MENA Women's Transition from School to Work

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ملخص

انتقال الشابات المتعلمات من الجامعة إلى العمل في الشرق الأوسط وشمال أفريقيا

موضوع هذا البحث هو استكشاف العوامل، التى تساعد خريجات الجامعات الشابات في الشرق الأوسط والشمال الأفريقي على الانضمام إلى سلك العمل، وكذلك بيان العوامل التي تقف حائلا أمام هؤلاء الشابات بعد التخرج. فقد تبيّن في دراسات عدة أنه على الرغم من ازدياد عدد الشابات العرب المقبلات على الدراسة الجامعية وتأخر سن زواجهن، إلا أن نسبة النساء العاملات في الشرق الأوسط في تضاؤل مستمر، حسب تقرير صدر عن الأمم المتحدة في العام ٢٠٠٢

للوصول إلى هدف البحث، أعدّ استبيان وجرت مقابلة عدد من الطالبات والطلاب (١٩ـ٢٥ سنة) في جامعة خاصة في الشرق الأوسط. وقد استُطلعت أراؤهم عن العوامل، التي تساند أو تمنع النساء العرب الشابات من الانخراط في العمل، بعد انهاء دراستهن الجامعية.

تبين أن العامل الأكثر إيجابية والذي يحفز الشابات على العمل هو متابعة الدراسات العليا، التي تزيد من خبرتهن وتزيد من فرص العمل المتاحة لهن. أما عن العوامل التي تمنعهن عن العمل، رغم تحصيلهن العلمي، فهي أربعة عوامل: أولا، رغبة الأهل في زواج بناتهن بعد التخرج مباشرة ورغبة أزواج المستقبل في بقاء زوجاتهم الشابات في المنزل للعناية بالأطفال والعائلة. ثانياً، ممانعة الأهل أو الأزواج في سفر الشابة العربية من أجل العمل في بلدة بعيدة أو بلد آخر، التزاماً بالتقاليد وأعراف المجتمع العربي. ثالثا، كما هو متعارف عليه في المجتمعات الشرقية، يحق لأولياء الأمور، وهم في الغالب رجال (الآباء أو الأزواج)، منع النساء عن العمل لأي سبب، وكذلك تحديد نوع وكيفية العمل الذي يسمح للشابات العرب الانضمام اليه. فقد لا يسمح لشابة أن تعمل في مجالها الدراسي إذا تطلب عملها، مثلا الاختلاط بالرجال أو العمل لساعات طويلة خارج المنزل، أو السفر. رابعا وأخيرا، تبين أن أحد العوامل التي تعرقل انخراط الكثير من خريجات، الجامعات الشابات، هو انشغالهن أثناء الدراسة بالتفكير في عروض الخطبة والزواج، ما يؤثر سلباً على دراستهن و تحصيلهن العلمي، وكذلك على البحث عن عمل مناسب.

هذه العوامل قد تفسر تضاؤل عدد الشابات الجامعيات العرب العاملات ، على الرغم من توافر أهم حافز لهن وهو التعليم العالي.

Abstract

MENA Women's Transition from School to Work

This study is concerned with describing the perceptions of both male and female MENA youths with regard to the economic choices available to female youths in the Middle East. In particular, the participants in the study (male and female college students at a large university in the Middle East) shed light on the current status of young, college-educated women in the Middle East in terms of the factors facilitating and impeding their transition from college to work. A number of themes were identified related to factors affecting the transition of MENA female youths from school to work.

The factor that was most frequently cited as facilitating the transition from school to work for young Arab females was higher education and post-graduate studies as they are necessary for getting a job and professional development. As well, four factors that may hinder female MENA youths' entering the job market were identified: (1) families expect daughters to get married soon after graduating, and husbands expect wives to care for young children instead of pursuing a job or career; (2) the decision of whether or not Arab females are allowed to work is made by males (fathers or husbands) who also determine how and where they work; (3) families do not allow females to take a job that would require

them to live apart from their families even within the same country; and (4) the time female college students spend on considering marriage proposals and negotiating with future husbands about what they can and cannot do while they are still in school takes valuable time away from their studies and education.

