GENDER EQUITY IN BUSINESS SCHOOLS – PERCEPTION OR REALITY: A CONVENTIONAL CONTENT ANALYSIS

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ABSTRACT

The continued disparity in compensation, career advancement, and equitable access to leadership positions in traditionally male-dominated disciplines both in the business sector and higher education, continue to be an essential area of research. This paper examines the relationship of gender equity to; academic staff/faculty compensation, career advancement, and access to leadership roles in selected colleges of business in Finland, Jamaica, and the United States. The open and unembellished response of business school academic staff/faculty regarding their perceptions of gender equity in three culturally diverse societies, Finland, Jamaica, and the United States, were evaluated using the Conventional Content Analysis methodology. The three societies analyzed in this paper reflect distinct cultural, political, economic, and societal structures as well as views regarding gender equity. Mores and culturally imbued societal structures influence the perceptions and, ultimately, the level of distrust and dissatisfaction relating to gender equity. The findings confirm that female faculty/academic staff in colleges of business continue to experience inequitable working conditions. Furthermore, these unfair conditions are extraordinarily widespread, as they relate to compensation, career advancement, and access to leadership roles. The progress of female faculty members continues to lag when compared to males with similar or equal human capital. Our findings add vital insights to the cross-continental conversation on the inequitable experiences faced by business school academic staff/faculty, based on gender.

Keywords: gender, equity, compensation, leadership, higher education, career advancement, conventional content analysis

INTRODUCTION

This year, 2020 marks the 41st year since the United Nations (UN) Convention on the Elimination of Discrimination Against Women (CEDAW) recommended that women should not be victimized in any form, primarily because of their gender. Nevertheless, discrimination against women persists in both developed and developing countries (United Nations, 2020). Why do discrimination and inequity still exist today? Discrimination and inequity continue because fundamentally, individuals are still perceived and valued based on defining entrenched qualities such as gender, ethnicity, and race. Gender continues to be a significant barrier in the area of human growth and development. Women play an essential role in sustaining the social and economic fabric within all societies, and their unfair treatment and marginalization are

significant and must be researched (United Nations, 2020). When women are mistreated there is, ". . . continued poverty, abuse, social stratification, social injustice, and the widening of the gender gap" (World Economic Forum Report 2014, p. 3), among other disparities, are perpetrated. Gender equity education for both women and men is needed that addresses equitable policies and practices to reduce and ultimately dispel disparities.

Gender equity continues to be a point of debate and discussion both in higher education as well as the business world. Increasingly, more women are assuming positions of power, leadership, and authority in both corporates as well as institutions of higher education. Despite these positive movements toward gender equity and equality in the workplace, many women still lag behind their male counterparts in compensation, career advancement, and access to leadership roles. In higher education, gender inequities persist and are often overtly reflected in the lower compensation of women compared to their male counterparts.

More covert reflection of the inequity is the imbalance in the representation of women in positions of leadership and access to career advancement opportunities when compared to males with the same/similar human capital. The issue of gender equity is often more chronic in the male-dominated fields of science, technology, engineering, mathematics (STEM) and core business disciplines such as accounting, economics, data analytics, finance (American Association of University Women (AAUW) 2016; Grove, 2015, 2016; Jones, 2011; Tickle, 2013; Ud Din, Cheng & Nazneen, 2018). Therefore, more research must be conducted in this area, specifically in business schools.

PURPOSE OF THE STUDY

The purpose of this study is to examine the perceptions of business school faculty members regarding gender equity concerning compensation, career advancement opportunities, and access to leadership roles. Three arguably different social, economic, and cultural experiences of faculty in Finland, Jamaica, and the United States are the focus of this study. Perception and reality are often at odds, and this significant study provides a cross-cultural perspective on how faculty members/academic staff in schools of business perceive gender equity.

Rationale of the Study

Gender equity concerns is a worldwide phenomenon. This research on gender equity focused on three disparate countries in different parts of the world. The researchers were interested in exploring how a developing country Jamaica, ranks when compared to a developed country the United States and Finland a Nordic Welfare state. Research has shown that more women than men enter and graduate from institutions of higher education in Finland, Jamaica and the United States. Yet, females are still being compensated less than males for the same jobs (Bellony, Hoyos, & Ñopo, 2010; European Institute for Gender Equity, 2105; Lassila & Teivainen, 2014; Salmi, 2014; Statistics Finland, 2018; Webster, 2006). Women in Jamaica graduate at higher rates than men but are compensated at lower rates (The University of the West Indies (UWI) Statistical Review, 2009/2010; UWI Statistical Digest 2010/11 to 2014/2015 Reports; Jamaica STATIN Labor Force Survey Report, 2015). The Statistics Finland Report

(2018), reflected a reduction in the wage/opportunities gap between men and women, indicating that women on average earn 15 - 20% less than men for doing similar jobs.

Jamaica a developing country was selected for this research because of access the researchers had for obtaining data from the two business schools in the country. This is a country that would give a Caribbean perspective. This region has not been well researched and the researchers selected Jamaica so that the research would add to the body of literature. United States was part of the sample because the researchers work in higher education at a Southern university. Again, the researchers would have access to obtaining the required data. The United States is seen as the model of democracy, equality and fair play. The researchers wanted to explore if gender equity was simply a façade of a reality. Finally, Finland was selected because of the contrasting views that would be offered because Finland is a Nordic Welfare State that on the surface proports equity, equality and fairness. In addition, a visiting professor in the College of Business also helped in the researchers gaining access to get participants in 5 universities across Finland based on the research criteria.

In 2020, Finland was ranked third only to Iceland and Norway, on the 2020 World Economic Forum Report as it relates to the Global Gender Index. This index further supports the reality that in Finland in 2016, a total of 46.1% of all faculty are females having roles such as assistants and full-time visiting teachers (43.8%), lectures and senior assistants (58%) as well as professors (30.3 %). Revealing that 69.7 % of the professors across Finland are males (Statistics Finland, 2018).

The United States was ranked 20th out of 142 countries when measured against five critical factors; gender equality, economic participation, educational attainment, political empowerment and health and survival indices (World Economic Forum Report, 2014). The composite score of 0.746 out of a possible 1 also was reported for the USA. In 2020, The United States slipped to the 53rd position with a composite score of 0.724, out of 153 countries. On the surface, these statistics look as though the United States is advancing the rights of women for equal and equitable access. However, a detailed analysis, shows that the United States has made great strides since women gained voting rights in the early 20th Century, but there are still glaring issues of inequality and inequity in academia and the wider society. Presented in this conventional content analysis, are the frank and, at times, polarizing views of faculty members on gendered compensation policies, career advancement opportunities, and access to leadership roles.

