A survey of student awareness of gender equity at the community college level

Diane Greaney Virga

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California State College
San Bernardino

A SURVEY OF STUDENT AWARENESS
OF
GENDER EQUITY AT THE COMMUNITY COLLEGE LEVEL

A Project Submitted to
The Faculty of the School of Education
In Fulfillment of the Requirements of the
Degree of Master of Arts
in
Education: Vocational Education Option
By
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San Bernardino, California
1983

APPROVED BY:

Advisor

Committee Member
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Introduction

This project is intended to investigate student awareness of gender equity among community college students. The project was undertaken to determine whether or not there is an awareness concerning gender equity issues, and if there is awareness, is there more by females or males at the community college level.

Statement of the Problem

The emergence of the issue of sex equity in vocational education was brought into focus in the early 1970's with the passage of Title IX of the Education Amendments of 1972, which prohibited sex discrimination in education. The law stated:

No person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance...(United States Congress 1979:86.2).

In the same year, an amendment to Title VII of the Civil Rights Act of 1964 extended basic protection against sex, race and age discrimination at work to professional employees of public institutions.

On October 12, 1976, President Gerald Ford signed the bill that became Public Law 94-482, the Vocational Education Act of 1976. According to Lockhart (1979), "For women and vocational education, the enactment of this law was the beginning of concerted efforts towards the elimination of sex bias, stereotyping, and discrimination in education and the labor market [p. 6]." Title II contained major revisions to the
previous federal laws. For the first time, federal legislation required that each state take affirmative action to overcome sex bias, sex stereotyping and sex discrimination in vocational education (United States Congress, 1976).

The Los Angeles Times reported on May 18, 1982, that "The Supreme Court ruled 6 to 3 Monday that the law barring sex discrimination by schools and colleges receiving federal aid covers not only the students but also the employees of those institutions." The U.S. 9th Circuit Court of Appeals in San Francisco had ruled in 1980 that Title IX applied only to students, not to the institutions' employees. The high court ruling meant that school staff members in all states would now be covered.

Farris (1980) says, "Mandating that sex stereotyping, bias and discrimination be eliminated by educational programs is like squeezing a marshmallow...as soon as the pressure is off, the marshmallow will resume its old shape [p. 18]." Therefore, to effect a real change in educational programs we must create and cause permanent change from within. In education, it must start in the classroom from preschool to graduate school. The key for the implementation lies with the administrator, the counselor, and the teacher. Farris continues, "To change their attitude and thinking is more difficult than training a child to think of human abilities, rather than male and female abilities [p. 18]."

Woolever (1982) says, "Societal myths about what people, as males and females, can and cannot become are hard to unlearn; but teachers who are aware of the possible differential effects of schooling on females and males can take steps to avoid discriminating on the basis of
If students, males or females, are not aware of the problems perpetuated by sexism, then they are not knowledgeable about how it limits the availability of jobs open to them. If administrators, counselors, and faculty are not aware of how their attitudes toward sex roles influences the students with whom they have contact, then they will not be able to correct their practices which perpetuate sexism on campus and on the future career choices they help students make. If students are made aware of these problems by the faculty, counselors, and administrators, then they could make better career choices in life and feel more comfortable in selecting a career that is non-traditional.

According to Steiger (1974), "...schools should prepare students realistically for their future, and act to counter some of the social myths which prevent people from acquiring meaningful job training [p.2]." She found that schools tended to reinforce the traditional sex-role stereotypes in their course offerings, curriculum, materials, guidance programs and administrative policies. Steiger (1974) also stated, "Women at all educational levels continue to be counseled into traditional jobs, even though those jobs are no longer a good choice [p.13]."

Vetter and Peterson (1978) wrote that the work discrepancies between females and males would continue to exist until educators move toward more sex affirmative efforts. Educators must learn more about women's participation in education and work and seek means whereby sex bias, stereotyping, and discrimination would be eliminated in educational programs and the labor market.
In December 1981, at the board of Governors meeting of the California Community Colleges, a staff presentation was made by Ronn Farland, Allene Murdoch, and the College Services Unit about Gender Equity in the Community Colleges 1977-1981. A brief review of that meeting shows the following:

During the four funding years from 1977-1981, approximately $1,532,052 was expended from Subpart 3 for community college projects or projects jointly funded with the Department of Education. The categories for which joint funds were made available were: personnel training, technical assistance, guidance and counseling, research and data analysis, curriculum development and coordination.