These factors could explain the overall trend within the MENA region, namely that despite an increase in educational attainment (Moghadam, 2004) and a delay in marriage (Weeks, Getis, Hill, Gadalla, & Rashed, 2005); employment among college-educated females is on the decline (UN-ESCWA Report, 2002).

Introduction

The empowerment of women has been a hot topic across all professional and academic fields for many years. In 1995, the United Nations introduced via the United Nations Development Program (UNDP) a Gender Empowerment Measure (GEM) as an indicator of women's development in its annual Human Development Report. Middle East and North African (MENA) countries continue to score low (to varying degrees) on the empowerment and development indicators.1 Empowerment itself is a difficult concept to define. For example, it may be defined as:

A condition in which women hold or are in the process of obtaining educational, legal and political rights that are equivalent or nearly equal to those of male citizens…[Empowered women] are able to work, and advance in any career they select; possess economic rights…, and obtain bodily rights-the rights to control their own health and fertility…Empowerment may also include legal rights that actually accord women certain advantages such as hiring or educational preferences in areas where women have historically lacked access (Zuhur, 2003, p. 18).

For purposes of this paper, we explore empowerment as the ability of women to have a demonstrable control over their lives in the areas of educational attainment and professional development.

This study stemmed from the experiences of the researchers who noted the struggle of their female college students attempting to advance from university life to professional life despite their high socio-economic status and educational achievements. The trend among these students followed the overall trajectory within the MENA region, namely that despite an increase in educational attainment (Moghadam, 2004) and a delay in marriage (Weeks, Getis, Hill, Gadalla, & Rashed, 2005); employment among college-educated females is on the decline (UN-ESCWA Report, 2002). Thus, the purpose of the study is to better understand the various factors instigating this trend in the lives of educated female MENA youth.

This study is a qualitative research study concerned with describing the perceptions of both male and female MENA youths with regard to the economic choices available to female youths in the Middle East. In particular, the participants in the study shed light on the current status of young, college-educated women in the Middle East in terms of the factors facilitating and impeding their transition from college to work, such as family responsibilities and expectations, (arranged and/or early) marriage, and access to and types of employment opportunities for women.

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[1] It is important to note here that some (e.g. Farah, 2006) have noted that the GEM is not reliable enough as it depends to a large extent on income as a variable. Women from oil-rich MENA countries, for instance, tend to be awarded higher levels of empowerment and development even in countries where they do not participate in political life. Thus, Farah (ibid, p. 38) argues that the GEM grossly overestimates Arab women's development and degree of empowerment.

Research Question

The major research question that was addressed in this study was: what are the factors that facilitate and those that impede the advancement of young, university-educated MENA females from college life to professional life?

Methodology
Data Collection & Analysis

Qualitative data for this study were collected via two primary methods. A series of semi-structured, one-on-one, and focus group interviews following Seidman's (1998) method were used with participants who were willing to sit for interviews. However, since the participants were all current or recently graduated college students, it was not possible for some to volunteer hours of their time for the lengthy interview process. Data from these participants were collected through an online survey asking questions similar to those asked in the interviews (see appendix for full survey). After completing the survey, short follow-up interviews were conducted with these participants in order to clarify and/or expand on any points made by the participants. Furthermore, a few of the informants who opted for the online survey later took part in focus group interviews. Interviewed students each sat for 2 interviews (lasting 45 minutes on an average) and participated in at least one focus group interview (lasting one hour on an average). The purpose of the focus group interviews was to plumb deeper into the perceptions of the participants since members of focus group interviews tend to reveal more as they react to what others in the group share (Vaughn, Schumm, & Sinagub, 1996).

Both male and female college students were asked to participate in the study. The majority of the participants were former and current students of the researchers; however, a number of the participants themselves invited some of their friends to volunteer for the study as well. Invitations were sent by the researchers via e-mail and then forwarded by participants to other potential informants who met the criteria for participation in the study. The survey criteria were that the participant be a college student or a recent graduate, at least 18 years old, and fluent enough in English to be interviewed in the language. The e-mailed invitation included a description of the purpose of the study and the data collection procedures. Interested students who responded to the invitation were asked to sign consent forms informing them of their rights as participants. The students were also encouraged to ask any questions about the study before the interview/survey process began.

