



Research Article

© 2024 Arbulú Ballesteros et al.

This is an open access article licensed under the Creative Commons
Attribution-NonCommercial 4.0 International License
(<https://creativecommons.org/licenses/by-nc/4.0/>)

Received: 16 December 2023 / Accepted: 16 February 2024 / Published: 5 March 2024

Impact of Gender Discrimination on Women's Skill Development in the Workplace in a Northern Region of Peru – 2023

Marco Agustín Arbulú Ballesteros¹Benicio Gonzalo Acosta Enríquez²José Carlos Montes Ninaquispe¹Alberto Luis Pantaleón Santa María³Emma Verónica Ramos Farroñán⁴Julie Catherine Arbulu Castillo⁴Karol Melissa Arbayza Godos⁴Eduardo Ygnacio Arraya Celis³

¹Universidad Tecnológica del Perú,
Av. Petit Thouars 116,
Lima 15046, Perú

²Universidad Nacional de Trujillo,
Av. Juan Pablo II,
Trujillo 13011, Perú

³Universidad San Martín de Porres,
Lima, Perú

⁴Universidad Cesar Vallejo,
Avenida Víctor Larco 1700,
Trujillo, Perú

DOI: <https://doi.org/10.36941/ajis-2024-0040>

Abstract

Decades, but with notable advances in access to education and labor participation, challenges remain. The objective of this study was to evaluate the impact of gender discrimination practices on the development of women's competencies in the labor context in a region of northern Peru in 2023. An online survey was administered to 450 women selected in a nonprobabilistic manner. Results: Six research hypotheses were proposed, three of which were empirically corroborated: Workplace->Skills ($B = -0.019$), Skills-> Career ($B = 0.701$), and Employment Level ($B = -0.128$). Conclusions: Gender discrimination practices at work, on the one hand, have a negative impact on skills development but, in turn, do not affect women's career progression in the workplace; these findings also highlight the importance of fostering skills development in organizations to increase women's career progression in the work context. Finally, this study provides a general framework for the design of policies and strategies that promote equity, reduce discriminatory practices in the workplace, and maximize the potential of the female workforce.

Keywords: Gender discrimination, Workplace, Skills, Work context, North region of Peru

1. Introduction

The role of women in society has undergone significant transformations over the last century. Despite the remarkable progress made in terms of accessing education and labor participation (Baker & Clegg, 2023), challenges remain prevalent. According to the World Bank report in 2022, approximately 2.4 billion working-age women do not have equal economic opportunities, and 178 countries continue to have legal barriers preventing them from fully participating in the economy. In 86 countries, women face some form of labor restriction, and 95 countries do not guarantee equal pay for work of equal value. Women worldwide still have access to only three-quarters of the rights recognized for men, translating to a total score of 76.5 out of 100 points, indicating the existence of complete legal parity. However, despite the disproportionate impact that the global pandemic has had on women's lives and livelihoods, 23 countries reformed their laws in 2021, taking much-needed steps to promote women's economic inclusion (WB, 2022).

Gender discrimination is a deeply rooted phenomenon in many societies and cultures and manifests in various ways in the workplace. Despite advances in gender equality, women continue to face significant obstacles in developing professional competencies. This discrimination manifests in multiple forms, from the wage gap to the scarce representation in senior management positions to ingrained gender stereotypes that dictate roles and professional expectations (Adhikari et al., 2023).

Globally, gender inequality at work differs according to the cultural, economic, and political contexts of each region (Azzollini et al., 2023). However, common trends reflect systematic patterns of discrimination. Understanding the cultural and economic differences in the manifestation of this inequality is essential for developing effective and contextually relevant strategies.

Despite being one of the world's most robust economies, the United States has struggled to address significant gender gaps (Malladi & Mean, 2021). On average, American women earn less than men (Gharehgozli & Atal, 2020), and they face obstacles in ascending to executive and directorial positions (Celik, 2019).

In the same context, India presents unique challenges in terms of gender discrimination at work (Neog & Sahoo, 2023). Despite having a significant female workforce, the majority of women work in informal sectors or low-paid jobs (Agrawal et al., 2021). Additionally, the cultural perception of women as primary caregivers at home remains an obstacle to their full participation in the economy (Banerjee et al., 2022).

On the other hand, Sweden has implemented progressive policies that promote equity in the workplace (Tillmar et al., 2022). Similarly, to drive a more egalitarian society, Riksdag has established that Sweden must apply a gender equality policy, intending to ensure that women and men have the same ability to influence society and their own lives. The gender equality policy focuses on six partial objectives aimed at areas with significant disparities between women and men in Sweden. However, although the wage gap is smaller than that in other countries (Pettersson et al., 2017), it still persists, and women continue to be underrepresented in senior management positions (Gashi Nulleshi & Kalonaityte, 2022).

These countries exhibit a common pattern: persistent gender inequity in the global workplace highlights the need for concerted actions to address and rectify these inequalities (Pirpour, 2022).

The Peruvian context reflects a diverse picture of gender issues at work. Despite recent legislative progress in promoting gender equality, the reality of employment still presents significant disparities (Vaccaro et al., 2022). The wage gap between men and women in Peru is very high, even though it is one of the highest in Latin America. In addition, women face additional challenges, such as overrepresentation in informal sectors and lack access to leadership positions in the corporate sphere (Alsaad et al., 2023). These inequalities not only reflect discriminatory practices but also entrenched socioeconomic and cultural structures that perpetuate stereotypes and limit opportunities for women (Pacovilca-Alejo et al., 2019).

According to the previous paragraph on the Peruvian context, the employment activity rate for women is lower than that for men, at 63% for women and 80.5% for men in 2022; in 2023, due to the

economic crisis, it dropped to 62.1% for women and 78.6% for men, where it can be observed that men are more affected. On the other hand, micro and small enterprises of 1 to 10 workers employ 78.9% of the female population and 72.3% of the male population; in contrast, in large companies, women only occupy 16.8% and men 20.2% (National Institute of Statistics and Informatics, INEI, 2017). It is important to highlight that women play greater roles in micro and small enterprises, as they are the ones that most commonly accept the female working population, and this is more significant than for men. In large companies, there is a greater acceptance of female labor compared to men.

Consequently, the need to address these inequalities in the Peruvian context lies in its potential to drive the country's economic and social development. By identifying and mitigating the barriers that women face in the workplace, Peru can move toward a more just and equitable society while simultaneously capitalizing on the skills, talents, and capabilities of half its population. At the same time, studying labor discrimination against women is essential for promoting social justice and ensuring the full exercise of human rights; full and effective participation of women in the labor market is a crucial element for sustainable economic growth. Eliminating barriers and prejudices that limit women's access to quality jobs contributes to the expansion of the workforce, increases productivity, and fosters innovation. Furthermore, addressing labor discrimination against women aligns with the United Nations' Sustainable Development Goals, specifically contributing to the achievement of SDG 5: "Achieve gender equality and empower all women and girls".

In light of the above, the purpose of this research is to determine the impact of gender discrimination on the development of women's competencies in the workplace in the northern region of Peru – 2023. Research on labor discrimination among women is fundamental for promoting more just, equitable, and equal societies. Research in this area provides the necessary capacity to develop effective policies and programs that promote gender equality in the workplace and, ultimately, in society.

