This annotated bibliography identifies current materials on the topic of sex role stereotyping and career aspirations of junior high and high school students. The sources included are selective and reflect a portion of the research available in the Robert E. Kennedy Library. The majority of the items are journal articles and unpublished studies available through the Educational Resources Information Center (ERIC) microfilm collection. The following ERIC subject headings were used to select works: sex role, sex stereotypes, sex role in literature, vocational education, and career education. Books were located through the library's card catalog under the following subject headings: sex role, sex role in literature, vocational education, and career education. A total of 113 works are included in the bibliography, which is indexed by subject. (KC)
SEX ROLE STEREOTYPING AND CAREER ASPIRATIONS OF JUNIOR HIGH AND HIGH SCHOOL STUDENTS, GRADES 7-12: A SELECTIVE ANNOTATED BIBLIOGRAPHY

BIBLIOGRAPHY SERIES TEN

COMPILED BY

PHYLLIS J. HANSEN
ASSISTANT CATALOGER
CATALOGING DEPARTMENT

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
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INTRODUCTION

The purpose of this annotated bibliography is to identify current materials on the topic of sex role stereotyping and career aspirations of junior high and high school students in grades 7-12.

The sources included are selective, and reflect only a portion of the research available in the Robert E. Kennedy Library. The majority of the items are journal articles and unpublished studies available through the Educational Resources Information Center (ERIC) microfiche collection. To locate journal articles, consult a copy of the library's Public Serials List to ascertain the format of the articles (either bound or on microfilm). ERIC documents are located in the Microforms Room within the main Reference Department.

Resources in Education (RIE)

The ERIC indexes and the Education Index from 1979 to June 1983 were consulted, under the subject headings "Sex role," "Sex stereotypes," "Sex role in literature," "Vocational education," and "Career education." To find books on this topic, check the subject card catalog under the subject headings "Sex role," "Sex role in literature," "Vocational education," and "Career education."
The greatest differences in occupational choices of 500 junior high school students in Australia were in males' orientation towards activities and occupations commonly classified as realistic, mechanical, or technical and females' preferences for social or personal contact occupations.


The first section of this bibliography provides resources which can assist educators in a variety of ways to facilitate equal opportunity in secondary vocational education programs.


The purpose was to determine if students in Michigan secondary schools were exposed to sex-role stereotyping in instructional materials. In an average of 53% of the learning resources, gender was associated with job titles, objects, interests, activities or occupations through context and language.


In this study of 12th grade females, it was found that enrollment in industrial arts has the potential to influence females to make career selections based upon factors other than the traditional sex role modeling of the home or community.


The purpose of this study was to determine which activities conducted in Florida secondary schools may have contributed to the reduction of sex stereotyping in selected vocational programs.

This handbook is intended as a guide to planning and implementing a home economics curriculum free from sex-role stereotyping that prepares male and female students to cope with their changing roles in society.


The purpose of this study was to reduce the narrowing effects of sex-role stereotyping on the career options of secondary students.


This sourcebook is designed to help home economics teachers clarify their values regarding changing roles of women and men and sex stereotyping and to be able to present values clarification to their students.


Specific objectives were: (1) to document the existence of stereotypes associated with mathematics; (2) to determine the age at which children become aware of these stereotypes; (3) to specify the social agents transmitting stereotypic information; and (4) to determine the extent to which stereotypes affect both attitudes and achievement in mathematics.


Family systems theory can provide a counseling perspective for helping individuals seeking career counseling to consider all the options that may be available to them.


This volume consists of eight papers presented at a conference focusing on the ways in which the educational system influences sex equity and how the two are related to occupational stereotyping.

The bibliography of over 300 annotated citations examines resources on the topic of sex bias in education and work, strategies to achieve sex equality, sex fair materials for use by teachers and counselors, inservice training to promote sex equity.


Group ranking of the barriers revealed the following were the highest ranked barriers: (1) loss of femininity or masculinity; (2) parent pressures; (3) peer pressure; (4) tradition; (5) need for friends of same sex in class; and (6) inhibition due to being in the minority sex.


This document is the module that explores the myths and stereotypes that have limited women in the world of work.

15. Celkis, Ruta. "Achievement motivation and the vocational development of adolescent women: a review and application of achievement motivation research to vocational development theory." March 1981. 22 p. (ED 223 244)

Achievement motivation research provides a basis for understanding the processes by which socialization into stereotypical feminine roles shapes the educational and vocational aspirations of adolescent women.


