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Gender Pay Gap in the Czech Republic

Bachelor thesis

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Název práce: **Gender Pay Gap in the Czech Republic**

Zásady pro vypracování:

1. Review of literature on issues connected to Gender Pay Gap and analysis of main causes of the differences between wages.
2. Characteristics of factors influencing Gender Pay Gap in general and in the Czech Republic and analysis of gender statistics in the Czech Republic.
3. Online questionnaire research for Czech inhabitants (women and men).
4. Analysis of findings.
5. Discussion and recommendations for future research.

Seznam odborné literatury:

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EDGELL, Stephen. 2006. *The sociology of work: Continuity and change in paid and unpaid work*. London: SAGE. ISBN 978-07-619-4853-7.

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Abstract

This dissertation work is focused on Gender Pay Gap in the Czech Republic and on the most common causes of the Gender Pay Gap in generous. Theoretical background of this topic is covered by key authors in the introduction of this work, and data and information from the Czech Statistical office in the part literature review.

The research is aimed at defining the concept of Gender Pay Gap and mapping this phenomenon in the Czech Republic. The main aims and objectives are to present the factors that have influence on the Gender Pay Gap like; education, occupational choice and family life. By mapping a history of Gender Pay Gap in the Czech Republic was described the development of this phenomenon during years and explained what advantages can bring the joining to European Union and unification of European laws situation.

The main research of this dissertation should prove that men´s wages are higher than women´s wages in the Czech Republic by collecting primary data from citizen of the Czech Republic. For collecting primary data was created the online questionnaire. According to analysis of the primary data, the wages are not equal. Another object of research is prove that the height of women´s salary is dependent on level of education. Data analysis showed that there is a relation between the height of monthly wage and level of education.

In the end of this dissertation work, the discussion about results of the data analysis ongoing. In addition, some recommendations how to try to reduce the Gender Pay Gap in the Czech Republic are discussed.

Anotace

Tématem této bakalářské práce je rozdílné platové ohodnocení mužů a žen v České Republice a nejčastější a nejběžnější důvody tohoto problému obecně. Teorie k tomuto tématu byla zpracována v úvodu této bakalářské práce, pomocí klíčových autorů literatury, zabývající se tímto problémem. Dále byla použita data a informace od Českého statistického úřadu, které jsou zpracována v kapitole Literature Review.

Výzkum této bakalářské práce je zaměřen na concept rozdílů v platech žen a můžu a mapování tohoto fenoménu na území České Republiky. Hlavním cílem této práce je představit hlavní faktory, které mají za následek vznik rozdílů v platovém ohodnocení, jako jsou; vzdělání, výběr povolání nebo rodinný život. Další část kapitoly Literature Review se zabývá historií tohoto fenoménu na našem území a popisuje, jak připojení České Republiky k Evropské Unii a sjednocení evropských zákonů, pozitivně přispělo k vyrovnání rozdílů v platovém ohodnocení.

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V závěru této práce se diskutuje o výsledcích analýzy primárních dat. Dále jsou zde uvedena doporučení, která by mohla přispět ke snížení platových rozdílů mezi ženami a muži v České Republice.

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4 Introduction

The purpose of this dissertation work is to determine the Gender Pay Gap in the Czech Republic ant its most common causes. The research will focus on the main causes according to the author of work, such as education, occupational choice, gender discrimination and the disadvantaged position of women at work, due to their family responsibilities. The rational for the study is to map gender equality in the labor market in the Czech Republic. To understand better the Czech economy and economic conditions for women in the Czech labor market. This work can serve for academic purposes and for next education on the field of the gender equality.

4.1 Background of the Study

Gender inequality is problem, which is not new for our world. Both types of work; paid and unpaid work, exhibited patterns of this phenomenon (Grint & Nixon, 2015). Unfortunately, there are still many people, who ignore that many problems involved in gender inequality in labour market, and do not try to reach the equal opportunities for women and men (Grint, 2000).

Equal opportunities for women and men mean that there are no obstacles, in terms of their gender, preventing all citizens from participation in the economy, politics and the social spheres. In the field of labor market, it is about giving women equal opportunities in access to employment, vocational training, promotion and working conditions. For the same job or work, women should receive an equivalent reward as men (Lewis & Lewis, 1996). The concept of equal opportunities in employment is closely linked to the concept of equal treatment, which means the requirement for employers to treat women equally as men. The essence is a ban discrimination on grounds of sex. In addition, just gender is one of the basic ones characteristics that determine social inequalities between men and women (Lewis & Lewis, 1996).

Based on that, Gender Categories were created to differentiate the biological destination of men and women – sex, from their determination of cultural and social – gender (Storey, 2009). In Gender Categories, men and women should be equal despite different behaviours, aspirations and needs. Gender equality

means that different behaviour, aspirations and needs of men and women should be attributed to the same value and should be considered as acceptable.

The legal framework for gender equality is enshrined in many important documents such as the General the Declaration of Human Rights, the Charter of Fundamental Rights and Freedoms, the EU Directive, the Lisbon Treaty and the Community law (Storey, 2009).

A key role in ensuring gender equality in the labor market is played by employers who should to perceive that greater participation of women in the labor market is a source of overall economic growth (Storey, 2009). Expert´s analyses show, that the rules of equal treatment in a long-term business look at improving relationships at the workplace, increasing the performance and loyalty of employees. (Grint & Nixon, 2015).

Recent decades have shown numbers of girls succeeding in education, women entering the paid workforce and running successful businesses, however the gender inequality still persist (Edgell, 2006). In many opinions, the key role in defining gender relations is played by social norms and attitudes (4).

Hard to believe that in the 21st century women are still dropping behind men. Women are lagging behind men in many areas, including pay and employment (Moffat, 2016). This is a true and it will continue until governments take action to improve women´s position and begin to close the equality gap between men and women (Moffat, 2016). It may seem that democracy and gender equality should go hand in hand. However even today, many prominent democracy scholars find no contradiction in categorizing political systems as "democratic" even when the female half of the population is prohibited for example from participating in government (Beer, 2009).

4.2 Aims and Objectives
This dissertation hopes to address the following aims and objectives below related to the topic The Gender Pay Gap in the Czech Republic:

1.   To define and critically evaluate the concept of Gender Pay Gap in general using academic literature and key authors of this topic.

Identification of main reasons of the Gender Pay Gap (latter GPG) according to the author of the work.

- This section takes a part in the introduction, in the background of the studies. Academic literature and academic journals are used in this part of work to define the concept of Gender Pay Gap.

2.   To describe the history of Gender Pay Gap in the Czech Republic before 1991, when the Czech Republic, together with Slovakia constituted one country – Czechoslovakia. In addition, how entry into the European Union influenced and changed the Gender Pay Gap in the Czech Republic in 2004.

- It is not so long ago when the Communist regime was in the Czech Republic and it could have consequences for further development.
- How another huge political change, like joining the European Union, can influence the Gender Pay Gap, considering the European law?

3.   To analyse Gender Pay Gap in the Czech Republic, including the information on the composition of the population, education, occupational choice and family life of the citizens of the Czech Republic.

- Data from the Statistical Office of the Czech Republic are used in this section. Data contain information about composition of the population of the Czech Republic, the gender and age groups.
- Next number of employed and unemployed people in the Czech Republic and occupational segregation according gender or age.

- Information about education in the Czech Republic and the number of high educated women and men
- Description of family live, maternity leave and part-times jobs for women

4.   To compare Gender Pay Gap within the European Union and States of the European Union

- The Czech Republic has one of the highest Gender Pay Gap within the States of the European Union.

5.   To prove that women in the Czech Republic really earn less money than men

- Analysis of primary data collected by questionnaire.

6.   To prove that the education of women influences the wage.

- Do graduates women earn more money than women without the higher education?

7.   Prove how much do people in the Czech Republic know about the Gender Pay Gap?

- An overview of the population of the Czech Republic about this issue.

4.3   Structure of the Work

Table 1: Structure of the Work

Chapter	Title	Description
Chapter 1	Introduction	Introduction to the topic Gender Pay Gap in general using the key academic authors and academic journals. This chapter also provide the main aims and objectives of this dissertation.
Chapter 2	Literature Review	Main information about population of the Czech Republic and gender statistics can be seen in this section of the work.
Chapter 3	Methodology	In this chapter, the theory of approaches to the methodology will be presented. A questionnaire, which was used to collect the primary data will be also presented.
Chapter 4	Analysis	The results of the questionnaire will be presented and the obtain data will be analysed in this chapter
Chapter 5	Discussion	Results of research will be discussed in this chapter and also evaluation, whether the research has achieved the aims and objectives of this dissertation work.
Chapter 6	Conclusion	Conclusion and further recommendations can be seen in this section of work.

4.4   Summary

The purpose of this chapter is to introduce briefly the topic and the structure of this dissertation work to reader. Background of the topic Gender Pay Gap and inequality between men and women were discussed. The aims and objectives of research were introduce and the whole structure of this dissertation were presented.

5 Literature Review

This chapter will provide overview of the existing research and literature available on the topic The Gender Pay Gap in the Czech Republic and also Gender Pay Gap overall. The main source of tables and figures from Eurostat or Czech Statistical Office. This literature reviewed has been taken from a range of sources including journals, articles, websites and academic books.

5.1 What is the Gender Pay Gap?

The gender pay gap is the difference between men´s and women´s pay, based on the average difference in gross hourly earnings of all employees and often for doing the same work (Eurostat, 2018). One of the most powerful predictor of all aspects of human´s work and career development is gender. Being born male or female can predict, what kind of job, you can get in the future, or how far is someone likely to climb in their career (Brown & Lent, 2013).

To monitor imbalances in wages between men and women among the members of the European Union is used the unadjusted gender pay gap, which is also an important indicator used within the European employment strategy (Eurostat, 2018). The unadjusted gender pay gap is defined as the difference between the average gross hourly earnings of men and women expressed as a percentage of the average gross hourly earnings of men (Eurostat, 2018).

In any case, the Gender Pay Gap cannot be used as an indicator for measuring discrimination, as it also includes information on segregation in the labor market and reflects various influences on age, education, employment, types of economic activity and others (Czech Statistical Office, 2018).

5.2 History of the Gender Pay Gap in the Czech Republic

This subchapter will focus on problematic of the gender pay gap in the history of the Czech Republic and will bring a brief look on development of GPG during years. The Czech Republic, also known as Czechia, is a country in Central Europe bordered by Germany, Austria, Slovakia and Poland. It is a unitary parliamentary republic, which joined the European Union in 2004.

The Czech Republic has not always been so far behind other countries in promoting gender equality like today (Heintzelman, 2015). Looking at the

history of the Czech Republic, on the field of gender equality, entails looking at the history of the two currently independent countries – Czech Republic and Slovakia (Koldinska, 2015). The Czechoslovak Republic was a sovereign state that existed from October 1918, when it declared its independence from the Austro-Hungarian Empire (Heimann, 2011).

The issue of women's right and equality is an essential part of the concept of democracy now and it was important part of democracy before. In the 1860s in Czechoslovakia began existing emancipation efforts, the "women's issue" which occupied the thoughts of an important intellectuals and of political representatives (Koldinska, 2015). T.G. Masaryk, the first Czechoslovak president (1918-1935), professor of sociology and championed gender equality, felt there was a connection between a real democracy, supporting women's right and participation in societal life (Koldinska, 2015). He argued that is very important to achieve real equality for women not only in the legislation, but also in life (Koldinska, 2015). So the biggest achievements, in legislative part, was approval of the Czechoslovak Constitution in 1920, women were granted the right to vote, for the first time in Czechoslovakia. In addition, at the same time became active lot of women's associations, aiming for better position for women in the daily life (Koldinska, 2015).

However, this era did not last long, World War II and the following communist era, with communist revolution in 1948, stifled developments of young society and promoting of gender equality (Koldinska, 2015). In 1948 the "women issue" became an instrument for communist propaganda. During the second half of the 20 century, the communist governments achieved the highest level of employment and increased the women participation in the labor market – from 37.4 % in 1948, to 46% in 1984 (Koldinska, 2015). The high participation of women during the communist era unfortunately should be not presented as positive achievement in relation to gender equality, but as an effort to overcome the poverty. On the other hand, communist era really helped supported women's participation in the labor market and as well the child care.

At the beginning of the 1950s was developed social security for families with children and lot of nurseries and kindergartens were built (Koldinska, 2015). Social security for women with small children was high by the 1970s. Women with small children, up to age of three, were entitled to a maternity leave and to child subsidy. Also their job was guaranteed and they could not be fired during the maternity leave (Koldinska, 2015). The gender stereotypes did not disappear after the process of democratisation and liberalisation of society. The roles of men workers and women the caretakers. Women still have two commitments – caring for a household as well as working full time and men are mainly career-focused (Jonášová at al. 2012).

5.3   The population in the Czech Republic

This subchapter will mainly focus on the total number of the women and the men in the Czech Republic and the gender statistic too. The Czech Republic is relative small country in the heart of the Europe with a population as big as a for example population of London. In addition, in the end of this subchapter will be the different pay between men and women and unemployment rate discussed.

Gender statistics means that all statistics on individuals should include a gender category. All parameters and other characteristics should be analysed and presented in such a way that the sex is referred to as the primary one. Gender statistics are necessary, as they provide an impartial basis for policy decisions, raise awareness and support change, inspire people in decision-making positions and enable monitoring and evaluation of the procedures and measures that have been or will be adopted (Czech Statistical Office, 2018). In the Czech Republic, as of 31 December 2016, 10 578 820 persons were found. The total number of women in the population slightly prevailed. They represented 51 percent of the total population (Czech Statistical Office, 2018). According to the table below, we can see that even in the past, the l number of women slightly outweighed the number of the men in the country.

