

6-22-1995

Attitudes of fourth and fifth grade students toward gender and careers

Valerie B. Sweeten

Rowan College of New Jersey

Let us know how access to this document benefits you - share your thoughts on our feedback form.

Follow this and additional works at: <https://rdw.rowan.edu/etd>

 Part of the [Elementary Education and Teaching Commons](#)

Recommended Citation

Sweeten, Valerie B., "Attitudes of fourth and fifth grade students toward gender and careers" (1995). *Theses and Dissertations*. 2292.
<https://rdw.rowan.edu/etd/2292>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact LibraryTheses@rowan.edu.

ATTITUDES OF FOURTH AND FIFTH GRADE STUDENTS
TOWARDS GENDER AND CAREERS

by
Valerie B. Sweeten

A Thesis
Submitted in partial fulfillment of the requirements for the
Master of Science in Teaching Degree in the Graduate
Division of Rowan College of New Jersey
June 22, 1995

Approved by Dr. Randall S. Robinson
M.S.T. Advisor

Date Approved June 22, 1995

ABSTRACT

Valerie B. Sweeten, Attitudes of Fourth and Fifth Grade
Students Towards Gender and Careers, Dr. Randall S.
Robinson, Thesis Advisor, Master of
Science in Teaching,
June 19, 1995

This study was designed to determine if students in a suburban, southern New Jersey elementary school would have gender-biased attitudes concerning appropriate roles and career aspirations for males and females.

A questionnaire was administered to a sample of 100 students from a total population of 74 fourth grade students and 58 fifth grade students from one school in a southern New Jersey suburban school district. Items on the questionnaire included a list of occupations as well as questions regarding gender and careers.

The hypothesis was not supported because it was found that most of the students did not possess a gender-biased attitude. Of the 100 students who participated in the study, 65 achieved a score of 46 or below, indicating non-biased attitudes of careers and gender. Thirty-five students achieved a score of 48 or above, which indicated a biased attitude. Additionally, the second hypothesis was supported in part and unsupported in part. The ratios of biased girls to non-biased girls and of biased boys to non-biased boys were about equal at 2:3 for each. However, it was found that the girls and boys were equally unbiased, rather than biased as the hypothesis predicted.

MINI-ABSTRACT

Valerie B. Sweeten, Attitudes of Fourth and Fifth Grade
Students Towards Gender and Careers, Dr. Randall S.
Robinson, Thesis Advisor, Master of
Science in Teaching,
June 19, 1995

This study determined if students in a suburban, southern New Jersey elementary school have gender-biased attitudes concerning appropriate roles for males and females.

One hundred students participated in the study. Sixty-five achieved a score of 46 or below, indicating non-biased attitudes. Thirty-five students achieved a score of 48 or above, indicating a biased attitude.

Acknowledgements

The researcher owes a debt of gratitude to the following people for their support and guidance in completing this thesis:

Dr. Randall S. Robinson, M.S.T. Advisor, Rowan College of New Jersey, without whose talent, knowledge, and expertise this thesis would not have been successfully completed.

The students and staff who participated in this study who contributed enthusiastic support and participation.

Susan Wilson, Cooperating Teacher, Maurice and Everett Haines School, Medford, New Jersey who offered unending encouragement and guidance throughout the study and my student teaching experience.

Deanna and George Sweeten, my parents, whose unwavering love, support, and reassurance allowed the realization of a dream and who motivated and carried me through the difficult times.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	v
LIST OF GRAPHS	vi
 CHAPTER	
I. SCOPE OF THE STUDY.	1
Introduction.	1
Statement of the Problem.	2
Hypothesis.	2
Definition of Terms	3
Limitations/Delimitations	3
II. REVIEW OF LITERATURE	5
Introduction	5
The Gap in Mathematics and Science.	6
Females and Careers	6
Males and the Gender-Gap.	9
Self-Esteem	9
Summary	11
III. PROCEDURE AND DESIGN OF THE STUDY	12
Introduction.	12
Population and Sample	12
Experimental Design and Procedure	12
Instrument.	14
IV. ANALYSIS OF FINDINGS.	15
Introduction.	15
Tabulation of Scores.	15
Analysis Related to Hypothesis.	18
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	19
Introduction.	19

