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"I'M FOR WOMEN'S EQUALITY, BUT..."
FIRST-YEAR CARLETON UNIVERSITY STUDENTS'
ATTITUDES ABOUT THE ROLE OF WOMEN IN SOCIETY

by

KAREN ELAINE ROBERTSON, B.A.

A thesis submitted to
the Faculty of Graduate Studies and Research
in partial fulfilment of
the requirements for the degree of

Master of Arts
School of Journalism and Communication

Carleton University

Ottawa, Ontario

May 20, 1993

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"I'M FOR WOMEN'S EQUALITY, BUT..."
FIRST-YEAR CARLETON UNIVERSITY STUDENTS'
ATTITUDES ABOUT THE ROLE OF WOMEN IN SOCIETY

submitted by Karen Elaine Robertson, B.A.
in partial fulfilment of the requirements for
the degree of Master of Arts

Thesis Supervisor

Chair, School of Journalism and Communication

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May 20, 1993

ABSTRACT

Based on a questionnaire completed by 419 Carleton University first-year students, this thesis explores students' attitudes toward the role of women in society. Demographic analysis investigates sex, age, religious affiliation, enrolment in a Women's Studies Course, and self-identification as a feminist as key explanatory variables. Correlation matrices and factor analysis then highlight that students' attitudes disperse in terms of various public and private sphere issues concerning women. Findings also suggest that although the majority of students are overwhelming progressive, there is a reluctance to identify as feminists.

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And finally, this thesis is dedicated to Doris Robertson, who taught me from the start that women's roles in society are multi-dimensional. She was proof positive that "a working mother can have just as warm and secure a relationship with her children as a mother who stays at home!"

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INTRODUCTION

With the development of an organized women's movement in the late 19th century, women began working together for equality and change. Since that time, the role of women in society has undergone a marked transition. Women are now occupying positions that were once deemed unattainable. Women have shown an increased enrolment in institutions of higher education, coupled with an increased acquisition of university degrees. While the number of women occupying influential roles in politics has risen, so too has their presence in the labour force. What these advancements suggest, is that women are not only more visible members of society today, but they are also engaged in a wider sphere of activity.

Over the years, women's entrance into higher education has increased significantly. In 1971, 31.4% of women had less than a grade nine education, 48.2% had high school diplomas, while only 3.0% attained a university education. By 1986 however, 17.8% had less than a grade nine education, 44.1% had completed high school, while 7.9% had graduated from university.¹ Over a 12-year period from 1978 to 1990, "the number of women enrolled full-time at universities increased at a faster rate than men (an annual average of 6% compared to

¹The Canadian World Almanac and Book of Facts, 1990, p. 317.

2%).² In 1990, there were 246,000 women attending full-time undergraduate programs in comparison to 222,000 men.³ Of all students who completed their university degrees, women accounted for 52.8% in 1989, 54% in 1990, and 54.5% in 1991.⁴ Of the degrees granted in 1991, female graduates represented 56% of the Bachelor's, 47.7% of the Master's, and 33% of the Doctorates.⁵ While men still account for the majority of graduates at the Doctoral level, women are nevertheless making inroads in the academic milieu, particularly at the undergraduate level, where they now constitute a majority.

Along with their increased academic presence, the changing social condition of women can also be seen in the political sphere. "During the last twenty years the percentage of women candidates and MP's has risen markedly - from 6% in 1972 to 19% in 1988 for female candidates; from 2% in 1972 to 13% in 1988 for women MP's."⁶ With respect to the federal executive of the New Democratic Party of Canada in 1990, a commitment to the representation of women was evident; 58.1%

²Statistics Canada, Universities: Enrolment and Degrees, 1990, p.6.

³Ibid.

⁴Barbara Law, Ed., Corpus Almanac and Canadian Sourcebook, 27th Edition, 1992, Document 7-11.

⁵Ibid.

⁶Kathy Megyery, Ed., Women in Canadian Politics - Toward Equity in Representation, Royal Commission on Electoral Reform and Party Financing, 1991, p. xvii.

of their executive were female politicians.⁷ It cannot be denied however that women are still the minority in Canada's political sphere. Statistics aside, women's increased visibility in the political sphere is encouraging, while continued representation is optimistic.

In addition to an increased academic and political presence, women are now much more visible participants in the workplace. In 1971, the workforce participation rate for women 15 years and over, was only 40%. This rate rose in 1986 to 55%, and in 1991, to 60%.⁸ Of the total labour force 15 years and over, in 1991, women comprised 45%, compared to 42.9% in 1986.⁹ What these numbers indicate, is the overwhelming presence women now make in our paid labour force. While women are in fact more visible players in the workplace, it must be noted that their range of occupations is still quite narrow. Many women continue to occupy the majority of jobs representative of low-pay, low skill, and little chance of upward mobility, "known, too politely, as the pink-collar ghetto." ¹⁰

⁷Ibid., p. 67.

⁸Statistics Canada, 1991 Census Report - Labour Force Activity, The Nation, p. 2.

⁹Statistics Canada, 1991 Census Report - Occupation, the Nation, percentages calculated from Table 1, p. 6.

¹⁰Vincent Mosco, The Pay-Per Society - Computers & Communication in the Information Age, Toronto, 1989, p. 117.

With respect to income levels, in 1990, the average earnings of women working full time, full year, was \$24,800, compared to men's \$36,900; while in 1991, women earned \$26,800 compared to men's \$38,600.¹¹ In 1990, the ratio of female-to-male earnings was 67.6%, while in 1991 this percentage increased slightly to 69.6%.¹² In other words, while there has been some narrowing, the wage gap between men and women is still evident.

With women's increased labour participation, also comes added responsibilities in the private sphere. Despite commitments in the paid labour force, many women continue to hold additional responsibilities in the unpaid, domestic sphere. These responsibilities include household maintenance and in many instances, child care. As Saunders points out, "in spite of a trend towards more married women working in the labour force, it is still clear that for both employed and unemployed married women, domestic labour is defined as 'women's work.'" ¹³ What this suggests, is a dual work load for women who enter the paid labour force. While women have gained access into the public, economic sphere of society,

¹¹Statistics Canada, Perspectives on Labour and Income, Spring 1993, p.62.

¹²Ibid.

¹³Eileen Saunders, "Women in Canadian Society: The Sociological Frame," in Social Issues: Sociological Views of Canada, 1988, p. 173.

their commitments in the private sphere are still required.

Evidence also indicates a decline in the traditional nuclear family. In a ten-year span from 1981 to 1991, the number of divorced women had risen from 297,290 in 1981 to 545,870 in 1991, signifying a 54.5% increase.¹⁴ Related to this increase in the divorce rate, are the rising numbers of single mothers in today's society. "In recent years, few segments of Canadian society have grown faster than lone-parent families headed by women."¹⁵ From "1976 to 1991, the population of Canadian women with children under 16 and parenting alone rose 66 per cent, to 440,000."¹⁶

What these statistics indicate, is that not only has the role of women outside of the home changed over the years, but the role of women within the family sphere has also been subject to particular transformations.

As most statistics and evidence suggests, women have become more visible participants in society. With increased levels of education, a growing political representation, and

¹⁴Calculated from figures provided in Statistics Canada, 1991 Census Report - Age, Sex and Marital Status, The Nation, Table 2, p. 19.

¹⁵Statistics Canada, Perspectives on Labour and Income, op.cit., p. 5.

¹⁶The Ottawa Citizen, Wednesday, March 10, 1993, p. A8.

a. increased presence in the workforce, women are gradually moving away from traditional roles and occupations. While structural changes in the social condition of women are evident, it is important to ask whether there has been a corresponding change in public attitudes. While "the recent trend in gender roles is clearly in the direction of broader possibilities and loosening of past constraints,... it remains to be seen how far the current open attitudes will be carried into far-reaching social change."¹⁷ While change is in fact evident structurally, as Bayer suggests, "the ultimate objective for sustaining change rests in the shifting of the attitudes and opinions of the populace towards more egalitarian standards."¹⁸ With this in mind, research which studies attitudinal orientation is an important endeavour - an endeavour which is the crux of this thesis.

In studying attitudes, Oskamp argues that "attitudes can help people, they can hurt people, they have influenced the course of history."¹⁹ With this in mind, it is important to ask whether the attitudes and opinions of the public toward women are in fact "shifting towards more egalitarian

¹⁷Stuart Oskamp, Attitudes and Opinions, New Jersey, 1991, p. 429.

¹⁸Alan E. Bayer, "Sexist Students in American Colleges: A Descriptive Note," in Journal of Marriage and the Family, Vol.37, No.2, 1975, p.391.

¹⁹Oskamp, op.cit., p. 1.

standards"²⁰ as Bayer previously suggested. To answer this question, this thesis will examine the attitudes of first-year university students toward a range of roles of women in society. Students who go on to attain a higher degree of learning within the university setting are often considered to be among the educational elite of society. Higher education is frequently linked to power, prestige and influence; therefore, university students are likely to be our future decision makers. As Martin, Osmond, Hesselbart and Wood point out, "as a result of exposure to new ideas, many of which challenge traditional practices, college students can provide clues to future trends..."²¹ Because our university students of today could possibly be our future opinion leaders, an examination of their attitudes toward women proves to be an illuminating study.

With the range of changes in the social condition of women discussed earlier, one could argue that university students today have been raised in a fairly progressive social climate. On entering the university, students are more likely to find a progressive setting - one sympathetic to women's issues and one committed to change. Considering this, one

²⁰Bayer, op.cit., p. 391.

²¹Patricia Yancey Martin, Marie Withers Osmond, Susan Hesselbart and Meredith Wood, "The Significance of Gender as a Social and Demographic Correlate of Sex Role Attitudes," in Sociological Focus, 1980, p. 388.

would expect that these young adults would be less traditional than their parents, and more accepting of equality for women in society. As Bayer suggests, "potential for change toward sexual egalitarianism lies largely within higher education, in part... because the leaders of the next generation are the students currently enrolled in higher education institutions."²²

Progress has undoubtedly been made by women in many facets of society. Structural changes are in fact apparent, but it is important to study whether the attitudes of university students have mirrored this change. Are university students progressive with respect to attitudes toward women, or do they harbour more traditional thoughts? Having been raised in a society which on the level of political discourse is committed to equality of the sexes, one would expect the university student of today to have developed fairly progressive convictions with respect to women's issues. Are these attitudes homogenous over a broad range of issues? Or, do the students differ with respect to their strength of commitment toward women's equality?

This thesis will ascertain not only the attitudes university students hold toward the roles of women in society, but also the personal factors which influence their views.

²²Bayer, op.cit., p. 391.

The question becomes: Does the typical university student of today reflect progressive attitudes toward women in society, or does she or he adopt a more traditional belief system; and, within these attitudes, are they homogeneous across a broad spectrum, or is variance detected? Furthermore, an analysis of attitudes surrounding particular social issues will be examined. What this research will uncover, is that, while demographic analysis may provide crucial information, it does not tell the whole story.

In sum, this thesis will argue that students' attitudes on the whole are extremely progressive with respect to the roles of women in society, but that these attitudes differ slightly when a demographic analysis is performed. In addition, the statistics will suggest that students' attitudes toward women in society cluster around several key issues. Examination of these key issues addresses a present gap in the research on students' attitudes toward the role of women in society.

Chapter One will cover the existing research available on attitudinal formation on women's issues with respect to the university student. What this chapter will highlight, is the fact that most literature available on students' attitudes toward women centers on demographic analyses for explaining variance in opinions. What is suggested in the 'Research

Issues' section is that, while a demographic analysis does in fact account for explanations in attitude formation, an analysis of attitudes toward specific issues in the public and private spheres of society can provide additional explanatory power.

Chapter Two will include the research design of this study. The sample will be explained, as will the methodology employed, the pre-test and the actual surveying procedure.

Chapter Three will cover the quantitative report. It is here where a demographic analysis will be provided. Correlation Matrices and Factor Analysis will be performed and these will highlight the argument that an analysis into variance with respect to issues is important. A summary of results will follow which will emphasise the significant findings in this project.

It is hoped that this thesis will not only provide information on the attitudes of first-year university students, both as a whole, and demographically, but that it will serve to fill a lacuna in the existing literature on attitudes toward women's roles in society.

CHAPTER ONE

REVIEW OF LITERATURE AND RESEARCH ISSUES

Review of Literature

Many factors can affect a student's attitudes about the role of women in society. A variety of studies have pointed to one, or several components, correlated to attitude formation in university and college students. One's attitudes toward women's issues and feminism have been shown by various scholars to be linked to a variety of social and cultural factors.

Most importantly, numerous studies have pointed to sex as being a significant determinant of students' attitudes toward women. On average, men tend to be more traditional than women with respect to their views on women's issues. "In studies of social and demographic correlates of sex role attitudes, the significance of gender of respondents has been repeatedly observed..."²³ "With minor exceptions, women are reported as less 'traditional' than men in their conceptions of appropriate gender roles."²⁴ As early as 1936, Clifford

²³Martin, Osmond, Hesselbart and Wood, op.cit., p. 383.

²⁴Ibid.

Kirkpatrick, in his construction of a "Feminist-Antifeminist Belief Pattern Scale" concluded that "men and women did have divergent attitudes about feminist issues."²⁵ Similar findings have been documented by Osmond and Martin (1975), McKinney (1987), and Etaugh and Gerson (1974.) There are two possible explanations for this difference in attitudes between men and women. Women's own self-interest is a primary explanation. Many women have experienced gender inequality and therefore have a vested interest in their roles in society. As Schreiber states,

it might be supposed that women would feel differently about women's roles than men simply on the basis of self-interest. Women, presumably, should be more likely than men to want increased equality between the sexes, to believe that women are as capable as men, and tend to be more sensitive to discriminatory treatment.²⁶

In addition, Young, Martin et al., and French and Nock have all pointed to the 'status quo' theory for explaining potential male/female differences in attitudes. This theory states that those in society who are graced with power and control, do not want to relinquish this advantage. Quoting French and Nock, "given the superior economic position of men

²⁵Brent S. Roper and Emily Labeff, "Sex Roles and Feminism Revisited: An Intergenerational Attitude Comparison," in Journal of Marriage and the Family, 1977, p. 113.

²⁶E.M. Schreiber, "The Social Bases of Opinion on Woman's Role in Canada," in The Canadian Journal of Sociology, 1975-1976, pp. 61-62.