Table 2: Population by sex as at 31.December 2017

Rok Year	Ženy Females		Muži Males		Celkem Total		Struktura v % Structure (%)	
	osoby Persons	%	osoby Persons	%	osoby Persons	%	ženy Females	muži Males
	Celkem				Total			
1993	5 314 716	100,0	5 019 297	100,0	10 334 013	100,0	51,4	48,6
1995	5 304 829	100,0	5 016 515	100,0	10 321 344	100,0	51,4	48,6
2000	5 269 815	100,0	4 996 731	100,0	10 266 546	100,0	51,3	48,7
2005	5 248 431	100,0	5 002 648	100,0	10 251 079	100,0	51,2	48,8
2008	5 331 165	100,0	5 136 377	100,0	10 467 542	100,0	50,9	49,1
2009	5 349 616	100,0	5 157 197	100,0	10 506 813	100,0	50,9	49,1
2010	5 363 971	100,0	5 168 799	100,0	10 532 770	100,0	50,9	49,1
2011	5 347 235	100,0	5 158 210	100,0	10 505 445	100,0	50,9	49,1
2012	5 351 776	100,0	5 164 349	100,0	10 516 125	100,0	50,9	49,1
2013	5 350 039	100,0	5 162 380	100,0	10 512 419	100,0	50,9	49,1
2014	5 361 348	100,0	5 176 927	100,0	10 538 275	100,0	50,9	49,1
2015	5 367 513	100,0	5 186 330	100,0	10 553 843	100,0	50,9	49,1
2016	5 378 133	100,0	5 200 687	100,0	10 578 820	100,0	50,8	49,2

ČSÚ (2018)

5.3.1 Composition of the population by age groups and marital status

However, if the population is divided into age groups, specifically in the age group of 0-14 year old and 15-59 year old, the number of men lightly outweighs the number of women. Therefore, we can say, that the total number of men of working age outbalance the number of women of working age. This fact can cause a higher representation of men in the labor market. Nevertheless, the difference is indeed slight and it is only 2-3 percent on average. In the age of 60 + again the number of women is perceptibly higher than the total number of men in this age, 10-20 percent on average (Czech Statistical Office, 2018).

In 2017, the highest numbers of single women were found at the age of 23, in the case of men, the age was two years higher, i.e. 25 years. In the age group between 30 years and 34 years, almost 48% of women were single. Men at this age were single even in 65% of cases. At the age of 35 was more than half of all married women. The highest number of married women was under the age of 42. The highest proportion of married women was recorded at the age of 57 and 58 (64.4% of all women at the given age). As in the case of women, the highest number of married men was aged 42.

The highest proportions of married men appeared at the age of 72 and 73, where approximately 76% of men were married. The highest numbers of divorced women were 43 years of age; for males, they were 52 years of age. The highest proportions of divorced women in all women were observed at the age of 48-49, then in men 51-52.

From the 50-54 age group, there is an increase in the proportion of widowed women. For comparison, in males they are widowed by over five per cent, they reach the age of 65-69 years. An overwhelming majority of women live in marriage up to 71 years of age. By the age of 91, the proportion of married couples has fallen.

It is clear that the age limit of the over-proportion of the unmarried and the widowed has continued to increase over the past years. The aging process continues, and there is nothing to suggest that this trend should change in the years to come.

Obyvatelstvo podle pohlaví, věku a rodinného stavu k 31. 12. 2016

Věk — Ženy — Muži — Počty osob (v tis.)

Legend: svobodné/í — vdané/ženatí — rozvedené/í — ovdovělé/í
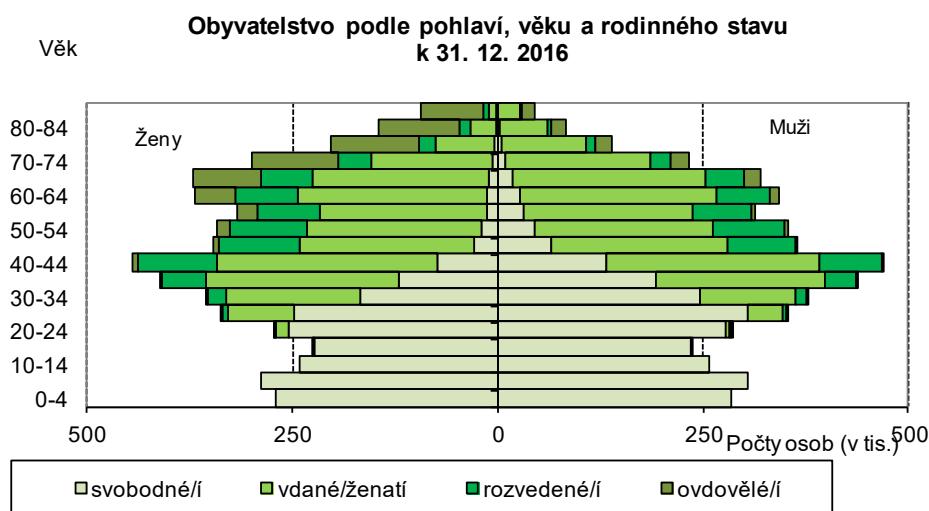
Figure 1: Population by sex, age and marital status as at 31.December 2017

Source: ČSÚ (2018)

5.3.2 Minimum and average wage

According to the decision of the Cabinet of the Government of the Czech Republic, the minimum wage, the lowest remuneration that employers can legally pay their workers, is, from January 2017, 12,200 CZK. So now is the

lowest hourly wage in the Czech Republic increases from CZK 66 to CZK 73.20. (České Noviny, 2017). Nevertheless, the average wage of population is naturally higher than the minimum wage.

In the third quarter of 2017, the average gross monthly nominal wage to the recalculated number of employees in the national economy was CZK 29,050. In addition, the median wages was CZK 25,181. Female wages were always lower than men's wages, regardless of whether they were average or median wages. Taking into account medians that are not susceptible to extreme values, we see that Gender Pay Gap practically does not change - and oscillates around values in ranging from 15.4 to 16.2 percent.
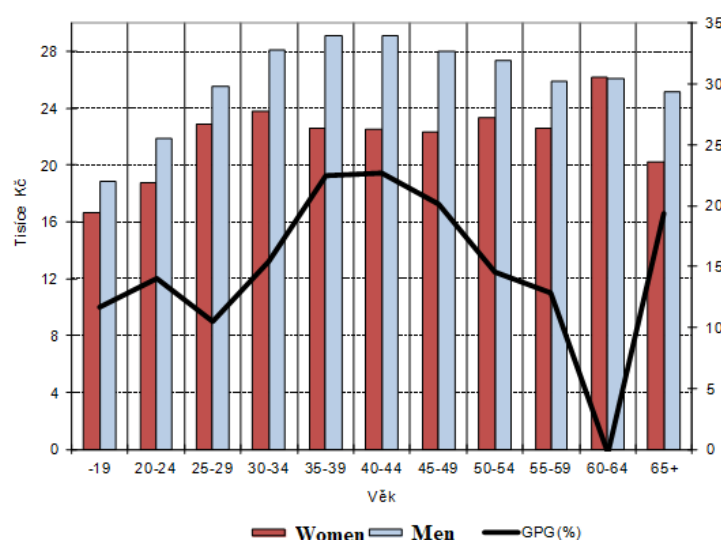
Figure 2: Development of average and median wages by sex and age as at 31.12.2017

Source: ČSÚ (2018)

5.3.3 Unemployment

The Ministry of Labor and Social Affairs of the Czech Republic monitors unemployment based on the methodology based on the number of registered job seekers. Since 2004, the Ministry of Labor and Social Affairs has identified the number of available jobseekers who can immediately take up a job when offering a suitable job (Czech Statistical office, 2017).

Between 1993 and 2016, the numbers of unemployed increased significantly, and women outweigh the numbers of unemployed men. The most balanced unemployed rate were in 2008 and 2009, when almost the same number of men and women were unemployed. In the period 2001-2005, the number of unemployed fluctuated, decreasing until 2008. In the period 2005-2008, the number of long-term unemployed, unemployed youths and persons aged 50 and over, showed a decreasing trend too. From 2009 to 2010, the numbers of unemployed showed a growing trend. Currently, the numbers fluctuate and there are 52.5 percent economically active women and 47.5 percent economically active men unemployed.
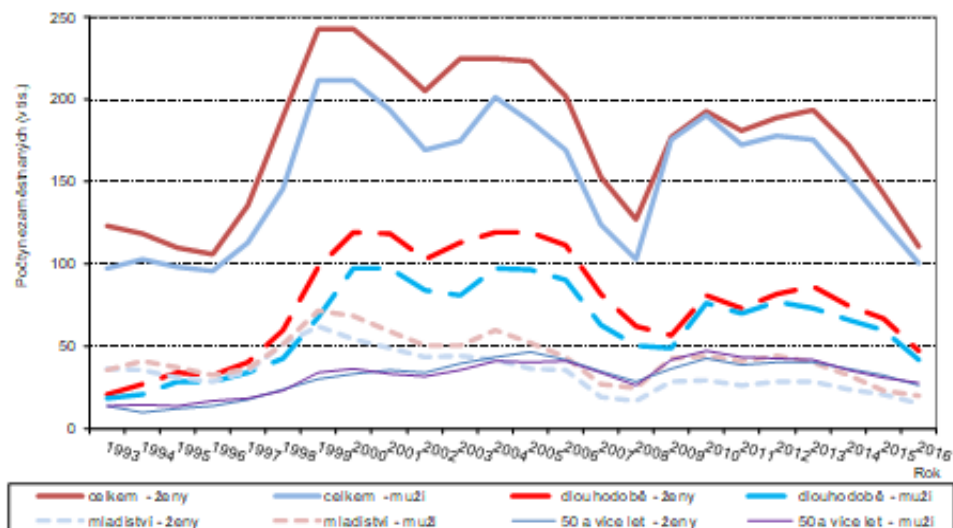
Figure 3: The number of unemployed between 1993 and 2016

Source: ČSÚ (2018)

5.4   Most common reasons of the Gender Pay Gap

This subchapter will slightly outline the most common causes for Gender Pay Gap selected by the author of this work. The later chapters of this will apply these causes directly to the Czech Republic.

Gender pay equality in the labor market is global problem. Women all over the world are still paid less than man, ever if they have the same education or sometimes even the same job. This gender pay gap can be explain by gender

differences in education, skills and expected labor force attachment (Polachek, 1981).

There are many reasons, why gender pay inequality still exist. An important aspect of gender equality according to many people is the education. However, education is supposed to be a solution to inequality. Because higher level of education means more opportunities in career life (Denis, 2013). Universities and college give women and men the same opportunities to gain a knowledge. According to Forbs journal, there are even bigger percent of women with higher education than men (Forbes, 2015).

Even when women and men have the same education, women tend to choose different occupation (Levanon et al., 2009). Occupational segregation by sex is a source of gender differences in wages, because women often choose to work in occupation that pay lower wages (Shauman, 2006). The gender differences in the occupational choice are economically significant and can explain up to half of the gender pay gap resulting from occupational segregation, or one fourth of the overall gender pay gap (Kleinjans, 2017).

Another reason why women struggle is that they take charge of important unpaid tasks, such as work at home and caring for children or relatives more than men do. According to European Commission, working men spend on average 9 hours per week on unpaid household activities to compare to 22 hours of working women. That is way, 1 in 3 women reduce their paid hours to part-time jobs (European Commission, 2017). Women also tend to spend periods off the labor market more often than men do. For example maternity, leave. These career interruptions may affect hourly pay or even influence future earnings and pensions (European Commission, 2017).

5.4.1 Education in the Czech Republic

Education is the process of learning and acquisition of knowledge, skills, values, beliefs, and habits through several methods, including storytelling, discussion, teaching, and gaining experience (Peterson et al, 2010). It is the pillar of our society. Each country, around the world, has a different

educational system, but the same goal. The goal is to raise a nation of educated people who will lead the country to prosperity (Sadovnik, 2018).

The Czechs educational system is divided in to four main levels. The first level of education is a pre-primary education or we can also say nursery school. Nursery school in the Czech Republic is a part of the education system with a long tradition. Nursery school is designed for children from 3 years up to 6 years of age and this level of education is important for the further development of children. The main component of the programme in nursery school are spontaneous games, physical activities, including outdoors activities and games, walks and excursions (The Ministry of Education, Youth and Sport of the Czech Republic, 2011).

Second level is a primary school and it is a compulsory education. School attendance is for nine years, usually from the age of 6 years to 15 years old. The school year begins on 1 September and ends on 31 August of the following year. The school year comprises 196 days of teaching. Lessons of 45 minutes are spread over five days a week. The timetable is 18-26 lessons at the first stage, gradually increasing to 28-32 lessons at the second stage. (The Ministry of Education, Youth and Sport of the Czech Republic, 2011). All pupils start their primary education in a comprehensive basic school. The basic school has two levels. The first stage covers the first to fifth grades and a one teacher usually teaches all subjects. The second stage covers sixth to ninth grades; subjects are more specialized and taught by several teachers. After 5 years, they can decide, where they want to continue in lower-secondary education. They have several options; first option is to stay at the basic school, which is used by majority of pupils. The second option is to proceed to multi-year secondary general school, which is connected with secondary education and the last option is to proceed to eight-year music, dance or acting conservatoire (The Ministry of Education, Youth and Sport of the Czech Republic, 2011).

After primary school come the post-compulsory general and vocational education. The secondary education is a highly differentiated system guaranteeing education and vocational training for almost the entire

population of young people between completion of compulsory school attendance and taking up employment or continuing in higher education. Secondary school is usually designed for pupils from 15 years up to 19 years of age (The Ministry of Education, Youth and Sport of the Czech Republic, 2011). Pupils can choose from three types of secondary education; secondary education completed with school-leaving examination, secondary education leading to apprenticeship certificate or secondary education on practical schools.

The last level of education in the Czech Republic is higher or also tertiary education. Higher education institutions provide tertiary education by organising accredited study programmes. The school-leaving examination certificate is the minimum entrance qualification for all tertiary education. Each institution decides on the number of enrolled students and determines its own admission criteria and the content of the entrance examination if required. Currently, higher education for Czech citizens is free of charge with a few exceptions (The Ministry of Education, Youth and Sport of the Czech Republic, 2011).

In 2016, 67,363 people graduated public higher educational institutions, of which 40,027 were women. Most graduates completed their university studies at Charles University in Prague (8,387 graduates, of which 65.4 percent were women) and Masaryk University (7,824 graduates, of which 65.8 percent were women). As we can see, these schools prevail among female graduates, quite a lot. Similarly, there is also the Czech University of Life Sciences in Prague (5 085 graduates, where the share of women is 62.6 percent). Technically oriented universities, on the other hand, tend to attract men, which is reflected in the structure of the graduates of these schools. These include, for example, Technical University of Brno where women graduates represented only 30 percent of all graduates of this college (Czech Statistical office, 2017).

