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How Gender Biases Affect Perceived Competence

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HOW GENDER BIASES AFFECT PERCEIVED COMPETENCE

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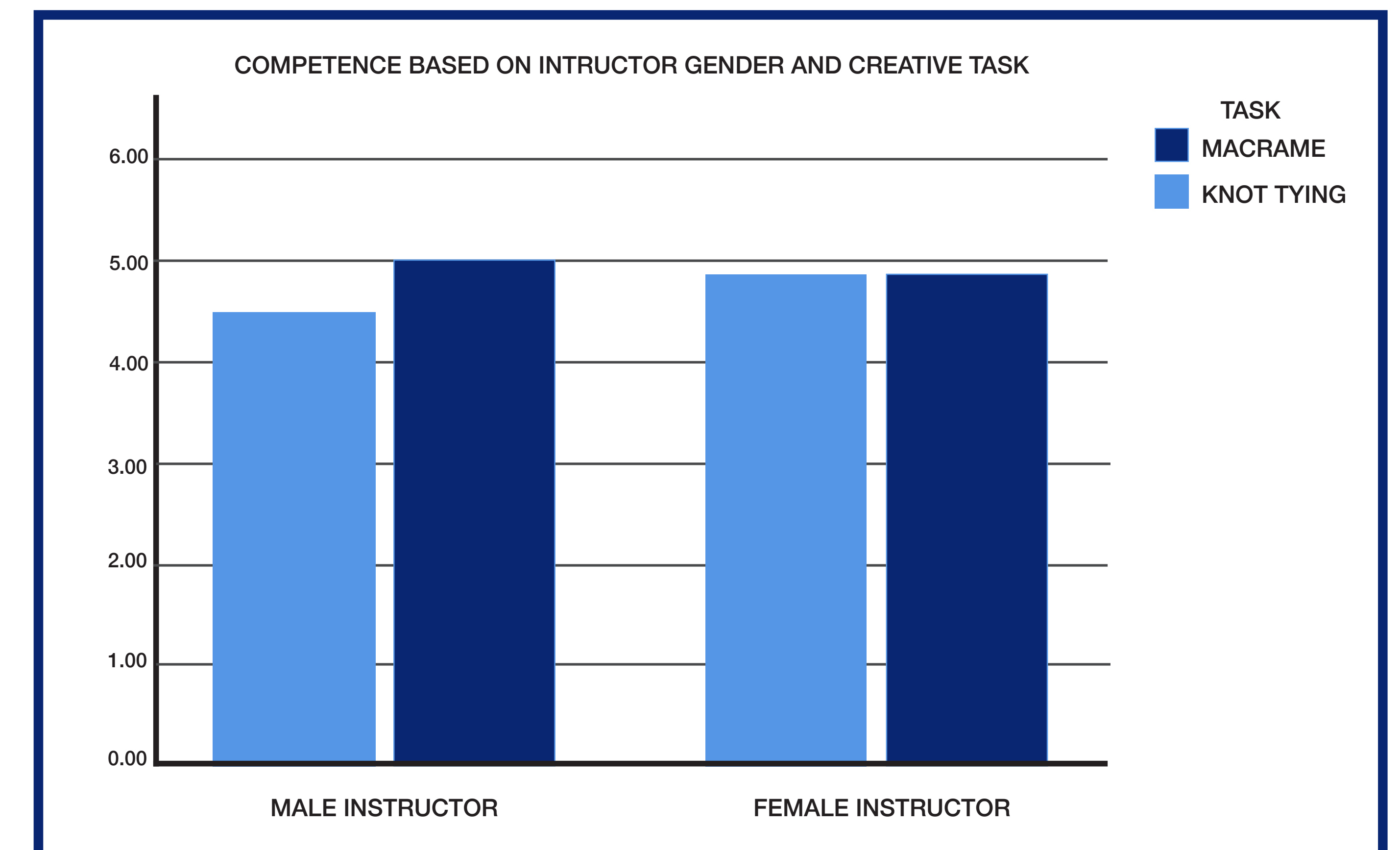
INTRODUCTION