This document contains examples of activities which are appropriate for students from kindergarten to grade twelve. There are 12 activities included in the section of sex role stereotyping.


This paper reports research to discover causes of sex stereotyping in the school.

The purpose of this study of high school sophomore females was to obtain information including parental socioeconomic status, mental ability, academic performance, and significant others' occupational and educational expectations and home-career expectations. Significant other variables were the most accurate predictors of career-choice variables.


Relationships among high school (grade 12) females' self-perceptions on sex-stereotypic attributes were found between females with high prestige aspirations and expectations and those with low prestige aspirations and expectations.


Goals of a project to design a career awareness workshop for vocational-technical high school students included identifying and defining sex stereotypes and discrimination, increasing student awareness of stereotyping, increasing knowledge of career opportunities, exposing students to non-traditional role models, and providing inservice training.


A career aspiration profile was administered to 1,350 randomly selected students from Houston area high schools, two-year colleges, and four-year institutions in order to determine the factors which still function as barriers to the entrance of both women and men into non-traditional careers.


The purpose of this study was to determine the problems of sex discrimination and sex stereotypes faced by women in education and employment.


A project was conducted to develop and field test a practical model, usable by vocational educators, which would assess the extent to which sex bias and sex stereotyping exist in Florida's vocational educational program.

This study was concerned with understanding sex differences in interest measurement. The essential purpose of an interest inventory is to serve as a counseling tool that, with other relevant information such as achievements, activities and aspirations, will suggest new directions and opportunities.


Designed for American Indian girls from 9 to 18, the unit aims to dispel the distorted stereotypes that still exist about early traditional Indian women and to help the girls appreciate their tribal heritage.


This study sought to determine educational and occupational aspirations of high school students in grades 10, 11, and 12. The expectation that young rural women would have educational aspirations as high as their male peers was confirmed.


Rural high school girls face a strong home-versus-career conflict stemming from traditional rural values and myths about women. They also face the reality of few local job opportunities, due to rural economic and value structures and to occupational sex-stereotyping.


Female Israeli students in traditionally male programs, in contrast to females in traditional female programs, perceived more occupations as suitable for men and women, exhibited less fear of success and more liberal attitudes toward women's roles, and were more work-oriented.

A major unit was identified and a career awareness unit with student activities in that area developed for each grade involved: decimals (grade 7), and percentages and business mathematics (grade 8). This study was designed to investigate attitudes toward scientific and technical careers by sex.


This handbook deals with ways in which vocational educators can help to eliminate sex role and occupational stereotyping.


Objectives are to identify and clarify beliefs and issues related to (1) who may influence the decision of students to enroll in home economics and their reasons and (2) how sex stereotyping and bias limit possibilities of both males and females enrolling in home economics.


A three-phase assessment was conducted to field test a curriculum developed to expand career horizons for both young men and young women to help eliminate sex role stereotyping. Intended for grades 7-14, this curriculum emphasized the increasing options for women in vocational education programs and non-traditional careers.


This guide emphasizes individual development of American Indian girls aged 9 to 18. It includes a series of sketches showing traditional activities of Indian women and career opportunities that are now available.


The unit emphasizes that tribal women need to plan for a career as well as for marriage. Some concepts stressed are: women are likely...
to be employed during their marriage; working mothers can be good mothers; there may be a relationship between employment and divorce.


This study of teenage American Indian girls found that girls need to be aware of all that the future may hold; they need to prepare themselves in terms of their own goals, abilities, and preferred life styles.


This study of junior high American Indian girls lists discussion topics or other types of activity that will help young girls to explore the importance to them of a career.


This study of high school students is part of the "Focus on the Future" package which presents a group career guidance activity designed to bring to light traditional biases and stereotyped attitudes about male and female roles and to create an awareness of how such attitudes may influence work expectations and future family relationships.


It provides information about the problem for teachers, and both theoretical and practical aids for eliminating sex bias in the classroom.


This document is one of three publications designed to establish guidelines for the elimination of sex bias and sex stereotyping and the establishment of sex fairness in vocational education programs in Colorado.

The two largest programs of federally-funded vocational education for women are home economics and office programs, which suggests both sex-role stereotyping and occupational segregation. Young women face important dilemmas in their educational and vocational development.


This is a study of occupational interests of boys and girls 5 and 6 and 11 and 12 years old. Research indicates that children give occupational preferences that closely adhere to traditional sex role stereotypes, although there has been some liberalization of occupational stereotyping in recent years.