According to Czech Statistical office, the number of women graduated from higher educational institutions is higher than the number of men. Therefore, why women are still pay less than men are. The highest differences were recorded in 2016 in the case of secondary education without school-leaving examination, the GPG value represented over 27 percent. Although higher education is now rather the domain of women, the value of GPG among university graduates is relatively high. In the case of five-year and higher graduate studies at the university, it exceeded 23% and in the case of Bachelor's and Higher Technical Studies 21 percent. The lowest differences were recorded in the wages of secondary school graduates with school-leaving examination. This educational category showed 17.4 percent GPG to the detriment of women.
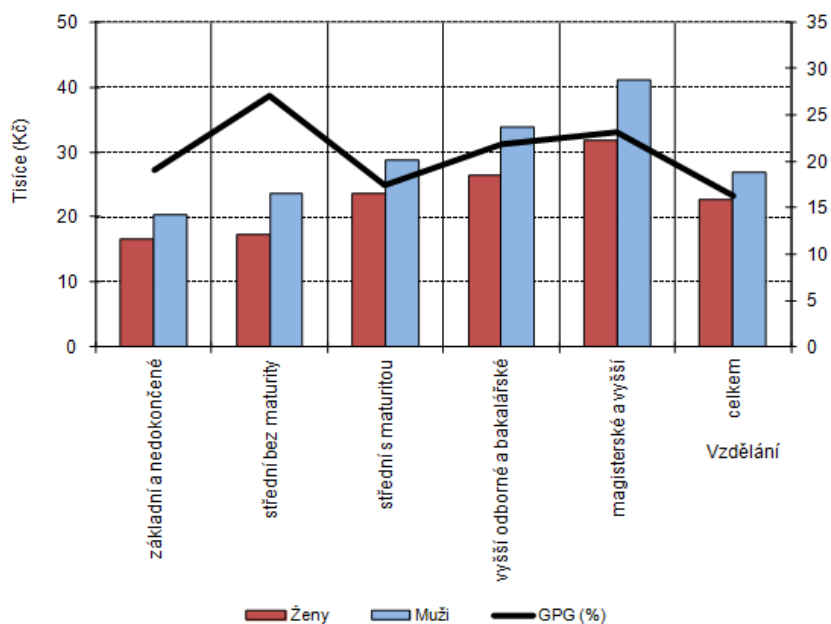
Figure 4: The median of wages by level of education in 2016

Source: ČSÚ (2018)

5.4.2 Occupational Segregation and Gender Discrimination

Men and women are free to work, wherever they want and discrimination at work has been banned for years. However, there is still number of evidence that occupational segregation, and men's and women's differing career paths, cannot be explained away as a matter of differing preferences. Occupational discrimination persists despite the increases in women's education and labor

force participation (The Economist, 2017). Women often tend to choose different occupation other than men. They prefer occupations with higher occupational prestige. The effect is economically significant: the gender differences in the weights placed on prestige and wages can explain up to one-half of the gender wage gap resulting from occupational segregation, or about one fourth of the overall gender wage gap (Kleinjans et al., 2017). Mostly occupations dominated by women have lower status and pay, men moved into female-dominated jobs and vice versa, gender pay gap can shrink (The Economist, 2017).

In 2016, 4,284 thousand employees work in sector of the national economy, such as state, government and administration workers. Representation of women between employees were 46.3 percent. Most employees worked in the manufacturing industry, wholesale and retail, vehicles repair and health and social care. In the case of male employees, transport and storage were second and third was construction industry. The number of women employed copied the overall trend. Most of the employees were between the ages of 30-44, both sexes (European Parlament, 2015).

According to the statistics for the year 2016, women represent 32.5 percent of the total number of entrepreneurial subjects, which is about 5 percent more than in 2010 (Gender Equality creates democracy, 2006). 12.3 percent of the total number of working women are female entrepreneurs and one fifth of the total number of working men are male entrepreneurs (Gender Equality creates democracy, 2006).

Men more than women prefer to be self-employed, studies showed that women may have lower preferences for self-employment because they still perceive it as too risky (OECD, 2012). The highest shares of entrepreneurs, both sexes, were in the real estate sector (46.2 percent), professional, scientific and technical activities (46.1 percent) and entrepreneurs in construction industry (41.1 percent). The highest shares of female entrepreneurs, in past years, were in the following sectors: professional, scientific and technical activities and real estate activities. The third largest

share of female entrepreneurs was recorded in the banking and insurance sectors (Gender Equality creates democracy, 2006).

The proportion of university students has increased within state employees and entrepreneurs too. Again, it was true that proportion of higher educated women was higher than the number of higher educated men. From 2010 to 2016, the proportion of university graduates women among state employees grew from 18 percent to 25 percent, while for university graduates men employed it was from less than 18 percent to 22.5 percent in the same period. (European Parliament, 2015). The proportion of university graduates women within all female entrepreneurs increased from 20.3 percent to 30.4 percent in 2005-2014, more than ten percentage points. Following a decline in 2015, this share rose again to close to 30 percent. The share of university graduates men among male entrepreneurs ranged between 20-22 percent. Higher educated women do the business more often than men with the same level of education.

Occupational segregation and gender discrimination are most obvious in political, judicial and military sectors. Elections to the Chamber of Deputies of the Parliament of the Czech Republic are held every 4 years and 200 deputies are elected. The success rate of female candidates has been lower than the success rate of all men in all elections to the Chamber of Deputies of the Czech Republic since 1996 (Gender Equality creates democracy, 2006). From 1996 to 2002, the number of female candidates grew steadily, while the numbers of male candidates fluctuated. Between 2002 and 2010, there was a significant drop in the number of candidates, for both sexes. In the case of women, this drop was 14.5 percent, while for men it was a decrease of 18.2 percent. The year 2013, in terms of candidates and the success of women and men in elections, was much like in 2002. In 2013, 1,588 women and 4,311 men candidate. The success rate of men in 2013 was as low as in 2002, while the number of female candidates was slightly higher in 2013 than in 2002. Currently, the participation of female candidates in the selections to the Chamber of Deputies of the Parliament of the Czech Republic is not higher than 28 percent (Gender Equality creates democracy, 2006). So far, the

highest representation of women in parliamentary seats was in 2010 elections, where women represented 22 percent of all elected. After the 2013 elections, the proportion of women in parliamentary seats was 19.5 percent. In 2017 was the participation as successful as in 2017 and women represented almost 22 percent of all elected (Gender Equality creates democracy, 2006).

Table 3: The number of candidates and elected by gender in 2017

Year	Candidate		Elected		Success rate (in %)	
	women	men	women	men	women	men
1996	908	3 584	30	170	3,3	4,7
1998	756	2 857	30	170	4,0	6,0
2002	1 596	4 472	34	166	2,1	3,7
2006	1 383	3 602	31	169	2,2	4,7
2010	1 364	3 658	44	156	3,2	4,3
2013	1 588	4 311	39	161	2,5	3,7
2017	2154	5 370	44	156	2,0	2,9

Source: ČSÚ (2018)

At the beginning of the 2017, there were 3.002 judges in the Czech Republic (without judges of the Constitutional Court of the Czech Republic), of which 1.828 were women. Most judges are in the District Courts (1.820), the Region Courts (948) and Supreme Courts (135). The High Court of the Czech Republic had employed 68, and the High Administrative Court had employed 31 judges. The more the judicial institution is prestigious and there is lower number of judges, the lower is the proportion of women among the judges (2). In the case of District Courts, women occupy 66% of all judges, but only 19% of female judges represent the High Court of the Czech Republic. Until the age of 40, female judges over male judges prevail only in District Courts. For other types of court, the proportion of women among judges up to the age of 40 is very low. In the highest age category, at the age of 61 and over, women predominated over men with more than 65 percent of participation (Gender Equality creates democracy, 2006).

In the Army of the Czech Republic, in total and in all five age groups are men predominant. As of 1 July 2017, in the Czech Army have worked 23 469 persons. The participation of women was only 12.7 percent. The highest proportion of women was found in the 30-34 age group and 45+ age group - 15 percent. The lowest proportion, not even 10 percent, of women is in the youngest age category of up to 29 years old (Gender Equality creates democracy, 2006). The proportion of women in the army is rising with an increasing military rank. The higher army position, the bigger number of women are involved. While the proportion of women among staff officer and lower ranks did not exceed 11%, between lieutenants and higher bosses ranged between 20-30%. The army is a classic example of segregation. Women, often with higher education, in the army occupy higher rank and among ordinary soldiers, they are in a significant minority.

If women in the Czech Army are aged 40 or more, the proportion of orders and higher batches decreases significantly. In addition to the gender aspect, there is a generational aspect here. In addition to the gender aspect, there is a generational aspect too.

5.4.3 Family Life

Family and work life are closely related. Women have to face many challenges while balancing their many roles: employee, mother and partner (Petek, Gajsek & Petek Ster, 2016). Maternity leave is area where we can inequality between women and men clearly see. Women take time away to have a baby and it create a pause in their career, while men can continue and build their career and also earn more money. One opportunity for women to handle both – family and work - is part time job. Part-time jobs are common among women in many countries (Booth & Jan, 2013).

Often, women take time away from their jobs when they have a child, while fathers benefit from becoming parents and remaining in long-term paid employment (Fetter, 2003). Women often give priority to caring for toddlers and their occupation fall behind. Some new mothers leave their jobs because they prefer to be their children's main carers and there is also common opinion

that having a working mother is harmful for pre-school children (Jouza, 2005).

In the Czech Republic, the length of maternity leave is 28 weeks. If two or more children were born, it takes 37 weeks. Women who have been working in last 270 days or have paid sickness insurance have right to go to maternity leave and draw so called Maternity Assistance, in the amount of 70% of the daily assessment base (reduced by the amount of the salary).

Pregnant women enter the maternity leave 6-8 weeks before the date of delivery. If birth occurs before the doctor decides and the female employee exhausts herself for less than 6 weeks of maternity leave, she is entitled to a maternity leave from the date of her onset until the expiry of 28 weeks. However, if the employee leaves the maternity leave for less than 6 weeks for another reason, she has a maternity leave from the date of her birth only up to 22 weeks (when two or more children are born 37 weeks). Maternity leave must not be less than 14 weeks in relation to childbirth. In any case, it cannot end or be interrupted until 6 weeks have elapsed since birth.

Part-time jobs can bring women back to the game. Without the existence of part-time jobs, female labor force participation would be definitely lower than it is now. Women face the choice between a full-time job, and almost no time for family or zero working hours without self-satisfaction from well-done work in their occupation and money dependence on their partner. The negative site is that part-time jobs imply wastage of resources of investments in human capital since many part-time working women are highly educated and can afford better occupation (Booth & Jan, 2013).

Only 5.8 percent of women in the Czech Republic work part-time. Therefore, the country lags far behind the developed countries. The average of women working part-time in the European Union is nearly 32 percent. Men who have a flexible working time are only 1.3 percent in the Czech Republic, eight percent in the European Union. At this time, students, who want to earn some money for traveling or studies, mostly occupy the part-time jobs in the Czech Republic (Dostál, 2016).

5.5 The Czech Republic within the European Union

In 2004, the Czech Republic became part of the European Union. The accession to European Union is precede by a series of steps and recommendations from the European Commission, including recommendations in the field of gender equality (Volejníčková, 2016). Each country, before the accession to the European Union, have to implement these recommendations and requirements. Before applying for EU membership, the Czech government had little experiences with solving the issues such as gender inequality or equal opportunities for women and men as priorities (Volejníčková, 2016). According to leaders of the Czech Women´ movement and many gender equality experts, without the accession of the Czech Republic to European Union, it would have taken much longer for gender equality issues to become part of the Czech Republic´ political agenda (Volejníčková, 2016). The first step, after the Czech Republic became the member of the EU, was the harmonizing Czech´s laws with European laws. Even the European Union´s laws said that all wages for women and men should be equal the gender pay discrimination, on the labor market in the Czech Republic, is still big issue.

One of the first outcomes, of harmonizing the laws, was that the Czech Republic banned discrimination on the labor market based on gender (Volejníčková, 2016). This was the first attempt by Czech legislators to provide equal pay. While, mandated by law, equal pay was difficult to implement in reality due to the widespread dislike for top-down regulations inherited from the communist area and as well other reasons. Eventually reducing the gender pay gap never became a top political priority (Volejníčková, 2016).

The average unadjusted gender pay gap in the European Union today is 16.3 percent and the average gender overall earnings gap in the EU is 39.6 percent (Eurostat, 2018). The unadjusted gender pay gap in the Czech Republic is 22.5 percent, which is the second highest within the European Union. Even higher gender pay gap has Estonia, which is at the very top with 26.9 percent (Eurostat, 2018). As the table shows, the lowest unadjusted gender pay gap is

in Italy and Luxembourg and it is only 5.5 percent, far below the European average. Romania, Belgium, Poland and Slovenia are holding below 10 percent. Countries such as Croatia, Malta, Ireland, Cyprus, Hungary, Sweden, Lithuania, Spain, Denmark, Bulgaria, France and Netherlands are still under the European average. Latvia, Finland, Portugal and Slovakia are under the European average, but still under 20 percent. However, there are still countries, which are far from the European average, such as United Kingdom, Austria and Germany and already mentioned the Czech Republic and Estonia (Eurostat, 2018). All these data are from companies in each countries, which are employing 10 or more employees, except the Czech Republic. Unfortunately, there are no data for gender pay gap in Greece.
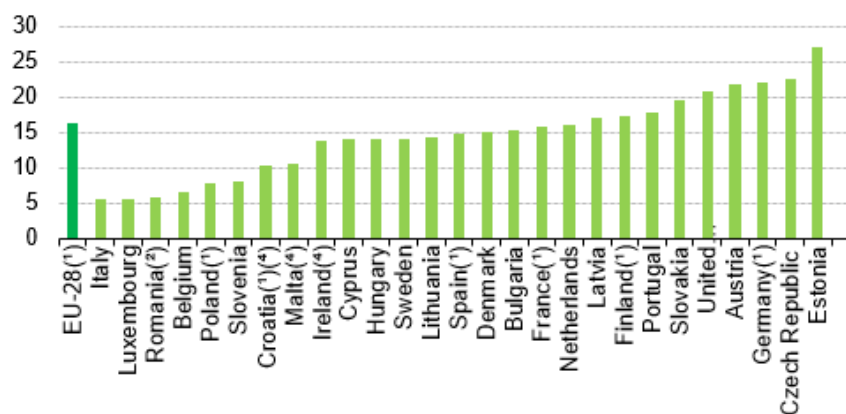
Figure 5: Gender Pay Gap in the European Union 2017

Source: Eurostat (2018)

5.6 Summary

This chapter provided all the reliable information related to the topic The Gender Pay Gap in the Czech Republic. Lot of numeric and written data where introduced within this chapter. At the beginning information about the history of the GPG in the Czech Republic were introduced follow by many numeric data and gender statistic from the Czech Statistical Office. This chapter contains data about composition of inhabitants, situation on the labor market and educational system in the Czech Republic. In the end of this chapter the comparison with another European countries were provided.

6 Methodology

In this chapter will be describe the approaches to the methodology used in this research. The research is design to answer the aims and objectives presented in the introduction chapter. This means if theory is correct and women in the Czech Republic earn less money than men in generous. In the beginning, the research methods and data collection methods will be discussed. Followed by the method of analysis and the chosen data collection.

