



Gender occupational segregation today: Essentialism and nativity at work



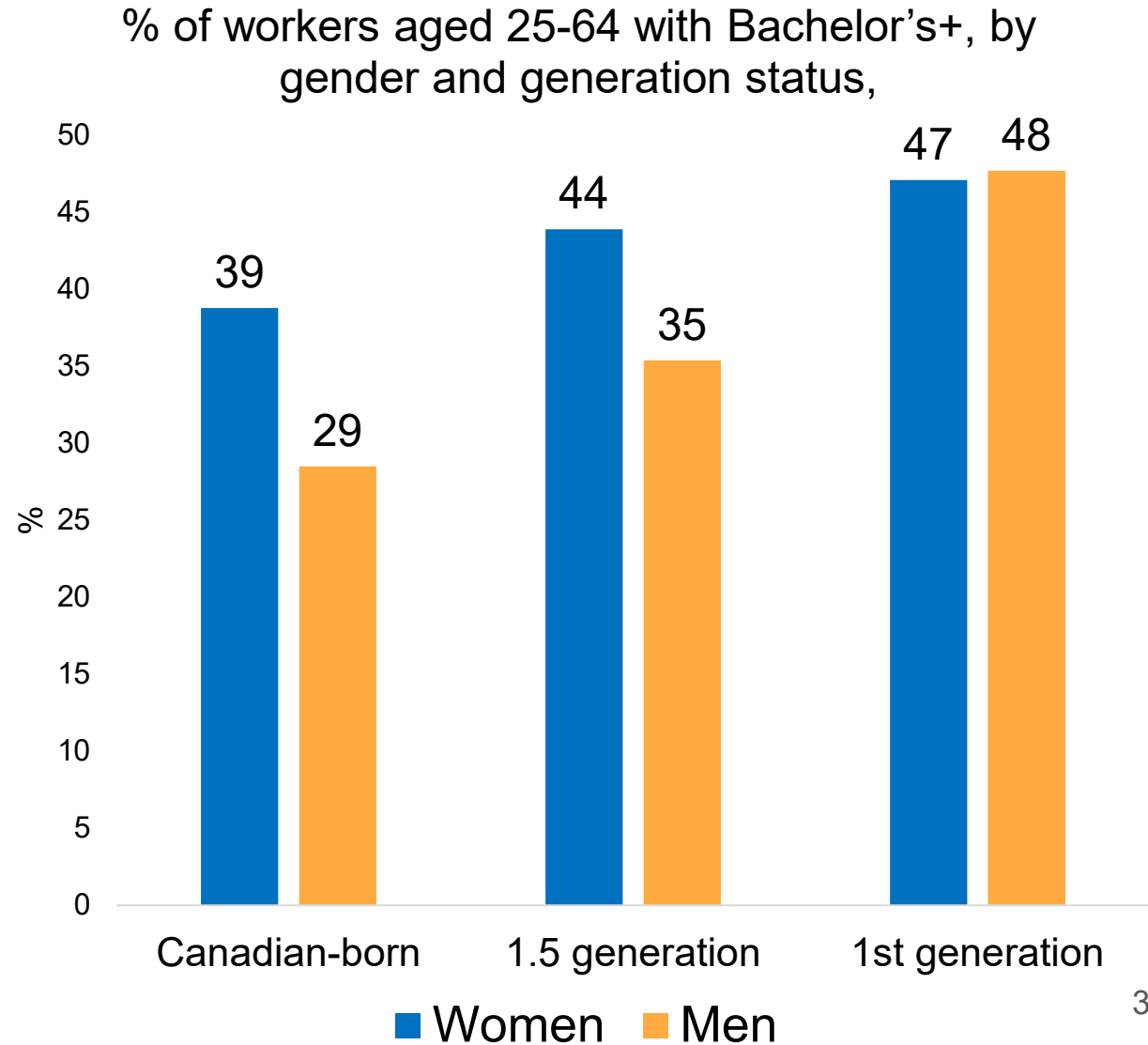
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Gender essentialism and occupational segregation