This study provides information, tips, and guidelines for evaluating instructional materials for sex bias and stereotypes, and gives suggestions for vocational teachers on using biased materials in a non-biased way.


This curriculum guide contains activities and resources for a nine-unit course to help young and adult women explore issues related to women and work and nontraditional employment.

44. Handley, Herbert M. & Walker, Ronald D. "Factors discriminating between females electing traditional and nontraditional programs of vocational study in high school." April 1981. 34 p. (ED 200 756)

A study was conducted to describe the relationship of the attitudes of significant others and other career-influencing factors to the attitudes which both traditional and nontraditional female students in vocational education have toward nontraditional work roles for men and women.


BORN FREE serves as a change agent project to help teachers, counselors, parents and administrators work together for change to reduce career-related sex role stereotyping. It also serves as a training project, creating print and videotape materials and training workshops.

The materials contain a set of independent learning strategies which combine to provide an intervention model for use at the secondary school level.


This curriculum guide is divided into five major concepts, including males and females in the world of work.


This study assesses the nature and extent of sex discrimination and stereotyping in all vocational programs and of efforts which are being made to reduce or eliminate such inequities.


Divided into three sections which deal with sex, race, and handicap stereotyping in career choice, the 28 programs described here attempt to combat stereotypes among students and/or staff (K-12).


This study aimed to discover what demographic characteristics appeared to be most associated with certain work and sex-role attitudes. The young men in this study appear to be a long way from understanding (much less accepting) vocational options free from sex bias.


Although sex roles seem to be undergoing substantial changes in today's society, the work and family roles of women remain quite different from those of men.

This handbook is designed (1) to assist vocational educators and administrators in understanding both the causes of occupational sex segregation and the problems it creates; (2) to clarify the federal and state mandates for the elimination of sex bias in vocational education programs; and (3) to provide possible approaches and strategies that can be used by vocational education personnel to comply with legal requirements and contribute to the elimination of occupational sex segregation.


This handbook is designed to provide the background information necessary for individuals and community groups to become involved in local vocational education programs in order to help end sex bias, stereotyping, and discrimination in such programs.


A study examined the differential effects of experiences prior to labor force entry, primarily in high school, on the later sex-typicality of occupations and earnings of non-college bound men and women.


Sex-role stereotyping in general has been examined in subject-matter texts at both the elementary level and secondary level in health. Data was recorded from each textbook in three categories: health occupations, non-health occupations and famous health professionals. At the secondary level, significantly more males than females were illustrated in seven textbooks.

A study was conducted to determine the effects of a ninth-grade experience-based career education program upon occupational sex role stereotyping.


Science career preferences of junior high students, while not stable predictors of ultimate career choice, do serve to direct and maintain individuals along the paths to careers in science.


This literature review, part of the Project BORN FREE training series for teachers, counselors, administrators, and parents, focuses on career socialization of adolescent boys and girls.


BORN FREE is a project designed as a collaborative effort of university-based counseling psychologists and field-site educators to reduce career-related sex stereotyping in educational institutions and to broaden the range of career options for women and men.


A four-module series, "Competence Is for Everyone," was designed to specify and reduce limitations on the learning and use of skills that people experience because of their sex or race.


This module, written for students at the upper elementary level, examines appraisal with respect to gender.

This module reviews the concept of appraisal through activities focused on: (1) identifying person and task appraisals; (2) reviewing the bases of job assignments; (3) designing a stereotype free environment; and (4) developing personal strategies for overcoming sexual and racial bias.


This is the second-year evaluation of the project. BORN FREE is a project designed as a collaborative effort of university-based counseling psychologists and field site educators to reduce career-related sex stereotyping.


Inferences were drawn from the studies about possible intervention strategies to encourage adolescents to enter nontraditional fields.


Comparison of occupational plans and preferences of graduating high school seniors in 1964 and 1975 shows a substantial reduction in the sex-typing of occupational choice, especially for female students. Choices of traditional female occupations remain sex-typed as do those for skilled male blue-collar occupations.


In this study of college-bound high school juniors, their brief self-descriptions revealed ability claims which were based more upon interest and self-confidence than upon aptitude and heightened sex stereotypes of interests and mathematical ability.


The goals were to reduce the influence of sex-role stereotyping on students' career choices, increase awareness of negative consequences of sex bias, and promote sex fair and sex-affirmative teaching strategies and programs.

