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## Multidimensional Gender Equity Index

*Mariza P. Manlagaylay*  
ORCID No. 0000-0002-7542-3679  
*marizamanlagaylay@yahoo.com*  
*Bukidnon State University*

*Jo Un - Polinar*  
ORCID No. 0000-0002-0219-6225  
*reshneeun@gmail.com*  
*Bukidnon State University*

### *Abstract*

The main objective of this study was to establish an index of gender equity that involved the development of indicators of equity in different situations. Specifically, it aimed to determine the gender gaps in tertiary education, work employment opportunity, household and community involvement. There were 1000 respondents used in this study. It was designed to be descriptive and normative.

Based on the data gathered, it is revealed that age, gender, civil status, occupation and income earners significantly influence household in terms of chores and parenting. It showed that the tasks or jobs of the household members vary. An older member of the family is perceived to be more responsible and already capable of keeping the house clean and in order. Further, in decision-making, the ideas of the oldest family member are more acceptable and most of the time followed by the other members. Therefore, gender inequity is very much observable in this dimension. The indices such as chores and parenting showed that the members of the family do not have an equal share and opportunities in the household. However, gender equity in education, work employment, and community involvement is most evident.

Keywords: Multidimensional, gender equity index, weightig factors, education, work employment, household

### *Introduction*

Gender equity is one of the main concerns in the Millennium Development Goals (MDG). As expressed by the United Nations Fund for Population Activities (UNFPA), it is essential to achieve true equality where genders should not only be given equal access to resources and equal opportunities, but they should also be given the means of benefitting from this equality. UNFPA (2005) defines gender equity as a process of being fair to women and men. Accordingly, to ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantage that prevent

women and men from otherwise operating on a level playing field. The International Labor Organization (ILO, 2000) further defines gender equity as fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities.

A development of the Global Gender Gap Index is introduced by the World Economic Forum (Zahidi, 2006) that outlines the magnitude and scope of a gender-based

gap and follows the progress of these gaps. The index serves as a yardstick and provides awareness among individuals on these gaps and the opportunities created to reduce them. Presently, a global monitoring system to achieve gender equity is more focused on employment opportunity index showing the gaps between men and women. Other important aspects of the issue were not given much consideration such as gender gap in education, employment, household, and community involvement. Several indicators have been developed by International Organizations, and these indices focused on different aspects of gender equity. The Social Watch developed a Gender Equity Index (GEI) for 2012 that measures the gap between men and women regarding literacy, economic participation and parliament, and senior executive positions.

2010 Report of the World Economic Forum measures male-female equity in the areas of health and survival, educational attainment, economic participation and opportunity, and political empowerment (Schwab, 2010). However, there remained gender gaps, particularly in economic participation, opportunity, as well as political empowerment. The need for a comprehensive, though, encompassing index of gender equity is yet to be discovered.

The study attempts to explore other comprehensive indices of gender equity such as school admission, classroom instruction, recruitment and selection, job quality, career development, managerial position, household chores and parenting, affiliation, membership, and leadership.

From the previous studies conducted on gender indices, it is evident that a most comprehensive index for gender equity should consider the multidimensionality of a complex issue. An exact definition of "gender equity" has to be made and from it evolve a comprehensive definition. Equity in employment may not be the same in equity at home nor workplace but they compose different parts that build up "gender equity". Thus, it would be important to determine the weights that should be placed

for all indices that relate to home, educational institution, workplace, and community. This is the primary focus of the present study.

Engendering methods for indices will be most desirable and needed by the different organizations. It provides for more scientific and efficient decision bases for goals and objectives in the field of management and policy. This study asserts to develop and validate such methodologies for both fields.

### *Review of Literature*

Gender equity is a growing concern in the society that has brought significant issues among individuals in the family, workplace, and other organizations. Research on gender shows various developments regarding gender equity and how these issues have been addressed to promote equity in different situations. For example, in the case study conducted by Parcheta et al. (2013) the authors concluded that women have made enormous advancements in education and professionally over the last 20 years. This has begun to change the workplace for the better. It is suggested that corporations need to recognize the differences in males and females and use it for the betterment of the organization. Women also need to understand the difference and continue to work for equality in pay and benefits, while realizing the reasons why males often earn more.