(white males in particular) in our society, we would predict that white males would be appreciably more likely than others to hold traditional views about the position of women."²⁷

Although the majority of studies point to a male/female division in attitudes toward women, both Dempewolff and Young found there to be no noticeable differences. In Dempewolff's 1974 study, she examined attitudinal and demographic characteristics of individuals who support or oppose the aims of the Women's Movement. In her research, she found that "variance mean autonomy scores for men and women were practically identical."²⁸ Similarly, in Young's 1977 study of Sex-Role Attitudes, she found that response differentiation was not accounted for by sex. Instead, she reported "that the sex-role attitudes of university students do not show great variation according to sex."²⁹

Age is another variable which has been identified as an important correlate in students' attitudes toward women. It has been hypothesized that as one gets older and more mature, one becomes more progressive in attitudes. As Young states, "a

²⁷Sandra S. French and Steven L. Nock, "Social Advantage and Attitudes toward Women's Roles," in Sociological Inquiry, 1981, p. 56.

²⁸J.A. Dempewolff, "Some Correlates of Feminism," in Psychological Reports, 1974, p. 673.

²⁹Rosalie F. Young, "Current Sex-Role Attitudes of Male and Female Students," in Sociological Focus, 1977, p. 311.

direct relationship between age and role modification attitudes was observed - the younger the student the lower the approval shown to role change."³⁰ She goes on to suggest that "younger students were more likely to respond in an uncertain manner, while those over 22 tended to have made up their minds..."³¹ McKinney's 1987 study mirrors these findings when her results concluded that "older students had significantly more liberal or nontraditional attitudes toward women than younger college students."³² She continues to suggest that, "one plausible explanation for this relationship would be the accumulation of (students') new experiences and exposure to more non-traditional sex roles and attitudes about women..."³³

Findings with respect to age variations in attitudes are not conclusive however, as some research contradicts these previous results. In Schreiber's 1975 study of opinions about woman's role in Canada, the author suggested that "the expression of egalitarian sentiments should be related to:...decreased age."³⁴ In Bayer's descriptive study of sexist students in American colleges, he reported that "the

³⁰Ibid., p.313.

³¹Ibid.

³²Kathleen McKinney, "Age and Gender Differences in College Students' Attitudes Toward Women: A Replication and Extension," in Sex Roles, 1987, p. 355.

³³Ibid., p. 357.

³⁴Schreiber, op.cit., p. 62.

sexist student is also somewhat more likely to be older than the college freshmen peer group."³⁵ Lunneborg's 1974 study of attitudes toward women also found that older students tended to be more "conservative."³⁶ Explanation for these findings again suggests the 'status quo' theory. It has been proposed that not only would males benefit from the retention of the status quo, but so too would older students. "Those for whom the continuation of the status quo would prove beneficial, such as males, (and) older... individuals,... could be expected to respond in a traditional manner."³⁷

Researchers have argued that marital status is an important variable in attitude formation. In Young's study, three-fifths of those students who were married approved of role change, compared to the unmarried students, who tended to be uncertain.³⁸ In her findings, "both male and female students who were married demonstrated liberal responses towards role change."³⁹ The explanation for this finding is a combination of increased maturity along with increased experience. As Young suggests, "marital status of students

³⁵Bayer, op.cit., p. 397.

³⁶Patricia W. Lunneborg, "Validity of Attitudes Toward Women Scale," in Psychological Reports, 1974, p. 1281.

³⁷Young, op.cit., p. 310.

³⁸Ibid., p. 313.

³⁹Ibid., p. 317.

could be one measure of independence and maturation."⁴⁰ In addition, she suggests that married individuals would also benefit from the retention of the status quo.⁴¹

One's social class has been shown to be linked to attitudes toward the role of women in society. Favourable attitudes toward women's issues have been shown in some studies to be linked to higher social class. As Bayer reported in his study, "56 per cent of sexist students (defined as those who indicated that they 'strongly agreed' to the statement: "The activities of married women are best confined to the home and family") report family income below the median."⁴² Fox and Auerbach's 1983 study substantiated these findings. In their report, they argued that "favorable attitudes toward feminism correlated positively with higher social class."⁴³ Martin et al. explain these findings by stating that

at the lower end of the class continuum, status is maintained by having the wife stay home and look after the children and house rather than go out to work. Even when the wife does work, the ideal or stated norm is that husbands prefer their wives to stay at home.⁴⁴

⁴⁰Ibid., p. 313.

⁴¹Ibid., p. 310.

⁴²Bayer, op.cit., p. 395.

⁴³Margery Fox and Doris Auerbach, "Whatever it is , Don't Call Me One: Women Students' Attitudes Toward Feminism," in International Journal of Women's Studies, 1983, p. 352.

⁴⁴Martin, Osmond, Hesselbart and Wood, op.cit., p. 384.

Findings linking the lower class with traditional attitudes are not at all conclusive however. Etaugh and Gerson's study of attitudes toward women contradicted these results when they pointed to the lower social class as holding a more favourable feminist inclination. In their words, "higher levels of family income were related to more traditional attitudes."⁴⁵ The explanation for this finding rests once again with the 'status quo' theory. In this respect, those of higher social class would presumably want to maintain this advantage, thereby holding on to traditional perspectives.

Religion has also been demonstrated to be an important variable when studying students' attitudes about women. As Dempewolff suggests, "the only consistent findings have been in the area of religion."⁴⁶ In respect to having a religious affiliation, Graham and Adamec reported that "present religious affiliation has the strongest influence on a person's attitudes toward the socio-sexual behaviour of women."⁴⁷ It has been shown that those individuals holding

⁴⁵Claire Etaugh and Arlene Gerson, "Attitudes Toward Women: Some Biographical Correlates," in Psychological Reports, Vol. 35, 1974, p. 702.

⁴⁶Dempewolff, op.cit., p. 671.

⁴⁷Martin Graham and Cannie Stark Adamec, "The Complexity of Attitudes Toward Women: I. Personal Attitudes and Their Sources," in International Journal of Women's Studies, 1978, p. 500.

strong religious beliefs tend to hold more traditional views with respect to women's roles in society. "Persons who are affiliated with a church are more traditional in their sex role conceptions than those who are unaffiliated."⁴⁸ Meier suggests, "students professing no faith were found to hold relatively more egalitarian attitudes towards women's roles than those professing adherence to some religious faith." ⁴⁹ Concurrent findings have been reported by both Bayer (1975) and McMurry (1978.) More specifically still, McMurry states that "Baptists, Catholics, and fundamental Protestants have the most traditional sex role attitudes, followed by mainline Protestants, Jews, and religious 'nones.'"⁵⁰ Dempewolff substantiates this claim with her findings that "Catholics and Protestants are more opposed to the women's movement, while atheists, agnostics, Unitarians, and Jews have more favourable attitudes."⁵¹ To explain differences with respect to religious affiliation, McMurry states that "religion has historically encouraged a traditional role for women."⁵²

⁴⁸Martin, Osmond, Hesselbart and Wood, op.cit., p. 391.

⁴⁹Harold C. Meier, "Mother-Centredness and College Youths' Attitudes Toward Social Equality for Women: Some Empirical Findings," in Journal of Marriage and Family, 1972, p. 120.

⁵⁰Martha McMurry, "Religion and Women's Sex Role Traditionalism," in Sociological Focus, Vol.11, No.2, 1978, p. 81.

⁵¹Dempewolff, op.cit., p. 671.

⁵²McMurry, op.cit., p. 82.

Martin et al. confirm this claim when they report that "institutions which influence ideology, as religious institutions do, may influence the types of gender roles which members or followers endorse."⁵³ They continue to suggest that "religious institutions of society re-enforce traditional sex role definitions and boundaries, thereby negatively affecting choice opportunities for members of both sexes."⁵⁴

Some studies have related students' attitudes toward women to their parents' educational attainment, "with endorsement of more 'modern' attitudes being positively associated with more highly educated parents."⁵⁵ Bayer reported that "the education of parents of sexist college freshmen is substantially below that of all students."⁵⁶ More specifically still, the education of one's mother has been linked to attitude formation. It has been suggested that there is "a more pronounced association of relatively egalitarian attitudes towards women's roles with the mother being college educated."⁵⁷ Dempewolff agrees with this finding when she states that

⁵³Martin, Osmond, Hesselbart and Wood, op.cit., p. 386.

⁵⁴Ibid., p. 394.

⁵⁵Ibid., p. 391.

⁵⁶Bayer, op.cit., p. 395.

⁵⁷Meier, op.cit., p. 118.

the mothers of individuals opposed to feminism (were) more likely to have had a high school education, while the mothers of supporters of feminism were more likely to have had some college education.⁵⁸

Correlations have also been discovered between parents' occupations and students' attitudes about women. It has been suggested that the higher the occupational status of parents, the more progressive the student tends to be. Quoting Martin et al.: "For respondents of both sexes, an increase in fathers' occupational status accompanies an increase in those holding 'modern' (or non-traditional) attitudes..."⁵⁹ With respect to mother's occupation, Meier noted that there was a positive association toward FSE (Feminine Social Equality) scores and mother's involvement in the workforce. "Students whose mothers were employed in low prestige occupations were more likely to score extremely low on the FSE scale than those whose mothers held relatively high prestige occupations."⁶⁰

With respect to the educated, working mother, Meier continues to suggest that "we would also expect that the more 'modern' the feminine role image projected by the mother, the more modern and egalitarian the youth's attitudes will be toward the social roles of women in general..."⁶¹

⁵⁸Dempewolf, op.cit., p. 674.

⁵⁹Martin, Osmond, Hesselbart and Wood, op.cit., p. 390.

⁶⁰Meier, op.cit., p. 119.

⁶¹Ibid., p. 115.

Still within the confines of the family, the number of brothers and sisters one has, along with the age position one holds in the family, have also been examined as predictors of attitudes toward women. As Etaugh and Gerson concluded though, these predictors account for only a minimal portion of variance; therefore, "the search for more powerful predictors should continue." ⁶²

With respect to the student's education, there are studies which have measured the impact of the student's faculty or course major on his or her attitudes toward women. Renzetti's study showed that women who majored in languages, education, sociology, psychology and English, displayed a more feminist approach to gender roles than their counterparts in physics, chemistry, economics, computer science, and accounting/finance.⁶³ In terms of one's 'active' commitment to the women's liberation movement, Goldschmidt, Gergen, Quigley and Gergen found that those in "social sciences are most pronounced in their activistic tendencies (while the) humanities students are somewhat less so."⁶⁴ Similar research

⁶²Etaugh and Gerson, op.cit., p.702.

⁶³Claire M. Renzetti, "New Wave or Second Stage? Attitudes of College Women Toward Feminism," in Sex Roles, 1987, p. 271.

⁶⁴Jean Goldschmidt, Mary M. Gergen, Karen Quigley and Kenneth J. Gergen, "The Women's Liberation Movement: Attitudes and Action," in Journal of Personality, Vol.42, 1974, p. 608.

was conducted by Martin, et al., who found that:

Females majoring in the physical sciences (including mathematics) are more modern in their sex role attitudes than their counterparts in other areas..., whereas males who major in social science, humanities, or business are more modern than their counterparts in other areas.⁶⁵

In Young's research, she found that the greatest differences were observed when liberal arts and technical students were compared. "Social science majors were predominantly liberal (defined as being certain of women's role change) (55%), whereas engineering students were seldom so (21%)."⁶⁶ She continued to report: "Where concentration was in the sex-stereotyped fields of engineering, management, and the physical sciences (the traditional male areas), liberal response was lower..."⁶⁷ Guimond, Palmer and Begin explain these findings by associating the 'type' of student attracted to various areas of study. "The idea is that each field of study attracts students with certain beliefs and values. Thus the social sciences attract and recruit predominantly liberal students, while a field like commerce attracts mainly conservative students."⁶⁸

⁶⁵Martin, Osmond, Hesselbart and Wood, op.cit., p. 392.

⁶⁶Young, op.cit., p. 315.

⁶⁷Ibid.

⁶⁸Serge Guimond, Douglas L. Palmer and Guy Begin, "Education, academic program and intergroup attitudes," in Canadian Review of Sociology and Anthropology, 1989, p.198.

Relationships between one's grade point average and attitudes toward women have also been documented. It has been argued that higher grades would tend to encourage more progressive attitudes toward women. Bayer reports, "academically, sexist students of both sexes were less likely than the average college entrant to have been highly successful in high school."⁶⁹ Martin, et al. confirm this finding when they suggested that "a higher college grade-point average is associated with endorsement of more modern, or less traditional, conceptions of sex roles."⁷⁰ Goldschmidt et al. agreed when they reported that "closer analysis reveals that students with either an A average or enrolled in an honours program are more activistic than others."⁷¹ Young explains these findings when she states:

Since high grades are associated with greater career opportunities, we could expect this to relate to student attitudes as to sex-role change... Those with lowest grades were least likely to demonstrate liberal response.⁷²

Course selection has also been associated with attitude formation. Lunneborg points to the relationship that exists between students who have been educated within the field of

⁶⁹Bayer, op.cit., p. 395.

⁷⁰Martin, Osmond, Hesselbart and Wood, op.cit., p. 392.

⁷¹Goldschmidt et al., op.cit., p.609.

⁷²Young, op.cit., p. 314.

women's studies, and their resulting attitudes. It has been suggested that a student enrolled in a course dealing with women's issues would presumably be more progressive with respect to attitudes toward women. As Lunneborg discovered, after taking a course dealing with women's issues, students did become more profeminist.⁷³ Explanation here can be attributed to the information and knowledge received by those enrolled in women's studies courses. Students receiving a women's studies education would have been informed about women's multiple roles in society, the barriers they face and equality-based issues.

Another variable which has been documented as having an effect on attitudes toward women is the student's living situation. Young hypothesized that students living away from home would probably be more independent from their parents' views. "If greater experience and independence are associated with liberalization of sex-role attitudes, then independent residence could be expected to yield non-traditional response."⁷⁴ Her research found that this was significantly the case, that "students living in dorms were more liberal than those residing with parents, but less so than those with independent residence."⁷⁵ Fox and Auerbach agreed with this

⁷³Lunneborg, op.cit., p. 1281.

⁷⁴Young, op.cit., p. 314.

