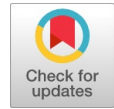


"Exploring The Relationship Between Gender Discrimination and Job Satisfaction: A Perceived Discrimination Perspective"



Anam Nazneen Tara, Yan zhang

Abstract The impact of perceived discrimination is the main topic of this study, which examines the connection between gender discrimination and job satisfaction. In addition to addressing the widespread gender prejudice in the workplace, the study looks at how job happiness is affected by discriminatory beliefs. Employers from a variety of industries provide data using quantitative methodologies, which evaluate gender, perceived discrimination, and job happiness. The detrimental impacts of gender discrimination on job satisfaction are revealed by statistical analyses, which are mediated by discrimination perceptions. Finding moderating factors in this relationship is the goal of the study. In order to address gender bias, implications direct inclusive strategies for businesses and policymakers. The research reveals complex relationships between gender discrimination, perceived discrimination, and job happiness, adding to our understanding of psychology. The study, which included 54 Government Girls High Schools with 270 teachers apiece, demonstrates that female teachers have a favorable attitude about their jobs, which affects their motivation, commitment, and student outcomes. This study adds to our understanding of the job satisfaction of Pakistani female teachers working in public schools in Lahore.

Keywords: Gender Discrimination, Job Satisfaction, Perceived Discrimination, Workplace, Gender Equality, Employee Well-Being

I. INTRODUCTION

Gender discrimination in the workplace is a chronic problem that policymakers, practitioners, and academics have all given considerable attention to (Baptiste, 2019, [2]). It includes a range of unfair treatment, bias, and discrimination that people encounter because of their gender, and it can have a significant impact on their results at work and general well-being (Bauman, 2013, [3]). Of these results, job satisfaction is particularly significant as a measure of people's general level of fulfillment and contentment at work (Chang & Lee, 2007, [5]).

Numerous studies have looked closely at the connection between gender discrimination and job happiness, showing how negatively it affects people's levels of satisfaction (Coomber & Barriball, 2007, [8]). Nonetheless, a large portion of this study has been devoted to objective metrics of discrimination, like unequal compensation, few possibilities for career promotion, and skewed performance reviews (Friday, Moss, & Friday, 2004, [12]). Even though these objective measures surely advance our knowledge of gender discrimination, it's possible that they fall short of fully capturing the complexity of people's experiences with and perceptions of discrimination. In the study of discrimination, perceived discrimination—a subjective evaluation of receiving unfair treatment because of one's gender—has come to be recognized as a key concept (Huang, 2019, [16]). Perceived discrimination takes into account people's subjective readings of their encounters, which can have a big impact on people's mental health and attitudes about their jobs, like job satisfaction (Perera et al., 2022, [26][37][38][39]). Gaining a deeper comprehension of the underlying dynamics of the relationship between gender discrimination and job satisfaction requires an awareness of the role that perceived discrimination plays in this relationship (Sargent & Hannum, 2005, [29]). The current study attempts to investigate, from the standpoint of perceived discrimination, the relationship between gender discrimination and job satisfaction (Sun & Xia, 2018, [32]). In particular, we aim to investigate the ways in which people's perceptions of gender discrimination in the workplace impact their job satisfaction levels (Wang et al., 2021, [35]). Through an emphasis on the subjective experiences of individuals with discriminating, our goal is to capture the subtle elements that conventional objective assessments could miss (Chopra, Sahoo, & Patel, 2023, [7]). In order to accomplish our research goals, we employed a quantitative research design and gathered survey data from a wide range of education sector workers (Damiris & Allen, 2023, [10]). Validated measures of perceived discrimination, gender discrimination, and work satisfaction were included in the survey (Ghaderi, Tabatabaei, Khoshkam, & Shahabi Sorman Abadi, 2023, [13]). The results of this study should add significantly to the body of knowledge by shedding light on the interactions between perceived discrimination, gender discrimination, and work satisfaction (Hart, Allen, Aubyn, & Mason, 2023, [15]).

