

# **The effect of sexism on the career development of teachers**

**A report from the Task Force on Women  
to Provincial Executive Council**



**Ontario Secondary School Teachers' Federation**

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MEMBERSHIP SUMMARY OF MEN AND WOMEN  
BY POSITION OF RESPONSIBILITY

\*\*STAT07\*\*

## PROVINCIAL SUMMARY

	MEN	%	WOMEN	%	TOTAL
PRINCIPAL	569	97.599	14	2.401	583
VICE-PRINCIPAL	752	91.484	70	8.516	822
CO-ORDINATOR	270	79.646	69	20.354	339
DIRECTOR	458	94.433	27	5.567	485
DEPARTMENT HEAD	4574	79.012	1215	20.988	5789
ASSIST DEPT HEAD	2064	75.910	655	24.090	2719
SUBJECT CHAIRMAN	312	66.809	155	33.191	467
MASTER TEACHER	10	90.909	1	9.091	11
TEACHER	15367	62.389	9264	37.611	24631
- 35846 MEMBERS	24376	68.002	11470	31.998	

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ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION

TASK FORCE ON WOMEN REPORT

THE EFFECT OF SEXISM  
ON THE  
CAREER DEVELOPMENT OF TEACHERS

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INTRODUCTION

While it is popular to characterize the teaching profession as a woman's field, this characterization can only be applied with confidence to the education of the very young child. In Ontario, women have been teaching young children for over one hundred years, since this extension of the maternal role was considered appropriate. It is fair to say that the lesser prestige attached to elementary education derives from the fact that it has been traditionally carried out by women.

However, the teaching of older children, particularly males, has ever been the province of men. Patterns change, and as there has been an increase of men at the elementary level (although only for the higher grades), so there has been an increase in the number of women teaching at the secondary level. Today, one third of Ontario secondary school teachers are women. This significant increase in numbers has not been matched by a corresponding increase of women at the administrative level. Positions of responsibility remain firmly and almost completely in the hands of men.

As in the business sector, the largest number of women who have reached the senior positions are in the lowest administrative categories. Women virtually disappear at the higher levels. This pattern holds for all the provincial Boards of Education. It is repeated, although to a somewhat lesser extent, within OSSTF itself. (See Table One)

In response to the under-representation of women in positions of responsibility, OSSTF formed a Task Force to examine the status of women within the Boards and the Federation. The Task Force was also given a mandate to recommend remedial action wherever necessary. Before the

ERRATATable 1

POSITIONS OF RESPONSIBILITY:-  
SCHOOL BOARDS OF ONTARIO  
(As of September 1975)

<u>Position</u>	<u>Women</u>		<u>Men</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Principal	12	2.1	570	97.9
Vice Principal	40	5.2	735	94.8
Co-ordinator	46	17.2	222	82.8
Director	34	6.3	509	93.7
Department Head	1,074	19.3	4,494	80.7
Assistant Department Head	703	23.4	2,298	76.6
Subject Chairman	148	31.2	327	68.8
Master Teacher	4	19.1	17	80.9
Teacher	8,862	26.9	15,134	63.1
All Membership	10,923	31.0	24,306	69.0

O.S.S.T.F.: 1975-76

	<u>Number of Women</u>	<u>Total Number</u>	<u>% of Total</u>
Provincial Executive	1	10	10.0
Provincial Secretariat	2	19	10.5
Senior Staff	0	3	0
DISTRICT EXECUTIVE			
President	6	51	11.8
Secretary	18	47	38.2
Treasurer	9	50	18.0
Councillor	5	48	10.4
P.D. Chairman	11	41	26.8
CWQE Chairman	6	47	12.8
CBC Chairman	2	39	5.1
BIO	1	30	3.3
Communications Officer	6	47	12.8
EPIC Officer	8	42	19.0
Educational Finance Officer	0	11	0
District Secretary	2	9	22.2

TABLE 1 (cont'd)

	<u>Number of Women</u>	<u>Total Number</u>	<u>% of Total</u>
<u>DIVISION EXECUTIVE</u>			
President	5	37	13.5
Secretary	22	36	61.1
Treasurer	15	35	42.9
P.D. Chairman	8	33	24.2
CWQE Chairman	2	34	5.9
CBC Chairman	1	36	2.8
Communications Officer	5	29	17.2
EPIC Officer	3	25	12.0
Educational Finance Officer	0	6	0
Division Officer	3	11	27.3

\*PROVINCIAL COMMITTEES - Elected and Appointed

Benevolent Council	2	7	28.6
Board of Govenors	2	5	40.0
Board of Regents	1	11	9.1
Finance	0	8	0
Certification Board	1	5	20.0
Certification Committee	1	9	11.1
Communications Board	1	8	12.5
CWQE	2	9	22.2
Constitution	0	5	0
CBC	0	11	0
Education Finance	1	10	10.0
EPIC	4	10	40.0
Comite de Langue Francaise	0	5	0
Research	2	7	28.6
PARC	0	9	0
Professional Development	3	10	30.0
Relations and Dis.	2	10	20.0
Scholarship	1	3	33.3
Superannuation	1	11	9.1
Teacher Welfare Benefits	0	8	0

\*Figures include Secretariat members attached to Committees

Task Force could proceed to recommend policy, the need for further information had to be met. As an initial step in expanding their data base, Task Force members decided to conduct a comprehensive attitudinal survey. Design and analysis were carried out by a consulting firm working in co-operation with Task Force members. The survey findings would be utilized by the Task Force in two ways; one, to provide insight into the present behaviour and attitudes of men and women teachers and two, to generate appropriate action strategies for future implementation.

The Process of Career Development. It seemed to the writers and to the Task Force that a number of factors were important in determining who did and who did not eventually attain a position of responsibility. In order to analyse the effect of these factors, it is necessary to make some simplifying assumptions about the process of career development. Although this process is very complex, we feel it can be analysed into a number of stages without distorting reality too greatly.

The first stage in this complicated process is Family Responsibilities. This is the nexus of obligations for which people are responsible within the family outside of their professional lives. To a large extent, these are a "given" since they depend on decisions that people make before they enter the classroom or advance very far in their profession. Family Responsibilities are also a primary factor in a psychological sense, since the family is the centre of most people's lives.

In thinking about Family Responsibilities, we are concerned only with those aspects which are not fulfilled by earning money. One important responsibility that having a family entails is economic support. But this obligation should enhance career development since positions of

responsibility involve higher salaries. (Of course, the economic factor will not motivate married women as much as it motivates married men unless the women begin to perceive their income as something more than a 'supplement' to the primary wage earner's capacity.)

However, what we are concerned with here are the day-to-day obligations which must be performed in addition to or in spite of responsibilities at work. This is primarily the area of housekeeping duties and child care. Of course, it is expected that women will have greater Family Responsibilities than men - at least in our present society.

The amount of energy that men and women expend on these tasks is likely to influence their level of Career Commitment. Other personality and social factors influence this as well and we are interested in determining whether the sex of a teacher influences Career Commitment even after differences in Family Responsibilities have been taken into account. It is possible that we will find women less committed to professional life simply because of the way society encourages them to develop as well as because of the demands of family life.

The next stage of Career Development is the accumulation of Formal Qualifications. These are the objective requirements and qualifications necessary for performing a given job. With reference to teaching, the relevant variables are years of experience and formal education. Formal Qualifications should be affected by the prior stages of Career Commitment and Family Responsibilities. In addition, there may be independent effects for gender at this level with women accumulating fewer qualifications even with prior factors taken into account simply because they are women.

Formal Qualifications, as well as all of the other stages should affect Job Performance, the level of competence actually shown by women in the classroom. If the sex of a teacher has an effect on the previous stages, it should have an indirect effect on Job Performance as well. But sex may have an additional, direct effect on this stage, with women being less willing to extend themselves on the job, even taking their lesser level of Formal Qualifications and Career Commitment and greater Family Responsibilities into account.

Teachers who show outstanding Job Performance, good Qualifications and high levels of Career Commitment should be receiving encouragement to apply for promotion. Of course, if sex differences exist at previous stages, they will exert their effect here as well. But we will also be looking to see whether or not women receive less Encouragement at this stage even after taking these prior differences into account.

The next stage is Application, followed by Promotion itself. We will be attempting to determine the indirect and direct sex effects at each of these two points.

A final factor is Attitudes. Attitudes, like sex effects, are a general factor which may appear at many stages of the Career Development process. After determining the effect of sex on the various stages, we will examine the effect of a woman's attitudes on her behaviour at every point. Attitudes about the role of women seem likely to affect the Family Responsibilities a woman accepts, her level of Career Commitment, Formal Qualifications, Job Performance and number of Applications.

We will also be interested in the attitudes of men as possible obstacles to the advancement of women. Thus, attitudes are likely to

affect Encouragement and Promotion as well, although it will not be possible for us to examine these directly.

The model of Career Development described here is diagrammed in Figure 1. The direct influence of one stage on another is indicated by the presence of an arrow. Notice that the effect of a teacher's sex is viewed as operating at every stage and that most early stages are seen as having a direct effect on all later stages.

There are two exceptions in that Encouragement and Promotion are not seen as affected directly by Family Responsibilities. Since these two stages are not under the direct control of a teacher, there is no reason they should enter here. Supervisors do not necessarily have direct information about the home duties of their staff and such information should not enter into their decision to either encourage or promote. When it does enter, there is evidence that it operates differently for men and women and this, in fact, is a sex effect.

This picture is theoretical. We will be attempting to determine, through statistical means, how much of this model constitutes fact and at what points the model violates reality. We will also be attempting to determine which points are most crucial and what the most effective focus of an affirmative action programme might be.

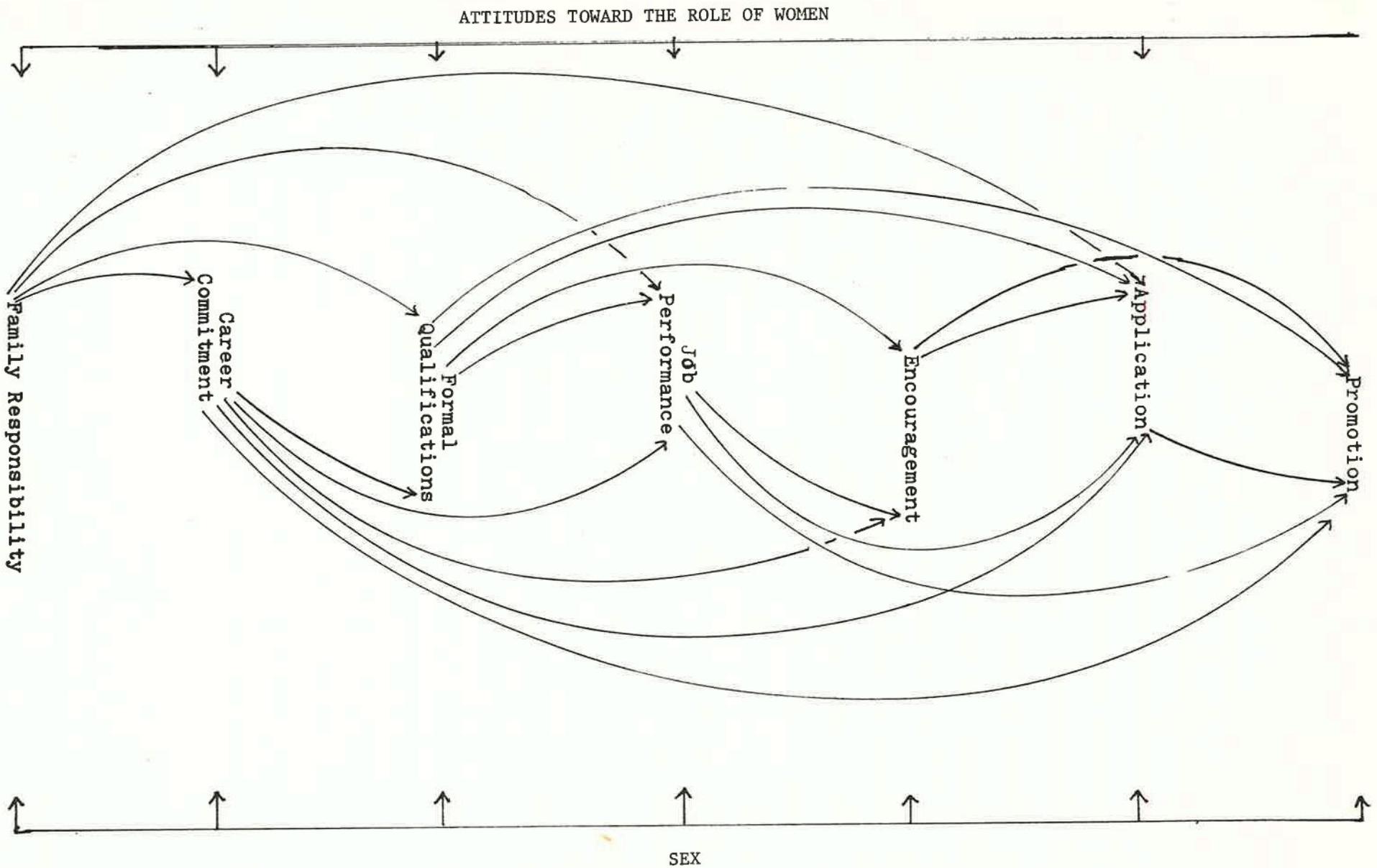


Figure 1.  
The Process of Career Development

## METHOD

### General Procedure

Two questionnaires embodying these concerns were developed and distributed to the members of OSSTF. A comprehensive or "long" form was prepared for a sample of OSSTF members. Teachers were randomly sampled in the ratio of 1:11. Males at the level of vice-principal or above were sampled in the ratio of 1:2. All females at these levels were included since there are so few. In addition, all Board superintendents were sent a long form regardless of whether or not they were OSSTF members. The purpose of over-sampling at the higher levels was to ensure that the sample would contain an adequate number of administrators to allow us to determine the relationship between career activities and eventual promotion.

A short questionnaire was developed and sent to all remaining members. The purpose of the long form was to allow us to develop a comprehensive, province-wide picture of career development in order to pinpoint the factors most important for success. The purpose of the short form was to give us an indication of how men and women in particular districts stood on these factors so that specific affirmative action plans could be developed for each area. Therefore for each factor, a brief question was developed which would give a general indication of where the respondents stood.

Both questionnaires were distributed and returned through the staff representative in each school. Seventy-four per cent of the long questionnaires were eventually returned. Copies of the Long Form appear in Appendix A and the Short Form in Appendix B.

1. A large part of the questionnaire was developed by Dr. Carol Reich, Research Associate, Toronto Board of Education, for a similar study of both elementary and secondary teachers conducted in the spring of 1975.

### The Factors and Their Measurement

1. DEMOGRAPHIC CHARACTERISTICS. Respondents were asked to give their Sex, Age, Marital Status and number of Dependents (see Questions A to D., p. 1). They were also asked for their district number and city size (Questions L and M, p. 2).

2. FAMILY RESPONSIBILITIES. Respondents were asked to read through a list of general household tasks and to indicate how often they were responsible for each task in their own home (Question DD, p. 6), and how many hours a week they generally spent on these tasks (Question EE, p. 6). Respondents were also asked a series of five questions on the extent to which family responsibilities interfered with their professional life (Questions FF to JJ, p. 6). For each question, level of interference was scored on a scale of 1 to 3. The individual scores for the five questions were summed to give a total score for Interference. This score could range from 5 to 15.<sup>2</sup>

3. CAREER COMMITMENT. Respondents were asked about their long range professional objectives (Question Y, p. 5). Responses were scored as

2. Reliability of this scale was quite satisfactory. All of the individual items contributed significantly to the total score, with an average item correlation of .68. A high average reliability indicates that there is a strong relationship among the individual items such that they tend to be measuring the same thing. People who score high on one item tend to score high on the others, and vice versa. Thus we are justified in deriving a general measure of some factor by summing a number of separate items.

follows to give an index of Ambition: categories 1 through 4 - 1 point; categories 5 and 6 - 2 points; category 7 - 3 points; categories 8 through 11 - 4 points.<sup>3</sup> If the respondent could not answer the question (and 218 people did not), or if the respondent planned a career outside of education (category 12, n = 368), his or her Ambition was taken as the current position.

Respondents were also asked in which of nine different activities they would be willing to engage in order to further their career (Question CC, p. 5). Activities ranged from taking a course during the year to assuming a position in another city. An overall Willingness was the number of items a person was willing to do.<sup>4</sup> Married people were also asked which of the activities their spouse would be willing to have them do, and a similar index was computed.<sup>5</sup>

Finally, there were three questions on how important a person felt his or her career in education to be (Questions Z, AA, BB, p. 5). Each question was scored on a 3-point scale and a total score computed. Total scores on this variable, which is called Importance, could range from 3 to 9.<sup>6</sup>

4. FORMAL QUALIFICATIONS. People were asked for their years of Experience, highest Degree, number of Certificates, and whether or not they were currently Studying (Questions E, G, H, I, p. 1). They were also asked to describe any interruptions in their career (Questions T and U, p. 3).

3. "Post-secondary teaching" is an ambiguous category since it can mean so many things. However it was given the highest score since most people with such plans were already at the level of principal or above and it was felt reasonable to assume that they would not be aiming for a lower position.
4. All items contributed significantly to the total score, with an average item correlation of .59.
5. All items again contributed significantly to the total score. Average item correlation with total score was .62.
6. All three items contributed significantly to the total score with an average item correlation of .68.

5. JOB PERFORMANCE. There were two measures of JOB PERFORMANCE.

The first was a measure of Innovativeness. People were asked to indicate in which of nine areas they felt they had made an innovative contribution during the course of their teaching career. The nine areas were: subject matter, teaching methods, evaluation, extra-curricular activities, classroom grouping, parent programmes, community programmes and "other". For areas in which an innovation had been made, respondents were asked to indicate how far it had spread - to their class (1 point), to other classes within the school (2 points), or to other schools (3 points). Zero points were given when there had been no innovation. A total score was derived by summing the individual area scores. Total score could range from 0 to 27<sup>7,8</sup> (see Question V, p. 4).