2. Literature Review

Gender discriminatory practices in the workplace represent not only a violation of women's fundamental rights but also a significant loss in human capital and economic potential for nations (Cruz et al., 2022). Understanding the magnitude and impact of this discrimination is vital for designing policies and strategies to promote equity and fully harness the potential of the female workforce. Analytical theories and approaches provide tools for understanding and addressing this phenomenon. Contributions from prominent researchers related to the topic are presented herein.

In Spain, Pérez (2022) combines the relational justice approach with feminism to highlight justice gaps in women's access to employment, hindering the achievement of real equality. Despite the principle of equal treatment being somewhat rooted in the Spanish legal system, gender discrimination still occurs. There are measures and policies aimed at combating this discrimination, but there is no established system for cases where multiple circumstances interact, resulting in multiple discriminations. Understanding these situations and adopting legal mechanisms to combat them are necessary for achieving equality.

Similarly, Uris (2022) showed that although women have massively joined productive centers, work organizations are designed with an androcentric vocation that significantly limits the professional careers of female workers. A fundamental change in organizational models is necessary to recognize that both sexes, equally important for societal progress, attend these work centers to balance production and reproduction. Furthermore, paid work is highly beneficial for personal development and financial independence; therefore, the continued discrimination of women in the workplace cannot persist. Women must have access to quality employment under the same conditions as their male counterparts and in a mixed environment that considers the particular circumstances of both sexes, not just the males, as is currently the case.

On the other hand, Bucaram-Leverone et al. (2023) analyzed the existence of gender wage gaps

among university graduates, highlighting gender discrimination in the Ecuadorian labor market and a wage differential between graduates. These wage disparities are due to cultural issues rather than a lack of preparation among graduates. The knowledge generated on this topic represents a contribution to the formulation of public policies that address the debts owed to discriminated against societal sectors.

The fundamental findings of Borboa & López's (2022) research indicate that men earn more than women in the years studied. Although the study focuses on the formal market and urban areas, where there are more opportunities for women, the performance of a position in a certain field or area impacts wage disparity, implying the presence of stereotyped occupations, such as female and male jobs. The study also focused on the service sector, which women more frequently occupy, segregating women and affecting their wages. In terms of education, years of schooling minimize disparity in both the explained and unexplained parts, as economically active women achieve higher educational levels. However, wage disparity is not solely due to sectoral or occupational factors but also due to discrimination, either due to a bias against women or the belief that women have lower capacity and productivity than men. Consequently, it is imperative to implement tactics that contribute to generating this change, not only in the workplace but also in other areas affecting gender equality, such as eliminating gender stereotypes and occupations and sectors.

3. Development of Competencies

The concept of competence has been a topic of study and debate in academic and professional fields for the last few decades (Chapais, 2015; Danso, 2015; Earnest et al., 2016; Lurie, 2012; Nezu, 2005; Stavrova & Ehlebracht, 2019). Competencies are considered a set of skills, knowledge, and attitudes that enable a person to effectively perform a task or function (Cardella et al., 2020). In the work context, competency development is closely related to continuous training, adaptability, and the ability to respond to emerging challenges in a constantly changing professional environment (Yadav et al., 2023).

Participation in programs or projects that contribute to competency development is essential for professional and personal growth. Studies have shown that work experience, when combined with formal education and continuous training, enhances employees' competency development (Ibarra-Morales et al., 2023). Through these experiences, individuals not only acquire new skills but also reinforce and update existing skills. This dynamic is crucial for ensuring that employees can adapt to the changing demands of the labor market and maintain their relevance in their respective fields (Bogdány et al., 2023).

Alignment between the opportunities provided by organizations and the professional aspirations or needs of individuals is a key factor in retaining and satisfying talent (Agnihotri & Misra, 2022). Organizations that offer opportunities aligned with their employees' professional plans and needs tend to report higher levels of engagement and job satisfaction (Elsawah et al., 2023). This is because when employees feel that their competencies are being recognized and valued and that they have room to grow and learn, a positive cycle of motivation and performance occurs (Suciu et al., 2023).

The progressive improvement of competencies over time is an indicator of learning and adaptability. It is essential that organizations promote an environment where employees can regularly assess and reflect on their competency development (Baethge-Kinsky, 2020). Continuous learning, in turn, is not only beneficial for the individual but also essential for the survival and success of organizations in a globalized and competitive environment. Companies that prioritize and support continuous learning are better prepared to face challenges and seize opportunities (Vazsonyi & Snider, 2008).

4. Professional Evolution

Professional evolution refers to the progress and development experienced by an individual throughout his or her career. This process is characterized by a series of transitions, changes, and achievements reflecting advancements in terms of responsibilities and roles, as well as growth in skills, knowledge, and competencies (Rodrigues et al., 2014)

One of the most tangible indicators of professional evolution is the ability to promote higher positions within an organization. This vertical movement is often associated with a recognition of the individual's abilities and the confidence placed in them to assume roles of greater magnitude and responsibility (Cooley et al., 2023). However, it is essential to highlight that promotion is not the only indicator of progress. The horizontal expansion of responsibilities, where an individual acquires competencies in additional areas without necessarily changing positions, also reflects professional growth (Wardak et al., 2023).

Over time, it is expected that an individual's work responsibilities will increase, whether in quantity, complexity, or both (Shindikia & Cheteni, 2023). This expansion of the scope of work can result from the accumulation of experience, the development of specific competencies, or the individual's ability to lead and manage projects or teams. These additional responsibilities often accompany an increase in authority and autonomy in decision-making (Wiljer et al., 2023).

However, not all changes in a career are perceived as positive. It is crucial to differentiate between a change that reflects favorable evolution and one that may be perceived as stagnation or regression (Chang, 2023). Each individual's perception of his or her career progress is subjective and influenced by his or her aspirations, values, and personal circumstances. Satisfaction with professional evolution is a measure that combines objective elements, such as the actual change in roles or responsibilities, and subjective elements related to individual expectations and perceptions (Ingham et al., 2023).

Finally, it is fundamental to recognize that the process of professional evolution is neither linear nor uniform. Career paths are dynamic and influenced by a variety of factors, both internal and external to the individual (Grinshtain et al., 2023). These can include opportunities for training, changes in the labor market, and organizational decisions, among others. Furthermore, professional evolution is also interconnected with other dimensions of an individual's life, such as family, social, or personal, which can influence labor decisions and experiences (Clement et al., 2023).

5. Gender Discriminative Practices

In the workplace, gender discrimination has been a persistently prevalent issue that affects mainly women and other marginalized groups based on their gender identity. This discrimination can manifest in a variety of forms, ranging from subtle biases to direct and tangible actions that hinder professional development (Uduji & Okolo-Obasi, 2022).

One of the most common manifestations of these discriminatory practices is the existence of preconceived ideas about women's professional abilities. These gender stereotypes, which are culturally rooted, can influence hiring decisions, promotions, and role assignments within organizations. For example, women may be assumed to be less competent in technical areas or unsuitable for leadership roles due to erroneous preconceptions about their temperament or abilities (Campos-García, 2022).