⁷⁵Ibid.

finding. In their study, it was the belief that those living at home would endorse a more traditional attitude. They explained this by stating that most of the students who lived at home were among working-class families "whose emphasis on traditional values is well-documented."¹⁶

One's geographical location has also been examined as a factor influencing attitudes about women. In a study on United States' geographical difference as correlated to attitudes, Lunneborg expected that northerners would be more profeminist than southerners. In her research, she found that "north-south mean differences for both men and women were significant."¹⁷ In the Canadian context, Graham and Adamec conducted a study in Eastern Canada. The purpose of this area selection was explained as follows:

If we were to unearth any lingering Canadian traditional attitudes toward women, then the Maritimes were certainly the place to carry out this research - for it is an area renowned for its conservatism and tendency to remain rooted in tradition.¹⁸

It has been argued by some researchers that the population of the student's home community is an important variable. In the words of Bayer, "sexist students are also

¹⁶Fox and Auerbach, op.cit., p. 353.

¹⁷Lunneborg, op.cit., p. 1282.

¹⁸Graham and Adamec, op.cit., p. 484.

more likely... to have grown up in a small town or on a farm."⁷⁹ Martin et al. agreed with this finding. In their research, they reported that students having grown up in a large metropolitan area, as opposed to a medium-sized city, small town, or rural area, were "associated with endorsement of more modern sex role attitudes..."⁸⁰

Language is another potential correlate to one's attitudes toward women. It has been suggested that there could be a difference between French-speaking Canadians' and English-speaking Canadians' views toward women. As Schreiber stated, it has been discovered that "the variable that appeared most consistently in explaining opinions on woman's role was language."⁸¹ The author reported that

French Canadians were more likely than English to express egalitarian opinions on the politics and business questions and also were more likely to see women's opportunities in general and in the executive suite as equal to those of men.⁸²

Finally, ethnicity has been introduced as a dominant factor in attitudes regarding women. It has been argued by

⁷⁹Bayer, op.cit., p. 395.

⁸⁰Martin, Osmond, Hesselbart and Wood, op.cit., p. 392.

⁸¹Schreiber, op.cit., p. 71.

⁸²Ibid., p. 72.

some that due to the multiplicity of cultural origins evident in society, students' attitudes toward women may differ in respect to their ethnic and cultural backgrounds. As Meier noted, "Spanish surname students scored significantly lower on the FSE (Feminine Social Equality) scale than all others, reflecting the highly traditional sex role patterning in Latin Culture."⁸³

In summary, the established literature on the topic of attitudes toward women states that a number of demographic variables may account for differences in students' opinions with respect to women's roles in society. This being the case, it is therefore necessary to include a multiplicity of factors in this study's research scale to test these proposed correlates.

Research Issues

A variety of research issues propelled the design of this thesis. Primarily, the attitudes of university students on the whole were in question. A questionnaire which offered a variety of statements reflecting numerous roles of women in society, was administered to a sample of Carleton University

⁸³Meier, op.cit., p. 120.

first-year students. Students were asked to give their attitudes toward these statements, ranging from strongly agree to strongly disagree.

Once the students' attitudes as a group were examined, a demographic analysis ensued. Due to the wide range of factors correlated with students' attitudes toward women's issues in previous research, it was important to include a variety of factors in the present research scale. While numerous studies have selected different demographic factors to examine in relation to attitudes about women, not all findings were conclusive. It is for this reason that the present research draws upon all of the correlates mentioned in the previous works cited. By being provided with information on the students' demographic make-ups, the findings of previous research could then be tested as to the importance of various factors affecting one's attitudes toward women.

Following the demographic analysis, the next research task concerned the examination of any possible clustering in students' attitudes on particular statements. Do the students coalesce within specific areas of women's roles in society, or are they homogeneous along a broad spectrum?

Finally, if the students' attitudes do in fact cluster around central issues, is there any variance detected among

these issues demographically?

Students' attitudes toward women in society can fall across a very broad spectrum. Some may be 'traditional', while others may endorse a more 'progressive' inclination. For the purposes of this thesis, it is essential to first define what these terms mean in the context of this paper. As Osmond and Martin report, 'traditional' sex roles are "those which are based on polar, dichotomous conceptions of the nature and roles of men versus women."⁸⁴ A 'traditional' viewpoint stresses "the differences between the roles of men and women, in which women's lives center on home and family..."⁸⁵ In contrast, 'modern', or progressive roles are defined as "flexible and dynamic transcendence of sex-role constraints; that is, 'modern' definitions of social roles are not specified by 'sex.'"⁸⁶ McMurry furthers this definition by stating that a progressive viewpoint, (in her research she has labelled it a 'feminist' viewpoint) is one "stressing greater equality and similarity in the roles of men and women than now exist, with greater participation of women in leadership positions in politics, the professions and

⁸⁴Marie Withers Osmond and Patricia Yancey Martin, "Sex and Sexism: A Comparison of Male and Female Sex-Role Attitudes," in Journal of Marriage and the Family, November 1975, p. 745.

⁸⁵Ibid.

⁸⁶Ibid.

business."⁸⁷

With respect to the student, a 'traditional' student would here be described as one who believes that a woman's place is in the home, as wife and primary caregiver. Traditional attitudes would include beliefs that women should not be accorded equal opportunities in the workplace, nor equitable representation in politics. Examples of statements within the present questionnaire which endorse a 'traditional' belief system are: "It is more important for a wife to help her husband's career than to have one herself," "Women should not try to have both a career and children," and "Women should not be permitted to hold political offices that involve great responsibility." On the other hand, a 'progressive' student would accept women's equal participation in society. The progressive student would endorse the principles of equality in the workforce, pay equity and equal representation in government. In the case of this thesis, examples of progressive statements are reflected in: "A woman should have the same job opportunities as a man," "Having children should not prevent a woman from having a career if she wants it," and "Canada would probably be better managed if women had more say in politics."

While students' attitudes can differ with respect to

⁸⁷McMurry, op.cit., p. 87.

traditional versus progressive thought, so too can they differ with respect to the various issues surrounding women's roles in society. Women's roles have undoubtedly undergone a transition over the years, but there are many issues in relation to the dimensions of women's equality in society. Both the public and private spheres are affected by women's varying roles. This public/private sphere dichotomy is, as Burton suggests, "an extraordinarily pervasive idea"⁸⁸ - an idea which has often been used to explain women's roles in society.

Traditionally, the public sphere has been considered the male domain, while the private, more personal sphere of society has been associated with the female domain. With the increased social presence of women over the years however, women are now visible participants in both the public and private spheres of society. As Smart and Smart indicate though, women are still subject to many dimensions of social control within both the public and private spheres of society.⁸⁹

As Gamarnikow, Morgan, Purvis, and Taylorson state, "...the public sphere is the social and physical space

⁸⁸Clare Burton, Subordination - Feminism and Social Theory, Sydney, 1985, p. 33.

⁸⁹Carol Smart and Barry Smart, Women, Sexuality and Social Control, London, 1978, pp.2-3.

occupied by men, from which women are actively excluded..."⁹⁰ While women are still the underpaid and under-represented sex in the public sphere, they are nevertheless occupying a greater fraction of this 'space' today. "It is within the public and 'visible' areas of social control that women have been most active in fighting for greater equality."⁹¹ While women have unquestionably made advancements within the public, more 'visible' realm of society, it is within the private, more personal sphere where the fight for equality is still needed. Regardless of women's presence in both spheres of society, the private domain is still frequently considered a 'woman's place.' "The division between home and work has... given rise to the belief in a 'woman's place' being in the home rather than in the world of production."⁹² In addition, as Smart and Smart suggest, a 'double standard of morality' governs the private sphere of society. What this theory suggests, is that while men are granted equality with respect to their personal and social behaviour, women are not granted this same privilege. This 'double standard of morality' refers to:

our code of sexual mores which persistently encourages or condones sexual promiscuity in men (and boys) as a

⁹⁰Eva Gamarnikow, David Morgan, June Purvis and Daphne Taylorson, The Public and the Private, London, 1983, p. 4.

⁹¹Smart and Smart, op.cit., p.2.

⁹²Ibid., p. 6.

display of 'masculinity' and male aggression, whilst condemning it in women (and girls) as a sign of 'unfeminine', shameful or pathological behaviour.⁹³

Women occupy varying roles within both the public and private spheres of society, but evidence suggests that a dimension of social control still exists in each domain. With this being the case, an analysis of the extent to which students' attitudes are framed around the public/private sphere dichotomy, is another concern of this paper. The question arises: Are students in agreement with respect to women's equality in both the public and private spheres of society, or are they apprehensive about granting women full equality in every sphere of society?

It is here where this thesis provides additional information with respect to students' attitudes toward women. While the majority of previous studies have centred on demographic explanations for differences in attitudes toward women, this research goes one step further to suggest that an analysis of attitudes surrounding the public and private sphere issues may in fact be more revealing. A demographic analysis does provide crucial information, but the analysis of attitude dispersion in terms of various issues is additionally revealing. By analysing the attitudes university students hold with respect to women's roles in society, an analysis

⁹³Ibid., p. 7.

will ultimately ensue on those issues on which students have progressive attitudes, versus those areas where traditionalism still lingers. While not a direct measure of the effectivity of the Women's Liberation Movement, this analysis will allow for an examination of where inroads have been made in public opinion, and where barriers still exist.

CHAPTER TWO

RESEARCH DESIGN

Sample

The specific focus of this study is Carleton University's first-year university students. It was of interest to study the attitudes that this group held in relation to women's roles in society. By examining the first-year university student, one can study the student not yet fully exposed to the socialization of the university milieu. The question arises: Does the average first-year university student hold progressive ideals which endorse equality, or does she or he endorse a traditional value system which sees women in a restrictive, subservient position?

A random sample of 500 first-year Carleton University students was sought. By stratifying the sample into the four faculties at Carleton (Arts, Social Science, Science, and Engineering,) 125 students from each sub-group were needed. From a list of all possible first-year level courses, (see Appendix A) classes were divided into their appropriate faculty. Each course was then written down on a piece of paper and placed in its appropriate faculty 'container.' A

selection was then randomly made of two courses from each faculty, except for the faculties of Arts and Science, where three classes were chosen due to small class sizes. The introductory courses that were selected are as follows: in Arts: Religion 34.112, English 18.162, and Mass Communication 27.111; in Social Science: Psychology 49.100, and Social Work 52.100; in Science: Computer Science 95.103, Physics 75.190, and Biology 61.102; and in Engineering: Engineering 91.111, and Architecture 77.131.

After the selections had been made, departments were contacted and appropriate professors were approached for permission.

Methodology

Methodologically, this thesis uses a self-administered questionnaire. Students were asked to give their views, from strongly agree to strongly disagree (a five-point Likert scale,) on a multitude of statements concerning issues about women's roles in society. If they had no opinion at all, they were asked to leave the question blank. At the outset, sex and university year status were determined. Sub-divisions of attitudinal questions were then created with appropriate

statements falling under the categories of: 'the Workplace,' 'Family Responsibilities,' 'Social Issues,' 'Politics,' and 'the Media.' Various statements about feminists were provided, followed by a few questions which addressed feminism in general. The questionnaire concluded with a wide range of demographic questions which provided information on the social and cultural backgrounds of the students.

It is understood that no methodology is 'error-free' in its application. The self-administered questionnaire has been criticized for its inability to provide explanation when needed. This concern has been dealt with by the fact that I personally administered the questionnaire; therefore, I was present to address any problems or concerns. Another potential qualm involves the actual answering of the questions. Perhaps attempting a 'favourable' reply, respondents may not respond with complete honesty. This is a valid concern due to the fact that students were provided with the information up front on the purpose of this research. From the outset, they were informed that this questionnaire aimed to study the perceptions that first-year university students' had of the role of women in society. In an effort to confront this problem, the cover sheet, the "Informed Consent Form" and my own introduction and instructions, urged students to reply with honesty, assuring them that there were in fact no 'correct' answers.

Pre-Test

Before administering a questionnaire to one's sample, a pre-test is advisable. This allows for a representative sample of research participants to be given the questionnaire in order "to assess pertinent pre-experimental characteristics."⁴

Pre-test findings offer invaluable information on any potential problems or concerns that may arise. Examining any findings therefore assists in final questionnaire design and increased accuracy and validity.

On December 7, 1992, a pre-test was administered to 52 students in a first year course in Mass Communication. Students were asked to complete the questionnaire and offer any comments or suggestions.(see Appendix B.)

On examination of the responses, variance was in fact noted in that some question's responses ranged from strongly agree to strongly disagree, with no noticeable clustering at the extremes. In respect to high neutral responses, statements were either re-worded or eliminated completely. (see Appendix C.)

⁴Mary John Smith, Contemporary Communication Research Methods, California, 1988, p. 206.

After analysing the findings and taking into consideration all pertinent comments and suggestions, the questionnaire was slightly updated.⁹⁵

Surveying

After receiving permission from Carleton University's Ethics Committee (see Appendix D), surveying of the selected classes took place between late February and mid-March 1993. Surveying began on the week prior to reading week; therefore, attendance was low in some courses. It was for this reason that it was necessary to return to some courses after the reading week in order to sample those students who were previously absent.

Before actually receiving the questionnaire, respondents were first required to sign an "Informed Consent Form" (see Appendix E.) This form simply verified that the individual respondents had been informed about what the present research entailed. They were guaranteed anonymity along with the right to withdraw at any time. They were also assured that participation in this questionnaire would in no way have any

⁹⁵Considering the fact that few alterations were made, a second pre-test was not deemed necessary.

impact on their grades in any courses. In addition, they were provided with names and telephone numbers of appropriate personnel that could be reached in the event that any concerns or questions may arise. After the consent form had been signed, appropriate introductions and instructions were given on who was conducting the research, why it was being conducted, and why their assistance was needed. Students were again assured confidentiality. They were informed that a graduate student was conducting a questionnaire which examined the attitudes of first-year university students, that their course had been randomly selected, and that responding to the questionnaire was entirely voluntary.

The survey was then distributed either before the lecture, during the break, or at the end of the lecture, depending on the preference of the professor. (see Appendix F.) Once the questionnaire was completed, it was returned immediately. (see Appendix G for Final Questionnaire.)

The final sample size of students obtained was 433. Fourteen questionnaires were incomplete and discarded; therefore, the number of 'usable' questionnaires was 419.

After surveying had been completed, coding ensued, followed by computer key punching. A statistical program was then constructed using Carleton University's SPSS -

Statistical Package for the Social Sciences. This allowed for a demographic breakdown of the variables. Going beyond this, a correlation of significant variables ensued, followed by a verification of these findings with factor analysis. A final analysis of the composite variables with the key demographic variables ultimately provided for a powerful analysis of the findings.