The second measure reflected the number of Extra Assignments that people were willing to undertake in addition to classroom duties. Ten types of assignments were listed and people were asked which ones they had assumed in the previous year, as well as whether participation had been

- 
7. All areas contributed significantly to the total score with an average item reliability of .57.
  8. This type of evaluation is very subjective, and thus somewhat suspect. In a similar study by the Research Department of the Board of Education for the City of Toronto, a brief validity study was conducted. Forty respondents who said they had been innovative in one or more areas were telephoned and asked to describe their innovation in more detail. The descriptions were typed and shown to consultants and professors of education, who were asked to indicate which items they considered to be innovative. Overall, 80% of the items were judged to represent innovations. Thus we have some confidence that people who reported innovations were not overestimating their performance. However, this does not preclude the possibility that some people underestimated their performance in not reporting contributions which should have been mentioned. If this did occur, there is reason to believe that women might underestimate their performance more than would men. (See p. 83.)

requested of them or whether they had volunteered. Total score was the number of activities undertaken. Subscores were also derived for activities "Requested" and "Volunteered". (Question X, p. 4).<sup>9</sup>

6. ENCOURAGEMENT. Respondents were asked if they had ever been encouraged by a supervisor to further their education (Question J, p. 1), and how much encouragement or recognition they had received for their contributions to the learning environment of the school (Question W, p.4). They were also asked which supervisors (vice-principal, principal, area superintendent, other supervisory official), if any, and which other people (co-workers, friends, family, students), had ever encouraged them to apply for promotion (Questions S, p.3).

7. APPLICATIONS. People were asked how many Applications they had made for positions of responsibility, and whether or not they had been successful (Question O, p.2).

8. POSITION. People were asked what position they currently held (Question F, p. 1). A scale of responsibility was derived by assigning categories 1 through 4 a score of 1, category 5 a score of 2, category 6 a score of 3, and categories 7 through 9 a score of 4. People were also asked about any direct offers of promotion they had received over the course of their career, and whether they had accepted or rejected them (Question N, p.2). The total number of positions of responsibility a person had held was computed, both those applied for as well as those accepted following a direct offer.

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9. All ten items contributed significantly to the total score with an average item reliability of .45.

9. ATTITUDES TOWARD WOMEN. Two attitude scales were developed, one to measure the perceived Competency of women in education, and one to measure their perceived Promotability. By Competency, was meant the ability of women vs. men to handle positions of responsibility. A variety (16) of situations or areas were described, and people were asked to respond on a 5-point scale as to whether women had a considerable (1) or a little (2) advantage in that situation, whether there was no difference between men and women in their ability to deal with that situation (3) or whether men had a little (4) or a considerable (5) advantage (Question NN, p. 7).

Some of the items describe situations which many people might feel can best be handled by a man - e.g. dealing with male students, working with community groups, administering an academic high school, disciplining secondary school students. A few items were developed in which women might be expected by some people to have an advantage - dealing with female students, administering a business and commerce high school, maintaining harmonious staff relations, handling students' personal problems.

In scoring this scale, we were interested in the overall perceived competence of men vs. women, i.e. the "average" score, as well as the extent to which people were willing to ascribe an advantage to men or women on a situational basis, i.e. the "discrepancy" score. The latter is computed by scoring each item according to how far it is from the "neutral" category. Thus, for example, if a person circled "2" for "dealing with female students", his/her average score would show that he/she slightly favoured women in this situation, but his/her discrepancy score would reflect a slight tendency to ascribe competencies on the basis of sex.<sup>10</sup>

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10. All sixteen items contributed significantly to the total score with an average item reliability of .56.

Perceived Promotability of women was measured by asking people whether any of 11 situations should give a man or a woman an advantage when it comes to considering two candidates for a position who are otherwise equally well-qualified. Again, some of the situations were those which many people think might give an advantage to the man - e.g. a community which may have difficulty accepting a woman in a position of authority, a woman who has young children. A few were those which might give an advantage to the woman - e.g. the man having a history of ill health, the woman being the sole support of her family. (Q.00, p.8).<sup>11</sup>

As with the perceived Competency scale, "average" scores and "discrepancy" scores were computed. The two scales obviously have a great deal in common since both are concerned with the relative suitability of men and women for positions of responsibility. The real difference is that the Competency scale focuses on intrinsic characteristics related to actual performance on the job, while the Promotability scale is more concerned with extrinsic factors related to social role.

There was a possible problem of validity inherent in the construction of both these scales. A response in the "No Difference" category on any of these items could have two possible interpretations. One is that the person responding truly believes that a person's sex makes no difference in the situation involved. From the point of view of women, this is certainly desirable. The second possible interpretation is that people gave this response because they wished to appear liberal or egalitarian. This is always a problem in attitude research.

- 
11. Nine of the eleven items contributed significantly to the total average score, with an average reliability over the eleven items of .34. The reason for the lower reliability was the presence of items 3 and 8, which were generally favorable to hiring a woman rather than a man. However, these items would contribute to the discrepancy score.

We tried to guard against the latter possibility by including some items which were favorable to women even from a very traditional or sex stereotyped point of view. These have been mentioned above. It is also possible to get an idea of how many people veiled their true opinion by examining the responses to these two scales. It is likely that people who were not responding truthfully would go through the questions marking "No Difference" to every item. However, on the Competency scale, only 13% did so, and on the Promotability scale, 10%. Furthermore, it is likely that a person who answered untruthfully on one scale would do so on the other. However, only 4% of the sample responded with "No difference" to all items on both sets of questions. And, of course, for some of these people, this was an accurate report of their opinion. Thus there is not much to indicate that people refused to take these two scales seriously.

10. TEACHERS' CONCERNS FOR MALE AND FEMALE STUDENTS. The effect of teachers' attitudes on students is a whole other area of investigation. It is an area which is complex in itself, and one which is perhaps not best approached through a survey of teachers. However, we attempted to take a brief look at this area and see if we could detect any sex biases operating in relation to students.

The method developed was to outline possible problem situations relating to students and to ask teachers how concerned they would be in each of these cases. An attempt was made to elicit any bias that existed by alternately identifying the students as either male or female by the assignment of names. Two forms of this question were prepared. On each form, half the students were identified as male and half as female, but

the particular identifications were switched. Thus, on one form, the first item read, "Jim, who has just turned 16, appears likely to drop out of school", while on the second, the name was changed to "Edna". People indicated their concern on a 5-point scale running from "slightly concerned" to "very concerned". It is possible to determine the existence of sex bias by comparing peoples' responses to these two forms of the question.

The advantage of this approach is that it is subtle. We felt that some teachers might hesitate to acknowledge their true feelings in response to a direct item such as, "Are you more concerned when a male or female student drops out of school?" However, the approach may be too subtle. The simple occurrence of a male or female name in a brief description may not be sufficient to elicit deep-seated feelings. This then, was a limited attempt to explore a new area. The results can be considered suggestive at best.

## RESULTS

Throughout this report, we will be presenting descriptive data for male and female teachers alone. This is the pool from which future promotions have to be made, and this, therefore, is the group whose characteristics must be understood.

However, in analysing the processes involved in career development and the influence of one variable upon another, we will be looking at the entire sample composed of administrators as well as of teachers. In order to analyse how people get ahead in the teaching profession, it is necessary to include a good number of people who have been successful. However, to describe percentages or averages for the sample as a whole is misleading since the number of administrative staff included in the study was disproportionately high. Administrators differ from line staff in a number of ways, and it is misleading to throw them all into the same pot for descriptive purposes. We will always try to make it clear which group is being discussed.

The procedure used in the statistical analysis is described in Appendix C. Results of all the analyses are also presented there.

DEMOGRAPHIC CHARACTERISTICS. Women teachers, as a whole, are younger and less likely to be married or to have children than are men teachers. The average Age of the women falls between 30 and 34, while for men it is 35 to 39. Ninety per cent of the men teachers, but only 68% of the women, are or were married, and 71% of the men, but only 33% of the women have one or more Dependents. This is typically found to be the case in large organizations. It was true for the population of teachers surveyed by the Toronto Board (Reich, 1975), and in a recent study of the Canadian Broadcasting Corporation (CBC, 1975).

However, these differences must not be overemphasized; they are only relative. While women teachers tend to be younger than their male counterparts, there are many in the older age brackets. Thirty-one per cent of the women teachers are over 40. Likewise, there are many women teachers who are married and have children.

FAMILY RESPONSIBILITIES. In spite of these differences in life situation, women teachers have more family responsibilities than men. Table 2 lists various household tasks, and indicates the per cent of males and females who report that they are usually or always responsible for these tasks around the home. Although there are some tasks usually performed by men (e.g. gardening, car maintenance, repairs and renovations, hiring and directing workers), most tasks are the responsibility of women. This difference is especially striking when we consider that women teachers are usually younger and less likely to be married or to have children.

The same difference emerges when teachers are asked to estimate how much Time they spend on these tasks. The average male response is about 11 hours, while for females it is 14 hours a week. However, once again the difference is not as great as might be expected (Appendix C). Women teachers with children do spend a greater amount of Time, an average 17 hours a week. The statistical analyses for the sample as a whole takes prior differences in Demographic Characteristics into account. When this is done there is a remaining effect for a teacher's sex. Women spend more time on household tasks than men in comparable life situations (see Appendix C).

Data on the extent to which FAMILY RESPONSIBILITIES are felt to interfere with professional life are less clear. No doubt because of

Table 2

Extent to Which Male and Female Teachers are Responsible  
for Tasks Around the House

Task	Males	Females
Cooking	12% <sup>a</sup>	86%*
Dishes	22	74*
Washing and ironing	10	83*
Cleaning	17	74*
Shopping	31	82*
Gardening	62	36*
Car maintenance	89	33*
Carrying out repairs and home renovation	83	25*
Hiring and directing workers	66	31*
Banking and budgeting	65	71*
Miscellaneous errands	50	66*
Decorating	47	67*
Entertaining	38	79*
Feeding, bathing and putting children to bed	6	15*
OVERALL	43	59

<sup>a</sup>Per cent responding "most of the time" or "almost always".

\*Differences between males and females are significant at or beyond the .05 level (Chi-square test).

their family status, it is the men teachers who more often report that they "sometimes" or "almost always" have to go home after school in order to be with children (see Table 3). Men teachers also more often report that there is "somewhat" or "quite a bit" of difficulty in working at home or in going out in the evening. However, slightly more women say that family or household responsibilities interfere "somewhat" or "quite a bit" with their professional life or with their willingness to accept a position of greater responsibility. These differences are also relative since quite a few men give the same responses. Summing up the responses to all five questions, the men have an average Interference index of 7.4 and the women of 7.0.

Of course, the age and family situation of teachers must again be kept in mind. If we look only at married teachers with children, we find that women again report slightly less Interference on the first question, the same amount on the next two but much higher levels than the men on the last two questions. This raises the total Interference score of women with children to well above that of men with children (8.6 vs. 7.8). Male administrators have much lower Interference scores on all five questions than even the male teachers as a whole. Their total Interference score is considerably lower (6.6), and it thus seems that people who are promoted, usually men, do manage to keep this type of interference to a minimum.

When Interference is analysed for the sample as a whole, there is a small overall effect for the sex of a teacher, with women reporting more Interference than men of comparable age (see Appendix C). However, the effect is small. Evidently, women who remain within teaching are generally able to manage their professional lives so as to minimize the impact of their other responsibilities.

Table 3  
Extent to Which Family Responsibilities  
Interfere with Professional Life

Item	All Teachers		Married Teachers		Male Administrators
	Men	Women	Men	Women	
... have to go home after school to be with children <sup>a</sup>	40%	17%*	59%	55%*	30%
... difficult to work at home <sup>b</sup>	42	37*	46	49	34
... difficult to go out in the evenings <sup>b</sup>	45	31*	54	53	33
... family responsibilities interfere with professional life <sup>b</sup>	29	31*	33	51*	22
... family responsibilities im- pede willingness to accept position of responsibility <sup>b</sup>	43	48*	47	68*	28
OVERALL SCORE	7.4	7.0*	7.8	8.6*	6.6

<sup>a</sup>Per cent reporting "sometimes" or "almost always".

<sup>b</sup>Per cent reporting "somewhat" or "quite a bit".

\*Differences between men and women are significant at or beyond the .05 level (Chi-square or t test).

However, there is evidence of some difficulty in this regard. Thirty-five per cent of the women teachers are interested in part-time work. An additional 41% report that they might be interested. Fewer of the men, but still a significant minority, would also be definitely (17%) or perhaps (29%) interested in part-time work.

It is tempting to conclude that women teachers would like to meet their child-care responsibilities through part-time work. However, a recent study of non-teachers interested in part-time work indicated that few women wanted part-time for reasons of child-care. They, like the men, more usually had further education or some other purpose in mind. Nevertheless, one quarter of the women did desire part-time work because of their children (Reich, 1975).

In view of these findings, it is perhaps surprising that the level of interest in day-care is so low. Seventeen per cent of the women and 14% of the men said that they would like day-care services made more available. Even if we only look at married women with children, the figure is not much higher - 23%. Evidently, women plan to meet their child care responsibilities through other means. Of course, leave of absence is also available and this is a viable alternative in addition to informal day care arrangements and part-time work.

CAREER COMMITMENT. Women evidenced somewhat lower levels of CAREER COMMITMENT than did men on all three measures. The first measure of Commitment was the position that people reported they hoped to attain eventually (Ambition). More women than men teachers hoped to remain within the classroom, and more men than women hoped to attain positions of responsibility

Table 4

## Career Aspirations of Men and Women Teachers

Position	Men	Women
1. Classroom teaching	23.3%	33.9%
2. Miscellaneous positions <sup>a</sup>	6.1	10.6
3. Position of responsibility within a school	35.1	24.4
4. Vice-principal	2.0	0.8
5. Principal	5.9	1.8
6. Position of responsibility at a Board level	7.8	6.4
7. Administration	3.1	1.6
8. Post-secondary teaching	3.7	5.7
9. Another career outside of education	13.0	14.9
TOTAL	100%	100%

<sup>a</sup>Includes special education teacher, counsellor, school librarian, psychologist, social worker, other educational resource person.

(see Table 4). This difference has been reported in other studies. Stokes (1970), for example, in a study of women teachers across the province conducted in the late 60's, found that virtually no women teachers aspired to positions of responsibility. Mason, Dressel and Bain (1959), in an older U.S. study of beginning teachers found a figure of 9%. However, in the present study, fully 35% of women teachers have such aspirations, compared with 54% of the men (categories 3 through 7, Table 4).

Some of the differences in Ambition between men and women are due to prior differences in Demographic Characteristics and in Family Responsibilities. Both Age and number of Dependents are associated with greater Ambition (see Appendix C). Amount of time spent on household tasks and the extent to which family responsibilities are felt to interfere with professional life both operate to limit a teacher's ambitions. Since women are younger than men, have fewer dependents, spend more time on family responsibilities and feel more interference from these responsibilities, we would expect them to be less ambitious. However, the sex of a teacher has an independent effect over and above these variables, with women being less ambitious than men even after these prior differences are taken into account.

A very interesting pattern emerges with respect to the reported Importance of a person's career in teaching. For the first question, "How important is it to you that you continue in your profession?", there is virtually no difference in the responses of the men and the women (see Table 5). On question 3, "If some member of your family wanted you to leave teaching ...?", virtually identical proportions of men and women responded with "yes", "perhaps", or "no".

Table 5  
Career Commitment of Men and Women Teachers

Items	Response	Men	Women
1. How important is it to you that you continue in your profession?	Very important	61%	62%
	Somewhat important	33	35 *
	Not important	6	4
2. Is your career more or less important than that of your spouse ... ?	More	44	8
	Equally	49	75 *
	Less	7	17
3. If some member of your family wanted you to leave teaching ..., would you do so?	No	28	30
	Perhaps	61	60
	Yes	11	9
TOTAL COMMITMENT SCORE		7.1	6.7

\* Differences between men and women are significant (Chi-square test).

However, the second question does reveal a difference. "Is your career more or less important than that of your spouse ...?". Many more men than women said "more important" and more women than men responded with "less". The difference on this question alone is sufficient to result in a slight difference between men and women on the total Importance score. However, in spite of this relative difference between men and women, 75% of the women felt that their career was equally important to that of their spouse. In an American study of elementary teachers, Greaball and Olson (1973) had found that only 25% of women teachers viewed their own career as being as important as that of their husbands. They also found that 40% would leave teaching if their husbands requested it, compared to 9% in the present study.

The difference in Importance between men and women remains even after prior differences have been taken into account. The statistical analysis shows that Importance among the total sample generally decreases with increasing family responsibilities, but that family responsibilities being equal, older, married people report higher Importance. Both of these factors would work to lower the commitment of women. However, even after these differences are taken into account, women still show less commitment to teaching than do men (see Appendix C).

The final measure of CAREER COMMITMENT is the actions that people would be willing to undertake in order to advance their careers (Willingness). The nine different activities are listed in Table 6, together with the percentages of men and women teachers who said that they would be willing to engage in each. People who were currently married were asked to indicate whether or not their spouse would support them in each of these actions. These results also appear in Table 6.

Table 6

Men and Women Teachers Willing to Engage in Various Actions  
Advantageous to Their Careers and Spouse Support  
for These Activities

Action	Personal Willingness		Spouse Support	
	Men	Women	Men	Women
Take a position in another city	62%	46%*	73%	47%*
Take a position in the same city, but in another school	78	84*	85	89
Take a course during the school year	80	83	85	85
Take a summer course in your home town	79	86*	84	87
Take a summer course in another town	68	66	73	63*
Serve on a committee meeting after school hours	84	84	83	80
Attend a weekend retreat for leader- ship training	77	75	80	76
Attend a conference in another city at Board expense	92	91	91	89
Attend a conference in another city at your own expense	65	70	71	66
Overall TOTAL	6.85	6.83	7.24	6.81

\* Differences between men and women are significant at or beyond the .05 level (Chi-square).