- Gender essentialism as a cause of gender occupational segregation (Anker 1997)
 - Supply-side explanation
 - Demand-side explanation
- Quantitative research (Baker & Cornelson 2018; Block 2023; Levanon & Grusky 2016)
 - Essentialist occupational traits (O*Net)
- Limited research on varied impact of gender essentialism by nativity, education

Roles of nativity and education

- Immigrants in Canada are highly educated
- 1.5 gen – similar to CB
- 1st gen – gender parity
- Stalling gender occupational desegregation
- Gender-class interaction (England 2024)



Research questions

1. Do impacts of gender essentialism on gender occupational segregation vary by generation status?
2. Do impacts of gender essentialism on gender occupational segregation differ between workers with and without university degrees?

Methods

- **Data**

- 2016 Census
- O*Net version 22.1



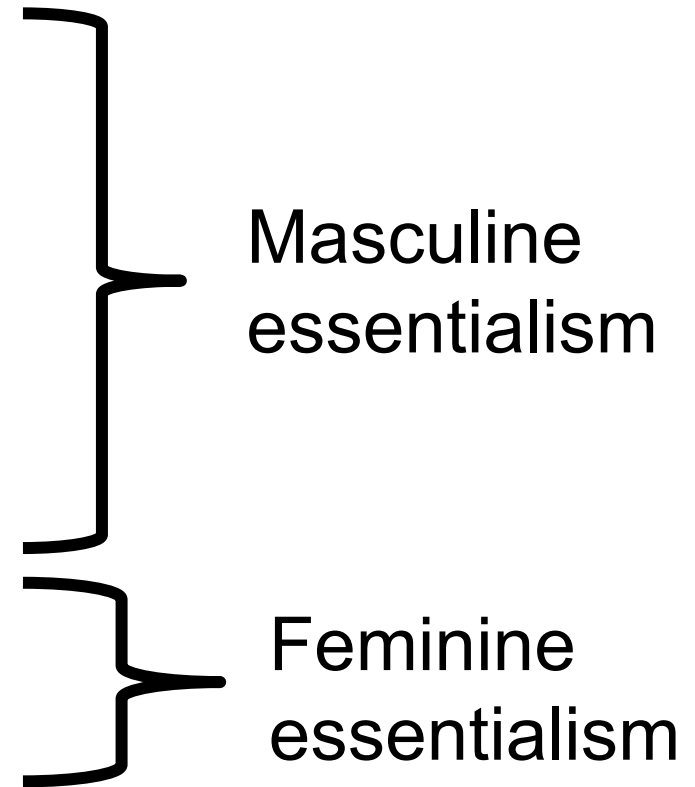
O*Net-SOC to NOC2016
crosswalk (Singh 2022)

- **Sample**

- 4-digit NOC2016 (480 occupations) for
 - Women and men aged 25-64 in Central Metropolitan Areas (CMAs)
- Canadian-born, 1.5 generation (immigrated before age 18), 1st generation (immigrated aged 18+)
- With/ without Bachelor's

Measures of gender essentialism

- O*Net, factor analysis (Levanon & Grusky 2016)
 1. Manual, technical, and fine motor skills
 2. Problem solving, directing work
 3. Robustness
 4. Mathematical skills
 5. Strength
 6. Authority
 7. Sociability
 8. **Emotional labor** (Singh & Glavin 2017)