Approximately 50 percent of these projects were jointly funded by the Chancellor's Office and the State Department of Education and served both secondary and community college populations.

Research projects in 1977 and 1978 determined the extent of sex segregation in occupational training programs. Another major activity of the first year of funding under the act was the Vocational Education Equity Project (VEEP). The purpose of the project was to develop and implement systematic, quality inservice training programs in the elimination of sex bias, sex stereotyping, and sex discrimination in vocational education at the secondary and post-secondary levels. Over the three years that this project was funded, between seven and eight thousand vocational educators were trained in awareness of legislation and identification of unfair treatment...A final cycle of workshops showed college personnel how
to adapt the information they had attained into a training format. Those who completed the three workshop cycles then presented workshops on their own campuses for other staff members.

The need to eliminate sex discrimination in educational and employment opportunities has resulted from the recognition that the effects of sex discrimination, bias and stereotyping are dramatic for both the individual and society. Among the effects about which educators should be particularly aware are:

1) Individual women and men are prevented from working in jobs which they may have an interest and an aptitude, particularly if the job fails to fit into the sex-appropriate category.

2) Restricting women and ethnic groups to lower paying jobs perpetuates income differences based on being a female or a minority rather than on ability.

3) Limiting the availability of jobs to males or females, whites or minorities diminishes the labor potential and productivity of any group. 4) Welfare dependency is perpetuated since lack of job opportunity, low wages and child care costs make employment a poor choice for many women heads of households.

As stated above, Subpart 3 monies were used to hire and train Gender Equity Coordinators on local campuses. These people were trained to conduct awareness workshops to assist administrators, counselors, and faculty in becoming aware of how sexism, institutional or otherwise, keeps people, women in particular, from choosing and obtaining careers that are monetarily more profitable than the traditional occupations they now choose. Also, one of the first tasks of these coordinators was to conduct a study of student awareness regarding gender equity, to
determine if workshops are necessary to help students become more aware of sex bias, sex stereotyping, sex discrimination, Title IX, and grievance procedures.

This study represents the findings about the awareness of students on one community college campus concerning gender equity issues.

Limitations of this Study

The limitations for this study were: (1) The study dealt only with students from College of the Desert, a California community college. (2) Only volunteers were used.

Definition of Terms

The issue of sex equity awareness on a community college campus is addressed in this project. The following is a list of terms used as defined by the Chancellors Office, California Community Colleges for the area of Gender Equity:

**Sex bias** - behaviors resulting from the assumption that one sex is superior to the other.

**Sex stereotyping** - attributing behaviors, abilities, interests, values, and roles to a person or groups of persons on the basis of sex.

**Sex discrimination** - action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex.

**Title II** - federal laws relating to sex stereotyping, bias, and discrimination in vocational education, in the Vocational Education Amendments of 1976.

Sexism - is any attitude, action, or institutional structure which devalues, restricts, or discriminates against a person or group because of biological sex, gender role, or sexual preference.

Institutional sexism - is the overt, covert, and subtle manifestations of personal sexism through institutional practices, structures, or policies.

Personal sexism - is the subjective belief in the superiority of one sex, gender orientation, or sexual preference over another and specific behaviors that maintain this superiority.

Sex fair - practices and behaviors that treat males and females similarly; may imply separate but equal.

Sex affirmative - programs, policies, or procedures that attempt to overcome the effects of past sex discrimination, bias and/or stereotyping.

Non-traditional student - a man enrolled in a vocational program that has typically 80 percent or more female enrollment or a woman enrolled in a vocational program that has typically 80 percent or more male enrollment.
Review of the Literature

Researchers have reported bias in all levels of education. McCune's (1974) study of educational practices, indicated that educators reinforced sex stereotyping and bias. Lockhart (1979) says, "This researcher finds that textbooks, manuals, tests, like the 1966 Manual for the Strong Vocational Interest Blank, all reinforce sex stereotyping. The 1977 manual corrects the stereotyping. Even though recent changes have occurred in educational materials, it is likely that older, sex-biased material is still being used by educators [p. 22]."

Language is another area in which sex-role subtleties were found. Many researchers have suggested that English is a masculine language which portrays sexual attitudes. Schneider and Hacker (1973) found that college students interpreted the generic term "man" used in many textbooks as meaning "male" rather than "male and female".

Lockhart (1979) found in her research that counselors accepted equally clients with deviant and conforming career goals, but they did not approve of the deviant goals as highly as they approved of the conforming goals. Lewis and Kaltreider (1976) observed that counselors did not overtly discourage non-traditional enrollment, and neither did they encourage it.