The results on Willingness evidence a surprising lack of difference between men and women. There is one action which men are far more willing to take than women, i.e., take a position in another city. But the difference must not be overemphasized. Many men are not willing to move and many women are. The other two areas in which differences appear are in favour of the women. On the remaining items, the differences between the two groups are not significant. On total score, the two groups are actually identical.

However, in this case, the results from teachers alone are misleading since they exclude administrators, most of whom are men. On all items with the exception of number 2, male administrators outscore male teachers. The overall score of male administrators is 7.65 vs. the average of 6.85 for male teachers. This means that there is an overall difference by sex in the total population of educators in favour of men.

This sex difference stands out in the statistical analysis. Once again, age is seen to influence commitment, but it is the younger people who are more willing to undertake these activities. People with dependents are also more willing to undertake them. Family responsibilities play a complicated role. Willingness declines as felt Interference rises. However, with Interference equal, people who spend more Time on household tasks show greater Willingness. Perhaps this can be explained by the proverb, "If you need something done, ask someone who is busy."

But the major finding with regard to Willingness is that the sex of a teacher has an effect even after prior differences in Family Responsibility and Demographic Characteristics have been taken into account, with women willing to engage in fewer activities than men (see Appendix C).

FORMAL QUALIFICATIONS. Women teachers, as a group, have fewer years experience in education than do men (see Table 7). Almost a third of the women have been teaching for only 1 to 4 years and another third for 5 to 9 years. The largest group of men fall into the 5 to 9 and 10 to 14 year categories.

A large part of this difference is due to difference in age. Women as a group, being younger than the men, have accumulated fewer years in the classroom (Appendix C). However, the sex of a teacher is important over and above the difference due to age. Even holding age constant, women have less seniority.

This is because more women than men have had interruptions in their careers. Thirty-seven per cent of the women and only 18% of the men have been away from teaching for a period of time. Furthermore, 39% of the women and 25% of the men plan a future break in their careers. This latter difference is not too great. However, there is a great difference in the reasons given for these interruptions. Most women have interrupted their careers for either marriage or maternity (54%). Only 2% of the men did so. Forty-one per cent of the men with interruptions left to study; only 17% of the women did so. A large number of the men left temporarily for another job (25%) or to travel (8%). Fewer women left for another job (9%), although an equal proportion left to travel (8%).

The leaves taken by women were also somewhat longer than those taken by men, an average 2.7 years vs. 2.2 years. However, this difference is not very great.

Leaving experience and turning to level of education, we find that there is not much difference between men and women in the number holding degrees.

Table 7  
Years of Experience in Education  
of Men and Women Teachers

Years	Men	Women
1 to 4	16	30
5 to 9	30	34
10 to 14	28	19
15 to 19	15	9
20 or more	11	8
TOTAL	100%	100%

The percentage of men and women holding only a teaching certificate is virtually identical (16% vs. 15%). However, somewhat more men than women teachers have post-graduate degrees although the difference is rather small (16% vs. 10%). Among administrators, almost half (47%) hold post-graduate degrees and this means that there is a difference between males and females in the total population. Advanced degrees are evidently a factor in getting ahead and people who have been promoted, usually men, very often have received advanced training.

The situation is even more striking when looking at specialist certificates. Seventy-nine per cent of the men teachers hold one or more certificates, but only 58% of the women. Among administrators, the figure is 88%. There are, however, no differences among men and women teachers in the population who are currently studying - about 34%.

Some of these differences between men and women are due to prior differences in level of career commitment and in family responsibilities (see Appendix C). However, some are due to the fact that more men than women were encouraged by a vice-principal, principal or other supervisor to undertake advanced training. Eighteen per cent of the men teachers, but only 13% of the women have received such encouragement. This is not a very high level even for the men. However, 30% of the administrators report receiving such encouragement. Encouragement is not a very important factor in determining who undertakes further study, but it does have some effect.

For degrees and certificates, the sex of a teacher has an effect over and above these factors, with men more highly educated than women. But sex does not have an effect on who is currently studying.

JOB PERFORMANCE. Our first measure of performance was Innovativeness in the classroom. In all nine areas, fewer women than men teachers had been innovative, although the difference was not always very great. Looking only at teachers who had been innovative in a particular area, innovations introduced by men had generally gone farther through the educational system, more often spreading beyond their own class to other classes and to other schools (see Table 8).

Each person received a total score for Innovativeness. This score was computed by giving 1 point for each area in which an innovation had been introduced into the class, 2 points for an innovation which had spread to other classes and 3 points for an innovation spreading to other schools. The average score for men was 4.2 and for women 3.1.

Some of the difference between men and women was due to prior differences in Formal Qualifications, Career Commitment, Family Responsibilities and Age (see Appendix C). However, the sex of a teacher again has an independent effect, with women being less innovative than men, even when all other things are equal.

The second measure of JOB PERFORMANCE was the number of Extra Assignments that teachers had undertaken in the past year. Table 9 lists the assignments and the percentage of male and female teachers who had participated in each. For most activities, the percentage of men exceeded that of women. Overall, men averaged 3.0 activities during the year, while women averaged only 2.6.

We thought that men might participate to a greater extent because their supervisors had requested them to do so. However, very few teachers

Table 8

## Degree of Innovativeness of Men and Women Teachers

Area	Per cent Innovative		Per cent Spreading Beyond Own Class	
	Men	Women	Men	Women
Subject matter	57%	49%	71%	61%*
Teaching methods	43	36	69	61 *
Techniques of evaluation	24	17	63	67 *
Extra-curricular drama, music etc.	33	22	81	80 *
Field trips, tours, etc.	27	25	76	64 *
Classroom grouping	13	9	60	39 *
Parent programmes	5	3	74	45 *
Community programmes	8	4	81	53 *
Other	4	3	84	73
OVERALL	24%	19%	73%	60%

\* Difference between men and women in the introduction and spread of innovations is significant (Chi-square test).

Table 9

Per Cent of Men and Women Teachers  
Undertaking Various Extra Assignments

Assignment	Per cent Participating	
	Men	Women
Academic work	43%	47%
Field trips	42	38
Sports	43	27 *
Extra-curricular drama, music etc.	27	31
Assemblies	23	18 *
Professional development	26	20 *
Fund raising	13	9
Staff committees	42	40 *
Other administrative responsibilities	18	13 *
Professional activities	25	18 *
Average Number	3.0	2.6

\* Difference between men and women is significant (Chi-square test).

participated as the result of a request, and the average per cent shows very little differences between men and women - 5.2% vs. 4.8%. By and large, teachers undertake extra assignments because they wish to do so and men volunteer for more such assignments than women.

Some of the difference in the number of Extra Assignments undertaken is due to prior differences in Formal Qualification, Career Commitment, Family Responsibility and Age. However, a teacher's sex has an independent effect even when all these factors are held equal, with men undertaking more Extra Assignments than women.

ENCOURAGEMENT. The next step in career development is Encouragement. Experienced teachers who have good formal qualifications and who have performed at a high level in their job should receive encouragement from their superiors.

The first measure of Encouragement was the extent to which respondents had been encouraged or received recognition from their superiors for their contribution to the learning environment of the school. Virtually identical percentages of men and women teachers had been so encouraged - 59% vs 58%. However, when differences in Job Performance, Formal Qualifications and Family Responsibilities are taken into account, the results indicate that women are more likely to receive such encouragement than are men (see Appendix C).

The second measure was Encouragement to apply for promotion. We asked teachers whether they had ever been so encouraged, and if so, by whom. In this measure, there was a substantial difference between the men and the women. Results showed 46% of the men but only 30%

Table 10  
Encouragement to Apply for Promotion

Source	Men	Women
<b>Supervisors</b>		
Vice-principal	11%	4%*
Principal	23	11*
Area Superintendent	8	1*
Administration	8	6
Average number per teacher	.50	.22
<b>Others</b>		
Co-workers	28%	18%*
Friends	13	11
Family	14	11
Students	5	3*
Average number per teacher	.60	.43
Grand average per teacher	1.10	.65

\*Differences between men and women are statistically significant at or beyond the .05 level (Chi-square test).

of the women have received such encouragement. Table 10 lists the eight sources of encouragement and the percentage of male and female teachers receiving encouragement from each source. As can be seen, more men than women have received encouragement from each source and this averages out to about one encouragement for each male teacher but only one for every two female teachers.

Some of the difference is due to prior differences in Job Performance, Formal Qualifications, Career Commitment and Age. Additionally, there are independent effects for sex, with women receiving proportionately less encouragement from supervisors even when all other factors are equal. However, this is not the case for encouragement from others. When the source is co-workers, friends, family and students, encouragement seems to be given in proportion to the teacher's readiness to assume more responsibility.

APPLICATIONS. Many more men than women teachers have applied for promotion (46% vs. 21%). Many people have made more than one application and this is more often true for men than women. Men who have applied for promotion have made an average of 1.9 applications, while the average for women applicants is 1.6. Administrators, on the other hand, have applied for promotion an average of 2.9 times. This would increase the overall average number of applications made by males in the population.

Some of the greater reluctance of females to apply is due to their lesser preparation - Job Performance, Formal Qualifications, Career Commitments, and Family Responsibilities. However, some is due to the fact they receive proportionately less encouragement from their superiors than do

men. Finally, some is due to the greater reluctance on the part of women to make applications, even when all other things are equal (see Appendix C).

PROMOTION. The last stage of career development is PROMOTION. We looked at the position people currently occupied, the number of positions of responsibility they had held in their career and the number of direct offers of promotion they had received without having to apply. Data from OSSTF as a whole indicate that administrative positions are largely held by men (see Table 1). However, our analysis indicates that most of this difference is due to factors which occur prior to the promotion process rather than to active discrimination in the actual choice of successful candidates.

In accounting for current position, number of Applications, Encouragement, Job Performance, Formal Qualifications, and Career Commitment all have an effect. The sex of a teacher does have a very small additional effect, with women less likely to receive promotion than men of equivalent standing (see Appendix C).

If we look at the number of positions of responsibility that people have held, there is no effect for sex at all. Number of Applications is extremely important in determining the number of positions that people have held, as are the other prior variables (see Appendix C).

Some people have received direct offers of promotion without having to apply. Here women actually have a slight advantage; that is they are more likely to receive such an offer than are men. However, the positions offered women are at a lower level. Sixty-nine per cent of the women were offered a position of responsibility within a school, while the comparable

slightly to the left of the other men.

The second measure of attitude was the perceived Promotability of men and women. In each of 11 situations, people indicated whether men or women would likely be more promotable. In this case, a low score is one favouring men, a score of "2" indicates no difference and "3" is a score in favour of women.

Table 12 gives the data from this set of questions. The results indicate wide variability in the perceived Promotability of men vs. women. In one situation, there is a general feeling of advantage to the men, namely when the woman's husband is likely to be transferred. In others, many people, although not the majority, favoured the man: when he is the sole support of his family, when the community may not accept a woman, when the woman has small children. There are some situations in which the woman is seen as having the advantage: when she is the sole support of her family, when she is attractive and when the man has a history of ill health. Again, the woman is favoured for stereotypical reasons only.

Looking at the overall scores, there is virtually no difference among male teachers, female teachers and administrators on the average rating. Each group rates men and women about equally, with a slight overall advantage to the men. However, the discrepancy scores show that people are discriminating among candidates on the basis of the candidates' sex. In most cases this is in favour of the man, but in some cases, it is in favour of the woman. This is especially true among male teachers, less so among administrators and least of all among the women teachers.



THE EFFECT OF WOMEN'S ATTITUDES ON THEIR CAREER DEVELOPMENT. An analysis was done of the effect of the attitude measures on those stages of career development under the control of the woman herself, i.e. Family Responsibilities, Commitment, Formal Qualifications, Job Performance and Applications. For each variable, we looked at the effect of the attitude measures after prior variables had been taken into account. The findings are summarized in Table 13.

In general, the effects of attitude are not large. The most important ones are the effects of the perceived Competency of women on Career Commitment. The effect of this variable on Ambition is one of the larger effects.

It is interesting that a woman's age has only a small effect on her attitudes. Older women perceive women in general as less Promotable, but not as less Competent than men. Marital status and number of dependents increase the likelihood that a woman will perceive greater differences in the competencies of men and women (Discrepancy Score) although the average Competency rating is not affected. Being married and having children does not influence a woman's view of her Promotability.

Women with more stereotyped responses spent more Time on household tasks and felt more Interference from these responsibilities. Attitudes, however, have only small effects on Formal Qualifications, Job Performance or Applications.

The three measures of Career Commitment are a type of attitude measure since they assess how people feel. Since the largest effects occurred here, we might conclude that attitudes really affect only other attitudes. There are two possible explanations for this. One is that people were not sufficiently truthful in responding to these questions. More subtle means may have to be used in order to uncover how people really feel. Or it may be that general questions are inappropriate. Perhaps society has advanced so far in its thinking about men and women, or at least this sector of society, that overall attitudes conform to a very liberal ideology. Attitudes about self, reflected best in behaviour, likely are still quite restrictive.

Table 13

## The Effect of Attitudes Toward Women on Their Career Development

Variable	<u>Perceived Competency</u>		<u>Perceived Promotability</u>	
	Average Rating	Discrepancy Score	Average Rating	Discrepancy Score
Age	-- <sup>a</sup>	--	0.7% <sup>b</sup>	1.3%
Marital status	--	1.0%	--	--
Number of dependents	--	0.4	--	--
Time on household tasks	--	--	1.3	1.0
Interference	1.8%	2.0	--	--
Ambition	2.1	--	0.3 <sup>c</sup>	--
Importance	1.7	1.2	--	--
Willingness	0.9	0.8	--	--
Experience	--	--	--	--
Degree	--	--	--	--
Certificates	--	0.2	0.2 <sup>c</sup>	0.3 <sup>c</sup>
Studying	0.4	--	0.6 <sup>c</sup>	--
Innovativeness	--	0.4	--	--
Extra assignments	0.5	--	--	--
Applications	--	--	--	0.3

<sup>a</sup>Attitude does not have a significant effect on the variable in question.

<sup>b</sup>Per cent of the variance accounted for. This is a measure of the size or importance of the effect.

<sup>c</sup>Women who have more stereotyped attitudes are more likely to have certificates and to be currently studying.

The other explanation is that many women in the survey population have come to the point where they feel truly good about themselves. Perhaps we should say "think" well of themselves since they have not yet translated these new opinions into the type of concrete actions which are required to actualize their abilities. Deeper attitudes may be involved in actual behaviour than can be assessed by survey methods. It is at the level of these attitudes that ideology is translated into action.

ATTITUDES TOWARD STUDENTS. People were asked about their level of concern in various situations when the student was male and when the student was female. Few differences appeared, a fact which may reflect the grossness of this particular measure.

The differences which did emerge are specific to the sex of the teacher: male and female teachers discriminated between male and female students in different ways. Male teachers were more concerned when a boy was uninterested in sports than when a girl was. That is not surprising by today's standards (see Table 14). However, they were also more concerned when a boy used obscenities aloud in class than when a girl did. This may be because the teachers had different expectations about the type of obscenities the boys and girls are likely to use.

Female teachers were more concerned when male students were planning marriage immediately after graduation than when females were. This is congruent with what might be expected, as is the finding that they were more concerned when a girl lacked close friends. Surprisingly, however, female teachers were also more concerned when a girl was underachieving in science than when a boy was.

Table 14

Differences in Concern for Male and Female Students<sup>a</sup>

Area of Concern	Males	Females
Dropping out of school	ns <sup>b</sup>	ns
Lack of future plans	ns	ns
Planning marriage after graduation	ns	.20
Underachieving in science	ns	-.15
Using obscenities in class	.09	b
Lack of interest in sports	.08	b
Smoking		
Failure to participate in class discussion	ns	b
Antagonism to authority	ns	b
Lack of friends	ns	-.14

<sup>a</sup>Figure is the discrepancy between level of concern for male vs. female students, i.e. positive scores indicate greater concern for males, and negative scores indicate greater concern for females.

<sup>b</sup>ns means that the discrepancy is not significant (t-test).

Overall, the average level of concern expressed by male and female teachers was very similar - 3.1 vs. 3.2. We can conclude by saying that these results, although very limited, yield some support for the notion that teachers have different expectations for students depending on the sex of the students.

SUMMARY

Looking at a comprehensive sample of people who are in teaching and administrative positions, we have found that the sex of a teacher affects his or her career at each stage of its development.

First of all, the sex of a teacher affects the family responsibilities that teachers assume and then it affects their commitment to a career. It affects their accumulation of formal qualifications as well as their actual performance on the job. It affects the encouragement they receive from superiors and others to apply for promotion. It affects their willingness to apply. Finally, it affects even the qualified candidate's chances of being selected. At each stage of the process, the pool of women available for promotion gradually shrinks (see Figure 2). This was also the conclusion of the Toronto Board's study of men and women teachers.

The effects of the sex of a teacher are both direct and indirect. Since it has a direct effect at the very beginning of the career cycle, it has an indirect affect at the very end, as the initial effects reverberate all along the line. However, we have found that, in addition to these indirect effects, sex has an independent direct effect at each stage in the process. This means that eliminating sex effects requires a comprehensive programme reaching into every area of a teacher's professional life. There is no single point at which an effective attack can be made which will solve all the other problems.