- Gender Biases (GB) are any stereotypical belief based on gender. Stereotype Threat (ST) is when a negative stereotype poorly influences judgment
- Lots of literature supports that ST affects performance. ^{1,2,3} However None of these studies investigated how participants' own gender bias affect their performance. A study by Bonnot & Croizet (2007), showed that with ST being absent, women who believed in stereotypes internalized them and thus their perceived ability to perform a task declined. ⁴
- **In this study we will look to see if participants perform differently on gender counter- stereotypical tasks than on gender stereotypical.**
- **We also want to see weather presenting a same sex role model would change participant performance, so we we had a Male and Female teaching both tasks.**
- **Finally, we were interested in seeing if Participant gender biases affect their**
- **We hypothesis that participants will rate their performace higher when perfoming a gender stereotypical task and a same sex role model exists and if they score lower on ASI**

RESULTS

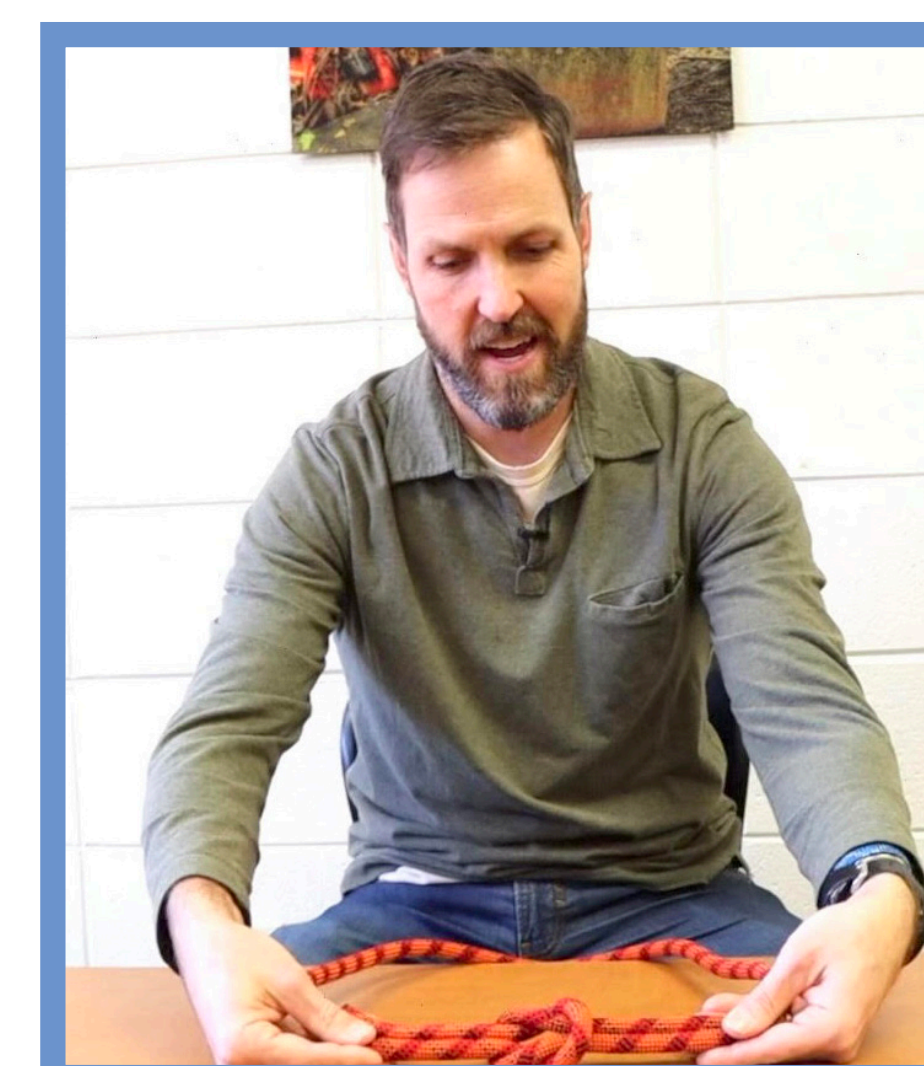
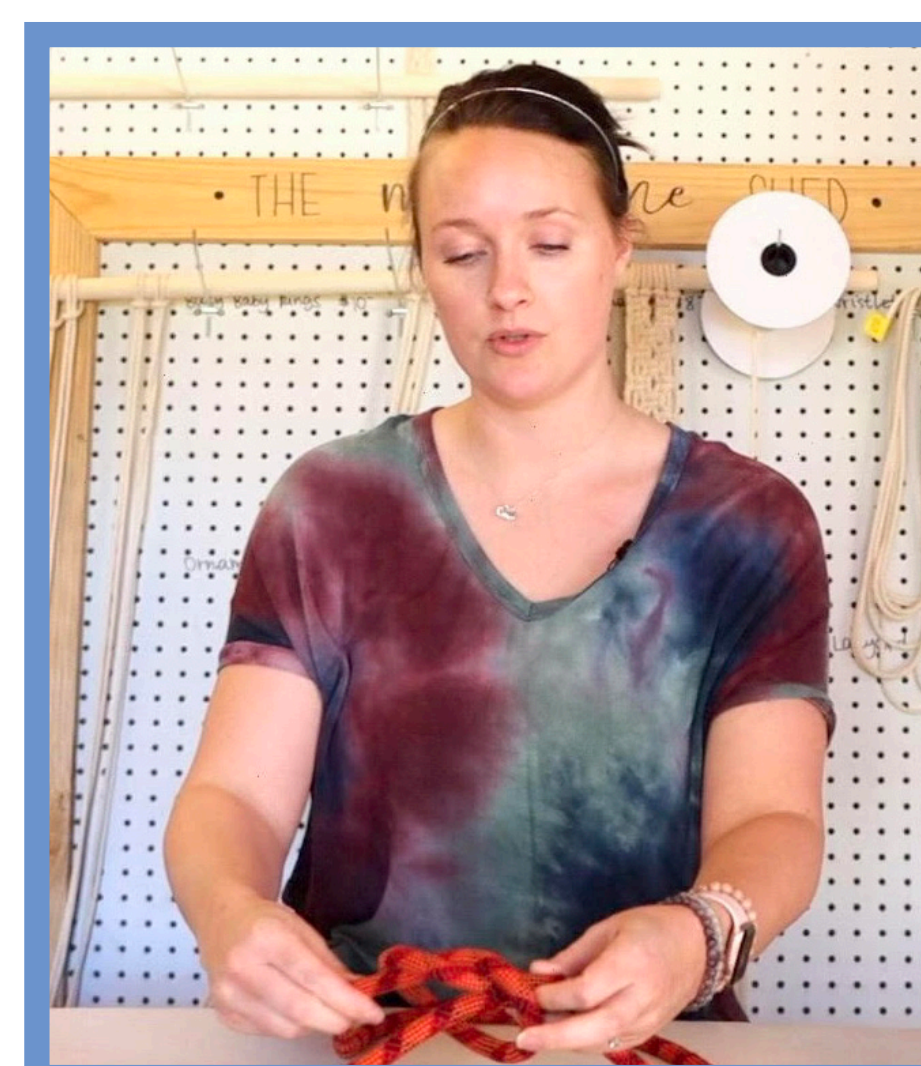
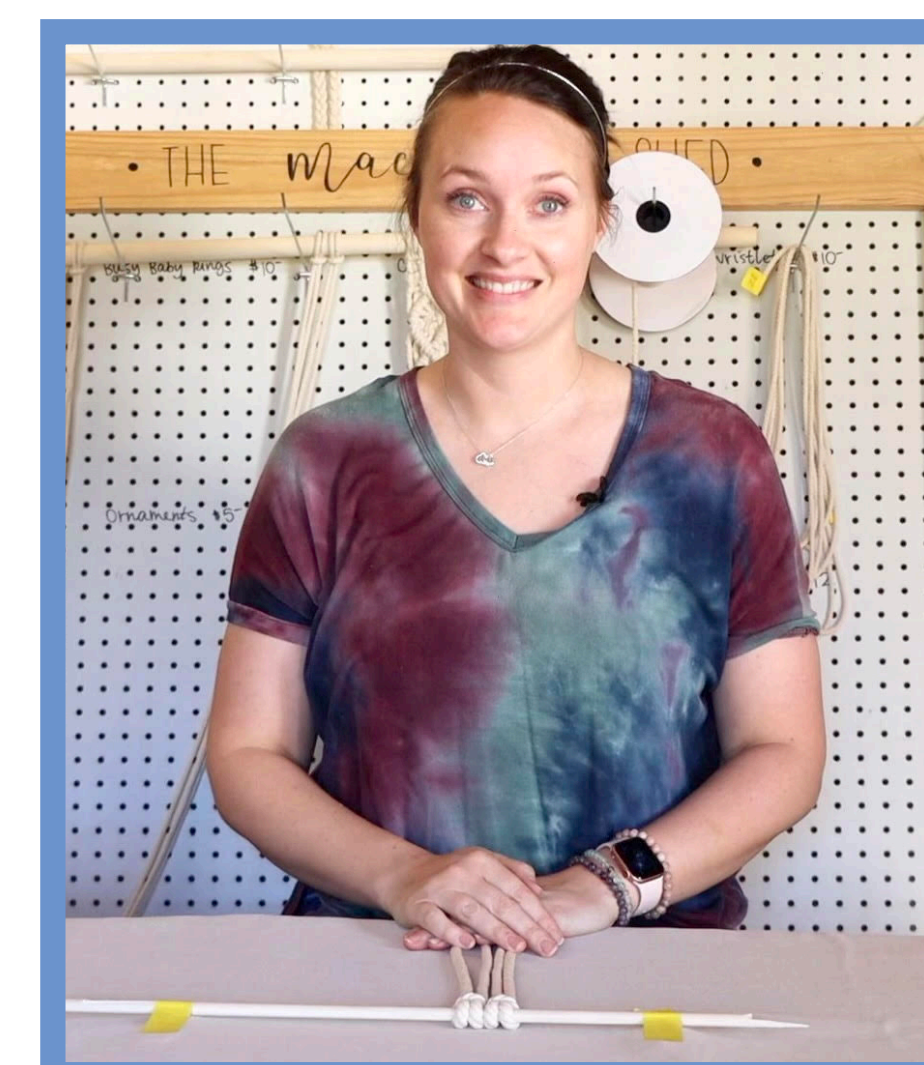
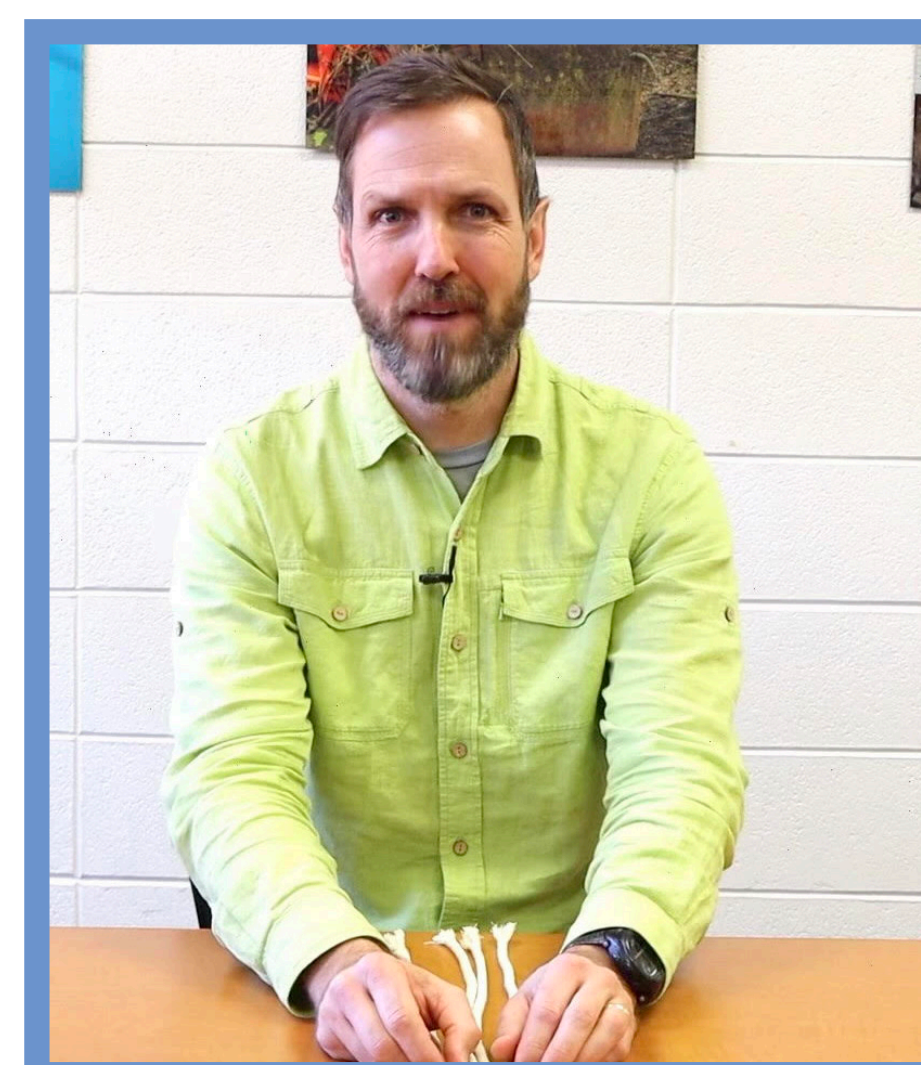
A 2 (instructor gender: male vs. female) x 2 (creative task: knot tying vs. macrame) analysis of variance on perceived competence score was conducted.