The researchers conducted one-on-one interviews separately, but were both present during focus group interviews. All interviews (one-on-one and focus group) were tape recorded and later transcribed by the researchers and a research assistant. The majority of interviews were conducted in English with a few conducted in both English and Arabic as the need arose for clarifications. The researchers wrote their reflections on each interview, and these reflections served as initial analyses of the data.

The analysis of the collected data was founded on a theme or category system, and interpretations were based on an emic (i.e. insider's) perspective. Categories were drawn directly from the data, that is, the categories were not pre-determined. The method of data analysis was recursive constant comparison (Merriam, 1998). As well, qualitative research methods for achieving credibility, transferability, and confirmability of results (Guba & Lincoln, 1982) were employed.

The Participants

The sample of participants included both male and female recent graduates and college students studying at a large, private, coeducational university in the Middle East from a number of MENA countries including (but not limited to) Egypt, Syria, Lebanon, Turkey, Iraq, Morocco, Sudan, and GCC countries. A total of 20 students volunteered for the study.[2] The participants' ages ranged from 18-25 years, and they came from various fields of study including economics, business administration, finance, mass communication, and journalism. The names of participants in this study have been changed to protect their anonymity.

Male participants were included in this study in spite of its focus on young females because the perceptions and expectations of male MENA youths concerning the professional development of MENA females must be considered as males hold much power in the lives of females in Arab societies as will be further discussed in the findings below.

Findings

A number of themes were identified in the data including general themes related to empowerment of MENA female youths and specific themes related to factors affecting their transition from school to work.

Empowerment

With regard to issues of empowerment, both male and female participants consistently expressed that families in general, males in particular, and fathers specifically, play a large role in decision making in the lives of single MENA females. This, obviously, is consistent with the acceptable standards of most patriarchal societies to which MENA counties belong. Thus, decisions regarding the education and work of many young, Arab females tend to be taken by their fathers. However, the participants also revealed that fathers' decisions are often influenced by societal expectations and/or stereotypes as well as perceived threats to the fathers' and/or families' reputation. In other words, decisions such as those concerning whether or not a woman may work in a specific field may not always reflect the patriarch's actual beliefs or wants; rather, they sometimes mirror the society's prescriptions as to what is considered to be an "acceptable" field of work for Arab females in that society. In such cases, fathers may opt to deny a daughter the opportunity to work in a particular field since not doing so could potentially threaten his and/or his family's reputation of decency and conformity to the rules of society.

Accordingly, the data indicate that not only are MENA female youths disempowered (to varying degrees in correlation to the country of origin) by being deprived of the right to have control over their own education and work, they are also sometimes denied this right simply in an effort to adhere to societal –not familial- expectations and stereotypes.

Transition from School to Work
Factors Facilitating Entering the Job Market: Education

A single factor that may potentially facilitate the transition from school to work for young Arab females was recognized in the data. Most of the female participants cited higher education and post-graduate studies as necessary for getting a job, professional development, and a secure financial

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[2] As this study is still in progress, this number reflects the number of participants interviewed/surveyed to date. The data collection process is expected to continue through September 2006.

future. As one participant expressed it: "I decided to go to college because I might end up one day really needing a job, and I don't want to regret [that I didn't get a degree]." For this participant and many others, getting an undergraduate degree was a personal choice, not a family expectation. Furthermore, the data revealed that attending university was a way for some female participants to delay marriage for the duration of their studies, although some were already engaged or considering marriage proposals at the time of the study.

Most of the interviewed and surveyed female participants also expressed a keen interest in pursuing at least a master's degree in their field of study or related areas and many had already discussed plans with their families. This was refreshing and unexpected, as many of these participants had begun by explaining that their families expect them to get married after graduating. Others maintained that their families expect them to work after graduation and then get married. Only one female participant (Reem, a 19 year-old economics major from the UAE) stated that her family (her father specifically) expects her to pursue graduate studies after obtaining her bachelor's degree. The participants explained that having a master's degree or a PhD in their fields would help them stand out from others competing for the same positions and would thus make them "special" when entering the job market. A few participants also mentioned the financial rewards of holding a higher degree.