Analytical technique

1) Index of Dissimilarity (Duncan and Duncan 1965)

$$DI = 0.5 \times \sum_j |f_j - m_j|$$

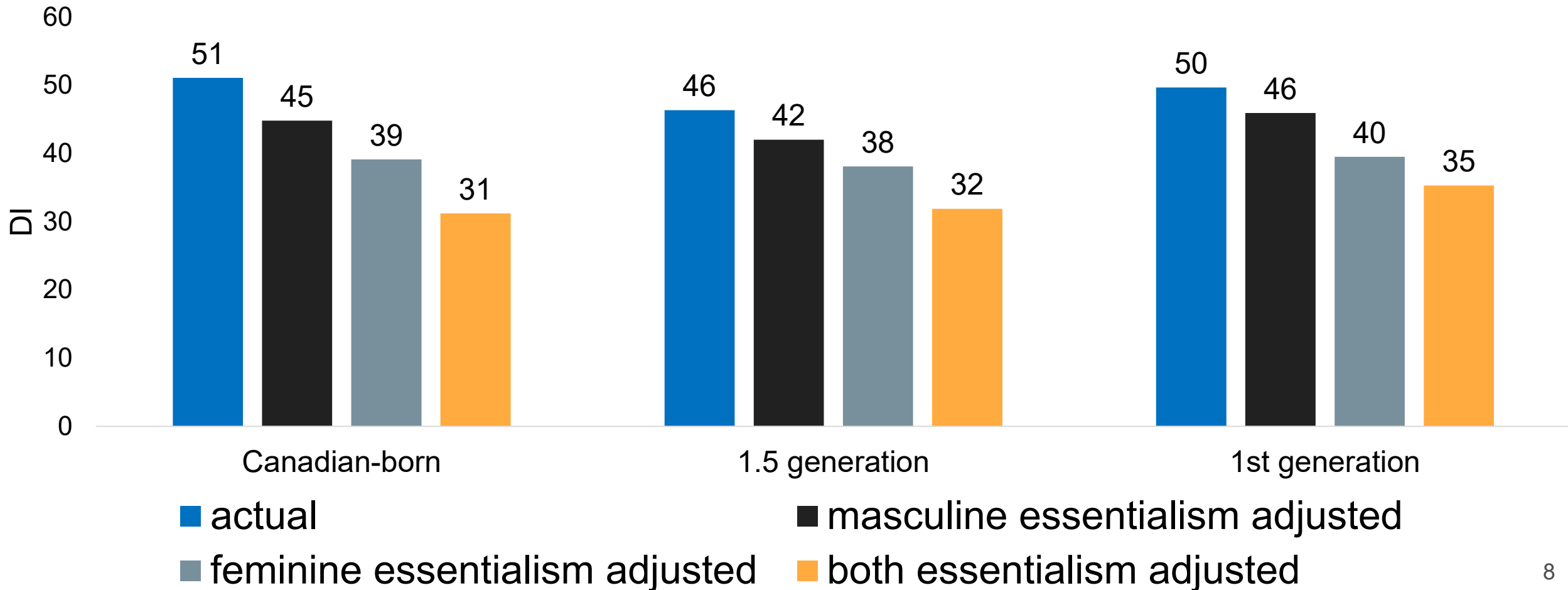
f_j, m_j : proportion of women, men in occupation j

2) Regression approach (Baker and Cornelson 2018)

- Regress gendered selection into occupation j on essentialist dimensions
- Actual DI – Adjusted DI (for essentialism) = Effect of essentialist dimension