CHAPTER	Page
Summary of the Problem	19
Summary of the Hypothesis	20
Summary of the Procedure.	20
Summary of the Findings	20
Conclusions	21
Implications and Recommendations.	22
 VI. APPENDICES.	 23
A. Questionnaire.	23
B. Permission Slip.	26
C. Score Sheet.	28
 SELECTED BIBLIOGRAPHY.	 30
 VITA	 31

LIST OF TABLES

Table	Page
1. Tabulation of Questionnaire Scores.	16
2. Tabulation of Questionnaire Scores for Girls. . . .	17
3. Tabulation of Questionnaire Scores for Boys	17

LIST OF GRAPHS

Graph	Page
1. Distribution of Scores	18

CHAPTER I
SCOPE OF STUDY
INTRODUCTION

From the time humans are born they are labeled as male or female. Girls are oftentimes given pink, frilly dresses and teddy bears. They are many times taught to be sensitive, polite and proper. Boys, on the other hand, are oftentimes given footballs and are often told to be competitive and strong. (Sadker & Sadker, 1994). These role-identifying messages are also often taught in school and affect how students learn in school. Girls are often hesitant to compete with boys. Girls generally do not have the confidence to answer questions during classroom instruction unless they are sure of the answer, while many boys will raise their hands before they have fully developed an answer in their mind (Sadker & Sadker 1994).

History has shown that females are often not given the same opportunities as males when it comes to education and career choices. More than 20 years ago, Title IX of the Educational Amendments of 1972 was passed. Title IX prohibits discrimination based on gender in educational programs that receive federal funding. Yet, as late as 1992, some girls were still not receiving the same quality of education as some boys, particularly in the fields of mathematics and science

(AAUW, 1992).

Because both girls and boys receive information about what is masculine and what is feminine, they develop ideas about what are appropriate roles for their own sex as well as what are the appropriate roles for the opposite sex. Some boys and girls may unnecessarily limit their career options because some may avoid non-traditional careers due to the messages about what is appropriate for their gender. Although the problem of stereotyping based on gender has received attention since the passage of Title IX, it does not seem that enough has been done to change the stereotypes (Strosher, 1994, Short 1993).

STATEMENT OF THE PROBLEM

Studies strongly suggest that children were historically and are currently bombarded with messages about the roles of males and females in society (Sadker & Sadker, 1994, AAUW, 1992). Boys and girls are taught that there are some jobs that females ought do and some jobs that males ought do. This information can affect the future career aspirations of some students. Educators must expose girls and boys to the varied roles of males and females in society rather than send the message of gender-specific roles.

HYPOTHESIS

It was hypothesized that students in a suburban, southern New Jersey elementary school would have gender-biased

attitudes concerning appropriate roles for males and females. It is further hypothesized that male and female students would be equally gender-biased in their attitudes.

DEFINITION OF TERMS

The following terms were used in this study:

Gender-bias - "A mental leaning; partiality; [or] prejudice" based on gender (Webster, 1979).

Gender-neutral - Indifference to stereotypes of gender.

Gender-specific - Stereotyping based on gender; see gender-bias.

Non-Traditional jobs - Professions or careers held by a gender not ordinarily associated with that job. This gender would hold minority of the available positions.

Stereotype - "A fixed idea or popular conception" (Webster, 1979).

Traditional jobs - Professions or careers that are associated with one specific gender. This gender would hold a majority of the available positions.

The traditional jobs used in this study included: doctor, secretary, nurse, teacher, construction worker, police officer, professor, scientist, homemaker, professional athlete, chef, beautician, attorney, and accountant.

LIMITATIONS/DELIMITATIONS

Due to the nature of the requirements of this study, the following limitations/delimitations could not be controlled.

This study should ideally be conducted in a variety of school settings for a truer assessment of 4th and 5th grade students. However, the research was limited to five intact classrooms in one school in a southern New Jersey school district.

Four of the teachers are female and one is male. It is possible that one or more have gender-biased attitudes which would be reflected in their lessons. This may have affected the background knowledge of the students.

The achievement level of the students may have effected the outcome of this study. Although the questions were worded on a grade-appropriate level, some students may have misunderstood or misread some of the questions.

CHAPTER II
LITERATURE REVIEW
INTRODUCTION

Girls and boys are different. They are traditionally raised to communicate differently (Tannen, 1990). Because girls are raised to be polite and accommodating and boys are taught to be aggressive and forward, boys and girls receive a different education even if they are sitting in the same class with the same teacher (Sadker and Sadker, 1994).

