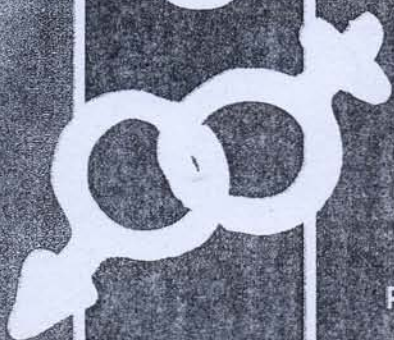


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EDITORIAL

In this issue of our Gender & Behaviour Volume Twelve Number One, 2014, we have twenty-eight manuscripts on our theme that will interest scholars and practitioners in this subject area.

We thank our readers for their loyalty and support

Sincerely yours,

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Sex Role Expectations as Predictors of Career Interests among Senior Secondary School students in Ibadan metropolis

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The cultural practices that seem to over emphasize expectations for male and females have affected human capital development. Not much is known however, the extent to which sex role orientation among senior secondary school students can influence their career interests. This necessitates the study that set to investigate the prediction of career interests using sex role expectations. The survey involved a sample size of 997 comprising of both male and female respondents drawn from 5 private and 5 public schools in Ibadan metropolis. Questionnaires with standardized scales were used for data collection. As hypothesised, sex-role expectations except androgyny, significantly predicted career interests. While femininity significantly predicted all the six career types, masculinity did not predict realistic career type. It was concluded that sex role expectations play important role in career interests among senior secondary school students. While vocational and career counsellors are encouraged to sensitise students and parents on overcoming social orientations in career choice, future researchers are advised to broaden the scope.

Key words: Sex role expectations, career interests, students.

More than ever before, building career has become challenging for students. Adolescents' success in career path is a major area of concern for parents, students, and school administrators as stakeholders. The nature of career decisions that students make are known to be influenced by a plethora of factors. Differences in individuals do reflect in the kind of decisions people make in terms of life choices. In several ways, people differ and share similarities. For instance, students in the same class can be distributed along many characteristics such as socio-economic status of parents, religion, height, tribe, and the belief or expectations students can have about themselves, referred to as sex role expectations. They are a set of social and behavioural norms that are generally considered appropriate for male and females. Specifically, sex role expectations include femininity, masculinity, and androgyny. Masculinity (male) - refers to characteristics that are stereotypically masculine, or feminine (female) involve characteristics that are stereotypically feminine. On the other hand, androgyny is a term that integrates

femininity and masculinity and describes an individual that possess high scores on both feminine and masculine characteristics. Among all the factors, sex role expectations become salient due to cultural practices that oftentimes redefine life choices for male and females differently.

In Nigeria, there is a subtle restriction for male and females into career directions. For instance, it is not socially encouraged for males to go into the Nursing profession. When males eventually train as nurses, they are not admitted into the Midwifery programme. At best, they can train further in General, Peri-operative, Surgical, Paediatric, and Psychiatric Nursing. Presently, there is no provision for male Midwives among nurses trained in Nigeria. It is seen as a specialisation with female identity because females are perceived as naturally endowed to care and nurture. On the contrary, it is viewed as masculine to be tough-minded, domineering, and low in nurturance. Hence, females are not known to be employed for certain jobs in the Nigerian civil service. For instance, it is not common to find females employed as drivers, bricklayers, painters, and auto-

mechanics in government ministries. Until recently, females were not admitted to the Nigerian Defence Academy. It is more challenging in Africa to pursue career interest due to myriad of practices that are known to have social implications.

Despite the cultural practices that differentiate career path for male and females along social and behavioural norms, secondary school students especially at the senior level are expected to set high aspirations and work towards achieving them. This creates discrepancies in terms of interest and social expectations. The discrepancies has stimulated attention on career interests, aspirations, choices, and decision-making as topics of great importance to Vocational Psychologists, Counselors, Researchers, parents as well as students in order to minimise the impact of career discrepancies for adolescents. This is because educational issues and future career decisions are of significance to adolescents. The investigation of career interests and the role played by sex role expectations become important.

Choosing a career is an important step in the life of students (Gati & Asher, 2001). Career choices may fulfill their needs, values, and interests and hence influence their quality of life. However, some students are unable to make a decision about the career they wish to pursue as result of different factors. What one considers interesting might be disliked by another student. According to Holland (1997), career interests are described along six main domains. The first is realistic career interest involving people who prefer to work with things such as manipulation of tools and manual tasks. Examples of careers in this category are Electrical Engineering, Mechanical Engineering, Botany, Zoology and Geology. The next is investigative career type that concern individuals who prefer to deal with things and ideas. The fields in this career code include Medicine, Nursing, Computer Engineering, and Vet. Medicine. The artistic career type involves those who prefer to deal with ideas and people. Their abilities include using imagination and feelings in a creative way. Examples are: Music, Dramatic Arts, Architecture, Fashion Designing, and

Public Relations. The social career type involves those who interact and are concerned with the welfare of other people. Examples of careers within this code are: Education, Marketing, Mass Communication, Secretarial Studies/ Management and Political Science. Individuals in the enterprising career type prefer to deal with people and data. Abilities include leading, managing and organising. Careers within this category include Business Administration, Estate Management. The conventional career type individuals prefer to deal with data. Their abilities include ordering activities and paying attention to detail. Examples of careers in this code are Accounting, Economics, Banking and Finance.

The task of deciding on a career is an important aspect of transition for adolescents. It defines the transition process from adolescent roles to being part of the adult workforce (Super, Savickas, & Super, 1996). In carrying out this task, adolescents assess their own interests, abilities, and opportunities, and accept or reject particular careers as possible options for themselves. They become aware of constraints that may result in the need for compromise on desired career options. It is the constraint that require them to give up more attractive but less feasible options, while pursuing more practical and obtainable ones (Gottfredson, 2005).

Many factors can be involved in career interest and choices, including educational attainment (Bandura, Barbaranelli, Caprara, Pastorelli, 2001). Apart from the social factors, it is important to consider sex role expectations as important factors that distinguish individuals. Its capacity to define individuals differently may be a significant factor in secondary school students' career interests. Farmer, Rotella, Anderson and Wardrop (1998) have found that gender significantly influenced occupational sex-role stereotyping among secondary school students. As a consequence, it can be asked: Do sex role expectations play important role in career interest among senior secondary school students in Ibadan metropolis?

Therefore, this study will offer psychological explanations for the influence

of sex role expectation on career interest among adolescent attending secondary students in Ibadan metropolis. The outcome is expected to offer useful guide to school and career counselors to supplement their existing knowledge on the career counseling needs of the adolescent.

Literature Review

Drawing upon Bandura's (1986) social learning theory, social cognitive career theory (SCCT) developed by Lent, Brown, & Hackett, (1994) emphasises the importance of perception and beliefs in guiding one's career-related behaviours and choices. The theory stresses the important role of person-situation interaction in which individuals shape and shaped by the environment. It encompasses three important social cognitive mechanisms that direct an individual's initial career interest. The three mechanisms are self-efficacy beliefs, outcome expectations, and goal representations.

According to the Social cognitive career theory, self-efficacy beliefs are more than objectively assessed abilities in performing a particular task; they also involve personal judgments about one's capabilities (Lent, Brown, & Larkin, 1986). Such beliefs inform individuals' choice of activities and environment, amount of effort to be expended, persistence in accomplishing a goal, and emotional reactions during difficulties. The stronger the self-efficacy on a certain task, the more likely it is that an individual will persist and accomplish it. According to social cognitive theory, self-efficacy beliefs are influenced by four sources of information: (1) personal performance accomplishments, (2) vicarious learning (exposure to successful models), (3) social persuasion, and (4) physiological states and reactions (Bandura, 1986). A review of this theory directly shows how sex role expectations as social and behavioural norms are linked with social persuasion. This may influence choice of career path.

Outcome expectations refer to personal beliefs about probable consequences of performing a particular task, which inform individuals' choice. Bandura (1986) identified several classes of outcome expectations such as the anticipation of

physical, social, and self-evaluative outcomes. Bandura argued that self-efficacy is a more influential determinant of behaviour than outcome expectations because individuals will avoid pursuing a goal if they consider themselves incapable of achieving it. However, even when the outcome expectation is uncertain, an individual with a strong sense of self-efficacy will still be confident in pursuing the task. Like self-efficacy beliefs, outcome expectations are partly determined by vicarious experiences of educational and occupationally relevant activities.

Goal representations in the social cognitive career theory denote the determination to pursue a certain task or to accomplish certain outcomes. It plays an important role in guiding and organising an individual's behaviour. The theory emphasised that contextual factors such as cultural and gender role socialisation give important information to one's self-efficacy beliefs and shape one's learning experience. Throughout childhood and adolescence, individuals' environments expose them to a wide variety of activities which have potential career relevance. Adolescents observe or hear about others performing various occupational tasks. The process of gender role socialisation may bias boys' and girls' access to sources of information necessary for developing positive outcome expectations and strong self-efficacy with culturally sanctioned activities.

The social cognitive career theory model of interest development (Lent, Brown, & Hackett, 1994; Lent, Brown, & Hackett, 1996) emphasises the contribution of social cognitive variables in the formation of interest suggest that direct or vicarious exposure to a variety of activities is gender specific. The affinity for certain activities is formed after practice, feedback, skill refinement, personal efficacy development, and expectation of satisfactory outcomes based on gender orientation. Sex differences in RIASEC interests have been found to be largest along the People- Things dimension with women expressing more interest in People-oriented activities and occupations than do men, and men expressing more interest in things-oriented activities and occupations (Su, Rounds, &

Armstrong, 2009). Looking at this theory adolescent will be more inclined to take on a task if they believe they can succeed. Also, the sex role expectation offers the males to gravitate towards realistic and science based careers while the females gravitate towards socially orientated careers.

In providing a framework for career interest, Holland's (1985) theory contends that every individual resembles one of six basic personality types, and as a result, manifest some of the behaviours and traits associated with that type. Holland defined six environments and declared that they are characterised by the people who occupy them. Holland stated that an environmental type can be assessed by surveying the occupants of the environment. The theory is built on four basic assumptions:

That in most culture, most persons can be categorized as one of six types: realistic,

investigative, artistic, social, enterprising, or conventional.

There are six kinds of environments: realistic, investigative, artistic, social, enterprising,

and conventional.

People search for environments that will let them exercise their skills and abilities,

express their attitudes and values and take on agreeable problems and roles.

Behavior is determined by an interaction between personality and environment.

Holland (1959, 1997) proposed using six interest-based categories for classifying individuals and work environments: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. They are also referred to as the RIASEC model. As outlined in Holland (1997), each type represents a synthesis of preferences for work and other individual difference attributes:

An individual with Realistic interests likes working with hands, working outdoors, manipulating machinery, and typically involves performing physical activities. The individual may enjoy working with plants and animals and may not like working in close relationships with other

people. Furthermore, the individual may value the practical nature of things, as well as the material rewards for accomplishments. Such individuals may lack ability in human interactions and see themselves as being conforming, practical, conservative, normal, and reserved.

The individual with Investigative interests enjoys performing mathematical and scientific activities and may like solving complex problems mentally. This individual may also like to work with ideas and to search for information to support these ideas. One with Investigative interests also enjoys exploring natural phenomena. He/she may value intellectual pursuits and the attainment of knowledge, lack ability in persuasion and interpersonal skills, and see self as being curious, intelligent, skeptical, analytical, and introspective.

Those with Artistic interests enjoy creative expression of forms, designs, and patterns. One with Artistic interests may enjoy literary and musical activities. Artistic individuals see the purpose of aesthetics while avoiding routine and conformity to established rules and regulations, may lack organisational ability and office skills, and tend to see self as being open to experience, innovative, unconventional, complicated, idealistic, and original.

The individual with Social interests enjoys teaching, helping, and being around and working with other people. Social individuals may also enjoy volunteer work and have interest in religious and spiritual pursuits. However, they might not enjoy nor have skill in mechanical and technical types of activities. Social individuals may see themselves as being agreeable, empathic, warm, patient, and extroverted.

In terms of enterprising interests, individuals may enjoy leading, directing, manipulating, and persuading others, making many decisions and taking risks, and starting new projects. They may enjoy working in business environments but dislike areas where he/she would not be able to influence others or where lots of scientific ability is required. Enterprising individuals may value obtaining material accomplishments and prestige and may see themselves as ambitious, energetic, gregarious, assertive, and self-confident.

Finally, Conventional interests involve routine and following set procedures. The individual takes pleasure in establishing orderly routines and values financial accomplishments in business, social, or political areas. They may enjoy working with data and details and may dislike activities where no clear set of rules or regulations exist, and may see themselves as being methodical, orderly, careful, conforming, and thorough.

Holland (1997) proposed that an individual's career personality type is derived from a large set of factors. The theory indicated that in order for an individual to succeed, it is necessary to seek out an environment that is congruent with his/her own type. The congruence between an individual's interests and work environment leads to greater satisfaction and stability in a career path. On the other hand, when an individual's interests and work environment are mismatched, it can lead to incongruence. Incongruence between an individual's interests and work environment leads to dissatisfaction and instability in a career path.

Holland theorises that individuals acquire their personal codes through a combination of heredity and environment. Because of heredity, individuals may be predisposed to a certain code type. As previously noted, the greatest differences between men and women are in the relative strength of the interest in working with things versus the interest in working with people (Lippa, 1998; Thorndike, 1911). Men generally showed more Realistic and Investigative interests as well as stronger interests in the Science, Technology, Engineering and Mathematics (STEM) areas. In comparison, women tend to show more Artistic, Social, and Conventional interests and to express less interest in the Science, Technology, Engineering and Mathematics (STEM) fields. Educational opportunities for female students also increase their nontraditional vocational interests (Betz & Schifano, 2000). Children are exposed to activities in the home, community, and school. This exposure may be broad or limited. Individuals assume values that are compatible with their interests and skills.

According to Eagly (1984) Social Role Theory of sex differences promotes a view of social life as fundamentally gendered, given current social arrangements". In other words, society has shared expectations about women, and these expectations form female gender roles, and shared expectations about men form male gender roles. Surprisingly, people tend to do what is expected of them or act the way that these roles imply and as a result, men and women learn different skills, thus perpetuating sex differences. These stereotypic gender roles are formed by social norms that apply to people of a certain category or social position. Social norms, according to social psychologists, are shared expectations about appropriate qualities or behaviours (Eagly, 1987). The roles are more general and encompass a greater scope of definition of male and female roles. In contrast, social roles are more specific to roles in family and work life. Eagly believed that social roles guide behaviors more than the gender we inhabit. Division of labor induces gender role expectations and sex-typed skills and beliefs, therefore, producing sex differences in social behavior. The theory indicates that expectations of both female and males tend to predict career pattern because their behaviour is governed by the stereotypes of their social roles. It shows that adolescents learn different skills and acquires disparate quality through socialisation process such as parents, teachers and peer groups. It can be hypothesised that these can as well have influence on the career interest for students in secondary schools.

Career exploration is important during adolescence as they begin to engage in self-exploration and explore potential career options (Gati and Saka 2001; Julien 1999; Super 1990). Adolescents use information in decision making for their carrier attitudes and beliefs acquired during childhood along with specific information acquired from numerous sources including parents, siblings, other family members, family friends, peers, guidance counselors, teachers, school and public library resources, the mass media and government career centers (Julien 1999). Adolescents frequently approach their friends, teachers

and family members with the belief that these individuals will be more helpful in their career exploration (Taviera MD, Silva MC, Rodriguez ML, Maia, 1998). Role of socioeconomic status, parental influence, school influence, needs and values as motivating factors in specific carrier preferences of adolescents have been substantiated (Beauregard 2007; Obiunu and Ebinu 2010; Bakshi, Gandhi, Shah, Maru, 2012). Career options and choices become more realistic as the adolescent gains a greater awareness of skills and interests (Udoukpong, Emah, Umoren, 2012). Family experiences can be quite relevant to a person's career development and should not be ignored (Altman 1997). Adolescence is appropriate age to study their career development and it is during adolescence that many changes occur that influence the development of career preferences and aspirations.

Earlier studies have observed relationships between career interests and social class and social influences (Obiunu & Ebinu, 2010). Poole and Low (1985) pointed out that carrier preferences are formed early in adolescence and for both boys and girls are heavily influenced by gender role socialisation. Ogunmola (2004) emphasized gender parity as an influencing factor in career decision-making process. In a study Bakshi, Gandhi, Shah, Maru, (2012) reported that youth carrier preferences were largely class-specific and gender-specific. Youth influence on career choice was highest for self followed by mother, father and teachers. Respondents have found that "self and family" and "self, family and teachers" combinations were important influences on career choice. Ogunlade and Akeredolu (2012) discovered that prestige, economic and social values play major roles in the behaviour of the students and finally, gender parity was also seen to be a prime factor in their occupational preferences. Research in vocational psychology has only considered the degree of future orientation in relation to career decision making (Ferrari, Nota, & Soresi, 2010; Savickas, Silling, & Schwartz, 1984). This approach fails to consider the multidimensional nature of psychological time perspective in relation to the process

of decision making. Despite increased interest in career decision-making styles and profiles among vocational psychologists (Gati, Landman, Davidovitch, Asulin-Peretz, & Gadassi, 2010), maximisation has received very little attention in previous research on career choices and attitudes (van Vianen, De Pater, & Preenen, 2009). This is an important oversight given that maximisers may have considerably more trouble making career choices and may later feel less satisfied with their career outcomes relative to satisfiers.

Every society emphasises particular roles that each sex should play, although there is wide latitude in acceptable behaviours for each gender (Hesse-Biber & Carger, 2010). Through interactions with caretakers, socialisation in childhood, peer pressure in adolescence, gendered work and family roles, men and women are socially constructed to be different in behaviour, attitude and emotions. The gendered social order is based on and maintains these differences (Borgatta & Montgomery, 2009). Gender differences are also expressed as value priorities with women giving greater priority to values that represent expressive and communal goals, and men to values that represent instrumental and agentic goals (Beutel & Marini, 1995; Prince-Gibson & Schwartz, 1998; Wood & Eagly, 2002; Abele, 2003). Masculine and feminine roles are not opposite ends of the same continuum but are instead two separate dimensions. Male and female career choices are normally different because of the difference in their self-concepts. Studies (Adams and Walkerdine, 1986; Best, 1983; and Spender, 1982) showed that girls tended to opt for a very narrow range of stereotypically feminine occupations. Based on these this study, it can be proposed that there will be a relationship between career interest (realistic, investigative, Artistic, Social, Enterprising and Conventional) and masculinity, femininity and androgyny.

Method

The Design of the Study

The study was designed as a cross-sectional survey research. The variables and the study environment were not

manipulated. Career interests constitute the focus of the study while using sex role expectations as potential predictors.

Participants

A sample size of 977 was involved in the study using multi-stage sampling technique. The first stage adopted convenient sampling technique when participants were selected from 10 secondary schools in Ibadan metropolis. It comprised of 5 public schools (Eleyele high school, Urban-day secondary school, Methodist High School Bodija, St-Teresa Secondary school Oke-Ado & Government College Ibadan) and 5 private schools (Lead City College, Vale College, Maverick College, International School Ibadan and Foweb College). At the second stage, stratified sampling technique was used to select 100 students from each of these schools.

The demographic characteristics indicated that males were 528 (54%) and females were 449 (46%). The respondents' age ranged from 12 to 21 with a mean of 16.7 (sd = 14.47). Parents' occupation distribution showed that 796 (81.5%) participants' mothers work in private sector and 181 (20.7%) in public sector. Participants' father working in private sector are 714 (73.1%) and 263 (26.9) in public sector. On parents' academic qualification, mothers are 421 (43.1%) with SSCE\ND national diplomas, 199 (20.4%) have BSC/HND, 110 (11.3%) have MA/M.Sc/MBA, 136 (13.9%) have Ph.D while 111 (11.4%) have no academic qualification. On participants' fathers, 342 (35.0%) have SSCE ND, 178 (18.2%) have B.Sc/HND, 123 (12.6%) with MA/M.Sc/MBA, and 222 (22.7%) have Ph.D, while 112 (15.5%) of fathers do not possess any educational qualification.

Instruments

Questionnaires were used for data collection. Each of them contained sections that sort information that concern socio-demographic characteristics (Age, Sex, Parental education qualification and occupation), career interests, and sex role expectations.

To measure career interests, a 49- item scale adapted from Donay et al (2005)

General Occupational Themes (GOT) measuring Holland's (1997) RIASEC model was used. The scale has six sub scales: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Six GOTs are global measures of an individual's vocational interests and life style preferences that represent Holland's (1997) six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The scales yielded good internal consistencies with coefficient values of 0.90 (Donnay et al., 2005). The test-retest reliabilities ranged from 0.84 to 0.90 over the 2-7 months for the GOT. The scales showed high inter-item correlations ranging from .90 to .98. This suggests that the six GOTs remain very consistent. For this study, the responses were scored on a 5-point response options of 'Strongly disagree' (1) to 'Strongly agree' (5). Items include for example, I like to solve mechanical problems, participating in athletic activities is of interest to me. The Cronbach's alpha obtained in the present research is as follows: Realistic 0.63; Investigative 0.73; Artistic 0.74; Social 0.82; Enterprising 0.77; and Conventional 0.76. The mean score on each dimension of the RIASEC was used to represent the level of respondents' interest on each dimension. Respondents with increasing scores above the mean scores were regarded as high on the particular career interest while scores below the mean indicates low interest in the particular career dimension.

Sex role expectations were assessed by using the 30-item short form of Bem's Sex-Role Inventory (BSRI; Bem, 1974, 1981). At face value, the measure is a general personality inventory that incorporates neutral filler items and socially desirable items so that the true intent of the instrument is not readily apparent. The instrument is based on cultural definitions of socially desirable sex typed personality traits (Bem, 1981), and the premise that highly sex-typed individuals chose to endorse traits that are consistent with a masculine or feminine self-image, while androgynous individuals chose a mixture of both (Bem, 1981; Schmitt & Millard, 1988). The short form of the instrument contains ten masculine, ten feminine, and ten

neutral or socially desirable traits alternated to disguise the intent to differentiate participants according to sex-role identity. Some examples of masculine traits are self-reliant, athletic, acts as a leader, and assertive. Yielding, understanding, sympathetic, and sensitive to the needs of others are examples of feminine traits. Personality traits are rated on a 7-point Likert scale (1 = "Never or almost never true", 2 = "Usually not true", 3 = "Sometimes but infrequently", 4 = "Occasionally true", 5 = "Often true", 6 = "Usually true", 7 = "Always or almost always true").

The masculine, feminine and androgyny scores were produced by averaging responses across scale items, resulting in a continuous scale. Those with scores above the mean scores are regarded as high on the particular masculine, feminine or androgyny traits while scores below or equal to the mean indicates low traits of masculine, feminine and androgyny. Confirmatory factor analysis showed that the personality adjectives within the BSRI loaded significantly against a distinct masculine and feminine factor, and possess strong validity (Holt & Ellis, 1998). The BSRI remains the most widely used androgyny instrument (Wang, 2007). It is simple to administer and score electronically, and previous study involving Australian samples found that it has strong predictive validity and reliability (Reilly & Mestic, 2009). Internal consistency alpha coefficients for the short form BSRI masculine and feminine scales in normative samples are reported 0.84, 0.87 and 0.85 respectively (Bem, 1981). The Cronbach's alpha obtained in the present study is as follows: masculinity, femininity and androgyny 0.77, 0.88 and 0.84 respectively.

Procedures

Approval was sought from the principal or vice principal in each of the selected schools. The purpose of the study was explained to them and consent obtained to carry out questionnaire administration. Verbal consent was obtained from the respondents after explaining the nature of the research. They were assured that the data would be treated confidentially. The questionnaires were administered to 1000 students selected through stratified sampling technique in their respective classrooms with the assistance of the class teachers. The questionnaires were retrieved immediately after completion. At the end, a total of 997 questionnaires were properly completed giving a response rate of 99%. The completed questionnaires were found useful for analysis.

The data collected was analysed by using statistical package for social sciences (SPSS) version 20.0. The demographic characteristics were obtained through frequency analysis and simple percentages, while item analysis was done to establish the coefficient alpha values.

Results

The proposition that sex role expectations (masculinity, femininity and androgynous) will significantly predict the career interests of secondary school students in Ibadan metropolis was tested by using multiple regression analysis. The result is presented in table 1 below:

Table 1: multiple regression showing the influence of masculinity, femininity and androgyny on career interest (realistic, investigative, Artistic, Social, Enterprising and Conventional)

DV	Predictors	β	t	p	R	R ²	F	P
Realistics	Masculinity	.020						
	Feminity	.125	3.029	.003	.150 ^a	.023	7.508	<.001
	Androgyny	.030	.841	.401				
Investigative	Masculinity	.085	2.266	<.05				
	Feminity	.099	2.403	<.05	.188 ^a	.035	11.818	<.001
	Androgyny	.063	1.785	>.05				
Artistic	Masculinity	.096	2.560	<.05				
	Feminity	.132	3.219	<.01	.194 ^a	.038	12.714	<.001
	Androgyny	-.016	-.464	>.05				
Social	Masculinity	.107	2.884	<.01				
	Feminity	.148	3.629	<.001	.225 ^a	.051	17.278	<.001

	Androgyny	.008	.233	<.05				
	Masculinity	.093	2.533	.011				
Enterprising	Feminity	.193	4.780	.000	.255 ^a	.065	22.608	<.001
	Androgyny	.005	.133	.895				
	Masculinity	.138	3.769	.000				
Conventional	Feminity	.179	4.475	.000	.283 ^a	.080	28.159	<.001
	Androgyny	.020	.566	.572				

P<0.01 level (2-tailed)

P<0.05 (2-tailed)

Sex role expectations combined to significantly predict career interests (Realistic, Investigative, Artistic, Social, Enterprising and conventional) among the secondary school students ($R^2 = .023$, $F = 7.508$, $p < .001$; $R^2 = .035$, $F = 11.82$, $p < .001$; $R^2 = .038$, $F = 12.71$, $p < .001$; $R^2 = .051$, $F = 17.28$, $p < .001$; $R^2 = .065$, $F = 22.61$, $p < .001$; $R^2 = .080$, $F = 28.16$, $p < .001$). The joint % contribution of sex role expectations to the various career interests are 23, 35, 38, 51, 65, and 80 respectively. The result demonstrated that feminity showed significant prediction of adolescents interests in Realistic, Investigative, Artistic, Social, Enterprising, and Conventional

careers but masculinity was not a significant predictor of Realistic career domain. Adolescents with masculine mindset preferred Investigative, Artistic, Social, Enterprising and conventional careers. However, masculinity did not independently predict realistic career interest. The results indicates that masculinity have significant influence on career interest.

It was also found that Androgyny did not predict Realistic, Investigative, Artistic, Social, Enterprising and conventional career interest. Androgyny has no significant influence on the six dimensions of career interest.

Sex role expectation and Career interest



As shown by the chart above, androgyny was lower than both feminity and masculinity in predicting the six career interest areas. Though it depicts important factor, it was however insignificant.

Discussion of findings

This study investigated sex role expectations as predictors of career interest among senior secondary students in Ibadan metropolis. The proposition that sex role expectations (masculinity, feminity and

androgyny) will significantly predict career interests (realistic, investigative, Artistic, Social, Enterprising and Conventional) was confirmed. Results showed that both feminity and masculinity sex role expectations are significant predictors of the six dimensions of career interests. However, androgyny did not significantly predict Realistic, Investigative, Social, Artistic, Enterprising and Conventional career interests. The findings have showed a different direction from previous literature

that dichotomised career along sex role expectations. For example, it was reported that different societies emphasise particular roles that each sex should play, although there is wide latitude in acceptable behaviours for each gender (Hesse-Biber & Carger, 2010). Through interactions with caretakers, socialisation in childhood, peer pressure in adolescence, gendered work and family roles, men and women are socially constructed to be different in behaviour, attitude and emotions. The gendered social order is based on and maintains these differences (Borgatta & Montgomery, 2009). Gender differences are also expressed as value priorities with women giving greater priority to values that represent expressive and communal goals, and men to values that represent instrumental and agentic goals (Beutel & Marini, 1995; Prince-Gibson & Schwartz, 1998; Wood & Eagly, 2002; Abele, 2003).

Male and female career choices were reported to be normally different because of the difference in their self-concepts. Studies (Adams and Walkerdine, 1986; Best, 1983; and Spender, 1982) previously showed that girls tended to opt for a very narrow range of stereotypically feminine occupations. It was found in the present study that both masculine and feminine orientations were associated with five out of the six career areas. Masculinity predicted all except realistic career orientation. But males had been found to engage in realistic career related activities than females. Lippa (1998) has previously noted that the greatest differences between men and women are in the relative strength of the interest in working with things versus the interest in working with people. Holland's (1998) career personality also linked masculinity with realistic career interest. The contrary positions with the present findings may be due to differences in cultures where previous studies were conducted. Holland may not have included African sample in developing the career personality matching. This may imply that the Nigerian society with its culture is not rigidly divided along sex role expectations. As such it is easier for adolescents of either gender to aspire for any career interest that catches their fancy or desire.

Nevertheless, the findings do support aspect of studies that confirmed sex role expectations to influence decision-making when it comes to academic or career choice (Heilman, 2001; Nosek, Banaji and Greenwald, 2002). The findings is in consonance with Gupta et al. (2008) who found evidence that people were likely to internalize stereotypes and act according to them, choosing tasks associated with their own gender. This pattern is more observable if the stereotype is widely accepted in the culture (Heilman, 2001). But not much difference existed as both the feminine and masculine dimensions of sex role expectations significantly predicted career interests in the present study. It can be concluded that sex role expectations are important factors in career interests among students in a Nigerian sample.

It implies that strong link exists between sex role expectations and career interests. This means that vocational and career counselors need to consider the importance of sex role orientation of students in career planning. A prior assessment of students in addition to their academic performances would help to achieve result-oriented outcome in career guidance.

Following the conclusion that link sex role expectations with career interests of students covered in this study, it is necessary for vocational counselors to work with students in order to educate or sensitise them toward overcoming the traditional view of occupations based on gender orientations. Instead they can be made aware about opportunities in emerging and non stereotypic traditional career areas. Students and their parents can be guided to make result-oriented career choices without the belief that certain vocations are for a particular gender.

Despite the over aching outcome of the study, it is important to identify constraints that limit the generalisation of the findings across secondary schools in Nigeria. The sample size used in the study would have been larger in order to cover more schools outside the state capital. It is possible that views of students in rural areas may have shape the findings differently. Probably, in-depth interviews and focus group

discussions may have yielded different results. The combination of both qualitative and quantitative methods could have helped to strengthen the validity of findings. Future researchers are encouraged to consider the limitations and broaden the scope in order to enhance generalization. Nonetheless, the study has added to a growing body of literature on sex role expectations and career interests of adolescents, especially those in senior secondary schools.

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