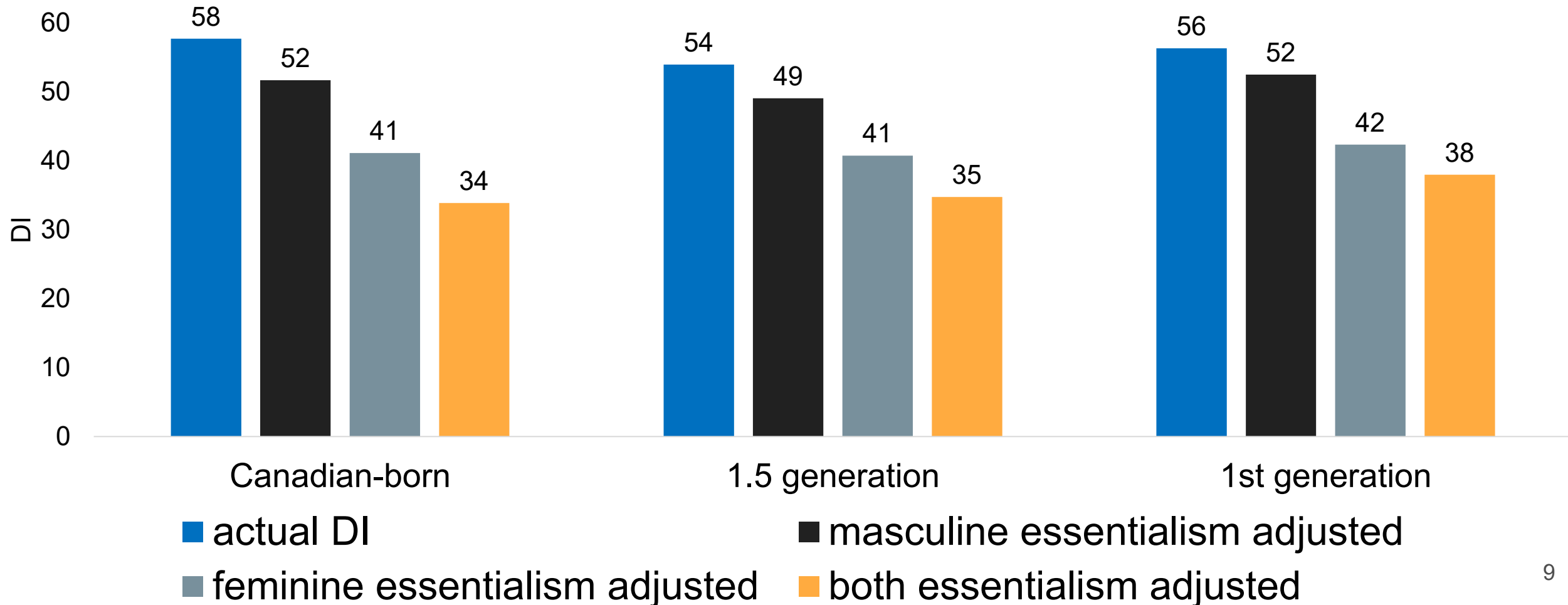
RQ1. Feminine essentialism explains gender occupational segregation more, especially for Canadian-born

DI, actual and adjusted for occupational selection on essentialist job characteristics



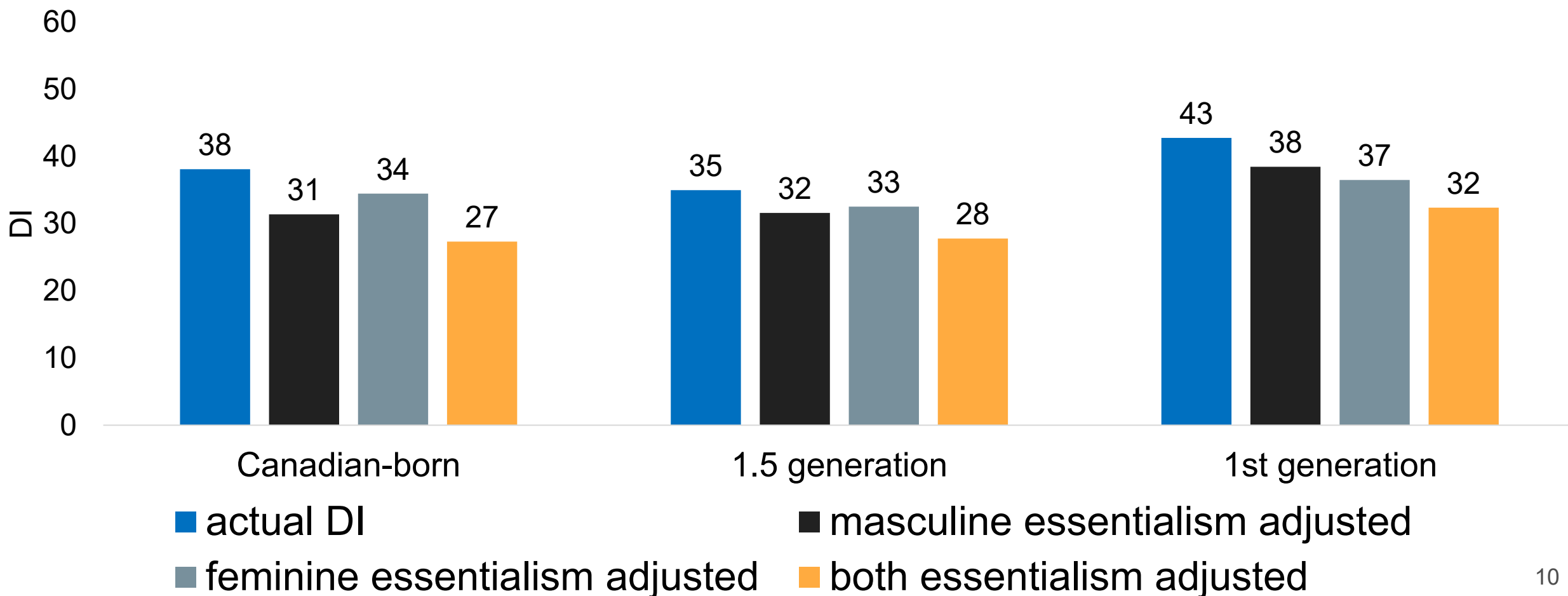
RQ2. Much of higher gender occupational segregation of less educated workers is explained by gender essentialism