Additionally, discriminatory practices are often reinforced by culturally assigned roles. Traditional expectations regarding gender roles can lead organizations to treat women according to preconceived notions, limiting their access to opportunities or assuming that they will have different priorities than their male counterparts, such as motherhood over career (De Clercq & Brieger, 2022).

The process of evaluating promotions and advancements is another area where women may face discrimination. Women are often disadvantaged due to unfavorable perceptions questioning their ability to assume roles of greater responsibility or leadership. This situation is aggravated when

women are disproportionately represented at middle or lower managerial levels, creating a glass ceiling that hinders their advancement to higher positions (Lui & Anglin, 2021).

The issue of compensation is another critical area of discrimination. In many organizations, women continue to earn significantly lower wages than men do for the same work, reflecting persistent gender inequalities in the workplace. Unfortunately, sexual harassment remains a problem in numerous workplaces (Agovino et al., 2023). Complaints by women, though brave, often encounter organizational systems that may not provide adequate support or take the necessary steps to properly address the issue.

Unequal representation at higher levels of organization is another indicator of discriminatory practices. If women are unfairly represented, especially in decision-making positions, this reflects an organizational structure that does not value or allows equitable advancement based on merit (Nyarko, 2022). Organizations that do not proactively address these discriminatory practices not only fail to provide an equitable work environment but also deprive themselves of a diverse and talented workforce. It is essential that companies actively recognize and combat gender discrimination to create an inclusive and equitable working environment for all (Mumtaz, 2022).

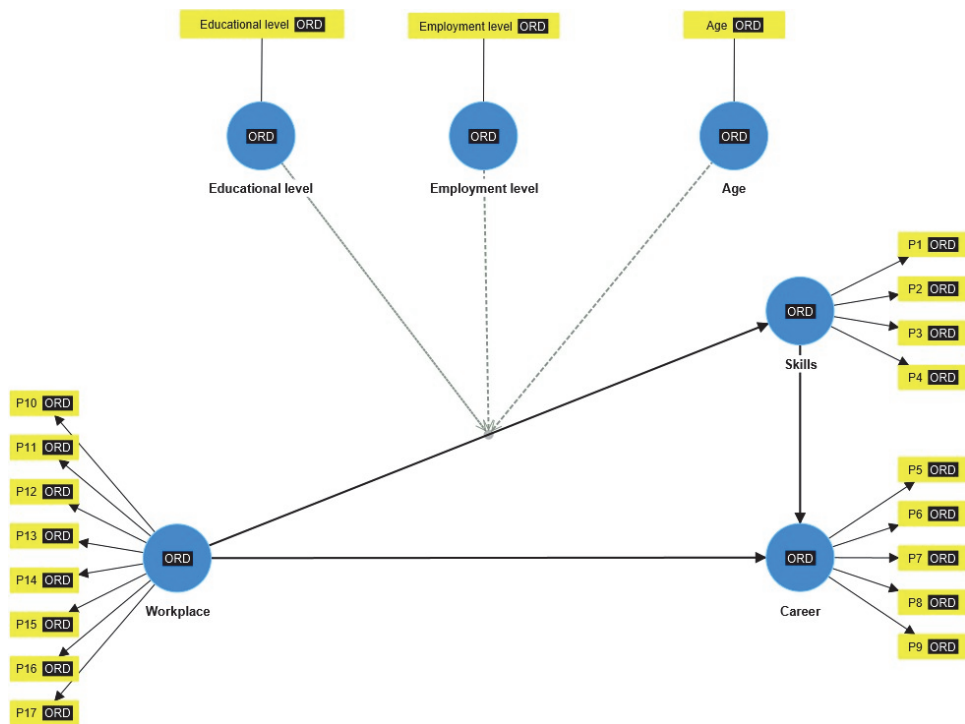


Figure 1. Research model

1. Hypothesis 1: There is a negative relationship between gender discriminatory practices in the workplace and the development of women's competencies.
2. Hypothesis 2: There is a negative relationship between gender discriminatory practices in the workplace and women's career progression.
3. Hypothesis 3: There is a positive link between the development of competencies and the career progression of women.
4. Hypothesis 4: The level of education moderates the relationship between the workplace and

- skills development.
5. Hypothesis 5: An employee's level serves as a moderating factor between the workplace and skills development.
 6. Hypothesis 6: Age serves as a moderating factor between the workplace and skills development.

6. Materials and Methods

An empirical application was conducted to validate the research hypotheses derived from the literature review on the development of competencies, professional progression, and gender discriminatory practices in the workplace. The study was based on a nonexperimental and transactional research design following the principles of the quantitative approach (Vera-Calmet et al., 2023).

Participants were selected through nonprobabilistic convenience sampling, considering criteria for ease of access, resulting in a sample of 450 women working in the education sector in northern Peru. The data were collected using a survey technique, and the instrument used was an online questionnaire.

The instrument used in this study was designed, validated, and applied by Fitong Ketchiwou & Dzansi (2023) to women working in the service sector in South Africa, aiming to provide insights into attitudes, opinions, and trends about gender discrimination practices, competency development, and professional progression in their respective workplaces. However, after a thorough literature review, no studies have empirically corroborated the effect of gender discrimination practices on competency development and professional progression in the post-COVID-19 context. To gather information from the study population, an online survey was designed using "Google Forms". With the assistance of a professional translator from English to Spanish, 17 items proposed in the instrument were adapted from Fitong Ketchiwou & Dzansi (2023). The adapted questionnaire was then evaluated by six experts in writing and in the field of study, with favorable results. In total, 3 items were adapted to collect sociodemographic information and 17 Likert scale items with five response options ranging from (1) "Strongly disagree" to (5) "Strongly agree", intended to measure the constructs WORKPLACE (with 8 items), SKILLS (with 4 items) and CAREER (with 5 items). The average time of application of the instrument was 15 minutes.

A structural equation model constructed with SmartPLS-v4 (Ringle et al., 2022) was used, based on the partial least squares (PLS) technique, to evaluate the theoretical model.

Reliability was assessed using Cronbach's alpha coefficient (Chin, 1998), while convergent and discriminant validity were evaluated through factor loadings and composite reliability, with values exceeding 0.7, and average variance extracted (AVE) estimation, with values above 0.5 (Table 4). The model demonstrated convergent and discriminant validity based on the presented measures (Table 5), and an evaluation of discriminant validity was carried out. Additionally, the root of the AVE of each construct was examined, aiming to ensure that the values were not higher than the correlations of all the other constructs or the specific one (Chin, 1998). Table 2 shows the correlation matrix of the constructs, demonstrating adequate discriminant validity.

Ethical Considerations: Participants voluntarily and autonomously agreed to participate in the study. To ensure this, the research team added an informed consent form at the beginning of the online form, which included the following mandatory branching question: "Do you agree to participate voluntarily in this research?" with two response options: "Yes, I agree" or "No, I do not agree". If they agreed, the form's questions were automatically opened; otherwise, the form was closed. Additionally, the anonymity of the collected information was protected.

