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Norwegian students' perceptions of gender equality

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Executive summary

Women have made incredible progress in the 20th century globally, however still gender gap in terms of pay and advancement opportunities still exists. This study focuses on the gender equality scenario in Norway, which is world known for its gender equality and for its family friendly social welfare policies. But the surprising fact is that Norway ranks behind the less gender equal eastern European countries in terms of women percentage share of senior officials and managers. The percentage share of women managers in Norway is low given their rich history of gender equality. These contrasting factors contribute to the phenomenon called the Norwegian gender equality paradox.

Inspired by the Norwegian gender equality paradox, the study aims to understand the Norwegian students' perception of gender equality at their future workplace. Based on survey among a sample of 93 students who are current students at the Norwegian university, I tested their perceptions of gender equality. In addition, I investigated if there was any significant difference between male and female perceptions of gender equality at future workplace. The findings suggested that majority of the Norwegian students perceive that their future workplace will be gender equal. Significant differences exist between male and female student perceptions, while male students are more optimistic on behalf of women, female students are less optimistic on their own behalf. However, when asked whether an experience of gender inequality will affect their career negatively, no significant differences were found between male and female students. Both male and female students believed that experiencing inequality will affect their career adversely. As an additional analysis, students were tested on the facts related to the Norwegian paradox, and it was concluded that they lacked awareness of the same.

Understanding the perceptions of students can help both educational institutions and organizations. Educational institutions can aid the students in preparing for the reality and organisations can design policy material and training modules to raise the awareness on the subject.

Key words: Gender equality, Norwegian gender equality paradox, Student perceptions

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1. Introduction

1.1 Background

Nordic countries (Norway, Sweden, Finland, Denmark and Iceland) take their women progression very seriously and there is even a saying that if you want to find gender equality, head north. As per the Mothers' index ranking, Norway is the best country to be a mother followed by Finland, Iceland, Denmark and Sweden ("Save the children," 2015). Also, the global gender gap report states the same with Iceland on top and Norway in the second place. The Global Gender Gap report describes the Nordic countries as "role models in terms of their ability to achieve gender parity. The Nordic countries not only have the slightest gender gap in the world, but also are way ahead than the rest of the world when it comes to creating opportunities for women (*Global Gender Gap Report 2014*).

Based on the above-mentioned facts, one would think that there would be many women senior executives and officials in the Nordic nations. Yet, the reality is surprising. An average of 30 % senior executives are only women in the Nordic countries with an exception of Iceland with 40 % (ILO, 2015). The Nordic countries are behind comparatively less developed European countries like Latvia, Bulgaria and Poland in this area. This makes us wonder, whether gender equality is a myth or reality in Nordic nations. This paradox is called the Nordic gender equality paradox (Sanandaji, 2016). Inspired by this curious phenomenon, this thesis attempts to understand the Norwegian students' perception of gender equality in their future workplace in Norway, which is one of the Nordic nations.

Gender and workplace equality are a highly debated topic and is based on two well acknowledged facts. Women's fortunes have increased significantly in the twentieth century; however, they are still behind those enjoyed by men (Ruth Eikhof, 2012). In addition, women are still underrepresented in jobs related to influence, money, and decision-making power (Sund, 2015).

Women still earn less wages than men in most of jobs (Sipe, Johnson, & Fisher, 2009) , and women leaders are still less in number in both business and public sector. Studies on gender

inequity show that women tend to work in dead end jobs where the chances of getting promoted are less. And, women tend to exercise less authority than their male colleagues (Sipe et al., 2009). A “Glass ceiling” for women exists and acts as one of the strong barriers that keeps women from moving up the corporate ladder (Wu & Cheng, 2016). However, recent research questions the glass ceiling phenomenon, and suggest that women are underrepresented in to positions because of the gender gap in tendency to negotiate (Allen, 2018).

Looking at Gender equality in the European context, it is a common value in the European Union (EU) countries and despite efforts, studies show that women in the EU are still at a underprivileged position in the labour market and the labour markets are widely segregated and have inequal working conditions (Tominc, Šebjan, & Širec, 2017). In the European Union, the employment rate for women of working age is 65.3 % whereas for men it is 76.9 % Women are over represented in low paid and part time job and are very low in number when it comes to managerial positions in the corporate world (*European Foundation for the Improvement of Living and Working Conditions*, 2007). For instance, in the FTSE 100 companies only 28 % of the board members are women and women directors are as low as 10 % (*Female FTSE Board Report*, 2017). The above-mentioned facts show how even in the 20th century, where women have made tremendous achievements in education, a gender gap in terms of pay and career advancements still exists in workplace.

This thesis work extended that of Sipe et al. (2009), who in their research have assessed the undergraduate student perceptions of gender inequalities at workplace in the United States. The research found out that students disregard the possibilities of gender inequalities at workplace, while in reality the problem still exists.

To sum up, this thesis work will assess the Norwegian students’ perceptions of gender equality issues in their future career at a Norwegian workplace. Norway, being one of the most gender affluent countries in the world, makes the study interesting. It is much ahead of the rest of the world when it comes to gender diversity. But there is an ongoing debate as to whether the gender equality in Norway is an illusion or reality (Sund, 2015). This phenomenon is also called as the Norwegian gender equality paradox. This paradox makes the study exciting and different from other similar researches.

1.2 Research question

The main objective of this thesis is to assess the Norwegian students' perceptions on anticipated gender inequality issues at their future workplace after graduation. In addition to that, the study also aims to assess the differences in perceptions among the male and female students. To achieve this objective, it is vital to understand the concepts of gender equality, student perceptions on the same and the gender equality situation in Norway. These concepts will be discussed through peer review literature in the section 2 of this thesis.

To address the research objective, Norwegian undergraduate students have been chosen as the sample. It is very vital to understand whether students being the future workforce are fully equipped to face the realities of their future workplace. Data will be collected through a paper-based survey from the undergraduate students of a Norwegian university on their perception on gender equality in their future workplace.

To summarize, the present study tries to understand the possibility that Norwegian students would experience gender inequality issues in their future workplace and if they experience gender inequality issues in the future workplace, to what extent it will affect their career.

How do Norwegian students both male and female perceive the likelihood of experiencing gender inequality at future workplace?

Additionally, I have also tried to understand to what extent the Norwegian students are aware of the Norwegian gender equality paradox through a small section in the survey to get a general idea of the level of awareness among the students.

1.3 Importance of the study

One of the main resources that gives a country a competitive edge over the others is human talent in terms of skills, educational qualification, female and male productivity etc. Countries with high gender equality can achieve a relatively higher economic growth. Also, studies have found out that enforcing gender equality by equal treatment of male and female employees can lead to huge success for the business and improve the productivity (Wu & Cheng, 2016).

In addition to that, Morais Maceira (2017), in her European Union based study has identified that enhanced gender equality will have a significant positive impact on the gross domestic product per capita and on the employment of women on a macroeconomic level. These impacts are because of the increased productive capacity and an development to the potential productive capacity of the economy (Morais Maceira, 2017).

It is apparent from the above studies, achieving gender equality not only helps with productivity and success of the organization, it also helps in the development of the economy.

1.4 Significant contributions of the study

This study will help understand whether students are aware of the reality of gender equality issues at workplace. Understanding the perceptions of students can help both the educational institutions and the companies. Lack of preparedness to face the realities of gender in equalities at workplace can have a significant impact on the career progress and growth (Sipe et al., 2009).