6.1 Research

According to Preece, research should be an exciting and fulfilling intellectual activity. Research is systematic investigation, which is essential for human further education and increasing the amount of knowledge (Preece, 1994). It is important to be clear about ideas or concepts, which are being used in research. Research consist of checking, testing, expanding and refining ideas and the aim of research is to increase of knowledge in specific area (Preece, 1994). Research can be based on qualitative, quantitative or combination of both. What to choose will depend on researcher's abilities and preferences (Greetham, 2009). The choice how to measure and analyse data depend on the way, researcher wants to use the findings, draw conclusion and present in the research (Greetham, 2009).

6.1.1 Quantitative Research

Quantitative research is research where is amount which can be counted or measured. The quantity is used when we describe the amount of thing and it is known as quantification (Preece, 1994). The aim of quantitative research is to be as objective as possible by basing conclusions on statistical findings and other measurable data (Greetham, 2009). The researching thing has to be capable of being express in terms of numbers, which can be mathematically analysed (Greetham, 2009). Quantitative method can be criticized as reductionist, because it is sometimes open to bias or manipulation, on the other hand, this approach is valued for hypothesis testing, logical rigor and for apparent objectivity (Preece, 1994). The examples of using quantitative research can be population statistics, crime figures and economic and business data (Greetham, 2009).

6.1.2 Qualitative Research

On the other hand, the qualitative research is based on data that cannot be transformed into numerical form (Greetham, 2009). Qualitative research describes a quality of things, attitudes, feelings or opinions. The study of literature could be seen as largely qualitative (Preece, 1994). Results of qualitative research cannot be converted to averages, maximum and minimum values or percentages. Still this kind of qualitative information are essential to understanding individuals and societies (Greetham, 2009).

6.1.3 Mixed Method

Mixed method is a combination of both, the quantitative and qualitative research methods. One case of strategic combination is when researchers connect the two different approaches in an intentional sequence and then alternate one method with another. The second way that researchers strategically combine quantitative and qualitative approaches is to merge them during the same phase of the research (Plano Clark, 2017).

6.2 Research Philosophy

Philosophies of social science and research are basically the 'world view' how collect data. In ancient Greece, the word 'philosophy' referred to virtually all forms of serious intellectual inquiry and its modern separation from 'science' would make little sense (Carr, 2006). According to Hammond and Wellington, here are three types of research philosophies – epistemology, ontology and axiology (Hammond & Wellington, 2013). These philosophies will be described in subchapters below.

6.2.1 Epistemology

Epistemology refers to what we believe about how we come to know and understand the world (Hammond & Wellington, 2013). Together with Ontology stand this philosophy on the top of the hierarchy when it comes to shaping a research project. Epistemology focuses on the knowledge-gathering process and developing new models and theories (Grixx, 2010).

6.2.2 Ontology

Ontology is a philosophy which concern claims about the nature of being and existence. In world of social research, the ontology refers to beliefs about the fundamental nature of reality, in particular social reality. These beliefs are often evaluated between an objective reality which exist independent on the observation and reality existing within research (Hammond & Wellington, 2013).

6.2.3 Axiology

This philosophy is focusing on the study of values and beliefs and it is closely related to the idea of positionality and reflexivity. Researchers come with their own set of values and these are express in term of what is studied, how it is studied and how it is communicated (Hammond & Wellington, 2013).

6.3 Research Strategies and Methods

This subchapter will introduce some research methods and in the will focus on chosen research strategies and methods for this dissertation work. The Research Method is an integral part of the whole process of doing research (Blaxter, Hughes & Tight 2010). The choice of research method is essential for final look of research and whole dissertation work. There is various research techniques from which can research choose and lot of them we are usually using in everyday life (Davies & Hughes 2014). Everyday life skills for research are, for example, reading, watching or writing. Later in this work, the four research methods suitable for this type of research will be introduced.

6.3.1 Action Research

According to Blaxter Action Research can be defined as "the study of a social situation with a view to improving the quality of action with it" (Blaxter, Hughes & Tight 2010). Essentially, it is a form of research undertaken by participants in social situations in order to improve their understanding of this situations and practices (Blaxter, Hughes & Tight 2010). Action Research is usually used in small-scale research project, because it can be more difficult and laborious than other types of research (Denscombe, 2007). Action Research can use various techniques for data collection and it is more suitable for social research (Denscombe, 2007).

6.3.2 Case Studies

The Case Study is method when research use personal observation, current and historical data and the tracing of study of relevant documents and records (Blaxter, Hughes & Tight 2010). Cases Studies focus on one particular phenomenon, which is not readily distinguishable from its context (Denscombe, 2007). Case study can is suited for small-scale research, because it focus on just one example perhaps two or three (Blaxter, Hughes & Tight 2010). Case studies are usually used when researcher place the research in some institution or organization, like company, voluntary organization or school (Blaxter, Hughes & Tight 2010). This approach has benefits of focusing on one or few institutions and it allows research to be more complex and specific (Denscombe, 2007).

6.3.3 Experiments

Experiment are mostly focus on human behaviour. It is an empirical investigation designed to examine the relationship between two or more factors (Denscombe, 2007). Participants in the experiment are called subject and researcher have to create three essential properties for a well-designed experiment; researcher have to vary at least one independent variable, have the power to assign subjects to the various experimental conditions and control extraneous variables that may influence subjects behaviour (Blaxter, Hughes & Tight 2010). Like other research methods, Experiment involves observation and measurement, but they are conducted under conditions that are artificially created. Essentially, experiments take place under conditions, which have been manipulated by researcher (Denscombe, 2007).

6.3.4 Surveys

Survey maps the principals and thought out of social world as well as the physical world. Recent time survey are one of the most popular and commonplace approaches to research (Denscombe, 2007). Surveys have their own characteristics; surveys should take a wider view on the investigated topic, they usually relate to the present issues and provide a snapshot of how things are at the same time at which the data are collected, surveys bring with it the idea of empirical data (Denscombe, 2007). Essentially surveys involves

the collection of information and data from members of group of people. Most surveys are target on a specific part of population – where interest is expressed (Blaxter, Hughes & Tight 2010). This is a research approach where the researcher ask groups of people on several questions – most of the time questionnaire (Blaxter, Hughes & Tight 2010).

6.4   Data and Types of data

Classification of data is necessary for developing of research strategy used in this and every type of research. This subchapter will describe and explain several types of data. We can divided data into two main types of data - qualitative and quantitative data Quality of data is one of the important criteria by which a dissertation will be evaluated (Preece, 1994). There are also many ways how can researcher gained data, describe in the paragraphs below (Proctor, 2003). Quantitative research is connect with numbers as a unit of analysis. Qualitative research is connected with words and images (Denscombe, 2007).

6.4.1 Quantitative Data

This paragraph will focus on a presentation of basic aspect of quantitative data. Quantitative data have always form of numbers. They are mostly associated with research strategy as surveys and experiments, and methods as questionnaire and observation (Denscombe, 2007). It is important to keep in mind that, these are not only source of quantitative data and the quantitative data can be produced by several research methods like interviews or documents (Denscombe, 2007).

Numbers and numerical data can present various types of things. Researchers have to be sure which type of numerical data they are using. According to Denscombe, there are six types of numerical data and the important different between them is that certain statistical techniques that works with one types of numerical data may not work with others (Denscombe, 2007).

Table 4: Types of Quantitative Data

Nominal Data	The lowest level of quantitative data, they allow little by way of statistical manipulation compared with other types. There is a head count of members of a particular category.
Ordinal data	They are like nominal data, but the categories stand in some clear, ordered relationship. Data in each category can be compared with data in the other categories – categories are in order.
Interval Data	Interval data are similar to an ordinal data, but the categories are ordered on a scale. The distance between each categories is known as a factor and can be pulled into the analysis. This allows the direct contrast and comparison.
Ration Data	They are similar to interval data, except that the categories exist on a scale, which has a "true zero" or an absolute reference, point. The highest level of data in terms of how amenable they are to mathematical manipulation.
Discrete Data	These data come always in chunks like 1, 2, 3, and so on. They are used in cases when the data are based on phenomena, which, naturally come in whole units, like numbers of children pre family.
Continuous Data	The significant of this type of numerical data are the implicit categories, which are formed by the researcher to cope with difficulties of measuring units on a sliding scale. Obvious example here is people´s age, where the unit of data is not exact age; rather it is "age at last birthday".

6.4.2 Qualitative Data

Qualitative data, on the other hand from quantitative data, have a form of spoken or written words and visual images. . They are mostly associated with research strategy as ethnography, phenomenology and grounded theory, and methods as interviews, documents and observation (Denscombe, 2007).

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However, researcher can gained qualitative data by other types of research strategies and methods, for example, the use of open-ended questions as a part of survey questionnaire can produce a qualitative data in for of written text (Denscombe, 2007). There are four important principles, which researches have to follow. First principle is that, the conclusion drawn from the research should firmly rooted in the data. The second principle is that researcher's explanation of the data is based on a careful and meticulous reading of the qualitative data. The third principle is that the researchers should avoid introducing unwarranted preconceptions into the data analysis and the last principle is that every qualitative analysis should involve an iterative process (Denscombe, 2007). In the qualitative research, the verification of data is vital. To achieve a credibility, researchers have to demonstrate in some way that the finding are based on practices that are bases of good research. The bases for judging the quality of research are validity, reliability, generalizability, objectivity (Denscombe, 2007).

6.5 Sampling

It is not usual, that the researcher is able to observe or measure every possible instance of the phenomenon, which is the subject of his research. Instead, researchers use a small number of the set, called *sample*. Sample is carefully selected set, whether people, objects or situations, and its characteristics are used to estimate the characteristics of the true and much larger population (Locke, Silverman & Spirduso, 2010). Other term used in researches, the term *population* does not mean the real population or to humans, indeed it does not refer to objects at all. It can mean any whole group of subjects that have the characteristics identified for research purposes. The sampling and sampling procedure define a particular population in our research (Preece, 1994). The main problem in sampling is to be sure that the samples truly represent the population, and is not distorted in any way by the nature of the selection process (Locke, Silverman & Spirduso, 2010). Several types of researches use different sampling procedures and simple size, but for all researches is important to create a sample in manner that does not influence the findings (Locke, Silverman & Spirduso, 2010). Scientists regognize two main types of sampling; Probability Sampling and Non-probability Sampling, which

Maruyama and Ryan described as in paragraph below (Maruyama & Ryan, 2014).

6.5.1 Probability Sampling

Probability sampling is process where researchers can specify for each element of the population the probability that will be included in the sample (Maruyama & Ryan, 2014). There are several types of probability sampling, which will be mentioned in table bellow.

Table 5: Types of Sampling

Simple Random Sampling	This type of sampling is the most basic. Samples are selected using a process that gives every element in the population an equal and independent chance of being included in the sample.
Stratified Random Sampling	In this type of sampling is population first divided into two or more groups, which are based on a single criterion or on a combination of more criteria. A simple random sample is selected from each group, and the subsamples are then joined to form the total sample.
Cluster Sampling	This type of sampling is very similar to the stratified sampling, but groups are made under criteria explaining important aspects of research. Cluster sampling are used mostly in large-scale survey studies.
Multistage Sampling	Multistage Sampling is combination of two or more previous types of sampling.

6.5.2 Non-probability Sampling

In Non-probability have researchers no chance to estimate the probability each element has of being included in the sample and there is no assurance that every element has some change of being included (Maruyama & Ryan,

2014). There are several types of non-probability sampling, which will be mentioned in paragraph bellow.

- Haphazard Sampling – this type of sampling involves taking the cases at hand until the sample reaches a designed size. There is no way to evaluating the biases. Our sample must precisely represent the target group, researches need to hope that they are not being too misled.

- Quota Sampling – helps guarantee the inclusion of diverse elements of the population and to make sure that they are taken account of in the proportions in which they occur in the population. Makes research among whole population.

- Purposive Sampling – this type of sampling involves handpicking cases to form samples that will satisfy the researchers. Typical is to select cases that are typical for the population.

- Snowballs Sampling –this type of sampling is focusing on a special population whose members are different to locate. It is a multistage procedure by which an initial small sample are gathering together to be large enough to meet the requirements of research design.

6.6 Questionnaire

Questionnaire is designed to collect information, which can be used as primary data for analysis in research. There are lot of types of questionnaires in terms of the purpose, size and appearance. As a research tool questionnaire should not change the people's attitudes or provide any extra information, its purpose is to discover things (Denscombe, 2007).

Questionnaire consist of a written list of question and every respondent who answer the questionnaire reads an identical set of questions. Occasionally, the pictures might be used instead of written questions. It makes the processing of the answer much easier. Essentially, the questionnaire work on the premise that if we need information from people for our research, we go and ask them (Denscombe, 2007).

6.6.1 Open and Closed Answers

There are many ways how to put the questions in the questionnaire, but the two main types of the questions are open and closed questions. Questionnaire can consist of only open questions, only closed questions or variety of both types of questions. Variety has two potential advantage, firs, it is not boring for respondents and second, it stops the respondents falling into a same pattern (Denscombe, 2007).

Open questions are those which respondents have to wright down and decide of the length of the answer. The answer tent to be long and describe the respondent's opinions and thoughts. The advantage of open questions is the respondents can express themselves and the answers are more likely to reflect the truth (Denscombe, 2007).

Closed questions, for the other hand, do not give the respondents space to create their own answers. Answers are structured into categories that have been established in advance by the researcher. Respondents select the answer from a range of two or more alternatives. There is less scope for respondents to respond and reflex the truth in the answers and this fact can cause frustration by not being allowed to express the real view (Denscombe, 2007).

6.6.2 Advantages of Questionnaire

Advantage of questionnaire is that it is economical, it means that it can supply considerable amount of information for our research for relatively low costs, in terms of money and time. It is also much easier to arrange than, other types of research, for example, personal interview. There is also a little scope for data to be affected by interpersonal factors, because questionnaires provide standardized answers. Respondents provide answer which fit into a rage of options offered by the researcher and that is way the it allows the speed collation and analysis of data. Late modern technical achievement and internet can send the direct to the file and automatically evaluate the answers. It can effectively eliminate the human error and researcher do not need to read the responses and then enter the data manually via the computer keyboard (Denscombe, 2007).

6.6.3 Disadvantages of Questionnaire

Disadvantages go hand in hand with the advantages, so the advantage of pre-coded questions can be for the respondents. Pre-coded answers may be frustrating and deter them from answering. Questionnaires also offer a little opportunity for the researcher to check the truthfulness of the answer. Because the researcher does not meet the respondents personally, researcher cannot rely on the truthfulness of the answers given by the respondents and this is even more truer when the questionnaire is anonymous (Denscombe, 2007).

6.7 Data Collection

This subchapter will provide the information about the data collection in generous and also the information about the data collection used in this research. Every research need to collect and analyse the data. The data can have various characteristics, they may be numerical, verbal or combination, but researches have to be able to collect and analyse them (Blaxter, Hughes, & Tight, 2010) But the process of data collection has some ethical issues too.