Other aspects of the educational system reinforce sex role stereotypes and negatively affect female students' aspirations and achievements. The imbalance of female-male classroom teachers and the lack of female administrators tells children that females should be...

As Lockhart (1979) says, "Clearly, it can be seen that educational personnel and the materials they use play a significant role in
reinforcing sex-typed perceptions [p. 24]." Smith (1976) believes that the educational system as a product of society unconsciously perpetuates sex stereotyping and recognition of such is difficult because it often takes subtle forms. She believes that despite the effects of earlier socialization, educational personnel can and do make a difference in the attitudes and behaviors or their students. "Their attitudes and actual teaching behaviors can negate either the most stereotyped or emphasize the most sex-fair curriculum and educational materials [p. 33]."

Lockhart (1979) reports, "Career education specialists have noted that although schools are a part of a society which has condoned sex stereotyping, they have the obligation to help students broaden their options of career choice, and they should assist students to prepare for a combination of work and family roles which are consistent with reality [p. 26]." Goodlad and Klein (1974) made the following observation about the change process in education: "...changing the behavior of adults is a task of formidable dimensions, especially when present patterns have been carefully taught through a long, structured system of schooling and are endorsed and protected by the System [p. 102]." Hansen and Tennyson (1975) suggested that the first step in initiating change is to identify the knowledge base and value premise underlying participants in any program. They noted that idealistically the goal of a program is to facilitate the development of fully functioning and effective human beings, and this goal can be accomplished best through the examination of assumptions about human nature. Mann (1976) observed that school reform and the impetus to help people depart substantially and radically from their previous patterns must be accomplished through staff
development of existing personnel since the present economy will force schools to retain their present staff.

As Lockhart (1979) says, "While it is difficult to synthesize the results and conclusions of all the studies investigating sex-role socialization and sex-typing, it is clear that the education system from pre-school through higher education reinforces the sex-typing process begun by parents, the media, and environmental factors associated with peer group pressures to conform. Administrators, counselors, and teachers consciously or unconsciously shape the aspirations, achievements and behaviors of students in a variety of ways [p. 27]."

One of the most effective methods that has been used in training personnel in Gender Equity, in California, has been the Awareness Workshop instituted by the Vocational Education Equity Project (VEEP). Farland and Murdoch (1981), summarized that "...this project was significant not only for the numbers of persons trained but also for its role as a 'pioneer' project." The most difficult aspect has been to get people to attend, even with monetary incentives. The reason may lie in the human fear of the unknown, it is more comfortable to continue being the way we are than to change, particularly where attitudes and values are involved.

However, as Sylvia Shaw (Dixon and Shaw, 1980) said, "Awareness is the heart of sex fairness. An aware, committed person can counter sexism in a natural and routine manner. Knowledge of what sexism is will lead to better choices in life [p. 13]."

As Dunkle (1980) says, "Equal opportunity will be achieved through a continuing process of educating the law makers who pass the laws, monitoring the government policy makers who frame the regulations, and
watching and working with the educators on the front line...Through this multifaceted approach, unification of forces committed to eliminating sex discrimination and bias in education throughout the country will be achieved [p. 45]."

Through this supportive evidence, it is clear that sex bias, stereotyping and discrimination does exist and is present at all levels of education from infancy through higher education. Sex bias is supported and fostered, consciously or unconsciously, in every aspect of our educational process. Parents, educators, curriculum materials, our language, all contribute to the ideas we have about male and female roles. Educators do make a difference in students behaviors and attitudes; they can negate stereotyping or influence sex-fair practices, and they can help to make students aware of gender equity issues.
Major Hypotheses

Three major hypotheses are stated to facilitate the investigation of student awareness of gender equity.

**Major Hypothesis 1**

There is a significant relationship between gender equity awareness and sex of student.

**Major Hypothesis 2**

There is a greater percentage of females than males who are aware of the gender equity laws and campus grievance procedures for alleged sex discriminations.

**Major Hypothesis 3**

There is a significantly greater percentage of females than males who have felt uncomfortable in classrooms or counseling situations as a result of perceived modes of sexual discrimination, biases, or stereotyping (e.g. jokes, lecture content, bulletin board displays, textbooks, etc.)
Procedures

Instruments

In this survey research project, a questionnaire, developed at Chaffey Community College, Ontario, California, was the model used for the survey (See Appendix A). A pilot study was done with 29 students to determine the reliability of the questions asked. Inappropriate items were discarded or reworded and the questionnaire modified accordingly on the basis of student feedback (See Appendix B).