Furthermore, the effects of the sex of a teacher at any one point are rather small. This means that the results from any one aspect of an affirmative action programme will be very small. It is only a comprehensive programme,

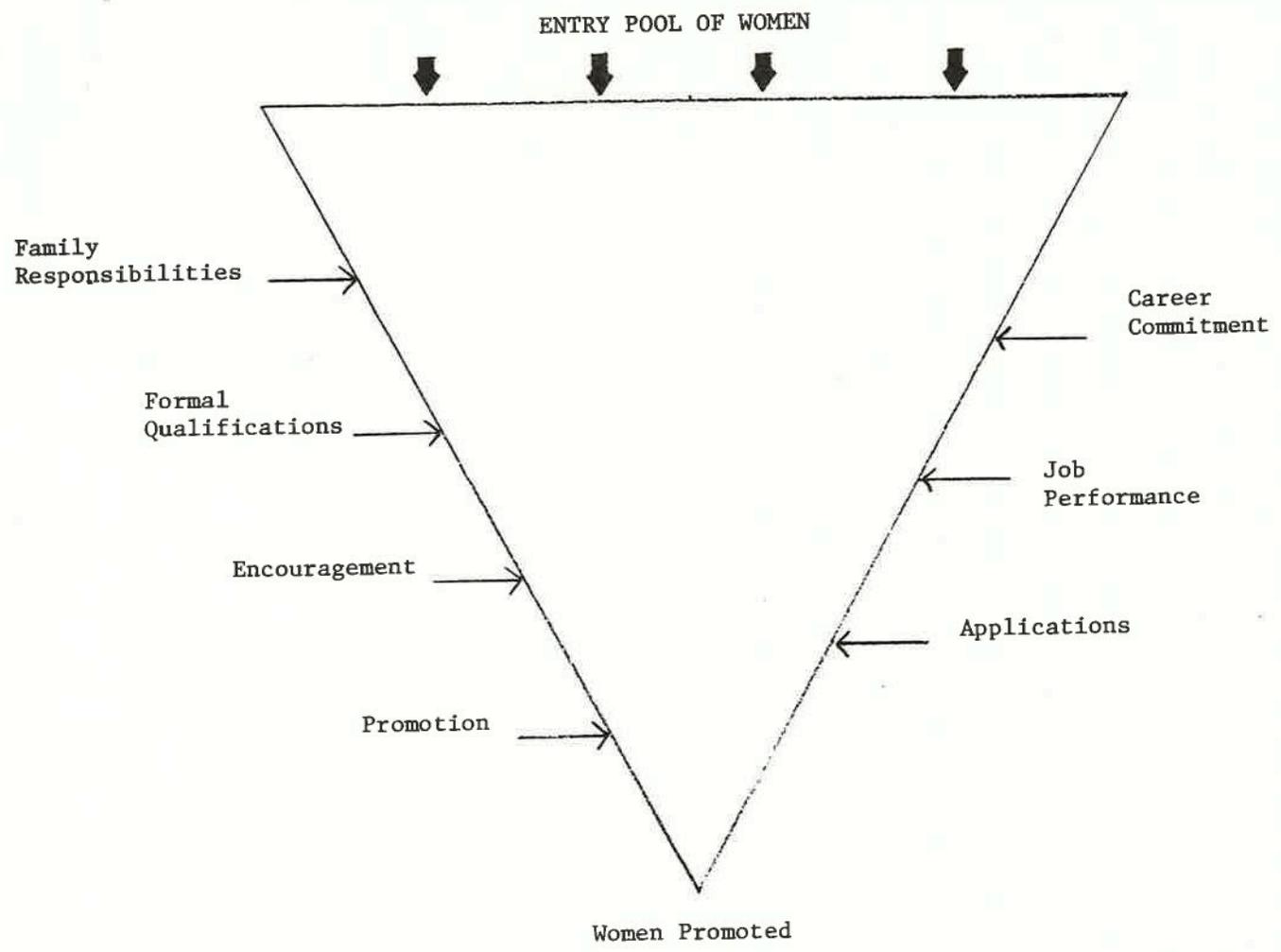


Figure 2. The Effect of Sex on Career Development  
(This figure for illustrative purposes only; it is not to scale).

operating over a substantial period of time which will bring about substantial results.

However, there are some points of attack which seem more promising than others. Table 15 lists the various factors we have investigated and indicates the percent of the variance of each which is accounted for by the sex of a teacher after previous factors have been taken into account. This term - "percent of the variance accounted for" - probably requires some explanation.

Up to this point, we have merely indicated whether or not a factor had an effect that was statistically significant. This says nothing about the size or importance of the effect; it only refers to its reliability. When a difference between two groups is found to be statistically significant, we can be fairly confident that the differences in our sample reflect some real, underlying differences in the population at large. Provided that the sample is large, and our instruments are sufficiently precise, "true" differences can be detected which are very small. As can be seen from the Table, this is the case with all of the sex effects investigated in this study.

This information on the size of the effects due to the sex of a teacher is taken from the Table in Appendix C. This Table also provides information on the size of the effects that one variable has on later variables in the career line. Most variables affect later variables, but some have only small effects while others are larger.

Returning to Table 15, it also gives a comparison of the relative standing of men and women on these variables, expressed in a percentage as the average woman's score on each variable compared to the score of the average man. The analysis of career development, based in part on people currently in administrative positions, is to a certain extent a documenta-

Table 15

## The Importance of Sex to Various Factors in Career Development

Factor	Variable	Per cent of Variance Accounted for by Sex	Comparison of Current Female to Male Teachers
Age	Age	4.0	87%
Family Responsibilities	Time on household tasks	6.2	127%
	Felt interference of family responsibilities	.2	95%
Career Commitment	Ambition	2.8	65% ← <sup>b</sup>
	Importance	1.2	94%
	Willingness	0.2	99.7%
Formal Qualifications	Years of experience	0.5	84%
	Degrees	0.07	63% ←
	Certificates	1.6	73%
	Studying	0.0	100%
Job Performance	Innovativeness	0.4	74% ←
	Extra assignments	0.3	87%
Encouragement	To take advanced training	0.1	72%
	In job performance	0.1	98%
	To apply for promotion - supervisors	0.3	44% ←
	To apply for promotion - others	0.3	72%
Applications	Number of applications	0.5	38% ←
Promotion	Current position	0.02	-
	Number of positions of responsibility held	-	-

a. These figures are the average score for women expressed as a percent of the average score for men. A figure of 100% would indicate that the average scores of men and women were identical.

b. Arrows indicate areas of greatest concern.

tion of what has occurred in the past. However, the Table suggests that men and women in the current population of teachers are already equal in some respects. Combining the two columns of information in Table 15 with the information on how the entire sequence of career variables interact with one another, we can decide what areas might be the most promising points of attack.

Time on household tasks is an area in which there is a great discrepancy between men and women. However, this variable does not relate very strongly to other stages in career development. It seems as though women teachers have learned to juggle these extra-professional responsibilities. This is reflected in the score on felt Interference which is very similar between men and women.

The next variable seems to be a key one - ambition or the position to which teachers aspire. In this case, there is a great deal of difference between men and women who are currently teachers, and this variable is one which has sizeable effects all along the line - most notably on the accumulation of years of experience, degrees and certificates, innovativeness in teaching, encouragement received, applications and, finally, promotion itself.

If the aspirations of women teachers are changed, there may be a concomitant increase in their felt interference from household tasks. The results of this study suggest that, by and large, women have adapted to the demands of their current positions, but see difficulty in assuming greater responsibility. Thus, as an affirmative action programme is successful, the area of family responsibilities may become more important. This is an area to be watched.

It is interesting to observe that there are virtually no differences between men and women teachers on the other two measures of career commitment - importance of career and activities which people are willing to

undertake.

Moving to formal qualifications, we find that women are also considerably behind the men in their accumulation of degrees and certificates. However, these have had only limited importance in career development. They will become more important in the future.

Women describe themselves as less innovative in the classroom and innovativeness is important to the progress of a career. There is less of a difference between men and women on the extra assignments that they are willing to undertake and this variable also has fewer repercussions down the career line.

Very large differences occur between men and women in the encouragement they receive from superiors to apply for promotion. Encouragement to apply is very important in terms of who applies and who is ultimately successful. Similarly, women are far behind in their willingness to apply.

In summary, it appears that the most crucial variables on career development are those most closely related to promotion itself - ambition, encouragement received, application. Innovativeness is also important and seems to depend a great deal on ambition. These four areas then, are the most likely ones to attack.

Women's attitudes have been shown to have an important effect on their level of Ambition. Attitudes affect other stages of career development but the effects are small. This is not to say that attitudes are unimportant. With the highly professional group of women considered here, surface attitudes are quite liberal. However, there must be attitudinal blocks existing at a deeper level and an affirmative action programme must deal with them as well.

The results of this study suggest the primary focus should be a very

concrete one - helping women translate their basically egalitarian attitudes into actions which will enhance their professional growth.

Attitudinal work is probably the primary focus for the men in education.

Although the men teachers' opinions overall appear quite liberal, some aspects of their thinking are rather strongly stereotyped, and this could function as a severe impediment to the encouragement and promotion of women.

### DIFFERENCES BY REGION AND COMMUNITY SIZE

Up to this point in the report, we have treated together all teachers and administrators from across the Province and proceeded to analyze and interpret the data as though there were no differences among them. However, in an area as large and diverse as Ontario in geography, population, background and social environment, there are bound to be important differences in the way that women and men approach their careers. While it is important to have an understanding of the situation of women throughout the province, it is equally important to have a closer look at how women are perceived and how they perceive themselves region by region and by community size. This information is particularly relevant for the Task Force since it enables the members to select appropriate course of action according to indicated need.

It was possible to examine the differences in a general way by dividing the sample by District into geographical areas. The areas looked at were Northern, Eastern, Cottage, Eastern Central, Central, Western and Niagara. Table 16 lists the areas and the map notes the Districts included in each area. The Table also indicates the size of the male and female sample from each area. Since the areas vary in size and population, these sample sizes vary considerably. Since men outnumber women in OSSTF, the number of women from certain areas is quite small. Therefore we can only have limited confidence in the data from these areas. In addition, about 20% of the respondents did not report their District number, so we could not determine the area from which they came. Areas with a good-sized sample are Northern, Eastern, Central and Western. Sample size is small for the Eastern Central, Niagara and Cotrage areas. Table 16 gives comparative

Table 16

## Relative Position of Men and Women Teachers by Area

Area	Per Cent Married	Time on Household Tasks <sup>a</sup>	Importance	Years in Education	Innovativeness	Extra Assignments	Encouragement	Applications
Northern (men = 110) (women = 53)	67%	137% H	94% L	81% H	64% H	74% H	42% H	28% H
Eastern (men = 144) (women = 58)	87	149 H	93 L	85 L	65 H	71 H	48 L	35 H
Cottage (men = 40) (women = 15)	69	119 L	85 H	90 L	56 H	86 H	13 H	0 H
Eastern Central (men = 59) (women = 26)	67	118 L	95 L	74 H	79 L	90 L	22 H	17 H
Central (men = 397) (women = 271)	75	116 L	95 L	82 H	72 H	89 L	39 H	45 L
Western (men = 240) (women = 121)	70	137 H	95 L	82 H	65 H	95 L	52 L	35 H
Niagara (men = 65) (women = 30)	77	153 H	90 H	99 L	96 L	92 L	48 L	64 L
OVERALL AVERAGE	76 %	127 %	94 %	84 %	73 %	87 %	44 %	38 %

<sup>a</sup> Areas were designated as "High need (H)" on a variable if the relative score of women to men fell below the average for the teacher sample as a whole. If it fell above, it was designated as "Low need (L)".



data on men and women from each of the areas. For each factor, the responses of the women are expressed as a percentage of the responses of the men. Of course, the responses of teachers as a group vary from area to area, but for our purposes it is important to know the relative position of men and women regardless of the overall standing of the group as a whole. Table 17 gives the average discrepancy score for men and women on the perceived Competency and Promotability of women. On both tables, areas are designated as "High Need" (H) or "Low Need" (L), according to whether the position of women in that area relative to men falls below or above the average. In other words, in "High Need" areas the relative position of women falls below and in areas of "Low Need" the relative position of women falls above the average. These findings allow us to characterize each area in terms of the factors which most differentiate men and women.

NORTHERN. The north of Ontario is an area in which there are large discrepancies in the behaviour of men and women teachers. Although a larger percentage of the women are unmarried than for the province as a whole, the women spend a great deal of their time on household tasks. Women are far behind the men in years of experience, innovativeness, number of extra assignments undertaken, encouragement given to women to apply and the number of applications for promotion that the women have actually made. Although the teachers in this area had general regard for the competence of women teachers, they did not see them as promotable.

The North then, can be characterized as an area in which men and women are seen as equally competent but in which there is great differentiation of role both in the home and in the work place.

Table 17

Attitudes of Men and Women Teachers by Area  
(Discrepancy Scores)

Area	Competency		Promotability	
	Men	Women	Men	Women
Northern	7.8 <sup>a</sup> L	5.3 L	4.7 H	2.9 H
Eastern	8.2 L	6.0 H	3.9 L	2.9 H
Cottage	9.0 H	7.7 H	4.1 L	3.5 H
Eastern Central	9.0 H	6.0 H	4.3 L	3.2 H
Central	7.9 L	5.0 L	4.2 L	2.7 L
Western	8.3 H	5.4 H	4.6 H	2.7 L
Niagara	9.0 H	5.7 H	4.6 H	3.2 H
OVERALL AVERAGE	8.2	5.3	4.4	2.8

<sup>a</sup> Areas were designated at "High need (H)" if the score for a group fell above the average score on that variable for men or women, and "Low need (L)" if it fell below.

EASTERN. The Eastern districts form an area similar to the North. The women in the East spend a large amount of time on household tasks and are far behind the men in terms of innovativeness, extra assignments undertaken and number of applications for promotion. The attitudes of the women themselves are also extremely stereotyped.

In contrast to the North, the women in this area are more often married and show only slightly less discrepancy to the men in terms of years of accumulated experience. More so than in the North therefore, it appears that Eastern women continue their teaching careers after they marry. However, they have severely limited their professional activities because of a strong differentiation of social role. Findings indicate that it is a "Low Need" area in terms of supervisor's willingness to encourage women to seek promotion. This relates to the fact that the men's attitudes in this region are less stereotyped than the attitudes of men across the province as a whole.

A great deal of work needs to be done with the women in the Eastern region if their attitudes toward themselves as women and as professionals are to change.

COTTAGE. The Cottage area of Ontario presents a somewhat different but still discouraging picture. Here relatively more women remain unmarried and time spent on household tasks is low. There is also relatively little discrepancy between the men and women in terms of years of experience. However, the discrepancies in innovativeness, extra assignments and applications are very great. To make matters worse, these discrepancies are bolstered by highly stereotyped attitudes on the part of both men and women regarding the competency and promotability of women. The commitment

of women to teaching is also low. Not surprisingly, the Cottage region showed up on the survey as an area where supervisors were very reluctant to encourage women to seek promotion.

This is a region where an affirmative action programme would have to be strong in both performance and attitudinal components.

EASTERN CENTRAL. This region presents a completely different picture. More women tend to be young and unmarried and have few years experience in teaching. Time on household tasks is low. Job performance indices - innovativeness, extra assignments - show "Low Need" but there is a great discrepancy between men and women in the number of applications for promotion. As in the Cottage region, this is a "High Need" area in terms of the encouragement supervisors give women to apply. The women also exhibit a "High Need" with regard to their own perception of promotability while the men teachers indicate "High Need" concerning their perception of the women's competence. In other words, the women teachers in this region are performing their jobs very well. They are innovative and they take on extra assignments willingly. However, stereotyped views of women prevent both sexes from recognizing women's competence. In consequence, women receive little encouragement to apply for promotion and make no attempt to apply without this encouragement. Perhaps the women's age and relatively less experience in the classroom accounts for some of this, but a goodly portion of the indicated lack of confidence in women is clearly based in preconceived ideas about women's abilities and proper roles.

Affirmative action in this area should focus on bringing women and men into touch with women's abilities and on engendering confidence and trust in women in any occupational role.

CENTRAL. The central region is an area of relatively "Low Need". A large number of women are young and unmarried. Although their level of innovativeness is relatively low, they rate high on the number of extra assignments they have undertaken. The discrepancy in applications is relatively low as well. Attitudes are also an area of "Low Need". However, supervisors are reluctant to encourage women to apply for promotion and this is a point of "High Need".

This appears to be a young, aggressive population of women who will be prepared and willing to assume positions of responsibility in a few years. An affirmative action programme should be directed at removing any discriminatory practices which might hinder their progress.

WESTERN. The Western region appears most similar to the North. Although the population of women teachers is relatively young and unmarried, there is a high degree of differentiation with respect to household tasks with the women spending a great deal of their time on home duties. Although the women teachers are not innovative or willing to apply for promotion - they are hardworking and undertake extra assignments within the school.

Attitudes here are as stereotyped as in the North. Both women and men see women as less competent than men: nor are they viewed as promotable. Yet women in this area do receive encouragement to apply for promotion, a finding which is hard to reconcile with the other responses given.

Affirmative action in this area should focus on both attitudinal change and performance.

NIAGARA. The Niagara area is an interesting one. Relatively few women

are unmarried and the time spent on household tasks is high. Career commitment rates low. Nevertheless, Niagara women have continued to teach and have performed at a high level. They have also made relatively numerous applications for promotion and have received encouragement to make application. Although the women have received encouragement the attitudes of both sexes are very traditional.

This is an area in which attitudes seem to be out of phase with actual performance. Affirmative action should focus on helping both women and men develop a more realistic view of the women's abilities and role.

DIFFERENCE BY COMMUNITY SIZE

LESS THAN 5,000. The small communities have a relatively large number of married women in the teaching profession. These women devote a great deal of time to household tasks. However, they are not far behind the men in terms of years of experience. There is a relatively large lag in innovativeness, extra assignments and number of applications made. This is a very "High Need" area in terms of improving the encouragement given women by supervisors to apply for promotion. Overall, however, the attitudes of the men are not highly stereotyped. Unfortunately, the women hold highly stereotyped attitudes about themselves, and this in turn might have an effect on the men when they consider the promotability of women (see Figures 18 & 19).

The women in small towns then, seem to be married women who have accepted a traditional role bolstered by their very traditional attitudes. Yet these same women exhibit a high level of commitment to teaching itself and have remained in the profession for quite some time. Working with these women would involve a great deal of attention to attitudes.

5-25,000. Women in the slightly larger towns are less likely to be married. They lag behind the men in years of experience. Their job performance is relatively low and goes along with a lesser level of commitment. Not surprisingly, attitudes tend to be stereotyped as well, and there is a correspondingly "High Need" for encouragement from supervisors.

Table 18

Relative Position of Men and Women Teachers by Community Size .