Findings of the study can be used by both the employers and the schools to develop necessary tools, strategies and training materials to prepare the students who are the future employees. Students, as the future managers, by understanding the reality of gender equality, can make necessary changes in the policies and make their organization more gender equal. In addition, it will shed some light on the concept of gender equality in Norway from a student point of view.

1.5 Disposition

The structure of the thesis in accordance with each section has been given follows.

Section 1 comprehends the introduction and provides reason for the choosing the topic of research along with its importance.

Section 2 provides the literature review of the main concepts including gender equality and at workplace, its importance and the Norwegian gender equality paradox.

Section 3 consists of details about the research method used, research design and the reason behind the choice of design, measure, sampling techniques along with the limitations and ethical considerations.

Section 4 documents the findings and results of the analysis. It provides details as to how the present study contributes or contradicts the literature discussed in section 2.

Section 5 contains discussion, conclusion, implication and limitations respectively in accordance with the research questions. Appendix and a list of references are provided after Section 5.

2. Theoretical review

This section reviews the relevant peer reviewed literature with respect to the research question. To begin with I have reviewed the concept of gender equality at workplace and its significance briefly followed by the Nordic gender paradox phenomenon and the Norwegian gender equality ideology and reality in a detailed manner.

2.1 Gender equality at the workplace – an overview

There is no denying the fact that women have made tremendous progress in the 20th century and their labour force participation has increased significantly globally. However, another fact that is equally true and less recognized is that gender equality in work and employment is still a goal and not a reality (Ruth Eikhof, 2012). Women are still represented in low paid jobs and a significant percentage of them have only part time jobs which has a negative impact on their career growth and development (*European Foundation for the Improvement of Living and Working Conditions*, 2007).

Gender equality can be defined as the equally distributed participation of male and female employees in the workforce (Ruth Eikhof, 2012). Shapiro and Olgiati (2002) has defined equality as the equal treatment in the workplace in terms of rights, obligations, benefits and opportunities. Another important phenomenon that is related to equality that is widely discussed is the “Glass ceiling” phenomenon. The Glass ceiling was first mentioned in a Wall street journal article in 1986. The article says that, female employees work mostly in non-operative areas such as human resources, public relations and this hardly leads to them to the top managerial positions (Wu & Cheng, 2016). Findings from recent researches have disputed glass ceiling phenomenon and have suggested that women’s’ lack of negotiating skills is one of the reason for the same (Allen, 2018).

Apart from gender discrimination, some organizational and socio-cultural factors that impede career progress of women include vertical segregation of human capital barriers, variance in communication styles, lack of mentors and lack of work life balance programmes (Powell & Butterfield, 1994; Sabharwal, 2013; Tominc et al., 2017).

Many researchers have extensively analysed the concept of gender equality and its aspects. Salinas and Bagni (2017), shown a gender equality gap in academia despite the Europe wide initiatives for a more gender balance. They identify some reasons related to gender gap including, lack of women in stem subjects, family matters, gender pay gap, unconscious bias, institutional influence and gender inequality in funding organizations. Based on their study, they have advised the institutions, scientific journals and funding institutions to implement a gender equality plan to increase the percentage of women contribution in the academia (Salinas & Bagni, 2017).

Another study by Ruth Eikhof (2012), examines the 20th century work life flexibility trends and how it impacts gender equality. They have found out that work life flexibility trends like knowledge work, information and communication technologies and work life balance policies have hidden consequences and significantly prevent women from improving and advancing. To explain this in detail, Knowledge work which need self- marketing for advancing implicitly impede women from advancing by making it harder for women to gain access to male dominated networks. Information and communication technologies demand geographical and temporal availabilities which is difficult to meet for women with caring responsibilities. And, work life balance policies make women less committed and divert them to their mommy responsibilities (Ruth Eikhof, 2012).

To sum up, despite all the gender equality policies and women's progress in all arenas across the world, the gender gap in pay and career advancement persists, and the goal of gender equality in workplace has not been achieved yet.

2.2 The Nordic gender paradox

I have chosen Norway to do this gender equality research because of an interesting phenomenon that exists in the Nordic nations called the Nordic gender paradox. A brief description of the Nordic gender paradox along with the gender equality ideology and the existing truth has been provided in this section before a detailed review of the Norwegian paradox.

Addition to the facts mentioned in the introduction section, Nordic nations are known for their welfare policies including, generous sick leave and paternity leave, provision of child care etc. These policies help the Nordic residents to juggle their family and work responsibilities so easily and it is especially a boon for the women particularly mothers.

The Nordic countries have a long history when it comes to gender equality and it dates to the Viking period. Strong emphasis has been given to women rights right from the Viking era. Women have been chosen to fight as warriors under the Viking rule, could carry arms and were an integral part of the army. Not only that, right from the early centuries, women could inherit properties and even could opt for divorce. These rights were not prevalent in the rest of the world at that point of time (Moen, 2010; Sanandaji, 2016).

Continuing their historic tradition, the Nordic societies have enacted several laws to empower women and promote gender equality. The current employment rate for women in the Nordic societies is an average of 70% with Norway in the lead with 73% (Sanandaji, 2016). To sum up, the Nordic modern welfare state nations have high level of women participation in the labour markets, have encouraged women to balance work and life through generous paternity leave and child care policies and have been leading globally in terms of gender equal norms.

Given all the above-mentioned policies and the rich history of women empowerment, people would believe that women from the Nordic nations have the best ability to reach the top and best environment and opportunities to break the glass ceiling. No one can deny the fact that are few companies that have women on board and there are many examples of women in legislative positions, a good example would be Erna Solberg, the prime minister of Norway, however when it comes to the women senior executives the scenario is completely different.

The Nordic nations have average of 30% women in managerial position with Iceland being an exception with 40%. Surprisingly, countries that are not gender equal like that of the Nordic nations like Latvia, Poland, Hungary and Bulgaria are ahead of Norway, Sweden, Finland and Denmark. Though the data are not recent and from ILO 2015 publication (the latest from ILO), it gives us a general idea of the issue. Table 1 gives provides an overview of the women percentage share of managers country wise, the Nordic nations has been highlighted in yellow.

Table 1 – Country wise women percentage share of all managers (ILO, 2015)

Rank	Country	Women percentage share of all managers
1	Jamaica	59.3
7	Latvia	45.7
22	Iceland	39.9
26	Slovenia	39.0
27	Lithuania	38.8
28	Hungary	38.6
35	Bulgaria	36.4
38	Sweden	35.5
50	Norway	32.2
58	Finland	29.7
63	Denmark	28.4

To sum up the Nordic gender paradox in a few words, despite their world-renowned gender equality policies, the Nordic nations have a very few women managers at the top and women in businesses still face the glass ceiling.

2.3 The Norwegian Gender equality paradox – Ideology versus reality

This part of the review looks at Gender equality in in context of a national culture – Norway, where I have conducted the study. Norway as a nation is very much ahead of the rest of world when it comes to gender equality and diversity. For instance, it was the first country that made it mandatory for the public limited companies to have gender diversity on board in the year 2006 (Strøm, 2015). Various surveys that had gender equality as one of their measures has

rated Norway as one of the best countries to live in the world (HDI, 2017). The following paragraphs will provide a detailed overview of the Norwegian gender equality ideology and reality.

2.3.1 Gender equality ideology

Like the other countries from the Nordic region, the gender equality model of Norway is basically made of the state policy and has less contribution from the policies developed by companies. It is formed based on three pillars, state legislation, welfare state policies and quota law (Kitterød & Teigen, 2018)

Gender equality act

For about 25 years Norway was the first country in creating an ombudsman role or gender equality in the year 1979 and the Norwegian gender equality act dates as early as 1978 ("Norges Offentlige utredninger," 2012). In order to promote gender equality, the law combined positive duties and positive differential treatment to exclude gender discrimination. When compared to other Nordic nations, Norway has always emphasised more on positive action (Teigen, 2012).