CHAPTER THREE

QUANTITATIVE REPORT

Demographic Analysis: General View of Results

From the outset, the 419 first-year Carleton university students sampled, expressed remarkably non-traditional attitudes. On the whole, this group was very progressive with respect to their attitudes toward women in society. Analysis of the basic frequency distributions indicated that, for the most part, students agreed with progressive statements and disagreed with traditional statements. They proved to be extremely supportive of issues involving women's equalities in the public sphere. This was reflected in statements involving equality in the workplace, and equal pay for work of equal value.

While in principle, students were quite progressive, in practice, they would not label themselves feminists. When asked, "Are you in favour of equal rights for men and women?" 94.7% said 'Yes,' but when asked "Do you consider yourself a feminist?" the majority of students said 'No', 62.5% of the time. (See Table 1)

Table 1: Equal Rights and Self-Identification as a Feminist

	"Are You In Favour of Equal Rights for Men and Women?"	"Are you a Feminist?"
YES	94.7%	30.5%
NO	5.0%	62.5%
No Answer	0.2%	6.9%
Total	99.9%	99.9%

*Numbers do not add to 100.0% due to rounding.

There were however a select number of progressive statements with which students tended to disagree. These statements dealt with the issues of salaried housework, infant daycare, and the use of generic terms in the media. A majority of students did not agree that the government should provide a salary for housework (28.6% disagreed while 26.7% strongly disagreed), nor did they feel it was appropriate for mothers to place young babies in daycare centers (24.8% disagreed while 15.8% strongly disagreed.) When asked whether the use of generic terms such as 'mankind' offended them, students disagreed 27.9% of the time and strongly disagreed 32.7%.

What the overall statistics indicated was the fact that, except for these exceptions noted above, university students in this sample were quite progressive with respect to their attitudes toward women in society. The majority, nevertheless, did not consider themselves feminists.

Basic frequencies of the total sample are interesting, but cross-tabulations can provide even more information.

When a demographic breakdown was performed, considerable variance was discovered within some variables. Those variables which had the most impact on one's attitudes toward issues affecting women were: sex, age, religious affiliation,

education in a Women's Studies course, and self-identification as a feminist. Women tended to be significantly more progressive with respect to women's issues than men; while older students tended toward more progressive views. Those who professed a religious affiliation held slightly more traditional attitudes; while students who had taken a course dealing with women's studies proved to be more progressive, as did those who considered themselves feminists.

A more detailed discussion of these key demographic variables and their relationship to particular attitudes about women's roles in society will now follow.

Sex

As other studies have concluded, (Kirkpatrick (1936), Etaugh and Gerson (1974), Martin and Osmond (1975), Martin et al., (1980), and McKinney (1987)) sex was found to be the most significant variable in relation to the student's attitudes toward women. On the whole, both men and women were quite progressive in their attitudes, but the men in the sample did tend to lean towards a more traditional perspective for some issues. When voicing their opinions on various issues, men seldom responded at the extremities of the Likert scale. This

was reflected in their high selections of the 'Neither Agree Nor Disagree' category as well as the 'Agree' and 'Disagree' categories. In contrast to the females in the survey, the men rarely selected the 'Strongly Agree' or 'Strongly Disagree' options. The few times men's attitudes did cluster in the 'Strongly Agree' or 'Strongly Disagree' categories, their percentages were significantly smaller than the women's.

Among some of the areas where men tended to have high neutral responses in this survey were with respect to issues concerning women's political involvement, women's capability of providing financial support, and women's sexual activity. Rather than fully supporting women's political involvement, financial capabilities and sexual freedoms, men were highly ambivalent. Our political sphere today is still predominantly a male sphere. By the men in this sample reflecting ambivalence on the topic of women's involvement in politics, it would seem to suggest that the sexual imbalance in our political system is not of great concern to these men. With respect to women being capable of providing financial support for a family, ambivalence here would suggest that male dominance and control in the financial sphere is also not of primary importance. Both of these findings tend to confirm previous links made to the preservation of the status quo. "Those for whom the status quo would prove beneficial... could

be expected to respond in a traditional manner."⁹⁶ If both the political and financial spheres of society were to remain male dominated, this would undoubtedly be more advantageous to the male members of society. With respect to a woman's sexual activity, men's attitudes seem to uphold a 'double standard of morality' which indicates what is 'feminine' and what is not. With these examples in mind, evidence seems to suggest that some of the male students in this survey were apprehensive of fully supporting women's total equality in society.

Marked differences in attitudes were expressed between men and women with respect to the more private sphere issues concerning female swearing, marital name change, and abortion on demand. A high proportion of men agreed that swearing was more offensive in the speech of a woman than of a man - 36.7%. What this indicates is the fact that, while men may be supportive of women's equality in the public sphere, with respect to a woman's equality at a personal level, some would prefer that women upheld the traditional, stereotypical notion of what is 'feminine.' (See Table 2) With respect to changing one's name at marriage, some men were not fully supportive of women's personal equality, with 33.2% agreeing to the name change requirement. This tends to suggest that these men are not as concerned with a woman's choice to retain her surname after marriage. (See Table 3) Considering abortion, over 30%

⁹⁶Young, op.cit., p. 310.

of the men in this survey disagreed with the principle. This statistic tends once again to reflect personal issues with respect to a woman. Some of the men in this sample were not as supportive of a woman's right to control her own body. (see Table 4)

When asked the question whether men could be feminists, 87.6% of the women said 'Yes' compared to a smaller percentage of the men, 71.0%. And finally, when asked whether they themselves were feminists, the majority of men said 'No'- 75.7%, while the women had a more even 'Yes/No' split - 44.0% 'Yes' versus 49.3% 'No.'

What the overall statistics suggest is that while the sample as a whole is quite progressive with respect to women's issues, a sex division within that group is noticeable on some issues. This finding would therefore contradict both Dempewolff (1974) and Young's (1977) previous works that indicated that responses did not differ among male and female students. Rather, women in this survey tended to have strength behind their attitudes toward women's issues where men were more reserved in their convictions. On the few instances where men and women were in slight disagreement, those areas of concern tended to reflect women's rights to equality in the private, personal sphere of society. This therefore suggests that both the male and female students in

this sample were in virtual agreement with respect to a woman's equality in the public sphere, but with respect to a woman's equality in the private sphere, some of the men were not as supportive.

Table 2: Attitudes Toward Swearing, by Sex**"Women Swearing is MORE Offensive"**

	Female	Male
Strongly Agree	2.9%	8.2%
Agree	19.2%	28.5%
Neither	25.0%	25.1%
Disagree	22.6%	20.8%
Strongly Disagree	30.3%	17.4%
Total	100.0%	100.0%

Table 3: Attitudes Toward Marital Name Change, by Sex**"A Woman Should be Required to Change Her Name"**

	Female	Male
Strongly Agree	1.0%	13.0%
Agree	3.8%	20.2%
Neither	21.1%	31.7%
Disagree	27.8%	21.2%
Strongly Disagree	46.4%	13.9%
Total	100.1%	100.0%

*Numbers do not add to 100.0% due to rounding.

Table 4: Attitudes Toward Abortion, by Sex**"Belief in the Principle of Abortion on Demand"**

	Female	Male
Strongly Agree	27.9%	22.3%
Agree	25.4%	20.3%
Neither	26.9%	25.7%
Disagree	10.4%	9.9%
Strongly Disagree	9.5%	21.3%
Total	100.1%	99.5%

*Numbers do not add to 100.0% due to the exclusion of 'No Answers' and rounding.

Age

Age also accounted for variance in opinions regarding women in society. While the majority of students sampled were between the ages of 18 and 21 (78%), close to 10% were above the age of 26. It was this 26 and over age group that accounted for most of the variance in this survey. These students tended to be more progressive in their attitudes toward women in society. For the most part, this variance was found strictly in the strength of agreement or disagreement. The older students tended to have stronger attitudes toward issues concerning working mothers, life without men, female exploitation, women's career struggles, and a woman's right to propose marriage.

Where a pronounced difference of opinion was noted was with respect to the issues of salaried housework, and infant daycare. In the majority of the younger age groups, students disagreed with the statement "Women should be paid a salary by the government for doing housework." On the other hand, close to half of the older students sampled were less inclined to disapprove of the idea. Of the older students, 44.7% agreed that a woman should be paid a salary for housework. (See Table 5) Regarding the issue of infant daycare, the majority of the younger students sampled felt that a mother should not send her 6 month old child to a daycare centre, whereas a majority of the older students disagreed. (See Table 6)

Table 5: Attitudes Toward Salaried Housework, by Age**"Government Should Provide a Salary for Housework"**

	18	19	20	25	26+
Strongly Agree	9.8%	5.5%	5.4%	5.4%	15.8%
Agree	14.6%	15.9%	10.8%	8.6%	28.9%
Neither	22.0%	20.0%	25.8%	24.7%	23.7%
Disagree	26.8%	33.8%	28.0%	28.0%	21.1%
Strongly Disagree	26.8%	24.8%	30.1%	33.3%	10.5%
Total	100.0%	100.0%	100.1%	100.0%	100.0%

*Numbers do not add to 100.0% due to rounding.

Table 6: Attitudes Toward Infant Daycare, by Age

**"A Woman Should NOT Send Her 6 Month Old
Baby to Daycare"**

	18	19	20	25	26+
Strongly Agree	10.0%	16.6%	18.1%	15.1%	15.4%
Agree	22.5%	29.7%	23.4%	26.9%	12.8%
Neither	40.0%	31.0%	37.2%	35.5%	30.8%
Disagree	12.5%	17.2%	11.7%	15.1%	23.1%
Strongly Disagree	15.0%	5.5%	9.6%	7.5%	17.9%
Total	100.0%	100.0%	100.0%	100.1%	100.0%

*Numbers do not add to 100.0% due to rounding.

When the students were asked whether they themselves were feminists, the 18 to 25 age brackets predominantly replied 'No' (from 55.8% to 71.2%), while the 26 and over group had a more even 'Yes'/ 'No' split - 56.4% to 35.9%.

The overall findings point to older students as being more prone to endorsing progressive attitudes toward women. The results suggest that as one gets older, one becomes more progressive on various issues which concern women in our society. These results consequently confirm both McKinney (1987) and Young's (1977) previous research, where they found that "older students had significantly more liberal or nontraditional attitudes toward women than younger college students."⁹⁷ When one analyses the areas of variance within the different age groups, it becomes evident that the older students in this sample were more progressive with respect to issues which reflected personal life experiences. As Adamec and Graham report, "it is more difficult to get worked up about...(issues) if one has never been directly confronted with these problems."⁹⁸ With respect to salaried housework, it is quite possible that the younger age bracket of students have not yet fully experienced the work required to maintain

⁹⁷McKinney, op.cit., p. 355.

⁹⁸Cannie Stark Adamec and Martin Graham, "The Complexity of Attitudes Toward Women: II. Perception of Societal Attitudes and Associated Tension," in International Journal of Women's Studies, 1978, p. 514.

a home. If this is in fact the case, they would presumably be less supportive of providing a monetary reward for domestic duties. On the issue of sending an infant to daycare, younger students may be ignorant of the difficulty of arranging in-home care for infants when a mother is forced to return to work upon completion of maternity leave. Many mothers have little choice with respect to sending their infant to a daycare centre after the child has reached six months of age. These results therefore confirm McKinney's explanation which stated that the older student has "the accumulation of new experiences and exposure to more nontraditional sex roles and attitudes about women."⁹⁹ In addition, the findings again suggest that students were in virtual agreement with respect to women's roles in the public sphere of society, but within the private sphere, younger students tended to be less supportive of allowing women full equality.

Religious Affiliation

Variance was also noted with respect to acclaimed religious affiliation. When students were asked whether they had a religious affiliation, 59.9% said 'Yes' while 38.4% responded 'No.' Those students claiming no religious

⁹⁹McKinney, op.cit., p. 357.

affiliation tended to be slightly more progressive in their views toward women's roles in society. The issues where variance occurred proved interesting. Students professing a religious faith differed from their counterparts on issues surrounding the private sphere with respect to women's social concerns and personal behaviour. These areas included dating expenses, dirty jokes, marital name change and abortion on demand. For example, when responding to "A woman should share expenses when she goes out on a date," those who expressed no religious affiliation strongly agreed 37.5% of the time, compared to 19.9% for those claiming an affiliation. (See Table 7) This variance in opinion tends to suggest that those with a religious affiliation seem to be reluctant to support women's complete equality in the social sphere. Similarly, with respect to the attitudes toward women telling dirty jokes, some of the religious students agreed that it was more offensive in the speech of a woman. (See Table 8) This again confirms the notion that some of the students professing a religious affiliation felt that women should uphold the stereotypical notion of femininity. These students seemed to endorse the notion that a woman should allow a man to provide for her monetarily on a date, while she should not be rewarded the same opportunity of comic vulgarity. With respect to a woman being required to change her name at marriage, over 20% of the students with a religious affiliation agreed to this required change. (See Table 9) This suggests that the

religious students were not fully supportive of a woman's choice of surname upon marriage. On the more controversial topic of abortion, 33.5% of the students professing a religious affiliation disagreed with a woman's right to choose. (See Table 10) This statistic indicates that many of the students with a religious affiliation agree with the 'right to life' campaign associated with particular religious institutions. As Young states, "traditional ideology and practices have stressed the large church-centred family..."¹⁰⁰ This being the case, the woman's right to choose abortion is obviously in contradiction with such traditional belief systems; therefore explaining why some of the religious students disagreed with the principle in this survey.

¹⁰⁰Young, op.cit., p. 313.

Table 7: Attitudes Toward Sharing Dating Expenses, by Religious Affiliation.

"A Woman Should Share Dating Expenses"

	Religious	NONE
Strongly Agree	19.9%	37.5%
Agree	41.1%	35.6%
Neither	29.3%	20.0%
Disagree	8.5%	5.0%
Strongly Disagree	1.2%	1.9%
Total	100.0%	100.0%

*NONE = those without a Religious Affiliation.

Table 8: Attitudes Toward Women Telling Dirty Jokes, by Religious Affiliation

"More Offensive When Women Tell Dirty Jokes"

	Religious	NONE
Strongly Agree	3.6%	4.4%
Agree	12.4%	10.6%
Neither	23.2%	16.9%
Disagree	36.0%	26.9%
Strongly Disagree	24.8%	41.3%
Total	100.0%	100.1%

*Numbers do not add to 100.0% due to rounding.

*NONE = Those Without a Religious Affiliation.