Although Title IX of the Educational Amendments which prohibits discrimination based on gender in educational programs that receive federal funding, has been in place for more than 20 years, current studies indicate that schools still shortchange females. (AAUW, 1992). Subtle differences in the way males and females are taught is one of the contributing factors. According to David and Myra Sadker, (1994, 1989) who have devoted their careers to studying gender-bias in schools have found that teachers tend to give more of their time and attention to boys. Boys are usually given longer amounts of time to figure out answers than girls. Subtle differences such as these negatively affect the self esteem of a girl. (Sadker, 1994, AAUW, 1992, Jones and Jones, 1989). "Whether the attention is positive, negative, or neutral, the golden rule of the American classroom is that

boys get more" (Sadker, Sadker, and Steindam, p. 47).

THE GAP IN MATHEMATICS AND SCIENCE

The difference in education of girls and boys is showing up in the fields of mathematics and science (Fort and Varney, 1989, and Blake, 1993). Part of the problem is girls "approach problem solving from the perspective of interdependence and relationship rather than from the isolated skill analysis viewpoint favored by boys" (Blake, p. 33).

Research shows that girls have less confidence in their abilities in mathematics and science. Furthermore, they believe science and mathematics will not be useful to them in the future (Gardner, Mason and Matyas, 1989). The effect of this is felt in the science community. In 1989, females made up only 33 percent of those in the science profession (Blake, 1993).

A study conducted in 1988 revealed that many boys and girls picture scientist as white males (Fort and Varney, 1989). The study asked students to write a short essay and draw a picture of a typical scientist. Of the 1,654 students who responded, 1,519 wrote about and drew pictures of males.

FEMALES AND CAREERS

Science, however, is not the only field affected by gender-stereotyping. A study, conducted in 1994 by Susan Kochenberger Stroehrer, found that her kindergarten students stereotyped the gender of a person based on a career

(Stroeher, 1994). In this limited study the students were asked to name the gender of a person based on a given career. It was found that traditionally male careers such as a doctor elicited a response of "boy" and traditionally female careers such as a nurse elicited a response of "girl." Furthermore, in an interview the girls in the study named traditionally female careers as their own career aspiration.

These results do not appear to be isolated. In 1981, H.B. Thomas found that women tend to limit themselves as much as society limits them. "The barriers to entering non-traditional jobs for women...appear to fall into two major categories - the women's own perceptions of non-traditional jobs and pressures from persons considered by women to be important to them." (Thomas, p. 33). Women in his study tended to choose traditionally female occupations because the women stated that they felt these jobs were "appropriate" for women.

It does not seem as if attitudes will change any time soon, according to recent research. A study in 1993 found that gender-stereotyping among elementary school children is still prevalent (Short, 1993). In that study, moral dilemmas were presented to young students. The dilemma included some type of discrimination based on gender. Some of the discrimination was directed against males and some against females. The study revealed that the students accept

discrimination based on gender. Women also receive information about "appropriate" female roles in the setting of higher education. According to research results of the Sadkers, higher education which is geared towards preparing women for careers is also gender-biased (Sadker and Sadker, 1994).

Many women interviewed by the Sadkers related stories of having their input in class "dismissed" by professors, while the comments of the males raised discussion.

Textbooks used in college, like textbooks used in kindergarten through high school, oftentimes exclude the accomplishments of females, according to research conducted by the Sadkers. They also found that these same books often use the generic male pronouns and nouns. While this is sometimes seen as little more than semantics, the Sadkers found that when careers are described with a male pronoun, females find the job less appealing than when a neutral pronoun is used.

It seems that beyond college, women were still experiencing gender-bias. The bias may be held by the women themselves. According to the Sadkers, in 1993, "females comprised 83 percent of librarians, 86 percent of elementary school teachers...95 percent of registered nurses, and 99 percent of kindergarten and preschool teachers, dental hygienists, and secretaries. [In 1993, women were] only 17

percent of the nation's architects, 9 percent of the clergy, 8 percent of the engineers, [and] 3 percent of the technicians..." (Sadker and Sadker, p. 195).