This study of intermediate and high school females aimed to help counselors develop attitudes and non-discriminatory policies and practices in educating and training women for satisfying, non-stereotyped careers and life-roles.


This booklet is meant to help high school students become aware of and consider vocational education programs which are nontraditional for their sex.

70. Messina, Antoinette J. "Expanding career choices for students by reducing mathematics anxiety." 1980. 10 p. (ED 199 090)

This study in classes in grades three through eight was designed to determine the attitudes of students and teachers towards sex-role stereotyping in career preferences which employ mathematical skills.


Females in two age groups, 6-8 and 10-12 were studied. Younger girls had significantly more sex-typed role prescriptions and aspirations than older girls. The older girls' sex-role attitudes and aspirations correlated significantly with their mothers' sex-role attitudes and goals for their daughters' futures.


This inservice guide for use with school personnel is designed to reiterate for guidance counselors the requirements of sex fairness legislation in education and to reaffirm the necessity for making young people aware of the expanding options open to them in choosing careers.


This inservice guide is designed to stimulate home economics teachers to help students develop attitudes, knowledge, and skills that are not limited by sex stereotyping.

This guide for teachers (junior high and above) is designed to make students aware of the role interest tests can play in the process of choosing an occupation to prepare for.


This guide for teachers (junior high and above) is designed to encourage students to think through how textbooks and educational materials send out hidden messages that attempt to shape their perceptions of acceptable roles for men and women.


This inservice guide is designed to increase awareness of the extent to which Kansans limit their career options by avoiding math and science.


This inservice guide is designed to aid schools in reducing sex stereotypes and to provide vocational educators with clues to potential problems which their nontraditional students may face in their future roles.


This inservice guide for use with school personnel is designed to stimulate vocational teachers to individually and cooperatively encourage students to prepare for nontraditional fields.

79. "The MOVERS game (maximum support for vocational enrollment by removing stereotypes)." Utica, New York: State University of New York, 1979. 17 p. (ED 183 736)

Intended for a group of twelve to fifteen people, this game includes materials and instructions for a simulation activity for individuals concerned with how stereotyping of vocational-occupational education and sex role stereotyping can limit enrollment in vocational and occupational programs.

This study of high school females identifies factors which are related to problems associated with women participating in mathematics.


This is a study of white 5th-7th graders in Austin, Texas. Results showed a tendency for subjects to give lower ratings to workers in traditional jobs.


The results demonstrate that the number of mathematics courses taken and the level of mathematics achieved varies with sex, with males taking more classes and reaching higher levels of achievement. As a consequence, the future occupational choices available to most females are severely limited.


Data were collected by surveying occupational education students—generally 11th and 12th graders—in selected programs in the trade, industrial, and service areas; 10th graders in general and high school courses; teachers; and counselors.

84. Patterson, Lewis E. et al. "Bringing sex stereotypes into FOCUS. (Future options--creative understanding through seeing project)." School Counselor, 27 (May 1980): 368-376. (Per LB 1027.5 .S28)

This study of 8th and 12th grade students describes the Focus on the Future (1978) project, which was designed to help high school men and women understand the influences of sex stereotyping on their life-career choices.


Studies documenting sex restrictiveness in widely used interest inventories are cited, and alternatives to sex-restrictive interest assessment are suggested. Primary attention is given to the possibility that interest inventories can consist entirely of items that elicit similar responses from males and females and provide males and females with similar vocational suggestions.

This junior high unit gives suggested instructional materials (including books, films, and filmstrips). The unit also gives instructional activities to help students become aware of how a culture transmits images of males and females.


Instructional modules designed to combat the limiting and destructive effects of the sex-role stereotyping of females and males that often pervades instructional materials.


This study sought to identify the extent of nontraditional occupational selection, awareness by the students of sex stereotyping influences, and their strategies for the promotion of educational equity. Almost all students (80%) planned to enter occupations traditional for their sex. More females than males select nontraditional roles.


The purpose of this study was to identify the degree to which high school students consider choosing nontraditional occupations, if youths are aware of sex stereotypic influences, and what strategies they would offer to promote educational equity.


This annotated bibliography on sex role stereotyping in occupational education documents the background resources consulted during a project for the Cornell Institute for Occupational Education. Most of the materials were published since 1970.

Women are portrayed more often than men in business office procedures textbooks. The effects of textbooks on children and adolescents are significant. Educators have an obligation to their students to insure that their textbooks do not handicap the development of their natural abilities.