Several kinds of literatures have presented gender equity in various dimensions such as education, health, and participation in the economy and political empowerment. As mentioned in the study of Obura et al. (2011) in their global literature review on gender equity in educational planning and management, the Beijing Declaration urged for encouraging measures to ensure full and equal participation of women in educational administration, policy and decision-making. These serve as means for social justice and to achieve equal share of the responsibility between men and women in the workplace. However, it is observed that in most countries, women remain underrepresented at the senior level in the educational organization

that resulted in a minimal contribution of female in education policy development. In the study of La Pierre and Zimmerman (2012), women were found to be significantly less likely to be promoted to senior management, even after managing individuals, organizations and families.

In terms of participation and educational attainment, it is reported by the Organization for Economic Cooperative and Development (OECD) in 2011 that girls have on the average better grades and often outnumber boys among new college graduates. Bailey (2010) reported that on the current status of gender equity research in American schools suggests that the school climate is less encouraging for girls and young women than it is for their male classmates. The school environment includes the teacher-to-teacher and student-to-student classroom interaction patterns in which the girls' abilities and options are limited. Such climate has an effect on girls' and boys' educational outcomes although not all outcomes are favorable to boys as revealed in the study of Bank and Hall (1997) on gender, equity and schooling. It is also reported that female students are invisible members of the classrooms which are most evident in the frequent interaction of teachers with male students than with female students. The interaction involves asking better questions and giving more precise and helpful feedback. It is also observed that in most educational settings, girls' ideas and contributions are undervalued and given less credence.

The United Nations International Children's Emergency Fund (UNICEF, 2006), also reports that the strongest say in household decision-making often belongs to the family member who controls the largest share of household income and assets. It is reported further that in only 10 of the 30 countries surveyed did 50 percent or more of women participate in household decisions.

### *Conceptual Framework*

Gender equity can be seen in all aspects

of life which can be classified as equity: in the educational setting, workplace, home and community setting. These settings determine the presence or absence of such equity.

The diagram shows the gender equity dimensions and equity indices. The UNFPA concept of gender equity implies fairness in the way women and men are treated. In this study, Gender Equity (GE) reflects opportunities available for genders and impartial treatment among them. The proposed study includes the following dimensions that were originally identified: (1) tertiary education; (2) job employment; (3) household; and (4) community involvement. These dimensions have corresponding indices that were more evident in these aspects. The first dimension is tertiary education which entails two (2) indicators where one is on the student admission. The students who enroll in college will have several options to choose from which is based on their interests and the courses offered in school with parallel requirements before they are admitted. The Gender Equity Index (GEI) 2012 published by the Social Watch measures the gap between women and men in education. Robb (2012) claimed that women face barriers to success in every field of science and engineering which is considered as an obstacle that deprives the United States of an important source of talent. However, women fare relatively well in the area of access to education, less well in terms of the college experience, and are particularly disadvantaged with respect on the outcomes of schooling.

It is further believed that women often have less access to productive resources, education, and skills development. It was also found that the achievements made by women all over the world towards equity in education are still very far from making an impact on their having a fair share in the economy or political power.

In classroom instruction, students and teacher interaction is most evident. The interaction between and among students and teachers occur through classroom instruction where discussions and other forms of activities are conducted. The students are expected