MALES AND THE GENDER-GAP

Although girls receive most of the attention in the problem of gender differences, boys are also somewhat affected. Specifically in the area of reading, boys are more often found in remedial reading programs than girls. A study in 1987 found that during the first few years in elementary school some boys decide that "school learning activities, and particularly reading, are not for them" (Osmont, p. 758). Osmont found that many boys were not interested in reading, although many of the books available to them were about boys. Researchers have stated that girls fail to find relevance in books available to them in school because they are written without strong female characters (Sadker and Sadker, 1994, Osmont, 1987,). However it seems that these same books are not helping boys achieve in reading. According to Osmont, a significant number of boys are seriously under-achieving in the area of reading by the final year of elementary school.

SELF-ESTEEM

Low self-esteem is another problem that is a result of the gender-gap in schools. A 1990 survey conducted by the American Association of University Women (AAUW) found that self-esteem for girls drops dramatically from elementary

school to middle school. For example, in elementary school, 60 percent of girls said they were happy about themselves. That number dropped to 37 percent in middle school and 29 percent in high school. Although the numbers dropped for the males as well, the numbers were not as significant as the females. Confidence, which is closely related to self-esteem is another problem for many girls. A study in 1989 found that girls who were successful in school had little confidence in their ability (Jones and Jones, 1989). The researchers asked boys and girls of varying ability levels to predict how well they would be able to answer science and mathematic-related questions. They found that "the brightest girls...are most likely to be lacking confidence in their ability to solve novel problems" (Jones and Jones, p. 192). To determine the cause of the results, the researchers interviewed some of the girls in the study. They found that the girls felt that the boys were laughing when they gave incorrect responses. The girls also said the teachers became impatient with them. Finally, they were afraid of what others in the class would think of them if they were intelligent. They said it was socially acceptable for the boys to be smart, but not socially acceptable for the girls.

While females traditionally have problems with low self-esteem, males also hold females in lower esteem. The Sadkers (1994) analyzed essays written between 1988 and 1990

by almost eleven hundred Michigan students about their feelings of what it would be like to be the other gender. Of the 565 boys in the study, 95 percent did not see one advantage to being the opposite sex. One boy wrote, "If I woke up tomorrow as a girl, I would stab myself in the heart fifty times with a dull butter knife. If I were still alive, I would run in front of a huge semi in eighteenth gear and have my brains mashed to Jell-O. That would do it."

Some of the boys in the survey named among the disadvantages of being a girl as the inability to be president of the United States and a professional football star. They also stated that girls do not get as many jobs as men, or as much money as men.

SUMMARY

The problems associated with gender-bias in school have been known by the educational community since at least 1972 when Title IX was passed. Twenty years later, however, studies still reflect the effects of gender-bias in schools. Girls are still not achieving the same amount of success as their male counterparts. Boys and girls still see a difference in the opportunities available to males and females in society. Many girls still suffer from a low self-esteem. All of this can be traced to gender-bias in schools.

**CHAPTER III
PROCEDURES AND DESIGN OF STUDY
INTRODUCTION**

This study was designed to determine if students in a suburban, southern New Jersey elementary school would have gender-biased attitudes concerning appropriate roles and career aspirations for males and females.

SAMPLE

The subjects of this study were fourth and fifth grade students from an affluent, suburban school district in southern New Jersey. Five classrooms from one school were used. Two fourth grades with 24 students each and one fourth grade with 26 students were part of the population from which the sample was chosen. In addition, two fifth grades with 29 students each were also part of the population from which the sample was chosen. A total sample size of 100 was used. A questionnaire was designed by the researcher of this study. (See appendix A). All fourth and fifth grade students were eligible to complete the questionnaire once a signed permission slip was received by the researcher. (See appendix B).

EXPERIMENTAL DESIGN/PROCEDURES

A sample of 100 students was drawn from a total population of 74 fourth graders and 59 fifth graders from one

school in a southern New Jersey suburban school district. The students were randomly chosen for one group.

Participation in the study was voluntary. The students were told not to write their name on the questionnaire or to include any comments that would indicate their identity. The students were asked to check off whether they are male or female. One half hour was given to complete the questionnaire.

Only fully complete questionnaires that did not reveal the identity of the students but did reveal the gender of the students were used. The first question asked for the gender of the person completing the questionnaire. The students were told not to put their name on the questionnaire. The questionnaires were divided into two groups, male and female. Each was scored with the same score sheet. (See appendix C). In questions 4 and 5, an answer of "girls" or "boys" received 4 points and an answer of "both" received 0 points. In questions 7, 8, 9, 10, and 15, an answer of "yes" received 4 points and an answer of "no" received 0 points. In questions 13 and 14, an answer of "yes" received 0 points and an answer of "no" received 4 points. In questions 11 and 12, every "f" or "m" response received 2 points, every "b" response received 0 points. In question 16, a response of "mother" or "father" received 4 points and a response of "either" received 0 points. A total of 96 points could be

achieved on the questionnaire. Questions 1, 2, 3 and 6 did not receive points. These questions were used to check the validity of the other responses.