Interestingly, the majority of female participants also insisted that traveling abroad for graduate study is the best option although many predicted difficulties in attaining this goal given certain restrictions such as not being able to travel without the approval of the family and/or the accompaniment of a male relative (most named brothers or future husbands). Nadia, a twenty-year-old Palestinian student majoring in Mass Communication stated, "I want to get a master's in a place of high standards…in the States or Canada. [But] if I go and take my master's somewhere, for instance, Jordan where there is family, that's okay. If I go to the States where there is no one [related to me] there, that is not okay."

As well, some of the female participants explained that they would delay graduate school for various reasons, such as making sure that they want to commit to a certain field of study or to get married first. For many, getting married is a precondition to getting a higher degree since their families do not allow them to travel and live abroad without a (male relative) chaperone. One exception to this seemingly steadfast rule was the case of Reem who explained that the only way her family would allow her to travel and live abroad alone would be if she were studying: "[It would be okay for me to study abroad and live alone] because it's me studying and they [my extended family and society] will probably think I'm living on campus there." Nevertheless, the same participant explained that her father would not allow her and her siblings to live together off campus in the city where they attend university (which is an hour drive away from where her parents live): "My mom suggested to my dad, 'why don't we buy an apartment in [the city] and [the kids] can all live there instead of the dorms,' but my dad didn't seem to like it even though my brother was going to be with us. But it's not because [of] him not trusting us but because how would people view us just girls living in an apartment [with their brother]…it wouldn't look good… It's because it's the way the society thinks here, especially [in my home town] because [it] is a very small city and people are very close…[My father] cares so much about what other people think of him and his family." For this participant then, the patriarch of the family does not allow her to live in her own country in what the local society deems inappropriate accommodations even with the accompaniment of her brother, but he is willing to bend the rules away from the prying eyes of society and relatives. This clearly shows the influence of family and society expectations.

Engaged female students and those in relationships hinted that their decisions regarding whether or not they should marry their partners depend largely on their male counterparts' positions regarding

their pursuing higher degrees abroad after marriage. Sahara, a 20-year-old advertising student from Syria reflected on her plans after securing a BA: "After I get out of college, I plan on getting married, of course. But later when I am married, I am going to have my master's degree…Actually, I might get engaged soon and he is encouraging me. And we are both planning on getting master's in Canada, even if we are married."

In view of that, the factor that appears to facilitate the female participants' transition from school to work -in their perception- is education. It was clear that the female participants fully understood the advantages a higher education would award them in connection with their future jobs and careers. This, however, is a restricted and thorny factor given the requirements and provisions placed by family and/or society. Although it is quite encouraging that many college educated Arab women are planning to continue their education, the actual realization of this goal for most is questionable and entirely unfeasible for many.

Factors Impeding Entering Local & International Job Markets

Many factors that could hinder female MENA youths entering the job market were identified. First, family expectations were found to be a major factor. Most of the female participants stated that after completing their undergraduate studies, their families expect them first and foremost to get married. Although many also maintained that their families want them to work or do not mind them continuing their education, the predominant expectation was that the young women would marry soon after graduation. Interestingly, the majority of female participants explained that their families do not expect them to join the family business while male participants whose families have a family business stated that they are expected to contribute to the family business in some capacity. Again, this discrepancy between family expectations of males and those of females are consistent with patriarchal society values ward from Sudan explained her family's expectations: "They [my family] would rather I get married because all my cousins are getting married… Mother keeps asking me, 'Have you met anybody?' [I reply,] 'No, I haven't met anybody, so what am I supposed to do?' [My mother] says, 'All of your friends are either engaged or married'." Although a few of the participants insisted that they would not mind getting married and forgoing work, many were adamant that marriage would not keep them from working or pursuing a career. Compare the following quotes from two of the female participants:

Reem: I prefer not to work. When it comes to marriage, if my husband asked me not to work, I wouldn't mind at all.