According to Walliman, here are various methods used to collect especially primary data;

- Asking questions
- Conducting interviews
- Observing
- Doing experiments
- Create a manipulating models

Different researches use one or several of these to collect the primary data, to meet their conditions and needs (Walliman, 2018).

For collecting primary data in this research, asking questions is used. The internet survey below was taken in the Czech Republic within students of Technical university of Liberec, their families and friends. In addition, another internet survey web sides was used, to collect data across the Czech Republic.

Questionnaire – Gender Pay Gap in the Czech Republic

1. Gender
- Male
- Female

2. Have you ever heard of Gender Pay Gap?
- Yes
- No

3. How much do you know about the Gender Pay Gap?
- I do not know anything
- I know a bit
- I know about this problem

4. What are the main reason for Gender Pay Gap according to your opinion?
- Education
- Different occupation
- Family life
- Other

5. Age
- 1-18
- 19-30
- 31-50
- 51-74
- 75 and more

6. Family Status
- Single
- Married
- Widow/ Widower

7. Educational Attainment
- Elementary School
- High School with State Exam
- High School with Vocational Certificate
- University

8. Type of your employment
- Government employee
- Self-employed
- Part-time
- Maternity leave

- Unemployment

9. According to what you chose your occupation
- I studied it in school
- Money
- Prestige of this occupation
- Do not know

10. Monthly salary
- _____CZK

6.8   Summary

This dissertation uses an ontology philosophy. Ontology philosophy refers to the nature of reality. Data are collected from verified sources that correspond to the truth – for example Eurostat. These data and numbers, which correspond to the truth, will be analyse later. Research method chosen for research in this dissertation work is survey. Research Strategy used in this dissertation is questionnaire, which collect primary data from inhabitants of the Czech Republic. More information are provided in subchapter Questionnaire. Research is working with a quantitative numerical data.

There are some important research limitations. The first limitation is s number of respondents. Considering that the Czech Republic has over ten and a half million inhabitants, the research sample is relatively small and the results of this research can by effected by this. The second limitation is caused by collecting data mostly among the students. Online questionnaire on a several Facebook pages is most of the time seen only by students or young people, so the lack of older people in the sample can effected the results of this research too.

# 7 Findings and analysis of primary data

In this chapter the primary data and analysis will be introduced. The results represent answer on questions which were described in the previous chapter. Answers regarding to the topic The Gender Pay Gap in the Czech Republic are focus on gender, age of the respondents, level of education, reason why they have chosen their occupation and monthly wage.

The primary data are analysing by the descriptive statistics such as percentage, frequencies, cumulative frequencies, contingency tables and so on. These test are suitable for analysing hypothesis which were developed from the aims and objectives of this research.

7.1 Survey Sample

7.1.1 Gender percentage of the sample

The total number of respondents in this research was 100. More responses were collected from women than man. There were 54 women and 46 men participating in the questionnaire. The proportion of women was 54 percent and the proportion of men was 46 percent (see Figure 6).
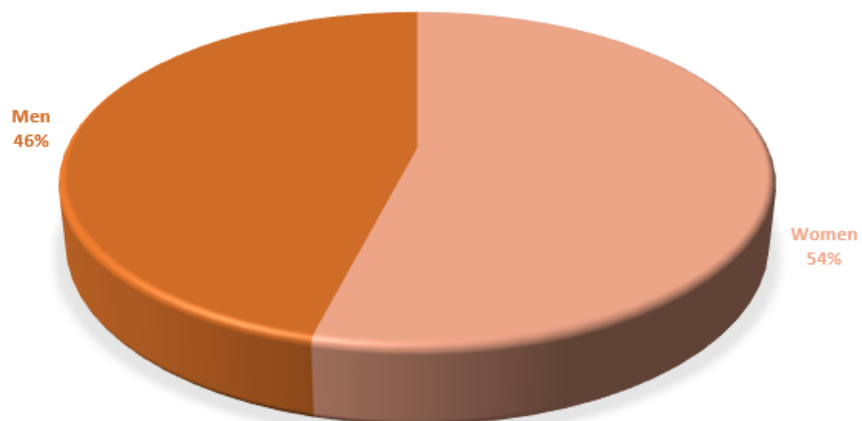

Figure 6: Gender Percentage of the Sample

7.1.2 Age groups in the sample

The all age groups of the questionnaire were represented in this research. The majority respondents were in the age of 19-35 years old and it was caused by the way of collecting data primarily within the students. The second biggest group was respondents between 35-60 years old with 14 respondents. The third biggest group were respondents under 18 years old and respondents above 60 years old represent only 4 percent of the sample (see Figure 7).

The unequal distribution of sample, in terms of age of the respondents, can cause some tendency to distort the results of this research.
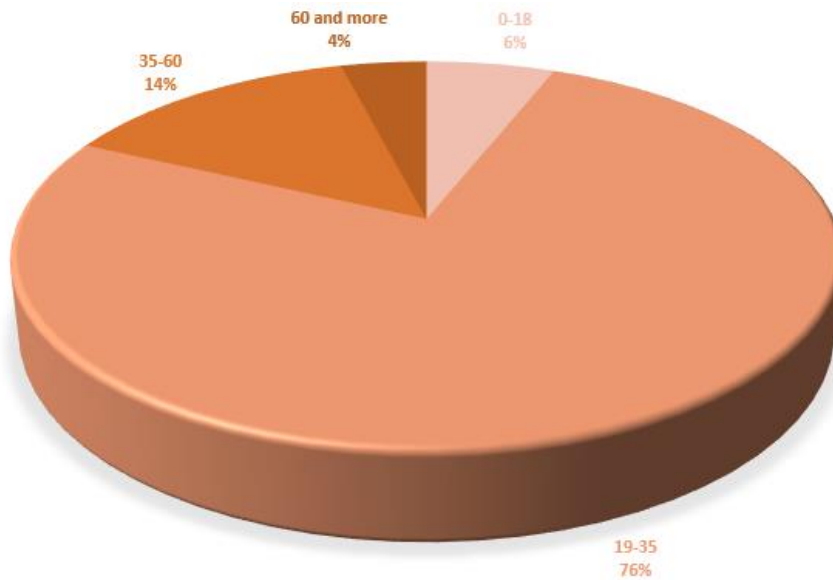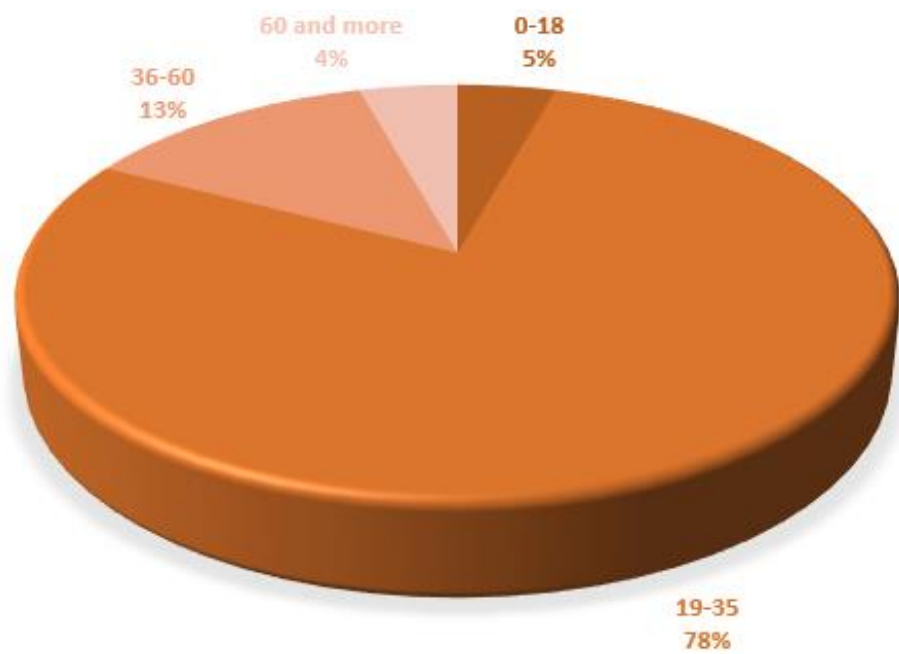

Figure 7: Age group of the Sample

Figures 8 and 9 show distribution of the sample, in the terms of age and gender of the respondents. In the both cases, the biggest group of respondents is between 36 and 60 years of age. The gender distribution across the age groups follows the same pattern as in the whole sample.
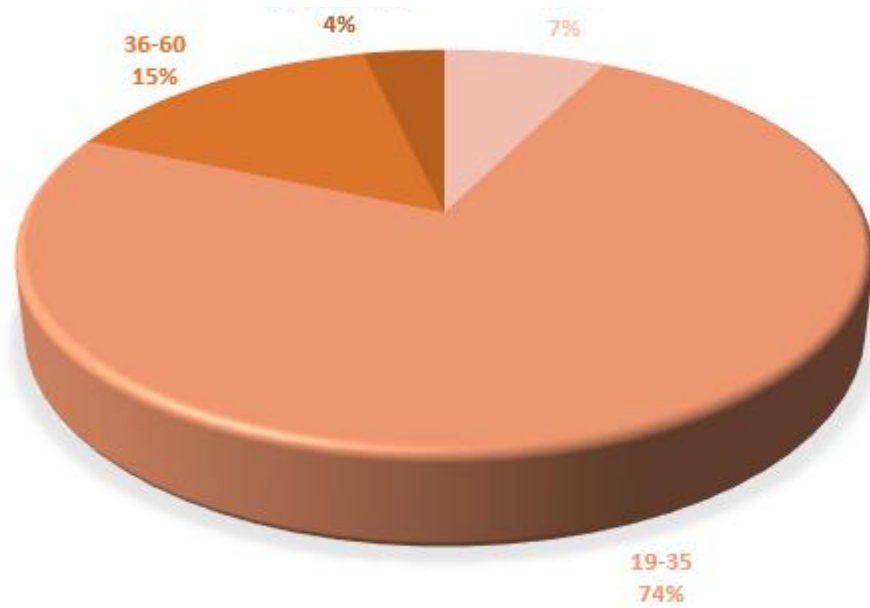
Figure 8: Age group of men

Figure 9: Age group of Women

7.1.3 Marital Status

Figure 10 describes marital status across the whole sample. The majority respondents of the questionnaire are single. Small number of respondents are married. The group of widow respondents is not represented in this sample at all.
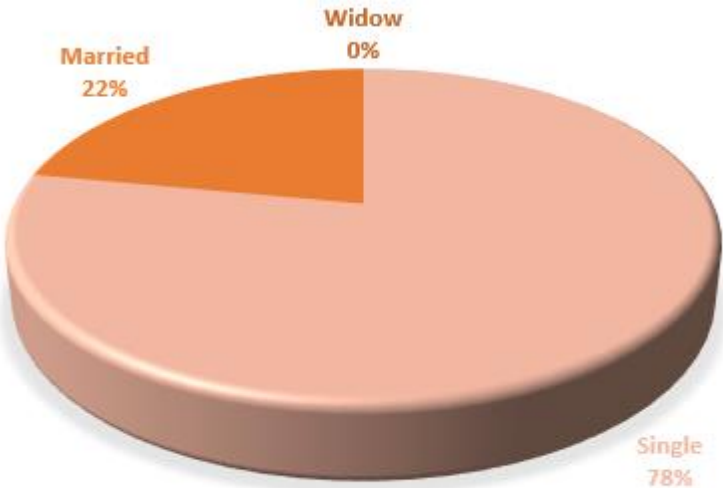

Figure 10: Marital Status of Sample

The Gender distribution of the sample across the marital status shows same trend as a whole sample. Majority of women and men are single (see Figure 11 and Figure 12).
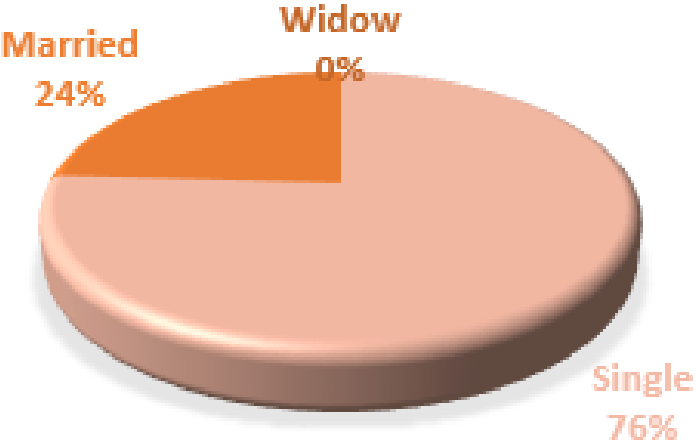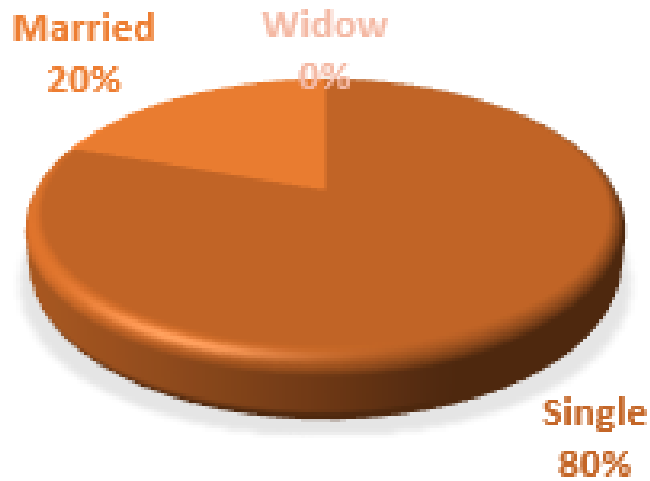

Figure 11: Marital Status of Men

Figure 12: Marital Status of Women

7.2 Survey Results

7.2.1 Awareness of issue of the Gender Pay Gap

In the questionnaire was also a question if respondents have idea what the Gender Pay Gap mean. Majority of the sample said that they have heard of Gender Pay Gap before, but they are not sure what it exactly means. There were big number of respondents, who have never heard about this issue at all and only 25 percent of respondents was sure, what Gender Pay Gap actually means and which problems are connected with this issue (see Figure 14).
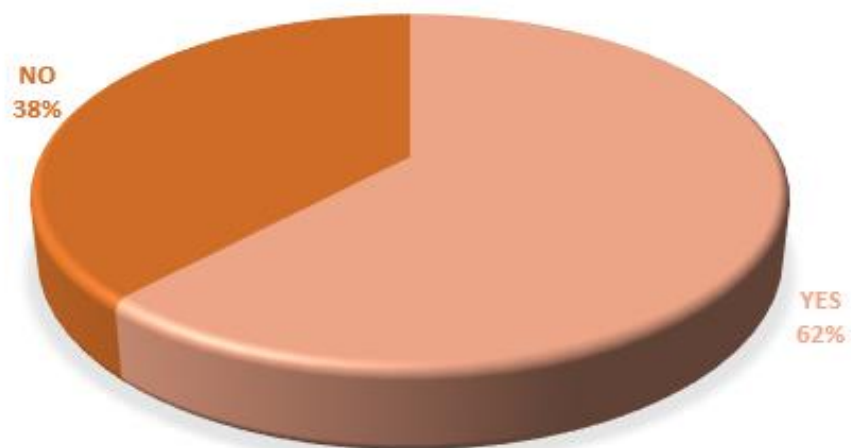