Table 9: Attitudes Toward Marital Name Change, by Religious Affiliation

"A Woman Should Be Required to Change Her Name"

	Religious	NONE
Strongly Agree	7.6%	5.6%
Agree	14.0%	9.4%
Neither	28.0%	22.5%
Disagree	27.6%	20.0%
Strongly Disagree	22.8%	42.5%
Total	100.0%	100.0%

***NONE = Those Without a Religious Affiliation.**

Table 10: Attitudes Toward Abortion, by Religious Affiliation

"Belief in the Principle of Abortion on Demand"

	Religious	NONE
Strongly Agree	18.2%	35.1%
Agree	23.6%	21.4%
Neither	24.8%	29.2%
Disagree	12.0%	7.8%
Strongly Disagree	21.5%	5.8%
Total	100.1%	99.3%

*Numbers do not add to 100.0% due to exclusion of 'No Answers' and rounding.

*NONE = Those Without a Religious Affiliation.

When asked about self-identification as a feminist, the majority of students, regardless of whether they had a religious affiliation, responded 'No'. Of those with a religious affiliation, 27.5% identified themselves as feminists, while those without a religious affiliation reported a slightly higher 34.2% self-identification.

The presence of a religious affiliation has been shown to have a slight effect on one's attitudes toward women. Those claiming a religious affiliation tend to hold more traditional views with respect to women's roles in society. With this in mind, the present research therefore confirms the past findings of Graham and Adamec (1978), Martin et al. (1980), Meier (1972), Bayer (1975) and McMurry (1978) who all suggested that "persons who are affiliated with a church are more traditional in their sex role conceptions than those who are unaffiliated."¹⁰¹ What the present research goes on to suggest however, is that, while the majority of students agreed with equalities for women in the public sphere, those claiming a religious affiliation tended to be less accepting of equality with respect to women's behaviour in regard to issues connected to the private sphere. As Martin et al. stated, "religious institutions of society re-enforce traditional sex role definitions and boundaries, thereby negatively affecting choice opportunities for members of both

¹⁰¹Martin, Osmond, Hesselbart and Wood, op.cit., p. 391.

sexes." This is reflected in the apprehension the religious students in this sample had with respect to allowing women full choice within issues concerning their personal lives in the private sphere of society.

Women's Studies Course

When students were asked whether they had ever taken a course which dealt with Women's Studies, either in High School, Community College or University, only 17.7% said that they had. These 74 students did tend to report slightly more progressive attitudes toward women than the students who had never been enrolled in a Women's Studies course. While there were no extreme differences in opinion, variance did occur within the strength of attitudes. On the majority of statements, the Women's Studies students had a 5 to 10 % difference on most strongly agree and strongly disagree selections. While the sample as a whole tended to be progressive, those having taken a Women's Studies course were slightly more pronounced in their progressive leanings.

On selected statements, the Women's Studies group were more committed to their opinions. Examples of these issues include: women providing financial support for the family,

women's emotional suitability for politics, women as supervisors in the workplace, and society's emphasis on beauty. On these statements, differences of 15 - 20 percentage points were detected in the strength of attitudes. (For example, See Table 11)

In addition, while those having taken a Women's studies course were not in total agreement with respect to the government providing a salary for housework, 39.2% did agree with this issue. (See Table 12)

When students were asked whether men could be feminists, those with a Women's Studies education said 'Yes' 86.5% of the time, while those without a Women's Studies education said 'Yes' only 77.4% of the time. When specifically referring to whether they considered themselves feminists, 41.9% of the Women's Studies group said 'Yes' compared to the 28.2% of their counterparts.

What these statistics suggest is that education in a Women's Studies course does in fact have a slight impact on one's expression of progressive attitudes. Lunneborg's 1974 findings can therefore be confirmed. As she argued, education in a course dealing with women's issues would result in a more 'profeminist' student.¹⁰² While no significant difference was

¹⁰²Lunneborg, op.cit., p. 1281.

reported with respect to issues within the public and private spheres of society, this is not alarming. Courses dealing with women's issues provide a broad framework of education with respect to both the public and private spheres of women's roles in society. With this in mind, those students having received an education in women's studies would have presumably been educated on a variety of issues in both the public and private spheres of society.

**Table 11: Attitudes Toward Providing Financial Support,
by Women's Studies Education**

"Women Can Provide Financial Support"

	Women's Studies	NONE
Strongly Agree	47.3%	28.3%
Agree	36.5%	41.4%
Neither	9.5%	19.3%
Disagree	4.1%	7.1%
Strongly Disagree	2.7%	3.5%
Total	100.1%	100.0%

*Numbers do not add to 100.0% due to rounding.

*NONE = Those Without an Education in a Women's
Studies Course.

Table 12: Attitudes Toward Salaried Housework, by Women's Studies Education

"Government Should Provide a Salary for Housework"

	Women's Studies	NONE
Strongly Agree	16.2%	4.5%
Agree	23.0%	12.4%
Neither	18.9%	24.2%
Disagree	20.3%	30.8%
Strongly Disagree	21.6%	28.1%
Total	100.0%	100.0%

***NONE = Those Without an Education in a Woman's
Studies Course.**

Are you a feminist?

With respect to identifying oneself as a feminist, the majority of students rejected the label. When asked, "Do you consider yourself a feminist?", 62.5% of the students said 'No,' while 30.5% said 'Yes.' It was this latter group that tended to express more progressive attitudes with respect to the role of women in society.

Those students who considered themselves feminists were, not surprisingly, consistently more pronounced in their opinions regarding women's roles. Again, while the students as a whole were progressive on women's issues, and where difference was reported it was only in the strength of opinions, the feminist students did tend to be much more dedicated in their attitudes. While there were no extreme differences in opinion, the feminists did show close to 20% difference in the strength of the majority of their attitudes. Where students showed more than 30% in attitude difference was with respect to issues reflecting career women, marital name change, men as basic breadwinners, and male contributions to society. (For example, see Table 13)

Table 13: Attitudes Toward Contributions to Society, by Self-Perception as a Feminist

"Most Contributions to Society Have Been Made by MEN"

	Feminist	NOT
Strongly Agree	0.0%	2.7%
Agree	4.7%	13.9%
Neither	10.2%	27.4%
Disagree	29.9%	36.3%
Strongly Disagree	55.1%	19.7%
Total	99.9%	100.0%

*Numbers do not add to 100.0% due to rounding.

*NOT = Those Who Do Not Consider Themselves Feminists.

In addition, while the self-identified feminists were not in total agreement over the issue of salaried housework, 36% did agree with the idea of the government providing a salary for domestic duties. (See Table 14)

These findings suggest that those students who identify themselves as feminists tend to also identify with the full range of progressive attitudes. By labelling oneself a feminist, the student suggests that he or she is supportive of women's struggles for equality in every realm of society. With this in mind, a feminist would be expected to be more pronounced in his or her attitudes about a woman's role in society, and this was indeed found to be the case in this sample. While the self-identified feminists were not more progressive in either the public or private sphere of society, this can be explained by the fact that a feminist is normally supportive of women's equality in all realms of society.

When the students were asked whether they felt that the feminist movement had out-lived its usefulness, feminists overwhelming said 'No' (91.4%) compared to the non-feminists (50.0%.) What these statistics suggest, is that those students who considered themselves feminists are in fact much more committed to the continued success of the Women's Liberation movement. They, unlike their counterparts, support the

successes made by the feminist movement, and support its continued struggles.

Table 14: Attitudes Toward Salaried Housework, by Self-Perception as a Feminist

"Government Should Provide a Salary for Housework"

	Feminist	NOT
Strongly Agree	12.0%	4.2%
Agree	24.0%	10.0%
Neither	23.2%	21.2%
Disagree	24.0%	30.9%
Strongly Disagree	16.8%	33.6%
Total	100.0%	99.9%

*Numbers do not add to 100.0% due to rounding.

*NOT = Those Who Do Not Consider Themselves Feminists.

Faculty

When analysis was performed with respect to the students' faculty, variance was not significant between the Arts, Social Science and Science Faculties. Where slight variance was detected was between these Faculties and the Faculty of Engineering. While the Engineering students tended to be progressive on the whole, they did not tend to answer in the extremes of the Likert scale. In terms of the strength of their responses, the Engineers tended to select the agree and disagree options as opposed to the strongly agree and strongly disagree categories. By not agreeing or disagreeing as strongly as students from other faculties, the Engineering students tended to be less progressive in their attitudes toward women. Examples are noted with respect to their attitudes toward equal job opportunities, and men as basic breadwinners in a family. Concerning the statement "A woman should have the same job opportunities as a man," only 54.2% of the Engineering students strongly agreed with this statement while the other students' agreement ratio ranged from 69.6% to 80.2%. With respect to "It is alright for women to work but men will always be the main breadwinners," Engineering students strongly disagreed in 25% of the cases compared to the other faculties' 45.7% to 55.6% range.

When questioned on whether men could be feminists, the Engineers had the lowest 'Yes' response - 72.5%, and when asked whether the student considered him or herself a feminist, the Engineering students had the highest 'No' response - 68.3%. What the overall statistics tend to suggest is that while the majority of Engineering students are in fact progressive with respect to women's issues, they are slightly less progressive than the Arts, Social Science, and Science faculties. This finding mirrors Young's previous 1977 report which stated that "social science majors were predominantly liberal" (in my case, it was social science majors as well as arts and science majors) "whereas engineering students were seldom so."¹⁰³

While faculty did account for slight variance within this sample, enrolment statistics point to the fact that Engineering is highly male-dominated. (The 1993 male-female ratio within the undergraduate Engineering faculty at Carleton University is 86% men to 14% women.)¹⁰⁴ With this in mind, faculty was considered a surrogate variable for sex; thus, it was not deemed a 'key' explanatory variable. Unfortunately, because of the sample size, controls for gender breakdown within the Engineering faculty would be misleading.

¹⁰³Young, op.cit., p. 315.

¹⁰⁴Data Book 1992/1993 Carleton University, (Unpublished), 1993.

Additional Variables

While previous research has pointed to additional variables influential in one's attitudes toward women, in this survey, those listed above were considered the only key determinants (sex, age, religious affiliation, education in a Women's Studies course, and self-identification as a feminist.)

Variables which did not demonstrate significant differences included: parents' education, parents' occupations, number of brothers and sisters, age position in the family, social class position, grade, type of religious affiliation, marital status, living situation, home province, population of home community, and linguistic and cultural background.

With respect to parents' education, little difference was noted. In very few instances, those students' parents with a grade school education were slightly more traditional. This difference was not considered significant. In both the mother's and father's cases, the grade school education percentages of the sample accounted for only 5.7% and 5.5% respectively. Neither Martin et al.(1980), nor Bayer's 1975 research could therefore be validated. Both authors reported that more 'modern' attitudes "were associated with more highly

educated parents." More specifically, Meier (1972) and Dempewolff (1974) linked attitudes toward women to mother's education. This was not found here to be the case.

Concerning parents' employment, virtual agreement was noted regardless of one's parents' occupational status. This therefore disproves both Martin et.al, (1980) and Meier (1972) who found that father's and mother's occupations had a significant impact on one's attitudes toward women.

Confirming Etaugh and Gerson's 1975 conclusions, the number of brothers and sisters one has, along with the position one holds in the family, made no difference on one's attitudes toward women.

When analysing the class variable, the majority of students classified themselves as coming from Middle and Upper-Middle Class families (78.2%). Upon analysis of class frequencies however, little to no variance was noted. Therefore, the present findings could neither confirm Bayer's (1975) link between lower class and sexist attitudes, nor Etaugh and Gerson's (1974) link between lower social class and feminist inclinations.

When the students were asked to provide their average grade for first semester, the majority of students selected

the 'B' and 'C' grade range. Within these subdivisions, attitudes did not significantly differ. Confirmation of Young (1977), Bayer (1975), Martin et al.(1980) and Goldschmidt (1974) could therefore not be justified. In all these cases, the authors suggested that a "higher college grade-point average is associated with endorsement of more modern, or less traditional, conceptions of sex roles,"¹⁰⁵ and this was not found here to be the case.

Of those students who professed a religious affiliation, breakdowns of individual religions did not account for variance. The majority of students in the survey were either Roman Catholic (29.8%) or religious 'nones' (45.1%.) For this reason, further analysis was unfounded and confirmation of McMurry's (1978) and Dempewolf's (1974) research was unwarranted.

With respect to the marital status of students, (students were predominantly single - 86.6%) minimal variance was noted. While married students on occasion voiced slightly more progressive attitudes, these occasions were infrequent. In addition, the actual proportion of married students in this sample accounted for only 6.7%, which consisted of a mere 28 students. Once frequencies were broken down, individual cell sizes were too small to analyze. It is for this reason that

¹⁰⁵ Martin, Osmond, Hesselbart and Wood, op.cit., p.392.

Young's (1977) previous findings, which linked married students to liberal responses, could not be addressed.

Whether a student lived in residence, at home with his or her parents, alone, or with someone else off campus, had no direct bearing on one's affiliation with traditional or progressive attitudes about women. Young's (1977) previous research could not therefore be supported. She stated that "students living in dorms were more liberal than those residing with parents, but less so than those with independent residence."¹⁰⁶ These findings did not tend to be the case in the present research.

When indicating where one was born, the majority of students (68.3%) reported being raised in the provinces of Ontario and Quebec. These groups did not differ in their opinions regarding women's roles in society. Graham and Adamec's (1978) previous research stipulated that one would expect those from the Maritimes to be more traditional.¹⁰⁷ This stipulation however could not be verified in this survey. Of the students in the present research, only 4.2% were from eastern Canada. This accounted for 18 students, which was an insufficient number for analysis.

¹⁰⁶Young, op.cit., p. 314.

¹⁰⁷Graham and Adamec found that students' attitudes from the Maritimes were not uni-dimensional; but rather, they varied on demographic analysis.

With respect to the population of one's home community, little variance was accounted for. Whether one was raised on a farm, in a small town, or in a large city seemed to have no direct bearing on one's affiliation with progressive or traditional statements about women. Both Bayer (1975) and Martin et al., (1980) suggested that students from rural communities would endorse more traditional views, while those from larger cities would tend to be more progressive. This finding, however, could not be verified within the present research.

When students were asked what language they normally spoke at home, nearly 80% of the sample answered 'English.' Eleven students, representing 2.6% of the sample size, were French-speaking. Because the sample was predominantly English-speaking, and those who were French-speaking accounted for only a minimal percentage, analysis of the findings was not deemed worthwhile. Unfortunately, Schreiber's (1976) link between French Canadians and egalitarian opinions could not be examined in this research.

