

**SOCIALIZATION FACTORS AND CAREER ASPIRATIONS OF FEMALE AND MALE STUDENTS:  
A COMPARATIVE STUDY OF STUDENTS AT DAWSON COLLEGE, MONTREAL**

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## ABSTRACT

This thesis studied the question of differential socialization and its influence on the career aspirations of male and female CEGEP students. This was done by examining a) the biographical information of male and female students at Dawson College in Montreal, this also included the educational background of their parents, b) it explored the development of attitudes of the students which could influence their choice of career, c) it looked at their high school background, d) lastly, it focused on their career aspirations.

The method employed was the distribution of questionnaires during a portion of the student's regular class time. The responses indicated the following major results: although the male and female students were unequally distributed, there still was no major indication of differential socialization. Parents, teachers, guidance counsellors and peers, were influential in their choice of careers. Although a small number of both males and females chose "professional" status, no females chose the professions of engineers or doctors, that is they opted in general for the "traditional" occupations of teachers, nurses and secretaries, rather than for the "non-traditional" ones. Female role models in the lives of female students, particularly mothers, still played a major role in their choice of career.

Analysis of the data on socialization of the students revealed that in general, the female students were encouraged to pursue a career rather than to further their education.

## RESUME

Cette thèse s'est penchée sur la question des différences de socialisation entre les étudiants de sexe masculin et féminin et l'influence que cela pourrait avoir sur leurs aspirations de carrière. Elle a donc examiné l'information biographique des étudiants de sexe masculin et celle des étudiantes de sexe féminin au Collège Dawson à Montréal, incluant aussi les études faites par leurs parents. La thèse a exploré la formation des attitudes chez les étudiants et comment celles-ci pourraient influencer leur choix de carrière. Finalement, cette poursuite a examiné leurs études au secondaire et se centra sur leurs aspirations de carrière.

La recherche a été faite en utilisant la méthode de distribution d'un questionnaire lors d'une partie de leur heure de cours. Les réponses ont indiqué les résultats suivants: malgré que les étudiants du sexe masculin et celles du sexe féminin ni étaient pas également répartis, il n'y avait quand même pas une indication de grande différence quant à leur socialisation. Les parents, les professeurs, les conseillers et les pareils avaient tous eu une influence sur leur désir de carrière.

Malgré qu'un petit nombre d'étudiants des deux sexes, a indiqué le choix vers une voie "professionnelle", aucune étudiante n'a indiqué le choix de la profession d'ingénieur ou celle de médecin. Par contre, elles ont en général opté pour les occupations "traditionnelles" de professeur, infirmière et de secrétaire, plutôt que pour les professions "non-traditionnelles."

Il semble que les modèles de sexe féminin, surtout les mères, ont exercé une grande influence sur le choix de carrière des étudiantes de sexe féminin.

L'analyse des données sur la socialisation des étudiants a révélé qu'en général, les étudiantes de sexe féminin ont été encouragées de poursuivre une carrière qui les mènerait à l'emploi, plutôt que d'avancer dans leurs études.

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CHAPTER 1

## CHAPTER I

### INTRODUCTION

In the 1980's, trends are beginning to show that educators may be facing a new breed of young people, one which is different from its predecessor of the sixties and seventies.

Years after the impact of Simone de Beauvoir's The Second Sex (1974), Margaret Mead's Male and Female (1967), and countless other contributions from many fields of study on the past and present conditions of women, the question arises as to whether or not the female is truly aware of her possible contributions to society in a variety of fields. Is she helping to shape her future with choices that are her own or does she continue to lower her aspirations because of her socialization?

One of the many myths that have existed is that most women of past and present generations opt for marriage instead of a career by choice. The question then arises as to whether or not women do in fact have to choose or are they simply resigned to their assigned fate of one or the other?

Several studies have noted that although men and women do not differ significantly in intellectual or in aptitudinal capacity (Killian, 1971:30; Ambert, 1976:98), in terms of career, they do not reach the same place in society. Several possible reasons have been identified as to why this is happening, namely economic, sociological, psychological, political and cultural factors.

On the surface it may appear as if the problem is no different for women than it is for men: precious few people of either gender will ever rise to the top of the economy. But the story for women - is different. Studies have shown consistently that while IQ bears a fairly close relationship to accomplishment among men, it bears essentially no relationship at all to accomplishment among women (Dowling, 1981:41).

This study focuses on socialization as a significant cause of the problem. Socialization is the process whereby children acquire a set of attitudes, values and patterns of response and it is a significant activity of the educational system. There are four main vehicles of socialization in our society: the family, the school system, the peer group and the media. The family is the cradle of sex role socialization, but our education system reinforces boundaries, and role perceptions developed in school limit women's career aspirations in their adult lives.

The term aspiration in this paper is defined as the possible goal or vision individuals set for themselves, which in turn influences their performance in their choice of career. The evidence presented will indicate that because women are socialized differently, they have lower aspirations. As a result of this process, society is under-using half of its population. However, the economic and the social structures are in the process of changing. More than a third of the Canadian labor force is represented by women, the majority of whom occupy low paying and low status service jobs. (Statistics Canada: 1981) Because of changing conditions and needs, structural changes are essential. In addition, there must be attitudinal changes within the individuals themselves, so that structural changes can be meaningful.

Since women have been socialized differently, they reach college level with lower career aspirations than do their male counterparts. It is therefore, imperative that educators at that level, the threshold of higher education, realize the importance of the influence they can have upon their students. Much of the damage that has been perpetrated as far as women's self-concept, their fears, their behavior, their social relationships, their aspirations and their achievements needs to be undone.

The teachers' role is a most significant one in that they can often inspire young women to broaden their horizon and they can encourage them to either pursue their dreams or help shape them. These efforts will hopefully be aimed at preventing some of the problems women face much later on in life when some of them return to school as "mature" students. It is essential that young women are well prepared to face the future they choose so that when they decide to pursue their interests they do so not because they are frustrated, defeated, vulnerable and so afraid to fail because they once feared to succeed.

"Mature" students in this paper, refers to women in their mid-thirties to their mid-fifties who have raised a family and who have decided to return to school.

Success for every individual is very much dependent on the existence of equal educational opportunities for both male and female students. Achievement is certainly possible in our society if women are encouraged to aspire beyond marriage and family. A female historian aptly stated in her autobiographical sketch: "If there is any moral to be drawn from my experience

I suppose it is: when somebody opens a door, don't just stand there, walk through it." (Astin, 1969:126).

#### THEORETICAL BACKGROUND

The theoretical base for this research is the concept of differential socialization.

The family, the school system, the peer group, and the mass media are the most important agents of socialization which shape the personalities, expectations, and attitudes of the sexes in a dichotomizing pattern, thus unwittingly contributing to deprive each half of the humanity of the positive human traits that are developed in the other as well as to deprive each of the life alternatives of the other. (Ambert, 176:85).

This differential socialization has a much more significantly negative effect on women's development of their potential. As a consequence of this societal dichotomy, women have developed a "fear of success" which in turn has lowered their career aspirations.

The "fear of success" (FOS) is a phenomenon developed by Matina Horner and defined as:

The presence or anticipation of negative consequences or effect because of the success, including fear of being socially rejected, fear of losing one's friends or one's eligibility as a date or marriage partner, and fear of becoming isolated, lonely, or unhappy as a result of success. (Horner, 1972:63).

The consequences of this fear, Horner points out, is that it will create doubt about one's femininity and feelings of despair and guilt should one succeed. Often, a woman will seek refuge behind a barrier she herself has erected by saying it is impossible for her to succeed. She will also feel hostile and confused. In addition, when faced with a conflict between her feminine image and the expression of her competences of the development of her abilities and interests, she will adjust her behavior to her internalized sex role stereotypes as do most otherwise achievement motivated young white women (Horner, 1972:67).

While Matina Horner's concept had been widely accepted in the decade following the publication of her work, more recently her thesis has been challenged. In his reanalysis of Horner's findings, David Tresemer states that "Women (and men) who are not particularly achievement oriented in the first place might be more vulnerable to the negative effects of FOS in an arousing testing setting." He suggests that achievement motivation, particularly the need for achievement, is the important construct rather than the "fear of success." (Tresemer, 1976:872). According to Tresemer therefore, both women and men who lack ambition are likely to be more susceptible to the FOS theory.

Whether FOS affects males and females alike, this study questions the sex-role socialization and career guidance of male and female students which might ultimately result in differences in career aspirations.

## HYPOTHESIS

The hypothesis of this study therefore, can be stated as follows:

Because of differential socialization and education, the career aspirations of female CEGEP students will be lower in comparison to the male CEGEP students.

## SIGNIFICANCE OF THE STUDY

The objective of this paper has been to examine a sample of young college men and women in order to compare their career aspirations so as to discover if any differences exist, and should they exist, to examine socialization practices as a cause for this difference.

The research will help us to establish whether or not female CEGEP students have lowered their levels of career aspirations because they have been encouraged and taught to do so.

This study can thus be significant in many ways:

1. Data accumulated on a particular sample of anglophone male and female CEGEP students in Montreal, Quebec, will provide relevant information for curriculum planning and for the reevaluation of the support systems that exist presently for the students at that level.
2. In examining young people who are making decisions about their careers, educators can assist their students at a significant time in their lives.
3. The study will provide much needed data on college men and women in Canada.

4. Lastly, because education is a life-long process, it is a particularly significant time for educators to influence the adults of tomorrow. It is here that some of the seeds for behavioral and attitudinal changes in our society can still be sown.

#### REVIEW OF LITERATURE

Several fields of study, such as sociology, psychology, anthropology, education and literature, focus on aspects of socialization and education which influence the career aspirations of both male and female college students. These varied contributions help to enlighten our understanding of the concepts of socialization, education, aspiration and achievement which are relevant to this research.

The literature reviewed has been centered around the following themes:

- 1) the identification of barriers in career choices;
- 2) the implications of sex-role definitions in education and socialization;
- 3) success and achievement of females.

In her article entitled "Sex Differences in Intellectual Functioning", Eleanor Maccoby refers to a study by Coleman of high school girls in which he suggests that girls are caught in a double bind. Although they wish to perform to the level of expectations their parents and teachers have of them, they nevertheless fear that high academic achievement will make them unpopular with boys. The result of this conflict and pressure is that bright girls do well, but less than their best (Maccoby, 1972:36). Saul Feldman's

Escape from the Doll's House, substantiates the concept further. He comments on the fact that there has never been equality between men and women since the beginning of higher education in America.

Although women constitute slightly over half of the college-age population, they are not equally represented in undergraduate education, let alone on the graduate or faculty level. Women who do enroll in graduate school are less likely to attain graduate degrees than men. They are most likely to be enrolled in fields that are low in power, privilege, and prestige. Women who teach within higher education are less likely to aspire toward (and end up in) the more prestigious academic positions although these lower aspirations do not appear to be based on inability of the lack of prerequisites. (Feldman, 1974:137).

The literature indicates that women themselves also contribute to the barriers which will inhibit their success. Alice Rossi classifies women as belonging to the following types: the Homemakers, the Traditionals and the Pioneers, and accordingly, the characteristics particular to each type, influence their career aspirations. In her article "Barriers to the Career Choice of Engineering, Medicine, or Science among American Women", she puts forth some concrete suggestions on how to encourage young women to cultivate the analytic and mathematical abilities science requires (Rossi, 1972:74). Sex role stereotyping which begins in early socialization and continues throughout education, influences the child's behavior and traits. There is sufficient evidence that sex-role and "masculine" and "feminine" traits are conditioned rather than innate.

The implications of sex-linked role definitions learned in the school system and the limiting expectations transmitted through books, educational

media and teacher behavior confine females to a narrow range of aspirations and opportunities despite the professed ideal of equality. This is well exemplified in Mirra Komarvosky's Women in the Modern World, their education and their dilemmas, and Cynthia Fuchs-Epstein's Woman's Place - Options and Limits in Professional Careers. Epstein states, "the emphasis of being a wife first and foremost has many consequences for the girl's behavior at all levels of development and all points in her preparation for a career when a decision must be made" (1971:62). At the very outset she points out that even "our best women, those in whom society has invested most heavily, underperform, underachieve and underproduce. We waste them and they waste themselves" (1971). She concludes that

...because of their socialization, girls tend to accept the definitions of what they might do: they do not aspire higher. Even the smart ones, those who could become qualified, never are motivated sufficiently to attain the skills they would need later to become members of the profession (1971:4, 51).

In the chapter on the development of a philosophy of women's education, Mirra Komarvosky states that it is the responsibility of the college to create an atmosphere in which no talent would be considered unfeminine. Vocational counsellors must help the student to know herself and to "assess realistically the cost of pioneering". She concludes that a greater spread in women's occupations could definitely be more beneficial to society as a whole (Komarvosky, 1953:271).