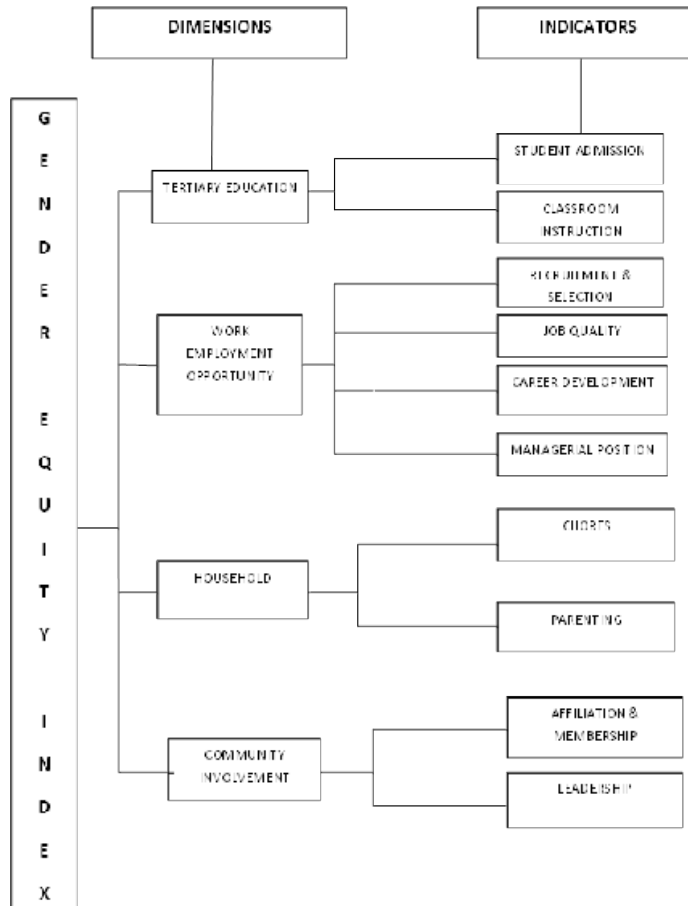


Figure 1. A conceptual model of the study showing the variables.

to participate in class recitations and group activities. On the other hand, the teachers are also expected to monitor the students' involvement and see to it that classroom instruction is well understood by the students. Classroom instructions tend to provide a purposeful guidance of the learning process (Jung & Chung, 2006). Studies show that the teacher-student interaction in classrooms both in elementary and junior high school, centered on male students who dominated more opportunities for interaction with teachers than did female students in all forms of response. This interaction may be through being called on by teachers or by calling out without teachers asking them.

Another dimension is on work employment. There are four (4) indicators which include: (1) recruitment and selection; (2) job quality;

(3) career development and (4) managerial position. Job employment begins with recruitment and selection of applicants through job announcements. Here, the applicants yield to the requirements and provide necessary information such as curriculum vitae, transcript of records and other pertinent documents. According to Steinpreis, Ander and Ritzke (1999), both men and women who are members of review and search committees for hiring, are more likely to hire a male job applicant than a female job applicant with an identical record. It is further said that both sexes reported that the male job applicant had done adequate teaching, research, and service experience compared to the female job applicants.

From the Gender Equity Index (GEI) 2012, women's participation in the labor force is significantly less compared to men. They have

substantially lower salaries for the same type of work, and a higher percentage of women are employed in vulnerable or irregular jobs. Job quality as an indicator reflects the kind of work assigned to the employee. In the European Social Survey conducted by Muelau (2011) comparing job qualities in 26 countries, jobs of men are typically characterized by high training requirements, good promotion opportunities and high levels of job complexity, autonomy, and participation. In contrast, jobs for women are less likely to pose a health or safety risk or to involve work during antisocial hours. However, contrary to expectation, the job profiles of men and women are not similar in societies with egalitarian gender norms. While women are relatively more likely to be exposed to health and safety risks, work pressure and demands to work outside regular working time, in more gender-egalitarian societies their work is not, relative to men's, more skilled, complex or autonomous. Neither do more egalitarian societies provide more opportunities for participation and advancement for women than less egalitarian societies. In terms of career development, the worker/employee is expected to improve, develop, and grow professionally. This may be achieved in many ways such as attendance to seminars, training and workshops in line with the employees' work. This is perceived to be very significant because it provides a venue to hone one's skills at work for the betterment not only for the employee but the organization as well.

Lastly, the managerial position, which is one of the highest positions in an organization, is expected to oversee specific areas in the workplace. The person in this position may be called the manager, head, supervising officer, director or even the president. According to Smith, Smith and Verner (2011), in Denmark only 7% of the CEOs in companies with more than 50 employees are women, and for the other Scandinavian countries the picture is about the same.

The third dimension is the household that includes chores and parenting as indicators. Household chores/activities are shared by all

members of the family which include cleaning, washing dishes and clothes, cooking and other similar activities in every household. Based on the report of the Organization of Economic Cooperation Development (OECD), the distribution of tasks within the family is still influenced by gender roles: men more likely to spend hours in paid work, while women spend longer hours in unpaid domestic work. In terms of parenting, it is expressed that despite gender equality advances for women in the workplace, child care remains an area characterized by gender stereotypes and segregation. The evidence shows that men can and do take on positive, caring roles, both as professionals and as father figures. However, in practice, women still tend to take the lead responsibility in caring for children (Equality Act, 2010). Finally, community involvement entails participation in barangay activities either as a member or an official of the community or any legal group or organizations. This is indicated in membership or affiliation. A study conducted by Matienzo (2005) shows that in the Philippines, women are visible in all community activities especially in village meetings while men had minimal participation in community activities. Another indicator of community involvement is leadership. In community organizations, members take part in choosing another member rightful for a leader or president. Based on a gender study implemented in 1996-1997, in support of the Lira District Development Plan 1996-2000, many women were not willing to accept nominations for leadership positions. Accordingly, women would need support and assistance with domestic chores to release time to participate in local politics and leadership.