One's cultural background was also expected to account for variance in one's attitudes toward women. Within this survey, no significant variance was noted. Meier suggested in his research that those from a Latin culture would reflect more traditional views, but this finding was not the case in

the present research.

A few explanations should be provided as to why the present research has differed from the relationships suggested in previous works. These explanations include the number of variables and ultimate cell sizes in question, the various samples and their locales, as well as the potential datedness of previous studies. Past research has often attempted to link a select number of variables to students' attitudes toward women. With this being the case, on statistical breakdowns, their analyses reflected significant numbers and cell sizes. Due to the multitude of variables being examined in this project, on occasion, individual cell sizes of various demographic breakdowns were too small to conduct analysis. When this was the case, accurate and valid conclusions could not be made, nor could verification of previous findings be justified. In addition, the sample sizes and locales of previous research could also provide explanation for differences in research findings. While the majority of samples were college or university students, sample sizes differed in every case as did the locations of the samples. Comparisons can not be conducted with total accuracy when sample sizes and locales are not exact in every case. As well, with respect to the previous research findings, the datedness of some surveys could provide further explanation for differences in results. Studies ranged from 1936 to 1987,

with the majority of works published in the 1970s. It could be suggested that students' attitudes toward women have changed since the 1970s, that students today tend to hold more progressive attitudes toward women in society. With this in mind, variables which were shown in the past to have a link to attitude formation on the role of women in society, may not account for the same significant variance today. As Etaugh and Spandikow proclaim: "This shift may be due to intraindividual changes resulting from exposure to a liberal university atmosphere or to broader social movements such as the rise of feminism."¹⁰⁸

Summary of Demographic Analysis

Looking at the demographic profiles addressed in the research, variance was in fact noted within different variables. While some variables were shown to have an impact on attitude formation, others, for various reasons, were not considered to be strong indicators. Previous research has suggested relationships between demographic variables and attitudes toward women, while the present study has indicated

¹⁰⁸Claire Etaugh and Deborah Bohn Spandikow, "Changing Attitudes Toward Women: A Longitudinal Study of College Students," in Psychology of Women Quarterly, Volume 5, No. 4, 1981, p. 591.

a select few as the best indicators; sex, age, religious affiliation, education in a Women's Studies course and self-identification as a feminist. As it was suggested earlier, in addition to key demographic variance accounting for differences in attitudes toward women, attitudes also tend to vary with respect to the various issues in question. The students in this sample tended to differ with respect to their attitudes toward issues reflecting women in the public and private spheres of society. With this being the case, the next step is to examine this variance more closely.

Rather than analysing strictly demographic variance, an analysis of issues variance within the public and private spheres of society can provide additional explanatory power. By running a correlation matrix, followed by factor analysis, one can locate those areas where students' attitudes toward women coalesce - where these university students are in agreement with respect to various issues concerning women in today's society.

Correlation Matrices and Factor Analysis

While cross-tabulations allowed for an analysis of demographic variance, correlation matrices and factor analysis

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allowed for a more in-depth treatment of the data. By correlating all the variables in the survey, genuine clusters of attitudes could be identified. While variance can occur within certain statements, these clusters indicated significant themes around which students' attitudes were highly correlated. When all the variables were correlated, a perfect positive or negative relationship was identified by a plus or minus 1.000 respectively. Therefore, statistics close to, or above plus or minus .5000 were recorded. They were as follows: (See Tables 15 to 22)

Tables 15 to 22 : Pearson Correlation Coefficients

Table 15

	VAR05	VAR11	VAR14	VAR20	VAR26	VAR40
VAR05			.5130	.5266		
VAR11			.5718			
VAR14				.5185	.5348	
VAR20					.5342	.5197
VAR26						.4873
VAR40						

Note: VAR05 = Husband's Career More Important
 VAR11 = Men as Basic Breadwinners
 VAR14 = Husband Should Assume Financial Responsibilities
 VAR20 = Father as Head of the Household
 VAR26 = Required to Take Husband's Name
 VAR40 = Women Not Suited Emotionally for Politics

Table 16

	VAR15	VAR16	VAR17
VAR15		.5004	-.5478
VAR16			
VAR17			

Note: VAR15 = Woman Can Have Child and Career
 VAR16 = Marriage Should Reflect Equal Responsibilities
 VAR17 = NOT Both Child and Career

Table 17

	VAR06	VAR07	VAR38
VAR06		.6873	-.5044
VAR07			-.5228
VAR38			

Note: VAR06 = Women Should Have Same Wages
 VAR07 = Women Should Have Same Job Opportunities
 VAR38 = Women Should Restrict Their Political
 Involvement

Table 18

VAR22 VAR24 VAR32

VAR22		.5432	
VAR24			.4932
VAR32			

Note: VAR22 = Women Swearing is More Offensive
 VAR24 = Women Telling Dirty Jokes is More Offensive
 VAR32 = Women Should be Less Sexually Active Before Marriage

Table 19

VAR37 VAR38 VAR40

VAR37		.5524	.4632
VAR38			.4754
VAR40			

Note: VAR37 = Women Not Permitted to Hold Political Office
 VAR38 = Women Should Restrict Their Political Involvement
 VAR40 = Women Not Suited Emotionally for Politics

Table 20

	VAR31	VAR41	VAR43
VAR31		.4939	
VAR41			-.5486
VAR43			

Note: VAR31 = Society Places Too Much Emphasis on Beauty
 VAR41 = TV Commercials are Degrading to Women
 VAR43 = TV Programmes are Not Degrading to Women

Table 21

	VAR56	VAR57
VAR56		.5844
VAR57		

Note: VAR56 = Feminists tend to be Ambitious
 VAR57 = Feminists tend to be Career-Oriented

Table 22

	VAR48	VAR50	VAR51	VAR58
VAR48		.5049	.6040	.5998
VAR50			.5405	
VAR51				.4978
VAR58				

Note: VAR48 = Feminists tend to be Obnoxious
 VAR50 = Feminists tend to be Stubborn
 VAR51 = Feminists tend to be Too Forceful
 VAR58 = Feminists tend to be Frigid

Analysing these statistics, variables could then be grouped into appropriate categories where variables overlapped. While the survey questionnaire initially divided issues into the categories of the workplace, family responsibilities, social issues, politics, and the media, correlation matrices uncovered new subdivisions of issues variance, while factor analysis verified these findings. Eight thematic patterns emerged where students' attitudes coalesced - highlighting the point that the nature of attitudes is an important inquiry in attitudinal research. The significant issues that were uncovered included: aspects of male dominance, working mothers, women's workforce opportunities, women's personal behaviour, women in the political sphere, cultural influences, feminist career traits and feminist personality traits. The eight groups are as follows:(See Table 23)¹⁰⁹

¹⁰⁹It must be kept in mind that some statements are worded traditionally, while others are worded progressively. Correlation matrices and factor analysis allow for a reduction of data where attitudes coalesce, but they do not signify strength or direction of attitudes.

Table 23: Clustered Attitudes by Variables and Questionnaire Statement

Group 1: Statements Reflecting Male Dominance

- Variable 05: "It is more important for a wife to help her husband's career than to have one herself."
- Variable 11: "It is alright for women to work but men will always be the main breadwinners."
- Variable 14: "A husband should assume financial responsibilities for the family while a wife should run the house and take care of any children."
- Variable 20: "As head of the household, the father should have final authority over children."
- Variable 26: "A woman should be required to take her husband's name at marriage."
- Variable 40: "Emotionally, most men are better suited for politics than most women."

Group 2: Statements Reflecting Working Mothers

- Variable 15: "Having children should not prevent a woman from having a career if she wants it."
- Variable 16: "Marriage today should reflect equal responsibilities, with both the husband and wife working and sharing housekeeping and child care responsibilities."
- Variable 17: "Women should not try to have both a career and children."

Group 3: Statements Reflecting Women's Workforce Opportunities

Variable 06: "Women who work in the workforce should be paid the same wages as men."

Variable 07: "A woman should have the same job opportunities as men."

Variable 38: "Women should limit their (political) involvement to areas such as health, education and social services."

Group 4: Statements Reflecting Women's Personal Behaviour

Variable 22: "Swearing and using obscene language are more offensive in the speech of a woman than of a man."

Variable 24: "It bothers me more when women tell dirty jokes than when men do."

Variable 32: "Before marriage, women should be less sexually active than men."

Group 5: Statements Reflecting Women In the Political Sphere

Variable 37: "Women should not be permitted to hold political offices that involve great responsibility."

Variable 38: "Women should limit their (political) involvement to areas such as health, education and social services."

Variable 40: "Emotionally, most men are better suited for politics than most women."

Group 6: Statements Reflecting Cultural Influences

Variable 31: "Our society puts too much emphasis on beauty for women."

Variable 41: "Many TV commercials present a degrading picture of women."

Variable 43: "TV programmes are generally NOT degrading to women."

Group 7: Statements Reflecting Feminist Career Traits

Variable 56: "Feminists tend to be: Ambitious."

Variable 57: "Feminists tend to be: Career-Oriented."

Group 8: Statements Reflecting Feminist Personality Traits

Variable 48: "Feminists tend to be: Obnoxious."

Variable 50: "Feminists tend to be: Stubborn."

Variable 51: "Feminists tend to be: Too Forceful."

Variable 58: "Feminists tend to be: Frigid."

What these groupings suggest, is that the students on the whole were in agreement about issues reflecting male dominance, issues where women's roles as wife and mother figured predominantly, issues reflecting women's opportunities in the workforce, and issues regarding women's personal behaviour. In addition, consensus was noted within areas reflecting women's involvement in politics, areas representing cultural influences on women, and attributes accorded to feminists.

Previous findings in this research have suggested that students have varying degrees of attitudes with respect to women's roles in both the public and private spheres of society. What the correlation matrices and factor analysis have done, is clustered these issues related to public and private spheres of activity more specifically. With respect to Group 1, issues of male dominance are clustered. Students here were in agreement concerning traditionally public sphere matters such as career importance, financial responsibilities, and political involvement, as well as the private sphere concerns of marital responsibilities. In terms of Group 2, students' attitudes coalesced around issues concerning working mothers. Statements here reflected the issues of women's dual responsibilities in having a career and a family, as well as shared responsibilities with respect to marriage and child care obligations. The statements are all linked to the issue

of whether women can adequately bridge the public sphere of work and the domestic sphere of the family. Group 3 reflected specific opportunities for women in the workforce. Issues here concerned equal wages, equal opportunities in the workplace, and equitable involvement in politics. All these areas show attitudes clustered around the public domain of employment and political representation. With respect to Group 4, the underlying issues concerned proper or appropriate personal behaviour for women. Students here were in agreement with respect to the issues of women swearing, women telling dirty jokes, and women's sexual activity before marriage. Group 5 combined attitudes about various areas in the political realm. Issues here revolved around women's involvement in politics, their responsibilities in this domain, as well as their emotional suitability. Group 6 reflected cultural issues concerning the appearance and portrayal of women. Areas where students' attitudes were clustered in this group were with respect to society's emphasis on beauty, and television's depiction of women in both commercials and programmes. Groups 7 and 8 clustered attitudes the students held with respect to feminists. Group 7 was concerned with the feminist career-traits of ambition and career-orientation, while Group 8 more specifically clustered students' attitudes toward feminist personality traits which included: obnoxious, stubborn, too forceful and frigid.

An explanation for these groupings can not be provided due to the fact that correlation matrices and factor analysis simply locate areas where there are high levels of factor correlates. Direction of attitudes is not provided; therefore, analysis of these clusters can not here be performed. On the other hand, justification of these groupings can be provided. Understandably, students' attitudes clustered around areas in the public sphere with respect to male dominance, women's career choices, women's workforce opportunities, women's political involvement and cultural influences. Likewise, the students' attitudes coalesced around the private sphere of women's personal behaviour and domestic responsibilities. As for the last two groupings, students' attitudes were grouped with respect to their notions of feminist attributes. It is here, in Groups 7 and 8, where analysis proves interesting.

With respect to characteristics attributed to feminists, students' attitudes were clustered with respect to the attributes: ambitious and career-oriented; as well as obnoxious, stubborn, too forceful and frigid. While career-orientation and ambition are justifiably linked, it is the omission of certain attributes that is fascinating. Of the list of possible attributes for feminists, the students were provided with six 'positive' and six 'negative'

characteristics.¹¹⁰ The six 'positive' attributes were: independent, intelligent, successful, sophisticated, ambitious, and career-oriented, while the six 'negative' attributes were: obnoxious, stubborn, too forceful, lesbians, non-maternal, and frigid. Of the 'positive' attributes provided for feminists, students were not in agreement over 'independent', 'intelligent', 'successful,' and 'sophisticated.' Where they were in agreement however was with respect to the 'negative' attributes accorded to feminists. While 'lesbians' and 'non-maternal' were not included, all other 'negative' selections were grouped together. What this seems to indicate is that students' attitudes were not clustered with respect to complementary adjectives regarding feminists, but they were however clustered with respect to the 'negative' attributes.¹¹¹

What correlation matrices and factor analysis have done, is provided information on the students' clustering of attitudes in the public sphere, in the private sphere, and with respect to feminist attributes. To provide a more powerful analysis, the eight new categories, where attitudes

¹¹⁰It must be mentioned that although I labelled six attributes 'positive' and six attributes 'negative,' students may not have agreed with my labelling.

¹¹¹Again, it should be recognized that although I felt 'career-oriented' and 'ambitious' were 'positive' feminist attributes, the students may not have agreed with this judgement.

were highly correlated, were built into indexes. These eight new indexes were consequently correlated with the five key demographic variables this research initially uncovered: sex, age, religious affiliation, education in a women's studies course, and self-identification as a feminist. This final statistical test consisted of cross-tabulating the new composite variables with the key demographic variables. It is here where strength and direction of attitudes could be analyzed.

Composite Variables

Eight dominant themes emerged from the previous statistical tests which pointed to areas where there were high levels of factor correlates. To cross-tabulate these new groupings with the key demographic variables, a composite variable needed to be created for each group. Within each of the eight groups, a number of variables were present. These variables needed to be combined so that each group contained only one composite variable. A frequency distribution was then run for each of the eight new composite variables. Reflecting the distributions, frequencies were then re-coded into 'High', 'Medium', and 'Low' categories, where one-third of all the responses fell into each group. These High-Low

categories indicated progressive to traditional attitudes of the students, with 'High' signifying a progressive attitude, and 'Low' signifying a slightly more traditional leaning. The eight new composite variables, re-coded into 'High,' 'Medium' and 'Low' categories, could then be cross-tabulated with the key demographic variables. Analysis could then be performed by seeing where the demographic variables were situated in relation to the High-Low, Progressive-Traditional attitude split.