7. Results

7.1 Quality tests of the data collection instrument

To analyze a measurement instrument, it was necessary to assess the correlations between a series of items and their respective standardized external loads. These external loads represent the individual contributions of each item to an underlying latent concept. Table 3 shows that certain items have substantial and statistically significant external loads in specific constructs, suggesting a strong relationship between these items and the corresponding constructs. The standardized external loads reflect the magnitude and direction of the relationship between the items and the constructs. A high external load, close to 1, indicates a strong and positive relationship, while a low external load, near 0, suggests a weak or nonexistent relationship.

Table 1. Standardized internal weights of the collection instruments.

Items	External loads (standardized)
P1<- Skills	0.780
P2<- Skills	0.809
P3<-Skills	0.760
P4<-Skills	0.831
P5<-Career	0.767
P6<-Career	0.898
P7<- Career	0.852
P8<-Career	0.754
P9<- Career	0.870
P10<-Workplace	0.809
P11<-Workplace	0.753
P12<-Workplace	0.878
P13<- Workplace	0.883
P14<- Workplace	0.782
P15<- Workplace	0.752
P16<- Workplace	0.770
P17<- Workplace	0.845

Note: Own elaboration

7.2 Relationships between Different Constructs of the Study

To analyze the measurement instrument, correlations between a series of items and their respective standardized external loads were evaluated. These external loads represent the individual contributions of each item to an underlying latent concept.

Table 2 shows that certain elements have substantial and statistically significant external loads in particular constructs. This implies that there is a strong association between the elements and the corresponding constructs. The standardized external loads provide information on the magnitude and direction of the relationships between the elements and the constructs. A high external load, close to one, indicates a strong and positive relationship, while a low external load, close to zero, means that the relationship is weak or nonexistent.

Table 2. Correlations between Constructs

Construct	Workplace	Career	Skills	StudyLevel	Employment Level	Age
Workplace	1					
Career	0.75	1				

Construct	Workplace	Career	Skills	StudyLevel	Employment Level	Age
Skills	0.69	0.5	1			
StudyLevel	0.75	0.62	0.8	1		
Employment Level	0.68	0.64	0.53	0.67	1	
Age	0.73	0.76	0.58	0.67	0.76	1

7.3 Proportion of Variability in Constructs

In this analysis context, the R-squared (R^2) values indicate the proportion of variability in the constructs that can be explained by the independent variables considered in the model. The higher the R^2 value is, the more adequately the independent variables explain the variations in the corresponding construct. Table 5 and Table 4 show that the CAREER construct has an R^2 value of 0.503. This finding suggested that approximately 50.3% of the observed variability in "career progression" can be explained by the independent variables included in the analysis. In other words, these variables have a significant impact on the variability in the intention to frequently use the system or the intervention under study.

For the SKILLS construct, the R^2 value is 0.537. This finding implies that approximately 53.7% of the observed variability in "skills development" can be explained by the analyzed independent variables. These findings indicate that these variables strongly influence the variability in the degree of responsible use of the ChatGPT system. In summary, the R^2 values provide valuable information about the ability of the independent variables to explain the variability of interest sets. The values presented in the analysis indicate to what extent the variables related to the analysis contribute to understanding and predicting the behaviors and attitudes associated with each construct.

Table 3. Valores de R-cuadrado

Construct	R^2	%
CAREER	0.503	50.3
SKILLS	0.537	53.7

7.4 Reliability and Construct Validity

This analysis evaluated the psychometric properties of the considered constructs. The reliability and internal consistency of the items comprising each construct were assessed using various metrics. The results demonstrate the following:

Table 5 shows that the constructs exhibit a high level of internal consistency, measured by Cronbach's alpha coefficient. The standardized and nonstandardized Cronbach's alpha values remained consistent for each construct, ranging from 0.612 to 0.977. The composite reliability (ρ_c) is high for all the constructs, reflecting the consistency and precision of the measurements performed. The values range between 0.712 and 0.977, indicating high reliability in the measurement of the constructs.

The average variance extracted (AVE) measures the proportion of variance in the items being captured by the underlying construct. The AVE values vary between 0.474 and 0.913, suggesting that a considerable amount of variance is explained by the constructs in relation to the items. These findings indicate that the constructs evaluated in this study exhibit solid internal consistency, high reliability, and an adequate capacity to capture the variance in the items that compose them. Collectively, these results validate the robustness and quality of the measurements made in relation to the studied constructs.

Table 4. Construct validity and reliability reports

Construct	Cronbach's Alpha	Composite Reliability Average	AVE
Workplace	0.885	0.887	0.78
Career	0.977	0.977	0.83
Skills	0.862	0.864	0.75
StudyLevel	0.931	0.931	0.69
Employment Level	0.919	0.920	0.72
Age	0.926	0.926	0.82

7.5 Discriminant validity

An analysis of the heterotrait–monotrait (HTMT) ratio test was also conducted to evaluate convergent and discriminant discrimination among the different constructs. This test measures the relationship between the items of a construct and the items of other constructs to determine if the measurements of a construct are more similar within itself than with other constructs.

Table 6 shows that, in the main diagonal, all values are 1, as they represent comparisons between items of the same construct. The values above the main diagonal show comparisons between constructs in terms of similarity in measurements. A value significantly less than 1 indicates that convergent discrimination (similarity within the same construct) is better than discriminant discrimination (similarity between different constructs), which is desirable for good convergent and discriminant validation. These values can indicate whether the constructs are effectively measuring different concepts or if there is a high correlation between the constructs.

Overall, in this analysis, the HTMT test values are within an acceptable range, suggesting that the constructs have good convergent and discriminant discrimination in general. These results are useful for understanding how the constructs relate to each other in terms of their measurements and for assessing the construct validity of the measures used in the study.

Table 5. Discriminant validity

Constructo	Workplace	Career	Skills	Skills Study	Level Employment	Age
Workplace	0.883					
Career	0.764	0.911				
Skills	0.604	0.636	0.866			
Skills study	0.647	0.872	0.479	0.831		
Level employment	0.509	0.818	0.539	0.653	0.849	
Edad	0.643	0.866	0.794	0.662	0.704	0.906

7.6 Hypothesis testing

A series of hypotheses were evaluated through path analysis regression. The main goal of the study was to examine the relationships between various latent variables to understand their interaction and the possible influence of gender discrimination practices on skills development and professional progression in female collaborators from the Lambayeque region.

Table 6 presents the results obtained in this study, expressed in terms of parameter estimates, standard errors, p values, and standardized path coefficients representing the relationships between the variables:

Workplace→Skills A statistically significant relationship was found between gender discriminatory practices in the workplace and skills development. As Workplace increases, Skills decrease. The relationship is negative and moderate (standardized path coefficient of -0.146).

Workplace→Career No significant relationship was identified between gender discriminatory

practices in the workplace and professional progression. The results suggest that these variables are not significantly linked (standardized path coefficient of -0.019).

Skills→Career A highly significant and positive relationship was identified between skills and career. Skills development increases professional progression. The relationship is positive and of great magnitude (standardized path coefficient of 0.701).

