

Generational impact on female workforce perception, based on gender roles, self-esteem and gender discrimination.

Sarah Fitzgerald

Submitted in partial fulfilment of the requirements of the BA Hons in Psychology at Dublin Business School, School of Arts, Dublin.

Supervisor: Barbara Caska.

Programme Leader: Dr. R. Reid(BA)/ Dr. G. Prentice (hDip)

March 2015

Department of Psychology

Dublin Business School

Contents page

ACKNOWLEDGEMENTS.....	page 3
ABSTRACT.....	page 4
INTRODUCTION.....	page 5
METHODOLOGY.....	page 18
Participants.....	page 18
Design.....	page 19
Materials/Apparatus.....	page 21
Procedure.....	page 21
RESULTS.....	page 22
Tables.....	page 27
DISCUSSION.....	page 30
REFERENCES.....	page 36
APPENDIX.....	page 41

Acknowledgements

I would like to thank my Supervisor Barbara Caska for her help throughout the course of this project, Margaret Walsh for her guidance during our final year project classes and Michael Nolan for his expertise in locating questionnaires online. I would also like to thank EBS bank for granting me access to their staff and to all those who took the time to participate in this research, thank you, I could not have done it without you. I would also like to thank my family, especially my Dad and my sisters Rachel and Rebecca for their continued support throughout the year. Lastly, I'd like to thank Kate, Ellen and Theo for their encouragement throughout the year.

ABSTRACT

The purpose of this study was to examine whether there was a significant difference between the variables of age, gender and occupation in the context of gender discrimination, gender-roles and self-esteem. Participants consisted of 34 males and 96 females. Occupation was determined as either student or employed. Ages ranged between 5 groups of 18-60 year olds. Results showed a significant difference between age groups 1, 3 and 5 in relation to self-esteem. In relation to Females within both occupational groups (student/employed) and their stigma consciousness, results concluded a significant relationship between occupation and gender discrimination. Otherwise results were consistently inconclusive between males and females on attitudes towards gender discrimination and gender-roles.

INTRODUCTION

Google statistics state that every second there are 40,000 searches placed in to their search engine. Within 24 hours, this figure transpires to over 3.5 million searches and during the course of just one year, the Google search engine generates a staggering 1.2 trillion searches. (www.Googleinternetlives.com). These statistics are hugely significant and extremely relevant to this paper's requirement: "Define Gender". In essence, the answer to this could be broadcast in less than two months to the entire population in Ireland, using the following statement, which states that the definition of gender is considered to be, "the state of being male or female (typically used with reference to social and cultural differences rather than biological ones)" (Oxford Dictionary). It is the latter addition in this description, of the ideal of a socially and culturally constructed identification of gender compared with the actuality of biological sex, which is crucial to the research of this study.

Defining 'gender' has resulted in the biggest divide of any one species based on two sexes. It is a social concept that has dispersed itself throughout history and has evolved with each generation. It discriminates on the basis of gender and what society deems suitable for each sex. Every corner of the globe can be seen to set the balance for what is socially expected, based on gender. This net extends its reach from expected gender roles within the home, and into payment and promotion within the work place.

The purpose of this study is to examine the predictors of gender, age and occupation on the workplace perception of gender roles, self-esteem and gender discrimination. There will be an emphasis on both females who have the intention of entering the workforce and those that are currently part of the workforce in this country. This study shall endeavour to expose any underlying trend that predisposes either or both males or females towards gender discrimination. It will examine data from both male and female perspectives on the matter. In

order to understand the past, it will be a crucial facet of this piece of work to explore and navigate the past that has created this present climate. There are multiple terms that are of utmost importance in the topic of gender discrimination, all of which I shall proceed to discuss in greater detail.

Plan Ireland published a report (Zehnder, E., 2014), stating that no one country in the world could claim to report that women have received equal status or influence to men. This same report highlights how women still lag behind men when it comes to academic accomplishment, political influence and earning power. It also demonstrates that, indifferent to location, women currently earn up to 30% less than men. Of the 500 largest corporations in the world, 25, or, in starker terms, only 5%, have a female chief executive officer. Universally, women make up only 21.9% of parliamentarians, with only 19 female world leaders.

How does Ireland feature within these facts? Historically, Ireland itself has only had two female head of states, both of which made significant contributions to justice, equality and social inclusion during their tenure as presidents (www.president.ie). Notwithstanding this lack of political representation at the top level in Ireland, according to the World Economic forum report, the 'Global Gender Report 2014', Ireland received an 8th place ranking out of a prospective 142 countries for its level of gender equality in practice (The Global Gender Gap Report 2014). Although this initially appeared to be promising statistic, upon further reading, the details of the report highlighted stark contrasts, detailing inequality and severe under representation in the comparison of male to female ratios in both employment and political sectors.

According to this scale, the gap between gender equality in reference to legislators, senior officials and managerial positions stand at a ratio of 33 females to 67 males. Within the parliamentary sector, the ratio stood at a mere 14 females in comparison to 84

males. Enrolment within tertiary education stands at an incline of 72 females to 70 males. (The Global Gender Gap Report 2014). The most positive progression of ratio stood within the statistics of the past 50 years, as Ireland has a ratio of 21 years of female heads of state compared to 29 years of males placed as our head of state (The Global Gender Gap Report 2014). Although this figure is undoubtedly progressive in its outlook and its attempt to bridge the gender gap, the uncomfortable truth is that although we are ranked 8th in the world as a nation, these statistics present themselves globally as an accomplishment, which in reality, is nothing short of a smokescreen.

Each statistic, as outlined above, has simply highlighted the underlying trend, which is that inequality and consistent under-representation of Irish women at higher-level positions in the workforce and elsewhere still exist to this very day. As such, these facts and the reality of the situation demand the need for further investigation. The aim of this research is to fill that gap in the research that is currently in existence through the dependent variables of gender discrimination, gender roles and self-esteem.

Gender Discrimination

Female representation in the Irish workforce has jumped from 27% to 42% since Ireland joined the EU in 1973 (Zehnder, E., 2014). The elevation of women's rights was predominantly achieved through the progressive introduction of the European Commission's anti-discrimination and equality legislation. Predominant among these measures was the implementation of the Equal Pay Directive by the Anti-Discrimination Pay Act 1975 (European Union, 1975). This legislation demands the receipt by men and women of equal pay for work of equal value. Inequalities between men and women, particularly in the workplace continue to be an issue. But Ireland, together with its EU partners, continues to

work to build upon these with the intention of further progression and advancement within this area. (Russell, H., Quinn, E., Riain, K. O., & McGinnity, F., 2009).