Figure 13: Know Respondents about GPG?
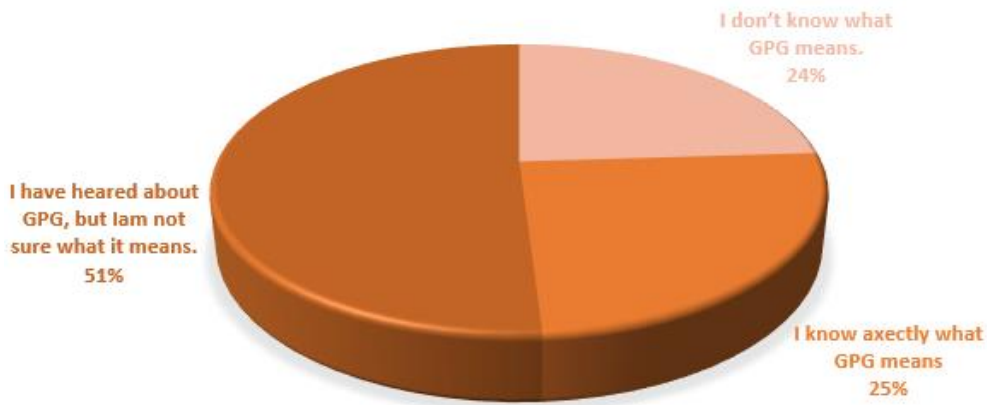
Figure 14: How much Respondents know about GPG
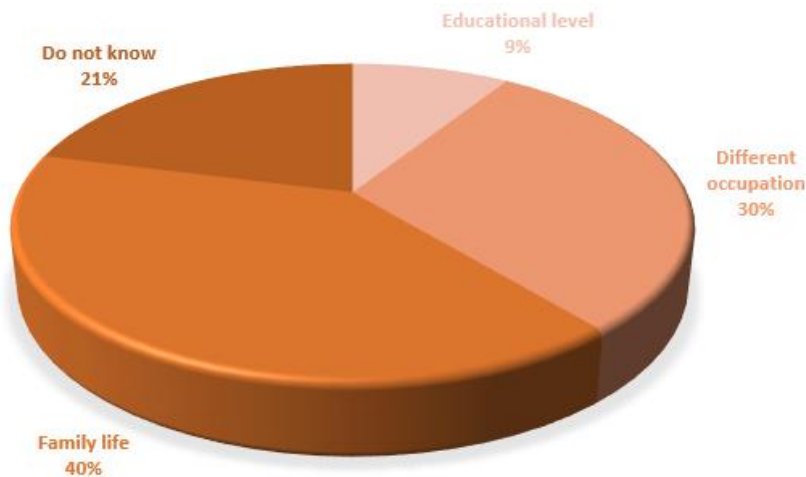
Figure 15: Reasons of GPG according to Respondents

The results of answers on question, what are the reason of the Gender Pay Gap, were interesting. Majority of respondents answer that the family life is biggest reason for unequal wage between women and men. The second biggest group of respondents think that the main reason is different occupation of women and men. In addition, the third group of respondents do not know, what can be reason of this unequal pay. Only 9 percent of respondents answered, that the reason is different level of education. Level of education of respondents will be presented in the following chapter.

7.2.2 Education Level

As the Figure 16 shows, in the category Level of education dominate respondents with finished education at High School ended with State Exam. The second biggest group are respondents with University degree. Only 12 percent of respondents have finished High School with Vocational Certificate and minority of respondents left the educational system after finishing Elementary School.
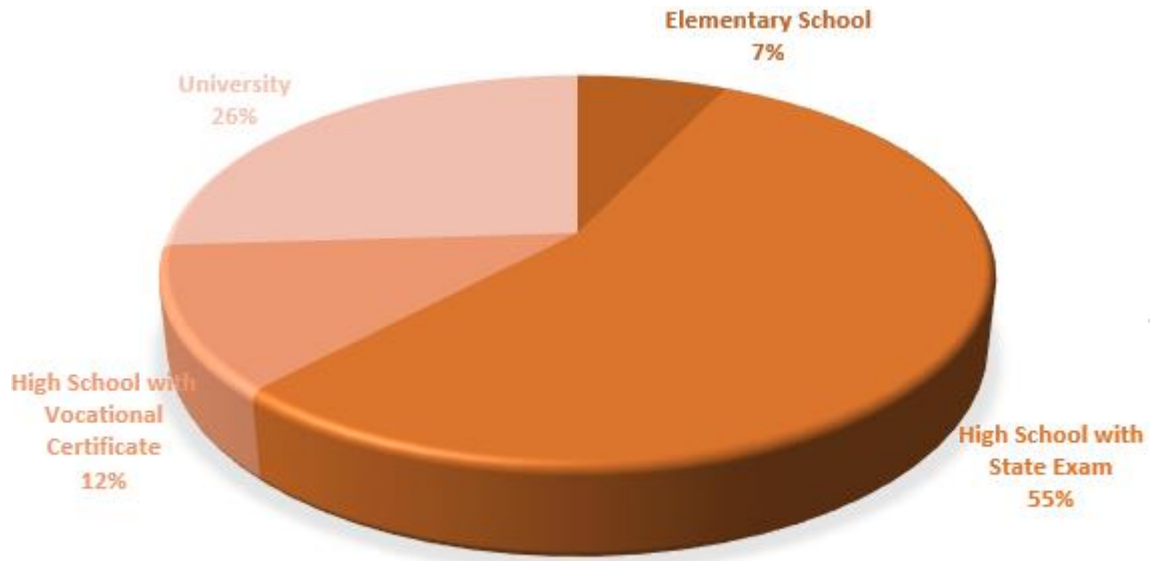
Figure 16: Level of Education of Sample

Education level across the sample, in terms of gender shows same results as whole sample. Majority of women respondents have finished education at High School ended with State Exam and then started working or set up a family. Only 3 percent of women left the education system after elementary school or still study. As Figure 4.11 shows, 14 percent of women have finished their University degree, which is more than in case of men. However, second biggest group of men have finished education at High School ended with Vocational Certificate, the number is significant bigger that the number of women with this type of education (see Figure 17 and Figure 18).

Figure 17: Level of Education of Men

Figure 18: Level of Education of Women

One of the aims is to prove that women with higher level of education earn more money, than with women with a lower level of education. To prove this claim, the linear regression is used in data analysis. The Null Hypothesis says there is no relation between the reached level of educ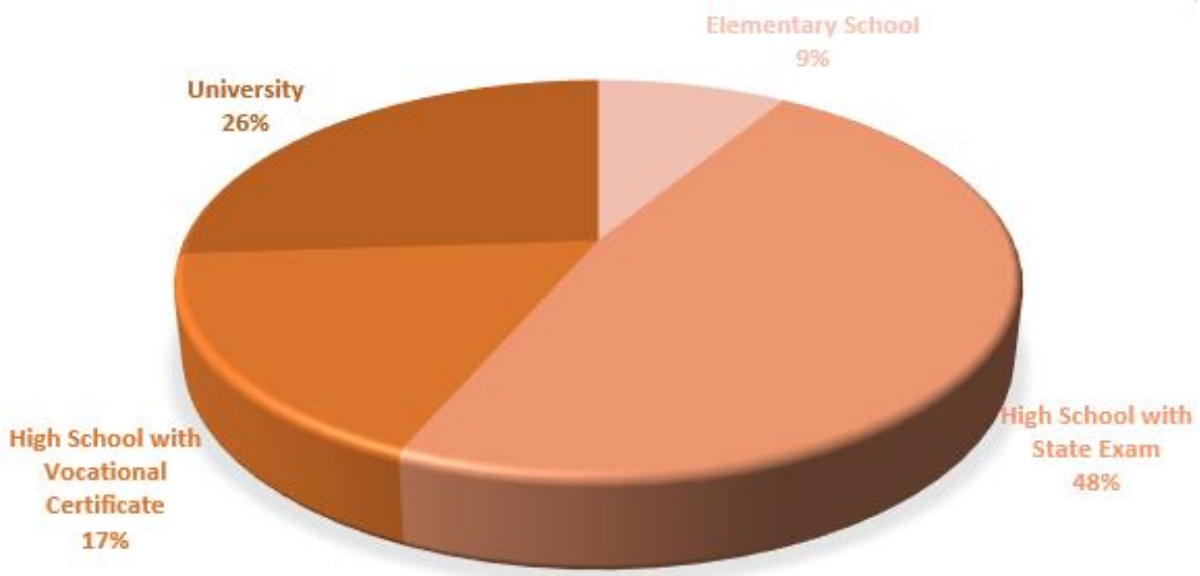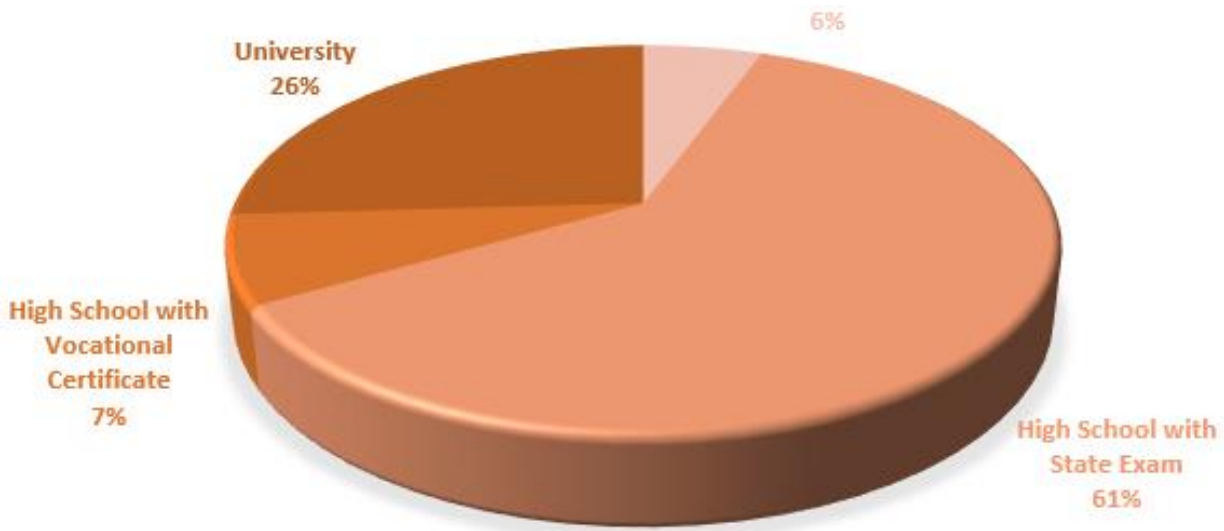ation and the height of wage pro month. Alternative Hypothesis disprove the Null Hypothesis. Data of education are listed in the length of studies.

Table 6: Wome′s wages and lenght of studies

Observation	Wage	Education	Observation	Wage	Education
1	0	9	28	21540	13
2	2500	9	29	18900	13
3	1600	12	30	15500	12
4	0	9	31	11200	13
5	980	13	32	17600	13
6	2200	12	33	19300	13
7	3500	13	34	23500	13
8	0	13	35	24000	13
9	4200	12	36	10500	13
10	1500	13	37	23500	16
11	4800	13	38	17300	13
12	0	13	39	22500	13
13	1900	9	40	31600	16
14	6900	13	41	29800	18
15	8900	13	42	27500	13
16	9900	13	43	39000	18
17	6300	13	44	25000	18
18	5500	13	45	31200	16
19	7800	12	46	39000	16
20	5800	13	47	36400	16
21	6300	12	48	7800	13
22	7300	12	49	5450	13
23	9600	13	50	6900	13
24	11250	12	51	53500	18
25	22300	16	52	79500	18
26	25000	16	53	26500	13
27	14800	13	54	8200	13

Table 7: Statistics analysis

ANOVA									
	df	SS	MS	F	Significance F				
Regression	1	7,19E+09	7,191E+09	76,12879937	9,26477E-12				
Rezidua	52	4,91E+09	94460261						
Total	53	1,21E+10							
	Coefficients	andard Err	t Stat	P-Value	Lower 95%	Upper 95%	Lower 95%	Upper 95%
Intercept	-56138,026	8329,997	-6,739261	1,2891E-08	-72853,38804	-39422,66389	-72853,38804	-39422,66389
Education	5352,17321	613,4168	8,7251819	9,26477E-12	4121,262336	6583,084079	4121,262336	6583,084079

Since the P-Value is less than 0,05, the Null Hypothesis is rejected at the 95 percent confidence level. That means there is a relation between the height of monthly wage and the length of studies or the level of education.

7.2.3 Occupational segregation in the sample – employment

As Figure 19 shows the majority of respondents of this sample are unemployed or working as a part-time worker. The main reason, for these results, is the way of data collection primary across the young people at the university. The seconds biggest group are respondents, who are self-employed, 23 percent of respondents are entrepreneurs. Only 8 percent of respondents work full time in state sector or they are employed in private business. The age group 60 years old and above, represents the 4 percent of respondents who are in pension. In the sample, there are women on maternity leave, as well, and they represent 4 percent of the number of respondents.
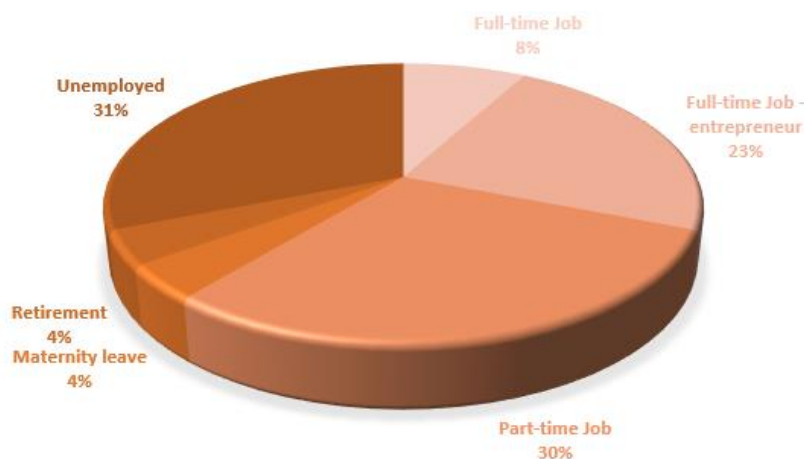
Figure 19: Occupational Segregation of Sample

Occupation segregation of women in this sample almost copies the trend of all sample. The majority of women of this sample are working part-time. The second biggest group are unemployed and 15 percent of women have their own business. Seven percent of asked women are now on maternity leave and 4 percent are already in retirement (see Figure 20).