The concept of achievement is best illustrated in Helen Astin's The Woman Doctorate in America - Origins, Career and Family. Her contribution

was most significant in the examination of women who do achieve. In her introduction, she suggests that

...although problems of identifying, developing and utilizing human resources have long been of concern to this nation, our consideration of these problems is usually limited to only half of the country's population - the men. As a result, the educational and career aspirations of women are not so well understood as those of men. Furthermore, because women are likely to withdraw from the labor force when they assume family responsibilities, skepticism is often expressed about the advisability of training and utilizing women in specialized fields (Astin, 1969:1).

Although Astin's comments pertain to the American female, one can easily apply them to the Canadian counterpart. This helps us isolate areas of education which need attention, such as the sexist attitudes and conduct which still exist among some teachers, and a review of the academic and career counselling. The strengthening of programs to assist women to aspire to, and perhaps to achieve status in the many so called "deviant" professions such as historian, scientist, doctor, mathematician is much needed. Astin's autobiographical sketches of women who have achieved such status are most enlightening on that very issue.

Margaret Mead's Male and Female - A Study of the Sexes in a Changing World, points out the many contradictions that exist in society. In her statement on sex and achievement she declares "we end up with the contradictory picture of a society that appears to throw its doors wide open to women, but translates her every step towards success as having been damaging - to her own chances of marriage, and to the men who she passes on the road" (Mead, 1967:315).

Much of the literature substantiates the differential effects of socialization on males and females (Maccoby, 1972; Ambert, 1976; Fuchs-Epstein, 1971; Horner, 1972). Matina Horner's theory of Fear of Success has been mentioned earlier as a possible effect of this differential socialization which in turn affected women's career aspirations. In the 80's one cannot disregard the controversy which surrounds FOS and the questions that have been raised by other research on the subject.

In his article "Do Women Fear Success?" David Tresemer (1976), argues that "fear of success" may not necessarily apply to women only. In his reanalysis of Horner's study, he asks pertinent questions about the psychological significance of the experimental sessions. More pointedly, he argues that her theory does not consider the nature of the early childhood experiences thought responsible for the development of this personality characteristic. Moreover, while previous research either indicates no difference in frequency or intensity of FOS in men and women, or that it is more problematic for men, she assumes that it is an important variable in women's rather than men's lives. Thus, Tresemer's study has led to questions of whether or not fear of success applies exclusively to women and if so, would it apply only to those women who are not achievement motivated in the first place.

Most of the studies referred to are U.S. based. There is no present empirical evidence, particularly at the college level in Canada. Montreal, Quebec, offers a unique situation because of the co-existing presence of both the French and the English cultures. As such, the educational structure at the college level has been divided along linguistic lines in contrast to the

high school level where educational structures have so far been divided along religious lines (Catholic and Protestant).

The college level institutions in Quebec are called CEGEPS; collège d'études générales et professionnelles. They were created in the late 1960's as both an educational and an economic tool whereby high school graduates would not flood the job market upon their graduation. Rather, they would be given the opportunity to pursue their education in either a two-year pre-university program or a three-year career program (such as Nursing, Mechanical Technology, Radiology, Recreational Leadership, etc.). This level of education is still part of the public system which makes it easily accessible to most high school graduates.

Dawson College was the first English speaking CEGEP to be created. It opened its doors in the Fall of 1969 with 3,232 students. It has presently grown to accommodate a population of close to 10,000 students between its regular, career and evening programs. However, because of the political climate which presently exists in Quebec, English institutions' growth and survival are threatened. Also, the entire system of public education, both school and college, is presently being reevaluated.

#### METHODOLOGY

From a population of all possible anglophone CEGEP students in Montreal, a small sample of one hundred and sixteen male and female students from Dawson College, Selby Campus was selected. These students were selected at random

from courses in Modern Languages and Humanities.

A survey/questionnaire was used to collect data. The questionnaire had four parts.

Part I - Basic Data - This identified the student and gathered demographic information. The questions asked in this section assisted us in establishing the student's socio-cultural background. It established how many female students are opting for Science programs and it also served to establish the role models in the student's life.

Part II - Development of Attitudes - This section dealt with the student's attitudes towards the mother's work and the father's attitude towards the same. It attempted to identify whether or not sexist attitudes and stereotypes still exist in the home.

Part III - Schooling Background - Data in this part attempted to identify role models and influences on career choice during the formative school years. Also the impact of the educational system on the fulfillment of goals and aspirations was expected to surface.

Part IV - Career Aspirations - This section was designed to gather information on attitudes and aspirations towards a career. Information was also gathered on the support systems at Dawson, about ideas for other programs which do not presently exist and for which the students see a need. Lastly, this segment of the questionnaire required some input about their perception on the equality of educational opportunity for males and females at Dawson.

### ADMINISTRATION OF QUESTIONNAIRE

College professors from Modern Languages and other departments, were asked to cooperate and give up approximately 30 minutes of their 90 minute teaching period.

The researcher administered the questionnaire in each class and explained the nature of the research. Students were asked to volunteer their services and were told that the questionnaires were anonymous. Each of the four parts was explained and the students' comments and feedback were welcome.

A pilot study conducted in March 1981 at Dawson College, produced feedback which proved very helpful. Both students and teachers showed interest, cooperation and support in participating in this research.

### ANALYSIS OF THE DATA

The data have been analyzed both quantitatively and qualitatively. For the quantitative analysis, intercorrelational methods showed interactions among the variables and identified those variables that correlate most significantly with differential socialization among male and female CEGEP students.

### CONCLUSION

In summary, this study has examined a problem which has existed in our modern Canadian society (Stephenson: 1977), to find out whether there are differential levels of socialization among males and females and, if so, whether this has led to a lack of equality in career aspirations and occupational achievements among men and women.

There is evidence that women's low career aspiration is related to their differential socialization and educational experiences. Because it has been suggested that women have a "fear of success" (Horner, 1972), this results in limiting and realizing potential capabilities, so they tend to underachieve.

This study looks at a sample of one hundred and sixteen male and female anglophone CEGEP students, and by means of a questionnaire, attempts to substantiate the following hypothesis: It is expected that female college students will be socialized differently than their male counterparts and that their career aspirations will therefore be lower.

It is most important that educators who are concerned with their influence on the adults of tomorrow, be aware of the structural, attitudinal and behavioral changes which need to be initiated at all levels of the educational system in order to realize true equality of educational and occupational opportunity for both men and women.

Based on the research, the literature and the conclusions of this study, some concrete suggestions will be offered to educators in order to assist female CEGEP students to raise their level of aspiration and thus achieve their full potential without fearing success. The idea is to instill a sense of confidence in male and female students alike through socialization in education and society. Henry David Thoreau, author of *Walden*, believed that if one advanced confidently in the direction of one's own dreams and endeavors, lived the life which one has imagined, one would meet with success (Thoreau, 1973, from 1854 text.)

CHAPTER II

SEX ROLE SOCIALIZATION AND EDUCATION

## CHAPTER II

### SEX ROLE SOCIALIZATION AND EDUCATION

#### RATIONALE

Throughout the development of our modern day society, it has been noted that because of their socialization through family life and through education, women have lowered their career aspirations.

By definition:

The socialization process is the preparation of the individual for participation in the society at large. This process helps to determine the focus of social interaction, of one's living-in-the-world with others. It influences an individual's value system, the skills he acquires, his self-image, his demands on society. It shapes the establishment of his role in society. (Clark, Cook, Fallis, 1975:77).

The family background and the educational system are part of that process. There is a "continuing interaction between the individual and those who seek to influence him, an interaction that undergoes many phases and changes" (Clausen, 1968:3).

This thesis which looks at a sample of students at the CEGEP level, seeks to find out if this situation is changing. Do modern day young women continue to have lower aspirations?

Most of the literature reviewed has substantiated the fact that women generally have had lower career aspirations than men. Based on that, the hypothesis of this study suggests that by the time young college age women

come to CEGEP, their socialization process through the family and through education, tends to prevent them from maximizing their potential, therefore, their career aspirations are likely to be lower in comparison to that of the male CEGEP students.

If the study revealed no significant difference between male and female career aspirations at the CEGEP level, that might indicate a shift in the socialization and the educational pattern as a result of an awareness that was created in the 60's and 70's.

Along with information available on socialization and education, an educational film appropriately entitled The Pinks and the Blues, (ETV, 1980) served to highlight several points which have focused on sex role socialization in this paper.

Differential socialization exists from the moment of birth on. Boys enter the world as the preferred sex. Most mothers want a boy, so do most fathers. Parents might even express disappointment if their first born is a girl. Society gives a certain distinction to the mere status of being a male, right from the start. We instill our own stereotypes in our children, particularly the concept that boys are less vulnerable than girls. Boys and girls learn to think differently about themselves and they develop in different ways.

Girls are more structured, more circumscribed, more defined. Their focus is on the house and chores around the house. For them nurturing behavior is encouraged. All of this insulates girls from experiences which prevent them from dealing with the unfamiliar. Mothers of daughters are oversolicitous and provide too much assistance for them. Clearly their message is that their daughters are not capable of doing things by themselves and need help.

Boys are provided more opportunity in discovering and experiencing the world around them. They engage in problem solving, in coping. Boys are given practice in the art of competition and negotiation. It seems very important for fathers that their sons do well, but it is not as significant for their daughters to succeed. They want their little girls to have fun and for their boys to work hard. Both parents encourage the affective domain in girls and the intellectual one in boys. The behavior of parents is partly responsible for the sex differentiation of young children. Parents of girls emphasize lady-like manners, they disapprove of aggression. They tend to be restrictive with girls and do not wish them to be tomboys. Mothers will intentionally have the girls cook and clean, they will also encourage their love for little children. Fathers on the other hand, will try to develop their boys' aggressiveness through sports. Parents of boys emphasize achievement, they want boys to be independent. These characteristics are not emphasized in girls.

The system of education itself plays a major role in the socialization process. It is therefore relevant to mention at this point the role of the teacher in the early years of the child's development and its relationship to what occurs in the home situation. Pre-school teachers are very much responsible for the sex differentiation of children. Their own expectations and behavior influence the children's behavior. For example, as a model of assigned activities in the classroom, a female teacher will encourage activity around the kitchen corner and the male teacher will encourage playing with trucks and buses (ETV, 1980). Also, the manner in which teachers handle behavior problems encourages independence in boys and dependence in girls.

For example, when a girl is aggressive, she is scolded gently, when a boy is aggressive, he is scolded loudly. The teacher's responses influence the behavior of the children. Boys learn that aggression is acceptable and girls learn that dependency is rewarding.

Thus teachers reinforce the expected sex role behavior process that has begun in the home. Children begin their formal education with a vague notion as to their expected sex roles. When that journey ends twelve years later, there are no doubts in their mind as to what their place in society will be.

This paper looks at six areas which have been important and which illustrate the differential treatment of males and females in education and in their family life.

#### Self-concept.

The self-concept or self-structure may be thought of as an organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities; the percepts and concepts of the self in relation to others and to the environment; the value qualities which are perceived as associated with experiences and objects; and goals and ideals which are perceived as having positive or negative values. (Rogers, 1951a:136).

Self-concept is more positive in males. They view themselves as being powerful, having control, and being effective in dealing with their environment. The females' perception of self is negative. They see themselves as being more dependent, having less control of self and being somewhat powerless (Dowling, 1981).

The social structure as it exists, is very limiting for women. It is one of the causes of the problems they encounter later on because it forms part of the foundation of their self-concept. Women are socialized to be dependent, unassertive and to playing down their intelligence. This in turn results in their fear to change the pattern of expectations of themselves. They fear to succeed lest there be a price to pay - that of non-approval, the loss of friends, loneliness.

Women are brought up to depend on a man and to feel naked and frightened without one. We have been taught to believe that as females we cannot stand alone, that we are too fragile, too delicate, too needful of protection. Now, when so much has become possible, unresolved emotional issues hold us back (Dowling, 1981:40).

This leads to a condition Dowling termed the "Cinderella Complex," which ranges from "inappropriate or ineffectual behavior on the job, to anxiety about success, to the fear that independence will lead to the loss of femininity" (Dowling, 1981:49).

Subsequent to those fears which are part of women's self-concept, they also feel inferior, incapable, and inadequate. Jessie Bernard agrees that

Whatever the stated objectives of research on sex differences may have been, its latent function has been, in effect, to rationalize and hence to legitimate the status quo, including of course its role structure especially the inferior position of women...women themselves have accepted their own inferiority: they have accepted the low value placed on them. They have a frighteningly poor opinion of themselves (Bernard, 1977:9).

Anxiety/Fear. Females are socialized to being fearful and anxious. This leads them to be compliant, for which trait they are positively reinforced in contrast to negative reinforcement for exhibiting fearlessness. This has been suggested as being the underlying factor of the Fear of Success (FOS) (Dowling, 1981).

Because Matina Horner's theory of "fear of success" is very much related to the level of aspiration and consequently of achievement in women, it is appropriate to attempt an understanding of it at this point of discussion.