A study of kindergarten, eighth grade, college, and adult subjects. They were presented with a list of 43 occupations and indicated for each whether it should be performed by a male, female, or either. In each age group except kindergarten there was a significant sex difference with females being more liberal.


A project was conducted to expand the career horizons of young women and young men, with particular emphasis on the increasing options for women. A curriculum entitled "Expanding Career Horizons" was developed, intended for use in grades 7-14.


Designed to provide information about skilled employment for women and to help students with career decision making, these Project NEW (Non-traditional Employment for Women) instructional materials contain lesson plans and learning activities for use in a five-day unit at the high school level.


These materials are intended to provide a workshop design for conducting a one-day staff training program for school personnel on the issue of sex bias in vocational education.

These materials are intended to provide a workshop design for conducting a one-day training program for representatives of community groups who are, or want to become, involved with helping to promote sex equity within the vocational education system.


This study sought to determine how the attitudes of women have changed by interviewing women in 1962 and again in 1980, along with their 18-year-old sons and daughters. When asked about job characteristics, both mothers and their 18-year-old sons and daughters rated as most important a job which gives a feeling of accomplishment.


Purpose of this study included constructing a self-administered measure of bias in sex role stereotypes and developing a self-intervention, self-confrontation manual to reduce the impact of these stereotypes on career choices. The experimental group's posttest bias scores were significantly lower.

99. Tyse, Dorothy J. "Sex roles as they affect talented students' career development." March 1982. 16 p. (ED 221 808)

Based on the concept that more occupational choices are opening to both men and women and that career development has become more complex, this review considers two questions: (1) Why do gifted and talented men and women limit themselves to traditional career choices? and (2) How can counselors, teachers, and parents help gifted students broaden their career options?


An intervention project was conducted to determine if affirmative action strategies had an effect on promoting nontraditional program and course selection among 460 eighth and ninth grade students from urban, suburban, and rural communities in New York.


A project developed and tested methods to reduce sex-role stereotyping in occupational education programs.

This study gathers information about successful projects which aim to reduce sex role stereotyping in career education in K-12 grades. Projects include: Equity Career Education Project, Project Open Door, Project Equality, and Women at Work.


Despite an increase of women in nontraditional occupations, research shows that occupational sex segregation and related wage disparities continue to exist. The literature on sex role socialization indicates that family members, the mass media, and all elements of public education influence vocational choices.


The purpose of this study was to determine whether the physical sciences were perceived as more masculine than the biological sciences. Only the physical sciences in particular (not science in general) are clearly viewed as masculine academic areas.

105. Warsett, Sue. "Project BORN FREE. Career development training models to reduce sex-role stereotyping in educational institutions. Evaluation report on BORN FREE videotapes, training packets and selected workshops." Minneapolis: Minnesota University, October 1978. 223 p. (ED 193 596)

BORN FREE is an effort of university-based counseling psychologists and field-site educators to reduce career-related sex stereotyping in 14 educational institutions. This report includes field testing of the three training packets for elementary, secondary, and higher education levels.


The purpose of this study of adolescents was to determine how early in a person's life the DCI (Dominant Characteristics Inventory) traits are recognizable.

This booklet describes the results of the National Assessment of Educational Progress (NAEP) survey of the knowledge, skills, and attitudes of students aged nine, thirteen, and older to determine their career development.


This study of 7th and 8th graders sought to determine if stereotypes held by these students toward sex roles, particularly as related to occupations, could be influenced by the workshop program described. A relatively brief workshop program was effective in influencing traditional sex role attitudes.


Sex segregation of seventh grade students of industrial arts and home economics was examined to measure the impact of Title IX on the students' occupational potential. Teachers interacted more with boys than with girls in the coed classes and showed sex-role stereotyped attitudes.


Teenage American Indian girls must prepare for a career. Individuals are born with talents, abilities, and potentialities, but training and education are necessary for them to be recognized.


This study aimed to present in a workshop format for secondary school guidance counselors, teachers, and administrators, information about opportunities and requirements in engineering, business, and other such careers that have not traditionally attracted women but that now abound with challenge and rewards.

The document is the module that, focusing on how sex stereotyping affects curriculum development and content, examines sex bias in language, classroom behavior, and instructional materials.


The guide helps its reader explore past cultural experiences; personal views about sex roles in employment; decision making; and barriers to sex equity in one's own school.
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