Pilot Study

Twenty-nine students, 3 males and 26 females, in a Child Development and a Consumer Education class were given a pre-survey. A workshop on the issues in the survey was given, a two week period was allowed after the workshop to give the students time to reflect and observe their fellow students and teachers, then the post-survey (See Appendix C) was given.

The purpose for the pilot study was two-fold: (1) to test the questions on the survey, and (2) to determine if the workshop was of value in helping students become more aware of gender equity issues. Only percentages were calculated due to the small number of people involved. Three of the students were males, but due to the very small number of males, they were not included in the calculations. Of the 26 females, only 20 females took the post-survey. Of those 20 females, four of them had not had the workshop. Table I shows the percentages for both the Pre-survey and the Post-survey.
The same questions analyzed in the major survey were the only ones analyzed for the pilot study. By looking at Table I we can see that in every question it is evident that the workshop was a useful tool in helping to increase the awareness of a student concerning gender equity issues.

Table I
Pilot Study

#5 (Pre-survey), #8 (Post-survey) Have you ever felt uncomfortable in any classroom or counseling situation because of sexist jokes or sexist comments?

<table>
<thead>
<tr>
<th></th>
<th>Pre-Survey</th>
<th></th>
<th>Post-Survey</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>7</td>
<td>27.00</td>
<td>17</td>
<td>90.00</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>73.00</td>
<td>2</td>
<td>10.00</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.00</td>
<td>19</td>
<td>100.00</td>
</tr>
</tbody>
</table>

#7 (Pre-survey), #9 (Post-survey) Do you feel men and women are treated in a like manner in your courses?

<table>
<thead>
<tr>
<th></th>
<th>Pre-Survey</th>
<th></th>
<th>Post-Survey</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>22</td>
<td>85.00</td>
<td>13</td>
<td>65.00</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>15.00</td>
<td>7</td>
<td>35.00</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.00</td>
<td>20</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Table I (Pilot Study) cont.

#9 (Pre-survey), #10 (Post-survey) Are you familiar with Title IX and Title II?

<table>
<thead>
<tr>
<th></th>
<th>Pre-Survey</th>
<th></th>
<th>Post-Survey</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>7</td>
<td>27.00</td>
<td>18</td>
<td>90.00</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>73.00</td>
<td>2</td>
<td>10.00</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.00</td>
<td>20</td>
<td>100.00</td>
</tr>
</tbody>
</table>

#10 (Pre-survey), #11 (Post-survey) Are you aware of the student grievance procedure for discrimination?

<table>
<thead>
<tr>
<th></th>
<th>Pre-Survey</th>
<th></th>
<th>Post-Survey</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>13</td>
<td>50.00</td>
<td>16</td>
<td>80.00</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>50.00</td>
<td>4</td>
<td>20.00</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.00</td>
<td>20</td>
<td>100.00</td>
</tr>
</tbody>
</table>

#11 (Pre-survey), #12 (Post-survey) Do you know who the campus Title IX Grievance Officer is?

<table>
<thead>
<tr>
<th></th>
<th>Pre-Survey</th>
<th></th>
<th>Post-Survey</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>4.00</td>
<td>11</td>
<td>55.00</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>96.00</td>
<td>9</td>
<td>45.00</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.00</td>
<td>20</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Sample Population

This project was designed to survey the College of the Desert's student population of approximately 10,300 concerning gender equity awareness. To obtain a sample of the total population, the questionnaires were distributed to approximately one-third of the student population during a fall registration period.

Methodology

Three thousand surveys (See Appendix B) were distributed at a fall registration period at College of the Desert, a California Community College. This represented approximately one-third of the total student population of 10,300. The surveys were distributed to the first 3,000 students who entered the building. They filled them out and turned them in as they left the building. The surveys were then sorted according to males and females. Of the 3,000 surveys handed out, 1,004 were returned and 956 were useable, the other 48 did not specify their sex and had to be discarded.

Each item on the survey was analyzed. Only "yes" and "no" answers were expected, but some questions were not answered at all. On questions #8, "Are you aware that Title IX and Title II of the Educational Amendments deal with your rights based on sex, race, color, and handicap?", #9, "Are you aware of the student grievance procedure for discrimination based on sex, race, color, or handicap?", and #10, "Do you know who the College Title IX Grievance officer is?", a "yes" answer was considered an awareness, a "blank" response and a "no" answer was considered a lack of awareness.
All data was processed through QSTAT by Michael D. Biderman, University of Tennessee, Chattanooga, Tennessee. Eight null-hypotheses were tested at the .05 level of significance, using a Chi-square test. Specific information for the major hypotheses was based on eight null-hypothesis as follows:

Null-hypothesis 1: There is no significant difference between males and females and their awareness of being treated in a like manner in their courses.