Community Size	Per Cent Married	Time on Household Tasks	Importance	Years in Education	Innovativeness	Extra Assignments	Encouragement	Applications
LT 5000	77%	137% H	94% L	86% L	56% H	79% H	21% H	25% H
5 - 25,000	70	145 H	88 H	82 H	68 H	82 H	41 H	30 H
25 - 75,000	69	133 H	91 H	90 L	74 L	94 L	58 L	28 H
75 - 150,000	69	133 H	97 L	77 H	70 H	73 H	47 L	37 H
GT 150,000	77	122 L	96 L	81 H	71 H	88 L	36 H	42 L
OVERALL AVERAGE	76 %	127 %	94 %	84 %	73 %	87 %	44 %	38 %

Table 19

**Attitudes of Men and Women Teachers by Community Size  
(Discrepancy Scores)**

Community Size	Competency		Promotability	
	Men	Women	Men	Women
LT 5000	7.9 L	5.8 H	4.3 L	3.0 H
5 - 25,000	8.8 H	5.3 L	4.3 L	2.9 H
25 - 75,000	8.5 H	6.1 H	4.7 H	3.0 H
75 - 150,000	8.2 L	5.3 L	4.5 H	3.0 H
GT 150,000	8.0 L	5.1 L	4.2 L	2.7 L
OVERALL AVERAGE	8.2	5.3	4.4	2.8

25-75,000. Women in these communities present an interesting pattern. Although their job performance is quite good, they apply for promotion infrequently. In spite of the fact that attitudes of both sexes tend to be stereotyped, the women do receive encouragement to apply for promotions. In fact, communities of this size indicate the lowest need of all in terms of encouraging women to make applications. A large number of the women teachers are single, but they spend a great deal of their time on household tasks. They exhibit a somewhat low level of career commitment, yet they have been teaching for many years. These women teachers are traditional in both behaviour and attitudes.

It is difficult to understand what all these contradictory patterns might mean, or why these particular women exhibit them. We have looked at communities and regions where the single women were quite young, as evidenced by the few years they have been teaching. Some of their deficiencies in extra work, innovation and application, can be simply explained by inexperience. In other areas, married women who have been teachers for a long time and have demonstrated their commitment, indicate a fear of responsibility. In the communities of 25-75,000 people, we see an entirely different pattern. Many of the women are single although they are no longer young, and have been teaching for many years. In spite of the fact that they have been teachers for a long time, they exhibit low commitment. One could almost say that these women are still waiting until the right man comes along and that their career is in fact a stop-gap until that happy day arrives. It has been reported frequently by career development counselors that there is a strong tendency in women who have spent 20 years behind a typewriter to reject offers of training since in their perception,

they were only working for "a few years" until they got married. Why this type of pattern showed up in communities this size, we cannot say. Nor can we be sure that these are the reasons behind the lack of career commitment in this population of not-young but still single women. Most surprising of all, these poorly committed women receive the largest number of encouragements to apply for promotion.

It would be valuable to spend some time in these communities to get a strong sense of what is going on so that properly directed programmes could be developed for them.

75-150,000. Women teachers in small cities are frequently young and unmarried. Even so, they devote a lot of time to household tasks. Job performance, attitudes, and number of applications are all areas which indicate "High Need." However, the women teachers do receive encouragement to apply for promotions.

Work with these teachers should focus on both attitudes and behaviour.

MORE THAN 150,000.

Metropolitan areas show mixed levels of need. Although a high proportion of the women are married and are behind the men in terms of years of experience, they spend the least amount of time on household tasks. Level of commitment is high as is the number of extra assignments undertaken and the number of applications for promotion.

However, innovativeness is relatively low, perhaps in part due to the lack of years in the classroom. Attitudes of both women and men test out to be fairly liberal. In spite of that, the women report that they

receive little encouragement to apply for promotions. Survey results indicate the metropolitan centres to be areas of "High Need" in terms of encouraging women to make application.

It seems that the liberal attitude reported by the women is borne out by their actions since they are clearly committed to their careers and even able to apply for promotions more than women in other regions and community sizes. It is harder to be sure of the men's attitudes, for although they report fairly non-stereotyped views, the women receive very little encouragement for promotion.

Women in the large urban centres seem to be good candidates for promotion as they mature, providing that there are no discriminatory obstacles to their advancement.

### INTERPRETATION OF RESULTS

In this section of the report, we present a detailed interpretation of survey results since numbers alone have little meaning and provide insufficient information upon which to base future action. There is also a limit to the type of information that can be gathered via the survey method. In interpreting the results, we have drawn from the large body of recognized data on sex-roles and the socialization process. Wherever relevant, survey findings are related to what is known about women and men in the larger society.

In interpreting the survey, two points should be kept in mind. One, this survey has recorded social changes as they are occurring in the present. To this extent, the survey is unique and will be valuable to other students of societal change since it takes place at a half-way point between the past and the future. Previous studies have recorded the effects of the attitudes once common to North American society. Future studies will no doubt record the effects of the attitudinal upheavals now in process. This survey has recorded the process itself.

Two, the effects of societal change are usually seen first in the specific group of people who most closely resemble the population studied for this report. It is the well-educated, professional people who are typically the first to embrace new ideologies and incorporate them into their behaviour. These are the people most like our survey population. The survey results indicate that such a new ideology is now being incorporated by the survey population, although behaviour based on it still occurs only sporadically. However, a study of a more representative population would demonstrate that

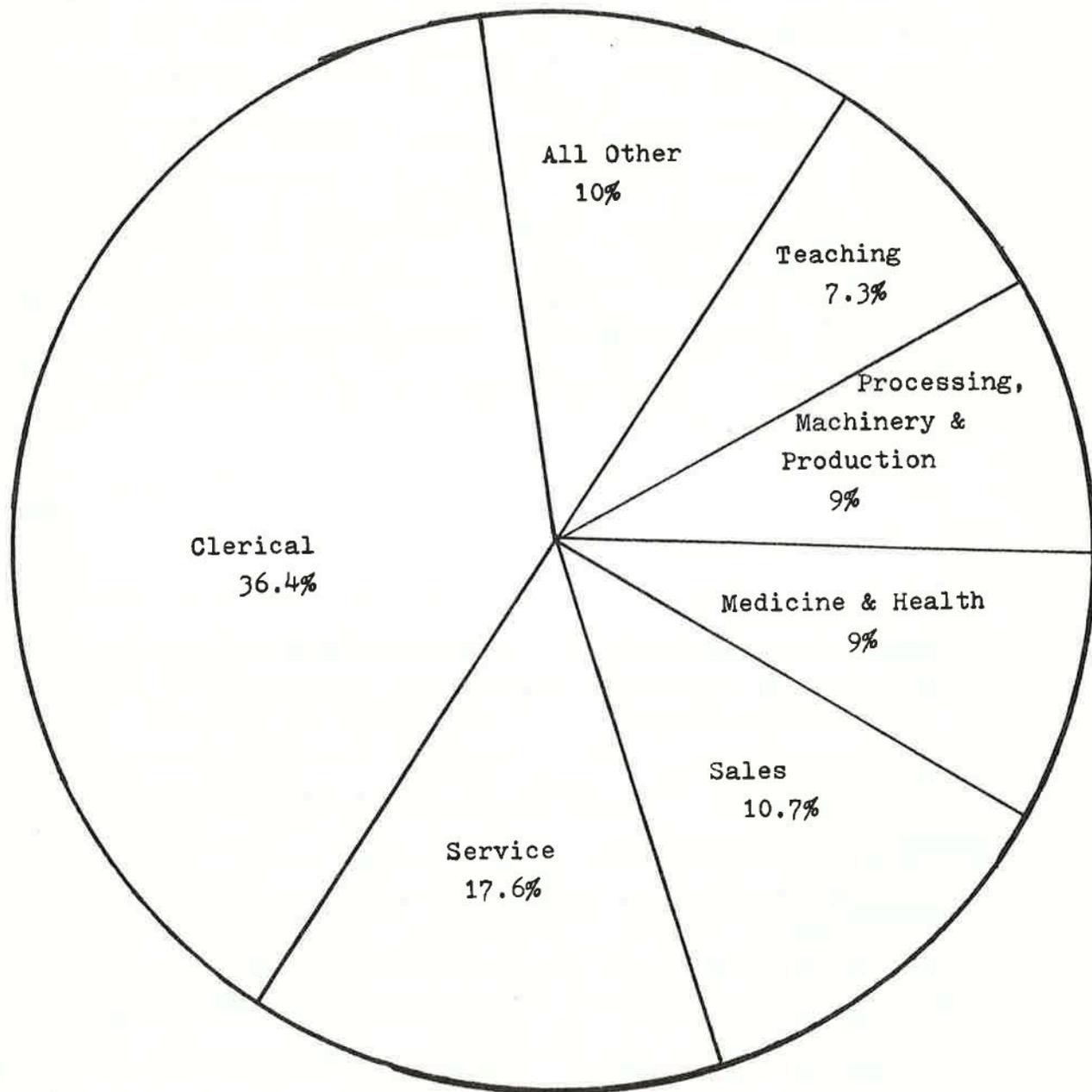
this new ideology is not yet as acceptable as it appears to be to the group who was surveyed for this report.

Other organizations in which similar studies on the status of women have been completed do report greater overt sex-based bias than is found in the OSSTF survey (CBC, 1975; CN, 1975). In these organizations, women typically have been segregated into clerical and general services categories. Few women are found in management, and the few who have advanced that far are usually held at first-line, supervisory levels. The men, who typically occupy technical, professional or managerial positions, have a more defined set of sex-role expectations than is found in this report. In part, this derives from their normal work experience with women. Since the women do inhabit job ghettos, that is where the men expect to find them, do find them and believe that they should find them.

The findings in these reports reflect more accurately the occupational status of women in society than does the OSSTF survey which studies a very select group of women. Figures for the total work force indicate that most women are employed in the pattern found in large companies, that is, in very different jobs than men. (See Figure 3) However, women classroom teachers perform the same job as men classroom teachers.

Moreover, female secondary school teachers have attained a higher educational level than women have in the society as a whole. Men teachers then, are in daily contact with women who are well educated professionals performing the same work as they do, a very different experience from that of men in the larger work force. Put another way, women teachers resemble men teachers far more than they resemble women in the work force. Therefore,

Working Women By Occupation - 1974  
(Percentage)



Fact Sheet - Working Women in Ontario,  
Women's Bureau, 1975.

Figure 3

it is not unexpected to find a lesser degree of overt prejudice against women in a population as homogenous as the group under consideration.

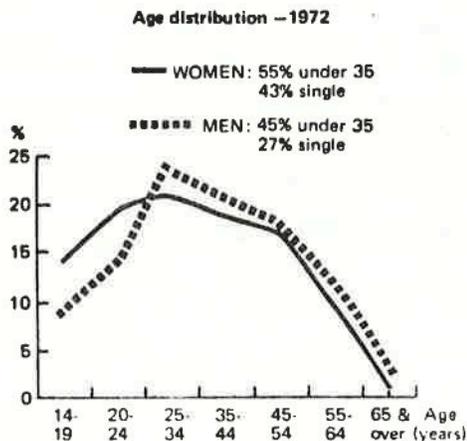
One more point must be clarified before proceeding to an interpretation of the results. While it is true that most administrative jobs (vice principal, principal, department heads, superintendent) are held by men, the actual number of such jobs is small in comparison to the number of teaching positions available. Although most women do not hold administrative jobs, neither do most of the men. Moreover, it is unlikely that there will be any substantial increase in the number of administrative positions in the future. In consequence, most men and most women will not be able to leave classroom teaching.

During the time when the school system was rapidly expanding, men teachers could expect that, in the course of time, administrative positions would be available to them. Today, this can no longer be assumed. At the same time that the number of administrative jobs is either holding or barely increasing, a growing number of women are indicating an interest in them. This situation will have to be planned for and new methods of providing teachers with incentives, responsibility and pride in achievement will have to be found.

DEMOGRAPHIC CHARACTERISTICS. As stated in a previous section, women teachers are younger and less likely to be married and to have children than men teachers. Other recent studies report the same findings (CBC, 1975, Women's Bureau, 1975). This is not unexpected since the total number of women in the work force has increased phenomenally in the past decade. (See Figure 4) Moreover, this pattern is expected to continue in the future for a variety of reasons: more women remaining single, more marriages ending in divorce, more women seeking

Figure 4

***In Canada, working women are younger and more often single than working men.***



***They are concentrated in Central Canada, with Ontario having the highest rate.***

***In the labor force, a high percentage of women work in service industries...***

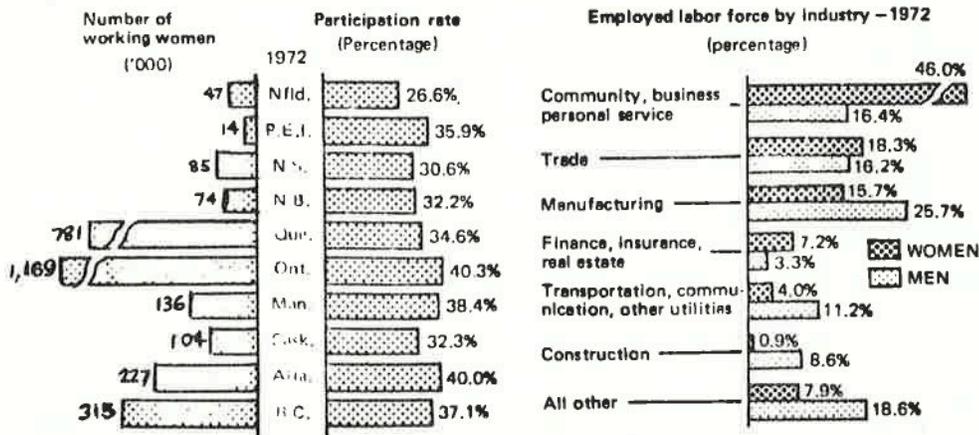
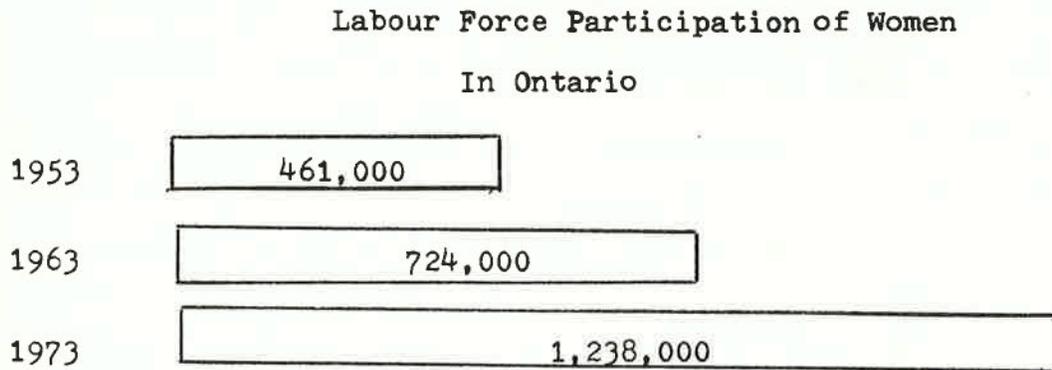


Figure 4a



Women's participation in the labour force has increased by 168% in the last two decades.

Women's Bureau Fact Sheet: Working Women in Ontario, 1973.

employment as a legitimate form of self fulfillment.

The younger women in the work force, responding to these internal and external pressures, demonstrate a greater interest in career advancement than women have previously. One effect of this phenomenon is a corresponding increase in the hostility shown toward women by younger men. While it is convenient to assume that younger men are more 'liberated' simply because they are younger, this survey and others like it show that it is older men who hold less stereotyped views about women. This finding is explained by the fact that older men, who are more likely to have achieved their career goals, are not as threatened by the career aspirations of women. Younger men however, who are actively competing for promotions are faced with a growing number of competitors and a reduced number of available positions. Their anxiety shows up on the survey with the younger men expressing a more stereotyped view of women than the administrators.

FAMILY RESPONSIBILITY. The findings concerning family responsibilities and job interference require examination. In this section of the report, we are speaking about the results for all of the survey population. In a later section, we will examine data which compares the amount of time spent on household tasks by region and by community size.

Women overall report greater interference from family responsibilities and household tasks than do men. In almost all parts of the province, this is a real problem for women. Men teachers report more interference from children, but this is accounted for by the fact that more of the men teachers have children than the women. Administrators report very little interference from family responsibilities of any kind and this is clearly a great advantage.

The women teachers have integrated their responsibilities at home and at work very well. However, when they contemplate holding a more responsible position they indicate great concern. Since they do not anticipate any decrease in their home tasks, they can see that it will be more difficult to take on a heavier load at work.

These findings demonstrate that women still assume automatically that home and child tasks are their province. It does not occur to them that these tasks can and should be shared. Once women concede that these tasks can be shared, they will undoubtedly indicate a greater demand for child care from governments and employers than is now the case.

Before the Industrial Revolution, women were not prevented from having an economic function in the community because they were mothers. Nor were they isolated in a special place with their children which kept them from partaking in the life of the larger community. The segregation of women with children is a very recent and, for many women, a very uncomfortable development.<sup>12</sup> However, the belief which has arisen about the necessity for women to stay at home while they tend their children is of sufficient strength to cause many women to experience guilt if they deviate from this pattern. Women's hesitancy in sharing home and child care duties is a reflection of this guilt, and shows up on the survey as a hesitancy to assume more responsibility at work. The fear of 'neglecting' child and home is still quite strong.

CAREER COMMITMENT. Since this segment of the report and the ones following all refer to the term 'sex effect', we will define it here and then proceed to offer interpretations about the remaining data. Whenever the words 'sex effect' are used, they refer to the results of sex-role stereotyping, sex-role

12. Aries, P. Centuries of Childhood: A Social History of Family Life. New York, Vintage Books, 1962.

and

Jáneway, E. Man's World, Woman's Place: A Study in Social Mythology. New York, William Morrow, 1975.

socialization and the sex-role expectations which are derived from the socialization process.

