachers find it stressful when they need to concentrate on work, when they sit down and do nothing for an hour or so, and when they need to finish all outstanding works each day. It further implies that there is a need for

school heads to reach out to their teachers so that they will be motivated to perform their tasks (Betonio, 2015). According to West (2012), one-way teachers can feel valued is to present themselves as busy as stressed. They do not do this on purpose, it just happens.

Variation of Public Secondary Teachers in Terms of Their Perception Regarding Gender Discrimination along Gender Orientation

Presented in Table 4 the variation of public secondary teachers in terms of their perception regarding gender discrimination in the workplace along gender orientation.

The table reveals that there is a high significant variation among teachers in terms of their perceptions regarding gender discrimination in the workplace along gender orientation. Since the computed F-value (5.637) is greater than the F-

Table 4. Variation of Teachers in Terms of Perceived Gender Discrimination Along Gender Orientation

GENDER ORIENTATION	MEAN
LGBT	3.35 a
Male	2.38 b
Female	2.26 c
F computed = 5.637	
F critical = 3.021	
LSMD = 0.01	
Probability = 0.004	

Legend: Means followed by varied letters are significantly different at .05 level of significance critical (3.021) associated with the probability of 0.004

In terms of computed means, their mean differences posted high significant variation at .05 level of significance. This result implies that teachers belonging to LGBT group have the highest perception regarding gender discrimination in the workplace, thus, they perceived that they are likely to be discriminated because of their gender compared to male and female teachers. It also implies that male teachers have the higher perception than female teachers regarding gender discrimination in the workplace. The significant difference between male and female teachers' perceived gender discrimination contradicts the study of Tesfaye (2010) which concluded that female teachers were significantly discriminated than male teachers.

Contributing factor in the results of the variation is the number of sample (LGBT = 5) since very unequal sample sizes can affect the homogeneity of variance assumption.

Relationship of Teachers' Perception About Gender Discrimination in the Workplace to Psychographic Variables

Another objective of this study was to determine the relationship of perceived gender discrimination in the workplace to psychographic variables such as job satisfaction, commitment and stress level.

The researcher conceptualized that the perceived gender discrimination in workplace is related to job satisfaction, commitment, and stress level of teachers. It can be gleaned

from Table 5 that job satisfaction and commitment are not significantly related to perceived gender discrimination. This implies that whether there is perceived gender discrimination or none, their satisfaction and commitment in the profession will not be affected. This further implies that perceived gender discrimination is not contributing factor towards teachers' job satisfaction and commitment. This result contradicts the study of Arshad (2016) and Tesfaye (2010) who found that job satisfaction and commitment were significantly related to perceived gender discrimination. The result also contradicts the findings of Foley *et al.* (2004) that when individuals perceive that their gender is used as the basis of discrimination in their workplace, they will display a low level of organizational commitment and will be likely to have the intention to leave their organization.

The stress level of teachers registered a high significant relationship to perceived gender discrimination since the probability is less than .05. The coefficient of correlation (+.347) tells that there is a moderate relationship between the variables. As the perceived gender discrimination lessens, stress level is also reduced. This result conforms to the study of Channar (2010) and Wike (2014) that perceived gender discrimination is positively correlated with stress. Also, Sanchez *et al.* (1996) examined perceived gender discrimination on work outcomes. They found that perceived gender discrimination contributed to higher work tension and decreased job satisfaction and organizational commitment,

above and beyond other common work stressors, such as role conflict and ambiguity.

Table 5. Relationship of Perceived Gender Discrimination to Psychographic Variables

VARIABLES	COEFFICIENT OF CORRELATION	PROBABILITY
Job Satisfaction	+.007ns	.890
Commitment	-.044ns	.441
Stress Level	+.347**	.000

Legend: ns = not significant

** = highly significant

Proposed Enhancement Program to Sustain the Perceived Gender Equality in the Workplace of Teachers in Cluster I, Tarlac Province

Based on the results of the study, teachers are highly satisfied, highly committed to service, less stressed and moderately discriminated. The researcher prepared an enhancement program to sustain the perceived gender equality in the workplace and to improve stress management, job satisfaction and level of commitment of teachers in Cluster I, Tarlac Province.

The researcher used the School Improvement Plan (SIP) model in preparing the proposed enhancement plan. From the data gathered, the researcher looked for possible strategies to be integrated in the enhancement program.