Null-hypothesis 2: There is no significant difference between males and females and their awareness of the numbers of pictures of males and females in textbooks.

Null-hypothesis 3: There is no significant difference between males and females and their awareness of females being shown in leadership roles in textbooks.

Null-hypothesis 4: There is no significant difference between males and females and their awareness of males being shown in nurturing, care-giving roles in textbooks.

Null-hypothesis 5: There is no significant difference between males and females and their awareness that Title IX and Title II of the Educational Amendments deal with their rights based on sex, race, color, and handicap.

Null-hypothesis 6: There is no significant difference between males and females and their awareness of a student grievance procedure for discrimination based on sex, race, color, or handicap.

Null-hypothesis 7: There is no significant difference between males and females and their awareness of who the College Title IX Grievance Officer was.
Null hypothesis 8: There is no significant difference between males and females and whether they have felt uncomfortable in any classroom or counseling situation because of sexist jokes or sexist comments.
Findings

The purpose of this project was to investigate the awareness of students at College of the Desert, a California community college campus, regarding gender equity.

The findings, as measured by the null-hypotheses #1 through #8, and represented by questions #3 through #10, are as follows:

Null-hypothesis 1: There is no significant difference between males and females and their awareness of being treated in a like manner in their courses.

Table II
Chi-square Analysis

#4 Are men and women treated in a like manner in your courses?

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th></th>
<th>Females</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Yes</td>
<td>229</td>
<td>92.71</td>
<td>282</td>
<td>95.27</td>
<td>511</td>
<td>94.10</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>7.28</td>
<td>14</td>
<td>4.72</td>
<td>32</td>
<td>5.89</td>
</tr>
</tbody>
</table>

\[ X^2 = 1.588; \text{d.f.} = 1. \]

The null-hypothesis is accepted because the \( X^2 \) value of 1.588 is less than the \( X^2 \) critical value of 3.841.
Null-hypothesis 2: There is no significant difference between males and females and their awareness of males and females being shown in equal proportions in their textbooks.

Table III
Chi-square Analysis

#5 Do your textbooks show proportionate numbers of pictures of men and women?

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th></th>
<th>Females</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Aware</td>
<td>192</td>
<td>46.15</td>
<td>231</td>
<td>42.77</td>
<td>423</td>
<td>44.24</td>
</tr>
<tr>
<td>Not Aware</td>
<td>224</td>
<td>53.84</td>
<td>309</td>
<td>57.22</td>
<td>533</td>
<td>55.75</td>
</tr>
</tbody>
</table>

\[X^2 = 1.085; d.f. = 1.\]

The null-hypothesis is accepted because the \(X^2\) value of 1.085 is less than the \(X^2\) critical value of 3.841.
Null-hypothesis 3: There is no significant difference between males and females and their awareness of females being shown in leadership roles in textbooks.

Table IV
Chi-square Analysis

#6 Are the females depicted in leadership roles as frequently as men?

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th></th>
<th>Females</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Aware</td>
<td>184</td>
<td>44.23</td>
<td>217</td>
<td>40.18</td>
<td>401</td>
<td>41.94</td>
</tr>
<tr>
<td>Not Aware</td>
<td>232</td>
<td>55.76</td>
<td>323</td>
<td>59.81</td>
<td>555</td>
<td>58.05</td>
</tr>
</tbody>
</table>

\[ X^2 = 1.579; \text{d.f.} = 1. \]

The null-hypothesis is accepted because the \( X^2 \) value of 1.579 is less than the \( X^2 \) critical value of 3.841.
Null-hypothesis 4: There is no significant difference between males and females and their awareness of males being shown in nurturing, care-giving roles in their textbooks.

Table V
Chi-square Analysis

#7 Are males depicted in nurturing care-giving roles as frequently as

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
</tr>
<tr>
<td>Aware</td>
<td>186</td>
<td>44.71</td>
<td>212</td>
</tr>
<tr>
<td>Not Aware</td>
<td>230</td>
<td>55.28</td>
<td>328</td>
</tr>
</tbody>
</table>

$X^2 = 2.874; \text{d.f.} = 1.$

The null-hypothesis is accepted because the $X^2$ value of 2.874 is less than the $X^2$ critical value of 3.841.
Null-hypothesis 5: There is no significant difference between males and females and there awareness that Title IX and Title II of the Educational Amendments deal with their rights based on sex, race, color, and handicap.