All cultures impose sex-role socialization on children, providing rewards for conformity and punishment for non-conformity.<sup>13</sup> In Canada, girls have been socialized to provide support for male activities and males have been socialized to expect such support and to demand the freedom to pursue action. Thus women are trained not to achieve, not to compete, not to aspire and to expect that males will achieve, compete and aspire. Conversely, men expect that they will achieve, compete and aspire but that women won't. Women are thus required to sublimate any tendencies in these directions, while men are expected to suppress their needs to nurture and to express their more tender emotions.

In the survey, when a sex effect remains after the other factors have been accounted for, this serves not only to inhibit women but to distort men's views of women as well.

Survey findings indicate that women lag behind men in all areas of career commitment. When all other factors have been considered, there remains a further effect for the sex of a teacher which constitutes another barrier to career commitment for women. Nevertheless, 35% of the women teachers do aspire to positions of responsibility. This is additional evidence of a remarkable change in women's attitudes. Although Stokes' study of Ontario women teachers in 1970 indicated virtually no interest in positions of responsibility, five years later 35% of women teachers report such aspirations. The fact that women teachers do not nearly approximate such representation in administration, coupled with their problems in actually reaching out for such positions, indicates that they have not yet been able to transform their ideology into action.

13. Mead, M. Sex and Temperament in Three Primitive Societies, New York, William Morrow, 1963. and

Mead, M. Male and Female, New York, William Morrow, 1949.

The question about which spouse's career is more important reveals a considerable lag in the attitudes of men teachers when compared to the attitudes of women teachers. For example, 44% of the men teachers report that their career is more important while 75% of the women teachers believe that their career is as important as that of their spouse. Women, since they have long been in the 'one-down' position to men, perceive great benefit to themselves (and to men) in assuming an egalitarian position. The men, however, who have been occupying the 'one-up' position fear that they will lose something valuable if the present sex-roles are eliminated. The men do not anticipate that they will be sharing equal status with women but rather imagine that they will become victims in a role-reversal process. Put simply, women believe that their equality will result in a 'win-win' situation for both sexes while men believe that women's equality requires them to assume a 'win-lose' position in relation to women. This indicates that, as yet, men see no benefit accruing to them if women's status changes. Nor do they recognize the harmful effects which the male stereotypes have had on them. All this must be considered when action plans for women are formulated.

The survey reveals little difference between the actions men and women would take in order to advance their careers. Only in the area of relocation were the men far more willing to take action than the women. Of the men, 62% are willing to relocate while 54% of the women are not willing to relocate. When examined carefully, these figures demonstrate how destructive it is to make decisions about people on the basis of stereotypes. In our society, it is generally believed, and repeated with

great conviction, that ALL men will accept moving to another locale if it means getting a promotion. It is further believed that since NO women will move to another locale, there is no purpose served in even telling them about a possible promotion. Yet the survey results tell us that 38% of the men teachers are unwilling to relocate while 46% of the women will gladly take this step. Other studies confirm this finding, (CBC, 1975; CN, 1975; Archibald, 1969).

Relocation is more difficult for married teachers of both sexes so it is well to bear in mind that most women teachers are single.

FORMAL QUALIFICATIONS. We would expect women to lag behind men teachers in terms of seniority since they are younger as a group and have fewer years of experience in the classroom. The survey results bear this out, but there is a further sex effect even when age is held constant. The sex effect is seen in the area of career interruptions where more women, (37%) than men (18%) report such interruptions. Most of the women (54%) who have interrupted their careers have done so for reasons of marriage or maternity (see previous section-Responsibility) while the largest number of men (41%) have interrupted their careers for further study. Thus, women lose doubly in the area of career interruption: one, by losing seniority and two, by not studying during their absence.

However, the emergence of a new pattern in women's career interruption requires some discussion. Figures for women in the work force indicate that the more responsible their jobs, the less time women are willing to spend away from them for any reason. The same situation is reported for quitting rates. Women and men are less likely to leave involving jobs and more likely to leave non-involving jobs. Women who

do take maternity leave usually take one of brief duration if they have a responsible job waiting for them, (Reported by Ontario Women's Bureau 1975 from American and Canadian sources).

Moreover, recent changes in labour legislation indicate that it is no longer acceptable to assume a punitive attitude toward women employees because they are the child-bearers. Since men are not penalized because they wish to be parents as well as workers, penalizing women for maternity leave can be construed as discrimination based on sex. Another new development is the growing tendency among men to request paternity leave so that they can remain at home with an infant if the mother chooses to return to work immediately. The number of men requesting such leave is growing.<sup>14</sup>

Survey findings reveal only a small difference between the number of men teachers (16%) and the number of women teachers (10%) who hold post-graduate degrees. This is another demonstration of the fact that the female population surveyed for this report is far better educated than women in the total population. While more women than men graduate from high school, many more men than women continue on to post-secondary education. Female participation rates continue to drop all along the line as more women than men leave each succeeding level, (Women's Bureau Fact Sheet, 1973).

However, when administrators are added for consideration, it is found that 47% of them hold post-graduate degrees. In the future, it is likely that all those seeking administrative positions will be required to hold post-graduate degrees. Since future administrators will come from the pool of candidates now qualifying themselves, it is encouraging to note

14. Bennett, J. & Loewe, P. Two Barriers That Stymie Females in the Work Force, Financial Post, Toronto, June 14, 1975.

that women are preparing themselves by studying for advanced degrees. In fact, there are as many women as men studying at this time. This too indicates changing attitudes.

Some of the difference between men and women teachers currently holding post-graduate degrees is accounted for by prior factors such as Commitment and Responsibilities. However, there are two sex effects in this area as well: women receive less encouragement from their supervisors to pursue such qualifications, and even given such encouragement, women are less likely to act on it. Again, we see the effect of past sex-role socialization and expectation. Neither men nor women have thought it important for women to attain post-graduate degrees since it was assumed that all women would marry and, from the wedding day on, be adequately supported by their husbands. As already noted, these assumptions can no longer be made.

Women will have to hold post-graduate degrees if they intend to compete with men for the senior positions available. If we look again at the pool of candidates now qualifying themselves while remembering that a difference of 6% already exists between men and women who hold post-graduate degrees, it becomes obvious that unless more women are persuaded to study, they will never form a group of candidates as numerous as the men. Numbers of women may increase but the ratio of women to men will hold. This example serves as a convenient way to explain the difference between providing equal opportunity and providing affirmative action.

Equal opportunity provisions imply that consideration will be given, free of bias, to anyone who presents her/himself for selection, hiring,

training or promotion. Unless more members of the under-represented target group offer themselves, equal opportunity provisions will not increase appreciably the numbers of that group. There will be some increase once the bias of the decision-makers is removed. However, since under-represented groups are typically the least able to present themselves, substantial increase in their number cannot occur without affirmative action steps taken on their behalf. Typically, such action involves awareness training and counselling.

#### JOB PERFORMANCE.

Innovativeness: Survey results indicate that even when all prior factors have been accounted for, an effect for the sex of a teacher remains, Over-all, women are less innovative in the classroom than men - at least according to their own belief about their performance as innovators. Since this is how the women teachers have described themselves, it is important to examine women's self-perception and men's perception of women to fully understand these results.

One of the oldest and most honoured stereotypes about women is that they are not worth listening to. Their world-view is constricted and their conversation is characterized as 'girl-talk'. Many people believe that men find it difficult to listen when a woman is speaking and that women find it difficult as well. Most television and radio outlets perpetuated this belief by insisting that neither men nor women would listen if women read the news. When a question is addressed to a couple, typically it is the man who is expected to answer and who does answer. Anyone who cares to conduct a brief study of this phenomenon should simply observe the speaking patterns of women and men at dinner parties, staff meetings and public assemblies.

Thus, many women have had to resort to asking a sympathetic man to present their views for them. Unfortunately, women do not receive the credit which is their due in this circumstance while the men receive praise for their creativity.

It is likely that, in our sample, many women did not rate their innovation highly enough to attempt to persuade others to use it. It is just as likely that the women who under-rate their own innovativeness are also over-rating the men's innovativeness. It is likely that men teachers also under-rate women's innovativeness while they over-rate their own. Consequently, men attempt to introduce their ideas into other classes and schools and quite often they succeed. Women less often make this attempt, so their ideas do not receive wide circulation.

Since innovativeness is an important measure of job performance, women will need help in becoming more realistic about their own ideas and more assertive about presenting them. Men, meanwhile, will need some help in becoming open to what women say and suggest.

Extra Assignments: When the prior factors of Qualifications, Commitment, Responsibilities etc. are accounted for, an independent effect for the sex of a teacher remains. The findings tell us that over-all, women teachers accept fewer extra assignments than men teachers. The willingness to undertake extra work is inextricably tied to the larger question of women's career aspirations. Like men, if women hope to prove their ability to carry a heavier workload in the future, they will have to demonstrate their willingness to accept extra assignments in the here and now.

Women who indicate an interest in more responsible jobs frequently need reminding that they will be judged in part by the extent of their readiness to do extra work. Women must also ensure that their supervisors recognize the extra efforts they are making.

It may seem almost simplistic to make these points but the question of sex-role stereotyping can be so subtle that often the people engaging in it are unaware that the stereotypes are in operation. In this context, it is worthwhile to examine the areas in which women and men teachers undertook extra assignments.

The areas themselves divide neatly along sex lines into male and female spheres. Women teachers tended to take on extra work in student service areas. This extra work was quite invisible to others. Although the men teachers took on extra work with students, they also took on much more extra work which brought them into contact with the community. Indeed, male teachers interacted with parents and community almost twice as much as women. Needless to say, such interaction is very visible and likely to be noticed by one's supervisors. In such ways, decisions are made about who is deserving of promotion and who is not.

Encouragement: The question of Encouragement is examined from two perspectives: one, the amount of encouragement teachers receive for their work in the classroom and two, the amount of encouragement they receive to seek promotion.

The findings indicate that women and men teachers receive almost the same amount of encouragement for their contribution in the classroom. However, when prior factors are accounted for, an independent sex effect remains. Women receive slightly more encouragement for their work in the

classroom. While this difference is slight, it is one more subtle pressure which re-enforces in women the injunction to stay where they are. It should be stated again that the cumulative effect of each such slight sex effect adds up and eventually is potent enough to restrict severely the career aspirations of women.

When the findings for encouragement to seek promotion are examined, we discover that more men (46%) receive such encouragement than women (30%). When all eight possible sources of encouragement are treated together, it averages out to each male teacher receiving an encouragement from at least one source and only one out of two female teachers receiving encouragement from any source. If prior factors are accounted for, an effect for the sex of a teacher remains, resulting in more men being encouraged to seek promotion than women.

Although women report receiving encouragement from peers, family, friends and students, it is clear that for them, as for men, the most meaningful encouragement comes from supervisors. It is likely that women need such encouragement more than men do since their ability to be self-assertive is not as well developed as it is in men.

Applications: The survey results inform us that many more men (46%) have applied for promotion than have women (21%). Further, men teachers apply for promotion far more frequently than women. Male administrators have made the highest number of applications and, clearly, it has paid off. Expressed another way, while almost every male has made at least one application, only one out of three women have made any application for promotion.

As in each previous category, when all prior factors have been taken into account, the sex effect remains as an independent factor.

Women make fewer applications for promotion simply because they are women.

In this extremely important area, women show how severely their socialization has hampered them and how anxious they become whenever they attempt to move against the dictates of that socialization. To make application for promotion is one of the most assertive actions anyone can take. Precisely because women have received specific training to be passive rather than assertive, taking this final step toward promotion is so difficult for them. Men, on the other hand, have received the opposite training. For them, it is shameful to be passive while personal assertiveness is both required and expected.

In women, the fear of applying for promotion is also closely related to the fear of success. One consequence of applying for promotion is the possibility of acceptance. Women fear success as intensely as men fear failure. Doubtless there are numerous men who apply for administration jobs because it 'feels' like failure to them if they do not apply. There are surely as many women who would like to apply for administrative jobs but do not do so because it 'feels' like failure to them to behave so assertively - however, women's feelings of failure revolve around being thought of as unwomanly. The consequences of men and women making career choices based on these 'feelings' have negative repercussions throughout the entire education system.

To look more closely at women's fear of success, it is worthwhile to examine Mattina Horner's findings on achievement motivation (Horner, 1969). Dr. Horner administered a simple story completion test to male and female graduate students. Since so few women were in graduate school at the time, it was thought that they had somehow overcome women's

traditional fear of outside-the-home achievement. This did not prove to be the case.

It is not difficult to discover what happens to girls as they grow up in terms of their ability and willingness to achieve. Many studies show that as girls reach their teens, their level of performance in school drops markedly.<sup>15</sup> It is during this time that the boys overtake and then surpass the girls in performance. In these same teen years girls undergo their most rigorous training in deferring to boys. Their need for approval, popularity and attention from boys increases as other possible sources of satisfaction are removed from their lives. They hear much about the fragility of the male ego when confronted by a competent female and most teenage girls resolve, therefore, never to let a boy discover any abilities they might have. They learn quickly what happens to girls who 'beat' boys at anything.

Nor do boys escape these years without enduring unrelenting pressure. They learn that they must be smart enough to go to college or at least to be able to learn a well-paying trade. This is important because they will soon have to undertake the support of a wife and any children who come along. They are required to be good at sports or at least be knowledgeable about them. In the area of sex, they must be experienced and always willing to perform. They are taught to suppress any remnants of gentle feelings still left over from childhood and to "be a man" at all times.

By the end of their teens, girls have learned that if they succeed in the area of achievement, they have failed in their role as women. Boys have learned that if they fail in the area of achievement, they have failed in their role as men.

15. Stacey, J., Bereaud, S., & Daniels, J. And Jill Came Tumbling After: Sexism in Education. New York, Dell Publishing, 1974.

It is not surprising then, to find that the women students in Dr. Horner's study exhibited extreme anxiety when asked to complete a story about a high-achievement female. The men students showed virtually no discomfort when they were asked to complete a story about a high-achievement male. In fact, the male students were less anxious about the female achiever than were the women students.

Relating this information to the women surveyed for this report, it becomes important to discover if these same severe fears of success prevent women teachers from applying for positions of responsibility. The presence of such fear is best demonstrated by the women teachers' behaviour. Steps to help women articulate and then eliminate these fears are essential. When fear of success (attitude) has been removed, many women teachers are still not assertive enough to apply for promotions. This lack of assertiveness (behaviour) requires attention as well.

Promotion: Survey results indicate that women do not meet much gross discrimination at the moment of promotion. However, most women have been eliminated from consideration by one of the factors described previously or by the accumulation of all the factors put together. A very small effect for the sex of a teacher does remain however, so that at least some women will not receive promotions simply because they are women.

In our sample, a significant number of teachers received direct offers of promotion. After all prior variables were taken into account, women received slightly more offers of promotion than might be expected. This may have occurred because a sympathetic principal was willing to make an offer of promotion to a qualified woman who did not apply on her own initiative. However, positions offered to women were at a lower level than the positions offered to men.

It should be noted that there was virtually no difference in the acceptance rate of men (77%) and women, (75%). This information is valuable when examining another myth about women in the work force.

In all sectors of society, women are routinely denied access to promotions because "they don't want them". This survey has clearly demonstrated that the problem lies in women being unwilling to make application for promotion and this prevents them from getting ahead. When the problem of application is removed (that is, when women are asked instead of having to do the asking), they accept offers of promotion 75% of the time.

In the segment preceding this one (Application), it was seen that women have a great hesitancy about pushing themselves forward. In fact, women have had specific training in learning to wait. Women must wait for the first phone call, for the first invitation, for the first dance, for the proposal. When women do not wait, they are severely criticized for their aggressive behaviour and warned that men will ignore them completely for being so 'unladylike'. In the context of the work force, women believe that they are behaving properly when they make no demands but wait patiently until someone notices them and rewards them. When this occurs, many are able to respond positively.

Women need to learn decision-making, assertiveness and the ability to initiate if they want to succeed in high-level jobs. Nor would men tolerate it for long if they had to fight for recognition while women received special courtesy - particularly when they are in competition for the same jobs. In any case, this traditional 'chivalrous' way of

relating to women has perpetuated in them a tendency to behave immatur-  
ely in a world which requires every bit of available, mature ability.

Appropriate action to replace these outmoded behaviour patterns  
is greatly needed and will encourage women to take their rightful place  
as adults in an adult society.

### FUTURE DIRECTIONS

Affirmative action has been defined in many different ways. One useful definition is that affirmative action is a specific programme of positive, remedial steps by which the effects of past discrimination can be eliminated and through which discrimination in the future can be prevented. Most often, these steps are outlined in a well-formulated programme of long duration where specific objectives are set for each area needing attention on a short, middle and long term basis. Need for action and areas of action are determined by the gathering and analysis of a wide range of information. The implemented programme should meet the needs identified through the data analysis process.

The action steps presented for consideration have been formulated within a framework which considers the special relationship between OSSTF and its membership. It must be presented in this context because the relationship is quite different from the one which exists between an employer and an employee.

Typically, affirmative action programmes have been implemented in the more usual context of employer/employee relationships. Any employer can implement any or all aspects of an affirmative action programme on behalf of the target group of employees who require such action. With this assurance of 'executive commitment', a concerned employer can ensure that the programme will prevail and, over time, achieve its defined objectives.

However OSSTF, as a Federation, can only implement directly certain aspects of affirmative action on behalf of its members. For the rest,

OSSTF can demand, to the extent of its powers and willingness, that the employers of its members provide affirmative action on their behalf. The success of this approach depends on several factors, not the least of which is the commitment of the Federation to affirmative action principles and its tenacity in fighting for them.

As its first step, the Federation must assess which aspects of affirmative action it can and is willing to implement. It can decide for instance to include affirmative action clauses in all future negotiations with Boards of Education. Beyond that, of course, the Federation can examine itself as an employer since there are people who work for and are paid by the Federation, and decide if affirmative action steps need to be carried out on an in-house basis.