Women representation in Board – Quota law

For about 25 years (from 1988), the statutory quota policies were only applied to the public committees in Norway. It was after that the mandatory board gender quota law was established (Kitterød & Teigen, 2018). Norway was a pioneer in launching the Quota law in the year 2006. The law was passed in the Norwegian parliament in December 2003, and it came to effect and made mandatory as on 1.01.2006. The quota requires a 40 % women representation on the boards of all the public limited companies and state owned companies otherwise known as the ASA companies in Norway (Teigen, 2012; Tomczak, 2016). Later the quota law was expanded to municipal and cooperative companies. Mostly small and medium scale private limited companies are not subjected to quota law (Kitterød & Teigen, 2018).

Family friendly welfare state policies

The work family policies in Norway is based on dual career model like that of the other Nordic countries. Right to job-protected, generously compensated child birth leave for both the parents and subsidized day care are the three most important features of the family work

policies in Norway that promote gender equality (Ellingsæter & Leira, 2006). Fathers quota in the parental leave scheme was first introduced in Norway.

To sum up, Norway believes in positive action and has the best in world, welfare policies to promote gender equality.

2.3.2 Gender equality reality

The above section clearly shows that Norway has the best of the state policies when it comes to Gender equality. But some there are some existing facts that give us an opposite idea. Norway ranks 50th behind Jamaica and Colombia in gender balance among leaders in both private and public sector. There were no women CEO's in the public limited companies (ILO, 2015) and as less as 18.4% in private limited companies (SN, 2017). These surveys show that gender diversity is still a goal for both the public and private sector in Norway. This leads to the key question whether in reality gender equality is practiced in Norway or if it's just a mere value. The following sub sections explains the certain important aspects of the gender equality reality scenario in Norway.

Gender segregated labour market

There is a clear gender segregation in the Labour market of Norway both vertically and horizontally. Horizontal segregation in terms of women dominating the public sector with 70% % and men dominating the private sector with 64 %. And vertical segregation by men holding 64% managerial position and women with only 36% (Tomczak, 2016).

Firstly, with respect to the vertical segregation, let's look at the effects of the mandatory gender board quota law. The quota law achieved its goal and the women representation on board increased from 6 % in 2006 to the optimal 40 % in 2009. However, the same cannot be said for the private limited companies also known as AS companies in Norway. Women only hold as low as 18 % of the board positions as of 2015 (Teigen, 2015).

There was a huge opposition from the companies for the mandatory quotas and circa one third of the ASA (public limited) companies changed to AS (private limited) so that need not have to enforce quotas in boards (Teigen, 2015). Enforcing the quota law was very hard for small ASA companies as they were hugely dependent on the competencies of their board members.

The number of ASA companies went down to 257 in 2013 from 452 in 2008 (Bøhren & Staubo, 2014). This means lesser women in board. These facts show us the ambiguity in the Quota law which is a radical element in the equality policy of Norway and it is impossible to say if it had been a success or failure.

If we just focus on the numbers in the industry, in the top 200 Norwegian companies only 22 % of the women hold executive positions and only 21 women as Chief executive officers (CORE, 2017). The women who made it to the board are young and better educated than men, however they still are behind men in terms of salaries and top positions (Bertrand, Black, Jensen, & Lleras-Muney, 2014). The table below gives us an overview of the percentage share of women and men board members and general members in Norway. It clearly shows that the women percentage share is significantly less for a country known for its gender equality.

Table 2 – Board and Management in limited companies (SSN, 2017)

Gender	Percentage share
Board representatives in private limited companies	
Men	81.6
Women	18.4
Board representatives in public limited companies	
Men	57.9
Women	42.1
General managers in private limited companies	
Men	83.8
Women	16.2
General managers in public limited companies	
Men	93
Women	7

Talking about horizontal segregation, most of the European countries are affected by this, especially the ones with high gender equality. Public sector like education, health and social work is highly concentrated with women and private sector especially manufacturing and finance with men (Reisel & Teigen, 2014). Women in Norway are more attracted towards

public sectors and the ones with young children especially find the environment of public sector more friendly (Schøne, 2015).

In addition to that, more women work part time than men and men typically work full hours which is 37.3 in Norway. This is mainly because part time is generally acceptable in female dominated occupations and male dominated work sometimes require long hours (Orupabo & Kitterød, 2016).

The reasons behind the gender segregation is more complex and there several ongoing projects in Norway to study this phenomenon (Tomczak, 2016).

Gender pay gap

Gender pay gap is a debated topic all over the world, and the gender pay gap in Norway was around 20 % in the 1980's and was steadied around 15 % later. There have not been any major changes in gender pay gap in the last 20 years. As per the data from Statistics Norway, women's wages constitute average of 86.4 % of the men's wages (Orupabo & Kitterød, 2016; Tomczak, 2016)

The difference between women and men's wages are comparatively high in the public sector than in the private sector. This could also because of the factor that women choose public sector and for women the topmost factor for joining a job is not salary. And the higher wage difference in private sector can be attributed to the fact that women and men work in different kind of occupation and also vertical segregation. Men get promoted to managerial positions after a while and their salary increases (Orupabo & Kitterød, 2016; Tomczak, 2016).

Social benefits

Norway is well known for its generous social benefits especially the maternity leave and a great child care policy. But there is an argument saying that the glass ceiling that women experience in Norway it's because the maternity and flexible benefits encourage women to work part time and focus on the family which in turn indirectly affects their career progress (Milgrom & Petersen, 2004).

Men who work long hours generally tend to have partners who work less and takes care of the family logistics. A recent study conducted in Norway has revealed the fact that male managers

usually count on their spouse to take care of the family matters whereas it's not the same case when it comes to female managers. Female managers have more responsibility which include domestic chores and childcare and they must balance both family and work. In addition to that women also tend to move to a family friendly career after children even though they had a strong career preference in the beginning (Orupabo & Kitterød, 2016).

The above presented facts give us a brief overview of the gender equality reality in Norway. Based on the ideology and reality, one can say that, the high overall gender equality ranking of Norway can be correlated to Norway closing its gender gap with respect to education. However, it has miles to go when it comes to gender gaps in senior and leadership positions as well as wage levels (*Global Gender Gap Report 2014*)

Keeping the gender equality reality and the paradox in mind, I believe Norway makes for interesting research setting to investigate the Norwegian student perception of gender equality in a Norwegian workplace.

2.4 Student perceptions of gender equality at the workplace

This thesis is inspired by the phenomenon of Nordic paradox. Being a business school student myself, I was curious to understand the perceptions of my fellow Norwegian students, given the long history of Gender equality.

Studies investigating the student perceptions of gender equality is very less and Sipe et al. (2009) is one of the few studies. Based on their teaching experience, the researchers believe that relevant stakeholders especially students underestimate the presence of gender inequality at workplace. Sipe et al. (2009), conducted their study in the united states with a sample 1373 undergraduate business school students. They investigated the perceptions of students on anticipated gender in equality in their future workplace and found out that students believe that they won't face gender inequality issues and they will be a part of the gender workplace. However, the reality based on facts was opposite. They believe that these could have a negative effect on the organizations and on students themselves and it is vital to increase their awareness (Sipe et al., 2009)

I have based my study on (Sipe et al., 2009). In Norway, despite gender equality in many arenas, in politics, and in laws regulating the labor market, women still do not have the same career opportunities as men and it is a fact. The ideology of gender equality is very strong in Norway and therefore it is interesting to know if the students of today know the reality or if they are so immersed in the ideology of gender equality that they do not know the reality.