METHOD

Research Question and Study Design

For this study of 410 participants, 96 faculty members from three countries responded to the following question: *What comments do you have regarding how faculty members in your college are compensated, advance in their careers, and access leadership roles based on gender?* Using conventional content analysis methodology, the researchers examined the common themes/categories/clusters that emerged from the responses received regarding gender equity of business school faculty, as it relates to compensation, career advancement, and access to leadership roles?

Population and Sample

The targeted study population comprised of all public schools of business in the United States, Finland, and Jamaica. According to the National Center for Education Statistics (2017), there are 710 public 4–year colleges in the United States, representing 23.6% of all institutions of higher education, both private and public combined. Finland has 35 public universities, and Jamaica has two. Colleges of business were selected based on four criteria: (1) accreditation by a national, regional or international board, such as the Association to Advance Collegiate Schools of Business (AACSB); and (2) masters granting or higher-level institutions; (3) public universities and (4) university full-time enrollment (FTE) of 10,000 or more students. The sample was faculty members from 25 colleges of business in the United States, four in Finland, and one college in Jamaica. A total of 466 of the 1,500 faculty members at the ranks; instructors, lecturers, senior lecturers, tenured or tenure-tracked faculty at the assistant; associate; and full professors started the survey. Of the 466 who started the survey, 55 did not complete the survey. These 55 surveys were dropped from the study. Thus, 410 participants completed the entire survey. Of the total 410, only 96 participants completed the open-ended question at the end of the survey. This yielded a response rate of 23.4% of participants who completed the open-ended question. Feedback from faculty in administrative positions (chairs, deans, directors, coordinators) provided a sense of the relationship of gender equity to compensation, career advancement, and access to leadership roles for female faculty in their business school. The open-response findings were analyzed using a Conventional Content Analysis Methodology.

RESEARCH METHODOLOGY: CONVENTIONAL CONTENT ANALYSIS

In conventional content analysis, meanings are interpreted directly from the content of qualitative or text data adhering to the naturalistic paradigm (Hsieh & Shannon, 2005), leading to coding categories derived directly from the text data. Based on the naturalistic paradigm, the authors coded the data physically. This physical coding was deemed to be most effective because there were 81 Likert type quantitative questions and one open-ended or qualitative question (number 82). The seminal research of Hsieh and Shannon (2005); as well as Zhang and Wildemuth (2009) outlined the 8 steps that were followed in this content analysis. These researchers recommended the naturalistic approach of combing through the data over and over with the natural eyes long before commercial qualitative data analyses software such as NVivo, Research Text Provalis Analytics, STATA, ATLAS.ti, MAXQDA, DATAgrav, webQDA and HyperRESEARCH (to name a few).

These commercial qualitative data analysis software packages are recommended for large data. These large data sets generally include; transcribed interview data, field notes from observations and large sets of documents to be analyzed. Realistically, having only one qualitative research question did not merit the use of a commercial qualitative data analysis software. Furthermore, the use of the commercial qualitative data analysis software would no longer deem the naturalistic paradigm relevant in this conventional content analysis (Assarroudi, Heshmati Nabavi, Armat, Ebadi, & Vaismoradi, 2018; Fealy, Donnelly, Doyle, Brenner, Hughes, Mylotte, & Zaki, 2019; Zamawe, 2015; Zhang, Wildemuth, 2009).

This conventional content analysis technique allowed the researchers to categorize/group responses under emergent themes. The advantage of the conventional approach to content

analysis is "gaining direct information from study participants without imposing preconceived categories or theoretical perspectives" (Hsieh & Shannon, p. 1281). The open-ended research question was appropriate for using this approach in letting the data speak for itself by finding the themes that emerged.

According to Creswell (2013), "Themes in qualitative research (also called categories [groups] are broad units of information that consist of several codes aggregated to form a common idea" (p. 186). Thus, the researcher conducted a detailed conventional content analysis to find out the final themes that would emerge to support or disconfirm the perceptions of faculty in colleges of business regarding gender equity and compensation, career advancement, and access to leadership positions.

According to Hsieh and Shannon (2005), utilizing a research method to collect personal information and interpretation of data can be successfully carried out using a system of coding, recoding, grouping, identifying themes, and patterns. This method of data collection gives way to a conventional content analysis approach as a useful tool for analyzing the subjective views of participants collected from the open-response item. Furthermore, this ". . . process of analysis reduce[s] the volume of text collected, identifies and group categories together and seeks some understanding of [the responses] . . . the researcher attempts to "stay true" to the text . . . (Bengtsson, 2016 p. 8). The researchers stayed true to the text by using direct quotes (verbatim) from respondents. The rigorous process of reading, re-reading, sorting, resorting, grouping, coding and categorizing and finally resulting in the themes that emerged was adhered to as tenets that ". . . undergird the credibility of [the research] findings" (Patton, 2014, p. 3). It was from the researcher's social capital, that is ". . . background, experience, training, skills, interpersonal competence, capacity for emphasis, cross-cultural sensitivity and engagement . . ." (p. 3) that makes the research inquiry have meaning. There is a plethora of stakeholders and consumers who will read this research from scholars to politicians. Therefore, it is incumbent on the researcher to provide a meaningful analysis. In general, conventional content analysis, unlike statistical analysis, provides meaning but does not measure or quantify patterns. Rather, it relies on trustworthiness on the part of the researchers whereby personal biases are suspended and not used consciously or unconsciously to taint the data.

Trustworthiness

In qualitative research, the rigor, credibility and truthfulness of the study is referred to as trustworthiness (Lincoln and Guba, 1985; Pilot & Beck, 2014; Leung, 2015). Research including content analysis must have an established "degree of confidence in data, interpretation, and methods" that will lead to a study of a high caliber (Pilot & Beck, 2014, pg. 35). In other words, the research has authenticity, credibility as well as validation in its methodology, procedures, protocols, data collection and analysis as well as the interpretation of the data presented to readers (Amankwaa, 2016). The vast number of qualitative researchers agree that trustworthiness is vital in validating qualitative research (Creswell, 2013; Leung, 2015).