#### *Objectives:*

1. Identify a multi-dimensional gender equity index (MDGEI)
2. Determine the appropriate weighting factors for each component in the key areas of job employment, household and community involvement in the local setting such as schools, public and private offices and household communities

### 3. Validate the index derived through a pilot sample

#### *Research Design and Methodology*

The main objective of this study was to establish an index of gender equity which involves the development of indicators of equity in different situations and examine how the indicators fair in the real-world. The study is, therefore, designed to be descriptive and normative.

*Objective 1.* Identify a multi-dimensional gender equity index (MDGEI).

In particular, to identify the components of the MDGEI of gender equity, the researchers utilized the Delphi approach. It is a structured process for collecting and distilling knowledge from a group of experts using a series of questionnaires interspersed with controlled opinion feedback (Adler & Ziglio, 1996). Further, the approach entails discussion and brainstorming on the subject matter. With this approach, the researchers have convened four (4) experts on the issue of Gender Equity from the following: academic experts, GAD focal person, and legislators. This panel of experts was chosen because of their involvement in gender issues. The active participation and knowledge of GAD focal person on women's issues have provided significant data about the opportunities as experienced by women in all aspects. As for the academe, they have provided theoretical bases for gender issues, while the legislators are equipped with knowledge about laws that concern genders. Using Delphi approach, the researchers acted as facilitators wherein questionnaires were given to the experts and a summary of the experts' forecast was given by the researchers. The experts were encouraged to revise their answers and converged towards the "correct" answers.

Further, the brainstorming session was aided by an unstructured interview guide that focused on gender equity. Once dimensions were identified, indicators were determined

based on the areas or aspects of the dimensions that center on gender equity. To examine the gender gap, together with the panel of experts, a criterion was developed that measured the disparity among genders. The respondents of the study were identified based on the dimensions.

*Objective 2.* Determine the appropriate weighting factors for each component in the key areas of education, work employment opportunity, household and community involvement in the local setting such as schools, public and private offices and household communities.

A statistical tool was used to determine the weights that should be placed for all indices. This is used as a basis to identify the number of item-questions for each index in the construction of a questionnaire.

*Objective 3.* Validate the index derived through a pilot sample.

The constructed MDGEI was validated by a group of experts from various organizations who are actively involved in gender issues and concerns. The instrument was tested among the three (3) groups of try-out respondents which include: (1) students; (2) employees; and (3) household heads. The number of try-out respondents for each group was done through random sampling.

#### *Results and Discussions*

Table 1 shows the respondents' profile which includes age, gender, civil status and occupation.

Table 1. Analysis of Respondents' Profile

Variable	Feature	Remarks
Age	Average mean age of respondents is 40 years old	The youngest respondent is aged 14 and the oldest is 76 years old

Sex	48% of the respondents are male and 52% are female	There are more female respondents than male respondents	Community Involvement	17.80%	Affiliation and Membership	11.35%
Civil Status	23% single, 73% are married, 1% separated and 3% widow	There are more married respondents			Leadership	6.50%
Occupation	24% are not employed, 69% are employed while 7% are self-employed More respondents who are employed					
Income earner	50% of husbands are income earners, 23% of wives are income earners and 27% both husbands and wives are income earners	There are more husbands who are income earners				

It is revealed in the profile that out of one thousand (1000) respondents, the mean age is 40 years old, with age ranging from 14-76. Majority of the respondents are female, majority are employed, and there are more married respondents and more husbands who are income earners.

Table 2. Optimal Weights of the Four Dimensions and Their Indicators

Dimensions	Optimal Weight	Indicators	Optimal Weight
Education	2826.40%	School Admission	12.72%
		Classroom Instruction	13.69%
Work Employment Opportunity	41.10%	Recruitment and Selection	11.89%
		Job Quality	11.44%
		Career Development	6.64%
		Managerial Position	11.09%
Household	14.60%	Chores	7.63%
		Parenting	6.98%

It can be noted from the optimal weight of the four dimensions and their indicators that among the four (4) dimensions, work employment opportunity has the highest optimal weight. However, in terms of the indicators, classroom instruction has the highest optimal weight, whereas, parenting, career development, leadership, and chores have the least optimal weight. The optimal weight of each dimension varies, and some of these indicators have close similar weight. These weights indicate the number of items or questions needed in the construction of questionnaire to measure gender equity in each dimension.