A total score of 48 out of 96 indicated a gender-biased view of careers.

Additionally, the central tendency for the scores was calculated by the mean. The scores were then plotted on a graph to determine if a normal distribution was achieved. This was done separately for males and females initially, however all scores were combined for the final analysis.

INSTRUMENT

A questionnaire was administered (see appendix A). Items included a list of occupations. The students were asked if they associated these occupations with men, women or both. The students were also asked their view on women in high powered positions and name changes of occupations to a gender-neutral title. They were asked what type of activities they voluntarily engage in as well as the type of career they think they would like to pursue. Three of the fifteen questions were open-ended. The other twelve questions required the students to check off a response.

It was determined that a new questionnaire needed to be prepared by the researcher of this study. None were found among existing questionnaires that measure attitudes toward gender-stereotyping and career choices.

**CHAPTER IV
ANALYSIS OF FINDINGS
INTRODUCTION**

This study was designed to determine if students in a suburban, New Jersey elementary school would have gender-biased attitudes concerning appropriate roles and career aspirations for males and females. A questionnaire was administered to a total of 100 students who were randomly chosen from five classrooms in one school. There were 62 males and 38 females which is representative of the ratio of males to females in the population from which the sample was drawn. Forty-five of the students were in fifth grade. Fifty-five of the students were in fourth grade.

It was hypothesized that students in a suburban, southern New Jersey elementary school would have gender-biased attitudes concerning appropriate roles for males and females. It was further hypothesized that male and female students would be equally gender-biased in their attitudes.

TABULATION OF SCORES

The questionnaires were scored using a score sheet (see appendix C). The questionnaires were divided by gender into two groups. The scores were first analyzed by gender then combined for a final analysis.

A total score of 96 could be achieved by answering each

question with a gender-biased response. It was determined prior to scoring the questionnaires that a score of 48 or above indicated a strong gender-bias. At least half of the questions would have to be answered with a biased-response to achieve a score of 48. A score of 0 could also be achieved by answering all of the questions with a non-biased response.

Of the 100 students who participated in the study, 65 achieved a score of 46 or below, indicating non-biased attitudes of careers and gender. Thirty-five students achieved a score of 48 or above, which indicated a biased attitude (see table 1).

table 1
Tabulation of Questionnaire Scores

Score	Frequency of Response (in percentages)
0 - 9	3
10-19	12
20-29	17
30-39	19
40-49	17
50-59	15
60-69	9
70-79	7
80-89	1

The ratios of biased girls to non-biased girls and of biased boys to non-biased boys were about equal at 2:3 for each. There were 11 girls who achieved a biased attitude score and 27 who achieved a non-biased attitude score (see

table 2). There were 24 boys who achieved a biased-attitude score and 27 who achieved a non-biased score (see table 3).

table 2
Tabulation of Questionnaire Scores For Girls

Score	Frequency of Response for Girls
0 - 9	0
10-19	1
20-29	7
30-39	5
40-49	4
50-59	8
60-69	3
70-79	0
80-89	0

table 3
Tabulation of Questionnaire Scores for Boys

Score	Frequency of Response for Boys
0 - 9	3
10-19	1
20-29	10
30-39	14
40-49	13
50-59	7
60-69	6
70-79	7
80-89	1

A positively skewed curve was achieved when all scores were plotted on a graph (see graph 1). The mean was calculated to be 39.6. The mode was calculated to be 28. The range was 74.

CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
INTRODUCTION

Girls and boys seem to be raised differently. Their personalities tend to reflect roles that are deemed by society to be appropriate for their particular gender. Oftentimes, teachers instruct males and females differently. Career choices have historically been affected by the differing socialization and instruction of males and females.

Information about the effects of the different quality of education received by males and females has been available for the past 20 years. Many say that this information seems not to be reaching the educators of today. This study was designed to find out if indeed this information has made its way into the school system. It tried to determine the attitudes of girls and boys about what is considered an appropriate role for males and females.