#8 Are you aware that Title IX and Title II of the Educational Amendments (1972,1976) deal with your rights based on sex, race, color, and handicap?

Table VI
Chi-square Analysis

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th></th>
<th>Females</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Aware</td>
<td>36</td>
<td>8.65</td>
<td>37</td>
<td>6.85</td>
<td>73</td>
<td>7.63</td>
</tr>
<tr>
<td>Not Aware</td>
<td>380</td>
<td>91.34</td>
<td>503</td>
<td>93.14</td>
<td>883</td>
<td>92.36</td>
</tr>
</tbody>
</table>

$X^2 = 1.081; d.f. = 1.$

The null-hypothesis is accepted because the $X^2$ value of 1.081 was less than the $X^2$ critical value of 3.841.
Null-hypothesis 6: There is no significant difference between males and females and their awareness of a student grievance procedure for discrimination based on sex, race, color, or handicap.

Table VII
Chi-square Analysis

#9 Are you aware of the student grievance procedure for discrimination based on sex, race, color, or handicap?

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
</tr>
<tr>
<td>Aware</td>
<td>41</td>
<td>9.85</td>
<td>56</td>
</tr>
<tr>
<td>Not Aware</td>
<td>375</td>
<td>90.14</td>
<td>484</td>
</tr>
</tbody>
</table>

$X^2 = 0.068; d.f. = 1.$

The null-hypothesis is accepted because the $X^2$ value of .068 is less than the $X^2$ critical value of 3.841.
Null-hypothesis 7: There is no significant difference between males and females and their awareness of who the College Title IX Grievance Officer is.

Table VIII
Chi-square Analysis

#10 Do you know who the College Campus Title IX Grievance Officer is?

|                | Males       | Fema
es       | Total      |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
</tr>
<tr>
<td>Aware</td>
<td>14</td>
<td>3.36</td>
<td>5</td>
</tr>
<tr>
<td>Not Aware</td>
<td>402</td>
<td>96.63</td>
<td>535</td>
</tr>
</tbody>
</table>

$X^2 = 7.178; d.f. = 1.$

The null-hypothesis is not accepted because the $X^2$ value of 7.178 is greater than the $X^2$ critical value of 3.841. There is a significant difference in the number of males who are aware of who the college campus grievance officer as compared to the females, even though the numbers who were aware are very few.
Null-hypothesis 8: There is no significant difference between males and females and whether they have felt uncomfortable in any classroom or counseling situation because of sexist jokes or sexist comments.

Table IX
Chi-square Analysis

#3 Have you felt uncomfortable in any classroom or counseling situation because of sexist jokes or sexist comments?

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Per Cent</td>
<td>N</td>
</tr>
<tr>
<td>Uncomfortable</td>
<td>26</td>
<td>7.10</td>
<td>35</td>
</tr>
<tr>
<td>Comfortable</td>
<td>340</td>
<td>92.89</td>
<td>425</td>
</tr>
</tbody>
</table>

$X^2 = .075; d.f. = 1.$

The null-hypothesis is accepted because the $X^2$ value of .075 is less than the $X^2$ critical value of 3.841.
Summary and Conclusions

This project was designed to investigate student awareness of gender equity among community college students and to determine if there was more awareness by females or males.

Three major hypotheses were proposed and conclusions relative to those hypotheses were made on the basis of eight null-hypotheses that were tested.

**Major Hypothesis 1:** There is a significant relationship between gender equity awareness and sex of student.

This hypothesis was tested by the null-hypotheses #1,2,3,4 which were represented in the survey by questions #4,5,6,7. It was found that there was no difference between the awareness of females and the awareness of males regarding gender equity on the College of the Desert Campus. It had been assumed that females would be more aware.

On the basis of these findings this hypothesis is rejected because there is no significant relationship between gender equity awareness and sex of student.

**Major Hypothesis 2:** There is a greater percentage of females than males who are aware of the gender equity laws and campus grievance procedures for alleged sex discrimination.

This hypothesis was tested by the null-hypothesis #5,6,7 which were represented in the survey by questions #8,9,10.
It was found in the null-hypothesis 5, that females are no more aware of their rights as stated in Title IX and Title II of the Educational Amendments (1972, 1976) than are the males. Over 90 per cent of all the students surveyed showed they were not aware of their rights regardless of sex. It was interesting to note, though, that the males (8.65 per cent) were slightly more aware than the females (6.85 per cent).