Ward: I do realize it is my duty to take care of the household, my husband, blah, blah, blah, but all of that stuff comes later, and I really have no idea what it is really going to be like. But I didn't go to school for nothing.

Furthermore, the majority of both male and female participants agreed that married Arab women should make taking care of their children a priority that falls far above work. Most male participants argued that it would be imperative for their future wives to stay at home to take care of their children, although a few did state that they would not mind if their wives worked as long as the children were not neglected as a result. It is noteworthy that the majority of male participants who voiced a strong aversion to having their wives work came from families in which their mothers did not work. So, it is plausible to conclude that these participants consider their mothers to be role models for their future wives.

While most of the female participants explained that they would definitely quit their jobs after having children, a few insisted that they would only take leave from work to care for young children

and then return to their jobs later. As one participant explained, "If [I have] kids, if I am a good mother, I will stay at home and take care of them for a while." Accordingly, meeting family expectations of marriage and husband's and/or personal expectations of caring for children was found to be one of the factors that hinders the transition of female MENA youths entering the job market.

The second identified impeding factor was found to be related to issues of empowerment (or disempowerment) of MENA women. Families or husbands always have the final say in whether, how, and where females can work after graduation. In other words, female participants made clear that their fathers or their husbands could ultimately decide whether or not they would work. As a result, some go to many lengths to ensure that their future husbands would not forbid them to have a job after marriage by discussing this matter before accepting a marriage proposal. However, all of the female participants admitted that they would have to comply with a husband's wishes after marriage and leave work if the husband changed his mind and all efforts to have him reconsider such a decision fail.

Furthermore, not only do men make the decision as to whether or not Arab females are allowed to work, but also men largely determine how and where they work. To illustrate, most male participants maintained that if they were to allow their wives to work, certain criteria would have to be met including: 1. Children (if any) would not be neglected. 2. The wife's work does not involve mixing with men. 3. The wife's job does not necessitate working long hours or traveling. Some also added that their wives should work if and only if they could not provide for their families well; i.e. if the family was in need of a second income. These criteria were also cited by female participants as to what their families and future husbands might require before allowing them to work. A few of the female participants explained that in order to avoid a jobless future, they preempted the problem by choosing majors or fields of study that would allow them to meet the conditions above. Hayam, a computer science major form the UAE explained that she chose her major specifically because she knew that her family (particularly her father) would not mind her working in her field because there are many positions related to her major that would not require her mixing with males or spending long hours at work. "I can even work from home," she stated. She also sarcastically explained that many Arab women do not take these societal restrictions into consideration and major in male-dominated fields such as chemical engineering and then are "shocked" when their families or husbands do not allow them to work in their areas of specialty after graduation.

Another impeding factor as to entering both local and international job markets for females is that leaving the city where females' families live in order to work in another city or country is completely out of the question without them being accompanied by a male relative. Most of the female participants identified the male accompaniment role as being filled by a husband. That is, the majority of the female participants maintained that their families would not allow them to take a job that would require them to live apart from their families even within the same country. When asked what she would do if she was offered her dream job in another city or another country, one female participant replied, "Personally, I wouldn't mind doing that, but I don't know about my parents... [I think it's] impossible [because of my family]... unless I get married to someone who would go with me. I think that's the only solution." Another elaborated, "I would consider it [leaving the country] for a job, but that is not something they [my parents] would let me do. Alone, by myself in a city with no one else, that would be a no-no." Thus, young Arab women are limited in their choices with regard to where and how they may work both within their own countries and in other countries due to family and/or societal restrictions.

The final impeding factor that was gleaned from the data is that the time female participants spent on considering marriage proposals and negotiating with future husbands about what they can and

cannot do while they are still in school takes valuable time away from their studies and education. Conversely, male participants explicitly stated that they intentionally do not take time to think about relationships and marriage since it would take time away from their studies.