Anxieties and fears are factors which are present throughout the female socialization process. To rise above the "Cinderella Complex" means to behave in a manner which society does not expect a female to do. It is a risk for which there may be a price to pay. In her research, Matina Horner describes this behavior as the "fear of success." She points out that this fear is the psychological barrier to achievement in women. This fear also creates doubts and wonderings about one's femininity and normality and feelings of guilt and despair about the success (Horner, 1972:63).

Horner states that many young women do try to avoid success. She also concludes that "most otherwise achievement motivated young women when faced with a conflict between their feminine image and expression of their competences or developing their abilities and interests, adjust their behavior to their internalized sex role stereotypes" (Horner, 1972:67).

As pointed out earlier, Horner's theory while very well received and widely accepted, has also been debated, particularly her contention that FOS is exclusive to women. Tresemer argued that FOS could also apply to men

(Tresemer, 1976). Martha Friedman agrees that the phenomenon of FOS exists in males and females but while it is a universal one that manifests itself in both sexes, "in woman it may take on added virulence because of how society has defined women's traditional role" (Friedman, 1980:111). She illustrates the case of Connie, the only woman vice-president in her firm and how she is paralyzed by FOS which makes her think she is a fraud - a woman in a man's world.

I was cast for motherhood. Instead of giving birth to ideas, I should be giving birth to children. My brother was assigned the role of idea man; he was the star of the family. If I succeed, I will surpass my brother, enrage my father and disappoint my mother (Friedman, 1980:113).

Friedman goes on to say that Connie pays for her business success in her suffering constant bouts of migraine headaches and constant self-doubt. As a successful psychologist, Friedman admits that she herself was a victim of FOS. She states, "My own overcoming the FOS is not ended; it's an ongoing struggle... even though I'm so-called expert on the subject, I'm just like everyone else - I still have insecurities." (Friedman, 1980:198)

A final view on the FOS theory is presented by Hilary M. Lips who questions Homer's use of tests which she feels only reflect a cultural stereotype. She argues that if the message is clear that success will be rewarded, both men and women will probably perform well (Lips, 1978:183).

From the points of view presented about anxiety and fear, we can thus conclude that while both males and females may fear success because of social conditioning and expectation, young college women suffer from the fear to a greater extent. They struggle to maintain their feminine image. They are

willing to sacrifice their chances of a successful career for fear that the price they would have to pay may be too high. For the most part, they continue to lower their career aspirations so as not to risk losing their bid at taking up the female role society expects them to - that of wife and mother. It is a paradox that men become husbands and fathers but that does not in any way detract from their aspirations.

Social Relationships. Females are encouraged to be more nurturing and to be concerned with the welfare of the group. They tend to compromise and to be more empathetic. Boys have more friends and are not as intimate. Females have more intense relationships. Throughout their early years of socialization and education, social relationships play a crucial role in women's lives. Young girls seem particularly susceptible and vulnerable to the influences around them, such as relationships at home, at school and with peers. Myra Sadker refers to educators as the biased storytellers and she explains how crucial decisions are made by students during their high school years. It is a significant time for their choice of higher education, careers, and perhaps even lifestyles. Aside from the immediate family, a young woman will turn to her school environment for inspiration and guidance - be it that of teachers, peers, or a guidance counsellor. Sadker comments that, "too often there is little in the school environment that nourishes and inspires women and a great deal that discourages, inhibits and sets a hard, low ceiling on their aspirations" (Frazier and Sadker, 1973).

Sadker describes the adolescent society and the extent of its influence and power on its individual member. There are many pressures exerted on males

and on females to perform in their expected sex roles. She reveals that:

This subculture becomes a microcosm reflecting in heightened and exaggerated images the sex-typing that goes on in a society at large... Being successfully male means winning in physical combat, whereas being successfully female means attractively and enthusiastically supporting men in their achievements. (Sadker and Frazier, 1973:123).

To Sadker, it is also evident how young women will play down their intellectual ability and highlight their physical attractiveness so as not to discourage potential relationships with males.

The education process for a young woman is not the same as that of a young man's. For the high school and the college male student, it is a time in which the process of growth toward full potential must take place. By contrast, that period for a young woman, is the time whereby her need to achieve

...preserved partially intact from elementary school, is not obliterated, but rerouted into what society considers a more appropriate channel. The young woman learns to direct her achievement motive into social rather than academic areas. She uses her ability in a drive for social success, and for her, the ultimate achievement is marriage (Frazier and Sadker, 1973:128).

Learning the feminine role is a process that begins at birth, that concept is reinforced along the way throughout a female's development. Komarvosky describes how the family instills in girls the feminine psyche. In her study of 73 undergraduates in a course on the family, she concludes that: "For the most part the acquisition of the feminine personality is not conscious, it is only when conflicts arise that the nature of the influences become apparent." (Komarvosky, 1953:54). She also reports that girls learn very quickly that

the reputation of being a "brain" kills her chances with men. Thus, it is evident that social relationships play a vital role throughout the socialization and the education of young women. The influence of those early years remain with her throughout her adult life.

Behavior Patterns. There are at least three types of behavior which are handled differently in boys than in girls. For example, aggression, is handled in a different manner for boys and girls by both parents and teachers. Secondly, the direction of activities is also different, boys are encouraged to be curious and exploratory, girls to be more circumscribed. Thirdly, impulsiveness is not stifled in boys whereas it often is in girls.

As a result of the self-concept which is instilled in young girls, we have witnessed the presence of anxieties and fears and their pervasive influence on their social relationships. This behavior is also affected because the ambiguous message girls receive during their years of social and educational development has many consequences in their lives. Cynthia Epstein Fuchs makes the point that "emphasis on being a wife first and foremost has many consequences for the girl's behavior at all stages of development and at all points in her preparation for a career when a decision must be made." (Epstein, 1971:62). The contradictory set of values that girls inherit do have an effect on their decision-making process. They are forced to make a choice when they reach the cross-road at the end of their high school years. They must ask the question - do they chose the path which will lead them to an easily accessible career until marriage, or do they choose a career for which they have the qualifications but at the risk of reducing their chances of finding a mate?

This difficult choice exerts pressure on the young woman and this in turn influences her behavior.

Females are most susceptible during their adolescence. Up until the age of 12 or 13, there is relatively less pressure on girls to behave in a prescribed manner. On the other hand, boys are encouraged to behave independently. This situation changes however at puberty when a young girl begins to be molded in the role society outlined for her. This is a crucial time when girls face the conflict which has become the central problem of femininity in our society - the conflict between dependence and independence and arriving at the proper balance between the two (Dowling, 1981:56). As a result of the social pressures that are exerted upon her, her curiosity, her aggressiveness are limited. Thus her universe becomes limited.

Aspirations. All of the above factors which are present in the girl's socialization process, that is, her self-concept, her anxieties and fears, her social relationships, her behavior patterns, have an effect on her level of aspiration.

Cynthia Epstein Fuchs concedes that the socialization process has negative consequences on women and on their career aspiration. The road they often take leads them to a dead end. She states that:

Because of their socialization, girls tend to accept the definitions of what they might do; they do not aspire high. Even the smart ones, those who could become qualified, never are motivated sufficiently to attain the skills they would need later to become members of the professions...the socialization of the typical American woman affects the motivation of the college educated woman and usually undercuts her career potential (Epstein, 1971:51).

Historically, women's education has not been as important as the education of men. The expectation that society has had of women has been also considerably lower. After many years spent in school, men may themselves have learnt of the sex role expectations society has of them such as the repression of emotion, the value of the practical rather than the poetic, that domestic tasks are to be relegated to women. However, in terms of intellectual achievement, general sense of self-esteem, and financial potential, men will be at a decidedly more advantageous position over women who have completed high school or college. It is indeed a sad commentary on our society to witness the harm that has been done to young women. They "emerge from the classroom with promise and potential schooled out" (Frazier and Sadker, 1973:114).

Even today, modern women continue to fear that to be successful means that they are unfeminine and unlovable and that masculinity still implies strength, dominance, superiority and success (Dowling, 1981:60). It is that very fear which causes women to lower their level of aspiration. Many women do not want to sacrifice their feminine image for what their concept and society's concept of what a "career woman" is.

In her discussion of the level of aspiration and achievement motivation, Eleanor Maccoby refers to a study done by Coleman (1961), in which he suggests that girls of high school age are caught in a "double bind," they wish to conform to their parents' and teachers' expectations of good academic performance, but fear that high academic achievement will make them unpopular with boys. As a result of these dual pressures, Coleman suggests, the brightest girls do creditable in school but less than their best (Maccoby, 1972:36). By the

time they reach college, young women's sex role stereotyping is so well imbedded in their psyches that they consciously avoid situations which will result in success at the expense of their feminine role expectation. They do alter their career-oriented behavior and do change their aspirations in order to adapt to the social pressures that are exerted upon them. Maccoby goes on to explain that according to a study done by Shaw and McCuen (1960), girls who underachieve in high school, begin to do so at the onset of puberty...while for boys underachievement in high school usually begins earlier. This contrast is a further indication that the achievement drops off among girls as they reach maturity and could be linked to the adult female sex role. (Maccoby, 1972:36).

Thus, one can conclude that according to the literature referred to, boys and girls value different things, boys have a higher level of aspiration for themselves and are likely to blame failure on external factors. Girls on the other hand, have a lower level of aspiration and tend to blame themselves for failure.

Achievement. This factor in the development of males and females is very much related to the level of aspiration-expectation that has been nurtured throughout the years of socialization and education for both.

It is important to note that in spite of their fear of success, a small number of women can, and often do, achieve. Some successful women have paid a price, but they nevertheless do succeed. Studies indicate that in most cases where a woman is successful in her career, her socialization has somewhat digressed from the norm; for example, she may be the first born in a family where

the father was hoping for a son, or her principal model has been a strong influence in her life - be it a male, or a career-oriented female. While it is commendable that a handful of women succeed in spite of the many barriers, what is significant is that far fewer women than men do achieve their potential abilities.

Saul Feldman conducted a research on women in graduate and professional schools. His book Escape from the Doll's House reports some of his observations on the "escape" and he contends that since the onset of higher education in America, equality has been non-existent between men and women. As a result, he finds that women are unequally represented at all levels of education - as undergraduates, graduates and faculty members. Women who are graduate students are less likely to complete their studies than men, they are most likely to be enrolled in fields that are low in power, privilege and prestige. Women who teach within higher education are less likely to aspire toward (and end up in) the more prestigious academic positions, although these lower aspirations do not appear to be based on inability or the lack of prerequisites (Feldman, 1974:137). He concludes that women's earlier socialization shapes much of their present behavioral traits and he maintains that until society makes a conscious effort to eliminate differential socialization and the consequential stereotypes, inequality will persist.

In her study of women who hold doctorates in America, Helen Astin reflects on why some women do not achieve. She feels that although America has been concerned with identifying, developing and utilizing human resources, the consideration of these problems seems to be limited to men - the favored half of the country's population. "As a result, the educational and career

aspirations of women are not as well understood as those of men" (Astin, 1969:1). She also speaks of the skepticism that is expressed about the decisions to train and to utilize women in specialized fields, simply because women are likely to withdraw from the labor force either temporarily or on a long term basis when they assume family responsibilities. Astin blames society for the lack of achievement of women. If more interest would be exhibited in furthering women's potential, she is convinced that many more would achieve.

Cynthia Epstein Fuchs describes what she thinks is the optimal family dynamic which will cause girls to focus on achievement. She speaks of the coalition between father and daughter or the coalition between mother and daughter. She also theorizes that the mother's work pattern has a great deal to do with which parent becomes a model for the girl. If the girl identifies with a mother who never worked, as her model, she herself will lack career ambitions. (Epstein, 1971:80). She goes on to say that if there is a strong identification with a working mother, there are many external pressures exerted upon the young woman to conform to the established norms of womanly behavior in "the classic home and hearth pattern" (Epstein, 1971:81).

The question of birth order also plays a role in the individual's achievement. This can be substantiated by Lucile Forer's findings in her book entitled The Birth Order Factor (Forer, 1976). She feels that many variables influence the lifelong development of an individual, such as being male or female, wealthy or poor, but an important one is also birth order. The position into which a child is born within the framework of the family: the first, second, third, last, or only child (Forer, 1976:xliv).

She also states that

First born children...tend to be more conscientious, achieve higher scholastically and go to school longer than laterborns. They also are more apt to become scientists or eminent in their chosen careers than are later children in the family... Parents also expect a higher level of achievement from their first child than from later children (Forer, 1976:11).

Lastly, she believes: "differences in achievement are due to the fact that children in various birth positions have different opportunities to develop intellectual potential, and that the environment of different birth positions may influence or train a child to prefer one line of endeavour over another" (Forer, 67).

As for vocational choice, she also stated that firstborn children benefit intellectually from their particular birth position, while laterborns benefit socially (Forer, 89).