Finally, as educators, Task Force members wanted to know if present attitudes toward women have an adverse effect on students and conversely, if a change in attitudes would have a beneficial effect. Unfortunately, there was not room on the survey for detailed questioning on this new area. Other methods will have to be devised if a thorough inquiry is to be made into this subject. Personal interviews with teachers and students, a survey of students and classroom observation would all contribute meaningful data. Nevertheless, a great deal is already known about the aspirations of male and female students, the impact of role models upon them, their levels of achievement, their ideas about how they will spend their lives. This information clearly indicates the necessity of changing much in the classroom. Therefore, the Federation might wish to consider methods of changing the learning environment as another aspect of affirmative action in an area at least partially under its control.

ACTION STEPS. The first and most important step in implementing affirmative action programmes is to secure Executive commitment. Without this, the programme will fail.

Once commitment has been secured, a Federation appointee is made responsible for overseeing the total programme. This person, probably a woman, should be well respected, knowledgeable about and committed to the goals of the programme and should have sufficient authority to generate co-operation.

Next, sufficient human resources must be assigned to ensure that all aspects of the programme are underway and will remain under supervision until implemented. The existing Task Force is the logical group to bear this responsibility. The Task Force should also be responsible for monitoring, evaluating and, where necessary, revising the programme.

Financial resources must be provided as well. A costing estimate cannot be developed at this stage but will need to be prepared once the Federation has a more concrete idea of the extent of its programme. It is not anticipated that the financial burden would be as heavy for OSSTF as for a like-sized business, since the Federation will not be responsible for all aspects of the programme. Some of the costs properly belong to the Boards and the Ministry of Education. Other costs are absorbed within existing programmes. For example, special staff is not retained for negotiations with the Boards since the regular negotiation teams will carry out affirmative active clause negotiation as part of their normal duties. One potential area of direct expenditure may be the special personnel required to carry out training programmes or to provide general consultation.

Once the above preliminary steps are approved and instituted, the report can be utilized as a resource base which defines areas of need. Some suggested actions follow.

1. Awareness Training and Counselling. Survey results indicate that awareness training for both women and men teachers is greatly needed throughout the province. The report should be used to determine where action should take place and what kind of programmes should be designed. Workshop content should be directed at meeting the needs in each region or community as articulated by the teachers surveyed.

Awareness training is stressed because affirmative action programmes can easily fail if attitudinal change does not occur. It is necessary to provide awareness training for men since programme success depends on their participation and support. Men will not be able to support the goals of affirmative action unless they have been provided the opportunity to examine their own cultural training and to understand the implications for them of a change in sex roles.

Moreover, many men will tend to become alienated if they are excluded from awareness programmes. Women who have often felt alienated from their surroundings because they were prevented from participating fully and on an equal basis, can understand this process. It is not the goal of affirmative action to replace one group of excluded people with another but rather to bring an excluded group into the mainstream, on an equal footing with everyone else.

It will not prove sufficient to inform men and women teachers that the existing impediments against women will be removed. Although such policy statements have to be made, and more than once, women will not be able to make use of the policy without help. Awareness training for women provides an opportunity for them to examine the process by which they were socialized into becoming restricted people. When women give themselves permission to succeed, the goals of awareness training will be met.

Awareness training programmes have been run with women only or men only groupings or with both sexes together. Our preference is to keep men and women together after an initial but brief session with each group alone.

2. Identification and Tracking. Identification and tracking of women with potential is a normal affirmative action procedure and is usually undertaken by supervisory staff or personnel/assessment staff at the work place. It is hoped that, as more and more Boards begin to examine and institute affirmative action programmes, this will become routine practice. However, at the present time this procedure is not being carried out anywhere with the possible exception of the Board of Education for North York.

The Task Force may wish to examine this procedure since it is an effective way of picking out potentially successful candidates and following their progress through a planned development programme.

3. Negotiations and Relations with Boards. This aspect of affirmative action policy remains a Task Force and Executive decision, since they have specific knowledge about Board/Federation interaction and obligation.

It is possible, for example, that the Federation will wish to inform the various Boards in Ontario of its commitment to affirmative action principles. Or, the Federation may decide to go further and advise the Boards that affirmative action clauses will be included in all future contract negotiations until women occupy equal status with men in all Boards.

Or, the Federation may wish to examine independently the current status of women within the Boards, decide for itself what constitutes genuine improvement in status for a one, three and five year period and request compliance from the Boards. Looked at another way, this is the kind of clause one could expect to see if affirmative action for women was being negotiated. Any such clauses or independent requests for action will of course have to be tailored to the circumstances which prevail in each Board.

In simplest terms, the procedure might look like this: after examination of Board "A", the Federation discovers that there are no female department heads. Once various factors have been accounted for, (number of male and female teachers, number of department heads, qualifications and seniority of teachers, number of positions likely to become available), the Federation decides within a reasonable range the number of women who could be promoted to department head over a period of years. This can be negotiated or simply requested. If Board "A" happens to be implementing an affirmative action programme, as some Boards are now beginning to do, this kind of planning is doubtless taking place. The problem then becomes one of ensuring that the Board and the Federation are in agreement about the affirmative action programme.

If this kind of action is undertaken by the Federation, there should be a conscious decision made that goals set be achievable. Goals should not become quotas, but should be thought of as a result-oriented process.

Inherent in this process is the knowledge that while goals sometimes cannot be met, there is always the possibility that they can be exceeded. The inflexibility of quotas generates resentment, causes problems in implementation and, on more than one occasion, has operated to the detriment of the target group.

4. Changing the Learning Environment. This aspect of affirmative action is, to a large extent, within each teacher's control. However other factors, such as the availability of new materials, the procedure by which a new curriculum is approved and the availability of new content which can be added to an existing curriculum, operate as well.

The Federation may decide to act on all these fronts and it would be our recommendation that it do so.

The Federation could adopt a policy on the creation of non-stereotyped learning environments and generate support from the membership in whatever manner is usually followed. It can help members to implement these changes by holding discussions and development sessions. It can devote some time to sharing materials about women which can be incorporated into existing courses. Particular attention could be paid to providing information to guidance counsellors. The Federation can also exert pressure on the Ministry for the removal of old materials and the provision of non-stereotyped materials wherever possible. Discussion with book publishers would also be beneficial.

All such actions will have a profound effect in changing the classroom environment. They are a constructive approach to providing affirmative action for women throughout the educational system.

### Concluding Remarks

Whatever actions are ultimately undertaken, it is important that they be set in motion at the same time so that actions proceed concurrently.

Regular reporting channels and times should be structured into the total programme design, so that actions in each region are monitored continuously. An efficient monitoring system provides flexibility and capacity for response at every level of the programme.

Finally, it will be necessary to decide how compliance to the programme will be ensured. While it is not pleasant to contemplate, it is entirely likely that resistance to the programme will develop somewhere along the line. There will likely be resentment at what is perceived as special attention, there can be anger over having to compete with a group which did not previously constitute a threat, and there will most certainly emerge undisguised chauvinism in both men and women somewhere in the province. Obviously, the programme cannot be abandoned for these reasons, but it will not always be possible to change an attitude or allay fears or resentment. In these eventualities, compliance procedures are a necessity. In America, this is done through Federal and State legislation. In organizations, methods of tying affirmative action compliance to performance ratings are fairly typical. OSSTF may well have compliance procedures that can be fitted to this purpose. In any case, the entire subject of ensuring compliance must be examined and planned for, since it constitutes a normal component of affirmative action practice.

ALLIGATORS ALL AROUND

The survey results have demonstrated the deep-working and encompassing effects of a teacher's sex on the career development of male and female teachers. Up to the present day, being male has been advantageous to career advancement while being female has, most often, been disastrous. This accident of birth has been enough to prevent women from discovering and utilizing their full potential. Literally, there have been "alligators all around", and as the Career Development Model shows (Figure 1) more and more women are eliminated at each successive level. There is little reason to discriminate against women at promotion, the final stage of career development. Virtually all female candidates have long since been out of the running. Nor does it do any particular good to warn women about alligators.

We have suggested the utilization of a multi-faceted affirmative action programme. There are so many alligators that one approach will accomplish little. Much time, patience and innovativeness is required; time, because the problem developed over a period of years, patience, because attitudinal change is a slow and frustrating process and innovativeness, because there is no one, right answer.

A first principle of education has always been to help students liberate their full potential. It is certainly time to apply that principle to the teaching profession itself.

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APPENDIX A

Long Form of the Questionnaire

APPENDIX A  
TEACHER QUESTIONNAIRE

SCHOOL \_\_\_\_\_ CITY \_\_\_\_\_

1- 4)

Please fill out the questionnaire by circling the number of your choice under each question.

- 5) A. Sex: 1) male 2) female
- B. Age: 1) 20 to 24 2) 25 to 29 3) 30 to 34 4) 35 to 39  
5) 40 to 44 6) 45 to 49 7) 50 to 54 8) 55 or more
- C. Marital status: 1) single 2) married 3) divorced, separated, or widowed
- D. How many children do you have who are still living at home?  
0 1 2 3 4+
- Does anyone else live with you for whom you are responsible (excluding spouse)?  
1) yes 2) no
- E. How many years experience do you have in education?  
1) 1 to 4 2) 5 to 9 3) 10 to 14 4) 15 to 19 5) 20 or more
- F. What is your present position?
- |  |  |
|--|--|
| 1) classroom teacher   | 6) vice-principal  |
| 2) special education teacher   | 7) principal   |
| 3) guidance counsellor   | 8) paid position of responsibility at a board level;<br>e.g., subject or special education consultant, etc |
| 4) librarian   | 9) other supervisory or administrative official<br>above the level of principal                            |
| 5) paid position of responsibility within<br>a school, e.g., department or assis-<br>tant department head, chairman,<br>dean, etc. |  |
- G. What is your highest teaching qualification?
- 1) teaching certificate
- 2) bachelor's degree - B.A., B.Sc., B.Ed., etc.
- 3) post-graduate degree - M.A., M.Ed., Ph.D., Ed.D., etc.
- H. How many specialist certificates do you hold?  
0 1 2 3 4+
- I. Are you currently pursuing further education?  
1) yes 2) no
- J. Was it ever suggested to you by a vice-principal, principal or other supervisor that you take upgrading courses?  
1) yes 2) no
- K. What is your current level of certification?
- |               |                       |                         |
|---------------|-----------------------|-------------------------|
| 1) Group One  | 2) Group Two          | 3) Group Three          |
| 4) Group Four | 5) Letter of Standing | 6) Letter of Permission |

(16)

(17-18) L. What is your district number? Circle the one that applies.

- 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20
- 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40
- 41 42 43 44 45 46 47 48 49 50 51

M. How large is the community in which you teach?

- 1) village - less than 5,000    2) town - 5,000 to 25,000    3) city - more than 25,000

N. Have you ever been offered any promotions for which you did not directly apply?

- 1) yes    2) no

If your answer is yes, please circle each position you were offered, and indicate whether or not you accepted.

<u>Position</u>	<u>Accepted</u>
a) paid position of responsibility within a school	1) yes    2) no
b) vice-principal	1) yes    2) no
c) principal	1) yes    2) no
d) paid position of responsibility at a board level	1) yes    2) no
e) other supervisory or administrative official above the level of principal	1) yes    2) no

O. Have you ever directly applied for any promotions?

- 1) yes    2) no

If your answer is yes, please circle each position for which you have applied, indicate the number of applications you have made, and whether or not you were ultimately successful.

<u>Position</u>	<u>Number of Applications</u>	<u>Ultimately Successful</u>
(27-28) a) paid position of responsibility within a school	1    2    3    4+	1) yes    2) no
b) vice-principal	1    2    3    4+	1) yes    2) no
c) principal	1    2    3    4+	1) yes    2) no
d) paid position of responsibility at a board level	1    2    3    4+	1) yes    2) no
e) other supervisory or administrative official above the level of principal	1    2    3    4+	1) yes    2) no

P. Have you ever held office in the OSSTF at the branch level?

- 1) yes    2) no

Q. Have you ever held office in the OSSTF at a district or division level?

- 1) yes    2) no

If your answer is yes, please circle each of the following on which you served.

- (39-41) a) the Executive    b) the Council    c) a Committee

R. Have you ever held office in the OSSTF at the provincial level?

- 1) yes    2) no

If your answer is yes, please circle each of the following on which you served?

- (43-45) a) the Executive    b) the Council    c) a Committee

S. Have you ever been encouraged to apply for promotion to a position of greater responsibility?

- (46) 1) yes 2) no

If your answer is yes, please circle each of the following sources from which you have received such encouragement.

- (47-54) a) co-workers b) friends c) family d) students  
e) vice-principal f) principal g) area superintendent h) other supervisory or administrative official

T. Have there been any breaks in your teaching career?

- 1) yes 2) no

If your answer is yes, please indicate the reason and length of time for each break.

	<u>Reason</u>	<u>Length of Time</u>
FIRST BREAK	1) Marriage or other family responsibilities	1) Less than 2 years
	2) Maternity	2) 2 to 4 years
	3) Study leave or sabbatical	3) 4 to 6 years
	4) Travel	4) 6 to 8 years
	5) Non-teaching job	5) 8 to 10 years
	6) Health	6) 10 years or more
	7) Other _____	

SECOND BREAK	1) Marriage or other family responsibilities	1) Less than 2 years
	2) Maternity	2) 2 to 4 years
	3) Study leave or sabbatical	3) 4 to 6 years
	4) Travel	4) 6 to 8 years
	5) Non-teaching job	5) 8 to 10 years
	6) Health	6) 10 years or more
	7) Other _____	

THIRD BREAK	1) Marriage or other family responsibilities	1) Less than 2 years
	2) Maternity	2) 2 to 4 years
	3) Study leave or sabbatical	3) 4 to 6 years
	4) Travel	4) 6 to 8 years
	5) Non-teaching job	5) 8 to 10 years
	6) Health	6) 10 years or more
	7) Other _____	

U. Do you anticipate any future breaks in your career?

- 1) yes 2) no

If your answer is yes, give the reason and expected length of time.

	<u>Reason</u>	<u>Length of Time</u>
	1) Marriage or other family responsibilities	1) Less than 2 years
	2) Maternity	2) 2 to 4 years
	3) Study leave or sabbatical	3) 4 to 6 years
	4) Travel	4) 6 to 8 years
	5) Non-teaching job	5) 8 to 10 years
	6) Health	6) 10 years or more
	7) Other _____	

( 1- 4 )

- V. Many teachers have introduced curricular or other innovations into the schools in which they have taught. Please read through the following list, and circle any area in which you feel you have made a contribution during the course of your teaching career. Your contribution need not have been completely novel, but it must have been a new idea for the school into which you introduced it. Please indicate whether your contribution involved only your class, or whether, because of your efforts, it spread to include other classes in the school or other schools within your Board. Circle only the highest level to which your innovation spread.

( 5 )	<u>Area</u>	<u>Your Class</u>	<u>Other Classes</u>	<u>Other Schools</u>
	a) subject matter	1	2	3
	b) teaching methods	1	2	3
	c) techniques of evaluation	1	2	3
	d) extra-curricular activities	1	2	3
	e) out-of-classroom educational experiences (e.g., field trips, foreign tours, etc.)	1	2	3
	f) classroom grouping	1	2	3
	g) parent programmes	1	2	3
	h) community programmes	1	2	3
	i) other _____	1	2	3

- W. Generally speaking, how much encouragement or recognition have you received from senior administration in your school or board for your contributions to the learning environment of the school?

1) none    2) very little    3) some    4) quite a bit

- X. What assignments other than direct classroom duties have you undertaken in the past year? Please circle each one that applies and indicate whether it was requested of you or whether you volunteered

<u>Assignment</u>	<u>Volunteered</u>	<u>Requested</u>
a) extra academic work with pupils outside of class	1	2
b) planning for field trips	1	2
c) sports	1	2
d) extracurricular drama, music, etc.	1	2
e) special programmes for students, e.g., assemblies	1	2
f) professional development for teachers	1	2
g) fund raising	1	2
h) staff committees	1	2
i) administrative responsibilities other than those required by your position	1	2
j) professional activities (e.g., OSSTF)	1	2

(24)

(25-26) Y. What are your long-range professional objectives?

- 01) classroom teacher
- 02) special education teacher
- 03) guidance counsellor
- 04) librarian
- 05) educational resource person - psychologist, social worker, etc.
- 06) paid position of responsibility within a school, e.g., department or assistant department head, chairman, dean, etc.
- 07) vice-principal
- 08) principal
- 09) paid position of responsibility at a Board level, e.g., subject or special education consultant, etc.
- 10) other supervisory or administrative official above the level of principal
- 11) post-secondary teaching
- 12) another career outside education

Z. How important is it to you that you continue in your profession?

- 1) very important    2) somewhat important    3) not important

AA. Is your career more or less important than that of your spouse, or how important do you imagine it would be if you were married?

- 1) less important    2) equally important    3) more important

BB. If some member of your family wanted you to leave teaching for one reason or another, would you do so?

- 1) yes    2) perhaps    3) no

CC. The following actions are viewed by many people as instrumental to promotion. Please indicate whether or not you would be willing to undertake each of these if it appeared advantageous to your career or professional development to do so. If you are married, please indicate whether or not your spouse would encourage you in each of these actions.

	<u>Action</u>	<u>Willingness</u>		<u>Spouse Support</u>	
(30-31)	a) take a position in another city	1) yes	2) no	1) yes	2) no
	b) take a position in the same city but in another school	1) yes	2) no	1) yes	2) no
	c) take a course during the school year	1) yes	2) no	1) yes	2) no
	d) take a summer course in your home town	1) yes	2) no	1) yes	2) no
	e) take a summer course in another town	1) yes	2) no	1) yes	2) no
	f) serve on a committee which meets after school hours	1) yes	2) no	1) yes	2) no
	g) attend a weekend retreat for leadership training	1) yes	2) no	1) yes	2) no
	h) attend a conference in another city at Board expense	1) yes	2) no	1) yes	2) no
46-47)	i) attend a conference in another city at your own expense	1) yes	2) no	1) yes	2) no

DD. To what extent are you responsible for the following tasks around the house?