SUMMARY OF THE PROBLEM

Children were historically and are currently bombarded with messages about the roles of males and females in society. Boys and girls are taught that there are some jobs that females ought do and some jobs that males ought do. This information can affect the future career aspirations of some students. Educators must expose girls and boys to the varied

roles of males and females in society rather than send the message of gender-specific roles.

SUMMARY OF HYPOTHESIS

This study was designed to determine if students in a suburban, New Jersey elementary school would have gender-biased attitudes concerning appropriate roles and career aspirations for males and females. It was hypothesized that fourth and fifth grade students would have gender-biased attitudes. It was further hypothesized that males and females would be equally gender-biased.

SUMMARY OF THE PROCEDURE

A questionnaire was administered to a sample of 100 students from a total population of 74 fourth grade students and 58 fifth grade students from one school in a southern New Jersey suburban school district. Items on the questionnaire included a list of occupations. The students were asked if they associated these occupations with men, women or both. The students were also asked their view on women in high powered positions, and name changes of occupations to a gender-neutral title.

The scores were analyzed first by gender. All scores were combined for a final analysis. The central tendency was calculated by the mean as well as the mode.

SUMMARY OF THE FINDINGS

The hypothesis was not supported because it was found

that most of the students did not possess a gender-biased attitude. Of the 100 students who participated in the study, 65 achieved a score of 46 or below, indicating non-biased attitudes of careers and gender. Thirty-five students achieved a score of 48 or above, which indicated a biased attitude. Additionally, the second hypothesis was supported in part and unsupported in part. The ratios of biased girls to non-biased girls and of biased boys to non-biased boys were about equal at 2:3 for each. However, it was found that the girls and boys were equally unbiased, rather than biased as the hypothesis predicted.

CONCLUSIONS

Students in a suburban, affluent, southern New Jersey school district seem to have received the information that girls and boys can be anything they want to be. It is, perhaps due to the fact that many of these students have a dual income household where both parents hold a professional career. Perhaps it is also due to the fact that the principal of the school holds a Ph.D and is referred to as "doctor."

Whatever the cause, the results of this study indicated that the girls and boys in this school district are not limiting themselves to gender appropriate roles. In the questionnaires the students remarked that it was appropriate for males to take on the role of homemaker. They also stated through their responses that gender should not be an issue

when choosing a career.

IMPLICATIONS AND RECOMMENDATIONS

While the results of this study indicate a non-biased attitude of most of the students, it should be noted that this study was conducted in only one school, in one school district, in one state. As stated earlier, the students are all from affluent backgrounds. Their experience may not be "the norm."

I recommend that this study be conducted in other affluent suburban school districts as well as in urban school districts. The results should then be compared before inferences can be made about the future implications of this study.

APPENDIX A
QUESTIONNAIRE

1. Check one of the following:
I am a boy_____ I am a girl_____
2. Please fill in the following:
When I have free time in class, I like to:

3. When I have free time after school, I like to:

4. Please check one:
When I have free time outside during recess, I play
with:
girls_____ boys_____
- boys and girls_____
5. When I play with friends after school, I play with
girls_____ boys_____
- boys and girls_____
6. Please fill in the following:
When I grow up, I think the type of job I would like
to have is _____

7. I think boys are better at some jobs than girls.
Yes_____ No_____
8. I think girls are better at some jobs than boys.
Yes_____ No_____
9. I think there are some jobs that only boys can do.
Yes_____ No_____

10. I think there are some jobs that only girls can do.
Yes _____ No _____
11. Put the letter F next to the jobs only a woman could do. Put the letter M next to the job only a man could do. If you think both could do the job, put the letter B next to it.
- | | |
|-----------------|----------------------------|
| doctor _____ | teacher _____ |
| secretary _____ | construction worker _____ |
| nurse _____ | police officer _____ |
| professor _____ | professional athlete _____ |
| scientist _____ | home maker _____ |
| chef _____ | beautician _____ |
| attorney _____ | accountant _____ |
12. Place the letter M next to the job a man could do better.
Place the letter F next to the job a female could do better. If you think both a man and woman could do a good job, put the letter B next to it.
- | | |
|-----------------|----------------------------|
| doctor _____ | teacher _____ |
| secretary _____ | construction worker _____ |
| nurse _____ | police officer _____ |
| professor _____ | professional athlete _____ |
| scientist _____ | home maker _____ |
| chef _____ | beautician _____ |
| attorney _____ | accountant _____ |
13. Do you think job titles such as "mailman" and "fireman" should be changed to "letter carrier" and "fire fighter"?
Yes _____ No _____
14. Do you think a woman should be a man's boss?
Yes _____ No _____
15. Do you think a man should be a woman's boss?
Yes _____ No _____
16. If two parents decide that one should be home to raise children, do you think it should be the mother or the father?
Mother _____ Father _____
Either could stay home _____