Women do continue to make painfully acquired advancements and breakthroughs in the educational and professional fields. Although the rate of male enrolment has been greater in non-university and post-secondary education, the rate of growth of female enrolment in university education has been greater. Recent years have been marked by a sharp increase of female enrolment in many of the traditionally male-oriented fields of study such as law, medicine, commerce, and engineering. Nevertheless, it has been noted that the total female enrolment remains small (Cook, 1976:69).

Throughout the literature, evidence has been found to support the fact that in spite of so many barriers, women can achieve.

This is particularly so in the field of medicine. Writing on the sexual barriers in the medical profession between the years 1935-1975, Mary Roth Walsh entitles her book Doctors Wanted - No Women Need Apply. Her study challenges the position that women voluntarily rejected medical careers and the myth that women are responsible for their own lack of progress in the field. The central proposal of her well documented research is that it was the medical establishment itself that made a conscious and consistent effort to reduce the number of women physicians (Walsh, 1979:xviii). Those few women who did succeed in becoming physicians had a difficult time in keeping a balance between their home life and their work demands. By contrast, the male physician declared that he could not continue without his wife's understanding and support, he pointed out that doctors need their wives at their side "ready to sacrifice part of their womanhood and their roles as wives and mothers." The husband of the woman doctor makes no statements about expecting to sacrifice part of his "manhood" in order to make his wife's career possible. If anything, he is angry at the loss of his sense of entitlement and he complains about his wife's late hours, night duty, her incessant studying and debilitating fatigue. Such a life he argues "holds no benefits for the husband... This is not to argue that it is impossible for a woman physician to enjoy a successful marriage, only that our sex role expectations place unequal demands on the sexes, with far more obstacles for the female physician." (Walsh, 1979:275). She concludes by saying that women were "entitled" to equal opportunity in the field of medicine as well as any of the other professional fields they chose. (Walsh, 1979: 283).

Margaret Mead supports the view that it is difficult for women to achieve and to succeed. She notes the contradiction which exists in society by stating that: "the more successful a man is in his job, the more certain everyone is that he will make a desirable husband, the more successful a woman is, the more most people are afraid she may not be a successful wife." (Mead, 1967:324).

Encouragingly, it has been noted that when women are given equal opportunity, they will often not only succeed, but excel. Ray Killian gives his view as a male manager, and states his impression of the working woman in the following manner: "a woman is capable of performing challenging tasks and engaging in a wide range of intellectual activities. She wants to be a person, an individual, and a contributor who is not restricted by traditions: she wants to decide for herself how to use her potential in order to experience personal satisfaction." (Killian, 1971:96).

Many women have achieved, but the constraints of their many role expectations are a barrier to their achievement and success. Success and achievement - two words that are inextricably linked raise the question: what is the sign of a successful woman? Marriage is the inevitable cultural definition of the setting within which a woman is supposed to make a success of her life. On the other hand, failure to marry, or failure in marriage, is total failure for many women while for men, it is only a partial failure. Marriage defines a woman's responsibilities and her appropriate social character. She is a homemaker, and cares for her children while her husband leaves home to earn a living for the family.

In her role as wife she is expected to be dependent and acquiescent, in her role as mother she is expected to be independent and assertive. She must be more concerned with meeting the emotional needs of her husband and her children than with growing through an understanding of her own needs, this proves she has the so-called 'giving ability' of the mature woman (Glazer, 1972:130).

Choosing between marriage and a career, or balancing professional and marital life, poses a great strain and stress on many women. They must have the ability to cope with the complex roles of wife, mother, and working woman. In contrast to previously established patterns that only spinsters were professionals, there are now many more professional married women. The stress however, results in divorce for many of these married women, and it has been noted that there are more divorced professional women than there are divorced professional men. (Epstein, 1971:96).

Society is relentless nevertheless and it does expect women to attain the perfect balance between their home life and life in the increasingly complex technical and bureaucratic society. The modern woman "must somehow manage through all of this to remain an interesting person in her own right, sexually and emotionally attractive to her husband and to other men (though uninterested in other men)" (Glazer, 1972:130).

Society continues to measure women in a different manner than it does men. It judges and measures a "successful" person by means of h/er occupational achievement, this perpetuates the situation whereby a woman's self-concept is caught between the outside world and its many challenges and what she has been socialized to think of herself and her capabilities.

Lois Rich-McCoy's research on the lives of twelve self-made women millionaires, is an encouraging report. In a series of interviews with these women, the basic premise is that they all have had to start from scratch.

The women featured in this volume exemplify the feats unshackled women can accomplish...this group made their own freedom and individually had the drive and guts to get what they personally wanted out of life. They are inspirational to women floundering in a world which now allows them to achieve yet offers few tangible methodical clues (McCoy, 1978:x11).

Women themselves must take full responsibility for themselves, the final decisions must be theirs, but they must also benefit from all the possible opportunities along the way.

In order to overcome the Cinderella Complex, women are going to have to begin to relate seriously to their psychological selves, to examine the happenings and beliefs of their childhoods, the truths and self-deceptions of their parents, the gentle but inevitable structuring of their own belief systems. And if their belief systems are faulty and if they are destructive then it is women themselves who are going to have to take up the difficult job of correcting them... It is only baring the depths of their souls that women will discover both the inhibitions and the keys to autonomy and truth (Dowling, 1981:62).

## CONCLUSION

Men and women have been cast in their traditional roles from the earliest times. This casting has become rigid since the onset of our modern society. The present sex-structure is as restrictive to males as it is to females.

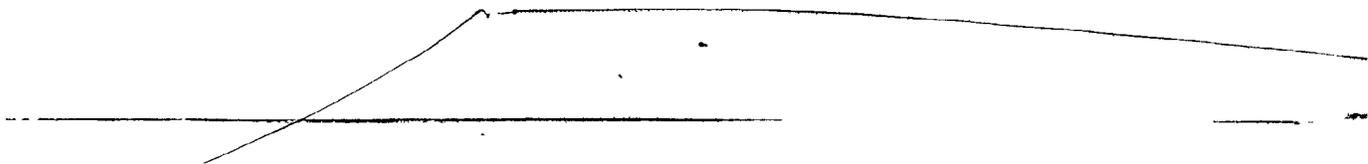
All the evidence presented points out the fact that changes are needed at all levels of society, more specifically through the education process and in societal structures and attitudes. There should be a conscious effort to eliminate differential socialization for women in order to eliminate its negative effect in their adulthood.

What is proposed is rather an equal sharing of all responsibilities as dictated by living in modern civilization. With equal sharing comes the right to equal opportunity from the moment of birth onward. "Women's education will come into full flower when it is realized that a society benefits by developing the capabilities of all its members. Women's status will be equal with men's when society is so structured as to make use of all those capabilities." (Stock, 1978:231).

A reorganization of the present structure is important only because major socio-economic problems cannot be finally resolved without women's participation. There is the idealistic reasoning that equality between women and men is an integral part of the foundation for a just society, and contemporary society aims towards justice (Newland, 1978:8).

CHAPTER III

THE SURVEY



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### THE SURVEY

#### INTRODUCTION

The researcher, a teacher of French as a Second Language and Humanities at Dawson College in Montreal since its inception in 1969, was given a most challenging assignment in the Fall of 1977 - to teach a Second Language to a group of women whose ages ranged between 35 to 60, who had been accepted as "mature" students. This program began as a "Women's Studies" program, it consisted of a wide variety of courses part of which was the language course. Today, it is referred to as the "Career Plus" program.

The exposure to these women is in large measure what prompted this research. In conducting her classes, the writer would often ask her regular day students the question: "What are your career aspirations? Why are you taking this course?" Over the years, a noticeable change seemed to have occurred - female students were beginning to mention an interest in fields such as mathematics, medicine, nuclear research. Concurrently, the phenomenon of the older student when asked the same question would voice frustration, disappointment in themselves for not pursuing a career sooner, lack of choice in their youth, lack of encouragement, lack of inspiration, lack of support and lack of role models.

The contrast between the younger students who communicated an awareness of how traditional roles were changing, and the message "mature" students were conveying, inspired the writer to seek the answer to the question: What are college women's career aspirations? Are they thinking career or are they

thinking marriage, not that these are mutually exclusive! Are they lowering their levels of career aspirations because they fear the possible consequences of success?

Thus, the rationale of the survey followed somewhat the development of the idea which would lead to asking the final question: What is your career aspiration?

The Survey, using the form of a questionnaire, was constructed around four main areas of focus.

#### Part 1 - Basic Data

The information gathered in this section hoped to identify the student's general background. Data on Age established whether the students surveyed fall into the average 17-21 category of college age students. Sex identified male and female students. Religion and Language were both asked because they constituted the student's cultural background, information which could be valuable because very often a person's culture will influence h/er choice of career.

In asking what Faculty the student is registered in, the researcher sought to identify the choice of area of study the population had chosen.

Questions were asked about father's and mother's educational background with the idea that this could be an important variable in the student's choice of a career. More specifically, the parent's level of education was requested, because parents' socio-economic background has often been identified as a determinant in a student's choice of occupation.

The main reason for establishing this framework, was that in the data analysis, a variable such as parents' education would be examined in terms of choice of area of study. Do females who have parents with little education for example, choose "traditional" careers?

## Part 2 - Development of Attitudes

This section gathered information on factors which influence attitude development in the socialization process. The questions looked at role models for females and also the value they put to these roles.

In general terms, it can be assumed that the father might constitute the student's frame of reference of male behavior and attitude and the father's attitude towards the mother working is also an important factor. If the father's response is a positive and an encouraging one, females will anticipate that type of behavior in their own spouses, conversely, if his attitude is a negative one, they might assume that all males feel that way about their wives' working.

A question exclusive to males was intended to gather information on their attitude towards a female who may be thinking both career and marriage.

Females were asked how important they rate their mate's point of view and if this might eventually be a factor in their choices.

Questions on role models and their influence in the student's life were asked in order to see whether a male or a female played the major role in the student's development, i.e. if a male influenced a female, or if a female influenced a male, or vice versa.

It was also essential to this research to note the student's development of attitudes and how their family life played an important role in the development of these attitudes. Therefore, this section also looks at birth order in a family and its possible consequences.

The student is asked if h/she is an only child. If not, it is then important to establish whether h/she is the first child. Many possibilities and outcomes in a person's life are as a result of that birth order, particularly a first born. If she is a female and the eldest, chances are she may be quite close to her father and thus assume the role of first born (she may be unconsciously treated as a son.) She may then model after her father, if he is in a profession such as medicine, law, or engineering, or the president of a large corporation, all of this may in turn influence her choice of a career.

The second child may fall into the category of the middle child whose direction in life might take on a wide variety of alternatives.

The third, or sometimes the youngest child, might also follow many interesting patterns. Parents might be less exigent because it is the youngest child. That offspring, might be closer to the mother whose working or non-working status carries with it its own range of influences.

The above statements on the birth order can be substantiated by Lucile Forer's findings in her book entitled The Birth Order Factor (Forer, 1976).

Parent's direction and encouragement are also important, particularly in the case of female students whose parents might direct them to either pursue a career, or marry early. Conversely, a lack of parent's interest might motivate a student to self-reliance and achievement. Thus parents do play an important role in the student's choice of a career.

Students were then asked if males and females are regarded equally in their home. This was in order to establish if differential socialization does exist.

Thus, parent's attitude towards the student in the home environment, the role model they exhibit, the interest they have in the student's choice of career, all have an influence on the student's choice of career.

One could not overlook the possibility of the influence exerted by the media. A question was asked to see whether that factor had influenced the student's view or orientation towards a particular career. For example, a strong female role of a lawyer or doctor, could influence a young woman's view of those careers.

The questionnaire moved on to test the student's general knowledge in order to see if there was a difference between male and female's familiarity with the world of politics, the economy, education, and career opportunities.

Finally, the student's perception of careers was measured. Their view of male and female careers and career people, may be a variable which will influence their own choice of career.

Having taken a close look at the student's formation of attitude, it was then important to move on and ask questions about their educational background, specifically the high school years which play a major role particularly in the college woman's life. "Only at puberty, does the young girl begin to be molded into what society expects of her" (Dowling, 1981:56).

### Part 3 - High School Background

This section of the questionnaire focused on the high school years. Those years are important to look at in order to establish the attitude and behavior of young woman as far as their ideas of a career. It is here that their

choice of a career is most influenced by teachers, guidance counsellors, peers, males in their lives, and society's role expectations.

The following questions were asked: How early did they show an interest in a particular subject? If, for instance, this interest was math, was it encouraged by people who influenced the student's life, such as mother, father, teacher? Or was their interest encouraged because they excelled in that area?

The students were then asked about the role of the high school guidance counsellor. The intent of this question was to examine the influence of the guidance counsellor, particularly in the case of female students and their choice of career. Were these students encouraged to pursue the traditional routes of teaching, nursing, secretarial work, or were they encouraged to dare to pursue their dream in a difficult and more challenging field of research, medicine, and law?

The question on career counselling was also asked for the purpose of reflecting on a change of career choice and how this might have occurred. For example, if a female student was once interested in teaching but now was changing her direction toward commerce, computer science or microbiology, how and when did this change occur?