	<u>Almost Never</u>	<u>Some- times</u>	<u>Most of the time</u>	<u>Almost Always</u>	<u>Not Applicable</u>
(48) a) cooking	1	2	3	4	5
b) dishes	1	2	3	4	5
c) washing and ironing	1	2	3	4	5
d) cleaning	1	2	3	4	5
e) shopping	1	2	3	4	5
f) gardening	1	2	3	4	5
g) car maintenance	1	2	3	4	5
h) carrying out repairs and home renovation	1	2	3	4	5
i) hiring and directing workers, e.g., plumbers, painters, etc.	1	2	3	4	5
j) banking and budgeting	1	2	3	4	5
k) miscellaneous errands	1	2	3	4	5
l) decorating	1	2	3	4	5
m) entertaining	1	2	3	4	5
n) feeding, bathing, and putting children to bed	1	2	3	4	5

EE. Generally speaking, about how many hours a week, including Saturday and Sunday, do you spend on these household tasks?

- 1) 0    2) 1 to 5    3) 6 to 10    4) 11 to 15    5) 16 to 20    6) 20 or more

FF. How often do you have to go home immediately after school in order to be with your children?

- 1) almost never    2) sometimes    3) almost always    4) not applicable

GG. How difficult is it for you to prepare materials for class, study, or do other professional work at home in the evenings or on weekends?

- 1) not at all    2) somewhat    3) quite a bit

HH. Do household or family responsibilities make it difficult for you to go out in the evening either for business or for social activities?

- 1) not at all    2) somewhat    3) quite a bit

II. To what extent do you feel that household or family responsibilities interfere with your current professional life?

- 1) not at all    2) somewhat    3) quite a bit

JJ. To what extent do you feel that these or other responsibilities and interests might impede your willingness to accept a position of greater responsibility with your Board or with OSSTF?

- 1) not at all    2) somewhat    3) quite a bit

(67)

( 1-4 )

KK. Would you be interested in the greater availability of reliable child care services in order to alleviate this problem?

5) 1) yes 2) no 3) no problem

LL. Some people are interested in working part-time because it allows them to more adequately fulfil family responsibilities, to study, or to pursue other interests. Do you think that you might want to work part-time now or in the future for any of these or other reasons?

1) yes 2) perhaps 3) no

MM. Have you ever worked for a woman supervisor?

1) yes 2) no

NN. Many people feel that men are better able to handle certain situations, and that women have an advantage in others. From your knowledge of the men and women in teaching, do you think a man or a woman is more likely to have an advantage in the following situations.

<u>Situation</u>	<u>Woman has considerable advantage</u>	<u>Woman has a little advantage</u>	<u>No Difference</u>	<u>Man has a little advantage</u>	<u>Man has considerable advantage</u>
a) dealing with male students	1	2	3	4	5
b) dealing with female students	1	2	3	4	5
c) administering an academic high school	1	2	3	4	5
d) relating to inner city students	1	2	3	4	5
e) working with parents and parent groups	1	2	3	4	5
f) administering a business and commerce high school	1	2	3	4	5
g) maintaining harmonious staff relations	1	2	3	4	5
h) working with community groups	1	2	3	4	5
i) administering a vocational school	1	2	3	4	5
j) providing leadership to the staff in curriculum development	1	2	3	4	5
k) administering a technical high school	1	2	3	4	5
l) working with Board officials and trustees	1	2	3	4	5
m) administering a composite secondary school	1	2	3	4	5
n) introducing innovations into the school	1	2	3	4	5
o) disciplining secondary school students	1	2	3	4	5
p) handling students' personal problems	1	2	3	4	5

(23)

OO. Suppose that a man and a woman are being considered for promotion. Do you feel that any of the following considerations should give one or the other an advantage, assuming that the two are otherwise equally well-qualified?

	<u>Consideration</u>	<u>Advantage to the man</u>	<u>No Difference</u>	<u>Advantage to the woman</u>
(24)	a) the woman is married, but as yet has no children	1	2	3
	b) the man is the sole support of his wife and children while the woman has a husband who is also working	1	2	3
	c) the man has a history of ill health	1	2	3
	d) the community may have difficulty accepting a woman in a position of authority	1	2	3
	e) the man presents a very imposing physical appearance	1	2	3
	f) the woman has young children	1	2	3
	g) both candidates are in their 40's, and the woman has never been married	1	2	3
	h) the woman is very attractive	1	2	3
	i) the woman is the sole support of her family	1	2	3
	j) the woman's husband is in a position where a transfer is likely	1	2	3
	k) the woman is married and has children in high school	1	2	3

PP. Different teachers react differently to student problems. How concerned would you be in each of the following situations?

	<u>Situation</u>	<u>Slightly Concerned</u>			<u>Very Concerned</u>	
	a) Jim, who has just turned 16, appears likely to drop out of school.	1	2	3	4	5
	b) Edna seems not to have any well-developed plans for the future.	1	2	3	4	5
	c) Sue is planning to get married right after graduation.	1	2	3	4	5
	d) Peter has not been doing as well in science as might be expected.	1	2	3	4	5
	e) Helen uses obscenities aloud in class.	1	2	3	4	5
	f) Adam is not interested in sports.	1	2	3	4	5
	g) Karen was caught smoking in the washroom.	1	2	3	4	5
	h) Ed will not participate in class discussion.	1	2	3	4	5
	i) Norm is antagonistic to authority and will not accept directions or advice.	1	2	3	4	5
(44)	j) Sharon has no close friends.	1	2	3	4	5

APPENDIX B

Short Form of the Questionnaire

APPENDIX B  
TEACHER QUESTIONNAIRE

SCHOOL \_\_\_\_\_ CITY \_\_\_\_\_ DISTRICT NO. \_\_\_\_\_

Please fill out the questionnaire by circling the number of your choice under each question.

- 4) A. Sex: 1) male 2) female
- 5) B. Age: 1) 20 to 24 2) 25 to 29 3) 30 to 34 4) 35 to 39  
5) 40 to 44 6) 45 to 49 7) 50 to 54 8) 55 or more
- 6) C. Marital Status: 1) single 2) married 3) divorced, separated, or widowed
- 7) D. How many years experience do you have in education?  
1) 1 to 4 2) 5 to 9 3) 10 to 14 4) 15 to 19 5) 20 or more
- 8) E. Have there been any breaks (for any purpose) in your career? 1) yes 2) no  
If yes, please indicate length of time. 1) less than 1 year 2) 1 to 2 years 3) more than 2 years
- 9) F. What is your present position?  
1) classroom teacher 6) vice-principal  
2) special education teacher 7) principal  
3) guidance counsellor 8) paid position of responsibility at a board level,  
e.g., consultant  
4) librarian 9) other supervisory or administrative official above  
5) paid position of responsibility within a school, e.g., department head the level of principal
- 0) G. What is your highest teaching qualification?  
1) teaching certificate 2) bachelor's degree - B.A., B.Sc., B.Ed., etc.  
3) post-graduate degree - M.A., M.Ed., Ed.D., Ph.D., etc.
- 1) H. How large is the community in which you teach?  
1) village - less than 5,000 2) town - 5,000 to 25,000 3) city - more than 25,000
- 2) I. Please read through the following list, and circle any area in which you feel you have made an innovative contribution during the course of your teaching career. Your contribution must have been a new idea for the school into which you introduced it. Indicate whether your contribution involved only your class, or whether, because of your efforts, it spread to include other classes in the school or other schools within your Board. Circle only the highest level to which your innovation spread.

	<u>Area</u>	<u>Your Class</u>	<u>Other Classes</u>	<u>Other Schools</u>
4-22)	a) subject matter	1	2	3
	b) teaching methods	1	2	3
	c) techniques of evaluation	1	2	3
	d) extra-curricular activities	1	2	3
	e) out-of-classroom educational experiences (e.g., field trips, foreign tours, etc.)	1	2	3
	f) classroom grouping	1	2	3
	g) parent programmes	1	2	3
	h) community programmes	1	2	3
	i) other _____	1	2	3

- 3) J. Have you ever been encouraged to apply for promotion to a position of greater responsibility?  
1) yes 2) no

- 4-31) If your answer is yes, circle each of the sources from which you have received encouragement.  
1) co-workers 2) friends 3) family 4) students  
5) vice-principal 6) principal 7) area superintendent 8) other supervisory or administrative official

- (32) K. Have you ever directly applied for any promotions? 1) yes 2) no
- (33-38) L. What are your long-range professional objectives? Circle your first three choices.
- |  |   |
|--|---|
| 01) classroom teacher  | 07) paid position of responsibility at a Board level, e.g., consultant        |
| 02) special education teacher  | 08) vice-principal  |
| 03) guidance counsellor  | 09) principal   |
| 04) librarian  | 10) other supervisory or administrative official above the level of principal |
| 05) educational resource person - psychologist                             | 11) post-secondary teaching   |
| 06) paid position of responsibility within a school, e.g., department head | 12) another career outside education  |
- (39) M. How important is it to you that you continue in your profession?
- 1) very important 2) somewhat important 3) not important
- (40) N. Is your career more or less important than that of your spouse, or how important do you imagine it would be if you were married?
- 1) less important 2) equally important 3) more important
- (41) O. To what extent do you feel that household or family responsibilities limit your current professional life?
- 1) not at all 2) somewhat 3) quite a bit
- (42) P. Would you be interested in the greater availability of reliable child-care services in order to alleviate this situation?
- 1) yes 2) no 3) no problem
- (43) Q. Are you now teaching part-time? 1) yes 2) no
- (44) Are you interested in teaching part-time in the future? 1) yes 2) no 3) perhaps
- (45) R. Have you ever worked for a woman supervisor? 1) yes 2) no
- (46) S. From your knowledge of the men and women in teaching, do you feel that men or women are generally more effective in positions of responsibility within education? Circle one of the following.
- 1) men usually more effective  
 2) men sometimes more effective  
 3) no difference  
 4) women sometimes more effective  
 5) women usually more effective
- (47-52) T. Do you feel men or women are more effective in Federation office or on Committees?
- |                         | <u>Men More Effective</u> | <u>No Difference</u> | <u>Women More Effective</u> |
|-------------------------|---------------------------|----------------------|-----------------------------|
| a) Negotiations         | 1                         | 2                    | 3                           |
| b) Communications       | 1                         | 2                    | 3                           |
| c) E.P.I.C.             | 1                         | 2                    | 3                           |
| d) Secretary            | 1                         | 2                    | 3                           |
| e) President            | 1                         | 2                    | 3                           |
| f) Executive Councillor | 1                         | 2                    | 3                           |
- (53) U. Have you ever held office in the OSSTF at a district or division level?
- 1) yes 2) no
- (54-56) If your answer is yes, please circle each of the following on which you served.
- a) the Executive b) the Council c) a Committee

APPENDIX C  
Statistical Appendix

## EXPLANATION OF THE STATISTICAL ANALYSIS

### For the Non-Technical Reader

The statistical technique used in the study was stepwise multiple regression analysis. This is a procedure which makes it possible to assess the cumulative effect of a group of variables on some final variable, with the prior variables taken into account in a specified order.

The summary of the entire analysis appears in the following table. On this table, each column specified a variable in Career Development, with the variables grouped according to stages. Thus the first stage, Demographic Characteristics, is represented by three variables: Age, Marital Status, and Dependents. The rows of the chart specify the variables that were used to explain how teachers came to that particular point in their career. In explaining a particular stage, only variables occurring in prior stages were used. Thus not all variables were used to explain all stages. For the first stage, only the effect of Sex was assessed. For the second stage, Career Commitment, the effects of Demographic Characteristics and Sex were assessed. For the third stage, Formal Qualifications, the effects of Career Commitment, Demographic Characteristics, and Sex were taken into account, and so on through the remaining stages of Job Performance, Encouragement, Applications, and Promotion.

The numbers occurring at the intersection of a row and a column indicates how important the variable is in accounting for that particular stage of Career Development. This number gives the percentage of the variance accounted for. If a variable completely explained a stage, the

number would be 100%. If a variable had no effect on that stage, the number would be zero. Numbers are only given if the effect of a variable is statistically significant. If the effect of a variable is not statistically significant, the number is replaced by "ns," meaning "not significant."

The numbers given vary from just over zero to about 15%. Thus all of the effects uncovered in this study are relatively small. A comparison of the figures given will indicate how one variable compares in importance to another. The larger the number, the more important that variable is.

The chart can be read in two ways - vertically down the columns and horizontally across the rows. Reading down a column gives information about a particular stage in Career Development. The numbers in a column indicate what variables had a significant effect on that stage, and how large these effects were. The variables in the rows are listed from the top down according to their order of action on a person's career. Thus Sex occurs first, followed by the variables designating Demographic Characteristics, followed by those designating Career Commitment, and so on. However in accounting for particular stages of Career Development, variables were entered in reverse order, i.e. from the bottom up. This is because, in accounting for a particular stage, we wanted to look first at the prior stage with the most direct effect and so on back to the beginning. Thus in accounting, for example, for Applications, we would first want to assess the effect of Encouragement, then Job Performance, then Formal Qualifications, Career Commitment, Demographic Characteristics,

SUMMARY OF THE STATISTICAL ANALYSES (STEPWISE MULTIPLE REGRESSION)<sup>a</sup>

Stages in Career Development

Variables Affecting Career Development	Demographic Characteristics			Family Responsibilities		Career Commitment			
	Age	Marital Status	Dependents	Time	Interference	Ambition	Importance	Willingness	
1 Sex	-4.0	-3.8	-13.2	6.2	0.2	-2.8	-1.2	-0.2	C →
Age	--	--	--	-1.5	-4.1	0.9	2.4	-1.0	
2 Marital Status	--	--	--	1.0	1.1	ns	0.5	ns	O →
No. of Dependents	--	--	--	0.02	6.1	4.7	ns	0.9	
3 Time on Household Tasks	--	--	--	--	--	-1.9	-0.6	0.08	N →
Felt Interference	--	--	--	--	--	-1.0	-1.6	-0.7	
4 Ambition	--	--	--	--	--	--	--	--	T →
Importance of Career	--	--	--	--	--	--	--	--	
Willingness	--	--	--	--	--	--	--	--	
5 Degrees	--	--	--	--	--	--	--	--	I →
Certificates	--	--	--	--	--	--	--	--	
Presently Studying	--	--	--	--	--	--	--	--	
6 Experience	--	--	--	--	--	--	--	--	N →
7 Innovativeness	--	--	--	--	--	--	--	--	
Extra Assignments	--	--	--	--	--	--	--	--	
8 Encouragement from Supervisors	--	--	--	--	--	--	--	--	U →
Encouragement from Others	--	--	--	--	--	--	--	--	E →
9 Applications	--	--	--	--	--	--	--	--	D →
TOTAL VARIANCE ACCOUNTED FOR:	4.0	3.8	13.2	8.7	11.5	11.4	6.7	3.0	



SUMMARY OF THE STATISTICAL ANALYSES (STEPWISE MULTIPLE REGRESSION)

		Stages in Career Development						
		← 6			7	8 →		
Variables Affecting Career Development	Encouragement			Applications	Position			
	In Job Performance	To Apply Supervisors	To Apply Others	Applications	Position	No. of Positions	Offers	
1	Gender	0.1	-0.5	ns	-0.5	-0.02	ns	0.06
	Age	0.3	-0.2	-0.2	ns	0.2	ns	0.1
2	Marital Status	--	--	--	--	--	--	--
	No. of Dependents	--	--	--	--	--	--	--
3	Time on Household Tasks	--d	--d	--d	-0.2	--d	--d	--d
	Felt Interference	--d	--d	--d	ns	--d	--d	--d
4	Ambition	2.9	4.2	0.9	3.7	12.2	2.5	0.8
	Importance of Career	0.4	ns	ns	ns	-0.01	ns	-0.1
	Willingness	ns	0.3	0.3	0.2	ns	ns	ns
5	Degrees	ns	1.0	0.6	1.7	1.9	0.5	0.3
	Certificates	ns	ns	0.3	0.4	ns	ns	ns
	Presently Studying	ns	-0.7	0.3	ns	0.001	0.003	ns
6	Experience	2.8	6.3	0.8	4.7	11.1	5.2	9.0
7	Innovativeness	4.8	14.2	8.5	2.0	4.7	2.1	5.4
	Extra Assignments	0.001	0.2	1.5	-0.5 <sup>e</sup>	-1.9 <sup>e</sup>	-0.5 <sup>e</sup>	ns
8	Encouragement from Supervisors	--	--	--	17.7	6.5	5.1	--
	Encouragement from Others	--	--	--	1.2	-0.6 <sup>e</sup>	-0.2 <sup>e</sup>	--
9	Applications	--	--	--	--	27.9	37.0	--
TOTAL VARIANCE ACCOUNTED FOR:		11.8	27.8	13.6	32.8	67.0	53.2	16.1

Footnotes to Table

- a. All effects listed are statistically significant. Degrees of freedom vary from 1/2766 to 11/2764. "ns" indicates that a variable did not have a significant effect on the stage of Career Development in question. A dash (-) indicates that the variable was not entered into the analysis for that stage. A minus sign before an "ns" indicates that the variable has a negative effect on Career Development. In the case of Sex, it specifically means that women score lower than men.
- b. From this point on, Marital Status and number of Dependents were not included in the analysis since their effect is different with men than with women. In the case of Experience, for example, men with dependents have more years experience relative to their age than men without dependents, while women with dependents have less. If these two variables were included, they would artificially obscure differences which are really due to sex.
- c. In addition to the effect of the variables mentioned, Encouragement to Study accounted for 0.02% of the variance in Degrees, 0.01% of the variance in Certificates, and 1.9% of the variance in who was currently Studying.
- d. Family Responsibility variables were not included in the analysis of Encouragement since they should not have a direct effect on how others evaluate the readiness of a teacher to assume greater responsibility. If these variables are taken into account by a supervisor, it is likely because of a sex bias. For the same reason, Family Responsibilities were not entered into the analysis of Promotion.
- e. These variables have a negative effect only after previous variables in their inclusion levee had been taken into account. Their sample correlation with Career Developments is positive.