To summarize, the review gives a detailed overview the gender paradox phenomenon, based on which this thesis has been inspired.

2.5 Hypotheses

I have formulated the hypothesis based on the on theoretical review section. The main aim of the research to understand the Norwegian students' perceptions both male and female of gender equality at their future workplace and to what extent they believe experiencing gender equality will affect their career.

In other words, the study investigates whether significant differences exist between male and female students in their perception of gender equality. In addition, whether students believed that experiencing gender inequality will affect their career negatively, if so, were there any significant difference between male and female students' beliefs.

A detailed description of the measure that was used to test the hypothesis has been given in the method section.

Proposed hypothesis 1 (H1) – Male and female students have significantly different perceptions of gender equality at their future workplace

Proposed hypothesis 2 (H2) – Male and female students have significantly different perceptions of gender equality potentially impacting their careers

I conducted a survey on a group of current students at a Norwegian University to test the hypothesis which will be explained in the method section in a detail manner in the method section.

3. Methodology

The methodology for the study has been based on the study conducted Sipe et al. (2009). To empirically analyse the impact of gender, I have followed the below described method and design. This section discusses about the research design and method, sample, data collection and analysis.

3.1 Research design

The research design explains the way in which we choose to answer the research question. It includes aspects like data source and collection methods, purpose or aim of the research as well as the constraints and limitations (Saunders, Lewis, & Thornhill, 2016).

I have opted to use a quantitative research design for this study. The aim in quantitative research is to determine the relationship between the dependent and independent variable. Quantitative research can either be descriptive or causal. A descriptive design shows only the association between variables whereas an experimental design establishes causality. In descriptive design, the variables are observed as they are, and no changes are made to their behaviour. A descriptive research has been opted for this study as the main aim to study the association between the two variables – Gender and student perceptions on gender equality. No changes were made to the behaviour of these variables. Gender is the independent variable and the student perceptions on gender equality is the dependent variable.

The study is also cross sectional, meaning the variables of interest are examined once and their association is determined. Survey method, which is popular method in the descriptive research, has been opted for this study by means of collecting data through a self-administered paper-based questionnaire.

3.2 Measure

An important aspect of the research is the operationalisation of the concepts in order to proceed the quantitative measurement (Saunders et al., 2016). For the operationalisation of concepts, I identified the variables and collected data on the same.

To ensure construct and content validity of the measurements, I have used the already existing and proven measures. A survey method was employed to collect the data on the variables from the respondents.

The survey was conducted in English and the use of English language for survey was an important limitation. But based on my personal experience and as an ex student at the University of Stavanger, all the Norwegian students could read and understand English. The business students take part in English lectures and have some of their textbooks in English. Also, given the time and resources and because of my limited Norwegian proficiency it was not possible to translate the questionnaire to Norwegian.

The questionnaire had two sections. First section consisted of demography questions and gender equality scale items and the second section had items based on the Norwegian paradox facts. On both the sections, a five-point Likert scale ranging from 1- strongly disagree to 5 - strongly agree was followed asking the students to indicate their agreement or disagreement on the scale items.

In order to ensure the validity of the questionnaire and purify the scale items, a pilot study was conducted, and 10 students were asked to respond to the questionnaire. Based on their responses as well from the inputs from the supervisor, the questions were reworded accordingly. It was then again sent to the respondents and his time there were no changes or comments. This ensured the face validity of the questionnaire. A detailed description of the measures has been given below.

3.2.1 Demography

Previous research done by Sipe et al. (2009) has included the demographic variables of Gender, race, college classification, work experience, major and political viewpoint in their study and found only gender and race had statistical significance. Based on their findings, I have included only gender as the demographic variable as the primary focus of my research is gender equality. The target population for this study was only Norwegian students in order to achieve a valid sample without any bias. In addition, I chose not to ask about the race of respondents in the demography section, reason being collecting details on race could violate the privacy of the respondents.

3.2.2 Gender equality scale

The gender equality scale consisted of 8 items which were adapted from Sipe et al. (2009). The scale had items including gender bias, advancement and opportunities, mentoring, paternity leave, networking, less time for career, less pay and lower expectations. These items were based on previous researches which proposed these factors are common consequences of the lack of gender equality in organizations (Carr, Szalacha, Barnett, Caswell, & Inui, 2003; Sipe et al., 2009). The questions were reworded slightly to adapt to the present study. For instance, wordings like “*women of my age group*” instead of women in general was used to get precise responses from the respondents.

Also, while the survey contained questions about the impact of gender inequality on both men and women, this study has focused only on the impact on women. Because women are the key focus when it comes to gender equality studies. This is in line with the previous research done by (Sipe et al., 2009) who also have analysed impact on women only. Questions on men gender equality issues were added to get unbiased responses from the students and to make sure that the questionnaire was not one sided.

A factor analysis was conducted to assess the reliability of the gender equality scale and the scale was found reliable with Cronbach alpha above .7. A detailed reliability and validity analysis can be found in the following result section.

3.2.3 Potential career impact

In addition, there was a single item construct measuring the potential career impact of gender equality issues. I asked the respondents to indicate to on a five-point Likert scale if they believe an experience of gender inequality will have an impact on their career. The question was “*Experiencing gender inequality at workplace, can impact a persons’ career negatively*”. This item was based on previous studies (Sipe et al., 2009).

3.2.4 Norwegian paradox scale

Additionally, a brief analysis on the Norwegian paradox was done in this study. The items on the Norwegian paradox were completely from the paradox review given in the review section. **Table 3** shows all the facts that forms the paradox scale. Again, the respondents were asked to indicate the disagreement or agreement of the facts on a five-point Likert scale, one being

strongly disagree to 5 being strongly agree. This scale was added just to understand the knowledge of the students on the paradox phenomenon and to test their awareness on the phenomenon. The items in the questions were just plain facts from the reality, so reliability and validity tests were not applicable for the same. All the facts were taken from valid sources like reports from International labour organisation, Human development index and peer reviewed articles. A descriptive statistics analysis of the responses was to understand the awareness of the paradox. The results of the same can be found in the results section.

Table 3 - The Norwegian Paradox Scale

Board gender diversity is mandatory for public limited companies in Norway
Norway ranks among the top five countries globally on gender balance among leaders in both private and public sector
In Norway women and men receive equal pay for equal work
There is no female CEO in the largest 50 companies in Norway
More women than men work part time in Norway
More men than women work part time in Norway
Most women work for the public sector in Norway
Norway ranks among the top 5 countries globally when it comes to the female-male ratio among legislators, senior officials and managers
Norway has one of the best maternity/paternity benefits in the world

I pretested the survey with 10 students, to see whether they understood the wordings and meanings of the questions. The queries and concerns were only minimal. The questions were reworded accordingly based on their suggestions. A detailed version of the survey has been given in the Appendix section of the thesis.

3.3 Sampling

The study population was the undergraduate students from the University of Stavanger Business school which is a department at the University of Stavanger. The final dataset consisted of 93 (N=93) respondents. All the respondents were enrolled in the undergraduate courses in the University of Stavanger business school. I chose to proceed with the undergraduate business school students because the courses are in Norwegian and most of the students enrolled in the courses are Norwegian students. To further restrict the sample, I added a note in the questionnaire that the survey was intended for Norwegian students only. Both the male and female students participated in the survey.