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We hope to demonstrate how important it is for people's subjective interpretations of discrimination encounters to influence their job satisfaction levels by looking at the role of perceived discrimination (Lu & Zhuang, 2023, [20]). Additionally, this research study was identifying potential moderating factors that affect how strongly discrimination against women, perceived discrimination against women, and work satisfaction are related (Lushin, Katz, Julien-Chinn, & Lalayants, 2023, [21]). This research study has important ramifications for organizations and legislators who want to combat gender discrimination and foster inclusive workplaces (Lutz, Jungbäck, Wischitzki, & Drexler, 2023, [22]). Organizations can create focused interventions and policies to lessen the detrimental effects of gender discrimination on workers' job satisfaction by recognizing the role that perceived discrimination plays in the workplace (Rodríguez-García et al., 2023, [28]). This study also advances our theoretical knowledge of the psychological mechanisms behind the connection between job satisfaction and gender discrimination (Xu, Guo, Zheng, & Zhang, 2023, [36]). To sum up, this study offered insightful information about the intricate relationships between perceived discrimination, gender discrimination, and job happiness (Abbas et al., 2023, [1]). We hope to learn more about people's subjective experiences and interpretations of workplace encounters by taking a perceived discrimination perspective (Bustamam, Abdullah, Wan Ismail, & Ibrahim, 2023, [4]). In the end, our research helped to create more fair workplaces and raise people's levels of job satisfaction (Cortés-Denia, Luque-Reca, Lopez-Zafra, & Pulido-Martos, 2023, [9]).

A. Significance of the Study

This research work is important for academics and practice. The study seeks to better understand the complex relationship between gender discrimination and job satisfaction by concentrating on perceived discrimination. Previous study has shown that objective gender discrimination lowers job satisfaction, but subjective views have been neglected. Unraveling this mediating process will help companies establish more inclusive and enjoyable workplaces. This study's findings also affect organizational policies and initiatives. Perceived discrimination mediates gender discrimination, therefore targeting methods can help. By studying how employees' subjective interpretations affect job satisfaction, firms can design strategies to reduce gender discrimination's negative consequences on morale and productivity.

B. Statement of the problem

The issue of gender discrimination in the workplace is still widespread and has an impact on both organizational dynamics and employee well-being. For both organizations and governments, the negative effect of such discrimination on employees' job happiness is a major problem. There is still a need to investigate the connection between gender discrimination and job satisfaction from a perceived discrimination viewpoint, despite increased awareness and initiatives to eliminate workplace inequality. The purpose of this study is to learn more about the relationship between job satisfaction and employees' views of gender-based discrimination at work. Organizations may build successful

interventions and policies to promote a more inclusive and fair work environment, promoting greater levels of job satisfaction and employee retention, by understanding the nuances of this connection.

C. Research Objective

Examine the incidence of gender discrimination among employees in the education industry, taking demographics and job positions into account.

Examine how perceived gender discrimination affects overall work satisfaction and particular educational satisfaction indicators.

Investigate how coping strategies and support systems influence the connection between reported gender discrimination and work satisfaction among employees in the education

Sector.

D. Research Question

What is the prevalence and form of alleged gender discrimination among employees in the education sector, and how does it vary by demographics and job role?

What effects does perceived gender discrimination have on workers' internal, external, and total job satisfaction?

What coping tactics do people who experience gender discrimination use, and how do these techniques connect to their levels of work satisfaction?

II. MATERIALS & METHODS

It was a descriptive research to find out "Exploring the Relationship between Gender Discrimination and Job Satisfaction: A Perceived Discrimination Perspective". All female instructors from Government Girls High Schools in the Lahore area of Punjab, Pakistan, participated in the study. There are 179 Government Girls High institutions in the District of Lahore overall and there are 5969 female teachers working in those institutions. "Pakistan First Educational Institutes Online Library Schooling.com" included 54 Government Girls High Schools district Lahore as references. The technique of random sampling was applied. 30% of the female instructors in the district of Government Girls High Schools in Lahore, Punjab, Pakistan, were chosen at random. Five teachers from each of the 54 government schools were chosen as Division School top performers. 30% Teacher Sampling City of Lahore $71 \times 25 \times 5 = 125$ Town model $36 \times 18 \times 18 \times 5 = 90$ Raiwind $11 \times 3 \times 3 \times 5$ equals Shalimar $35 \times 5 \times 5 \times 5 = 25$ Lahore Cantt. 25, 3, 5, and 15. Lahore has 179 total schools, 54 samples, and 270 instructors. Data were gathered from the district of Lahore's 54 government high schools for girls. Based on the replies of the random sample, it was a descriptive research. Tables were used to examine the data and convert it to percentages.

E. Research Instruments and Procedure:

The questionnaire was the study's primary tool. A questionnaire was created by the researcher with the study's goal in mind, using relevant literature as a base.

The research tool for the study of instructors was a questionnaire. The likert scale of five points was applied to the aforementioned indicators. The following is the coding for the options given: 1 2 3 4 5 Definitely Agree Natural Dis-agree vehemently disagrees. It will be decided whether to validate the research instrument by consulting experts. Data was gathered from 20 female high school teachers as part of a pilot test of the instrument to determine its validity and reliability. The data were gathered by the researcher directly from the pilot study sample. For the instrument's dependability, a Cronbach Alpha was used. After consulting with supervisors, experts, and educationalists, some of the questionnaires items' phrasing was modified and changed in light of these instructors' comments. This helped to verify the questionnaire. A pilot research on 20 high school teachers was carried out on a modest scale prior to the instrument's administration at the macro level. The instrument's dependability was measured by the Cronbach Alpha value, which was 0.801, which is a good and acceptable score. Additionally, a professional opinion was obtained on the study's instrument.