StudyLevel × Workplace→Skills No significant relationship was found between study level and the moderating effect of workplace and skills. Therefore, it can be asserted that the significant relationship between gender discriminatory practices in the workplace and skill development is not moderated by women's level of education (standardized path coefficient of -0.00).

EmploymentLevel × Workplace→Skills A significant relationship was identified between employment level and the buffering effect between workplace and skills. The frequency and intensity of gender discriminatory practices in the workplace and skill development depend on the employment level within organizations; thus, women in lower-ranking job positions are more vulnerable to these gender discrimination practices. The relationship is negative and of moderate magnitude (standardized path coefficient of -0.128).

Age × Workplace→Skills No significant relationship was found between age and the moderating effect of age on the relationship between workplace and skills, suggesting that the frequency and intensity of discriminatory practices are the same across all age groups (standardized path coefficient of -0.00).

Table 6. Research hypothesis testing

Hypothesis	Standard Errors	P values	Path Coefficients (Standardized)
Workplace→Skills	0.028	0.000	-0.146
Workplace→Career	0.062	0.612	-0.019
Skills→Career	0.032	0.000	0.701
StudyLevel * Workplace→Skills	0.028	0.998	0.000
EmploymentLevel * Workplace→Skills	0.062	0.005	-0.128
Edad * Workplace→Skills	0.038	0.102	0.094

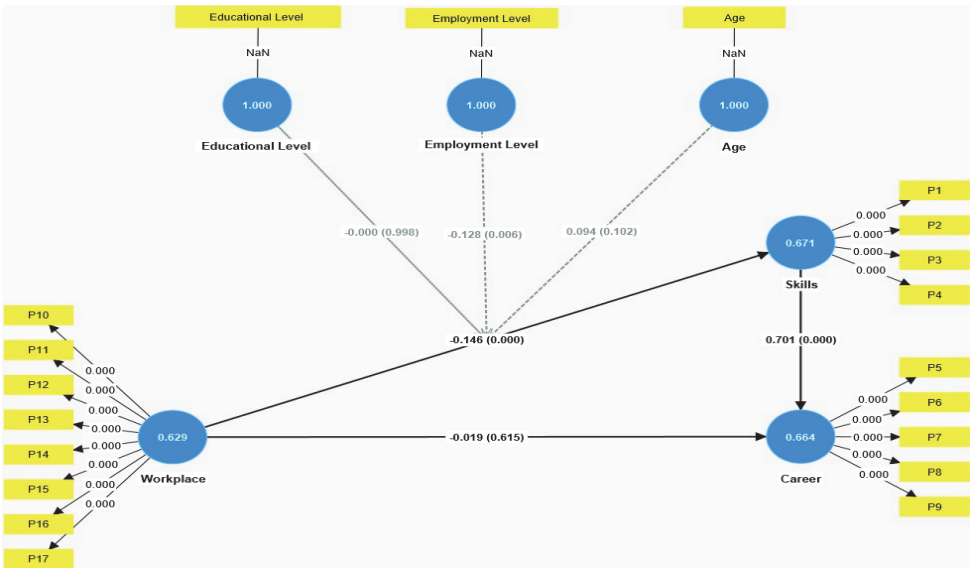


Figure 2. Path Coefficients and P Value of the Research Model

According to the results of the present study, there is evidence that discriminatory practices based on gender in the workplace have a negative impact on the development of women's skills ($\beta = -0.146$, $p < 0.05$). Specifically, the greater the presence of such discriminatory practices is, the lower the reported skill development.

This is concerning given that the study also found a positive and significant relationship between skill level and career progression ($\beta = 0.701$, $p < 0.001$). In other words, women with greater skills are more likely to progress in their careers.

Consequently, gender discrimination in the workplace directly affects women's ability to develop their full potential and, therefore, their chances of advancing professionally. This perpetuates the prevalent gender gaps and inequities in various labor sectors.

Likewise, the results suggest that women in less privileged organizational positions are more vulnerable to the negative impact of these practices ($\beta = -0.128$, $p < 0.05$). They are likely to have fewer resources and less support available to cope with discrimination.

In summary, eliminating gender discrimination in organizations is essential for ensuring that women can make fair and proportional contributions at both the personal and professional levels. This requires the clear establishment of organizational policies, as well as awareness-raising and empowerment processes aimed at all women.

8. Discussion

The study empirically contrasted the impact of gender discrimination practices in the workplace in relation to skill development and professional progression. According to the obtained results, the conceptual model managed to explain the relationships between the independent constructs of SKILLS (53.7%) and CAREER (50.3%). These values reflect the effectiveness of the constructs proposed in the study for evaluating the attitudes, opinions, and trends of the women who participated.

The study demonstrated that as the WORKPLACE score increases in the work context, the skill development (SKILLS) of women decreases. Therefore, gender discrimination practices have a negative impact by hindering the development of SKILLS in women in the workplace (Wang & Shirmohammadi, 2016; Chetty & Naidoo, 2017). Similarly, Bucaram-Leverone et al. (2023) examined wage gaps among university graduates in Ecuador and identified the presence of gender discrimination in the labor market, one cause of which is cultural issues. This situation is not alien to Peru, where graduates face several obstacles to accessing and effectively performing in the labor market and are at a disadvantage compared to male graduates.

Contrary to the findings of Kandiko Howson et al. (2018), Howe-Walsh & Turnbull (2016), and Lewis & Beauregard (2018), no significant relationship was identified between WORKPLACE and CAREER, despite Peru being a country where gender discrimination practices within the workplace are normalized. In the Spanish context, Uris (2022) showed that although women have massively joined productive centers, these entities are conceived with an androcentric bias that hinders the professional progression of female workers.

The study's results also support findings by Ketchiwou et al. (2022) and Mayer et al. (2019) in identifying a highly significant and positive relationship between skills and career. Therefore, organizations that promote skill development among female employees within the workplace will contribute to their professional progression. Consequently, if organizations do not facilitate conditions for skill development in terms of isolation from leadership opportunities, limited training, or lack of confidence in assuming high-level roles, the professional progression of female employees will be limited (Ensour et al., 2017; Jáuregui & Olivos, 2018; Mayer et al., 2019). Furthermore, Cruz et al. (2022) argue that the proliferation of gender discrimination practices in the workplace represents not only a violation of women's fundamental rights but also a significant loss of human capital and economic potential for organizations and countries worldwide; this calls for designing policies and strategies aimed at promoting skill development within organizations and reducing discriminatory

practices.

On the other hand, it was identified that the level of education does not buffer the effect of gender discrimination practices in the workplace or on skill development, indicating that, regardless of educational level, women continue to experience discriminatory practices. Similarly, no significant effect was found for the moderating effect between the age of the participants and the hypothesis of gender discrimination practices in the workplace or skill development, suggesting that the frequency and intensity of the workplace are the same across all age groups. However, the study's findings indicate a significant relationship between the employment level of female participants and the buffering effect of employment on gender discrimination practices and skill development, suggesting that women in lower-ranking job positions are more likely to suffer from workplace employment than women in higher-ranking positions are.