A convenience sampling technique was used to collect the data because of the limited time and resource. The paper-based survey was distributed to the students outside the classrooms during their break hours. This was found to be the best way to reach the sample and also, I did not want the students to check on the paradox facts while answering the survey which is otherwise possible in an online survey. I was able to collect 93 responses and all the responses were found complete and usable. I was not able to collect more responses because of exam schedule the students had and having to respond to many surveys which could be daunting.

The students were asked to voluntarily take part in the survey and they were ensured that their responses will stay anonymous and confidential. They were also informed that it was completely their choice to take part in the survey and they can refuse without any consequences.

3.4 Data collection and analysis

A paper-based survey was distributed among the undergraduate students of the University of Stavanger business school outside their class hours. Only one survey per respondent was allowed. The survey was done from the last week of November to the first week of January.

The data collected were analysed using SPSS statistical tool. Firstly, the data collected were entered in an excel sheet and later exported into SPSS software. Entering the survey responses manually can result in errors. To avoid these errors, the responses were checked twice, once by me and once by a third party. All the 93 responses were found complete and there were no missing data.

In terms of statistical analysis, I calculated the descriptive statistics for all the questions. And for the hypothesis testing I employed an independent sample t test. In addition, I also ran crosstabulations of the gender equality scale against independent demographic variable of gender. Factors analysis and correlation analysis were done to ensure the validity and reliability of the scale. The results from the analysis along with the reliability and validity issues has been discussed in the next section.

To sum up, I have used quantitative descriptive design to address the research question. A paper-based survey method was used to collect the data from the students. And the target population was only Norwegian undergraduate business school students to achieve the research purpose. The sample size was 93 and all the 93 responses were found usable. The data collected were analysed using SPSS statistical analysis tool.

3.5 Ethical considerations

Several ethical issues can arise during various stages of the research project. These include but not limit to privacy and anonymity of the respondents, confidentiality of the data and the potential impact of the collected data on the respondents (Saunders et al., 2016). To ensure, that the study is ethical, the respondents were given a short introduction of what the study is about and were assured that their responses will stay anonymous. The respondents were also told that they can refuse to take part in the survey at any point of time and their participation is purely voluntary. Thereby, ethics was maintained in this study.

4. Results

This chapter gives an overview of the statistical analysis results. Firstly, the results of the reliability and validity tests has been mentioned, followed by the descriptive analysis results and hypothesis testing. All the analyses were ran on SPSS software tool.

Before looking at the statistical results, it is vital to report that the survey conducted had questions on both male and female gender equality. And data were collected for both male and female gender equality. However, analysis has been done on the female gender equality issues only. It is a well-researched fact that it is women who are at disadvantage when it comes to gender equality. Also, only the data on female gender equality issues were statistically significant. The questions on male gender equality was added just to make sure that the survey is not one sided. A similar study done by Sipe et al. (2009) have also analysed the female gender equality only though they have collected data on both male and female gender equality.

4.1 Sample description

The sample consisted 93 responses from the Norwegian students from University of Stavanger business school. All the 93 responses were complete and there was no missing value. Female students contributed to 53 % of the sample and male students contributed to 47 % of the sample. It can be said that the sample had equal distribution of both the gender. In addition, I ran a Univariate analysis of Variance to test the statistical power of sample sub group - male and female. The observed power was 92.2% at a significance level of .001 and partial eta squared value .114. There is 92% chance of obtaining a statistically significant result. Thus, we can conclude that the sample size and distribution is valid.

4.2 Descriptive statistics

Table 4 and 5 descriptive statistics for the gender equality scale and item potential impact career. The entire sample of 93 students has responded to all the items. The students indicated their response on a 5-point Likert scale 1- being strongly disagree to 5 being strongly agree. Based on the descriptive statistics on the gender equality scale, it can be said that the students seem to neither agree nor disagree on the possibility of parental leave affecting a woman's career, gender bias, less time for career, less pay and advancement opportunities. However,

for the items related to mentoring, networking and less expectations, the respondents have disagreed on the possibility. Overall, it can be said that, student perceive that their future workplace will have gender equality. On the potential impact on career, the respondents agree (mean value = 4.08) to the fact that experiencing gender inequality can have a potential impact on their career. Table 3 and 4 shows the mean value of the items and a detail descriptive statistic has been given with the standard deviation and variance has been given in the Appendix section.

Table 4 - Gender equality scale - Mean

Item	Mean
Women in my age group will face gender-specific obstacles to their success.	2.75
A parental leave will interfere with a woman's professional opportunity.	2.95
Women in my age group, will have less opportunity for networking at their workplace	2.37
Women in my age group will have less opportunity for mentoring at their workplace	2.39
Women in my age group will have less opportunity for promotions at their workplace	2.54
Women in my age group will have less time to devote to their careers because in their family commitments	2.71
Women in my age group will be paid less than the men in my age group for the same type in work	2.63
Women's colleagues will have lower expectations in them because of their gender.	2.22

Table 5 –Potential impact on career - Mean

Item	Mean
Experiencing gender inequality at workplace, can impact a man's career negatively.	4.08

4.3 Reliability and Validity tests

Reliability tests discuss the stability of the measure (Ghauri & Grønhaug, 2005). A measure is said to be highly reliable when the results are consistent irrespective of when and where the question is asked and who asks the questions (Saunders et al., 2016).

Validity can be defined as “*the extent to which the data collection method or methods accurately measure what we intended to measure*” (Saunders et al., 2016). There are different types of validity. I have discussed the reliability test results and the different types of validity in the following paragraphs.

4.3.1 Reliability analysis – Cronbach alpha

Cronbach alpha is the often-reported analysis in research to test the reliability and internal consistency of the scale. Cronbach alpha is “the measure of the intercorrelations between the various indicators used to capture the underlying construct” (Ghauri & Grønhaug, 2005, p. 69). The higher the Cronbach alpha the higher the internal consistency of the scale. A Cronbach alpha value of more than .7 is acceptable to ensure the reliability of the scale (Nunnally, 1978).

Table 5 shows the value of the Cronbach alpha for items in the gender equality scale. All the items have a Cronbach alpha value higher than .7. Thus, we can conclude that the scale is highly reliable. However, among all the items, opportunities for advancement, gender bias, less pay have a higher alpha value of .8 when compared to the other items. Thus, it can be said that the gender equality construct is reliable.

Table 6 - Reliability analysis test results – Cronbach alpha

Gender equality scale – Items	Cronbach alpha
Women in my age group will face gender-specific obstacles to their success.	.835
A parental leave will interfere with a woman’s professional opportunity.	.732
Women in my age group, will have less opportunity for networking at their workplace	.793
Women in my age group will have less opportunity for mentoring at their workplace	.790
Women in my age group will have less opportunity for promotions at their workplace	.847
Women in my age group will have less time to devote to their careers because in their family commitments.	.736
Women in my age group will be paid less than the men in my age group for the same type in work	.824
Women’s colleagues will have lower expectations in them because of their gender.	.826

4.3.2 Validity of the constructs

The validity of the scale refers to the degree to which it truly measures the constructs that is intended to measure (Churchill Jr, 1979). Factor analysis has been used to measure the overall validity of the constructs. In addition to that face validity and convergent validity has been ascertained.

Face validity

Face validity and content validity can be established by the professional knowledge of the researchers through which one if the measurement scales measure what they are supposed to measure (Trochim, 2006). I have adopted the measure from previous studies and they are

based on peer reviewed literature. In addition, a pilot study was also conducted. Thus, it can be concluded that there is face validity in this study

Convergent validity

Convergent validity can be ascertained by correlation analysis. It can be established with the help of intercorrelation between the different items in the same construct. The value of the R is significant with respect to correlation analysis. The following guidelines has been provided by Cohen (1988) with respect to R value.