The concluding section served to link the high school and the college years. The latter period seems to be a crucial time in the student's decision of a career.

The last section of the questionnaire focused specifically on the student's career aspirations. It also asked for some input from the student regarding curriculum planning and asked for general comments be it on their career aspirations or on the questionnaire itself.

#### Part 4 - Career Aspirations

In developing the concept of differential socialization through difference of treatment in society and education, which might result in female CEGEP students having lower career aspirations, this area focused on stated views on career aspirations.

This section aims to establish the critical point in the student's life when thoughts of a career began. The students were then asked if they plan to further their education or to work.

How instrumental are the people who constitute the "support" system in assisting the student with future plans? This is of particular interest to educators at Dawson College who can then look at their possible influence on the student's career aspirations.

A question was also asked of students on areas of possible interest to them which have not been previously thought of for college students.

Several authors have focused on equality of educational opportunity for male and female students (Frazier and Sadker (1973), Feldman (1974), Epstein-Fuchs (1971), Ambert (1976), etc...). Students were therefore asked to comment on equality of opportunity at Dawson College. If a problem did exist, students were asked to make suggestions.

The questionnaire ended with the most relevant question of all which identified the student's career aspiration - what is your career aspiration? Sex was taken as a variable in the analysis of choice of a career.

A pilot study was conducted in the Fall of 1980. A questionnaire which was modified as a result of the study, was administered to 90 students at

Dawson. The population sample was chosen at random from the following classes - Spanish, French, Intensive French (which is given over a two week period for career students who cannot take French during the semester - such as Nurses, Medical Laboratory technicians, Radiology students, etc...) an adult education French class, and a Career Plus class.

The research looked at the findings of the Pilot Project because the final questionnaire differed in the following manner. In Part 2, a question was added on the influence of the media. Also the question on how well informed women were was divided into two separate questions, one of which dealt exclusively with women's issues and the other dealt with general political and economic knowledge. This was done in order to see if either males or females were well informed about areas which had been exclusive to their respective gender.

In Part 4, the questionnaire of the pilot project had not included specific questions regarding career aspiration, so this was added.

The pilot study indicated the following general observations:

1. Some males felt that females did not have equal educational opportunity.
2. Some males saw the nursing career as suited for females only (so did many females).
3. Although most males classified professions such as engineering, architecture, science, medicine and accountancy for both sexes, a significant number of females attributed these professions strictly to males. Because the above professions are considered to have high status, this finding

indicates women's lower aspirations for themselves.

4. Many of the females who responded were enrolled in the Science Program, Commerce, Business Administration and Computer Science. Only one student had changed from Nursing to Medicine.

5. It is still evident that the majority of female students are enrolled in the Arts Faculty for the Social Sciences and Language Programs.

6. Some female students are enrolled in the Science field. This is an encouraging second choice, which means that some females are in the process of choosing fields such as Medicine, research, etc.

7. It was also evident that the choice in the Career programs offered at Dawson (Nursing, Radiology, Mechanical Engineering), was a third option.

8. Enrolment of women is still far behind men in Commerce courses.

9. The fact that the majority of students, both male and female, are enrolled in the Social Sciences could perhaps be attributed to their indecision in a choice of a specific career at this point of their education.

10. Their choice of program could also be attributed to the counselling they received, if females were encouraged to pursue certain "traditional" fields.

|                  | Social Science (Arts) | Science | Commerce | Careers Programs |
|------------------|-----------------------|---------|----------|------------------|
| <u>Females</u>   |                       |         |          |                  |
| # of Respondents | 34                    | 16      | 3        | 14               |
| <u>Males</u>     |                       |         |          |                  |
| # of Respondents | 10                    | 8       | 1        | 4                |

Several options are available for obtaining information on career aspirations of college students. Interviews, data from the Registrar's office, mailed surveys are some methods which have been used. It was decided to use the survey method described above and administer questionnaires to the students by the researcher herself.

In order to describe a high or low career aspiration, Blishen's (1971) socioeconomic index of occupations has been used as a guide.

### Response

A total number of one hundred and sixteen questionnaires were distributed and answered by the students. They were given to students enrolled in the following courses: two Intermediate French classes, two French intensive classes, one Humanistic Education class, and a Human Sexuality class.

There were many factors which were likely to affect the quality of the findings. Firstly, not all the students answered all of the questions. It was also not possible to obtain the students' academic standing, although this may have been one of the indicators as to why students choose certain careers. There were approximately 30 questionnaires which were supervised by a colleague rather than the researcher. The sample population was not equally distributed amongst males and females as more females had registered for these courses. Lastly, there were not enough available "mature" students for the final questionnaire.

CHAPTER IV  
DATA PRESENTATION

## CHAPTER IV

### DATA PRESENTATION

This paper hypothesized that differential socialization of males and females results in differential career aspirations. When a particular sample of the population, CEGEP students, was closely examined, we expected female students' career aspirations to be lower than those of their male counterparts. Socialization is a process which takes place primarily at home, it is extended in the school system, as well as in society at large. Thus, the questionnaire was constructed in a manner which would focus on attitudes in the home, followed by information on the student's school background, and lastly it focused on career aspirations.

The sample chosen which consisted of 116 CEGEP students, was selected from a population of students taking courses in the disciplines taught by the researcher in French and Humanities. Because two students did not clearly indicate their gender, there were valid responses from 35 males and 79 females. The majority of students responded to all the questions. The information presented in this chapter consists of data which represented responses from the students who answered the questionnaire. It is important to look at the biographical data first, in order to establish the age, sex, religion, language spoken at home, and the faculty of the student's choice (see Table 1, page 48). The presentation of data attempted to organize the information under issues rather than adhere to the order of the questionnaire.

Table 1

Biographical Data

| Age   | Males (N=35) | % of Males | Females (N=79) | % of Females |
|-------|--------------|------------|----------------|--------------|
| 17-21 | 30           | 85.7       | 73             | 92.4         |
| 21-35 | 5            | 14.3       | 5              | 6.3          |
| Other | 0            | 0.0        | 1              | 1.3          |

| Religion  | Males (N=33) | % of Males | Females (N=74) | % of Females |
|-----------|--------------|------------|----------------|--------------|
| Christian | 24           | 72.7       | 45             | 60.8         |
| Jewish    | 5            | 15.2       | 5              | 6.8          |
| Muslim    | 0            | 0.0        | 1              | 1.4          |
| Other     | 4            | 12.1       | 23             | 31.1         |

| Languages Spoken at Home | Males (N=35) | % of Males | Females (N=79) | % of Females |
|--------------------------|--------------|------------|----------------|--------------|
| English                  | 18           | 51.4       | 41             | 51.9         |
| French                   | 3            | 8.6        | 3              | 3.8          |
| Italian                  | 5            | 14.3       | 12             | 15.2         |
| Other                    | 9            | 25.7       | 23             | 29.1         |

| Choice of Program | Males (N=35) | % of Males | Females (N=78) | % of Females |
|-------------------|--------------|------------|----------------|--------------|
| Arts              | 12           | 34.3       | 34             | 43.6         |
| Science           | 17           | 48.6       | 16             | 20.5         |
| Other             | 6            | 17.1       | 28             | 35.9         |

So as to be able to focus on results which could reveal differential aspiration, this study dealt with the comparative socialization of males and females, therefore the data presentation will highlight this comparison. The questionnaire was devised in a manner which would allow a closer examination of the students' home setting, therefore parents' educational background was looked at first since it was felt that parents may play a major role in the students' choice of career.

Table 1 indicates that the majority of students belonged to the 17-21 age category, and that only 10 were in the age category of 21-35. Most respondents were females. This may be related to the fact that the majority of students were registered in the Arts faculty which at the CEGEP level refers to the Social Science Program.

The majority of students (59.5%) were of the Christian faith, and about half of them spoke English at home (51.7%).

The data revealed that a higher percentage of male students were registered in the Science program and in the "other" which could include CEGEP's three year technical career programs, and that a higher percentage of females (43.6%) were registered in the Arts program and in the "other", which is the Career Programs (35.9%). Noticeably, a larger percentage of males were registered in the Science program (48.6%).

Table 2

Father's Educational Background

| Level of Education | Males (N=34) | % of Males | Females (N=77) | % of Females |
|--------------------|--------------|------------|----------------|--------------|
| Elementary         | 14           | 41.2       | 29             | 37.7         |
| Secondary          | 13           | 38.2       | 22             | 28.6         |
| University         | 4            | 11.8       | 15             | 19.5         |
| Professional       | 2            | 5.9        | 7              | 9.1          |

Table 2 indicated that the majority of male and female students had fathers with elementary and secondary educational backgrounds. Both groups had a smaller percentage of fathers with university and professional backgrounds. However, more females had fathers with university and professional standing. For example, 19.5% of females had fathers with university education as compared to 11.8% males.

Looking at the mother's educational background, the data revealed that once again, the majority of students indicated that their mothers had elementary and secondary education. Also, a larger percentage of females (11.4%), indicated that their mothers had a university education, in comparison to 9.1% of males who said so. This percentage was still lower however, than the father's university education as indicated in Table 2. It would, therefore, seem that a higher percentage of both male and female students indicated that their fathers had a university education as compared to their mothers.

Table 3

Mother's Educational Background

| Level of Education | Males (N=33) | % of Males | Females (N=79) | % of Females |
|--------------------|--------------|------------|----------------|--------------|
| Elementary         | 16           | 48.5       | 33             | 41.8         |
| Secondary          | 14           | 42.4       | 32             | 40.5         |
| University         | 3            | 9.1        | 9              | 11.4         |
| Professional       | 0            | 0.0        | 5              | 6.3          |

In terms of mother's employment, the majority of students indicated that their mothers worked. A larger percentage of males (74.3%) revealed that this was so, as opposed to a smaller percentage of females who indicated that their mothers worked (67.5%).

Table 4

Mother's Employment

| N=112 | Males (N=35) | % of Males | Females (N=77) | % of Females |
|-------|--------------|------------|----------------|--------------|
| Yes   | 26           | 74.3       | 52             | 67.5         |
| No    | 9            | 25.7       | 25             | 32.5         |

So, females tended to have parents with higher educational backgrounds, and males tended to have working mothers although they were less educated.

Having established whether or not the students' mothers worked, it was important to look at the reasons why they worked so as to be able to focus on the role modelling for female students.

Table 5  
Reasons for Mothers Working

| N=81                    | Males (N=26) | % of Males | Females (N=55) | % of Females |
|-------------------------|--------------|------------|----------------|--------------|
| Financial               | 13           | 50.0       | 33             | 60.0         |
| Professional dedication | 3            | 11.5       | 3              | 5.5          |
| Something to do         | 8            | 30.8       | 10             | 18.2         |
| Part time               | 2            | 7.7        | 7              | 12.7         |
| Volunteer               | 0            | 0.0        | 2              | 3.6          |

The data revealed that a higher percentage of both male and female students indicated that their mothers worked for financial reasons. It was however noted that this percentage was higher for females (60.0%). Also, it can be noted that a higher percentage of students indicated that their mothers worked "for something to do" rather than for professional dedication. Finally, one can also note that a lower percentage of females revealed that their mothers worked for professional dedication (5.5%), as compared to (11.5%) for males. Also, more females indicated that their mothers worked part time (12.7%) as compared to 7.7% of males. Thus, one can note that the mother's

role modelled working for financial reasons, and other reasons rather than professional dedication, for both males and females but more specifically for female students. Because role model is a significant factor in career aspiration, the questionnaire then proceeded to look at the student's attitude toward their mother working.

Table 6

Student's Attitude Toward Mother Working

| N=87        | Males (N=28) | % of Males | Females (N=59) | % of Females |
|-------------|--------------|------------|----------------|--------------|
| Proud       | 11           | 39.3       | 31             | 52.5         |
| Accepting   | 11           | 39.3       | 16             | 27.1         |
| Indifferent | 4            | 14.3       | 11             | 18.6         |
| Negative    | 2            | 7.1        | 1              | 1.7          |

The data revealed that the majority of students felt proud that their mothers were working. However, more females (52.5%) felt so as opposed to 39.3% of males. One can also note that a higher percentage of males (7.1%) felt negative as opposed to only 1.7% of females who were not proud of their mothers working.

It was also important to see how they perceived the father's attitude toward their mother working. This is significant for females for whom the

father is the male role model. This may influence their own attitude toward their husband and his attitude toward their working if they choose to do so.

Table 7

Father's Attitude Toward Mother Working

| N=86           | Males (N=27) | % of Males | Females (N=59) | % of Females |
|----------------|--------------|------------|----------------|--------------|
| Encouraging    | 15           | 55.6       | 32             | 54.2         |
| Indifferent    | 8            | 29.6       | 14             | 23.7         |
| Negative       | 2            | 7.4        | 5              | 8.5          |
| Not applicable | 2            | 7.4        | 8              | 13.6         |

The results indicate that the majority of students felt that their fathers were mostly encouraging toward their mother working. This was so for both males and females. Since the fathers were the male role models, the following question addressed to females was asked to see if indeed the situation which they perceived in their homes would influence their own response to their husband's attitude if they were to work.