Trustworthiness in the interpreting the opinions and perspectives of various participants is the basis of conventional content analysis (Connelly, 2016). According to Kohlbacher (2006) ". . the strength of qualitative content analysis is that it is strictly controlled methodologically and that the material is [collected and] analyzed step-by-step" (p. 14). Trustworthiness in this

study, was strengthened in the following ways: (1) strict data collection from 96 participants who volunteered their response; (2) step-by-step content analysis following the eight steps outlined in Figure 1; (3) outlining the three phases of the content analysis protocol (preparation, organization and reporting as outlined by (Elo, Kääriäinen, Kanste, 2014); (4) detailing the guidelines of each phase; (5) showing how the categories emerge from the data in keeping with the work of (Elo and Kyngäs, 2008; Graneheim & Lundman, 2004; Vaismoradi et al., 2016); and (6) having a second researcher who coded and analyzed the data. All these crucial steps added to the rigor and trustworthiness as well as removed any potential biases from the interpretation of the data collected from 96 participants.
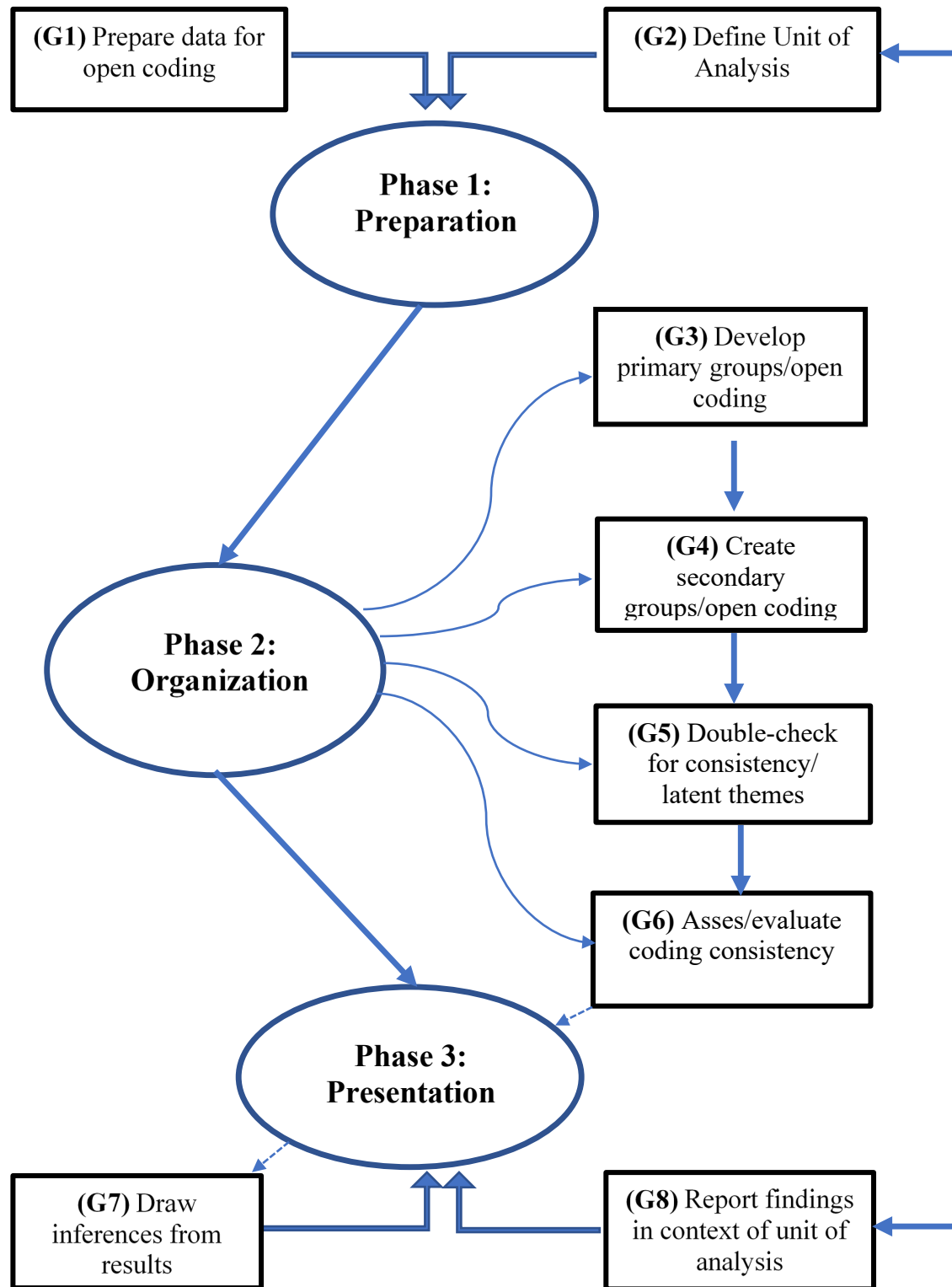
DATA COLLECTION AND UNIT OF ANALYSIS

Conventional content analysis is the most appropriate research methodology because of its relevance to the nature of the data collected. The open-response item was analyzed to find out the perceptions, feelings, views, and ideas participants have regarding gender equity in their college of business. Direct quotes provide a vivid description of participants' perceptions and experiences regarding gender equity issues within colleges of business.

The open-ended responses received from the study sample were collated as one running document for analysis. In order to establish and maintain reliability (critical to establish trustworthiness), two independent coders worked on, *first*, grouping all the responses to the open-ended question and defining the unit of analysis. *Second*, in the organizing phase, the coders worked on coding the data separately, developing primary and secondary themes and clusters. The criterion was to read the data line by line and color code whenever any part of the data addressed gender equity. Furthermore, in the organizing, the coders shared their themes, double-checked for coding consistency, and formed one analysis matrix/tree of the primary, secondary, and latent themes that emerged from the text data. Again, the coders collaborated on the final phase of presentation/reporting and interpreting the themes that emerged from the data. The process for coding of the open-responses was deliberate, systematic, and rigorous in order to support the unit of analysis.

The unit of analysis is an essential component of the conventional content analysis process. According to Banerjee and Bagchi (2017), the unit of analysis comprises "the objects of interest in the study such as the data collected about a particular content through a collection of facts, by conducting interviews and by analyzing documents" (p. 1288). Written response describing the perceptions of faculty members regarding gender equity in colleges of business is the unit of analysis in this study. In keeping with the systematic approach to conventional content analysis, the researchers did much self-reflection (Bengtsson 2016; Charmaz 2014) on the process followed. After such self-reflection, the researchers created the following guidelines based on the extensive work of researchers Bengtsson (2016); Birks, Chapman, and Francis (2008); Coghlan and Filo (2013); Datt (2016); Hsieh and Shannon (2005); Kohlbacher (2006); as well as Patton (2014). Figure 1 presents the guidelines.

Figure 1: Eight guidelines (G1-G8) for conventional content analysis process in three phases—
preparation, organization and presentation

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┌─────────────────────┐                    ┌─────────────────────┐
│ (G1) Prepare data   │                    │ (G2) Define Unit of │
│ for open coding     │────────┐           │ Analysis            │◄───┐
└─────────────────────┘        │           └─────────────────────┘    │
                               ▼                                        │
                    ╭──────────────────╮                               │
                    │   Phase 1:       │          ┌──────────────────┐ │
                    │   Preparation    │          │ (G3) Develop     │ │
                    ╰──────────────────╯          │ primary groups/  │ │
                               │                  │ open coding      │ │
                               ▼                  └──────────────────┘ │
                    ╭──────────────────╮                  │           │
                    │   Phase 2:       │          ┌──────────────────┐ │
                    │   Organization   │          │ (G4) Create      │ │
                    ╰──────────────────╯          │ secondary        │ │
                               │                  │ groups/open      │ │
                               ▼                  │ coding           │ │
                    ╭──────────────────╮          └──────────────────┘ │
                    │   Phase 3:       │          ┌──────────────────┐ │
                    │   Presentation   │          │ (G5) Double-check│ │
                    ╰──────────────────╯          │ for consistency/ │ │
                                                  │ latent themes    │ │
                                                  └──────────────────┘ │
                                                  ┌──────────────────┐ │
                                                  │ (G6) Asses/      │ │
                                                  │ evaluate coding  │ │
                                                  │ consistency      │ │
                                                  └──────────────────┘ │
 ┌─────────────────┐            ┌──────────────────────────────────┐  │
 │ (G7) Draw       │            │ (G8) Report findings in context  │  │
 │ inferences from │            │ of unit of analysis              │◄─┘
 │ results         │            └──────────────────────────────────┘
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As seen in Figure 1, there are three distinct phases for conducting conventional content analysis (preparation, organization, and presentation). Each phase is further sub-divided to accommodate the eight content analysis guidelines.

PHASE 1: PREPARATION (OPEN CODING, DEFINE UNIT OF ANALYSIS)

Guideline 1 (G1): Careful Preparation and Scrutinization of Data

Using SurveyMonkey to collect the data, the researchers curated the lone open-response data by country Finland, Jamaica, and the United States. Table 1 shows the open-response count based on the country.

TABLE 1. OPEN-RESPONSE TO ITEM BY COUNTRY		
Country	Number responding to survey	Number responding to open-response item
Finland	66	16
Jamaica	30	10
United States	264	70
Country not identified/reported	50	0*
Total	**410**	**96**

*open-responses were not reported for participants who did not identify their country, because open-response findings are presented based on country.

As seen in Table 1, a total of 96 responses were obtained from participants. There were (16/96) 16.6% of the responses from Finland (10/96), 10.4% from Jamaica, and (70/96) 72.9% responding from the Unites States. The researchers exported all the open-responses from SurveyMonkey as a PDF. This PDF was then converted to a workable Microsoft Word document. The 14-page word document was printed for mark-up and scrutinization. Hence, the scrutinization of the data assured that no textual information in the transformation from PDF to Microsoft Word was lost.

According to Ryan and Bernard (2003), scrutinizing techniques are areas to pay close attention to in the data. Scrutinizing continued as the researchers conducted an initial reading by way of subjective eyeballing (Huber, 1995) the responses based on the country. Therefore, the researchers read approximately 45% of the responses from each country initially. Eyeballing is a subjective process that is used to ". . . examine casual relationships in the coded event (p. 174). The researchers deemed this subjective eyeballing as sufficient for this initial stage, in order to get a sense of what participants were saying across countries in answer to the open-response question posed. This scrutinizing set the stage for defining the unit of analysis.

Guideline 2 (G2): Define the Unit of Analysis

In this research, the unit of analysis is defined as the individual feedback from each participant. The work of Bengtsson (2016), as well as Hill and Thompson-Hayes (2015), corroborates the unit of analysis identification. Having identified the unit of analysis, the researchers analyzed the responses. The analysis revealed the following: (1) there were 96 responses from the sample of 410 respondents, yielding a response rate of 23%, (2) 6,827 words, (3) 100 paragraphs, (4) 389 sentences, and (5) 14 single-spaced pages of responses. Furthermore, the analysis revealed that participants' responses ranged from three to 472 words, with an average of 198 words. The step that followed was developing primary groups of themes.

PHASE 2: ORGANIZATION (PRIMARY GROUPS, SECONDARY GROUPS, LATENT THEMES, CODING CONSISTENCY)

Guideline 3 (G3): Develop the Primary Group(s) of Themes

The researchers read through all the responses independently in one sitting two days later after data scrutinization to get a full sense of the entire data set. For Hsieh and Shannon (2005), in this step ". . . text data are read word for word to derive codes" (p. 1,279). Developing the primary group(s) was more than eyeballing (Huber, 1995) because attention was now placed on the details as the researchers began ". . . pawning through text" (Ryan & Bernard, 2003 p. 88) of each response. The researchers independently marked the open-responses, using multiple colored highlighters to highlight words, phrases, and sentences. It was agreed on by the researchers that the following color coding would be utilized. (1) Compensation—yellow highlighter; (2) career advancement opportunities—green highlighter, and access to leadership roles—blue highlighter. According to Hsieh and Shannon (2005) during this section, coders are expected to code information that stands out as being significant/relevant that capture the primary views, thinking, perceptions and ideas of the respondents

Simultaneously, researchers jotted informal notes and potential categories into the margins, also known as memoing (Birks, Chapman & Francis, 2008; Hill & Thompson-Hayes, 2015). This process of memoing allowed the researchers ". . . to engage with the data to a depth that would otherwise be difficult to achieve" (Birks, Chapman & Francis, 2008 p. 69), for example, through simple eyeballing.

Next, the researchers read and re-read the text, making copious notes in the margins and on the document. Continuous pawning through the text led to the identification of repetitive words (Ryan & Bernard, 2003) and phrases that were coded using the same colored highlighters. The researcher continued to highlight the data as potential keywords and groups started to emerge. For example, some new potential groups were (abuse, lower expectations, tradition, trust, and contentment), to name a few. These potential groups formed the base of the secondary groups.

Guideline 4 (G4): Create Secondary Groups to Provide even Richer Detail

The researchers re-read the full data set inclusive of the memos and progressed to place (sort) responses in respective groups and piles, then named and renamed some groups constantly. Throughout this process, the researchers noted occurring and reoccurring themes that started to pop-up (emerge) from the data set (Bahn, 2016) related to compensation, leadership, and career advancement. The frequency of the word and phrase occurring in the margin reflected the general themes that started to emerge. The words and phrases were further color-coded again to

solidify the groups and themes that Creswell (2013) outlined, as used interchangeably with categories. Furthermore, Creswell defined categories [groups] as "broad units of information that consist of several codes aggregated to form a common idea" (p. 186). Labeled as common ideas are the themes/categories in this research. Double-checked in the next stage are the themes/categories.

Guideline 5 (G5): Double-check for Coding Consistency and Latent Themes

The researchers collaborated at this juncture and reviewed and re-read the notes in the margin of the respective printed open-responses. Also, to make certain themes fitted in the assigned theme/category/cluster, the data were double-checked collaboratively. Collaboratively, double-checking the data was done to ensure consistency. Throughout this process, there were keywords later used as labels that popped-up, and these sometimes-reflected many thoughts. These keywords later became an essential tenet of the latent coding scheme developed. Multiple groups had some of the same responses assigned to them. Some groups identified were (teaching evaluations, compensation, leadership, career advancement, work/life balance, and gender bias), to name a few. According to Thomas (2006), coding consistency checks are essential in ". . . establishing credibility" (p. 243) of the findings and trustworthiness of the research. Each coder had to assess the consistency of the coding pattern that emerged.

Guideline 6 (G6): Assess the Consistency of Coding Employed between Coders

Additionally, after coding the entire data obtained from the open-responses, the researchers placed words and phrases under themes/categories/clusters as they emerged from the text on the whiteboard. During this process, there was a continued check for validity (code does what it should do) and for reliability (consistency). When researchers were satisfied with the consistency, they proceeded to draw inferences.

PHASE 3: PRESENTATION (DRAW INFERENCES, REPORT FINDINGS)

Guideline 7 (G7): Draw Inferences Based on Groups or Themes/Categories/Clusters

The researchers began drawing inferences based on codes for the groups generated. In this step, the researcher analyzed the groups and new themes/categories/clusters then narrowed them down based on constantly comparing the notes and categories. The data in the general themes/categories/clusters that emerged from the text were later coded and narrowed down into smaller, more condensed clusters. The three final themes/categories/clusters after constant comparisons were dissatisfaction, distrust, and societal perceptions. Constant comparison, as used in this process, is defined as analyzing the data, looking for any similarities or differences (Charmaz, 2014; Coghlan & Filo, 2013; Glaser & Strauss, 1967; Lewis-Beck, Bryman & Futing-Liao, 2004; Ryan & Bernard, 2003). These similarities and differences were used to form the major themes/categories/clusters that emerged from the data.

Noteworthy is the fact that words and phrases in similar groups were combined and re-combined to provide the best representation of the emerged themes/categories/clusters on the whiteboard. For example, words and phrases such as ("women are expected to accomplish more; women do more of the grunt work; whose career comes first; and boys that play and drink together advance") provided the basis for the theme, dissatisfaction. As this step continued, the researchers continued to identify the possible relationships to gender equity as purported

throughout the study in terms of compensation, career advancement, and access to leadership in colleges of business. One inference drawn and presented was how much the clusters/themes that emerged supported the research question (*What common themes/categories/clusters emerged from the open-response regarding compensation, career advancement, and access to leadership roles*?).

Guideline 8 (G8): Present the Resulting Themes/Clusters
Finally, the resulting themes/categories/clusters of dissatisfaction, distrust, and societal perceptions of gender equity were used to present the findings in the section that follows. These findings were presented and used to establish relevant conclusions and implications in this study addressing gender equity in colleges of business in Finland, Jamaica, and the United States.

FINDINGS, PRESENTATION AND INTERPRETATION OF DATA

In presenting the results, the paper answers the research question **(*What common themes/categories/clusters emerged from the open-response data regarding compensation, career advancement, and access to leadership roles*?)**. The three primary themes/categories that emerged from the open-response were (1) dissatisfaction, (2) distrust, and (3) societal perception of gender equity.

Table 2. FREQUENCY OF THE PRIMARY THEMES THAT EMERGED ACROSS COUNTRIES (N=96)			
	Finland (N = 16)	Jamaica (N = 10)	United States (N = 70)
Dissatisfaction	11 = 68.8%	6 = 60%	60 = 85.7%
Distrust	9 = 56.3%	3 = 30%	45 = 64.5%
Societal perception of gender equity	5 = 31.3%	7 = 70%	56 = 80%

As seen in Table 2, the three primary themes/categories/clusters were presented in different magnitudes across all three counties, Finland, Jamaica, and the United States. The open-responses received from each country were analyzed utilizing a conventional content analysis. In keeping with the eight guidelines for conducting conventional content analysis, the data will be presented by country Finland, Jamaica, and the United States. The findings from Finland are now presented.

FINLAND

Theme/Category/Cluster # 1: Dissatisfaction
From the open-responses, it was clear that some Finnish business faculty were covertly dissatisfied with how they were treated based on gender. For example, one faculty member indicated, "recruitment seems to favor young men." **[Finland Participant (FP) 3]** Another faculty member provided support for the previous statement, indicating "In higher positions (tenured full-professor in economic sciences) the university [still has] very few women although

it is gradually changing." From the open-response data analyzed, some Finnish faculty members do not overtly show their dissatisfaction with any gender inequities because they perceive it to be subtle or minimal and not as harmful. A Finnish faculty member indicated ". . . I don't think there is explicit or malicious gender discrimination in our college . . . still, I agree that there are subtle gendered [preference] practices that most women will recognize in our college. . ." **[FP 9]**

The levels of dissatisfaction among Finnish faculty gleaned from the open-ended response data, suggests that Finnish business school faculty do perceive being treated inequitably, as it relates to career advancement and access to leadership/senior roles in some colleges. Distrust is the next theme to be presented and analyzed.

Theme/Category/Cluster # 2: Distrust
From the open-response data, some Finnish business school faculty indicated distrust in the equitable allocation of service versus research, based on gender. For example, one faculty member advanced that male faculty members generally head many committees, tend to have women as their deputies, and these female faculty members end up doing the work, and then the men reap the accolades. This faculty member indicated

. . . if there are research seminars to be organised somehow it is the female colleagues responsible for them - even if explicitly the responsibility is assigned to a male colleague. After a few reminders, it seems easier to organise it yourself than chase somebody (a male colleague) to do it. Hence, it is easier for men to hide [from assigned responsibility], for example, become these absent-minded professors/researchers that are allowed (and can only) concentrate on one thing at a time. This implies that they can carve up their space to conduct research in their little bubble, and then it is the others (i.e., women) who need to be multitasking. **[FP 1]**

Some faculty being doubtful that equal opportunities to advance in their careers or into leadership positions, reflected the theme of distrust. For example, a faculty member expressed

. . . our dean told our team head that the lack of tenure position is a challenge/problem that needs to be overcome in case of a male colleague. It is as if the male colleagues have the self-evident right to advance to professorship, and this needs to be secured 'somehow.' In case of women, it is assumed that they are happy where they are, in their current position; hence, this right is not there, and therefore there is no problem either! **[FP 15]**

The open-response data provided for the second theme/category/cluster suggests that inherent distrust still exists in the experiences of Finnish business school faculty. Finally, presented and analyzed is the theme/category/cluster, the societal perception of gender equity.

Theme/Category/Cluster # 3: Societal Perception of Gender Equity
Finland is an advocate of the Nordic Welfare State's egalitarian societal model (Andersen, Holmström, Honkapohja, Korkman, Tson & Vartiainen, 2007). Hence, Finnish faculty members tend to believe that members of their society, as it relates to compensation,

leadership, and career advancement, are treated equitably. This view was articulated by a faculty member who said

> The merits, experience and achievements of the candidate form the basis for their compensation, career advancement, promotion and nomination to leadership positions etc., not their gender. Sometimes personal ties, social networking and the character of the candidate (e.g. ability to cooperate, be a team player, be supportive to the common cause) can have an influence, but again, the focus is not on the gender per se. **[FP 12]**

These comments were echoed by many other faculty members, who perceived that gender equity is not an issue that negatively impacts the Finnish workplace. Another faculty member summarized the Finnish societal perception of gender inequity as more covert and subtle. The faculty member indicated that

> The discrimination and unequal treatment are often of a more subtle and hidden nature in terms of e.g. exclusion from social networks. This is more difficult to detect. Overall, there are few full female professors in my field; most of them are young post-docs and assistant professors. **[FP 7]**

Overall, the theme/category/cluster of societal perception of gender equity as gleaned from the open-response data did not further explain gender differences regarding equitable compensation, career advancement, and leadership of business faculty, respectively. Presented for Jamaica is the open-response data relating to the three themes.

JAMAICA

Theme/Category/Cluster # 1: Dissatisfaction

The open-response indicated that some Jamaican female faculty are dissatisfied with their treatment as it relates to career advancement and access to leadership positions. A Jamaican faculty member indicated

> . . . . achieving senior level leadership in the University is difficult. When one looks at the number of men and women in senior leadership positions, there are many women but not at the very top. There are suggestions that females generally carryout more responsibilities at the senior level in the University and the men tend to delegate more than the women. From my experience and observations, this appears to be so. **[Jamaican Participant (JP) 5]**

Additionally, the data indicated that some faculty members perceive that females are disadvantaged because of the "boys club" mentality within their business school. This view, echoed by one faculty member, indicated "boys that play and drink together advances." As it relates to access to leadership roles, the data revealed that faculty perceive the university to ". . . be more male-dominated" **[JP 9]** at the upper levels with more females in supporting roles. Another issue of unspoken dissatisfaction gleaned from the open-ended response data was the need to balance workload and work-time with family and childcare responsibilities for female faculty.

Overall, as it relates to theme/category/cluster # 1, dissatisfaction, the open-response data did not indicate any gender equity issues as it relates to compensation. Jamaican faculty members perceived that compensation was not an issue related to gender because salaries are determined by collective bargaining through unions and centrally controlled by human resources. On the contrary, the open-ended response data revealed that gender plays a role in how male and female faculty perceived access to leadership roles and advance in their career. The next theme/category presented is distrust.

Theme/Category/Cluster # 2: Distrust

From the open-response item analyzed for the theme/category/cluster, no clear indication of distrust regarding gender equity and compensation, career advancement, and access to leadership roles, were gleaned from faculty members in Jamaica. For example, a faculty member indicated:

> Jamaica also has far more women than men in academia, and taking of maternity leave is normal and I have not seen where that has affected anyone's career advancement. There is no discrimination for being a woman that I have perceived or that has been related to me by any female colleague including my mother (Lecturer and Head of Department at a tertiary level institution), my Mother-in-Law (Lecturer and Administrator at a tertiary level institution) and my sister (Lecturer at a tertiary level institution). **[JP 3]**

This quote exemplified a faculty member's perception that there was no distrust concerning gender inequities in the business school. The next theme/category presented is societal gendered perception.

Theme/Category/Cluster # 3: Societal Perception of Gender Equity

Jamaica is a highly patriarchal society, and as such gender roles tend to be defined. Men are still viewed as the "head" or superior to women, and that view more often than not impacts how gender roles are perceived. Overall, the majority of faculty who provided open-responses perceived that gender inequity is not a significant issue in colleges of business in Jamaica. One respondent shared that

> No discernable differences that are based on gender. In fact, women assume roles in the University consistent with their preponderance in enrollment, graduation and accreditation. The university is an equal opportunity employer regarding gender. Both genders are impacted negatively by relatively low compensation levels, given the quantum and quality of output required. **[JP 7]**

From the open-ended response data provided, access to equitable compensation was not a significant factor impacted by gender in Jamaican business schools. However, some faculty members do perceive, often covertly, that gender plays a role in how female faculty advance in their career and access leadership positions. For example, "Career advancement/promotion still favours males and we often refer to same as a 'boys club.' Boys that play and drink together advance." **[JP 1]** Therefore, the perception is that males do advance in their careers and leadership roles because of the gender and societal biases that men look out for each other based

on the "hidden" fraternity rule, engendered in a patriarchal society. The open-response data relating to the three themes/categories/clusters are now presented for the United States.

UNITED STATES

Theme/Category/Cluster # 1: Dissatisfaction

The open-response data revealed that the majority of respondents perceived gender inequity exists within United States business schools. These disparities stem primarily from perceived inequitable compensation, access to leadership roles, and opportunities for career advancement based on gender. Faculty members indicated that, more often than not, discrimination is subtle and therefore becomes difficult to prove. One faculty member poignantly summarizes the dissatisfaction felt by many faculty members in the United States.

> The bias is subtle, in the form of who is granted respect when speaking up, who is listened to, and what sorts of claims are regarded as legitimate. The norms against speaking out when some part of a process is unfair are very strong. **[United States Participant (USP) 12]**

Another issue found in the data that supports the dissatisfaction theme is the impact of gendered student evaluations of faculty members. The data revealed that many faculty members perceived that students rate female faculty lower than males, and that impacts their overall rating, compensation, and career advancement. The use of gendered evaluations impacting faculty members' compensation and career advancement was presented in the data as significant, especially for schools that place a high premium on teaching. For example,

> One of the challenges that I see for women in colleges of business is that they are routinely rated lower by students in their teaching evaluations. Since my school takes the teaching evaluations very seriously, women are always disadvantaged in their performance evaluations and pay raises as a result. **[USP 32]**

As indicated by this quote, there is the perception that, in general, female faculty members were rated lower than males by their students. Lower performance ratings result in females having lower overall compensation and career advancement, especially in schools of business that place a premium on teaching.

Having equitable maternity/family leave policies and procedures was another area of common dissatisfaction among United States business school faculty members. The data revealed that many female faculties were leery in accessing maternity/family leave because they were fearful of the negative impact taking such absence would have on their career. The sentiment expressed by one faculty member reflected the general feeling of many business school faculty members in the United States ". . . there is a culture that thinks a woman may not be serious if she takes leave." **[USP 2]**

From the open-response data, the issue of inequitable compensation is a crucial driver of perceived inequitable treatment impacting female faculty members. Simply put, a faculty member said ". . . compensation is not transparent. The last pay increase I got was because I accidentally saw what a new [male] lecturer was being paid and it was more than I was being paid after 20+ years." **[USP 44]** Overall, as it relates to dissatisfaction (theme # 1), the open-

ended response data indicated that gender impacted equitable compensation, access to leadership roles, and career advancement of business school faculty members in the United States. The next theme/category presented is distrust.

Theme/Category/Cluster # 2: Distrust

From the open-response data analyzed, it was found that the majority of faculty who provided open-response feedback had some level of distrust regarding equitable compensation, access to leadership roles and opportunities for career advancement in their business school. The distrust was not related to just female faculty but also male faculty who felt they were unfairly treated because their college placed "too much" focus on women. As one faculty member indicated ". . . my university favors women, period." **[USP 62]** On the other hand, many female faculty members indicated they did not trust their college system to treat them equitably. They also indicated they were fearful of repercussions to their career if they made their angsts towards the system known. For example, a faculty member summarized the inherent distrust many faculty members feel in the following quotation.

> Discrimination is not overt—it is subtle. Women and people of color are not heard. Any suggestion that discrimination might have occurred is treated as if the individual making the allegation is some kind of traitor to the University. Investigations at the University level are designed to "protect" the University, not to find out whether discrimination actually took place. From the perspective of the top University administrators, discrimination never has and never will occur at this University. They don't want to address problems; they want to whitewash them. **[USP 42]**

From the responses collected and analyzed, it was found that many faculty members did not trust that college leadership (Deans, Chairs, Directors) to make gender-equitable decisions regarding the value of service, teaching and research. This perception was aptly summarized by a faculty member who indicated, ". . . there seems to be a double standard regarding (1) teaching evaluations, (2) expectations for publication, and (3) expectations for service with respect to gender. Similar behaviors from male colleagues are perceived/rated differently." **[USP 3]**

In contrast, some faculty members were also distrusting of college leadership from a different perspective. These faculty members perceived there were ". . . a clique of women in charge . . . [who] seem to take care of their own." **[USP 52]** In other words, perspectives were divided regarding trust in colleges of business.

Overall, as it relates to theme/category # 2, distrust, the majority of faculty responding to the open-response item perceived they are dealt with inequitably as it relates to equitable compensation, access to leadership roles, and career advancement. This negative perception of inequities based on gender reflects a sense of distrust by the majority of respondents. The next theme/category presented is societal gendered perception for faculty members in the United States.

Theme/Category/Cluster # 3: Societal Perception of Gender Equity

Societal perceptions of gender do impact how males and females are perceived and ultimately treated. The open-response data revealed that the majority of respondents perceived that women were treated inequitably because of how a male-centric business school environment

perceives them. For example, from the data analyzed, the words of a business school faculty member provided a strong sense of how gender equity was perceived.

> Men are more likely to have endowed chairs. Men who don't perform as endowed chairs keep them, earning tens of thousands (for some $100k) more than others. No women have endowed chairs, despite better performance. 2) Women's scholarship and publication outlets are devalued, which affects the ability to earn tenure or be promoted. 3) Male dominance is unrecognized, even by some women, who buy into the only publications in certain venues are valuable charade. **[USP 27]**

Comments such as those above reflect the general views of some faculty members in the data analyzed from the open-responses. The data further revealed that many faculty members perceived they were unfairly given, and in many instances, they inadvertently took on more administrative or service work than their counterparts. Responses with identifiers showed that some female faculty members suggested that taking on more service activity such as being advisers for college clubs and societies as well as leading community outreach projects, serve only to hurt their chances for tenure/promotion. In the words of a business school faculty, "women tend to take on more administrative responsibility than men. This damages their careers as service is not rewarded in the same way as research." **[USP 5]**

Another societal gendered perception found in the open-response data was reflected in the view that some faculty were treated differently based on gender. The findings indicate that based on gender, some faculty members were often treated differently as it relates to being included in social events and activities. The gendered treatment of business faculty was aptly summarized by a female faculty as

> . . . my (male) department chair plays golf with all of the (male) professors and did not even think to ask if I play golf or to invite me when I started here. The department also hosts golfing events with our community business partners, which ends up excluding all of the women in our department. **[USP 10]**

Views like those articulated above were standard in the data analyzed from the open-responses. Overall, as it relates to theme/category # 3, societal perception of gender equity, the open-response data was useful in gaining a better understanding of the impact of gender on equitable compensation, access to leadership roles and opportunities for career advancement explored in this research. The issue of inequity in colleges of business can be sensitive in today's' geopolitical context. Multiple implications need to be clearly understood in order to deconstruct gender inequity finally. Implications for reducing and eventually closing the gender equity gap are outlined in how they inform policy decisions going forward in colleges of business.

IMPLICATIONS FOR POLICY AND PRACTICE IN COLLEGES OF BUSINESS

Equitable compensation, access to career advancement opportunities, and leadership positions continue to be a critical factor that is advanced by researchers in the literature regarding male and female faculty/academic staff (AAUW 2016 & 2018 Report; AACSB (2014) Report; Curtis, 2011). The open-response data obtained and analyzed from business faculty/academic

staff in Finland, Jamaica, and the United States suggest dissatisfaction with how they are treated by fellow faculty/academic staff, including those at the leadership levels, based on gender. This dissatisfaction has led to many faculty members exhibiting distrust regarding equitable treatment in the business academy. Our findings further indicate that female faculty members perceived that since there are more male than female faculty members in leadership positions in colleges of business across the three countries, males tend to be treated equitably, compared to females. This finding is supported by the work of AACSB 2018 –19 Staff Compensation and Demographics Survey – Executive Summary; Business School Data Guide, 2018, as well as other literature reviewed.

This finding implies that even though in Finland, Jamaica, and the United States, legislation and policies have been enacted to assure females have equitable access to jobs and opportunities, based on their human capital, females still lag behind males. The academic staff/faculty members forcefully express dissatisfaction with the inequitable perceived treatment in the verbatim open-responses provided. Academic staff/faculty members' dissatisfaction with their treatment in colleges of business has and continues to enculture a climate of distrust towards administrators (Deans, Chairs, Directors) and colleagues. This distrust is reflected in the perception that workload for research, access to resources, and use of teaching evaluations to determine tenure/promotion is inequitable, based on gender.

We imply that at the policy and practice levels in colleges of business, as well as stakeholders/legislators at the country and university level need to reexamine and redefine current Equal Employment Opportunity (EEO) mandates. Following such redefinition, policymakers need to determine necessary changes that will positively impact female business faculty access to leadership roles, equitable compensation, and career advancement opportunities that reflect their human capital. Crafting policies that lead to acceptable policies and practices that place a specific focus on providing opportunities for more females to access leadership positions will be a step in the right direction. Policies should include provisions for paid maternity leave without a negative impact on the females' tenure and promotion clock. The more females in positions of leadership and policymaking will provide both a real and psychological boost to women advancing through the pipeline to leadership roles.

Often perception reflects our realities. Hence, academic administrators and policymakers in higher education need to establish safe spaces or forums that allow the unfettered voices of academic staff/faculty members. Having a seat at the proverbial table is especially critical for those in the junior ranks, especially females, to share their hopes, fears, apprehensions, and expectations regarding gender equity within the academy. In essence, these voices ought to be sought and encouraged in every policy discussion.

CONCLUSIONS

Conclusively, we set out to examine gender equity in schools of business being a perception or a reality by analyzing the relationship between gender equity compensation, career advancement, and leadership. We found a lack of gender equity from this conventional content analysis. Evidence showed there were powerful connections between gender and the distrust as well as dissatisfaction as it relates to compensation, career advancement, and access to leadership positions in colleges of business in Finland, Jamaica, and the United States. From the analysis, it

was also clear that cultural norms play a significant role in the perceptions of gender equity across the three countries, Finland, Jamaica, and the United States.

Gender inequity persists throughout the broader society, and its impact in colleges of businesses is far-reaching as these business schools have the enviable task of preparing students who will likely be the business leaders of tomorrow or future faculty members. This research findings suggest the need for intense focus in terms of policy and practice for fixing or providing equity for current gender inequities, as is reflected in the perceived implicit or explicit biases toward females over males in the academy. Many of the inequities elucidated in the open-responses provided by academic staff/faculty are the direct or indirect results of traditional and entrenched male hegemony, as reflected in cultural norms.

The meaningful change would require placing greater emphasis on societal norms, values, mores, and beliefs that shape each individual. Hence, placing greater focus on deconstructing societal perceptions from the formative years, that women are less than or unequal to men would be an excellent first step in eliminating the implicit and eventually the explicit bias that leads to gender inequity. This deconstruction of entrenched societal and cultural norms must begin in the formative years for both males and females. The findings of our study indicate perceived unequal treatment by gender should inform legislation, policies, and other measures that seek to change cultural, institutional, and personal perceptions regarding gender equity. In this area of gender equity, not only in colleges of business but in all areas of life, critical attention is needed. For decades women have fought and won many battles of inequity and are now able to vote and have access to education and jobs. Now in the 21st Century, more needs to be done to enrich and deepen understandings, followed by appropriate actions in order to break down the barriers of gender inequity established in classrooms, scholarship, boardrooms, institutions of higher education, as well as in the broader private and public sectors.

LIMITATIONS OF THE STUDY

First, data for this study were collected from a geographically dispersed population spanning two continents and three countries, Finland, Jamaica and the United States. The use of surveys to collect qualitative data from this disparate population resulted in logistical issues, which negatively impacted the overall response rate of the surveys. Collecting data from business faculty in Finland, Jamaica, and the United States proved to be extremely challenging. It required the researcher to make consistent contact with college administrators and colleagues in these countries soliciting help to encourage other colleagues to complete the gender equity questionnaire. Since the data were collected from three culturally diverse populations, the findings may only be generalizable for these three countries or for populations of business faculty members in geographically and culturally similar environments.

Second, a major limitation of the study is that a convenient sample is used to collect the data. Asking colleagues and college administrators to encourage business faculty to complete the survey questionnaire may have led to biased results. To mitigate the likelihood that faculty would feel uncomfortable responding honestly to the open response item because of the source, the survey was sent to listservs. In addition, no follow-up surveys were sent directly to business faculty. Internal and external validity of the survey was maintained during the data collection process by not storing and using any identifying data inclusive of IP addresses. Hence, the researchers were not able to identify participants who did not attempt or completed the open response item. Not being able to send reminders directly to respondents, who did not complete

the questionnaire, negatively impacted the completion and the overall response rate. As a result, the overall response rate was 27.3%. Such a response rate may have negatively impacted the overall power and effective size of the research, therefore increasing the risk of making incorrect predictions.

RECOMMENDATIONS FOR FUTURE RESEARCH

Findings from the study suggest further study focusing on three key areas.

(1) Increasing the population of business faculty in each geographic region. This would involve including faculty from at least three additional Nordic States such as; Norway, Denmark, and Sweden as well as the United Kingdom. Also, including faculty from at least two other colleges of business in Jamaica and adding in colleges from Caribbean states such as Barbados as well as Trinidad and Tobago. Adding these countries and business schools will lead to a larger population and one that is more representative of geographical and the cultural environment. Additionally, increasing the number of colleges of business in the United States will lead to a more representative sample and results that are generalizable to that population.

(2) Collecting both quantitative and qualitative (interviews) data regarding business faculty members' perceptions of gender equity relating to compensation, leadership and overall productivity (service, teaching and research). Additionally, utilizing the mixed methods approach of utilizing questionnaires along with structured and unstructured interview protocol will likely lead to more reliable and generalizable results. Understanding the perceptions of business faculty members using the gender lens (perspective) will help to inform and possibly provide recommendations for policy and practice as it relates to gender equity in colleges of business.

(3) Replicate the study in other disciplines with diversified groups at the national and international levels. This diversification will lead to greater generalizability across fields of study and cultures.

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