- There was not a significant interaction between instructor gender (male vs. female) and creative task (knot tying vs. macrame), $F(1, 91) = .522, p > .05$.
- There was not a significant main effect for instructor gender, $F(1, 91) = .088, p > .05$.
- There was not a significant main effect for creative tasks, $F(1, 91) = .378, p > .05$.



METHODS

- Participants were 95 undergraduate students at a private Southern Christian university who participated in exchange for extra credit in a psychology course.
- The Ambivalent Sexism Inventory is a 22 item measure consisting of statements that assess levels of sexism across two 11-item subscales: Hostile and Benevolent Sexism. ⁵ Participants ranked how they felt about the statements on a 6-point scale from 0 (disagree strongly) to 5 (agree strongly).
- The Perceived Competence for Learning Scale (PCLS) is a 4 item measure consisting of statements that assess how competent participants felt while learning their assigned task. Participants rated whether statements were true for them or not on a 7-point scale from 1 (not at all) to 7 (very).
- Four possible conditions participants were randomly assigned to where they were played four videos (refer to pictures to the right).
- Once the participants were done watching the video and practicing their assigned creative task, they were asked to fill out the two scales.



DISCUSSION

- We still believe that our hypothesis would be true if not for the limitations listed as some may hold true but not all dictate the outcome of our study
- Our sample was very low on sexism (Not many sexist participants)
- Task did not represent stereotypical gender presumptions
- Ambivalent sexism inventory did not align with our original hypothesis
- Only 4 questions for perceived competence
- Possible outdated dominate creative task (knot tying)
- Rearranging the scales opposite (Ambivalent Sexism Inventory scale prior to Perceived Competence Scale
- Including images of gender stereotypical task (macrame)
- Should have chosen a different instructor due to the familiarity of the male instructor
- Changing the task to a more stereotypical task (A more updated task)
- Constructing the same research in a new context, location and/or culture (Did the environment have an impact) (Would a different culture have given us a significance)