The role of women in Peruvian society has undergone significant transformations in recent decades, and while notable progress has been made in terms of access to education and labor participation, challenges persist. These challenges are marked by socioeconomic and cultural structures manifested in various gender discrimination practices that limit women's skill development and, consequently, hinder their professional progression. In Peru, gender discrimination practices within the workplace have been normalized, making it urgent to implement policy measures and strategies to reverse this issue.

The findings of the study on the impact of gender discrimination on women's skill development in the workplace in northern Peru confirm the widespread nature of gender discrimination and its negative effects on women's professional growth, aligning with the literature. Gender discrimination in the workplace diminishes women's skill development, and although a direct relationship with career progression was not found, this finding reflects unique sociocultural dynamics that normalize discrimination in Peru.

For organizations and policymakers, it is crucial to actively promote skill development among female employees and eliminate gender discrimination practices. This entails organizational policies that foster an environment conducive to women's professional development and comprehensive strategies addressing both the need for a cultural shift within organizations and the implementation of robust legislation that incentivizes gender equality. Universal action, regardless of job position or educational level, is essential for protecting all women from discrimination and ensuring equal opportunities, which is vital for leveraging female human capital and the socioeconomic development of the region.

9. Conclusions

This study aimed to assess the impact of gender discrimination practices on the development of skills among women in the workplace in the northern region of Peru. To achieve this goal, six research hypotheses were formulated, three of which were empirically corroborated. Consequently, it was determined that gender discrimination practices in the workplace have a negative impact on skill development but do not affect the professional progression of women in the workplace. Additionally, skill development significantly influences professional progression, highlighting the importance of fostering such development in organizations to enhance the professional advancement of women in the workplace.

Moreover, the study showed that depending on the level of employment and the hierarchy of the job position, women may be vulnerable to gender discrimination practices. The study provides a general framework for designing policies and strategies aimed at promoting equity, reducing gender discrimination practices in the workplace, and maximizing the potential of the female workforce. The limitations of the study include the use of a nonprobabilistic sample, which suggests that these findings might not be applicable to the entire population under study. Furthermore, there are no standardized scales for measuring the impact of gender discrimination practices; hence, items from previous studies were adapted. Although tests were conducted to determine validity and reliability,

there is a possibility that the constructs may not be entirely free of bias.

To mitigate the negative impact of gender discrimination on women's skill development in the workplace in northern Peru, it is imperative to adopt a multifaceted approach. Organizations must commit to developing and implementing training programs focused on enhancing both technical and soft skills for women, thereby promoting their professional advancement and increasing their presence in leadership positions. It is crucial to cultivate an inclusive work culture that values diversity and equality, supported by clear anti-discrimination policies that protect women and allow them to report incidents without fear of retaliation. Furthermore, establishing mentorship programs and networking opportunities that support women's professional growth is vital.

The effectiveness of these interventions must be monitored and evaluated regularly, and sex-disaggregated data should be collected to adjust the strategies as necessary. Likewise, advocacy for public policies that promote gender equality in the workplace is essential, ensuring firm legislative support for skill development and protection against discrimination.

References

- Adhikari, D., Gazi, K. H., Giri, B. C., Azizzadeh, F., & Mondal, S. P. (2023). Empowerment of women in India as different perspectives based on the AHP-TOPSIS inspired multicriterion decision making method. The results in Control and Optimization, 12, 100271. <https://doi.org/10.1016/j.rico.2023.100271>
- Agnihotri, A., & Misra, R. K. (2022). Emotional & technological impact on managerial competencies: Outlining the development agenda. Development and Learning in Organizations: An International Journal, 37(4), 22-25. <https://doi.org/10.1108/DLO-05-2022-0083>
- Agovino, M., Bevilacqua, M., & Cerciello, M. (2023). Measuring female discrimination through language: A novel indicator and its effect on production efficiency in Italy. International Journal of Manpower, 44(9), 128-155. <https://doi.org/10.1108/IJM-12-2022-0600>
- Agrawal, A., Gandhi, P., & Khare, P. (2021). Women empowerment through entrepreneurship: Case study of a social entrepreneurial intervention in rural India. International Journal of Organizational Analysis, 31(4), 1122-1142. <https://doi.org/10.1108/IJOA-03-2021-2659>
- Alsaad, R. I., Hamdan, A., Binsaddig, R., & Kanan, M. A. (2023). Empowerment sustainability perspectives for Bahraini women as entrepreneurs. International Journal of Innovation Studies, 7(4), 245-262. <https://doi.org/10.1016/j.ijis.2023.04.003>
- Azzollini, L., Breen, R., & Nolan, B. (2023). From gender equality to household earnings equality: The role of women's labor market outcomes across OECD countries. Research in Social Stratification and Mobility, 86, 100823. <https://doi.org/10.1016/j.rssm.2023.100823>
- Baethge-Kinsky, V. (2020). Digitized Industrial Work: Requirements, Opportunities, and Problems of Competence Development. Frontiers in Sociology, 5. <https://www.frontiersin.org/articles/10.3389/fsoc.2020.00033>
- Baker, M., & Clegg, S. (2023). Policies and practices of gender-based equality and diversity in Australian project-based organizations. Project Leadership and Society, 4, 100087. <https://doi.org/10.1016/j.plas.2023.100087>
- Banerjee, S., Alok, S., Kumar, R., & Lakhtakia, S. (2022). Does a woman's life before marriage affect her empowerment level? – Perspective from rural India. International Journal of Social Economics, 50(5), 643-661. <https://doi.org/10.1108/IJSE-05-2022-0329>
- Bogdány, E., Cserháti, G., & Raffay-Danyi, Á. (2023). A proposed methodology for mapping and ranking competencies that HRM graduates need. The International Journal of Management Education, 21(2), 100789. <https://doi.org/10.1016/j.ijme.2023.100789>
- Borboa, L. G. C., & López, A. R. (2022). Diferencia salarial atribuida a la discriminación de género en México. Revista Venezolana de Gerencia, 27(100), Article 100. <https://doi.org/10.52080/rvgluz.27.100.22>
- Bucaram-Leverone, R., Quinde-Rosales, V., Quinde-Rosales, F., & Pianda, P. V. (2023). Discriminación de género en el mercado laboral. Revista Venezolana de Gerencia, 28(102), Article 102. <https://doi.org/10.52080/rvgluz.28.102.15>
- Campos-García, I. (2022). Wellbeing of female employees: What workplaces do women love? Intangible Capital, 18(3), Article 3. <https://doi.org/10.3926/ic.2046>
- Cardella, G. M., Hernández-Sánchez, B. R., & Sánchez-García, J. C. (2020). Basic Psychological Needs as a Motivational Competence: Examining Validity and Measurement Invariance of Spanish BPNSF Scale. Sustainability, 12(13), Article 13. <https://doi.org/10.3390/sui2135422>