In summary, four major factors were identified as hindering the transition of young MENA females from university life to professional life in terms of both local and international job markets: family expectations, fathers or husbands determining whether they work or not after graduation, lack of mobility for both local and international job opportunities, and the preoccupation with marriage proposals during college. These factors are mainly the result of family and societal expectations as well as documented trends of disempowerment of Arab women. Although it is quite encouraging that young, educated MENA females aspire to work, run their own businesses, and pursue graduate studies, most must overcome many impediments and barriers before their aspirations are achieved.

Implications and Suggestions for Further Research

The implications for Middle Eastern female youths transitioning from college to career are far reaching. The following discussion sketches some of these implications.

Given that the prevailing pattern for the great majority of MENA females in college settings is for them to live within the boundaries of expectations set by family and societal norms, the implications for this group will be taken up first, followed by a brief discussion on the implications for those who choose to follow educational and career paths that may not be dictated by traditional limitations.

Implications of this research within the university setting include the need for university faculty, advisors to students on matriculation and career counseling matters to be aware of the special challenges faced by female MENA youth in their eventual transition from student to professional life. Advising students should be done with an appreciation of how the dynamics outlined in the above research can be correlated with educational and career opportunities based on the existing academic structures already in place within the university. Further, universities may want to consider developing special academic programs of study that address the unique situation of female MENA youth and the limitations outlined above that impact their transitioning from college to career.

The implications of this research in contexts outside the university setting include the workplace and potential employers. The corporate world needs to have realistic expectations in job placement both in regard to location of assignments and types of job tasks with regard to gender issues. Internships could be developed that fit the constraints enumerated in this research and give female MENA youth opportunities while also respecting the societal and family obligations. In another arena, outside the university setting, there may be implications for this study that can be taken up by families and community leaders for consideration of the issues and limitations placed on educated female youth. This could lead to a more self-conscious decision-making process that has a potential impact on family finance and traditional gender roles as well as broader societal implications.

An area not covered in this present study is a consideration of those young educated women who choose to live beyond the standard expectations imposed upon their educational and career options. There are a few women who are willing to directly challenge the limitations on their educational and career empowerment. This is often seen in the choices for graduate study abroad and in the delaying of marriage. Implications for universities include the question of providing funding for these women who will not be able to rely on family financial support for their continuing education.

Should this be considered as a viable process for empowering women to move beyond the financial constraints levied by the male-dominated control of family wealth?

Might there be negative economic consequences for universities which enable female students to pursue their scholarly and professional goals despite this lack of family financial support for those independent-minded students?

The results of this present study suggest the need for further research in various related areas. For MENA females who choose to go against family and societal expectations: What are the special challenges that lie in store for them? What factors have enabled them to obtain this level of self-empowerment to gain control over their educational and career options? Can these factors be used as models for empowering other FEMA youth?

Further research could also be done with college students who choose to stay within the boundaries of traditional career expectations by exploring questions such as: Are their things that can be to done by universities and other players to assist with the empowerment of female MENA youth? Is there a need for an advocacy role at the university and corporate levels on behalf of these women to increase their career empowerment?

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Appendix: Surveys

Questionnaire for Female Participants

Demographic Information:

Name: _____ (optional)   Age: _____

Desired Pseudonym (fake name): _____
Nationality: _____

Marital Status: ☐ Single   ☐ Engaged   ☐ Married   ☐ Divorced

Ethnic Origin: ☐ Arab ☐ African   ☐ Southeast Asian   ☐ Asian

☐ Persian   ☐ Other _____ (please specify)

Year: ☐ Freshman   ☐ Sophomore   ☐ Junior   ☐ Senior

☐ Graduate (specify BA, BS, etc.) _____

Major: _____   Minor (if any): _____

Level of parents' education:
Mother
      ☐ Some school _____ (specify grade)
      ☐ High School
      ☐ Some university _____ (specify number of years)
      ☐ Bachelor's Degree _____ (specify major)
      ☐ Master's Degree _____ (specify area of specialty)
☐ Doctoral Degree _____ (specify area of specialty)
☐ Other _____ (specify)
Father
      ☐ Some school _____ (specify grade)
      ☐ High School
      ☐ Some university _____ (specify number of years)
      ☐ Bachelor's Degree _____ (specify major)
      ☐ Master's Degree _____ (specify area of specialty)
☐ Doctoral Degree _____ (specify area of specialty)
☐ Other _____ (specify)

Parents' Occupations (jobs):
Mother's Occupation: _____ (leave blank if retired)
Father's occupation:_____ (leave blank if retired)

Does your family own a business?   ☐ Yes   ☐ No
If YES, do you plan on joining your family's business? ☐ Yes ☐ No ☐ Maybe
Questions:

What were your reasons for going to college?