It was found in the null-hypothesis 6, that females (10.37 per cent) are slightly more aware of the student grievance procedures for discrimination based on sex, race, color, or handicap, than are the males (9.85 per cent). However, that is only .52 per cent more and not a greater percentage. Again it is interesting to note that almost 90 per cent (89.85) of all students are unaware of the student grievance procedures.

It was found in the null-hypothesis 7, that more males are aware of who the college campus grievance officer is than the females. This is especially interesting in lieu of the fact, the grievance officers name had never been published prior to the survey being conducted. Further investigation should be done to discover how these few informed students obtained their information.

On the basis of these findings this hypothesis is rejected because there were more males, percentage wise, than females who are aware of the gender equity laws and the campus grievance procedures. However, it must be noted there was not a great difference. On the whole the students are not aware of their rights and procedures.

Major Hypothesis 3: There is a significantly greater percentage of females than males who have felt uncomfortable in classrooms or
counseling situations as a result of perceived modes of sexual
discrimination, biases, or stereotyping.

This hypothesis was tested by the null-hypothesis 8 and was represented on the survey by question #3. It was found in this hypothesis that the females and males were equal in their feelings about being comfortable or uncomfortable in classroom or counseling situations because of sexist jokes or sexist comments. However, the majority of the students indicated they had never been uncomfortable.

On the basis of this finding, though, the major hypothesis is rejected because there was not a greater percentage of females than males who have felt uncomfortable in classrooms or counseling situations as a result of perceived modes of sexual discrimination, biases, or stereotyping. However, if we look at the findings in the pilot study (p. 14, #5/8), we see an almost complete reversal of this after the students had taken the workshop and been made aware of what sexism is. Therefore, we need to ask, are students comfortable only because they are unaware of what sexism is or are other factors involved?

The findings indicated that as a whole this community college campus is not aware of sexism as defined in the context of this study, and yet in the pilot study we see that students showed more awareness after receiving information on gender equity through an Awareness Workshop. It is therefore concluded, on the information obtained in the pilot study and supported by the Review of the Literature, as well as the students lack of awareness found in the findings in the statistical analysis, that attitudes do and can change with knowledge and awareness, and the students at the College of the Desert are in need of awareness
training. The educational institution should be the leading change agent to insure that they are made aware of their rights in a friendly, non-threatening atmosphere.
Recommendations

Based on the results of this study the following recommendations are presented:

1) Efforts should be made by the campus administrators to provide opportunities for students to become knowledgeable about gender equity issues and the laws affecting them, i.e., awareness workshops, classroom speakers, role models, or informative materials disseminated to the students.

2) Furthermore, specific studies should be conducted with other populations to determine if the findings of this study are unique or if they represent a trend with respect to student awareness of gender equity.
References


Tittle, C. Sex bias in educational measurement: fact or fiction. Measurement and Evaluation in Guidance, 6,[4], 219-226.


Vondracek, S. I., & Kirchner, V. Vocational development in early childhood; an examination of young children's expressions of vocational aspirations. Journal of Vocational Behavior, 1974, 5,[2], 251-260.

Appendices
Appendix A
Chaffey College
Student Gender Equity Survey

The Goal of this Survey is to assure the college that all areas of concern regarding sex fairness have been responsibly addressed. Please help to achieve this goal by filling out the following questionnaire.

1. Are you a Vocational Education student?  Yes____  No____
   Major________________________

2. Indicate age range:
   - 20____  40-49____
   - 20-24____  50-59____
   - 25-29____  60____
   - 30-39____

3. Sex:
   Male ____  Female ____
   Units completed ______________

4. Did faculty advisor/counselor assist you in choosing your major?  Yes____  No____
   If yes, did they suggest that you consider non-traditional majors? (A non-traditional major would be, for example, law enforcement for women, nursing for men.)  Yes____  No____
   What/Who influenced you in your choice of major?
5. Have you felt uncomfortable in any classroom or counseling situation?  
Yes___ No___
As a result of: Sexist jokes___ Textbooks___
Visual displays___ AV Presentation___
Sexist comments___ Lecture content___
Other (Please specify)____________________

6. Have you ever been harassed or discriminated against while a student at this institution?  
Yes___ No___
If yes, by: faculty___ administration___
counselors___ others___
Was the discrimination on the basis of sex___ race___
handicap___ ethnic origin___.
Was the discrimination in a Vocational Education class?  
Yes___ No___
If yes, cite examples or give the class:__________________________