Table 6. Proposed Enhancement Program to Sustain the Perceived Gender Equality of Teachers in Cluster I, Tarlac Province

SCHOOL IMPROVEMENT PROJECT TITLE	PROJECT OBJECTIVE	OUTPUT FOR THE YEAR	ACTIVITIES	PERSON(S) RESPONSIBLE	SCHEDULE	ESTIMATED BUDGET
Development, production and distribution of Information, Education and Communication materials related to GAD, work commitment, job satisfaction and stress	To increase the awareness of the teachers on GAD, work commitment, job satisfaction and stress management	Developed, produced and distributed at least one IEC material per year	Development, production and distribution of IEC materials	Schools Heads, Teachers	January-December	₱20,000
Conduct of Lecture-Series on: 1. Time Management 2. Stress Management 3. Professional Ethics 4. Personality Development 5. Financial Management 6. Managing Emotions 7. Other relevant topics	To capacitate the teachers in different concepts related topics	Conducted at least four seminar-workshop per school year	Conduct at least four seminar-workshop per school year	School Head Teachers Invited Speakers (if available)	Jan-Dec.	₱ 100,000
Provide Suggestion Box/Feedback Box	To solicit comments and suggestions for further improvement of the interpersonal relationship of the administrators and teachers	Provided Suggestion Box/Feedback Box	Provide at least one Suggestion Box/Feedback Box in the School	Schools Heads, Teachers	June	₱ 10,000
Intensify the GAD Capability Building Seminars for administrators and teachers	To intensify the GAD Capability Building activities for administrators and teachers to sustain gender equality in the workplace.	Organized and/or attended GAD seminars Created a GAD Committee	Conduct at least two seminar-workshops per school year	School Heads Teachers Non-Teaching Personnel	Jan.-Dec.	₱140,000

Intensify the GAD Awareness Campaign	To further foster awareness on Gender and Development. To eliminate gender bias in the school (<i>if present</i>). To promote gender-sensitivity in order to lessen or eliminate discrimination or bullying among teachers/students (<i>if present</i>).	Increased awareness on GAD projects, programs and activities	Conduct of lecture series, trainings, and seminars	Schools Heads, Teachers	Jan-March	₱50,000

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, the conclusions derived from the findings and pertinent recommendations given by the researcher.

Summary

This study was conducted to determine the relationship of perceived gender discrimination in the workplace to job satisfaction, commitment and stress level of public secondary school teachers in Cluster I, Division of Tarlac Province. The study has the following objectives: to describe the teachers in terms of their gender orientation, perceived gender discrimination, job satisfaction, commitment, and stress level; to determine the extent of variation among teachers in terms of their perceptions regarding gender discrimination in workplace along gender orientation; to determine the extent of relationship of perceived gender discrimination to job satisfaction, commitment, and stress level of teachers; and to propose enhancement program to address perceived gender discrimination in the workplace in relation to psychographic variables.

The descriptive-comparative-correlational design was used in this study. The respondents of the study were the public secondary teachers in Custer I, Division of Tarlac Province for the school year 2016-2017.

The data gathering instrument used was adapted and modified from previous studies (questionnaire developed by Zahid Ali Channar of University of Isra, Pakistan (2010), Channar *et al.* (2011), and network paper of Hayday of Institute for Employment Studies, Brighton (2003) and stress level questionnaire from Hindle (1998).

The following statistical tools were used: frequency, percentage and weighted means, one-way ANOVA and Multiple Linear Correlation to determine the relationship of perceived gender discrimination in the workplace to job satisfaction, commitment and stress level of teachers. The data gathered were tabulated and analyzed.

The following were the salient findings:

In terms of gender orientation, majority (68.64%) of the teachers are female, 106 or 29.94% are male and only five or 1.42% belong to the LGBT. This goes to show that female

teachers dominated in the teaching profession. With regards to perception regarding gender discrimination, 184 or 51.98% teachers moderately perceived gender discrimination in the workplace, 86 or 24.29 are discriminated, 46 or 12.99% are least discriminated, 34 or 9.61% are highly discriminated and only four or 1.13% are very highly discriminated. As to teachers' job satisfaction, majority of them are categorized as "highly satisfied" which comprises 255 or 72.03% of the total population. There are 75 or 21.19% categorized as "satisfied", 22 or 6.21% are very highly satisfied, and only two or 0.57% are moderately satisfied. In terms of teachers' commitment, there are 230 or 64.97% who are "highly committed", 75 or 21.19% are "committed", 41 or 11.58% are "very highly committed", and only eight or 2.26% are "moderately committed". Regarding stress level, majority (86.72%) of the teachers are as less stressed, 32 or 9.04% are under stress, nine or 2.54% are highly stressed and only six or 1.70% are not stressed.