- Celik, M. Y., Onur (Ed.). (2019). *A Comparative Perspective of Women's Economic Empowerment*. Routledge. <https://doi.org/10.4324/9780429053146>
- Chang, S.-Y. (2023). Re-envisioning professional development for English medium instruction: A decolonial option. *Journal of Multilingual and Multicultural Development*, 0(0), 1-14. <https://doi.org/10.1080/01434632.2023.2183960>
- Chapais, B. (2015). Competence and the Evolutionary Origins of Status and Power in Humans. *Human Nature*, 26(2), 161-183. <https://doi.org/10.1007/s12110-015-9227-6>
- Chetty, E., & Naidoo, L. (2017). An Investigation into the Challenges faced by Women When Progressing into Leadership Positions at a Manufacturing Organization in South Africa. *The International Journal of Business & Management*. <https://www.internationaljournalcorner.com/index.php/theijbm/article/view/123399>
- Chin, W. W. (1998). The partial least squares approach for structural equation modeling. In *Modern methods for business research* (pp. 295-336). Lawrence Erlbaum Associates Publishers.
- Clement, T., Ingham, G., & Anderson, K. (2023). Providing quality improvement workplace-based professional development to Australian general practice clinical educators: Findings from a feasibility study. *Professional Development in Education*, 0(0), 1-21. <https://doi.org/10.1080/19415257.2023.2174162>
- Cooley, J., Frederick, K. D., & Larson, S. (2023). Promoting continuing professional development (CPD) through a novel CPD advanced pharmacy practice experience. *Currents in Pharmacy Teaching and Learning*, 15(1), 85-90. <https://doi.org/10.1016/j.cptl.2023.02.012>
- Cruz, M. A. C., Gil, M., & Campos, C. (2022). Gender Inequity: Older Workers and the Gender Labor Income Gap in Peru. *Social Inclusion*, 10(1), 35-45. <https://doi.org/10.17645/si.v10i1.4783>
- Danso, R. (2015). An integrated framework of critical cultural competence and anti-oppressive practice for social justice social work research. *Qualitative Social Work*, 14(4), 572-588. <https://doi.org/10.1177/1473325014558664>
- De Clercq, D., & Brieger, S. A. (2022). When Discrimination is Worse, Autonomy is Key: How Women Entrepreneurs Leverage Job Autonomy Resources to Find Work-Life Balance. *Journal of Business Ethics*, 177(3), 665-682. <https://doi.org/10.1007/s10551-021-04735-1>
- Earnest, D. R., Rosenbusch, K., Wallace-Williams, D., & Keim, A. C. (2016). Study Abroad in Psychology: Increasing Cultural Competencies Through Experiential Learning. *Teaching of Psychology*, 43(1), 75-79. <https://doi.org/10.1177/0098628315620889>
- Elsawah, S., Bakhanova, E., Hämäläinen, R. P., & Voinov, A. (2023). A Competency Framework for Participatory Modeling. *Group Decision and Negotiation*, 32(3), 569-601. <https://doi.org/10.1007/s10726-023-09818-0>
- Ensour, W., Al Maaitah, H., & Kharabsheh, R. (2017). Barriers to Arab female academics' career development: Legislation, HR policies and sociocultural variables. *Management Research Review*, 40(10), 1058-1080. <https://doi.org/10.1108/MRR-08-2016-0186>
- Fitong Ketchiwou, G., & Dzansi, L. W. (2023). Examining the Impact of Gender Discriminatory Practices on Women's Development and Progression at Work. *Businesses*, 3(2), Article 2. <https://doi.org/10.3390/businesses3020022>
- Gashi Nulleshi, S., & Kalonaityte, V. (2022). Gender roles or gendered goals? Women's return to rural family business. *International Journal of Gender and Entrepreneurship*, 15(1), 44-63. <https://doi.org/10.1108/IJGE-09-2021-0152>
- Gharehgozli, O., & Atal, V. (2020). Revisiting the gender wage gap in the United States. *Economic Analysis and Policy*, 66, 207-216. <https://doi.org/10.1016/j.eap.2020.04.008>
- Howe-Walsh, L., & Turnbull, S. (2016). Barriers to women leaders in academia: Tales from science and technology. *Studies in Higher Education*, 41(3), 415-428. <https://doi.org/10.1080/03075079.2014.929102>
- Ibarra-Morales, L. E., Campechano-Escalona, E. J., Campechano, I. C. D. de, & Paredes-Zempual, D. (2023). Habilidades directivas como factor determinante en la competitividad de empresas mexicanas. *Revista Venezolana de Gerencia*, 28(9), Article 9. <https://doi.org/10.52080/rvgluz.28.e9.23>
- INEI. (2017). Población Económicamente Activa Por Condición De Ocupación Y Características De La Población Ocupada. https://www.inei.gob.pe/media/MenuRecursivo/publicaciones_digitales/Est/Lib1676/03.pdf
- Ingham, G., Clement, T., Anderson, K., Plastow, K., Ruth, D., Hayes, A., & Connor, W. (2023). Finding and addressing weaknesses in GP supervisor professional development. *Australian Journal of General Practice*. <https://www1.racgp.org.au/ajgp/2023/january-february/finding-and-addressing-weaknesses-in-gp-supervisor>
- Jáuregui, K., & Olivos, M. (2018). The career advancement challenge faced by female executives in Peruvian organizations. *BAR - Brazilian Administration Review*, 15, e170137. <https://doi.org/10.1590/1807-7692bar2018170137>
- Kandiko Howson, C. B., Coate, K., & de St Croix, T. (2018). Mid-career academic women and the prestige