How did you choose your major? If you have not declared a major yet, what do you think will help you decide on a major?

How do/did you decide what courses to take at college?

What are your professional plans after graduating? (Job, business, etc.) Please provide detailed answer.

Have you started looking for a job yet?

☐ Yes   ☐ No   ☐ Not Applicable

If YES, what steps have you taken to find a job?

What kind of jobs do you think are available to you (entry-level, managerial, etc.)?

What does your family expect you to do after graduating?

Would you consider leaving your family, city, or country for a job?

What would you do if your work required that you change the way you dress or behave (more conservative/less conservative)?

Are you considering continuing your education and getting a higher degree (Master's, PhD, etc.)? Why or why not?

What are your personal plans after graduating? (Engagement, marriage, etc.)

If getting married is part of your plans for the future, would you consider leaving your job after getting married? Why or why not?

What would you do if your husband asked you not to work?

Would it be okay for us to contact you with further questions or to ask for clarifications?

☐ Yes   ☐ No

If YES, please provide your e-mail address and/or phone number:

E-mail: _____   Phone: _____

Thank you for your participation & help!

Questionnaire for Male Participants

Demographic Information:

Name: _____ (optional)   Age: _____

Desired Pseudonym (fake name): _____

Nationality: _____

Marital Status: ☐ Single ☐ Engaged ☐ Married ☐ Divorced

Ethnic Origin: ☐ Arab ☐ African ☐ Southeast Asian ☐ Asian

☐ Persian ☐ Other _____ (please specify)

Year: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

☐ Graduate (specify BA, BS, etc.) _____

Major: _____ Minor (if any): _____

Level of parents' education:
Mother
☐ Some school _____ (specify grade)
☐ High School
☐ Some university _____ (specify number of years)
☐ Bachelor's Degree _____ (specify major)
☐ Master's Degree _____ (specify area of specialty)
☐ Doctoral Degree _____ (specify area of specialty)
☐ Other _____ (specify)
Father
☐ Some school _____ (specify grade)
☐ High School
☐ Some university _____ (specify number of years)
☐ Bachelor's Degree _____ (specify major)
☐ Master's Degree _____ (specify area of specialty)
☐ Doctoral Degree _____ (specify area of specialty)
☐ Other _____ (specify)

Parents' Occupations (jobs):
Mother's Occupation: _____ (leave blank if retired)
Father's occupation:_____ (leave blank if retired)

Does your family own a business? ☐ Yes ☐ No
If YES, do you plan on joining your family's business? ☐ Yes ☐ No ☐ Maybe

Questions:

What were your reasons for going to college?

How did you choose your major? If you have not declared a major yet, what do you think will help you decide on a major?

How do/did you decide what courses to take at college?

What are your professional plans after graduating? (Job, business, career, etc.) Please provide detailed answer.

Have you started looking for a job yet?

☐ Yes ☐ No ☐ Not Applicable

If YES, what steps have you taken to find a job?

What kind of jobs do you think are available to you?

What does your family expect you to do after graduating?

Would you consider leaving your family, city, or country for a job?

How would you feel about having a woman as your boss?

Are you considering continuing your education and getting a higher degree (Master's, PhD, etc.)? Why or why not?

What are your personal plans after graduating? (Engagement, marriage, etc.)

If getting married is part of your plans for the future, would you allow your wife to work? Why or why not?

Would it bother you if your wife earned more money than you? Why or why not?

What do you think in general of college-educated women working outside of their homes?

Would it be okay for us to contact you with further questions or to ask for clarifications?

☐ Yes ☐ No

If YES, please provide your e-mail address and/or phone number:

E-mail: _____ Phone: _____

Thank you for your participation & help!