There is a high significant variation among teachers in terms of their perceptions regarding gender discrimination in workplace along gender orientation. This result implies that teachers belonging to LGBT group have the highest perception regarding gender discrimination in the workplace, thus they perceived that they were likely to be discriminated because of their gender compared to male and female teachers. It also implies that male teachers have the higher perception than female teachers regarding gender discrimination in the workplace.

The relationship of teachers' perceived gender discrimination and job satisfaction and commitment were not found significant. Thus, whether a teacher perceived gender discrimination or not, his or her satisfaction and commitment in the profession will not be affected. As to relationship of perceived gender discrimination and stress level were found significant. The coefficient of correlation (+.347) tells that there is a moderate relationship between the variables. As the perceived gender discrimination lessens, stress level is also reduced.

Conclusions

From the results of the study, the following conclusions were drawn:

1. Majority of the teachers are females and moderately discriminated. The teachers are highly satisfied and highly

committed to the service. Also, teachers are under less stress in the workplace that means that teachers typically experience stress in the workplace but generally, they are able to withstand the pressure brought about by the stressful circumstances.

2. Teachers belonging to LGBT group have the highest perception regarding gender discrimination, thus, they perceived that they are likely to be discriminated because of their gender compared to male and female teachers.

3. Perceived gender discrimination is a not contributing factor in teachers' job satisfaction and commitment. As the perceived gender discrimination lessens, stress level is also reduced.

Recommendations

Based on the findings and conclusions of the study, the following are recommended:

1. School administrators are encouraged to find opportunities to sustain perceived gender equality, teachers' job satisfaction, commitment to the service, and tolerance to stress.

2. Future researchers are encouraged to conduct a similar study with equal number of respondents (male, female and LGBT) to affirm or negate the conclusion that teachers belonging to LGBT group are likely to be discriminated because of their gender compared to male and female teachers.

3. Future researchers should conduct other related study making use of other variables such as job performance and demographic profile.

4. The Enhancement Program will be submitted to Department of Education, Division of Tarlac Province for possible adoption and/or implementation