As it has been shown in the previous statistical tests, there are differences in attitudes noted between men and women, older and younger students, those with a religious affiliation and those without, those who have taken a Women's Studies course and those who have not, and those who consider themselves feminists opposed to those who do not. Women have been shown to be more progressive than men, as have older students in comparison to their younger counterparts. Those professing a religious affiliation tend to hold more traditional views than those who do not have an affiliation, while taking a Women's Studies course and labelling oneself a feminist positively correlates with progressive views toward women.

With respect to this new analysis, the data consistently indicated that men were in fact less progressive with respect

to women's issues. Their responses were continuously located in the lower, less progressive category, while women's responses fell in the high, progressive group, in all eight group analyses. What this finding seems to indicate, is that in this survey, sex has been shown to be the most significant demographic variable correlated to one's attitudes toward women. An example of this can be seen in the findings with respect to Group 3, Women's Workforce Opportunities. Among all the other demographic breakdowns, students were overwhelming in agreement with respect to women's equalities in the public sphere of work, with all divisions listing 'Hi' progressive responses. In contrast however, were the attitudes expressed within the sex analysis. In respect to this breakdown, the men in the sample responded in the 'Low' category to women's equalities in the public sphere. (See Table 24) What this suggests, is that sex has been indicated as the best predictor of attitudes toward women; that the women in this survey seem to relate to issues that reflect their own self-interest, while the men in the survey seem to reflect a status quo view of women's roles.

With respect to age, all younger age groups either had a proportionate one-third break across the high, middle, and low categories, or their responses were clustered in the middle range group. However, the 26 and over age group had consistently more responses in the high, progressive category.

Again, this verifies the previous finding that age is in fact an important explanatory variable with respect to attitudes toward women, with the most explanation accounted for with those over the age of 26. (For example, see Table 25)

**Table 24: Attitudes Toward Women's Workforce Opportunities,
by Sex**

"Women's Workforce Opportunities"

	Female	Male
Low	9.6%	53.3%
Middle	14.8%	15.2%
High	75.6%	31.4%
Total	100.0%	99.9%

*Numbers do not add to 100.0% due to rounding.

**While this variation seems enormous, the range of opinions actually represents a very small margin.

**Table 25: Attitudes Toward Women's Personal Behaviour,
by Age**

"Women's Personal Behaviour"					
	18	19	20	25	26+
Low	30.2%	22.6%	27.4%	29.8%	30.8%
Middle	44.2%	47.2%	42.1%	38.3%	23.1%
High	25.6%	30.1%	30.5%	31.9%	46.2%
Total	100.0%	99.9%	100.0%	100.0%	100.1%

*Numbers do not add to 100.0% due to rounding.

One's religious affiliation, along with one's education in a Women's Studies course, and one's self-identification as a feminist, were not as consistent in their analyses. While those without a religious affiliation, with an education in Women's Studies, and self-identified feminists, tended to be more progressive than their counterparts, high-low splits were not noticeable in every case. With respect to personal behaviour, cultural influences, and women in politics, those with a religious affiliation, no education in Women's studies, and 'non'-feminists, tended to have attitudes falling within the middle-to-low range, signifying slightly traditional attitudes. Those without a religious affiliation, with an education in Women's Studies, and self-identified feminists, had responses which tended to be slightly more progressive. What all these findings suggest, is that as previous research has indicated, religious affiliation, education in a Women's Studies course, and self-identification as a feminist do in fact have an effect on attitudes toward women, but these attitudes are not entirely consistent in all areas.

With respect to Group 7, feminist career traits, attitudes were quite consistent. On demographic breakdown, all students' responses fell either within the middle attitudinal range, or in the low, slightly traditional category. With each of the five demographic analyses, no individual breakdowns had significant percentages in the high,

progressive category. As the earlier findings have suggested, students are uncertain about 'positive' attributes toward feminists. Through correlation, it was found that students' attitudes clustered around the feminist career traits 'ambitious' and 'career oriented.' What this further research suggests, is that of these two attributes, students are unwilling to agree with the characteristics. This test therefore suggests that university students in this sample were reluctant to attribute to feminists the career traits 'ambitious' and 'career-oriented.'

On the other hand, when analysing Group 8, feminist personality traits, students were more inconsistent in their responses to the feminist attributes: obnoxious, stubborn, too forceful and frigid. Within each demographic breakdown, a high/low split was evident, with the women, older students, religious 'nones', those educated in Women's Studies, and self-identified feminists, responding in the high, progressive category while the men, younger students, religiously affiliated, uneducated in Women's Studies and non-feminists, scored in the low, slightly traditional range.

What these statistics suggest, is the overwhelming indication that students on the whole tend to be traditional with respect to attributing to feminists 'positive,' career traits, while they are demographically divided with respect to

attributing feminists 'negative' personality traits. While women, older students, those educated in a Women's Studies course, and self-identified feminists did not agree that feminists are obnoxious, stubborn, too forceful and frigid, they would not attribute to feminists any 'positive' career traits. This could in fact be the explanation for why the majority of students, when asked, "Do you consider yourself a feminist?" replied 'No.' Even if progressive students agreed that feminists were not obnoxious, stubborn, too forceful or frigid, the fact that they did not agree that feminists were ambitious, and career-oriented, could explain the reasoning for their rejection of self-identification with feminists.

Summary of Results

What these statistical tests have demonstrated, is that university students as a group are quite progressive with respect to their attitudes toward women. These attitudes are not however consistent. Variation occurs when sex, age, religious affiliation, education in Women's studies and self-identification as a feminist are examined. In addition, further explanation is provided with respect to the students' attitudes toward specific public and private sphere issues. Students tended to be consistently in agreement with respect

to women's equalities in the public sphere, but variance was detected with respect to issues of personal behaviour and selected social issues within the private sphere, such as marital name change, dating expenses, swearing and dirty jokes, salaried housework, and the principle of abortion on demand. While the majority of students were in favour of equal rights for men and women, they did not consider themselves feminists. What this signifies is that, even though students tend to hold progressive attitudes toward women on the most part, they are reluctant to see themselves as feminists.

CONCLUSION

This thesis has been concerned with the attitudes held by first-year university students with respect to women's roles in society. It was demonstrated that our sample of 419 Carleton University first-year students held progressive attitudes. On demographic breakdown, five key variables were found to have the most impact on one's attitudes toward women. These key variables included sex, age, presence of a religious affiliation, education in a Women's Studies course, and self-identification as a feminist. Through multiple statistical tests, men in this sample were found to be less progressive with respect to women's issues than women. Increased age was affiliated with more progressive views, while those with a religious affiliation tended toward slightly more progressive views. Education in a Women's Studies course, as well as self-identification as a feminist were also found to be positively correlated to progressive attitudes toward women in society. On demographic analysis, students were overwhelming in agreement with respect to women's equality within the public sphere, concerning issues of equal pay in the workforce and equal job opportunities. It was on issues concerning personal behaviour within the private sphere where attitudes tended to vary. Variance was in fact detected with respect to

issues concerning marital name change, swearing, dirty jokes, dating expenses, salaried housework and abortion. What these findings suggest, is that, while inroads have indeed been made with respect to attitudes toward women's equality in the public sphere of society, barriers are still present with respect to women's total equality in the private sphere. The idea of a 'double standard of morality' tends to prevail which labels what is 'feminine' and what is not. While students in this sample were supportive of many equalities for women, it was as if they were saying "I'm all for women's equality, BUT, I still want certain aspects of traditional femininity to remain."

Along the same rationale, while the strong majority of students responded 'Yes' to the question "Are you in favour of equal rights for men and women?" these same students would not identify themselves as feminists. Analyses have suggested that students uphold a stereotypical notion of what a feminist is. While some students disagreed with 'negative' feminist personality traits, others still agreed. Additionally, responses indicated that students did not tend to agree with attributing feminists 'positive' career-traits. Evidence seems to suggest that the word 'feminist' is still "an anathema in this society because of its pejorative identification with ...unfemininity, and a host of unfavorable

adjectives..."¹¹² In this respect, it was as if students were saying, "I believe in equal rights for men and women, BUT, don't call me a feminist!"

While attitudes of university students are not reflective of society's attitudes as a whole, they are indicative of attitudes held by society's future decision-makers and opinion leaders. As Adamec and Graham report, "as current students are going to be our future scientists, corporate managers and governmental policy makers, targeting their attitudes has important implications for the future of the women's movement."¹¹³

Women's roles in society have markedly changed over the years. Women have shown increased enrolment in institutions of higher education, along with increased acquisition of university degrees. Their political involvement has risen along with their presence in the labour force. While structural changes are apparent, the attitudes toward these changes are also of importance. "The ultimate objective for sustaining change rests in the shifting of attitudes towards more egalitarian standards."¹¹⁴ Students' agreement with respect to women's public sphere opportunities and equalities

¹¹²Fox and Auerbach, op.cit., p. 361.

¹¹³Adamec and Graham, op.cit., p. 515.

¹¹⁴Bayer, op.cit., p. 391.

is unquestionably promising, but their hesitation of providing women full equality in the personal, private sphere of society suggests a new channel for future research inquiry. In order to reach more 'egalitarian standards' in society, the source of attitudes expressing stereotypical notions of issues concerning femininity and feminists must be further examined.

Of the 419 Carleton University first-year students sampled in this thesis, they were overwhelmingly in support of progressive, non-traditional attitudes toward women in society. While they undeniably fostered 'feminist' attitudes, they did identify themselves as feminists. Education is therefore needed with respect to women's total equality in both the public and private spheres of society, as well as with respect to what identification as a 'feminist' entails. Progress has undoubtedly been made, but there is unquestionably still room for improvement and further research.

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APPENDIX A: POSSIBLE FIRST YEAR COURSES

POSSIBLE FIRST-YEAR COURSES

-from Carleton University 1992-1993 Registration Instructions
and Class Schedule, Fall/Winter Session

Architecture

-76.105/106 76.110* 77.101* 77.131* 79.111* 80.111
80.112

Art History

-11.100 11.115* 11.120* 11.121*

Biology

-61.102 61.192*

Business

-42.100 42.101* 42.102* 42.140* 42.180*

Canadian Studies

-12.100

Chemistry

-65.010 65.100 65.103* 65.111*

Classical Civilization

-13.100 13.102* 13.103*

Computer Science

-95.100* 95.101* 95.102* 95.103* 95.105* 95.106* 95.107*
95.108* 95.140* 95.185*

Economics

-43.100

Engineering

-82.104* 91.100* 91.101* 91.111* 91.166* 91.167*

English

-18.100 18.101 18.162

English as Second Language

-21.130 21.150 21.190 21.195 21.196* 23.110 23.120
23.125 23.130 23.140 23.160 23.190

Environmental Science
-62.150*

Film Studies
-19.100

French
-20.100 20.101* 20.102* 20.103* 20.104* 20.105* 20.106*
20.107* 20.108 20.110 20.111 20.112 20.161 20.162
20.163

Geography
-45.101 45.102* 45.103* 45.105

Geology
-67.100 67.105

German
-22.115 22.118 22.120

Greek
-15.105* 5.106*

History
-24.101 24.102 24.109 24.130 24.170

Industrial Design
-85.100* 85.101* 85.130* 85.131*

Interdisciplinary Science
-60.100

Italian
-26.100

Journalism
-28.100

Latin
-16.105* 16.106*

Law
-51.100

Linguistics
-29.100

Mass Communication
27.111

Mathematics and Statistics

-69.007* 69.017* 69.102 69.104* 69.107* 69.109* 69.112
69.114* 69.117* 69.113* 69.185*

Music

-30.100 30.115 30.150* 30.151* 30.190* 30.195*

Philosophy

-32.102* 32.103* 32.110 32.150 32.184*

Physics

-75.101* 75.102* 75.105* 75.190

Political Science

-47.100

Psychology

-49.100

Religion

-34.102* 34.103* 34.105* 34.106* 34.107* 34.108* 34.109*
34.112* 34.115 34.116 34.117

Russian

-36.100

Social Work

-52.100

Sociology

-53.100

Anthropology

-54.100

Sociology/Anthropology

-56.100

Spanish

-38.115 38.120

Women's Studies

-09.188

APPENDIX B: PRE-TEST COMMENTS AND SUGGESTIONS

PRE-TEST COMMENTS AND SUGGESTIONS

Reflecting Question #5 b) 'Swearing and obscenity are more repulsive in the speech of a woman than of a man:'

"Repulsive in both."

Question #5 d) 'It bothers me when women tell dirty jokes:'

"Anyone" and
"Good for you."

Question #5 h) 'If there is a military draft, both men and women should be included in it:'

"Men start wars, let men die in them."

Question #5 j) 'A woman can live a full life without a relationship with a man:'

"Everyone needs someone in their life."

Question #5 p) 'Whether or not they realize it, most women are exploited by men:'

"Sad but true in some cases."

Question #7 b) 'Dan Quayle's comments regarding the TV series "Murphy Brown" were valid:'

"Didn't really hear to comment."

Question #9 a) 'Do you believe in equal rights for
men and women?:'

"NO, women are better! -
Seriously."

APPENDIX C: PRE-TEST HIGH NEUTRAL RESPONSES

PRE-TEST HIGH NEUTRAL RESPONSES

Question #4 f) "Having a child is a woman's greatest fulfilment."

-18 - Neither Agree Nor Disagree

Question #5 c) "Women earning as much as their dates should pay half of the expenses when they go out together."

-15 - Neither Agree Nor Disagree

Question #5 f) "All women should automatically take their husband's names at marriage."

-14 - Neither Agree Nor Disagree

Question #5 h) "If there is a military draft, both men and women should be included in it."

-13 - Neither Agree Nor Disagree

Question #5 i) "It makes me feel awkward to address a woman as 'Ms.'"

-12 - Neither Agree Nor Disagree

Question #6 c) "Canada would be better managed if women had more say in politics."

-12 - Neither Agree Nor Disagree

Question #7 c) "It is more difficult for a woman to get a high profile job in the media than it is for a man."