Table 8

Female's Perception of Their Own Husband's Attitude to Their Work

| N=79             | Females | % of Females |
|------------------|---------|--------------|
| Important        | 33      | 41.8         |
| Very important   | 22      | 27.8         |
| Not so important | 19      | 24.1         |
| Not important    | 5       | 6.3          |

Clearly, of all the respondents, a large percentage felt that although their husband's attitude toward their working was not very important (24.1%), the majority still felt that it was (41.8%). A noticeably low percentage of females felt that their husband's attitude would not be important (6.3%). This means that females are still very much susceptible to the males' attitudes as far as their work is concerned.

Pursuing that line of thinking further, the questionnaire then attempted to identify the person who had the most influence on the student's life and thus on choice of career. It was established that both parents had an influence on the students, therefore, one could now examine the difference between the two.

Table 9

Parents' Influence in the Student's Life

| N=91   | Males (N=27) | % of Males | Females (N=64) | % of Females |
|--------|--------------|------------|----------------|--------------|
| Mother | 19           | 70.4       | 50             | 78.1         |
| Father | 14           | 51.9       | 20             | 31.3         |

The data revealed that both males and females indicated that their mothers had a greater influence in their lives (78.1% for females and (70.4%) for males.

More males revealed that their fathers had also been an influence (51.9%) as opposed to (31.3%) of females who said their fathers had been an influence.

It is important to note that for this question both male and female students were able to indicate that both their parents had influenced them, but also choose the one which had the most influence.

Table 10

Parents' Interest in Career Aspiration

| N=114       | Males (N=35) | % of Males | Females (N=79) | % of Females |
|-------------|--------------|------------|----------------|--------------|
| Slightly    | 7            | 20.0       | 14             | 17.7         |
| Very much   | 26           | 74.3       | 57             | 72.2         |
| Indifferent | 2            | 5.7        | 7              | 8.9          |

Clearly, the data indicated that a higher percentage of students noted that their parents were very much interested in their career aspirations. Parents' interest was perceived by a slightly higher percentage of males (74.3%) than females (72.2%). The difference in percentage is not, however, that wide because both males and females felt that their parents were interested in their career aspirations.

Table 11

Parents' Encouragement

| N=110                  | Males (N=32) | % of Males | Females (N=78) | % of Females |
|------------------------|--------------|------------|----------------|--------------|
| Further your education | 24           | 75.0       | 59             | 75.6         |
| Achieve in school      | 8            | 25.0       | 16             | 20.5         |
| Aspire towards career  | 12           | 37.5       | 36             | 46.2         |
| Be independent         | 6            | 18.8       | 29             | 37.2         |

Here again, the question was a multiple choice one and the students were able to indicate one of many items.

The data revealed that both males and females had been equally encouraged by their parents to further their education (75.0) and (75.6%).

It was interesting to note that a higher percentage of females than males indicated that their parents had encouraged them to aspire towards a career (46.2%) and to be independent (37.2%).

Table 12

Potential Encouraged By:

| N=102                  | Males (N=30) | % of Males | Females (N=72) | % of Females |
|------------------------|--------------|------------|----------------|--------------|
| Mother                 | 21           | 70.0       | 45             | 62.5         |
| Father                 | 20           | 66.7       | 43             | 59.7         |
| Teacher                | 5            | 16.7       | 16             | 22.2         |
| Guidance<br>Counsellor | 2            | 6.7        | 4              | 5.6          |
| Peers                  | 9            | 30.0       | 20             | 27.8         |

Because this question was also a multiple choice, most students were able to indicate that their potential had been encouraged by more than one person.

In this table, both males and females revealed that their potential had been encouraged by their mother, father, teacher, guidance counsellor and peers. However, a slightly higher percentage of females (22.2%) indicated that their teachers had encouraged them as opposed to 16.7% of males. A low percentage of males and females indicated that their guidance counsellor had encouraged their potential.

Table 13

People Supporting Future Plans

| N=30                   | Males (N=28) | % of Males | Females (N=62) | % of Females |
|------------------------|--------------|------------|----------------|--------------|
| Teacher                | 18           | 64.3       | 48             | 77.4         |
| Academic<br>Counsellor | 9            | 32.1       | 16             | 25.8         |
| Peers                  | 15           | 53.6       | 28             | 45.2         |

This table revealed that both females and males indicated support of future plans by their teachers, academic counsellors and peers. However, more females (77.4%) said that teachers had supported their future plans.

This is critical information because it supports the observation that although the majority of female students tend to choose a career in high school, teachers at the CEGEP level can play a very important role in the reinforcement of that choice or in discussing the many alternatives and choices that are available to females today.

Table 14

Birth Order

| N=114  | Males (N=35) | % of Males | Females (N=79) | % of Females |
|--------|--------------|------------|----------------|--------------|
| First  | 16           | 45.7       | 21             | 26.6         |
| Second | 7            | 20.0       | 21             | 26.6         |
| Third  | 9            | 25.7       | 20             | 25.3         |
| Other  | 3            | 8.6        | 12             | 15.2         |

The majority of male students revealed that they were first-born (45.7%). The female respondents were equally distributed amongst first and second-born (26.6%).

There are many implications to the observation that the majority of male respondents were first-born. One can perhaps try to establish a link between these data and the information which was mentioned above (Chapter 3), that is, Lucille Forer's statement that the birth order factor is an important one which influences lifelong development of the individual and that the first born children tend to be better achievers. The other implications could also be found in the fact that an equal percentage of female students indicated that they were first and second born and that a large number of female students had also indicated that their mothers had more influence in their lives.

Although it was noted that both males and females had an almost equal perception of their parent's interest in their career aspirations, it was

nevertheless important to see if their perception of differential treatment was also similar. The questionnaire focused on the home, and on educational opportunity both in high school and at their present CEGEP.

Table 15

Perception of Differential Treatment at Home (i.e. are both males and females regarded equally at home?)

| N=114 | Males (N=35) | % of Males | Females (N=79) | % of Females |
|-------|--------------|------------|----------------|--------------|
| Yes   | 25           | 71.4       | 47             | 59.5         |
| No    | 9            | 25.7       | 29             | 36.7         |

It was evident that the number of males who felt that they were equally treated at home (71.4%) was higher than that of females who perceived this as being so (59.5%). However, a sizeable percentage of females felt that differential treatment did exist in their home (36.7%).

Findings on the question of differential treatment as far as educational opportunities are concerned also indicated that females perceived a difference. Although both male and female perceptions of unequal treatment is not very high, here again, females' perception was slightly higher than that of males. Over twelve percent felt that males had better educational opportunity for advancement in high school.

When asked if they felt that both male and female students in this CEGEP had enjoyed the same opportunities for pursuing a career, both sexes perceived having had equal opportunity. However, the percentage of females (9.1%) who indicated that they felt that they had not enjoyed equal opportunity, was higher than the percentage of males (0%).

Table 16

Do You Think That the Opposite Sex Had Better Educational Opportunity for Advancement in High School?

| N=114 | Males (N=35) | % of Males | Females (N=79) | % of Females |
|-------|--------------|------------|----------------|--------------|
| Yes   | 2            | 5.7        | 10             | 12.7         |
| No    | 33           | 94.3       | 66             | 83.5         |

Table 17

Do You Think That Both Male and Female Students in this CEGEP Have Enjoyed the Same Opportunities for Pursuing a Career?

| N=112 | Males (N=35) | % of Males | Females (N=77) | % of Females |
|-------|--------------|------------|----------------|--------------|
| Yes   | 35           | 100.0      | 70             | 90.9         |
| No    | 0            | 0.0        | 7              | 9.1          |

Clearly then, from the preceding three tables, one can deduce that a still noticeable number of females perceived differential treatment at home, in their high school and in their present educational setting.

When females perceive differential treatment, whether de facto or not, it nevertheless does influence their career aspirations. To this effect, all the items in the questionnaire were conceived in a manner which would lead to the last part which focused on career aspirations. Here, it was important to find out at what point students thought of a career so as to be able to sensitize educators to those crucial times in their thinking and to perhaps suggest ways in which to best deal with them.

Table 18

At What Point Did You Start Thinking of a Career?

| N=114       | Males (N=35) | % of Males | Females (N=79) | % of Females |
|-------------|--------------|------------|----------------|--------------|
| High School | 22           | 62.9       | 60             | 75.9         |
| CEGEP,      | 9            | 25.7       | 11             | 13.9         |
| Other       | 4            | 11.4       | 7              | 8.9          |

One can note that the majority of students thought of a career in high school. More females (75.9%) had thought of a career at that point in their lives. In the presentation of this data, it was important to find out if students were actually pursuing the field of study they had originally set

out to follow so as to establish a link between their career aspirations and the time in which they thought of it.

Table 19

Your High School Guidance Counsellor Encouraged You To:

| N=114                  | Males (N=35) | % of Males | Females (N=79) | % of Females |
|------------------------|--------------|------------|----------------|--------------|
| Further your education | 17           | 48.6       | 34             | 43.0         |
| Pursue a career        | 5            | 14.3       | 19             | 24.1         |
| Other                  | 11           | 31.4       | 23             | 29.1         |

Clearly, both males and females had been encouraged by their guidance counsellor to further their education and to pursue a career. However, a higher percentage of females (24.1%) indicated that their guidance counsellor encouraged them to pursue a career.

As far as the media and its influence on the student's attitude, it is clear that the majority of students feel that the media was not very influential in their choice of a career. (see Table 20)

Although more females felt that they were not at all influenced (38.0%) more males felt that they were very influenced (25.7%). This information reveals that although some students are influenced by the media, most of them are not.

Table 20

Media's Influence Toward the Choice of a Career

| N=114       | Males (N=35) | % of Males | Females (N=79) | % of Females |
|-------------|--------------|------------|----------------|--------------|
| Very much   | 9            | 25.7       | 17             | 21.5         |
| Not so much | 18           | 51.4       | 30             | 38.0         |
| Not at all  | 8            | 22.9       | 30             | 38.0         |

In the formation of attitudes, the writer feels that although the students' attitudes are shaped primarily at home, an awareness of the world can still influence that attitude. They were therefore, asked how well informed they were about national politics, status of women, etc. (see Tables 21 and 22).

As far as national and international politics, Canada and Quebec's economy, most students answered that they were well and fairly well informed, although the percentage is almost always higher for males. When the questions changed to the status of women and their educational and career opportunity, the percentage switched visibly in favour of women being more informed. This may mean that males need in fact to be further sensitized to the issues concerning women.

When the students were asked about their perception of professions and if they felt that they were best suited for males and females, the data revealed that the majority of students indicated that they felt that most

professions which range from nursery school teacher to scientist and accountant, could be suited for both males and females. No males however (0%) felt that secondary, CEGEP and university teaching and the professions of lawyer, doctor, architect, and scientist were not suited for females only, but were suited for both. Some females felt that this could be so, most felt as males did, that these professions were also suited for both. This was also revealed in their perception of nursery school teacher, where the majority felt that it was a profession suited for both. (see page 68).

Table 21

How Well Are You Informed About:

| N=114                             | Well informed |           |        |             | Fairly well informed |           |        |             | Not well informed |           |                 |             |
|-----------------------------------|---------------|-----------|--------|-------------|----------------------|-----------|--------|-------------|-------------------|-----------|-----------------|-------------|
|                                   | Male          | % of Male | Female | % of Female | Male                 | % of Male | Female | % of Female | Male              | % of Male | Female          | % of Female |
| National politics                 | 9             | 25.7      | 17     | 21.5        | 19                   | 54.3      | 43     | 54.4        | 6                 | 17.1      | 19 <sup>b</sup> | 24.1        |
| International politics            | 8             | 22.9      | 11     | 13.9        | 17                   | 48.6      | 33     | 41.8        | 10                | 28.6      | 33              | 41.8        |
| Canada's economy                  | 12            | 34.3      | 13     | 16.5        | 15                   | 42.9      | 39     | 49.4        | 7                 | 20.0      | 26              | 32.9        |
| Quebec's economy                  | 10            | 28.6      | 19     | 24.1        | 18                   | 51.4      | 39     | 49.4        | 6                 | 17.1      | 20              | 25.3        |
| Status of women                   | 5             | 14.3      | 20     | 25.3        | 18                   | 51.4      | 41     | 51.9        | 12                | 34.3      | 18              | 22.8        |
| Educational opportunity for women | 6             | 17.1      | 29     | 36.7        | 16                   | 45.7      | 42     | 53.2        | 12                | 34.3      | 7               | 8.9         |
| Career opportunity for women      | 7             | 20.0      | 35     | 44.3        | 19                   | 54.3      | 37     | 46.8        | 8                 | 22.9      | 6               | 7.6         |

Table 22

Student's Perception of the Professions According to Sex

| N=114<br>Males (N=35)<br>Females (N=79) | Males |           |        |             | Females |           |        |             | Both |           |        |             |
|---|-------|-----------|--------|-------------|---------|-----------|--------|-------------|------|-----------|--------|-------------|
|   | Male  | % of Male | Female | % of Female | Male    | % of Male | Female | % of Female | Male | % of Male | Female | % of Female |
| Nursery Teacher                         | 1     | 2.9       | 0      | 0.0         | 21      | 60.0      | 49     | 62.0        | 13   | 37.1      | 30     | 38.0        |
| Elementary Teacher                      | 3     | 8.6       | 1      | 1.3         | 12      | 34.3      | 24     | 30.4        | 20   | 57.1      | 54     | 68.4        |
| Secondary Teacher                       | 6     | 17.1      | 4      | 5.1         | 0       | 0.0       | 2      | 2.5         | 29   | 82.9      | 73     | 92.4        |
| CEGEP Teacher                           | 4     | 11.4      | 5      | 6.3         | 0       | 0.0       | 2      | 2.5         | 31   | 88.6      | 72     | 91.1        |
| University Teacher                      | 5     | 14.3      | 6      | 7.6         | 0       | 0.0       | 3      | 3.8         | 30   | 85.7      | 68     | 86.1        |
| Nurse                                   | 0     | 0.0       | 2      | 2.5         | 18      | 51.4      | 33     | 41.8        | 17   | 48.6      | 44     | 55.7        |

cont'd...