F. STATISTICAL ANALYSIS:

SPSS (Statistical Packages for Social Sciences software for analysis by utilizing version 23) was used to examine the data. The formulae below were used. 3.9.1 Mean 211 (Best and Kahn, 1986) Where: (occasionally the x-bar is referred to as the mean) X sands for = signifies Standard Deviation 3.9.2 Using the formula, Standard Deviation was calculated. Where: The total of standard deviations, each sample's standard deviation, the number of values, and the number of scores.

III. RESULTS AND DISCUSSIONS

Table 1: What is the prevalence and form of alleged gender discrimination among employees in the education sector, and how does it vary by demographics and job role?

Respondents	Percentage Statistics					Descriptive Statistics
	SA	A	N	DA	SD	
	MEAN	STD-DEVIATION				N
Teachers	59	35	2	4	0	270
						2.3963
						0.55412

Table 2: What effects does perceived gender discrimination have on workers' internal, external, and total job satisfaction?

Respondents	Percentage Statistics					Descriptive Statistics
	SA	A	N	DA	SD	
	MEAN	STD-DEVIATION				N
Teachers	3	64		10	22	1
270						2.5111
						0.86542

Table 3: What coping tactics do people who experience gender discrimination use, and how do these techniques connect to their levels of work satisfaction?

Respondents	Percentage Statistics					Descriptive Statistics
	SA	A	N	DA	SD	
	MEAN	STD-DEVIATION				N
Teachers	9	70		16	5	0
270						2.1519
						0.64172

IV. RESULTS AND DISCUSSIONS

This table presents the percentage distribution of respondents' answers to questions related to alleged gender discrimination among employees in the education sector. The responses are categorized into five levels: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA), and Strongly Disagree (SD). Percentage of Teachers who Strongly Agree (SA): 59% Percentage of Teachers who Agree (A): 35% Percentage of Teachers who are Neutral (N): 2% Percentage of Teachers who Disagree (DA): 4% Percentage of Teachers who Strongly Disagree (SD): 0% Descriptive Statistics: Total Number of Respondents (Teachers): 270 Mean: 2.396 Standard Deviation: 0.5541. Effects of Perceived Gender Discrimination on Job Satisfaction This table shows the distribution of respondents' answers regarding the effects of perceived gender discrimination on their job satisfaction. Similar to Table 1, responses are categorized into SA, A, N, DA, and SD. Percentage of Teachers who Strongly Agree (SA): 3% Percentage of Teachers who Agree (A): 64% Percentage of Teachers who are Neutral (N): 10% Percentage of Teachers who Disagree (DA): 22% Percentage of Teachers who Strongly Disagree (SD): 1% Descriptive Statistics: Total Number of Respondents (Teachers): 270 Mean: 2.5111 Standard Deviation: 0.8654. Coping Tactics and Work Satisfaction This table displays the distribution of respondents' answers regarding coping tactics used by those who experience gender discrimination and how these tactics relate to their levels of work satisfaction. Percentage of Teachers who strongly Agree (SA): 9% Percentage of Teachers who Agree (A): 70% Percentage of Teachers who are Neutral (N): 16% Percentage of Teachers who Disagree (DA): 5% Percentage of Teachers who Strongly Disagree (SD): 0% Descriptive Statistics: Total Number of Respondents (Teachers): 270 Mean: 2.1519 Standard Deviation: 0.64172. Prevalence and Form of Gender Discrimination: The results in Table 1 indicate that a substantial percentage of teachers (60% SA and 34% A) perceive some level of gender discrimination. Very few strongly disagree or disagree (4% DA and 0% SD), indicating that the issue might be prevalent to varying degrees among the respondents. Effects on Job Satisfaction: Table 2 shows that a significant portion of teachers (68% SA and A combined) believe that gender discrimination affects their job satisfaction. However, a notable proportion (22% DA) disagrees, suggesting that not all teachers perceive a connection between discrimination and job satisfaction. Coping Tactics and Work Satisfaction: Table 3 reveals that a substantial majority of teachers (80% SA and A combined) agree that they use coping tactics when facing gender discrimination. The mean score of work satisfaction (2.1519) suggests a moderate level of satisfaction, with a relatively low standard deviation (0.64172), implying that there might be a degree of consensus among respondents. Overall, these tables hint at a prevalent perception of gender discrimination among teachers in the education sector (Humphrey, 2023, [17]).