Figure 20: Occupational Segregation of Women

The majority of men in this sample are unemployed and the second biggest group are entrepreneurs. Twenty percent of men are working part time and only 4 percent of asked men are working full time under state or private employer. Men in this sample (see Figure 21) do not represent the category Maternity Leave.
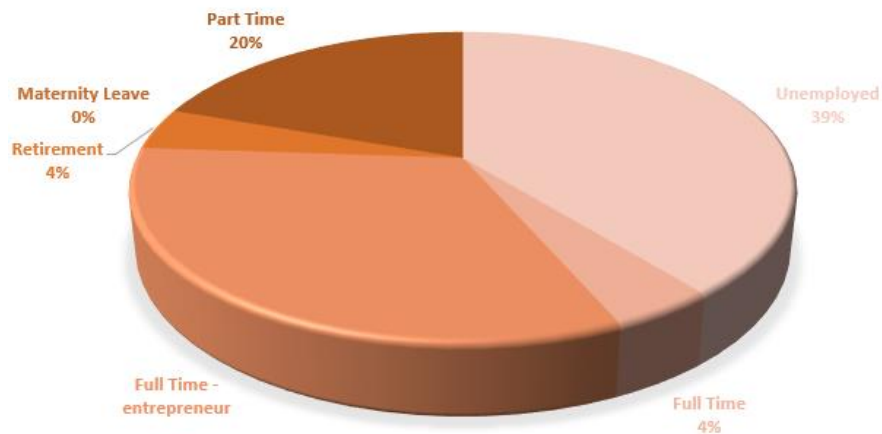
Figure 21: Occupational Segregation of Men

7.2.4 Occupational segregation in the sample – reasons for choosing a job
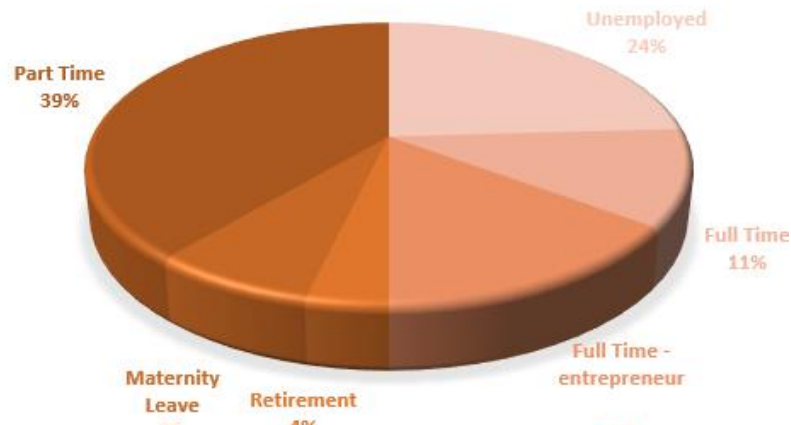
Respondents have answered the question, why they have chosen their job, very differently in terms of gender. As Figure 22 shows, women in this sample prefer choose job based on, how they like the job. They want to do, what they enjoy. The second biggest group of women do not know reasons, why they have chosen their current employment. Fifteen percent of asked women said, that they have chosen their current employment because of the good reputation of the occupation and only 9 percent said that the reason is salary.
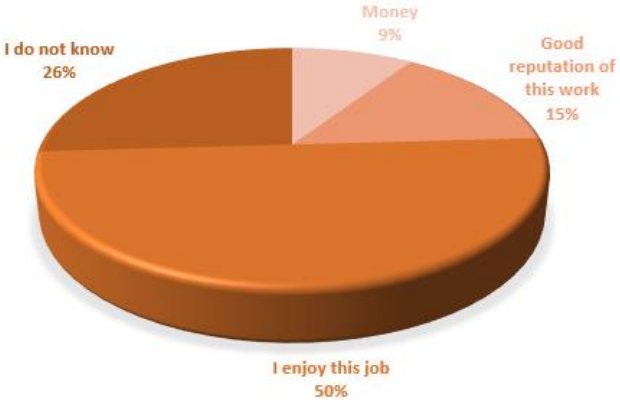
Figure 22: Reasons for choosing the current occupation according to women in this sample

In the case of men in this sample, the majority of respondents do not know why they have chosen their current occupation. One third of men said, that the reason is, that they enjoy their job and 20 percent of men admitted, that the reason is amount of monthly wage (see Figure 23).
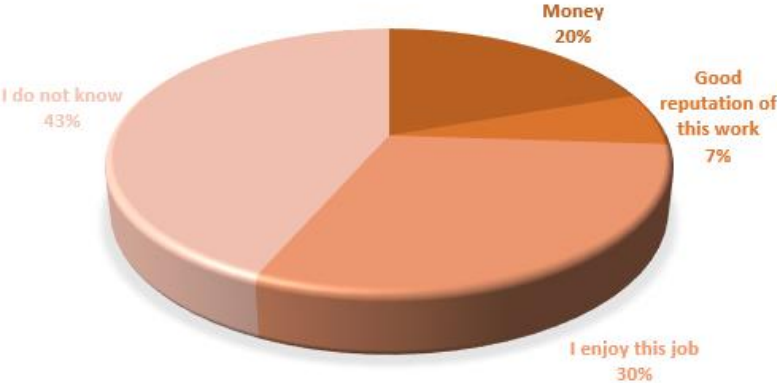
Figure 23: Reasons for choosing the current occupation according to Men in this sample

7.2.5 Monthly Wage

The amount of monthly wage was divided into 5 categories in this research, just to demonstrate the approximate salary of respondents. As results shows, the biggest group of respondents are in the category 10.000 CZK per month to 25.000 CZK. Second biggest number of respondents earn less than 5.000 CZK per month, and big number of students or unemployed respondents in this research may cause it. Twenty one percent of respondents are in the category between 5.000 CZK and 10.000 CZK per month and almost 20 percent earn between 25.000 CZK and 50.000 CZK per month. As a Figure 24 shows, eight percent of respondents have salary higher than 50.000 CZK per month.
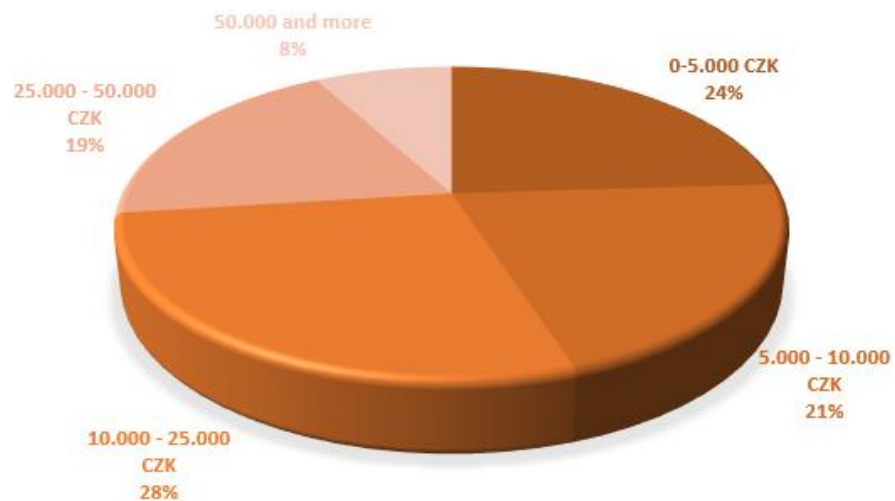
Figure 24: Monthly Wage

In the case of women in this sample, results show same trend like the whole sample. Almost one third of the number of women in this research earn between 10.000 CZK and 25.000 CZK. Twenty four percent of women in this sample are able to earn maximum 5.000 CZK per month. Twenty six percent of women respondents reach salary between 5.000 CZK and 10.000 CZK and seventeen percent said they monthly wage can reach to 50.000 CZK. Only 4 percent of asked women responded that their monthly wage is higher than 50.000 CZK per month.
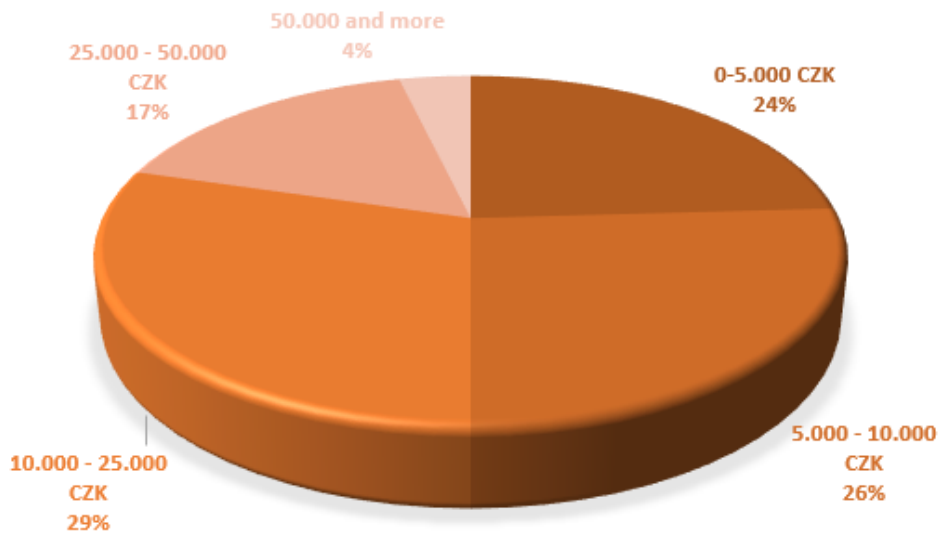
Figure 25: Monthly Wage of Women

Men respondents are much successful in this research than women. Over thirty-five percent of men earn more than 25.000 CZK. Whole 13 percent of men are able to reach the salary higher than 50.000 CZK per month. The rest of the respondent earn 25.000 CZK or less. Twenty-nine percent of respondents earn between 10.000 CZK and 25.000 CZK. Most probably, the unemployed respondents and students represent the category with lower earnings up to 5.000 CZK (see Figure 26).
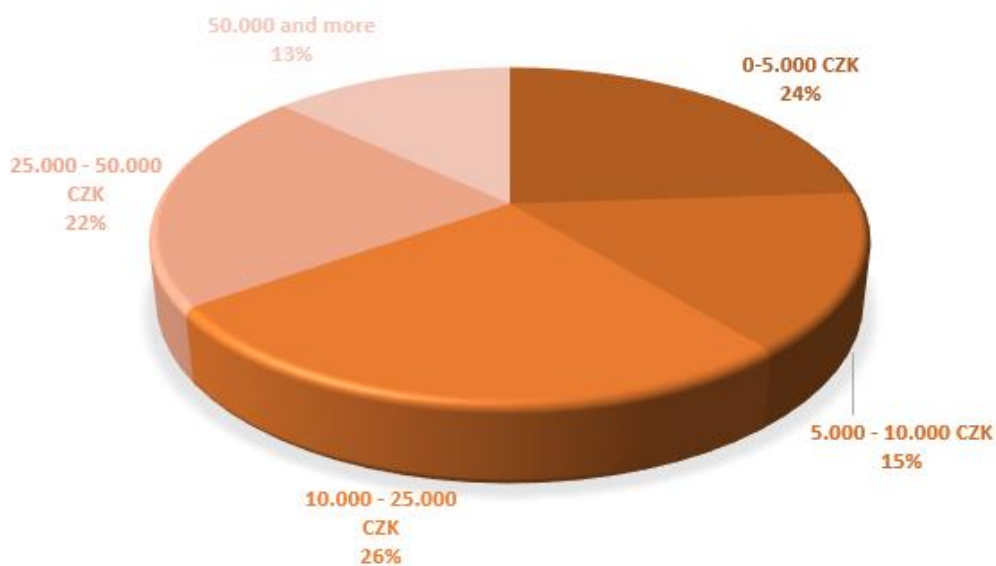
Figure 26: Monthly Wage of Men

Table 8: Women´s and men´s wages

Women			Men		
0	7300	39000	0	13000	11500
2500	9600	25000	4900	17800	20500
1600	11250	31200	3000	22000	13000
0	22300	39000	1500	49800	
980	25000	36400	0	32000	
2200	14800	7800	2000	29900	
3500	21540	5450	2500	45000	
0	18900	6900	4500	36000	
4200	15500	53500	3000	28500	
1500	11200	79500	1500	36500	
4800	17600	26500	0	40500	
0	19300	8200	9900	41000	
1900	23500		5500	29500	
6900	24000		7500	62000	
8900	10500		6500	96000	
9900	23500		9300	75000	
6300	17300		8100	51000	
5500	22500		5900	69000	
7800	31600		20500	24000	
5800	29800		21000	25000	
6300	27500		16500	12500	

Table 8 demonstrates the average salary for women and man in this research. As results show, the average women´s wages in this sample is much lower than average men´s wage.

Table 9: Average wages

Average Women	15620,74 CZK	Average Men	22546,67 CZK

Median for women´s wages is also much lower than median for men´s wages. The median is the value separating the higher half of a data from the lower half. For a data set, it may be thought of as the "middle" value.

Table 10: Median of wages

Median Women	10200 CZK	Median Men	16500 CZK

Analysis of maximum and minimum high of wage in this sample show, that the minimum for both gender is same and is represented by unemployed respondents or student in this sample. The maximum high of wage is higher in the case of men wages. The highest wage in men category was 96.000 CZK per month, in the case of women, the wage was 79.500 CZK, which is almost 20.000 CZK difference (see Table 10).

Table 11: MIN and MAX Wages

MAX Women	79500 CZK	MAX Men	96000 CZK
MIN Women	0 CZK	MIN Men	0 CZK

It is obvious that men´s wages are higher than women´s wages in this sample. To support these results, use this research 2 sample T test. Null hypothesis says that men´s wages are equal to women´s wages. Alternative hypothesis disprove the null hypothesis. For this test, we use only 45 of each respondents, to make sure two testing samples have the same size.