-12 - Neither Agree Nor Disagree

Question #8 - How would you score the following attributes regarding feminists?

d) Intelligent

11 - Neither Agree Nor Disagree

e) Stubborn

13 - Neither Agree Nor Disagree

i) Logical

13 - Neither Agree Nor Disagree

j) Extroverted

18 - Neither Agree Nor Disagree

k) Fascinating

19 - Neither Agree Nor Disagree

n) Frigid

11 - Neither Agree Nor Disagree

APPENDIX D: ETHICS COMMITTEE CLEARANCE FORM

Carleton University
OFFICE OF RESEARCH SERVICES
Faculty of Graduate Studies and Research
Dunton Tower, Room 1501
Tel. 788-2516, Fax 788-2521

M E M O R A N D U M

DATE: February 25, 1993

TO: / Karen E. Robertson (student #176814)
Professor A. Frizzell (Supervisor)
School of Journalism

FROM: Anne Burgess
Director of Research Services

RE: Ethics Clearance

The University Ethics Committee has reviewed your application ("First-Year University Student's Perceptions of Women's Issues") and has now found the project to be ethically acceptable.

A.B.

:sh

APPENDIX E: INFORMED CONSENT FORM

CONSENT FORM

Hi, I am a Masters student in Communication. I am doing my graduate thesis on the perceptions that first-year university students have of the role of women in society. I am using a questionnaire design and I will be questioning 500 first-year Carleton University students. Your course has been randomly selected so I would therefore greatly appreciate your help. Before beginning the survey, I am required to attain your informed consent. Essentially, you are being asked to sign this form which simply states that you have been informed about what my research entails.

Completing this questionnaire involves responding to a number of statements reflecting the role of women in society. Topics such as the workplace, family responsibilities, social issues, politics, and the media will be covered. Your responses can range from strongly agree, to agree, to neither agree nor disagree, to disagree, to strongly disagree. If you have absolutely no opinion on a particular statement, you may leave it blank. There are no 'correct' answers, and complete honesty is what I am looking for.

In total, filling out the questionnaire should take you approximately 10 to 15 minutes. All answers are strictly confidential; therefore, you need not attach your name to the survey. Once your questionnaire has been returned to me, it will be assigned a number and this is the way it will be identified in future analysis. You may withdraw from answering the questions at any time. You can be assured that this survey will in no way have any impact on your grades in this course or any others. This is simply a one-time study being administered for my own graduation purposes. Once I have completed my research, my results will be open to the public.

If you have any questions regarding this survey, you may direct your concerns to the Mass Communications Department Associate Director, Paul Attallah at 788-7408 or to my statistics supervisor, Alan Frizzell at 788-7420. Again, you may be assured that your individual responses will in no way be singled out; it is the perceptions of 500 first-year Carleton university students' as a whole that I am looking for.

I have read the following and understand the basis of this research. I understand that my signature in no way

constitutes a waiver of my rights, but that I am simply agreeing to participate in this questionnaire.

Signature of Student

Signature of Researcher

APPENDIX F: ADMINISTRATION OF SURVEY

ADMINISTRATION OF SURVEY**Faculty of Arts**

- 34.112 - Introduction to the Psychology of Religion
Professor John Dourley
201 Paterson Hall
Wednesday, February 17, 1993.
-11:30 - administered before class, collected
immediately.
- 18.162 - 20th Century Literature
Professor T.G. Nollett
3235 Mackenzie Engineering
Thursday, February 18, 1993.
-11:30 - administered before class, collected
immediately.
- Tuesday, March 2, 1993.
-1:00 - administered before class, collected
immediately.
- 27.111 - Introduction to Mass Communication
Professor Joanne Marshall
200 M.C.
Monday, March 8, 1993.
-4:30 - administered at the end of lecture.

Faculty of Social Science

- 52.100 - Introduction to Social Work and Social Welfare
Professor Diana Ralph
C264 Loeb Building
Thursday, February 18, 1993.
-2:30 - administered before class, collected
immediately.

- 49.100 - Introduction to Psychology
Professor Peter Freed
Theatre A, Southam Hall
Monday, March 1, 1993.
-7:55 - administered during the break, collected at
the end of lecture.

Faculty of Science

- 95.103 - Introduction to Scientific Computing
Professor Jansen
281 Tory Building
Tuesday, February 16, 1993.
-5:30 - administered before class, collected
immediately.
- 75.190 - Introduction to Astronomy
Professor Robert Dick
C264 Loeb Building
Friday, February 19, 1993.
-2:30 - administered before class, collected during
the break.
- 61.102 - Introductory Biology
Professor Flanagan
360 Tory Building
Wednesday, March 10, 1993.
-1:30 - administered before class, collected
immediately.

Faculty of Engineering

- 77.131 - Construction Methods and Materials
Professor Don Westwood
C264 Loeb Building
Tuesday, February 16, 1993.
-11:30 - administered before class, collected at
the end of the lecture.
- Wednesday, February 17, 1993.
-1:30 - administered before class, collected at the
end of the lecture.

82.104 - Mechanics and Statics
Professor Salinas
507/508 Mackenzie Engineering
Thursday, February 18, 1993.
-3:00 - administered during break, collected
immediately.

APPENDIX G: FINAL QUESTIONNAIRE

Hi, I'm a Masters student in Communication, and I am doing a study of first-year University students' perceptions of the role of women in society.

Please answer all questions as thoughtfully as possible. You can be assured that all responses will be strictly confidential; therefore, do not attach your name.

Thank you for your co-operation.

Q1. First of all, are you a first year student?:
(Please circle YES or NO)

YES.....1

NO.....2

If YES, please continue the survey.

If NO, please return the questionnaire. Thank you.

Q2. Are you: (Please circle correct answer)

Female.....1

Male2

Q3. The following statements describe a number of roles relating to women in the workplace. For each one, please circle whether you Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree. If you are unsure or have no opinion, please leave the question blank.

The Workplace (Career)

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
a) It is more important for a wife to help her husband's career than to have one herself.	1	2	3	4	5
b) Women who work in the workforce should be paid the same wages as men.	1	2	3	4	5
c) A woman should have the same job opportunities as a man.	1	2	3	4	5
d) Career women tend to be masculine.	1	2	3	4	5
e) A woman can provide financial support for the family while the husband can do the household chores.	1	2	3	4	5
f) A working mother can have just as warm and secure a relationship with her children as a mother who stays at home.	1	2	3	4	5
g) It is alright for women to work but men will always be the main breadwinners.	1	2	3	4	5

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
h) Women should be paid a salary by the government for doing housework.	1	2	3	4	5
i) I would feel uncomfortable if my immediate supervisor at work was a woman.	1	2	3	4	5

Q4. Moving on to the topic of Family Responsibilities:

a) A husband should assume financial responsibility for the family while a wife should run the house and take care of any children.	1	2	3	4	5
b) Having children should not prevent a woman from having a career if she wants it.	1	2	3	4	5
c) Marriage today should reflect equal responsibilities, with both the husband and wife working and sharing housekeeping and child care responsibilities.	1	2	3	4	5
d) Women should not try to have both a career and children.	1	2	3	4	5
e) A working mother should NOT send her 6 month old baby to a daycare center.	1	2	3	4	5

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
f) Having a child is probably a woman's greatest fulfilment.	1	2	3	4	5
g) As head of the household, the father should have final authority over children.	1	2	3	4	5

Q5. Similarly, please indicate how you feel about each of the following statements about Social Issues:

a) A woman should be as free as a man to propose marriage.	1	2	3	4	5
b) Swearing and using obscene language are <u>more</u> offensive in the speech of a woman than of a man.	1	2	3	4	5
c) A woman should share expenses when she goes out on a date.	1	2	3	4	5
d) It bothers me <u>more</u> when women tell dirty jokes than when men do.	1	2	3	4	5
e) I believe in the principle of abortion on demand.	1	2	3	4	5
f) A woman should be required to take her husband's name at marriage.	1	2	3	4	5

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
g) To a female in university, popularity is more important than grades.	1	2	3	4	5
h) If there were a military draft, both men and women should be included in it.	1	2	3	4	5
i) I am not comfortable addressing a woman as 'Ms.'	1	2	3	4	5
j) A woman can live a full life without a relationship with a man.	1	2	3	4	5
k) Our society puts too much emphasis on beauty for women.	1	2	3	4	5
l) Before marriage, women should be less sexually active than men.	1	2	3	4	5
m) To date, most contributions to society have been made by men and we can expect it to continue that way.	1	2	3	4	5
n) Women who call themselves feminists are typically unattractive.	1	2	3	4	5
o) Women are more unpredictable than men.	1	2	3	4	5

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
p) Whether or not they realize it, most women are exploited by men.	1	2	3	4	5

Q6. Thinking now about Politics, how do you feel about the following statements:

a) Women should not be permitted to hold political offices that involve great responsibility.	1	2	3	4	5
b) Women should limit their involvement to areas such as health, education and social services.	1	2	3	4	5
c) Canada would probably be better managed if women had more say in politics.	1	2	3	4	5
d) Emotionally, most men are better suited for politics than most women.	1	2	3	4	5

Q7. Now moving to issues that involve the Media:

a) Many TV commercials present a degrading picture of women.	1	2	3	4	5
--	---	---	---	---	---

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
b) It is probably more difficult for a woman to get a high profile job in the media than it is for a man.	1	2	3	4	5
c) TV programmes are generally NOT degrading to women.	1	2	3	4	5
d) TV violence contributes to violence against women in our society.	1	2	3	4	5
e) News media reports tend to focus more on women than they do on men.	1	2	3	4	5
f) Media use of such gender-inclusive wording as 'mankind', 'chairman', and 'spokesman' offends me.	1	2	3	4	5

Q8. The following list includes specific attributes that some people associate with feminists.

Again, please circle whether you Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, or Strongly Disagree with each of them:

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
<u>Feminists tend to be:</u>					
a) Independent	1	2	3	4	5
b) Obnoxious	1	2	3	4	5
c) Intelligent	1	2	3	4	5
d) Stubborn	1	2	3	4	5
e) Too Forceful	1	2	3	4	5
f) Successful	1	2	3	4	5
g) Lesbians	1	2	3	4	5
h) Sophisticated	1	2	3	4	5
i) Non-Maternal	1	2	3	4	5
j) Ambitious	1	2	3	4	5
k) Career-Oriented	1	2	3	4	5
l) Frigid	1	2	3	4	5

Q9. Now a few more questions about feminism and feminists:

a) Are you in favour of equal rights for men and women?

YES.....1

NO.....2

b) Can men be feminists?

YES.....1

NO.....2

c) Do you consider yourself a feminist?

YES.....1

NO.....2

d) Do you feel that the feminist movement has out-lived its usefulness?

YES.....1

NO.....2

NOW, JUST A FEW QUESTIONS ABOUT YOURSELF TO HELP ME TO ANALYZE THE INFORMATION YOU HAVE PROVIDED.

Q10. What is your Mother's level of education?:

some grade school.....	1
completed grade school.....	2
some high school.....	3
completed high school.....	4
college.....	5
some university.....	6
completed university.....	7
graduate work.....	8
do not know.....	9

Q11. What is your Father's level of education?:

some grade school.....	1
completed grade school.....	2
some high school.....	3
completed high school.....	4
college.....	5
some university.....	6
completed university.....	7
graduate work.....	8
do not know.....	9

Q12. What is your Mother's employment?_____

Q13. What is your Father's employment?_____

Q14. What is your family's total annual income (Mother's and Father's combined) before taxes?:

Below \$20,000.....	1
\$20,001 to \$40,000.....	2
\$40,001 to \$50,000.....	3
\$50,001 to \$60,000.....	4
\$60,001 to \$70,000.....	5
\$70,001 to \$80,000.....	6
Above \$80,000.....	7
Don't Know.....	99

Q15. Do you have any sisters and/or brothers?

YES.....1
NO.....2

If YES, how many?

Sisters_____
Brothers_____

If YES, how many sisters/brothers are older than you?

Q16. How would you describe your family background by Canadian standards?

Working Class.....1
Lower - Middle Class.....2
Middle - Class.....3
Upper - Middle Class.....4
Upper Class.....5
Other (please describe)_____6

Q17. What is your current age?:

Q18. What is your Marital status?:

legally married (and not separated).....1
legally married and separated.....2
living together - common law.....3
divorced.....4
widowed.....5
never married (single).....6
other (please describe)_____7

Q19. Do you have any children?:

YES.....1
NO.....2

If YES, how many?

Q20. Are you a full or part-time student?:

Full-time student.....1
Part-time student.....2

Q21. What faculty are you in?:

Arts.....1
Social Science.....2
Science.....3
Engineering.....4
Other (please indicate)_____5

Q22. What is your present program or your intended one? (ie.
Pass-Sociology or Honours Journalism):

Q23. What is your approximate average grade in letter-form ?:

Q24. Have you ever taken a course which dealt with Women's
Studies, either in High School, Community College, or
University?

YES.....1
NO.....2

If YES, please describe:

Q25. Do you have a Religious Affiliation?:

YES.....1
NO.....2

Q26. If YES, what is your Religious Affiliation?:

Anglican.....1
 Baptist.....2
 Islam.....3
 Jewish.....4
 Presbyterian.....5
 Roman Catholic.....6
 United Church.....7
 Other (please describe).....9

Q27. How often do you attend Religious services?:

Weekly.....1
 Monthly.....2
 Infrequently.....3
 Never.....4

Q28. From which ethnic or cultural group/groups did your ancestors come from?:

Q29. What province were you born in?

Newfoundland.....1
 P.E.I.....2
 Nova Scotia.....3
 New Brunswick.....4
 Quebec.....5
 Ontario.....6
 Manitoba.....7
 Saskatchewan.....8
 Alberta.....9
 British Columbia.....10
 Yukon.....11
 North West Territories.....12
 Not born in Canada(please specify)

Q30. What is the approximate population of your Home Community?:

Rural (farm and non-farm).....1
small town less than 50,000.....2
50,000 to 99,999.....3
100,000 to 999,999.....4
1 million.....5
More than 1 million.....6
Don't Know7

Q31. What language do you normally speak at home?:

French.....1
English.....2
Both.....3
Other (please describe)_____4

Q32. Please indicate your present living situation:

In University Residence.....1
At home with parents.....2
Alone.....3
With Non-Family Members / Off-Campus.....4
With Spouse / Common-Law Partner.....5
Other (please describe)_____6

THANK YOU VERY MUCH FOR YOUR CO-OPERATION!

END

17-12-93

FIN