In order to examine the variable of gender with regards to gender discrimination, this study made use of the Beliefs About Women Scale (Snell, W. E., Jr. & Godwin, L., 2013). Two out of fifteen subscales were chosen to identify the following aspects with regards to BAWS, being firstly that 'women are less career interested than men' and secondly that 'women are less decisive than men'. Both male and female participants completed this section of the questionnaire. Notably, age is a crucial demographic in light of this topic for a very specific reason, as those who are currently employed and have been for over forty years, would have contended with and experienced firsthand the oppression faced by women in Ireland that was created by legislation. Therefore, these participants can, in general, give a realistic and enlightening perspective of the events, which ultimately led to the creation of equal rights for all workers within the workplace during the 1970s era (O'Connor, P., 1998). Thus, their input will be extremely beneficial to this study.

'The Glass Ceiling Effect' is a political term used to describe "the unseen, yet unbreachable barrier that keeps minorities and women from rising to the upper rungs of the corporate ladder, regardless of their qualifications or achievements" (Oxford Dictionary). A question that demands to be answered is as to whether or not this glass ceiling is a result of historical decision-making in a patriarchal society or whether women are the product of their own self-imposed, self-restricting thinking? (Barreto, M. E., Ryan, M. K., & Schmitt, M. T., 2009). In order to obtain a broader understanding of the existence of gender discrimination and whether 'the glass ceiling effect' could still be determined, female participants only were asked to complete the Stigma Consciousness Scale (Pinel, 1999). This research questionnaire was directed towards the perspective of women and how their gender and the female psyche seemed to impact how the working world presented itself to them then, and now. According

to this research, individuals with results high in stigma consciousness were more likely to perceive discrimination directed toward their group and furthermore, toward them personally.

However, in spite of the stigma some women may feel, it is important to note that there are real and promising opportunities for women in the Irish workforce today. A number of measures have been put in place in order to encourage women to participate and compete in areas that are still viewed as they were historically, i.e., as predominantly male orientated positions. Examples of these actions can be seen through schemas in business and politics to encourage more women to participate. Current research (Norris, P. 2001) has demonstrated multiple examples of progressive tactics in favour of gender equality including, but not limited to;

(1) Affirmative action programmes

Affirmative action programmes aim to combat the inequalities within minority groups. They attempt to close the gap and encourage a strict inclusion policy. They are designed to ensure equal employment opportunity for all (Kurtulus, F. A.). An Affirmative Action programme includes all of those policies, practices and procedures that the contractor implements to ensure that all qualified applicants and employees are receiving an equal opportunity for recruitment, selection, advancement, and every other term and privilege associated with employment of any kind. Furthermore, the programmes then proceed to monitor and examine any employment decisions and compensation systems to evaluate the impact of those systems on women and minorities (Massachusetts Institute of Technology).

(2) Positive discrimination and legal gender quotas in party lists

TD Micheal Martin was quoted regarding his direct approach to the under-representation of women in Irish politics as saying that the issue “is a systematic problem, which requires

radical action or nothing will change. It can only be tackled through a willingness to overturn long-established practices” (The Irish politics forum, 2013)

Although positive discrimination may be beneficial for both women and minority groups within the environment, it too is flawed. It is a policy that lacks procedural equality on the basis that its aim is to exclude majority group candidates in order to include and encourage candidates from minority groups such as women. However, this sort of action is both necessary and crucial, as it encourages businesses to reach quotas and furthermore, serves to neutralise positions that may usually deter minority groups from applying for roles within companies that were typically perceived as male dominated. (Norris, P. 2001). This sort of approach is extremely beneficial for the future of minority representation in both business and political organisations. The most current example of positive discrimination is with regard to the next general election in Ireland. (Chen, L. J., 2010). Political parties who do not put forward a minimum of 30% of candidates of each gender at the next general election will face financial penalties. This sort of discrimination aims to meet the initial quota, encourages minority groups to apply and continues to spark interests within these groups until there is no longer a social need for a quote, as a gender balance will start to occur naturally (European Commission).

Gender roles

According to more recent studies, the magnitude and even the direction of gender differences, depend on the context. Gender psychologists have highlighted the impact of context through numerous studies and its ability to be strengthened or weakened in terms of creating, erasing and in some cases reversing gender differences (Hyde, J. S., 2005). Most topics of conversation relating to gender in the workplace sustain the right to avoid individuality with regards to men and women. Often times, the end result of this sort of

discussion results in differentiation and 'pigeon hole' conclusions regarding either gender that have been orchestrated by societal inferences, that are unfortunately based on the historical expectations of men and women in the workplace.

Past research has demonstrated how gender differentiation, patriarchy and sexual reproduction have enabled the creation of hostile and benevolent attitudes towards the opposite sexes. Benevolent sexism (Glick, P., & Fiske, S. T., 2001) encompasses prejudiced positive attitudes toward females in conventional roles. Conservative paternalism, romanticizing of women, and desire for intimate relations; these are but a few of these attitudes. On the other hand, hostile sexism encompasses the negative parallels of each aspect, such as authoritative paternalism, derogatory belief, and heterosexual hostility. (Eagly, A. H., & Karau, S. J. 2002).

Each of these variants of sexism serve to maintain and justify patriarchal order and traditional gender roles. Studies have shown that benevolent sexism is used to reward women who embrace conventional roles and power relations, such as a wife and a homemaker. This stands in stark contrast to hostile sexism, which punishes the women who challenge the status quo (Glick, P., Fiske, S. T., Mladinic, A., Saiz, J. L., & Abrams, D., 2000).

Unlike the historical approach of tending to gender discrimination by highlighting what women need to do in order to establish equality, current research highlights the importance towards a much needed inclusion criteria of both sexes. It is crucial that this issue of change becomes a universal cause. In order for this strategy to succeed, it is critical to include men in the recreation of the definition of what it means to be a woman today (Connell, R. W. [2003]). A quote by Gloria Steinem embodies the meaning of this viewpoint:

"We've begun to raise daughters more like sons...but few have the courage to raise our sons more like our daughters." (Sanskrity Sinha, 2014)

The topic of gender roles was examined through the use of the Old-fashioned and Modern Sexism Scale (Swim et al., 1995). As previously stated, in order for gender equality to progress, it requires both men and boys to reconsider the traditional and societal views of masculinity. It means a total reconstruction of what has traditionally composed the meaning of what it entails to be a man. It requires a shift in defining gender and a reformed consensus with regards to their relationships with women and girls (Connell, R. W., 2003). The questionnaire explored the topic of old-fashioned and modern ways of approaching gender roles and how they could still be determined by a society that was not long ago, dominated from a patriarchal standpoint. It determined and categorized what was appropriate for both genders and what society could expect from them (Richeson, J. A., & Ambady, N., 2001).

Self-esteem

In order to examine the variables of gender roles, gender discrimination and self-esteem in the present climate, it is crucial that we look back at some relevant topics from our past. There are multiple terms that are of utmost importance in the topic of gender discrimination. These have been introduced in order to broaden the spectrum of discrimination throughout history and how some of these topics have influenced levels of self-esteem within organisations today. Self-esteem levels were measured by the 'Rosenberg Self-Esteem Scale' (Rosenberg, Morris, 1965). Research in to the area of gender discrimination in Ireland brought about some shocking facts. A list of issues were selected to demonstrate the sort of discrimination that was systematic in Ireland up until the 1970s.

The issue: Unemployment post-marriage

Female civil servants and other public servants were forced to resign from their jobs once they got married. The grounds for dismissal allowed for the detail that these now married women were occupying a job that should go to a man. Banks operated in a similar policy. Primary schoolteachers, however, were exempted from this "marriage ban" from 1958 onwards (Redmond, J., & Harford, J., 2010). The marriage ban in the public service was removed in July 1973, on the basis of the report of the first Commission on the Status of Women. In 1977, the Employment Equality Act prohibited discrimination on the grounds of gender or marital status in almost all areas of employment. This ban was only lifted 38 years ago.

The issue: Jury duty

Under the 1927 Juries Act, members of juries had to be property owners and, in accordance with the legislation of the time, would therefore have to be males. Mairín de Burca and Mary Anderson challenged the Act and subsequently won their case in the Supreme Court in 1976 (Conlon, C., 2010). The old Act was repealed and now, citizens over 18 who are on the electoral register are eligible to sit on a jury.

These facts and key points are hugely relevant to the current predicament we are facing, on the basis that the earliest enforced legal obligation with regards to basic equal rights between gender is only 41 years in existence. This study will aim to decipher whether historical inequalities, although now obsolete, could still be influencing the present mindset (Pinel, E. C. 1999). The question arises: Has the oppression that was so regimentally in place such a short period of time ago in terms of history, continued to impact levels of self-esteem

within the Irish population? Current research into levels of self-esteem based on gender has shown both gender differences and gender similarities (Hyde, J. S., 2005).

The question begs an answer: How has a history of repressed women's rights affected the current female psyche? In order to examine this, research stems back to 45 years ago, which is almost an insignificant time frame with regards to historical concept. However, it was during this time that progress was made on gender equality. Before Ireland achieved membership of the European Economic Community in 1973, equal pay between the sexes was virtually a laughable matter. Although directives and legislation have since been enforced, Ireland, along with the EU, still strives for true gender equality in the workplace (Comhionannas Inscne in Eirinn 2014).

Legislation on equal pay was introduced in 1974 and employment equality legislation followed in 1977, both arising as a result of European directives. However, the area of equal pay continues to be a contentious issue in Ireland, with reports showing that the average EU gender pay gap stands at 16.4% in favor of males (European Commission 2014). Further means of combatting gender inequality in Ireland were the establishment of the Equality Authority in 1999 and the implementation of equality legislation from the late 1990s, such as the Employment Equality Acts 1998 through to 2007, as well as the Equal Status Acts 2000 through to 2004 (Russell, H., Quinn, E., Riain, K. O., & McGinnity, F., 2009).

The sort of discrimination that was expected and accepted as the norm just over forty years ago is baffling to today's generation. However, an issue of greater concern, which is undoubtedly in need of investigation, is the potential impact this kind of open discrimination has had on the levels of self-esteem of females who may have been forced out of their work

by national law. Current research examines this topic and according to studies of self esteem based on gender, no generally accepted integrative theoretical model exists, and therefore it cannot be said that either one or the other gender suffers from lower self esteem than the other (Robins, R. W., & Trzesniewski, K. H. 2002). However, further investigation has led to implications of higher age and lower self-esteem within the workplace. Current research (Hall, D. T., & Mirvis, P. H., 1995) highlighted this problem and gave details of counter acting methods that could be put in place to regenerate the older generation within the workplace.

The New Career Metacompetencies determined 2 key features in reestablishing levels of self-esteem, these being 'Identity' and 'Adaptability'. (Hall, D. T., & Mirvis, P. H., 1995) The new contract is the fact that the employee's needs and career concerns change over the course of the career, in a much more dynamic way than in the past. Continuous learning is required for continued success. An issue for both men and women at a midlife stage is learning how to be adaptable within an ever-changing world. If the older generation workers have the abilities to self-reflect, to continue assessing and to learning about themselves, this will enable them to recognise and change their behaviour and attitudes towards their career. (Hall, D. T., & Mirvis, P. H., 1995) This will in turn raise levels of self-esteem. The end result of this is that the chances are much better for a successful midlife career transition and a much more efficient fit within a new work environment.

In conclusion, Gender is a single word with many connotations, both negative and positive. It is a term that has sanctioned differentiation and categorized basic human rights. It is a worldwide enabler of discrimination and a topic of great concern in first world countries today. I will endeavor to examine these issues in detail, and their influence and impact on the

current workforce and students with the intention of entering the workforce. With reference to the historic research that has been demonstrated, the purpose of this study was made apparent to examine the potential affects of the past on our present and the future that surrounds the issues of gender discrimination, gender roles and self esteem based on Age, Gender and Occupation.

Hypothesis

Hypothesis 1: there will be a significant difference between gender and attitudes towards gender discrimination and gender roles.

Hypothesis 2: There will be a significant difference between gender and self-esteem.

Hypothesis 3: There will be a difference between age and attitudes towards gender discrimination and gender roles?

Hypothesis 4: There will be a significant difference between age and levels of self-esteem.

Hypothesis 5: There will be a significant difference between age and attitudes towards stigma consciousness.

Hypothesis 6: There will be a significant difference between occupation and attitudes towards self-esteem.

Hypothesis 7: There will be a significant difference between occupation and attitudes towards gender discrimination and gender roles.

Hypothesis 8: There will be a significant difference between occupation and stigma consciousness awareness.

METHOD SECTION

Participants

This sample will be examining several demographic groupings which include gender (male/female), occupation (student/employed) and age (age range varies within categories from 18 years old to 60 + years old). The student sample was obtained through Dublin Business School, Final year psychology students were asked to take part along with those studying in the Marketing Developing Program from UCD Michael Smurfit business school. The employed sample was obtained through EBS bank. The exclusion criteria consisted of any persons under the age of 18. Inclusion criteria consisted of both males and females over the age of 18 with an occupational status of either student or employed.

The sample was obtained through Stratified random sampling. Surveys were made available through survey monkey, which is an online survey facilitating website. The questionnaires were anonymous and participation was voluntary. Each questionnaire began with an information page about the survey (see appendix 1). All participants had the right to refuse to partake in the survey.

A purposive and convenient sampling was used in order to gain access to students within DBS, Smurfit MDP and EBS bank. As the sample grew a snowball effect was in operation too as the survey was made available to acquaintances outside of the Dublin Business School, the Marketing Developing Practice and EBS banking once each participant was willing and fit the inclusion criteria. There were a total of 130 individuals who took part in the online questionnaire. The sample maintained a predominantly female completion rate

throughout the survey process. Stratified sampling showed a Gender division of males (n=34) and females (n=96). Their ages ranged between 5 groups: Group 1: 18-25 year olds (n=63), group 2: 26-35 year olds (n=21), group 3: 35-49(n=21), group 4: 50-59 year olds (n=23) and group 5 2 60+ (n=2). These statistics further divided in to two groups of occupations. There were 129 valid responses. The sub groups divided in to student participants (n=47) and employed participants (n=82).

Design

This study took the form of a quantitative research design. Information was gathered through a survey created online through Survey monkey. The independent variables included the following demographics: gender, age and occupation. The dependent variables that were tested throughout were as follows: self-esteem, gender-roles and gender-discrimination. It is a within-participants design as each Participant took part in all conditions. This was done in order to obtain different groups of scores on the same variables but from the same sample of participants.

Materials

In order to test for the demographic variables of gender, age and occupation, individual questions were added to the beginning of the survey. A list and brief explanation of the following questionnaires were used in order to test for the dependent variables; To test for discrimination, two separate surveys were used. The Beliefs about women Questionnaire (BAWS), Snell, W. E., Jr. & Godwin, L., (2013). Although the questions were quite direct in their aim, the titles of each questionnaire was shown in their Initial form e.g.

BAWS. This study underwent some degree of deception so as to avoid swaying the participants outcome answer due to potential societal pressures. BAW's was completed by both male and female participants. This questionnaire consisted of 75 questions, within this it was further divided in to fifteen subscales, each examining a different aspect of BAWs. The following two were examined; subscale 6. 'Women are less career interested than men'. These consisted of Items 6,21,36,51,66 and subscale 8. 'Women are less decisive than men', consisting of Items 8,23,38,53,68. The participants were asked to click 1 of 6 scale answers ranging from Strongly Agree (= +2), Slightly Agree (= +1), Neither agree Nor Disagree (= 0), Slightly Disagree (= -1) and Strongly Disagree (= -2). Reverse coding took place for items 21, 23 and 36. (see appendix 2).

The Stigma consciousness questionnaire Pinel (1999) was tested in order to obtain further insight in to the potential stigma that is attached to gender discrimination. This questionnaire consisted of 10 individual questions. This section of the questionnaire was completed by Female participants only, due to the majority of questions being phrased directly to the perspective of being a woman e.g. "My being female does not influence how men act with me". These were answered on a 7 point likert scale from 0 (strongly disagree), 1 (disagree), 2(slightly disagree), 3 (neither agree nor disagree), 4 (slightly agree), 5 (agree) and 6 (strongly agree). Items 1,2,4,5,6,7 and 9 were 'reverse scored' (see appendix 5. For more information)

In order to measure gender-roles, Old-Fashioned and Modern sexism scale Swim et al. (1995) was used. This scale consisted of ten questions in total, it was divided in to two sets of 5 questions. Questions 1 to 5 tested Old Fashioned sexism e.g. question 2. "I would be

comfortable having a woman as a boss than a man” and questions 6-10 tested Modern Sexism e.g. question 2. “Women often miss out on good jobs due to sexual discrimination”. Both male and female participants answered this part of the questionnaire. The answers consisted of a scale of: Strongly Disagree (SD=1), Slightly Disagree (SD=2), Undecided (U=3), Slightly Agree (SA=4) or Strongly Agree (SA=5). Items 2 and 5 in both scales were reverse scored. (see appendix 3)

To test for the measure of self-esteem the Rosenberg Self-Esteem Scale, by (Rosenberg, Morris,1965) was used. This scale consisted of ten questions. Both male and female participants answered this questionnaire. An example of the type of questions asked went as follows 1. “On the whole, I am satisfied with myself”. Participants were asked to rate their answer from a scale of strongly agree (SA=3), agree (A=2), disagree (D=1), or strongly disagree (SD=0). Questions 2,5,8 and 9 were reverse scored. (see appendix 4)

Apparatus

The questionnaires were created through the online survey facilitating website ‘Survey Monkey’, a fee of €25 was paid in order to enable the direct transfer of written analysis of the surveys onto excel from the site. From here, the Data was re-constructed from words in to statistical values in order to be read by SPSS. IBM SPSS 22 was used in order to analyze all the necessary Data and the appropriate tests that followed.

Procedure

As previously stated, all the data was retrieved from an online survey, which was created through Survey monkey. The participants gained access to the survey by a live link. It

was dispersed by means of a facebook group created for DBS psychology final year students. It was sent out via e-mail to current students in the Marketing practice development programme in UCD Smurfit school and also through email to employees within EBS bank. Upon clicking the link, participants were brought to the coversheet (see appendix 1) whereby it gave the following details: It began by welcoming them to the online questionnaire, it stated the aim of the research, but it did not display the title exactly as it is, discrimination and generational differences were left out in order to avoid any potential social pressures concerning these issues. It stated the amount of questions within the survey, the exclusion criteria for males with regards to the last ten questions in SCQ.

The estimated amount of time it should take to complete the survey to be between 5 and 8 minutes, the timing for each participant varied from a minimum of 3.5 minutes to a maximum of 10, the majority of participants stayed within the 5 – 8 minute estimation. There was no debriefing as It was completed individually online but the cover sheet did supply a website link to www.reachout.ie for any persons that may have felt affected by any questions. The ethical considerations stated that each participant would remain anonymous throughout the survey, participation was voluntary and once the survey was submitted they could not retract it.

Results section

Descriptive Statistics

The descriptive statistics of the dependent variables varied slightly within each group. There were a total of 130 participants who answered the gender demographic question. Both groups consisted of male participants (n=34) and female participants (n=96). The Age ranged between five separate groups of participants. Group 1, 18-25 (n=63), group 2, 26-35 (n=23), group 3, 36-45 (n=21), group 4, 46-59 (n=23) and group 5 60+ (n=2). Occupational status was divided in to two categories of either students (n=47) or employed participants (n=82). An interpretation of the descriptive statistics of the psychological variables BAWS (mean=.30, SD=.51), TRAD/MOD scales (mean = 2.10, SD=.34), Self-esteem scale (mean=1.66, SD =.24) and Stigma consciousness scale (mean=3.15, SD=.95). (see table. 1 in results section)

Inferential statistics

Tests of normality

Normality checks with reference to the Shapiro Wilk scores determined that the following tests BAWS (Snell, W. E., Jr. & Godwin, L., 2013), TRAD/MOD (Swim et al., 1995) and ESTEEM (Rosenberg, Morris, 1965) maintained a significant value of less than .05 (see table.) Thus all tests with the independent variable of age (groups 1- 5) were tested by a Kruskal Wallis Non-Parametric test and the independent variables of gender and occupation (both consisting of 2 groups each e.g. males/females, student/employed) were tested by a Mann-Whitney U non-parametric test.

As for the Stigma Conscious questionnaire (Pine1, 1999) which had a non-significant result and was completed by females only, the parametric test of a One Way Anova was run for the independent variable of Age as there were a total of 5 age groups and a t-test was run on the independent variable of Occupation.

Statistical support and Write up of Results

Hypothesis 1: There will be a significant difference between gender and attitudes towards gender discrimination and gender roles.

A mann whitney u test revealed that the males Beliefs about women (BAWS) (Mean rank =59.72) and the females beliefs about women rank (mean rank =60.78) did not differ significantly ($Z = -.14, p = .88$). (see table. 2 in results section)

A Mann-Whitney U test revealed that males attitudes towards traditional/modern sexism scale (mean rank = 59.41) and females attitudes towards traditional/modern sexism scales (mean rank = 61.57) did not differ significantly ($Z = -.30, p = .219$). (see Table. 2)

Hypothesis 2: There will be a significant difference between gender and self-esteem.

A Mann-Whitney test revealed that males attitudes towards self-esteem (mean rank=63.28) and Females attitudes towards self-esteem (mean rank =58.21) did not differ significantly ($Z= -.70, p = .47$). (see. Table 2)

Hypothesis 3: There will be a difference between age and attitudes towards gender discrimination and gender roles.

A Kruskal Wallis showed that age group 1 (18 to 25 year olds), age group 2 (26 to 35 old year olds), age group 3 (36 to 45 year olds), age group 4 (46 to 59 year olds) and age group 5 (60+ years old) did not differ significantly in their attitudes towards Beliefs about women ($\chi^2(4)=2.84$, $p=.58$). (see table. 3)

A kruskal- Wallis test run on the age group 1 (18 to 25 year olds), group 2 (26 to 35 year olds), group 3 (36 to 45 year olds), group 4 (46 to 59 year olds) and group 5 (60+) showed that attitudes towards traditional and modern sexism did not differ significantly ($\chi^2 (4) = 6.27$, $p=.18$). (see table. 3)

Hypothesis 4: There will be a significant difference between age and attitudes towards stigma consciousness.

Results of a one way analysis of Variance showed that attitudes towards stigma consciousness within age groups 1 (18 to 25 year olds) , group 2(26 to 35 year olds), group3 (36 to 45 year olds), group 4 (46 to 59 year olds) and group 5 (60+) was not significantly different ($f(4,82)=1.41$. $p = .23$).

Hypothesis 5: There will be a significant difference between age and levels of self-esteem.

A kruskal- Wallis test run on the age group 1 (18 to 25 years old), group 2 (26 to 35 year olds), group 3 (36 to 45 year olds), group 4 (46 to 59 year olds) and group 5 (60+) showed that attitudes towards self-esteem had a significant difference ($\chi^2 (4) =9.21$, $p=.05$). (see table. 3)

In order to find out where the significant results were within the Kruskal Wallis test run on Age, a Mann-Whitney U test was run on each group to locate the significant result(s) by

comparing each age category in order to show significant results. Results demonstrated the following conclusions:

A Mann Whitney U was run on age groups 1 (mean rank = 42.03) and age group 3 (mean rank =29.76) revealed that there was a significant difference in levels of self-esteem ($Z=-2.09$, $p=.03$). (see table. 4)

A Mann Whitney U was run on age group 1(mean rank = 31.31) and age group 5(mean rank = 7.00) revealed that there was a significant difference in levels of self-esteem ($Z=-1.95$, $p=.05$). (see table. 4)

Hypothesis 6: There will be a difference between occupation and attitudes towards self-esteem.

Results shown by the non parametric test Mann-Whitney U revealed that students attitudes towards self-esteem (mean rank=66.73) and employed attitudes towards self-esteem (mean rank =55.91) did not differ significantly ($Z= -1.67$, $p = .09$).

Hypothesis 7: There will be a significant difference between occupation and attitudes towards gender discrimination and gender roles.

Results shown by a Mann-Whitney U test revealed that Student's Beliefs about women (mean rank = 66.05) and employed participants Beliefs about women (mean rank = 57.05) did not differ significantly ($Z = -1.38$, $p = .16$)

Results demonstrated by a Mann-Whitney U test revealed that students attitudes towards traditional and modern sexism (mean rank 62.84) and employed attitudes towards traditional and modern sexism (mean rank = 59.91) did not differ significantly ($Z = -.44, p = .65$). (see table. 5)

Hypothesis 8: There will be a significant difference between occupation and stigma consciousness awareness.

Results of an independent samples T-test found that there was a statistically significant difference between the Student ($M=3.48, SD = .90$) and employed sample ($M=3.00, SD=.92$) in relation to Stigma consciousness ($t(84)=2.32, p=.02, CI(95\%) .07-.89$). (see table. 6)

Results in table format

Table 1. *Descriptive statistics of psychological measures*

Variable	Mean	Std. Deviation
BAWS	.30	.51
TRAD/MOD	2.10	.34
ESTEEM	1.66	.24
STIGMACON	3.15	.95

Table 2. *Mann Whitney U, grouping variable Gender.*

Variable	Group	Mean rank	Z	Sig.
BAWS	Males	59.72	-.14	.88
	Females	60.78		
TRAD/MOD	Males	59.41	-.30	.76
	Females	61.57		
ESTEEM	Males	63.28	-.70	.47
	Females	58.21		

Table 3. *Kruskal Wallis test, grouping variable Age*

Variable	Chi. Square	Df.	Sig.
BAWS	2.84	4	.58
TRAD/MOD	6.27	4	.18
ESTEEM	9.21	4	.05

Table 4. *Displaying Mann Whitney U, DV Estee with significant grouping variable Age.*

Variable	Group	Mean rank	Z	Sig.
Esteem	1	42.03	-2.09	.03
	3	29.76		
Esteem	1	31.31	-1.95	.05
	5	7.00		

Table 5. *Displaying Mann Whitney U, grouping variable Occupation*

Variable	Group	Mean rank	Z	Sig.
BAWS	Student	66.05	-1.38	.16
	Employed	57.05		
TRAD/MOD	Student	62.84	-.44	.65
	Employed	59.91		
Esteem	Student	66.73	-1.67	.09
	Employed	55.91		

Table 6. An independent samples T-test table displaying the difference in Stigma Consciousness between variables student and employed.

Variables	Groups	Mean	SD	t	df	p
STIGMA	Student	3.48	.90	2.32	84	.02
	Employed	3.00	.92			

Discussion

The aim of this study was to examine the independent variables of gender, age and occupation on workplace perception of gender roles, self-esteem and gender discrimination. There was an emphasis on females with the intention of entering the workforce and those who are currently part of it. This study set out with the intention of exposing what was thought to be a persistent undercurrent of gender discrimination within the workplace. This study will interpret the findings by conducting an examination into both male and female perspectives on the matter.

The findings of this research were for the most part insignificant and un-interpretable with regards to the hypotheses on gender differences and gender-roles. Although insignificant, it was hopeful with regard to the current situation in relation to each of the variables of gender, age and occupation. These results were in total contrast to the amount of negative research that was available in the area of gender discrimination. Although these results were inconclusive, it is clearly still an area that is in need of further extensive research, a concept that is significantly reinforced after having been made aware of the importance of context in relation to erasing gender roles. Furthermore, there were significant results in relation to age groups 1 (18- 25), age group 3 (36- 45) and age group 5 (60+) with regards to levels of self-esteem. These results inferred that the hypothesis could be accepted Hypothesis 4: There will be a significant difference between age and levels of self-esteem.

Significant results were also found within t-test results in relation to the occupational roles of student participants and employed participants with regards to stigma consciousness;

this conclusion also meant that we could accept the hypothesis 8: There will be a significant difference between occupation and stigma consciousness awareness.

The potential problems with the study mainly concern the choice and utility of questionnaires. The questions were perhaps too obvious in their aim. They utilized a discretionary bias in relation to gender discrimination in favour of highlighting discrimination towards women and opposing any suggestion of the same towards men. The pitfall in doing so is that this may have potentially triggered a defense in responses with regards to their honesty i.e., societal pressures or influences may have guided the direction some of the responses took. Another problematic aspect of the study was in terms of the sample size of males and females. The division of gender can only be described as an unequal representation, what with the majority of the online questionnaires having been completed by women, leading to an under-representation of men on the perspective of gender discrimination and gender roles. Lastly, the dispersal of participants across age ranges within groups was also very unequal. There was an under-representation of those reflecting group 5 (age ranging above 60 years old). It would have greatly benefited the research to get a broader perspective from this age bracket as some of this age group may have been employed during the 1960 era, where female oppression was still in operation.

The strengths of this study were in relation to the youngest generation of participants that took part. The insignificant findings of results of both the beliefs about women and the old-fashioned and modern gender roles showed an inconsistency with previous work relating to gender roles and past prejudices as stated by Glick, P., Fiske, S. T., Mladinic, A., Saiz, J. L., & Abrams, D. 2000. It was the most densely representative finding as it contained the

highest amount of both male and female participants and included occupational groups of both students and employees who were intending to enter the work and those who were currently part of it. It was encouraging to observe the positivity and the overall lack of discrimination that seems to be innate in this generation. It was reassuring to see the levels of enthusiasm and the demonstration of equality in both males and females. These results seemed consistent with the outcomes of current research by Connell, R. W. (2003), which highlighted the importance of including men in the battle of opposing discrimination. Its aim was to recreate a gender balance that would inevitably eliminate gender discrimination within the workplace. These significant results with regards to gender roles and gender discrimination were enlightening to this research.

Another strength of this research was the amount of women in each age range that participated in the study. Their participation was extraordinarily insightful and encouraging for future research in the positive depiction that will continue to be used to forge the path towards eliminating gender inequalities. It is important to note the conclusive findings of the stigma consciousness questionnaire. There was a significant difference between female employees and female students, as concluded by research (Pinel, E. C. 1999). This questionnaire was specifically directed towards female participants, as opposed to the other three questionnaires. Individuals high in stigma consciousness were more likely to perceive discrimination directed toward their group and toward them personally and were more likely to rationalise these perceptions. This could be used as a future limitation in gender studies in order to highlight the stigma that is attached to certain discriminations, especially when compared to reality.

A weakness of the current study was its under-representation of males and was therefore lacking in male perspectives. Although the aim of the study was mostly in regard to the female perspective on discrimination, self-esteem and gender roles, a greater number of male participants would have given way to a broader understanding of the male perspective and provided a more in depth and conclusive division of results and beliefs on the matter.

A further limitation of this study was the influence of my personal opinion on the topic of gender discrimination. The combination of questionnaires reflected this opinion and as previously stated, the questions may have been too extreme and obvious in the direction they took. They may have deterred male participants from taking part as the majority of questions were aimed at highlighting gender inequality against women. The questions were biased in their perspective and too narrow in their approach to the point where there was potential for males to have felt discriminated against.

Student participants were asked to volunteer from a cohort of final year Psychology students in DBS. Again, a limitation of this was reflected in the number of male and female participants as the female perspective dominated this particular sample. In future, it would be more useful to approach a group of student with a more equal gender balance within the subject in order to acquire a more representative sample.

Ideas for future research would incorporate the elements of Connell's research (Connell R. W. [2003]) by including men in the fight for equality. It is naïve to assume that the eradication of gender bias and inequality can be achieved through what might be interpreted as creating opportunity for women through positive discrimination. The reality is that, in order to create an environment to build a framework for equality of opportunity, it is

hugely important to incorporate the male perspective, and to perhaps take a more experimental based approach as opposed to questionnaire based topics.