APPENDIX B
PERMISSION SLIP

Valerie Sweeten
 c/o Maurice and Everett Haines School
 Stokes Road
 Medford, NJ 08055

April 10, 1995

Dear Parents/Guardians:

I am a student teacher at the Haines School under the supervision of Mrs. Wilson, a fourth grade teacher. As part of my requirements to obtain a master's degree from Rowan College of New Jersey, I must complete a research study. I am writing to you to obtain your permission to allow your child to participate in my study.

All fourth and fifth grade students will have an opportunity to participate in this study. Each student will be asked to complete a 15 item questionnaire which will take approximately 20 minutes. The questionnaire was designed to find out if students at this age stereotype the gender of a person based on the person's career choice.

The questionnaires will be completed anonymously. In addition, the questionnaire does not seek to sway your child's opinion.

I hope you will give your permission for your child to complete the questionnaire. Should you have any questions, please feel free to contact me at the Haines School. Thank you for your cooperation.

Sincerely,

Valerie Sweeten

Please clip below portion and return by April 13, 1995

 I _____, do/do not give my child,
 (Parent/Guardian)
 _____, permission to participate in
 this study.

APPENDIX C
SCORE SHEET

SCORE SHEET

Yes =4 No =0

Question	7	8	9	10	15
Response					

F =2, M =2, B =0

Question 11	doctor	teacher
	secretary	construction worker
	nurse	police officer
	professor	scientist
	homemaker	professional athlete
	chef	beautician
	attorney	accountant

F =2, M =2, B =0

Question 12	doctor	teacher
	secretary	construction worker
	nurse	police officer
	professor	scientist
	homemaker	professional athlete
	chef	beautician
	attorney	accountant

Yes =0 No =4

Question	13	14
Response		

Mother = 4, Father =4, Either =0

Question	16
Response	

Bibliography

American Educational Research Association, (1991). Wellesley College Center for Research on Women, How Schools Shortchange Girls: The AAUW Report.

Blake, S. (1993). Are you turning female and minority students away from science? Science and Children, 32-35.

Fort, D., & Varney, H. (1989). How students see scientists: mostly male, mostly white, and mostly benevolent, Science and Children, 8-13.

Gardner, A., Mason, C., & Matyas, M. (1989). Equity, excellence & just plain good teaching, The American Biology Teacher, 51, 2, 72-77.

Gurainik, D. (Ed.). (1979). Webster's New World Dictionary of the American Language (modern desk ed.) New York: Simon & Schuster.

Jones, L.G. & Jones, L.P. (1989). Context, confidence and the able girl. Educational Research 31, 3, 189-194.

Osmont, P. (1987). Teaching inquiry in the classroom: reading and gender set. Language Arts, 64, 7, 758-761.

Sadker, M. & Sadker, D. (1994). Failing at Fairness: How Schools Cheat Girls. New York: Charles Scribner's Sons.

Sadker, M., Sadker, D., & Steindam, S. (1989). Gender Equity and Educational Reform, Educational Leadership 46, 6, 44-47.

Short, G. (1993). Sex-typed behaviour in the primary school: the significance of contrasting explanations, Educational Research 35, 1, 77-84

Stroeber, S.K. (1994). Sixteen kindergartners' gender-related views of careers, The Elementary School Journal 95, 1, 95-103.

Tannen, D. (1990). You Just Don't Understand: Women and Men in Conversation. New York: Ballantine Books.

Thomas, H.B. (1981). Barriers to entry into non-traditional careers and training programs perceived by women, Journal of Industrial Teacher Education 18, 2, 32-42.

VITA

Name: Valerie B. Sweeten

Date and Place of Birth: March 22, 1968
Southern New Jersey

Elementary School: St. Cecilia's Church School
Pennsauken, New Jersey

High School: Pennsauken High School
Pennsauken, New Jersey,
1986

College: Temple University
Philadelphia, Pennsylvania
B.A. Communications, 1990

Graduate: Rowan College of New Jersey
Glassboro, New Jersey
Master of Science in
Teaching, 1995