R = .1 to .29 -- Small relationship, R = .3 to .49 -- Medium relationship, R = .5 to 1 -- Strong relationship.

I have run Pearson correlation analysis to test the inter relationship between the items in the gender equality scale. The detailed correlation analysis can be found in the Appendix section of the thesis. The lowest r value was .432 and it was between mentoring and parental leave. And the highest r value of .726 was between networking and mentoring. Based on the r value guidelines, it can be established the items have a moderate to strong relationship. Based on this, it can be concluded that the construct is valid.

Factor analysis

I ran a factor analysis to check the dimensionality of the gender equality scale and to test the validity of the same. A principle component analysis was performed. Based on Kaiser eigen value criterion one component was extracted. And all the Cronbach values were found to be above .7 ensuring reliability of the scale.

The extracted one component contributed close to 64 % of the variance which is a satisfactory value. This was in line with the previous study. The 8 item scale formed the gender equality factor. (Sipe et al., 2009). The confirmatory factor analysis confirmed the findings of Sipe et al. (2009) and the 8 items corroborated to the gender equality scale.

4.4

4.4 Cross tabulation

4.4.1 Gender inequality – Impact on women

Cross tabulation helps in understanding the association between independent variable gender and dependent variable perceptions of gender equality in workplace. Table 7 has the cross-tabulation results with respect to impact on women. I have shortened the questions and made them into single words for a brief table. Students were asked to indicate the likelihood of women having to face gender inequality in future workplace. In this crosstabulation analysis, I have aggregated the responses of strongly disagree, disagree and neither agree nor disagree to one negative response meaning students perceive no gender in equality at future workplace. And the responses of strongly agree and agree to a non-negative response meaning student perceive gender inequality at their future workplace

The respondents were asked about the women in workplace and how gender would affect their career, the respondents answered that gender will not likely have a negative effect at the workplace and career. For instance, nearly 79 % of the respondents feel that women will not face gender-based obstacles in their workplace. And around 90 % of the respondents have indicated that women would not have fewer chances when it comes to mentoring and networking. Around 72 % of the respondents feel that parental leave will not affect women's career negatively. Almost 75 % of the respondents have indicated that women will not face the threat of less pay, less time and less expectations.

However, when the responses were analysed based on gender, there were some differences in perceptions of gender equality between male and female respondents. For instance, 42% of the male respondents feel that women will not face any bias at the future workplace whereas only 37% of the female respondents feel that women will not face any gender-based obstacles. It was the similar case for other items too. Only in the area of mentoring and networking, men and women's responses were strikingly similar.

To sum up, women perceive more gender inequality in future workplace against women comparatively to men. These findings are in line with the previous research done by Sipe et

al. (2009) which suggested the women are less optimistic on their own behalf compared men's perceptions against women.

Table 7– Cross tabulation – Gender equality scale and Gender

Response	Perception - gender equality exists at the future workplace		Perception - gender equality does not exist at the future workplace	
	Male	Female	Male	Female
Gender bias	42%	37%	5%	16%
Parental leave	38%	34%	10%	18%
Networking	45%	44%	2%	9%
Mentoring	44%	44%	3%	9%
Promotions	43%	37%	4%	16%
Less time for career	41%	35%	6%	17%
Less pay	42%	34%	5%	18%
Lower expectations	43%	42%	4%	11%

4.4.2 Gender inequality – Impact on career

Table 8 shows the cross-tabulation results between impact on career and gender. With respect to the impact on career, only 18 % of the respondents believed that an experiencing of gender inequality will not affect their career negatively. And also, equal percentage of men (9%) and women (9%) believed that gender inequality experience will not affect their career negatively. While 39% of the male respondents indicated a negative impact on the career, close to 44 percent of women indicated a negative impact on their career.

Table 8 – Cross tabulation – Potential impact on career and Gender

Response	No negative impact		Negative Impact	
	Male	Female	Male	Female
Experiencing gender inequality at workplace, can impact a person's career negatively.	9%	9%	39%	44%

4.5 Hypothesis testing

An independent sample t test was conducted to test the hypothesis. Independent sample t test was conducted to understand if there were any significant differences in how male and female students perceived gender equality at workplace.

Proposed hypothesis 1 (H1) – Male and female students have significantly different perceptions of gender equality at their future workplace

With reference to the independent t test results on table 9, female students were more likely to perceive gender inequality issues happening to other women as opposed to men $t(84.785) = -3.488$, p lesser than .001. Thus, the hypothesis is accepted.

Proposed hypothesis 2 (H2) – Male and female students have significantly different perceptions of gender equality potentially impacting their careers

From the numbers on table 9, it can be inferred that population means are same. There is no significant difference between male and female students' perception that gender inequality will adversely affect their career. This hypothesis is rejected.

Table 9 - Independent t test results

Constructs	df	t	p
Gender equality issues for Women			
Gender	84.785	-3.488	0.001
Gender inequality - Impact on career			
Gender	91	-0.563	0.575

Note – For Gender inequality – impact on career, equal variances were not assumed because Levene's test of equality of variance was significant.

4.6 Norwegian gender paradox - analysis

Table 10 provides us with the descriptive statistics of the Norwegian gender paradox facts. The highlighted facts are gender equality reality in Norway and the student responses to the facts will be discussed below.

4.7 Segregation of labour market

Norwegian students are seemed to be aware of the segregation of labour market in Norway to a certain extent. They have agreed to the fact more women work part time than men (m=3.61) and close to disagree to the statement that more men work part time in Norway(m=2.51). The responses were in line with the reality. They also believe that most women work in the public sector in Norway which again is the reality (m=3.53).

However, when it comes to vertical segregation, the students are not aware of the reality. They believe that Norway ranks high on gender balance among leaders (m=3.62) and it's on the 5th position globally when it comes to female – male legislators, general managers and senior officials (m=3.48). These are myth, and Norway lags in these areas and it has been dealt in detail in the review section. Students have also disagreed to the fact that there are no women CEO's in the largest 50 Norwegian companies (m=2.18) which is again a myth. This shows that students lack awareness on the vertical integration which is a highly debated item on the paradox.

4.8 Gender pay gap

Students neither agree nor disagree to the gender pay gap in Norway. While there is 15 % gender pay gap in Norway and gender pay gap is not fully closed (Orupabo & Kitterød, 2016), the respondents are unsure about this myth.

To sum up, based on the above statistics the Norwegian students are not fully aware of the gender equality situation in Norway and the existence of the Norwegian gender equality paradox.

Table 10 – Norwegian paradox – descriptive statistics

The Norwegian Paradox -Facts	Mean
Board gender diversity is mandatory for public limited companies in Norway	3.42
Norway ranks among the top five countries globally on gender balance among leaders in both private and public sector	3.62
In Norway women and men receive equal pay for equal work	3.1
There is no female CEO in the largest 50 companies in Norway	2.18
More women than men work part time in Norway	3.61
More men than women work part time in Norway	2.51
Most women work for the public sector in Norway	3.53
Norway ranks among the top 5 countries globally when it comes to the female-male ratio among legislators, senior officials and managers	3.48
Norway has one of the best maternity/paternity benefits in the world	3.96

5. Discussion, Implications, Limitations and Conclusion

This section starts with the discussions of hypothesis results followed by theoretical and practical implications. The section also lists the limitations that affects the study followed by conclusion with suggestions for future research

5.1 Discussion

To sum up, the key findings of the study are as follows. Majority of the Norwegian students perceive that their future workplace will be gender equal. However, when asked if experiencing gender inequality will adversely affect their career, majority of the Norwegian students agreed to the statement. This result was anticipated, given the rich gender equality history of Norway. Moving on to the hypotheses, the results from the independent sample t test suggested that significant difference exist between male and female perception of gender equality. Men were found to be more optimistic than women. To cite an example, when 42% of the men respondents believed that women will not face any bias in future workplace, only 37% of women respondents believed so. However, the study found no significant difference between male and female respondents when it came to their response on experiencing gender inequality and its career impact. This particular finding was not line with the finding from previous study done by Sipe et al. (2009).

An additional analysis on the Norwegian paradox facts suggested that Norwegian students lack awareness about the gender equality situation in Norway. Although it is questionable to compare the future perceptions of students with their factual awareness, it raises the question that if students were aware of the gender equality reality would their responses have remained the same.

The results of the study make me wonder why male students were more optimistic than women and believed that women will not face gender inequality at the future workplace. One reason that could be attributed to this finding is that men lack awareness on the gender equality reality scenario.

Gender equality and its impact on the company and the nation has been researched by many researchers. I have listed a few of the benefits of gender equality from previous researches to

understand the significance of this topic. An equally gender distributed workplace provides a hospitable and professional environment and leads to good career path. This in turn leads to maximum employee efficiency and thereby increasing the company's productivity and success (Inglehart, Norris, & Ronald, 2003; Wu & Cheng, 2016).

Morais Maceira (2017), in her study has analysed the impact of reducing gender inequalities through stem education, equal pay and labour market activity on a macroeconomic level. The researcher has used a robust econometric model to assess the benefits. The findings suggest that improved gender equality will have a positive impact on the gross domestic product per capita and increased employment of women (Morais Maceira, 2017).

A study based on Chilean manufacturing also has analysed the impact of gender equality. The study assessed and compared the productivity of the company and the female free labour participation rates. It has found out that for a larger firm with more than 50 employees, an equally distributed labour force among low level employees has a significant impact on the productivity growth. The study also states that more equalized labour force has a significant impact on the productivity, however it depends on the size of the company and specific types of employees (Wu & Cheng, 2016). These are a few of the key benefits of gender equality.

Despite the above-mentioned benefits of gender equality for both the company and country, one must note that still women are more concerned with gender equality policies and show support than men (Inglehart et al., 2003; Kitterød & Teigen, 2018). There are studies that prove that gender inequalities still exist in today's workplace in terms of mentoring, networking, advancement in opportunities etc (Sipe et al., 2009)

It is clear from this study that Norwegian students underestimate the existence of gender inequalities in Norway. It is true that Norway ranks one when it comes to gender balance, however it's also equally true that it has go a long way when it comes to percentage share of women senior officials and managers. There is also still a 15% wage gap in Norway (Kitterød & Teigen, 2018). Understanding the workplace reality can help students prepare for their career and understanding the student perceptions can help the institutions aid them accordingly.

5.2 Implications

The study investigated the Norwegian students' perceptions of gender equality. In terms of theoretical implications, no other study assessing the perceptions of students in the Nordic countries has been done. Therefore, this being one of its kind, contributes to the gender equality studies in Norway and can aid in understanding the undergoing Norwegian paradox discussion.

In terms of managerial implications, educational institutions should design relevant courses and programmes and make sure that the students are ready to meet the workplace realities. Organizations should take measure to educate the employees especially recent graduates through relevant training about the realities of workplace. Also, understanding the realities, can help students be better equipped as future workforce to tackle the gender issues.

5.3 Limitations

It is important to say that the study suffered from limitations. To begin with, the survey was in English language. Though Norwegian students understand English, they are not as comfortable with it when compared to Norsk. This could have affected their ability to understand the questions.

Secondly, due to limited resources and time I was able to collect only 93 responses. Though this could be limitation, the statistical power analysis asserted that this sample size could yield significant results.

Finally, the limitation was related to external validity. External validity can be described as *"to what extent the findings can be generalized to particular person, settings and times, as well as across types of persons, settings and times"* (Ghauri & Grønhaug, 2005, p. 72). The study was conducted among Norwegian students, though the results can be generalized to the other Nordic nations, the generalization of findings to other European countries and third world developing economies is questionable. The study lacks external validity.

5.4 Conclusion and future research

Considering the Norwegian gender paradox and the gender equality reality in Norway, I feel that the students underestimate the potential existence of gender inequality, against women. This is consistent with the research done by Sipe et al. (2009). Also, studies suggest that women professional lack preparedness to face the realities of gender inequalities at workplace. Educational institutions fail to equip them (Carr et al., 2003). It is in the hands of the employees and organizations to acknowledge the existence of gender equality and prepare for the same.

In terms of future research, the study should be replicated in other Nordic nations and European nations to check for the consistency in findings. In addition, a recommendation of future research would be to compare the perception of the students with reality after they entered the workforce. Also, an interesting research would be to see if the perceptions of Norwegian students change after their awareness on the Norwegian gender equality paradox.

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7. Appendix

7.1 Survey

Gender issues survey

Hi! I'm Santhya Sridharan, pursuing my Masters in Strategy and Management at NHH. As a part in my master thesis, I would like to invite you to participate in a project regarding the role in gender in workplace. The survey is only for Norwegian students at the UIS business school. The main purpose of thesis is to evaluate the Norwegian students' perception on gender equality at their future workplace.

If you chose to take part in the project, this will involve that you fill in an online survey. The survey will not take more than 7 minutes in your time and is anonymous. The responses will be kept confidential and once it has been analysed, it will be completely deleted.

Directions - Answer the following questions based on what you expect to happen after you leave college and enter workforce in Norway. Please be advised that the survey is completely anonymous. The survey is voluntary, and you have the right to leave questions unanswered.

Using the scale below, please indicate to what extent you believe the following will happen in your professional career and in your workplace.

Gender

- Male
- Female

1. Women in my age group will face gender-specific obstacles to their success.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

2. Men in my age group will face gender-specific obstacles to their success

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

3. A parental leave will interfere with a woman's professional opportunity

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

4. A parental leave will interfere with a man's professional opportunity

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

5. Women in my age group, will have less opportunity for networking at their workplace

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

6. Men in my age group, will have less opportunity for networking at their workplace

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

7. Women in my age group will have less opportunity for mentoring at their workplace

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

8. Men in my age group will have less opportunity for mentoring at their workplace

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

9. Women in my age group will have less opportunity for promotions at their workplace

1	2	3	4	5
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Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
10. Men in my age group will have less opportunity for promotions at their workplace				
1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
11. Women in my age group will have less time to devote to their careers because in their family commitments.				
1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
12. Men in my age group will have less time to devote to their careers because in their family commitments.				
1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
13. Women in my age group will be paid less than the men in my age group for the same type in work				
1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
14. Men in my age group will be paid less than the women in my age group for the same type in work.				
1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
15. Women's colleagues will have lower expectations in them because of their gender.				
1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
16. Men's colleagues will have lower expectations in them because of their gender.				
1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree

Using the scale below, indicate to what extent you believe gender inequality will impact your career negatively.

17. Experiencing gender inequality at workplace, can impact a person's professional career negatively.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

The following are some of the statements about Norway with respect to gender equality. Using the scale below, please indicate whether you agree or disagree with the following facts.

1. Board gender diversity is mandatory for public limited companies in Norway

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

2. Norway ranks among the top five countries globally on gender balance among leaders in both private and public sector

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

3. In Norway women and men receive equal pay for equal work

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

4. There is no female CEO in the largest 50 companies in Norway.

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

5. More women than men work part time in Norway

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

6. More men than women work part time in Norway

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

7. Most women work for the public sector in Norway

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

8. Norway ranks among the top 5 countries globally when it comes to the female-male ratio among legislators, senior officials and managers

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

9. Norway has one of the best maternity/paternity benefits in the world

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Thank you for taking your valuable time in participating in the survey. Your participation is truly appreciated. Should you have any questions, please write to me at santhya.sridharan@student.nhh.no

Yours sincerely,

Santhya Sridharan

7.2 Sample description

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	49	52.7	52.7	52.7
	Male	44	47.3	47.3	100.0
	Total	93	100.0	100.0	

7.3 Statistical power – Sample

Tests of Between-Subjects Effects

Dependent Variable: Genderequalitymean

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	6.623 ^a	1	6.623	11.685	.001	.114	11.685	.922
Intercept	604.963	1	604.963	1067.293	.000	.921	1067.293	1.000
Gender	6.623	1	6.623	11.685	.001	.114	11.685	.922
Error	51.581	91	.567					
Total	671.766	93						
Corrected Total	58.204	92						

a. R Squared = .114 (Adjusted R Squared = .104)

b. Computed using alpha = .05

7.4 Descriptive statistics – Gender equality scale

Descriptive Statistics				
	N	Mean	Std. Deviation	Variance
A parental leave will interfere with a woman's professional opportunity.	93	2.95	.937	.878
Women in my age group will face gender-specific obstacles to their success.	93	2.75	1.007	1.014
Women in my age group will have less time to devote to their careers because of their family commitments.	93	2.71	1.017	1.034
Women in my age group will be paid less than the men in my age group for the same type in work	93	2.63	1.205	1.452
Women in my age group will have less opportunity for promotions at their workplace	93	2.54	.995	.990
Women in my age group will have less opportunity for mentoring at their workplace	93	2.39	.885	.783
Women in my age group, will have less opportunity for networking at their workplace	93	2.37	.894	.800
Women's colleagues will have lower expectations in them because of their gender.	93	2.22	1.020	1.040
Valid N (listwise)	93			

7.5 Descriptive statistics – Potential impact on career

Descriptive Statistics				
	N	Mean	Std. Deviation	Variance
Experiencing gender inequality at the workplace, can impact a person's career negatively.	93	4.08	.850	.723
Valid N (listwise)	93			

7.6 Factor analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.904
Bartlett's Test of Sphericity	Approx. Chi-Square	450.901
	df	28
	Sig.	.000

Communalities

	Initial	Extraction
Women in my age group will face gender-specific obstacles to their success.	1.000	.697
A parental leave will interfere with a woman's professional opportunity.	1.000	.536
Women in my age group, will have less opportunity for networking at their workplace	1.000	.628
Women in my age group will have less opportunity for mentoring at their workplace	1.000	.624
Women in my age group will have less opportunity for promotions at their workplace	1.000	.717
Women in my age group will have less time to devote to their careers because of their family commitments.	1.000	.541
Women in my age group will be paid less than the men in my age group for the same type in work	1.000	.679
Women's colleagues will have lower expectations in them because of their gender.	1.000	.682

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Total	Initial Eigenvalues		Extraction Sums of Squared Loadings		
		% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.104	63.802	63.802	5.104	63.802	63.802
2	.738	9.229	73.030			
3	.534	6.675	79.705			
4	.450	5.622	85.326			
5	.353	4.416	89.742			
6	.316	3.945	93.687			
7	.307	3.844	97.531			
8	.198	2.469	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix^a

	Component 1
Women in my age group will face gender-specific obstacles to their success.	.835
A parental leave will interfere with a woman's professional opportunity.	.732
Women in my age group, will have less opportunity for networking at their workplace	.793
Women in my age group will have less opportunity for mentoring at their workplace	.790
Women in my age group will have less opportunity for promotions at their workplace	.847
Women in my age group will have less time to devote to their careers because of their family commitments.	.736

Women in my age group will be paid less than the men in my age group for the same type in work	.824
Women's colleagues will have lower expectations in them because of their gender.	.826

Extraction Method: Principal Component

Analysis.

a. 1 components extracted.

Rotated Component Matrix^a

a. Only one component was extracted. The solution cannot be rotated.

7.7 Correlation analysis

Correlations

		Women in my age group will face gender-specific obstacles to their success.	A parental leave will interfere with a woman's professional opportunity.	Women in my age group, will have less opportunity for networking at their workplace	Women in my age group will have less opportunity for mentoring at their workplace	Women in my age group will have less opportunity for promotions at their workplace	Women in my age group will have less time to devote to their careers because of their family commitments	Women in my age group will be paid less than the men in my age group for the same type in work	Women's colleagues will have lower expectations in them because of their gender.
Women in my age group will face gender-specific obstacles to their success.	Pearson Correlation	1	.573**	.608**	.584**	.655**	.555**	.668**	.666**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	93	93	93	93	93	93	93	93
A parental leave will interfere with a woman's professional opportunity.	Pearson Correlation	.573**	1	.452**	.432**	.521**	.485**	.676**	.570**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	93	93	93	93	93	93	93	93
Women in my age group, will have less opportunity for networking at their workplace	Pearson Correlation	.608**	.452**	1	.726**	.681**	.488**	.529**	.568**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	93	93	93	93	93	93	93	93
Women in my age group will have less opportunity for mentoring at their workplace	Pearson Correlation	.584**	.432**	.726**	1	.600**	.561**	.562**	.581**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	93	93	93	93	93	93	93	93
Women in my age group will have less opportunity for promotions at their workplace	Pearson Correlation	.655**	.521**	.681**	.600**	1	.564**	.637**	.720**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
	N	93	93	93	93	93	93	93	93
Women in my age group will have less time to devote to their careers because of their family commitments.	Pearson Correlation	.555**	.485**	.488**	.561**	.564**	1	.560**	.522**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	93	93	93	93	93	93	93	93
Women in my age group will be paid less than the men in my age group for the same type in work	Pearson Correlation	.668**	.676**	.529**	.562**	.637**	.560**	1	.622**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	93	93	93	93	93	93	93	93
Women's colleagues will have lower expectations in them because of their gender.	Pearson Correlation	.666**	.570**	.568**	.581**	.720**	.522**	.622**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	93	93	93	93	93	93	93	93

** Correlation is significant at the 0.01 level (2-tailed).

7.8 Descriptive statistics – The Norwegian Paradox

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Board gender diversity is mandatory for public limited companies in Norway	93	1	5	3.42	.913	.833
Norway ranks among the top five countries globally on gender balance among leaders in both private and public sector	93	1	5	3.62	.859	.737
In Norway women and men receive equal pay for equal work	93	1	5	3.10	1.033	1.067
There is no female CEO in the largest 50 companies in Norway	93	1	4	2.18	.765	.586
More women than men work part time in Norway	93	1	5	3.61	.860	.740
More men than women work part time in Norway	93	1	5	2.51	.974	.948
Most women work for the public sector in Norway	93	2	5	3.53	.746	.556
Norway ranks among the top 5 countries globally when it comes to the female-male ratio among legislators, senior officials and managers	93	1	5	3.48	.802	.644
Norway has one of the best maternity/paternity benefits in the world	93	1	5	3.96	.751	.563
Valid N (listwise)	93					