Table 12: t-Test: Two -Sample

t-Test: Two-Sample Assuming Unequal Variances		
	Women	*Men*
Mean	12894,888 89	22546,666 67
Variance	11047425 7,4	49770390 9,1
Observations	45	45
Hypothesized Mean Difference	0	
Df	63	
t Stat	- 2,6254161 9	
P(T<=t) (1)	0,0054244 22	
t krit (1)	1,6694022 22	
P(T<=t) (2)	0,0108488 45	
t krit (2)	1,9983405 43	

P-Value is lower than 0,05 (Significance test P-Value) so the Null Hypothesis, saying men´s and women´s wages are equal, can be rejected. Alternative hypothesis is accepted, so this results support the claim, that there is a different between women´s and men´s wages.

8 Discussion

This chapter provides summarising of the research including statement of main aims and objectives. The overall purpose of this dissertation work is approach and understand the concept Gender Pay Gap in general, and provide a reader deeper information about this issue in the Czech Republic.

First Aim

To define and critically evaluate the concept of Gender Pay Gap in general using academic literature and key authors of this topic. Identification of main reasons of the Gender Pay Gap (latter GPG) according to the author of the work.

The concept of Gender Pay Gap is well known in the scientific spheres and within the general public. The background of this concept was described in the introduction of this dissertation work. Gender inequality is problem, which is not new for our world. Unfortunately, there are still many people, who ignore this fact. In the field of labor market, it is about giving women equal opportunities in access to employment, vocational training, promotion and working conditions. For the same job or work, women should receive an equivalent reward as men

Due to many resources was not a problem to find lot of information related to this topic. The concept of equal opportunities in employment is closely linked to the concept of equal treatment, which means the requirement for employers to treat women equally as men.

The very concept of Gender Pay Gap, from scientific point of view, was described in the literature review, in subchapter; what is Gender Pay Gap. Which is the difference between men´s and women´s pay, based on the average difference in gross hourly earnings of all employees and often for doing the same work.

The main reason of the GPG, according to author of this work, where described and as results show, some of them are not demonstrably reasons for Gender Pay Gap. Education seems like the field on which women dominate

over the men, but they still get jobs with lower positions and average lower wage.

Second Aim

To describe the history of Gender Pay Gap in the Czech Republic before 1991, when the Czech Republic, together with Slovakia constituted one country – Czechoslovakia. In addition, how entry into the European Union influenced the Gender Pay Gap in the Czech Republic in 2004.

History of the Czech Republic is very important in the development of Gender Pay Gap in the country. It is not so long ago when the Communist regime was in the Czech Republic and as research showed, it slightly left some consequences on the development of Gender Pay Gap in this country. How research showed, the Czech Republic has not always been so far behind other countries in promoting gender equality like today.

Huge political change, joining the European Union, influenced the Gender Pay Gap in the Czech Republic, but it make things better, due to the same law regulations. Moreover, issue of Gender Pay Gap continuously remains and despite same European law, there are differences in height of GPG within the European countries.

There were no problems with finding some main information about the history of the Gender Pay Gap and inequality between women and men, but not in depth. There are lack of data and information from the past of the Czech Republic, for example from communism era and there were difficulties with finding further information about this issue during war and post-war period.

Third Aim

To analyse Gender Pay Gap in the Czech Republic, including the information on the composition of the population, education, occupational segregation and family life of the citizens of the Czech Republic.

Data from the Statistical Office of the Czech Republic are used in this section. Data contain information about composition of the population of the Czech Republic, the gender and age groups.

These data, located in third chapter, show preview on the situation on the labour market, providing data about number of employed and unemployed people in the Czech Republic and occupational segregation according gender or age. Unemployment rate in the Czech Republic is low, within a European Union average, so it has almost no influence on the results of Gender Pay Gap analysis. Czech Statistical Office provide data, about situation on the labour market and gender statistic, every year and published them on their official web sites so there where no problem get the data.

In Literature Review chapter, can be found overview of Czech education and statistic about numbers of educated women and men. It may be very surprising to see, that in last years, it was women, who dominate the higher education and leave the universities in higher numbers than men.

After this finding, the occupation segregation, in the terms of Gender Pay Gap, became the main object of analysis and the most likely reason for wage gap between women and men. As results of analysis showed, women tent to choose the job in terms, if the job bring them joy or based on the prestige and reputation of this occupation, on the other hand, men tent to choose their occupation based on power and higher wage.

Analysis of family life, confirmed that maternity leave is one of the reasons for Gender Pay Gap in the Czech Republic because significant number of families choose to send to maternity leave mother instead of father. This trend slows women in their careers and sometimes stops their career completely. Only fragment of women are able to combine their family responsibilities with part-time job, while men continue with their carriers and consolidate their place in the labour market. In this period of life rise differences between pay scales of women and men.

Fourth Aim

To compare Gender Pay Gap within the European Union and States of the European Union.

The analysis of data, from Eurostat, showed that the Czech Republic is above the European average in terms of Gender Pay Gap. Actually, the Gender Pay Gap in the Czech Republic is one of the highest in the Europa. The average unadjusted gender pay gap in the European Union today is 16.3 percent and the unadjusted gender pay gap in the Czech Republic is 22.5 percent, which is the second highest within the European Union.

Fifth Aim

Are men´s wages equal to women´s wages?

Analysis of primary data from respondents from the Czech Republic showed, that there is a different between men´s and women´s wage. The different in wage sis obvious at first sight. The average men´s wage is about 7.000 CZK higher than average women´s wage in this sample. After a more detailed analysis, it was proved that the women´s and men´s wages in the Czech Republic are unequal.

Sixth Aim

How education influence the Gender Pay Gap? Do graduates women earn less money than graduates men?

After finding that in last years, there are more women with university degree than men with this level of education, the subject of the investigation has become how the height of monthly wage depends on the reached education. Data analysis showed, that there is relation between these two and that the monthly wage is influenced by level of education.

Seventh Aim

How much do people in the Czech Republic know about the Gender Pay Gap?

Research has also focused on awareness of the issue of the Gender Pay Gap in generous in the Czech Republic. Results were surprising, because only 62 percent of respondents have heard about the Gender Pay Gap but more than a half of them was not certain sure, what concept of Gender Pay Gap is about. A quarter of respondents did not know what this term means at all, the same number as respondents, who did exactly know what this issue means.

It is disturbing that, that only a small number of respondents are familiar with this kind of issue. This ignorance and lack of information, within public and young people, can lead to deepen the differences between women´s and men´s wage and cause gender unequal treatment in the labour market and other work and personal spheres.

9 Conclusion and Recommendations

The purpose of this chapter is to summarise the whole research in this dissertation work and suggest some recommendations. Recommendations were developed from the analysis of secondary or primary data and their conclusions.

The purpose of this research was to analyse the Gender Pay Gap in the Czech Republic and all issues connected with this phenomenon. For better understanding was necessary to determinate what Gender Pay Gap means and how it is connected to economic situation in the country. To fulfil this objective it was necessary to focus on statistical data of the population of the Czech Republic and focus on gender statistic. Than move to the most common reasons of a gap and accurately analyse them using data from the Czech Statistical Office.

9.1 Conclusion

The Gender Pay Gap was and is issue in the Czech Republic. Analysis of the history of inequality between women and men and gender pay gap, during the years, showed that this phenomenon persist. Despite all efforts to get rid of this phenomenon or reduce the gap, the unequal treatment between women and men on the labour market still remains the issue in the Czech Republic and even worldwide.

According to Czech Statistical office and Eurostat the gender pay gap in the Czech Republic is about 23 percent, which is one of the highest in the Europa. To prove that the theory is right, simple test on the respondents sample was made, and confirmed that there is a different in the men´ and women´s wages. Test showed that the wages of tested sample are not equal and confirmed the data from the Czech Statistical Office.

Detailed analysis of the most common reasons of the gender pay gap in the Czech Republic, which are education, different occupational choices or different family life, showed that the results of the analysis, most of the time, agree with expert opinions and key literature on this subject.

Analysis of education in the Czech Republic was one exception in which results did not meet the key authors. According to literature, gender pay Gap is cause by different level of education of women and men. However, in the Czech Republic are more high-educated women than men. Despite this fact, there are still pay gap between these two genders so analysis focused on rest most common reasons of gender pay gap.

Occupational choice analysis, of research sample, showed that there is connection between choice of the occupation of women and men and height of wage. Women tent to choose the different jobs than men, mostly based on the reputation and prestige of this work. Unfortunately, these jobs are mostly not so they are not so well paid. On the other hand, men tent to choose occupation based on power and salary evaluation. The analysis of occupational choice confirmed the theory from key authors, and confirm that occupational segregation and occupational choice, is one of the most important reasons for gender pay gap.

Analysis of family life proved that the gap could be caused by a different ways to spend a leisure time between men and women. Women, most of the time, carry out the responsibility for running the household and take care of family members. For these reasons, women do not have enough time to build a career. The biggest cause of the gap between women and men, in terms of different family life, is the maternity leave. In the Czech Republic the majority of parents, who leave for maternity leave, are women. It is not often for men to leave for maternity leave. Another reason is that the maternity leave could be up to three years long, so women leave their jobs for a long time, and here comes the wage gap.

9.2 Recommendations

There are just a couple of recommendations, which could help to improve the situation of the Gender Pay Gap in the Czech Republic.

- According to results of the analysis of awareness about the issue of gender pay gap, majority of sample have not heard about the issue at all or do not know exactly what gender pay gap means. Recommendations is to raise awareness of this issue and encourage the young women on their way to their dream career.

- Another recommendation is try to convince more men to leave for maternity leave. In another European country is usual that men leave for maternity leave and in Scandinavian, it is even ordered by law. Not only that will strengthen family relationships, but it will also help women with getting their dream career and improving their place on the labor market.

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11 Appendixes

11.1 Appendix 1- Ethical statement

In order to prevent deformation and consequent difficulty in reading, Ethical statement follows on next three pages.

THE UNIVERSITY OF HUDDERSFIELD
Business School

STUDENT PROJECT / DISSERTATION ETHICAL REVIEW FORM

APPLICABLE TO ALL UNDERGRADUATE AND POSTGRADUATE PROGRAMMES

**Please complete and return via email to your Project / Dissertation Supervisor along with the required documents
(shown below)**

SECTION A: TO BE COMPLETED BY THE STUDENT

Before completing this section please refer to the Business School Research Ethics web pages which can be found at xxxx. Students should consult the appropriate ethical guidelines. The student's supervisor is responsible for advising the student on appropriate professional judgement in this review.

Please ensure that the statements in Section C are completed by the student and supervisor prior to submission.

Project Title:	Gender Pay Gap in the Czech Republic
Student:	Barbora Kaplová
Student number:	U177210
Course:	BA(hons) International Business (Top-up)
Supervisor:	John Lever
Project start date	1.1.2018

SECTION B: PROJECT OUTLINE (TO BE COMPLETED IN FULL BY THE STUDENT)

Issue	Please provide sufficient detail for your supervisor to assess strategies used to address ethical issues in the research proposal
Aim / objectives of the study These need to be clearly stated and in accord with the title of the study. (Sensitive subject areas which might involve distress to the participants will be referred to the Course Approval Panel).	1. To define and critically evaluate the concept of Gender Pay Gap 2. To describe the history of Gender Pay Gap in the Czech Republic 3. To analyse Gender Pay Gap in the Czech Republic 4. To compare Gender Pay Gap in the Czech Republic within the European Union 5. To prove that women in the Czech Republic really earn less money than men 6. Prove if education influence the Gender Pay Gap? 7. How much do people in the Czech Republic know about the Gender Pay Gap?
Brief overview of research methodology The methodology only needs to be explained in sufficient detail to show the approach used (e.g. survey) and explain the research methods to be used during the study.	Research methodology in this dissertation is survey and primary data were collected by questionnaire created by author.
Does your study require any permissions for study? If so, please give details	NO
Participants Please outline who will participate in your research. If your research involves vulnerable groups (e.g. children, adults with learning disabilities), it must be referred to the Course Assessment Panel.	Anonymous respondents living in the Czech Republic participated in this survey.
Access to participants Please give details about how participants will be identified and contacted.	Respondents were contacted online. Using Facebook page.
Informed consent. Please explain how you will inform your participants about the study and whether they will be in	Respondents were informed about the whole research and survey before filling out the questions.

a position to give informed consent	
Right to withdraw Please identify whether you are offering your participants a right to withdraw from the study and/or to withdraw their data from the study and how this will take place. If you are not offering a right to withdraw, please explain why.	Questionnaire is anonymous. Respondents have a right to withdraw but it is not necessary, because they attending anonymously.
How will your data be recorded and stored?	Using the web site Survio.com
Confidentiality Please outline the level of confidentiality you will offer respondents and how this will be respected. You should also outline about who will have access to the data and how it will be stored. (This should be included on information sheet.)	Respondents are aware that the questionnaire is for study purposes. They are also informed that the work is free to read for them.
Anonymity Do you intend to offer anonymity? If so, please indicate how this will be achieved.	Questionnaire is anonymous. There are no names is the questionnaire.
To what extent could the research induce psychological stress or anxiety, cause harm or negative consequences for the participants (beyond the risks encountered in normal life). If more than minimal risk, you should outline what support there will be for participants.	The survey is not psychologically demanding.
Does the project include any security sensitive information? Please explain how processing of all security sensitive information will be in full compliance with the "Oversight of security - sensitive research material in UK universities: guidance (October 2012)" (Universities UK, recommended by the Association of Chief Police Officers)	NO

SECTION C – SUMMARY OF ETHICAL ISSUES (TO BE COMPLETED BY THE STUDENT)

Please give a summary of the ethical issues and any action that will be taken to address the issue(s).

Student approval form (E1)

SECTION D – ADDITIONAL DOCUMENTS CHECKLIST (TO BE COMPLETED BY THE STUDENT)

You must supply to your supervisors final copies of all relevant supporting documentation electronically. If this is not available electronically, please provide explanation and supply hard copy

I have included the following documents

Information sheet	Yes ☐	Not applicable ☐	
Consent form	Yes ☐	Not applicable ☐	
Letters	Yes ☐	Not applicable ☐	
Questionnaire	Yes ☐	Not applicable ☐	
Interview schedule	Yes ☐	Not applicable ☐	

SECTION E – STATEMENT BY STUDENT

I confirm that the information I have given in this form on ethical issues is correct. (Electronic signature is acceptable if sent via University email account)

Barbora Kaplová   27.4.2018

Signature: _____   Date: _____

SECTION F: SUPERVISOR RECOMMENDATION ON THE PROJECT'S ETHICAL STATUS

Having satisfied myself of the accuracy of the project's ethical statement and the supporting documents, I believe that the appropriate action is:

Approve	
Approve subject to recommendations [please specify]	
Approve subject to conditions [please specify]	
The project proposal needs further assessment by a representative of the Business School Research Ethics Committee	
The project needs to be returned to the student for modification prior to further action (details of required modifications must be provided)	
Reject	

Supervisor signature

All documentation must be submitted according to the instructions in your Course / Module handbook.