Table 22 (cont'd)

|               |    |      |    |      |    |      |    |      |    |      |    |      |
|---------------|----|------|----|------|----|------|----|------|----|------|----|------|
| Lawyer        | 9  | 25.7 | 12 | 15.2 | 0  | 0.0  | 2  | 2.5  | 20 | 74.3 | 65 | 82.3 |
| Librarian     | 1  | 2.9  | 2  | 2.5  | 11 | 31.4 | 19 | 24.1 | 25 | 65.7 | 58 | 73.4 |
| Doctor        | 8  | 22.9 | 11 | 13.9 | 0  | 0.0  | 1  | 1.3  | 27 | 77.1 | 67 | 84.8 |
| Engineer      | 12 | 34.3 | 26 | 32.9 | 3  | 8.6  | 5  | 6.3  | 19 | 54.3 | 48 | 60.8 |
| Social worker | 3  | 8.6  | 3  | 3.8  | 5  | 14.3 | 10 | 12.7 | 27 | 77.1 | 66 | 83.5 |
| Architect     | 7  | 20.0 | 13 | 16.5 | 0  | 0.0  | 1  | 1.3  | 27 | 77.1 | 65 | 82.3 |
| Scientist     | 7  | 20.0 | 13 | 16.5 | 0  | 0.0  | 3  | 3.8  | 26 | 74.3 | 63 | 79.7 |
| Accountant    | 3  | 8.6  | 3  | 3.8  | 3  | 8.6  | 2  | 2.5  | 23 | 80.0 | 71 | 89.9 |

In an attempt to define their own career aspirations a question was asked as to what they hoped their CEGEP education would lead them to.

Table 23

CEGEP Education Will Lead To

| N=108              | Males (N=32) | % of Males | Females (N=76) | % of Females |
|--------------------|--------------|------------|----------------|--------------|
| University studies | 24           | 75.0       | 45             | 59.2         |
| Further employment | 19           | 59.4       | 53             | 69.7         |

The data revealed that both males and females wished to pursue university studies and to seek further employment. However, more males indicated their wish for university studies (75.0%) and more females thought their CEGEP education would lead to further employment (69.7%).

The final question about career aspiration and the answers that were given were grouped for interpretation in seven main categories:

Students' choice of Career Aspirations

1. Professional - such as architect, accountant, engineer, lawyer, etc.
2. Health and Social Service Professional
3. Business and related fields
4. Artistic or designing fields
5. Para-professional (public service)
6. General fields
7. Other aspirations

Being an open-ended question, it was distributed over a variety of fields for which percentages were not useful.

Table 24

|                     | Males    | Females  |
|---------------------|----------|----------|
| <u>Professional</u> |          |          |
| Architect           | -        | 1        |
| Accountant          | -        | 1        |
| Engineer            | 3        | -        |
| Lawyer              | 1        | 2        |
| Doctor              | 2        | -        |
| <b>Total</b>        | <b>6</b> | <b>4</b> |

cont'd...

Table 24 (cont'd)

| <u>Health and social service</u>   |          |           |
|------------------------------------|----------|-----------|
| Nurse                              | -        | 4         |
| Psychologist                       | 2        | 4         |
| Social worker                      | -        | 1         |
| Teacher                            | 2        | 6         |
| Biochemist                         | 1        | -         |
| <b>Total</b>                       | <b>5</b> | <b>15</b> |
| <u>Business and related fields</u> |          |           |
| Business                           | -        | 3         |
| Buyer                              | -        | 1         |
| Computer programmer                | 3        | 2         |
| Data processing                    | 1        | -         |
| Executive or manager               | 2        | 4         |
| Financier                          | 1        | -         |
| Hotel owner                        | 1        | -         |
| <b>Total</b>                       | <b>8</b> | <b>10</b> |

cont'd...

Table 24 (cont'd)

| <u>Artistic field</u>                     |          |           |
|---|----------|-----------|
| Artist                                    | -        | 2         |
| Acting                                    | -        | 1         |
| Commercial artist                         | 1        | 7         |
| Draughtsman                               | 1        | -         |
| Industrial designer                       | -        | 1         |
| Interior designer                         | 2        | 3         |
| Musician                                  | 1        | -         |
| Technical illustrator                     | -        | 1         |
| <b>Total</b>                              | <b>5</b> | <b>15</b> |
| <u>Para-professional (public service)</u> |          |           |
| Classification officer                    | -        | 1         |
| Hairdresser                               | -        | 1         |
| Stewardess                                | -        | 1         |
| Secretary                                 | -        | 7         |
| <b>Total</b>                              | <b>-</b> | <b>10</b> |

cont'd...

Table 24 (cont'd)

| <u>General fields</u>    |          |           |
|--------------------------|----------|-----------|
| T. V. announcer          | 1        | -         |
| Tourism                  | -        | 1         |
| Travel agent             | -        | 1         |
| Translator               | -        | 1         |
| <b>Total</b>             | <b>1</b> | <b>3</b>  |
| <u>Other aspirations</u> |          |           |
| Career and independence  | 1        | 2         |
| CEGEP diploma            | -        | 1         |
| Marriage                 | -        | 2         |
| Professional             | -        | 1         |
| Successful               | 1        | 4         |
| University education     | 1        | 3         |
| Wealth                   | -        | 1         |
| <b>Total</b>             | <b>3</b> | <b>14</b> |

The data revealed that although there was no major difference between male and female aspirations, some differences still existed.

In the professional field, females wished to become architects, accountants, and lawyers. Males wished to become engineers, doctors and lawyers. Although the number of males surveyed was smaller than females, in the "professional" career aspiration, there were more males (6) than females (4).

In the health and social services there were more females who wished to become nurses, psychologists, social workers and teachers, as opposed to five males.

In the business and related fields, however, the number of females slightly exceeded those of males.

The data revealed no noticeable major difference in the socialization of male and female students. Both had indicated encouragement and interest by parents, teachers, guidance counsellors and peers. However, because one could not ultimately state that their career aspirations were equal, this would perhaps suggest that the difference is a very subtle one which could be attributed to a qualitative distinction rather than to a quantitative one.

CHAPTER V

DISCUSSION OF FINDINGS AND CONCLUSIONS

## CHAPTER V

### DISCUSSION OF FINDINGS AND CONCLUSIONS

The purpose of this research was to find out if as a result of differential socialization, female CEGEP students had lower career aspirations than their male counterparts. The sample chosen was that of a random population of college students taking French and Humanities courses which was not equally distributed amongst males and females.

This study found that although there was no major difference in the socialization of the males and females, the career aspirations of female CEGEP students could not be considered equal to those of the males. Due to the limitations of this study, one could not on the other hand generalize that the career aspirations of the female CEGEP student were lower than those of the male CEGEP student.

The findings were that the majority of females were enrolled in the Arts (or Social Sciences) program and in the "Other" (or Career Programs), as opposed to the majority of males who were registered in the Science programs. This study found that both parents of female students had higher levels of education than parents of male students, and that the fathers of female students had a higher level of education than the mothers. Male and female students indicated that their mothers worked for financial reasons, the percentage was however higher for females. Although both males and females said that they felt proud about their mothers working, slightly more females felt that pride. Parents seemed to have had an influence on the students'

career aspirations. Both males and females revealed that their parents had an important influence in their lives. Although both males and females said that their mothers had more influence than their fathers, more females had significant mother influence. Both males and females said that their parents were interested in their career aspirations, that their parents had encouraged them to further their education and to achieve in school. More females said, however, that their parents had encouraged them to aspire towards a career and to be independent. Lastly, both males and females said that their potential had been encouraged by their mothers and by their fathers, the percentage was slightly higher for males.

Teachers seemed to have also had an influence on the students. Both males and females said that their high school teacher had encouraged them, but that percentage was slightly higher for females. Although both males and females felt that their CEGEP teacher had supported their future plans, the percentage was again higher for females.

The majority of students said that high school was the time in their lives when they had thought of a career, the percentage was slightly higher for females. A small percentage of the students felt that their potential had been encouraged by their high school guidance counsellor. However, both males and females said that their high school guidance counsellor, when consulted, had encouraged them to further their education. More females said that the high school counsellor had encouraged them to pursue a career. When at the college level, both male and female students said that the academic counsellor at Dawson, (not the guidance counsellor), had supported their plans.

The fourth group which had an influence on the students was the peer group. Both males and females said that their peers had been encouraging with regard to their future plans.

The last possible influence on the students and their choice of career was the media. The majority of both males and females felt that the media had not influenced their choice of a career, however, a slightly higher percentage of males said that the media had influenced them. Although both genders said that they were fairly well informed about national and international politics, Canada's and Quebec's economy, the status of women, and about educational and career opportunity for women, a slightly higher percentage of females said that they were more informed about women's issues, and a slightly higher percentage of males said that they were more informed about the other issues.

As far as birth order was concerned, the majority of male students said that they were the first born in their family. The female students were equally distributed between the first and second born. The majority of both male and female students revealed that they had perceived no differential treatment at home, in their high school, nor at Dawson. However, a slightly higher percentage of females still perceived differential treatment.

Lastly, the study revealed the students' views on professions and their own choice of professions. The majority of students felt that all the professions listed could be suited to both males and females, however a higher percentage of students indicated that the professions that were best suited for both were those of secondary, CEGEP, and university teachers, lawyer, doctor,

social worker, architect, scientist, and accountant. A smaller percentage of both males and females felt that the professions of nursery and elementary school teacher, nurse and engineer could be suited for both males and females. Although both males and females said that they wished to go on to university and to seek employment, more males said that their CEGEP education will lead them to university study, and more females said that their CEGEP education will lead them to further employment. Only a small number of both males and females aspired towards "professional" status, but no females wished to be engineers, or doctors. A larger number of females wished to be nurses, teachers, and secretaries. Lastly, an almost equal number of males and females wished to be in business and related fields. It is therefore necessary to examine what high school guidance counsellors do in terms of streaming and to suggest a raised consciousness of that process.

From the findings of this study, one can therefore, make some statements about the population at Dawson which was examined.

#### Parental background, influence and interest

The female students in this study had indicated that their parents had a higher level of education than the male students of this study, and that their fathers had more education than their mothers. Since they revealed that their mothers had more influence in their lives, it was therefore expected that their career aspiration would be similar to that of their female role model. Although both males and females said that their mothers worked for financial reasons rather than for professional dedication, more

females had said so. This would therefore, lend an explanation for the reason why the females did not have higher career aspirations than the males. Both males and females had indicated that their mothers had more influence in their lives, but more females felt that their mothers had influenced them. This would indicate that the mothers did play a major role in their female offspring's life. Both genders said that their parents had an interest in their career aspiration, this would mean that the parents made no quantitative distinction between their male and female children. Lastly, both males and females revealed that their parents had encouraged them to further their education and to achieve in school. It was most interesting to note however, that most females said that their parents had encouraged them to aspire towards a career and to be independant. This means that parents are encouraging their daughters to aspire to a career and to be independant rather than to marriage.

#### Other influences in students' lives

Although both males and females had said that their potential had been encouraged by both their parents, they also indicated that their high school teachers, their guidance counsellors and their peers had also been of influence to them. It would seem however, that more females were in general encouraged by their teachers. At the CEGEP level, both males and females felt that the teachers, peers and the academic counsellors had supported their future plans, more females had indicated that the teachers had been supportive. This means that at the CEGEP level, the teacher plays an impor-

tant role in the support of the female student's future plans.

The influence of the media on the student's choice of a career, was briefly referred to. It was revealed by both males and females that the media did not play a major role in that choice although some male students indicated that it did. This would mean that male students may be more receptive to the influence of the media.