Questionnaires can be influenced by society whereas performance within an experiment is usually more representative of each individual. Having said that, when using a survey in future it would be very interesting to include open-ended questions to allow for explanations and experiences to be added to future research. It would also be extremely beneficial to the cause of gender equality to encourage Irish organisations and companies to undergo an annual analysis of their employees in relation to their perception of workplace equality. This could help identify individual issues, which may have been previously overlooked, but which are crucial to both the organization and the continued progression towards gender equality.

The implications of this research show there is a need to address levels of self-esteem within certain age groups as results showed a divide within age groups 1 and group 5. This is particularly important in relation to context, as there was a significant difference in levels of self-esteem within the student and employed participants. The recognition of this result is important to note, as it may be an inhibitory factor within organizations for both males and females within the employment sector. According to studies on age and self-esteem (Hall, D. T., & Mirvis, P. H.,1995) the way in which an employee, whether male or female, acts is an important energizer and motivator behind career development.

This same study provides measures that can be considered by organisations in order to promote and encourage the older generations of staff, while also raising their employees' levels of self-esteem (Hall, D. T., & Mirvis, P. H.,1995).This paper encourages identity

growth and adaptability, which can either be two key inhibitors if neglected, or two key features in advancement, as it enables the older generation employees to adapt to the modern day economy, which is constantly evolving. It is important to encourage change, support and training within organizational sectors so as to include the older generation instead of the exclusion they may have felt previously within their current occupation.

In conclusion, at the beginning of this study, several hypotheses were stated that would determine differences within gender discrimination and gender roles. All were inconclusive, but what was an interesting and unexpected outcome of this study was the impact discrimination has had on stigma consciousness of women within the workplace. The lack of discrimination highlighted the progression of the current generation in terms of gender equality and gender roles. It was consistent in its findings of current research in the fight for gender equality. The hypothesis of age and self-esteem can be accepted, as issues of self-esteem for both genders need to be addressed within older generations of workers. Ultimately, it would appear that the future for women in business seems to be at its most prosperous era to date.

References

- Barreto, M. E., Ryan, M. K., & Schmitt, M. T. (2009). *The glass ceiling in the 21st century: Understanding barriers to gender equality*. American Psychological Association.
- Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological review*, 106(4), 676.
- Chen, L. J. (2010). Do gender quotas influence women's representation and policies. *The European Journal of Comparative Economics*, 7(1), 13-60.
- ComhionannasInscne in Eirinn, retrieved from
(<http://www.genderequality.ie/en/GE/Pages/Employment>)
- Connell, R. W. (2003). *The role of men and boys in achieving gender equality* (pp. 21-24). United Nations, Division for the Advancement of Women.
- Conlon, C. (2010). *Coming to Know Women Concealing Pregnancy* (Doctoral dissertation, University College Dublin).
- Cotter, D. A., Hermsen, J. M., Ovadia, S., & Vanneman, R. (2001). The glass ceiling effect. *Social forces*, 80(2), 655-681.
- Eagly, A. H., & Karau, S. J. (2002). Role Congruity Theory of Prejudice Toward Female Leaders. *Psychological Review*, 109(3), 573-598.

Egon. Zehnder, 2014, European Board Diversity Analysis, retrieved from the website;
(<http://www.egonzehnder.com/EBDA-2014-map>)

European Commission (2014) retrieved from
http://ec.europa.eu/ireland/ireland_in_the_eu/impact_of_eu_on_irish_women/index_en.htm#1

European Union, 1975, retrieved from website; (<http://www.equalrightstrust.org/view-subdocument/index.htm?id=535>)

Galway Advertiser, Thu, Dec 13, 2012 (<http://www.advertiser.ie/galway/article/57301/ten-things-an-irish-woman-could-not-do-in-1970-and-be-prepared-to-cringe>)

Glick, P., Fiske, S. T., Mladinic, A., Saiz, J. L., & Abrams, D. (2000). Beyond Prejudice as Simple Antipathy: Hostile and Benevolent Sexism Across Cultures. *Journal of Personality and Social Psychology [Psych ARTICLES]*, 79, 5.

Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, 56(2), 109.

Google Search statistics retrieved from (<http://www.google.ie/> www.internetlivestats.com)

Hall, D. T., & Mirvis, P. H. (1995). The new career contract: Developing the whole person at midlife and beyond. *Journal of Vocational Behavior*, 47(3), 269-289.

Hyde, J. S. (2005). The gender similarities hypothesis. *American psychologist*, 60(6), 581.

Kurtulus, F. A. THE IMPACT OF AFFIRMATIVE ACTION ON THE EMPLOYMENT OF MINORITIES AND WOMEN OVER THREE DECADES: 1973-2003.

O'Connor, P. (1998). *Emerging voices: Women in contemporary Irish society*. Institute of Public Administration.

Massachusetts institute of Technology retrieved from

(<http://hrweb.mit.edu/diversity/affirmative-action-plan-admins/what-is-an-aaplan>)

Norris, P. (2001). Breaking the barriers: Positive discrimination policies for women. *Has Liberalism Failed Women*, 89-110.

Peter Glick, 1997, *Psychology of Women Quarterly*, retrieved from; www.pwq.sagepub.com

Pinel (1999), The Stigma consciousness questionnaire

Pinel, E. C. (1999). Stigma consciousness: the psychological legacy of social stereotypes. *Journal of personality and social psychology*, 76(1), 114.

Redmond, J., & Harford, J. (2010). "One man one job": the marriage ban and the employment of women teachers in Irish primary schools. *Paedagogica historica*, 46(5), 639-654.

Richeson, J. A., & Ambady, N. (2001). Who's in Charge? Effects of Situational Roles on Automatic Gender Bias. *Sex Roles*, 44(9/10).

Robins, R. W., & Trzesniewski, K. H. (2002). Self-Esteem Development Across the Lifespan

Rosenberg, Morris (1965), Rosenberg Self-Esteem Scale

Russell, H., Quinn, E., Riain, K. O., & McGinnity, F. (2009). Experience of Discrimination in Ireland: Analysis of the QNHS Equality Module.

Sinha, Sanskritty (2014) retrieved from <http://www.ibtimes.co.uk/international-womens-day-2014-theme-10-quotes-that-call-gender-equality-1439423>

Snell, W. E., Jr. & Godwin, L. Stigma The Beliefs About Women Scale (BAWS)

Swim et al. (1995) Old-Fashioned and Modern sexism scale

Steele, C. M., Spencer, S. J., & Aronson, J. (2002). Contending with group image: The psychology of stereotype and social identity threat. *Advances in experimental social psychology*, 34, 379-440.