Table 3. Range and Interpretation of Gender Equity.

Scale	Description	Qualifying Statement
0-.25	Highly Equitable	Gender equity highly exist
.26-.50	Equitable	Gender equity is existing
.51-.75	Fairly Equitable	Gender equity is existing to some extent
.76-1.0	Not Equitable	Gender equity does not exist

The table below reveals the p-values showing the influence of the following personal variables, namely, age, gender, civil status and occupation to the following dimensions:

Table 4. Analysis of Age, Gender, Civil Status and Occupation Variables

Dimension	P-value of personal variables				
	Age	Sex	Civil Status	Occupation	Income Earner

Education	0.018	0.345	0.122	0.214	0.371
Work Employment Opportunity	0.005	0.893	.0306	0.378	0.266
Household	0.000	0.011	0.003	0.000	0.004
Community Involvement	0.646	0.859	0.821	0.517	0.017

\*significant at  $p=0.05$

It can be gleaned from the regression analysis of data that age significantly influences gender equity in education, work employment, and household but not the community involvement. Age is a variable that influences education. For example, in school admission, it can be inferred that most of the students admitted in school have a younger age. Those who are expected to enroll in college ranges between 15-21 years old. These are students who just graduated from high school and went on to college. There are a few students admitted in school whose age is above 21. They either take up a second course or were enrolled at a later age.

In terms of work employment dimension, those with younger age are given work employment opportunity than the older applicants. Its indicator recruitment and selection, for instance, reveals a common knowledge that most companies have set a required age for an applicant that ranges from 18-25 years old. This age requirement would assume that the applicant if accepted has the vigor to meet the demands of work, equipped with both the physical and mental capacity. Given the young age and the enthusiasm to start a career, the individual shows a higher level of motivation to accomplish not only the assigned tasks but also to achieve personal goals in life. They are supremely ambitious and have big plans for their future. An applicant's skills and technological know-how is an important consideration for employment. The younger applicants though inexperienced are trainable particularly on the use of modern tools considering that they were born in the age of technology. They are more exposed and skillful in using the recent electronic gadgets and computers which are considerably

important and indispensable in the workplace. Further, they are more likely to work overtime having the energy to sustain working beyond office hours. Hence, their level of productivity is high. In the case of older applicants, they are perceived to experience stress because their level of motivation or drive diminishes as they age. Thus, working overtime is unlikely to happen. They may also have difficulty in coping with and adjusting to the modern technology because they are not used to it. Some of them focus on the seemingly complex process of manipulating the computer, for example, and they are less receptive to learn the use of modern tools that would primarily hasten their work or job. They are more comfortable in the customary ways of work both in the office and at home. In one study conducted by McMullin and Dryburgh (2011), industries have a tremendous fascination with twenty-year-old because it is equated with innovative ideas.

Also shown in the analysis of variables is age as a determinant of gender equity in the household. The tasks/jobs of the household members vary. For example, an older member of the family is in charge of the bigger responsibility as compared to the younger member. It can be observed that, among the siblings, the eldest child particularly the eldest daughter takes the bulk of household chores that include going to the market, cooking, washing the dishes, doing the laundry and cleaning the house. They are perceived to be more responsible and are already capable of keeping the house clean and in order. Further, in terms of decision-making, the ideas of the oldest family member are more acceptable and most of the time followed by the rest of the members. It is the oldest member that commands the younger ones in terms of division of household tasks and even set household rules. For the eldest son, he is seen as an authoritarian figure in the family next to the father, apparently because he is groomed to be the second head of the family. He may have a big responsibility but in terms of cooking, laundry and housekeeping, all these are frequently assigned to a female member of the family. On the other hand, the

younger members take on the easier tasks such as throwing the garbage or fixing the bed, a task that is given to him or her that is also based on his or her physique. The younger members are also dependent on the older members when it comes to family decisions and more often conform as a sign of respect. However, the data revealed that age does not have any significant influence on community involvement. Both young and old are involved in the community either as a member or a community leader.