Part of socialization is being informed about many issues in the world. When asked about national and international politics, about Canada's and Quebec's economy, the status of women, both males and females indicated that they were fairly well informed. It was however noted that a slightly higher percentage of males were more informed than females about world issues and that more females were informed about women's issues. This means that although both males and females were aware of the issues referred to, some work still needs to be done in the area of sensitization of these issues for both males and females.

#### Students' attitude, perception of socialization, and aspirations

Both males and females felt proud of their mothers working, but more females had indicated that they felt proud. This would therefore indicate that females felt positive towards their mother's occupation and it would lead us to speculate that if the mother had worked for professional dedication, perhaps this may have raised the female's career aspiration.

Although most males and females revealed that they had no perception of differential treatment at home, that both sexes had enjoyed equal educational

opportunity in high school and at Dawson, a small percentage of females still felt that this had not been so. This means that although there has been much advancement and progress towards equality of educational and professional opportunity between males and females, some further work needs to be done in order to achieve more equality between the sexes. The perception of differential socialization by some female students may also explain the reason why females do not have higher career aspirations than the males. They may still be striving to bridge the gap which they perceive to be unequal. Their awareness may also sensitize them to their right of equal educational opportunity and professional development.

In this study, an attempt was made to establish a link between birth order and career aspiration. Most males had revealed that they were the first born but most females were equally distributed amongst the first and second born. This means that since the first born are considered to be better achievers, it would therefore explain another reason for males' different aspirations. One would also speculate that if the majority of female students had indicated that they were the first born and that their fathers had had more influence in their lives, perhaps this may have helped to raise their level of aspiration.

Both males and females revealed that high school was still the crucial time for decision making with regard to their career. This was particularly so for the females. It was interesting to note that both males and females said that when consulted, their high school guidance counsellor had encouraged them to further their education and to pursue a career. However the

percentage was slightly higher for males to further their education and it was higher for females to pursue a career, this means that high school guidance counsellors as well as parents are encouraging females to pursue a career. The question remains as to the type of career they are encouraged to pursue.

Both males and females have revealed no noticeable differential perception of professions which are suitable for either males or females. Both felt that most professions were suited for either gender. Although this information would indicate that professional stereotypes are not revealed by the majority of students, the question would then arise as to their own choice of professions if they in fact do not have professional stereotypes. Lastly, it was also noted that a smaller percentage of students had felt that the profession of engineer as well as that of nursery school teacher was suited for both males and females.

For their career aspirations, both males and females indicated that their CEGEP education will lead them to university studies and to further employment. It was however noted that a slightly higher percentage of males revealed that they wished to pursue university studies and a higher percentage of females wished for further employment. This may mean that the female students are following their mother's footsteps in seeking employment rather than furthering their education at a higher level. When a list was drawn up of the careers the students had chosen, it was noticed that although no females wished to be engineers or doctors, no males wished to be architects or accountants. Although some females still aspired to be nurses, teachers and secretaries, many wished to be in business, computer work, executives or managers.

Thus, in studying the list closely, one could not categorically state that the female career aspirations were lower. They were still not equal, in that no females aspired to be doctors or engineers, and they still aspired to be nurses and secretaries. This means that although there had been no obvious difference in the socialization of males and females, it would seem that females were encouraged to pursue a career which will lead to more immediate employment rather than encouraged to pursue a career with more long range studies.

#### CONCLUSION

Although this study found no major evidence of quantitative differences in socialization between male and female students, the fact that some females perceived differential socialization may mean that differential treatment still exists on a qualitative level. Because this is much more subtle, it is difficult to measure statistically. The fact that one cannot conclusively state that female career aspirations were equal to those of their male counterparts, leads us to speculate that although females had been encouraged and supported by parents, teachers, guidance counsellors, and peers to pursue a career, some questions still remain however as to why no females in this study aspired to be doctors or engineers and why many females still chose the "female" careers (nurses and secretaries). This would lead us to conclude that although most females were encouraged to pursue a career rather than to marry early, they were perhaps still encouraged to aspire to the "traditional female" rather than to the "non-traditional" (therefore male oriented)

careers. One can also speculate that the choices of careers made by the female college students in this study, may be related to the particular population which was studied and therefore not necessarily applicable to all female college students.

The information in this study consistently indicated the importance of the role played by parents, teachers and guidance counsellors in influencing the choice of career by both the male and the female students. The information also revealed that mothers were the principal role models in the female student's life. Since the mothers in this study worked for financial reasons rather than for professional dedication, one can suggest that perhaps one of the main reasons why the female student's career aspirations did not appear to be equal to those of the male student, can be related to the female role model in the female student's life. As a result of this awareness, one can therefore suggest a renewed effort on the part of parents, educators and counsellors to help raise the career aspirations of female students.

"There is a need for consciousness-raising of women as well as of men, towards a transformation of their social role affecting both public and private lives." (Ghosh:1981,414).

Thus, one can state that some positive and encouraging signs have emerged from this research, namely, there appeared to be no major evidence of overt forms of differential socialization between males and females, although subtle means of differentiation may affect differential aspiration. This difference in career aspirations may be attributed to the female's own perception of career limitations and of her own fear of aspiring higher.

Her aspirations may be closely linked to the female role model in her life and in fact may be linked to her gender. The female's career aspirations may be related to the kind of encouragement, support, and messages she has received along the way from the adults around her. There may also be a link between the female's career aspirations and the type of career guidance she received in high school and in college. They may be related to her birth order and, lastly, to her own perception and interpretation of all of these messages.

To conclude, one can state that as a result of much work on the part of educators, the women's movement and other sensitized segments of society, one can bear witness to the advancement and the progress which has been made in many areas which support female career aspirations. Although

...we have won the right to vote, we expect to work outside the home if we wish, we can demand equal pay for equivalent work, we have had a series of feminist movements - but these tend to raise clouds of dust which tend to just resettle. So we still need to make positive efforts to ensure that women are indeed included in the broader sense of humanity until the dust is finally swept away. (Gillett: 1981,416).

#### SUGGESTIONS FOR FURTHER RESEARCH

From the discussion of the findings and the conclusions that were drawn, many areas of further research can be suggested.

There is a need to supplement the research experiences of the decades of the 1960's and the 1970's in the area of the relationship between female role models in the 1980's and the choice of careers made by female college students.

Studies are therefore proposed on the interaction of parent and the adolescent female, her personality development, how she has learned the functions of her expected social roles, and how this in turn affects her choice of career.

We urge that a study be conducted on the relationship between female high school teachers and the female high school student and its effect on the student's relationship with her female college teacher which may also have an influence on her particular choice of careers.

A study on the quality of teacher training at the college level needs to be conducted in order to see if teacher awareness on the effect of their influence on the students would help to raise the career aspirations of female students. Some work needs to be done in the area of how to best establish a liaison between the high school guidance counsellor and the college guidance and academic counsellors in order to assist female students raise their level of career aspirations.

Much work still needs to be done in the area of FOS (Fear of Success). The discussion in the literature as to whether FOS is exclusive to females needs to be further tested and debated. Also the suggestion that FOS is an important factor in the female's lower career aspirations needs to be further researched.

Lastly, comparative studies between all the Anglophone CEGEP's in Montreal, Quebec, could be conducted in order to find out if career aspirations of female students vary according to the college they attend, and a study between all the Anglophone CEGEP's in Montreal and the equivalent number of Francophone CEGEP's could be directed to the question of career aspirations and its relationship to cultural backgrounds.

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APPENDIX I

BLISHEN'S SOCIO-ECONOMIC INDEX FOR 21 OF 320 OCCUPATIONS IN 1961 CENSUS CANADA

Appendix

Blishen's Socio-economic index for 21 of 320 occupations in 1961 census Canada

| Occupation                                  | Socio-economic index |
|---|----------------------|
| Chemical engineers                          | 76.69                |
| Physicians and surgeons                     | 75.57                |
| Lawyers and notaries                        | 75.41                |
| Architects                                  | 74.52                |
| School teachers                             | 70.14                |
| Accountants and auditors                    | 68.80                |
| Computer programmers                        | 67.50                |
| Office managers                             | 60.42                |
| Radio and television announcers             | 59.81                |
| Other health professionals                  | 58.27                |
| Artists (except commercial), art teachers   | 58.21                |
| Draughtsman                                 | 57.82                |
| Social welfare workers                      | 55.62                |
| Artists, commercial                         | 54.06                |
| Commercial travellers                       | 52.68                |
| Stenographers                               | 51.96                |
| Musicians and music teachers                | 50.93                |
| Owners and managers, miscellaneous services | 45.48                |
| Interior decorators                         | 44.37                |
| Actors                                      | 43.85                |
| Nurses, graduate                            | 42.57                |

APPENDIX II

QUESTIONNAIRE



5 - Which Faculty do you belong to?

a. Arts

b. Science

c. Other (please specify) \_\_\_\_\_

6 - Father's educational background

a. elementary

b. secondary

c. university

d. professional (please specify) \_\_\_\_\_

e. other (please specify) \_\_\_\_\_

7 - Mother's educational background

a. elementary

b. secondary

c. university

d. professional (please specify) \_\_\_\_\_

e. other (please specify) \_\_\_\_\_

Part II - Development of Attitudes

1 - Is your mother employed?

a. yes

b. no

2 - If yes, does she work:

a. for financial reasons

b. for professional dedication

c. for something to do

d. on a part time basis

e. as a volunteer

3 - What is your attitude toward your mother's working?

- You are:
- a. proud
  - b. accepting
  - c. indifferent
  - d. negative

4 - What is your father's attitude toward your mother's working?

- He is:
- a. encouraging
  - b. indifferent
  - c. negative
  - d. does not apply

5.- For males only.

What would your attitude be toward your own wife working?

- a. proud
- b. encouraging
- c. indifferent
- d. negative

6.- For females only.

If after marriage you decided to continue with your career, your husband's attitude would be:

- a. important
- b. very important
- c. not so important
- d. not important at all

7 - Who would you say has had the most important influence in your life?

- a. mother
- b. father
- c. aunt
- d. uncle
- e. other (please specify) \_\_\_\_\_

8 - Has the media influenced your attitude towards any particular career?

- a. very much
- b. not so much
- c. not at all

9 - How many brothers and sisters do you have?

- a. brothers
- b. sisters
- c. none

10 - If you have answered a, or b, are you:

- a. the first child
  - b. the second child
  - c. the third child
  - d. other (please specify)
- 

11 - Have your parents encouraged you to:

- a. further your education
- b. achieve better in school
- c. aspire toward a career
- d. be independent
- e. get married early

12 - Would you say that both males and females are regarded equally in your home?

- a. yes
- b. no (please explain)

13 - Are your parents interested in your career aspirations?

- a. slightly
- b. very much
- c. indifferent



17 - Do you think that a successful "Career Woman" is:

- a. feminine
- b. ambitious
- c. aggressive
- d. assertive
- e. intelligent

18 - Do you think that a successful "Career Man" is:

- a. masculine
- b. ambitious
- c. aggressive
- d. assertive
- e. intelligent

Part III - High School Background

1 - What were your favorite subjects in school?

- a. History
- b. Mathematics
- c. English
- d. French
- e. Biology
- f. Physics
- g. Art
- h. Music
- i. Physical Education
- j. Others (please specify) \_\_\_\_\_

2 - You were encouraged to develop your potential by your:

- a. mother
- b. father
- c. teacher
- d. librarian
- e. guidance counsellor
- f. peers
- g. others (please specify) \_\_\_\_\_

3 - Do you think that the opposite sex had better educational opportunity for advancement in high school?

- a. yes
- b. no

4 - If yes, please explain you view .....

5 - What did your high school guidance counsellor encourage you to do?

- a. further your education
- b. pursue a career
- c. other (please specify) \_\_\_\_\_

6 - Are you pursuing the field of study which you originally set out to follow?

- a. yes
- b. no (please explain)

7 - Have your career aspirations changed since you entered Dawson?

- a. yes (please explain)

- b. no

**Part IV - Career Aspirations**

**1 - At what point did you start thinking of a career?**

- a. high school
- b. CEGEP
- c. other (please specify) \_\_\_\_\_

**2 - Your CEGEP education will lead to either or both:**

- a. university study
- b. future employment
- c. other (please specify) \_\_\_\_\_

**3 - Have the following people in this institution provided you with the support system you needed in order to realize your future plans?**

- a. teachers
- b. academic counsellors
- c. guidance counsellors
- d. administrators
- e. peers
- f. others (please specify) \_\_\_\_\_

**4 - If you could do so, what other kinds of programs would you include in the curriculum offered at Dawson?**

**5 - Do you think that both male and female students in this CEGEP have enjoyed the same opportunities for pursuing a career?**

- a. yes
- b. no (please explain)

6 - If you have answered no to question 5, how would you suggest this situation be rectified?

7 - What is your career aspiration?

Once again, many thanks for your cooperation. Best of luck to you all in your future endeavours.

Comments: