

ABSTRACT

This study investigated the extent to which selected personal, school and home variables contribute to students' Perception of Women's Domestic and Occupational Roles now and in the future. The sample consisted of 240 students from schools in the Corporate Area of Kingston and St. Andrew.

The students were selected from Grades 8 (Second Form), 10 (Fourth Form), and Form 6 of Single Sex and Co-educational schools.

The concerns of this study were answered by using students' 't' statistics, One Way Anova followed by Scheffe's post hoc tests, and Pearson's Product Moment Correlation and Stepwise Multiple Regression Analysis.

Question 1: - Which home variables explain most of the variance in students' perceptions of women's roles in the (a) Domestic Sphere and (b) Occupational Sphere in 1986 and the year 2000?

For the domestic sphere, Sex Role Differentiation emerged as the best predictor for 1986 and the year 2000, and Occupational Roles came out as the best predictor for the Occupational Sphere.

Question 2: - Which school variables explain most of the variance in students' perceptions of women's roles in the (a) Domestic Sphere and (b) Occupational Sphere 1986 and the year 2000?

For both time periods in the Domestic Sphere, and Sex Role Differentiation emerged as the best predictor for the girls in the Co-ed schools, and in the Occupational Sphere, Occupational Roles was the best predictor for the girls in the Co-ed schools.

Question 3: - Are there significant differences in perception of women's roles among students in the second, fourth and sixth forms?

The results shows that at the second form level students have strong views on Occupational Roles, but

at the fourth and sixth form levels they are influenced more by Sex Role Differentiation.

Question 4: - Are there significant differences in the perception of women's roles by students based on sex?

The results show that perceptions of women's roles for 1986 and the year 2000 were influenced by Sex Role Differentiation in the Co-ed girls sample, and by Fear of Success in the girls in the single sex schools for girls.