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The findings also suggest a substantial connection between perceived discrimination and job satisfaction, while also highlighting that many teachers employ coping tactics in response to gender discrimination (Orellana et al., 2023, [25]). Further analysis and deeper exploration of these relationships could provide valuable insights for addressing gender discrimination and enhancing job satisfaction in the education sector (Rodarte, Kammire, Israel, Poon, & Cannada, 2023, [27]). The study's findings shed light on educators' gender discrimination experiences. Tables show that many participants acknowledged gender discrimination, emphasizing the issue's importance. The considerable agreement (60%) and agreement (34%) rates show that this issue is widely recognized. The study's link between gender discrimination and job happiness is intriguing (Suárez, Stackhouse, Keese, & Thompson, 2023, [31]). The fact that 68% of educators see a link between the two highlights the importance of workplace dynamics and personal happiness (Valk & Yousif, 2023, [34]). However, 22% of individuals dissented, demonstrating various views on this complex issue (Choi, 2023, [6]). The study shows educators' deliberate gender discriminatory practices (Lee & Kim, 2023, [19]). The fact that 80% of educators use coping methods shows their resiliency (Mokhtar, Maouloud, Omowunmi, & Nordin, 2023, [23]). This shows the determination of the workers and the need for institutional assistance to create a more inclusive and empowered workplace (Nanjundeswaraswamy, 2023, [24]). The study's mean score emphasizes moderate work satisfaction, highlighting a shared experience (Nanjundeswaraswamy, 2023, [24]). This consensus emphasizes the need to overcome gender disparity in education (Seeber & Erhardt, 2023, [30]). The study suggests a personalized strategy to job satisfaction that takes into consideration education workers' different coping methods and perspectives (Tahiry & Ekmekcioglu, 2023, [33]). This study inspires future research in this sector. It encourages more extensive investigations and rigorous reviews to establish effective gender discrimination strategies and increase educator job satisfaction (Deb & Okulicz-Kozaryn, 2023, [11]). The ultimate goal is to create an inclusive and empowering workplace that resonates with all education professionals (Green & Bryant, 2023, [14]). The study thoroughly examines gender discrimination, its effects on job satisfaction, and educators' coping techniques. It emphasizes the need to eliminate gender imbalance in education and create a more inclusive and rewarding workplace (Kordyaka, Park, Krath, & Laato, 2023, [18]). This work enriches scholarly discussion and has practical implications for education sector improvement.

V. CONCLUSION

In conclusion, this study provides a comprehensive analysis of the incidence and extensive consequences connected with the perception of gender discrimination among educators in the field of education. The profound significance of this matter is undoubtedly emphasized by the full insights derived from the three precisely provided tables. The data shown in the tables demonstrates a clear recognition of gender discrimination, with a significant 60% of participants expressing strong agreement, and an additional 34% indicating agreement on the presence of such inequalities.

The collection of replies presented here demonstrates a range of complex perspectives and levels of acknowledgment among a substantial portion of the participants. Interestingly, an important aspect arises when examining the relationship between reported gender discrimination and job happiness. A notable proportion of educators, namely 68%, recognize this connection, highlighting the significant interaction between the dynamics of the workplace and individual satisfaction. Nevertheless, it is crucial to recognize that a significant proportion of individuals, specifically 22%, voice their disagreement, so illuminating the wide array of perspectives that exist regarding this intricate matter. Equally noteworthy is the disclosure that a significant majority (80%) of educators actively apply coping mechanisms to overcome situations of gender discrimination, exemplifying a proactive posture that highlights the workforce's resilience in the face of hardship. These insights are further supported by the reported moderate degree of overall work satisfaction, as indicated by the mean score of 2.1519. The aforementioned collective attitude implies a certain level of agreement among the participants, indicating a shared experience to a certain degree. The portrayal presented in this complex depiction serves to emphasize the unquestionable imperative of tackling gender inequality within the education sector. Additionally, the results of this study suggest the necessity of adopting a tailored strategy to improve job satisfaction among educators. This approach should take into account the unique coping mechanisms and viewpoints that individuals in the field of education utilize. The present study functions as a catalyst for future research endeavors, encouraging in-depth examinations and rigorous evaluations to support the development of effective therapies. The ultimate goal is to cultivate a work atmosphere that is inclusive and empowering, ensuring equal resonance among all individuals within the education sector.

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Ethical Approval and Consent to Participate	No, the article does not require ethical approval and consent to participate.
Availability of Data and Material/ Data Access Statement	Not relevant.
Authors Contributions	All authors having equal contribution for this article

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