DI, actual and adjusted for occupational selection on essentialist job characteristics for workers without Bachelor's degrees



Masculine essentialism explains gender occupational segregation of highly educated more

DI, actual and adjusted for occupational selection on essentialist job characteristics for workers with Bachelor's degrees



Conclusion & discussion

- “Classed” masculine essentialism
 - Less educated men: blue-collar masculine essentialist occ
 - Highly educated men: broad masculine essentialist occ
- Highly educated 1st generation immigrants as anomaly
 - Feminine essentialism > masculine essentialism
 - “assimilation” to working class?



Thank you!

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<https://occupationalsegregation.artsci.utoronto.ca/>

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Regression approach

$$\ln \left(\frac{\frac{m_j}{1-m_j}}{\frac{f_j}{1-f_j}} \right) = \alpha + \beta S_j + \varepsilon_j$$

f_j : proportion of women in occupation j

m_j : proportion of men in occupation j

S_j : 8 essentialist dimensions

Essentialist dimensions

- **Manual, technical, and fine motor skills:** Handling and Moving Objects; Controlling Machines and Processes; Manual dexterity; Exposed to hazardous conditions; Finger dexterity; Equipment selection; installation; Equipment maintenance; Repairing; Maintaining mechanical equipment; Maintaining electronic equipment
- **problem solving, directing work:** Critical thinking; Judgment and decision making; Systems analysis; Systems evaluation; Making decisions and solving problems; Management of personnel resources; Coordinating work of others; Developing and building teams; Guiding, direction, motivating subordinates; Coaching and developing others; Coordinating or leading others
- **Robustness:** Operating Vehicles, Mechanized Devices, or Equipment; outdoors or exposed to weather; Noise levels are distracting; Very hot or cold temperatures; Extremely bright or inadequate lighting; Exposed to whole body Vibration; Exposed to high places; Exposed to hazardous equipment

Essentialist dimensions (continued)

- **Mathematical skills:** Mathematical reasoning; Number facility; mathematics (Entry requirement for using mathematics to solve problems); Processing information
- **Strength:** Performing general physical activities; explosive strength; dynamic strength; trunk strength; static strength
- **Authority:** Freedom to make decisions; Structured vs unstructured work
- **Sociability:** Concern for Others; Relationships; Assisting and caring for others; social orientation (9 work styles); Cooperation; Self Control
- **Emotional labor:** service orientation; Contact with others; Working directly with the public; Social perceptiveness; Deal With External Customers; Deal With Unpleasant or Angry People; Frequency of Conflict Situations