7. Do you feel men and women are treated in a like manner in your courses?  
Yes___ No___
If no, cite examples:__________________________________________

8. Educational materials and textbooks:
   a. Do your textbooks show proportionate numbers of pictures of men and women?  
      Yes___ No___
   b. Are the females depicted in leadership or active roles as frequently as men?  
      Yes___ No___
   c. Are males depicted in nurturing care-giving roles as frequently as women?  
      Yes___ No___
9. Are you familiar with Title IX and Title II?  Yes____  No____

10. Are you aware of the student grievance procedure for discrimination based on sex, race, color, or handicap?  Yes____  No____

11. Do you know who the College Campus Title IX Grievance Officer is?  
   Yes____  No____

THANK YOU FOR YOUR COOPERATION IN FILLING OUT THIS FORM.
Appendix B
Revised Student Gender Equity Survey

The Goal of this Survey is to assure the college that all areas of concern regarding sex fairness have been responsibly addressed. Please help to achieve this goal by filling out the following questionnaire.

Please put an X by the appropriate answer.

1. What is your sex? Male___ Female___

2. Indicate your age range:
   - 20___ 30-39___
   - 20-24___ 40-49___
   - 25-29___ 50-59___
   - 60___

3. Have you felt uncomfortable in any classroom or counseling situation?
   Yes___ No___
   As a result of:
   a. Sexist jokes Yes___ No___
   b. Visual displays Yes___ No___
   c. Sexist comments Yes___ No___
   d. Lecture content Yes___ No___
   e. Textbooks Yes___ No___
   f. Audio Visual presentation Yes___ No___
   g. Other__________________ Yes___ No___
4. Do you feel men and women are treated in a like manner in your courses? Yes___ No___

5. Do your textbooks show proportionate numbers of men and women? Yes___ No___

6. Are the females depicted in leadership or active roles as frequently as men? Yes___ No___

7. Are males depicted in nurturing care-giving roles as frequently as women? Yes___ No___

8. Are you familiar with Title IX and Title II? Yes___ No___

9. Are you aware of the student grievance procedure for discrimination based on sex, race, color, or handicap? Yes___ No___

10. Do you know who the college campus Title IX Grievance Officer is? Yes___ No___

THANK YOU FOR YOUR COOPERATION IN FILLING OUT THIS FORM.
Appendix C

STUDENT GENDER EQUITY POST SURVEY

The goal of this survey is to assess your awareness of sexism (sex bias, sex stereotyping, sex discrimination) as it relates to this college campus after having participated in a Gender Equity Workshop. Mark the appropriate answer with an X.

1. Are you a Vocational Education student? Yes No
2. Indicate your age range: 20-24 25-29 +60
   20_39_ 40-49_ 50-59_

3. Sex Male Female

4. Did you take the Gender Equity Student Pre-survey? Yes No

5. Did you participate in the Gender Equity Workshop? Yes No

AS A RESULT OF THE INFORMATION I LEARNED IN THE WORKSHOP:

6. I feel I am more aware of what is meant by sex bias, sex stereotyping, sex discrimination. Yes No

7. I have become more aware of sexist language, as used by:
   a. Myself
      Yes No
b. My instructors
   Yes___  No___
c. My friends
   Yes___  No___
d. My family
   Yes___  No___
e. At work
   Yes___  No___

8. I now recognize sexism in classroom materials:
   a. Jokes
      Yes___  No___
   b. Bulletin board displays
      Yes___  No___
   c. Audio Visual presentations (films, filmstrips,
      Yes___  No___
   d. Lecture content
      Yes___  No___
   e. Textbooks
      Yes___  No___
   f. Other (please specify)
      Yes___  No___

9. Do you still feel men and women are treated in a
   like manner in your courses?  Yes___  No___

10. I now know what Title IX and Title II are.  Yes___  No___

11. I now know about the student grievance procedure
    for discrimination based on sex, race, color, or
    handicap.  Yes___  No___

12. I now know who the College Title IX Grievance
    Officer is.  Yes___  No___

13. I feel this workshop was worth my time.  Yes___  No___

THANK YOU VERY MUCH FOR YOUR COOPERATION IN ASSISTING WITH THIS PROJECT.
I ONLY HOPE THAT YOU HAVE LEARNED SOME INFORMATION THAT CAN BE OF
BENEFIT TO YOU ON CAMPUS AND IN THE WORLD OF WORK.