Sex as a variable does not significantly influence education, work employment, and community involvement but has an influence on the household. Apparently, household chores and other roles are characterized according to gender. From a cultural standpoint, the major tasks of budgeting and marketing are commonly done by the mother while the father takes charge of the house such as gardening or carpentry or woodwork when the need arises. Other household chores such as washing the dishes, housekeeping and laundry are usually done by the mother. The eldest daughter helps the mother cook, cleans the house or takes care of the younger siblings. She is also expected to cook for the family in the absence of the parents and does most of the household chores, especially if the other siblings are not capable of doing such. On the other hand, the older brother is likely to help and assist the father in gardening, fixing and doing some minor house repairs. In parenting, both the mother and father perform different roles. The father being the head of the family is the disciplinarian and one who is in authority; while the role of the mother is compatible with childcare and is responsible for the emotional growth of the children. Such difference in child rearing between the father and mother shows that children are closer to their mother than to their father. One example is that of a daughter or son who wants to go out with friends, would normally ask permission from the mother who is apparently supportive of her children. However, if a father does not agree or is uncertain of the child's request, then the child seeks the mother's support to help him explain his side. Moreover, the children

find it easy to talk about their needs and other personal concerns with their mother and they only talk to their father when the need arises. Also, most of the mothers actively participate in their children's school engagement. Attendance at school meetings, programs, and other activities are well participated by the mothers. For them, they make it a point to talk with their child's classroom teacher especially during the parent-teacher association (PTA). It is during this time that they would know their child's academic performance hence show support and understanding of both their child's strengths and weaknesses. A father, on the other hand, appears to have less appreciation of the child's strengths but focuses more on the weaknesses that may lead the father reprimanding his child. In effect, the child develops fear and anxiety towards his or her father, whom he or she has known as the disciplinarian and one who is always in authority. As reported by the UNICEF's (2006) Demographic and Health Surveys (DHS), it reveals that in many households, women have little influence over important household decisions.

Another variable that does not significantly influence education, work employment, and community involvement except for household is civil status. In the family, a member who is still single may have fewer household chores as compared to those who are married. It can be observed that family members who are unmarried spends more time outside the house, thus, are not able to do the tasks at home. Typically, they attend only to their personal needs, for example, shopping and going out with friends that both single male and female members of the family enjoy doing. In other words, they are more focused on the activities outside their home which are pleasurable and interesting for them being single. In contrast, a member of the family who is married has greater responsibility due to their children. Their tasks may have doubled like attending to needs of their parents, siblings, husband or wife, and children.

The occupation does not have any significant influence on education, work employment and

community involvement except on household. An individual who is employed spends less time at home. It means that he cannot fulfill any of the tasks except during weekends provided there is no overtime work. A member of the family who is employed feels tired and exhausted from work, can no longer do the task at home and would rather take a rest. It is also observed that some employed household members bring their work at home, thus, would be spending more time working on their 'office homework' than do household chores. On the other hand, any member of the family who is not employed has more time to do household chores. They are perceived to be hardworking and very good at housekeeping because they consider it as their major contribution to the family though not in a monetary aspect.

Lastly, income earner does not influence education and work employment but significantly influences the household and community involvement. An income earner spends more time in the workplace, thus, have lesser time at home. It is understandable that if the father is the income earner, he is not expected to work and do some chores, rather, provides the needs of the family financially. In the same way as when the mother is the income earner, she is either free or has a lesser chance of doing much of the household chores. She instead does more of her work or profession. The report made by the UNICEF (2006) mentioned that the strongest say in household decision-making often belongs to the family member who controls the largest share of household income and assets.

An income earner is also more involved in the community than those who are not income earners. Their involvement in the community may stem from the person's affiliation in the office organization. Income earners engage in community activities such as in the case of fathers or husbands who involve themselves in "pahina", cleaning and repair of drainage system in a voluntary manner. They also help organize sports activities of the barangay and assist in identifying sponsors and benefactors for such activities. For mothers as income earners,

their involvement in the community includes memberships in religious, civic organizations and participation in barangay activities. Those who are not income earners are not involved in the community because they fall short in terms of financial capacity. Involvement in the community may include monetary aspect or at least having the capacity to contribute either financially or give support to the group/organization in various ways. Furthermore, those who are not income earners lack the opportunity to know other people who could perhaps introduce them to other community organizations and activities.

### *Conclusions*

In this particular study, it is found that all demographic profile such as age, gender, civil status, occupation and income earners greatly influence household. Therefore, gender inequity is very much observable in this dimension. Further, its indices such as chores and parenting showed that the members of the family do not have an equal share of the opportunities in the household. However, there is gender equity in education, work employment, and community involvement.

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