- economy. *Higher Education Research & Development*, 37(3), 533-548. <https://doi.org/10.1080/07294360.2017.1411337>
- Ketchiwou, G. F., Naong, M. N., Walt, F. van der, & Dzansi, L. W. (2022). Investigating the relationship between selected organizational factors and women's skills development aspirations and career progression: A South African case study. *SA Journal of Human Resource Management*, 20(o), Article o.
- Lewis, S., & Beauregard, T. A. (2018). The meanings of work-life balance: A cultural perspective (K. Shockley, W. Shen, & R. Johnson, Eds.; pp. 720-732). Cambridge University Press. <https://doi.org/10.1017/9781108235556.039>
- Lui, F., & Anglin, D. M. (2021). Institutional ethnoracial discrimination and microaggressions among a diverse sample of undergraduates at a minority-serving university: A gendered racism approach. *Equality, Diversity and Inclusion: An International Journal*, 41(4), 648-672. <https://doi.org/10.1108/EDI-06-2021-0149>
- Lurie, S. J. (2012). History and practice of competency-based assessment. *Medical Education*, 46(1), 49-57. <https://doi.org/10.1111/j.1365-2923.2011.04142.x>
- Malladi, R. K., & Mean, J. D. (2021). Is it a gender representation issue or a gender pay gap issue? A study of the replaced executives in the USA. *Business Economics*, 56(2), 67-80. <https://doi.org/10.1057/s11369-021-00208-5>
- Mayer, C.-H., Oosthuizen, R. M., & Tonelli, L. (2019). Subjective experiences of employment equity in South African organizations. *SA Journal of Human Resource Management*, 17(1), 1-12. <https://doi.org/10.4102/sajhrm.v17i0.1074>
- Mumtaz, R. (2022). Does Gender Differences Matter! Investigating the Prejudiced Practices and Gender-Role Conflict Among Female Professionals Working in Male-Dominated Professions. *International Journal of Business and Society*, 23(2), Article 2. <https://doi.org/10.33736/ijbs.4872.2022>
- Neog, B. J., & Sahoo, B. K. (2023). Wage discrimination in india's formal and informal labor markets. *The Singapore Economic Review*, 68(01), 243-263. <https://doi.org/10.1142/S021759081950019X>
- Nezu, A. M. (2005). Beyond Cultural Competence: Human Diversity and the Appositeness of Asseverative Goals. *Clinical Psychology: Science and Practice*, 12(1), 19-24. <https://doi.org/10.1093/clipsy.bp1002>
- Nyarko, S. A. (2022). Gender discrimination and lending to women: The moderating effect of an international founder. *International Business Review*, 31(4), 101973. <https://doi.org/10.1016/j.ibusrev.2022.101973>
- Pacovilca-Alejo, O. V., Zea-Montesinos, C. C., Reginaldo-Huamaní, R., Pacovilca-Alejo, G. S., Villa-Jurado, M. C., Quispe-Ilanzo, M. P., & Oyola-García, A. E. (2019). Gender and University: Factors that Influence Peruvian Midwives' Employment and Wages. *Africa Journal of Nursing and Midwifery*, 21(2), Article 2. <https://doi.org/10.25159/2520-5293/5433>
- Pérez, A. R. (2022). La discriminación múltiple en el derecho al acceso al empleo de la mujer: Un análisis desde el enfoque de la justicia relacional y el feminismo. *Revista Jurídica de Investigación e Innovación Educativa (REJIE Nueva Época)*, 26, Article 26. <https://doi.org/10.24310/rejie.vi26.14133>
- Petersson, K., Ahl, H., Berglund, K., & Tillmar, M. (2017). In the name of women? Feminist readings of policies for women's entrepreneurship in Scandinavia. *Scandinavian Journal of Management*, 33(1), 50-63. <https://doi.org/10.1016/j.scaman.2017.01.002>
- Pirpour, H. (2022). Measuring Taste-Based Employment Discrimination Between Females and Males. *The Indian Journal of Labor Economics*, 65(3), 729-745. <https://doi.org/10.1007/s41027-022-00394-6>
- Ringle, C. M., Wende, S., & Becker, J. (2022). SmartPLS 4. <https://www.smartpls.com/documentation/getting-started/cite>
- Rodrigues, D. F., de Paiva Oliveira, A., Filho, J. L., & Moreira, A. (2014). Monitoring the Professional Evolution of Graduates with Multiagent Systems. En B. Murgante, S. Misra, A. M. A. C. Rocha, C. Torre, J. G. Rocha, M. I. Falcão, D. Taniar, B. O. Apduhan, & O. Gervasi (Eds.), *Computational Science and Its Applications – ICCSA 2014* (pp. 763-778). Springer International Publishing. https://doi.org/10.1007/978-3-319-09150-1_56
- Shindika, E. S., & Cheteni, P. (2023). Assessment of retrained public service employees for effective performance: A professional development myth. *African Journal of Science, Technology, Innovation and Development*, 0(o), 1-7. <https://doi.org/10.1080/20421338.2022.2159283>
- Stavrova, O., & Ehlebracht, D. (2019). The Cynical Genius Illusion: Exploring and Debunking Lay Beliefs About Cynicism and Competence. *Personality and Social Psychology Bulletin*, 45(2), 254-269. <https://doi.org/10.1177/0146167218783195>
- Suciu, M. C., Plesea, D. A., Petre, A., Simion, A., Mituca, M. O., Dumitrescu, D., Bocaneala, A. M., Moroianu, R. M., & Nasulea, D. F. (2023). Core Competence—As a Key Factor for a Sustainable, Innovative and Resilient Development Model Based on Industry 5.0. *Sustainability*, 15(9), Article 9. <https://doi.org/10.3390/sui5097472>

- Tillmar, M., Sköld, B., Ahl, H., Berglund, K., & Pettersson, K. (2022). Women's rural businesses: For economic viability or gender equality? – a database study from the Swedish context. *International Journal of Gender and Entrepreneurship*, 14(3), 323-351. <https://doi.org/10.1108/IJGE-06-2021-0091>
- Uduji, J. I., & Okolo-Obasi, E. N. (2022). Gender inequalities in rural labor markets: The role of corporate social responsibility in Niger Delta, Nigeria. *Journal of Enterprising Communities: People and Places in the Global Economy*, ahead-of-print(ahead-of-print). <https://doi.org/10.1108/JEC-05-2022-0073>
- Uris, J. M. (2022). La autonomía de la mujer en relación con el trabajo remunerado. *iQual. Revista de Género e Igualdad*, 5, Article 5. <https://doi.org/10.6018/igual.489651>
- Vaccaro, G., Basurto, M. P., Beltrán, A., & Montoya, M. (2022). The Gender Wage Gap in Peru: Drivers, Evolution, and Heterogeneities. *Social Inclusion*, 10(1), 19-34. <https://doi.org/10.17645/si.v10i1.4757>
- Vazsonyi, A. T., & Snider, J. B. (2008). Mentoring, competencies, and adjustment in adolescents: American part-time employment and European apprenticeships. *International Journal of Behavioral Development*, 32(1), 46-55. <https://doi.org/10.1177/0165025407084051>
- Vera-Calmet, V., Aguilar-Armas, H., Yglesias Alva, L., Paredes, S., Meneses-La-Riva, M., Vicuña, J., Fernández-Mantilla, M., & Jimenez, M. (2023). Psychometric Properties and Sociodemographic Profile of the Perceived Stress Scale in Peruvian University Students | *Academic Journal of Interdisciplinary Studies*. <https://www.richtmann.org/journal/index.php/ajis/article/view/13385>
- Wang, J., & Shirmohammadi, M. (2016). Women Leaders in China: Looking Back and Moving Forward. *Advances in Developing Human Resources*, 18(2), 137-151. <https://doi.org/10.1177/1523422316641399>
- Wardak, D., Huber, E., & Zeivots, S. (2023). Toward a conceptual framework of professional development: A phenomenographic study of academics' mindsets in a business school. *International Journal for Academic Development*, 0(0), 1-16. <https://doi.org/10.1080/1360144X.2023.2183403>
- WB. (2022). Aproximadamente 2400 millones de mujeres en el mundo no tienen los mismos derechos económicos que los hombres. World Bank. <https://www.bancomundial.org/es/news/press-release/2022/03/01/nearly-2-4-billion-women-globally-don-t-have-same-economic-rights-as-men>
- Wiljer, D., Tavares, W., Charow, R., Williams, S., Campbell, C., Davis, D., Jeyakumar, T., Mylopoulos, M., Okrainec, A., Silver, I., & Sockalingam, S. (2023). A Qualitative Study to Understand the Cultural Factors That Influence Clinical Data Use for Continuing Professional Development. *Journal of Continuing Education in the Health Professions*, 43(1), 34. <https://doi.org/10.1097/CEH.0000000000000423>
- Yadav, U. S., Tripathi, R., Tripathi, M. A., Kumar, A., & Mandal, M. (2023). Evaluation of factors affecting entrepreneurship: A case of Indian women in the handicraft industry. *Humanities and Social Sciences Communications*, 10(1). Scopus. <https://doi.org/10.1057/s41599-023-01882-w>