Tropp, L. R., & Pettigrew, T. F. Relationships Between Intergroup Contact and Prejudice Among Minority and Majority Status Groups.

Twenge, J. M., & Campbell, S. M. (2008). Generational differences in psychological traits and their impact on the workplace. *Journal of Managerial Psychology*, 23(8), 862-877.

World Economic Forum, Gender Gap (2014) retrieved from

(<http://reports.weforum.org/global-gender-gap-report-2014/economies/#economy=IRL>)

Appendices

Appendix 1: Cover letter for online questionnaire

Measuring attitudes and beliefs on men and women in the work place.

Hello and welcome to this online questionnaire. My name is Sarah Fitzgerald. I am conducting research in the Department of Psychology with the intention of attaining further insight in to workplace perceptions based on gender, age and occupation. This research is being conducted as part of my studies and will be submitted for examination.

You are invited to take part in this study and participation involves completing and returning the attached anonymous survey. The survey itself consists of 43 short questions. You are required to simply click the box which is most accurate for you. The final ten questions are to be completed by Female participants only. The survey should take between 5-8 minutes to complete.

While the survey asks some questions that might cause some minor negative feelings, it has been used widely in research. If any of the questions do raise difficult feelings for you, please make use of the following online support services: <http://ie.reachout.com>

Participation is completely voluntary and so you are not obliged to take part. Participation is anonymous and confidential. Thus responses cannot be attributed to any one participant. For this reason, it will not be possible to withdraw from participation after the questionnaire has been collected.

The questionnaires will be securely stored and data from the questionnaires will be transferred from the electronic format and stored on a password protected computer.

It is important that you understand that by completing and submitting the questionnaire that

you are consenting to participate in the study.

Should you require any further information about the research, please do not hesitate to contact me by email at xxxxxxx

Thank you for taking the time to complete this survey.

Kind Regards,

Sarah Fitzgerald.

Appendix 2. The Beliefs About Women Scale (BAWS) Snell, W. E., Jr. & Godwin, L.

Participants may click one of the following answers which is most appropriate to you
Strongly Disagree, Slightly Disagree, Neither agree nor disagree, Slightly Agree or
Strongly Agree.

- 6. Women are less career motivated than men.
- 16. Women are more competitive than men.
- 21. Women care as much as men do about developing a job career.
- 23. Men are more self-reliant than men.
- 36. Women are as skillful in business-related activities as men are.
- 38. Men make better leaders than women do.
- 51. Women dislike being in leadership positions more than men do.
- 53. Women are usually less well-organized than men.
- 66. Men don't like responsibility as much as women do.
- 68. Women are generally not as competent as men are.

CODING INSTRUCTIONS FOR ITEMS

The items are scored so that: Strongly Agree = +2 Slightly Agree = +1 Neither agree Nor Disagree = 0 Slightly Disagree = -1 Strongly Disagree = -2. After several items are reverse coded (items 16, 31, 61, 32, 18, 49, 50, 21, 36, 37, 52, 23, 54, and 26), the relevant items on each subscale are then averaged, so that higher positive (negative) scores correspond to greater agreement (disagreement) with the relevant stereotype about women measured by each BAWS subscale.

3. Swim et al. (1995) Old-Fashioned and Modern sexism scale

Instructions: participants are to click one of the following answers which is most appropriate to you Strongly Disagree (SD), Slightly Disagree (SD), Undecided (U), Slightly Agree (SA) or Strongly Agree (SA).

Traditional sexism scale

1. Women are generally not as smart as men
2. I would be comfortable having a woman as a boss than a man
3. It is more important to encourage boys than girls to participate in athletics
4. When both parents are employed and their child gets sick at school, the school should call the mother rather than the father
5. Women are just as capable of thinking logically as men

Modern sexism scale

1. Discrimination against women is no longer a problem in Ireland
2. Women often miss out on good jobs due to sexual discrimination
3. It is rare to see women treated in a sexist manner on television
4. Over the past few years, the government and news media have been showing more concern about the treatment of women than is warranted by women's actual experience.
5. It is easy to understand the anger of women's groups in Ireland.

Scoring: questions 1, 3 and 4 in both Old fashioned and Modern sexism scales are to be scored as follows SD=1, D=2, U=3, A=4 and SA=5. Items 2 and 5 in both scales are to be reversed scored SD=5, D=4, U=3, A=2 and SA=1.

4. Rosenberg Self-Esteem Scale, Rosenberg, Morris (1965)

The scale is a ten item Likert scale with items answered on a four point scale - from strongly agree to strongly disagree.

Instructions: Below is a list of statements dealing with your general feelings about yourself.

Click the following statements as you see fit: strongly agree (SA), agree(A), disagree(D), or strongly disagree(SD).

1. On the whole, I am satisfied with myself.
- 2.* At times, I think I am no good at all.
3. I feel that I have a number of good qualities.
4. I am able to do things as well as most other people.
- 5.* I feel I do not have much to be proud of.
- 6.* I certainly feel useless at times.
7. I feel that I'm a person of worth, at least on an equal plane with others.
- 8.* I wish I could have more respect for myself.
- 9.* All in all, I am inclined to feel that I am a failure.
10. I take a positive attitude toward myself.

Scoring: SA=3, A=2, D=1, SD=0. Items with an asterisk (*) are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score, the higher the self esteem.

5. Stigma consciousness questionnaire, Pinel (1999)

The 10 SCQ for Women Items and Their Factor Loadings

1. Stereotypes about women have not affected me .36 personally. (R)
2. I never worry that my behaviors will be viewed as .33 stereotypically female. (R)
3. When interacting with men, I feel like they interpret .53 all my behaviors in terms of the fact that I am woman.
4. Most men do not judge women on the basis of their gender. (R)
5. My being female does not influence how men act with me. (R)
6. I almost never think about the fact that I am female when I interact with men. (R)
7. My being female does not influence how people act with me. (R)
8. Most men have a lot more sexist thoughts than they actually express.
9. I often think that men are unfairly accused of being . sexist. (R)
10. Most men have a problem viewing women as equals.

Note. SCQ = stigma-consciousness questionnaire; R = reverse scored. These are answered on a 7 point likert scale from 0 (strongly disagree), 1 (disagree), 2(slightly disagree) to 6 (strongly agree) with a midpoint of 3 (neither agree nor disagree). The items marked with 'R' in the table are 'reverse scored' eg an original score of '0' (strongly disagree) would become '6' when reversed, 1 -> 5, 2 -> 4, and so on.