LITERATURE CITED

- [1] Abbas, Q., Hameed, A., & Waheed, A. (2011). Gender Discrimination & Its Effect on Employee Performance/Productivity. *International Journal of Humanities and Social Science*, 1(15). Retrieved from <http://www.ijhssnet.com>
- [2] Addae, C., Adja-Kwaku C., Nkansah, J. & Appiah, F. N. (2013). Workplace Discrimination and Its Impact on Employee Performance (A Case Study of Selected Police Stations in Kumasi). Retrieved from <http://www.ir.csuc.edu.gh>
- [3] Arshad, S. H. (2016). Gender Discrimination and Job Satisfaction. *International Journal of scientific research and management (IJSRM)*, 4(5). Retrieved from <http://www.ijrsm.in>
- [4] Betonio, J.R. (2015). Stress Factors and the Teachign Performance of the College Faculty. *International Journal of Social Science and Humanity*, 5 (7)
- [5] Bishay, A. (2006). Teacher Motivation and Job Satisfaction: A Study Employing the Experience Sampling Method. *J. Undergrad. Sci.* 3:147-154
- [6] Channar, Z. A. (2010). Gender Discrimination in Workforce Through Sticky Floor & Glass Ceiling Effects: A Study of Public & Private Organizations of Pakistan. *Pak.J.Commer.Soc.Sci.* 5(1), 177-191. Retrieved from <http://www.jespk.net/publications/53.pdf>
- [7] Channar, Z.A., Abbassi, Z., & Vjan, I.A. (2011). Gender Discrimination in Workforce and its Impact on the Employees.
- [8] Crosswell, L. (2000). Committed Teacher, Passionate Teachers: the dimension of passion associated with teacher commitment and engagement.
- [9] De Cenzo, D. A., & Robbins, S., P. (1998). *Human Resource Management* (5th edition). New York: John Wiley & Sons Press.
- [10] Deped is an excellent website for teachers (<https://deped.gov.ph>)
- [11] Employmentattorneyla is an excellet website for employers (<https://employmentattorneyla.com/gender-discrimination-workplace-effects/>)
- [12] Ensher, E. A., Grant-Vallone, E. J., & Donaldson, S. I. (2001). Effects of perceived discrimination on job satisfaction, organizational commitment, organizational citizenship behavior, and grievances. *Human Resource Development Quarterly*, 12, 53-72.
- [13] Foley, S. (2005). Perceived Personal Gender Discrimination. *Group and Organization Management*, 30.
- [14] Foley, S., Hang-Yue, N., & Loi, R. (2004). Antecedents and Consequences of Perceived Gender Discrimination: A Social Identity Perspective. *Asia Pacific Journal of Management*.
- [15] Gurchiek, K. (2016). Respect at Work Boosts Job Satisfaction Intangible quality outweighs take-home compensation, benefits for employee happiness. Retrieved from <https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/2016-job-satisfaction-and-engagement-survey.aspx>
- [16] Gutek, B. A., Cohen, A. G., & Tsui, A. (1996). Reactions to perceived discrimination. *Human Relations*, 49 (6), 791-814.
- [17] Hayday, S. (2003). Questions to Measure Commitment and Job Satisfaction. Retrieved from <http://www.employment-studies.co.uk/system/files/resources/files/mp19.pdf>
- [18] Henley, D. (2014). Gender Bias in the Workplace. Senior Honors Theses. Paper 409.
- [19] Herscher, E. (2008). *Stress Management for Teachers*. Great Britain, Cromwell Press.
- [20] Hindle, T. (1998). *Essential Manager Reducing Stress*. Hongkong: Wing King Tong Co. Ltd.
- [21] Ijmsbr is an excellent website of management sciences and business research (<https://www.ijmsbr.com>)
- [22] Jayaratne, S. (1993). The antecedents, consequences, and correlates of job satisfaction. In R. T. Golembiewski (Ed.), *Handbook of organizational behavior*. New York: Marcel Dekker.
- [23] Jmest is a brilliant website for researches (<https://www.jmest.org>)
- [24] Kadiresan, V. & Javed , N. K. (2015). Discrimination in Employment and Task Delegation at Workplace in the Malaysian Context. *International Journal of Academic Research in Business and Social Sciences*, 5(7). Retrieved from <http://www.hrmas.com>
- [25] Madi, M., Uli, J. and Parasuraman, B. (2009). Job Satisfaction among Secondary School Teachers
- [26] Morrison, Z., Bourke, M. & Kelly, C. (2005). 'Stop making it such a big issue': Perceptions and experiences of gender inequality by undergraduates at a British University. *Women's Studies International Forum*, 28, 150-162.
- [27] Otieno- Omutoko, L. & Mwaura, P. (2007). Gender Policy as a Management Strategy in Education
- [28] Parcheta, N., Belal, K. A. & Khanfar, N. M. (2013). Gender Inequality in the Workforce: A Human Resource Management Qandary. *Journal of Business Studies Quarterly*, 4(3). Retrieved from <http://www.jbsq.org>
- [29] Roxas, C.C. (2009). Stress Among Public Elementary School Teachers.
- [30] Sanchez, J. I., & Brock, P. (1996). Outcomes of perceived discrimination among Hispanic employees: Is diversity management a luxury or a necessity? *Academy of Management Journal*, 39 (3), 704-719.
- [31] Shah, F. A. & Rasli, A. (2015). A Meta Analytic Review of the Relationship of Gender Discrimination with Organizational Justice, Different Justice Theories and Job Related Outcomes. *Journal of Multidisciplinary Engineering Science and Technology (JMEST)*, 2(1). Retrieved from <http://www.jmest.org>
- [32] Soomo, P., Soomro, F., & Saleh, M. (2005). Gender Discrimination and Its impact on Employee

- Productivity/Performance (A study on government universities of upper sindh). *International Journal of Management Sciences and Business Research*, 4 (6). Retrieved from <http://www.ijmsbr.com>
- [33] Teacherph is an outstanding website for educators (<https://www.teacherph.com>)
- [34] Tesfaye, Y. (2010). The Effect of Discrimination on Job Performance and Job Satisfaction. Retrieved from <http://www.theseus.fi>
- [35] Webster, M. (n.d.). An Encyclopædia Britannica Company.
- [36] West, T. (2012). Teachers: Is Teaching More Stressful than other Professions/Jobs? Retrieved from <http://www.quora.com>
- [37] Wike, A. E. (2014). Discrimination and Perceived Stress In Sexual And Gender Minorities: Self-Esteem as A Moderating Factor
- [38] Wordreference is an exceptional website for definitions of words (<https://www.wordreference.com/definition/discrimination>)
- [39] Yakushko, O. (2005). Influence of social support, existential well-being, and stress over sexual orientation on self-esteem of gay, lesbian, and bisexual individuals. *International Journal for the Advancement of Counseling*, 27(1), 131-143.