
The Chronic Case of Chauvinism: These Times Are Changing

Lorna Idol

Literacy Education, Concordia University Texas, Austin, the USA

Email address:

solutionspeaceful@yahoo.com

To cite this article:

Lorna Idol. The Chronic Case of Chauvinism: These Times Are Changing. *Psychology and Behavioral Sciences*.

Vol. 11, No. 1, 2022, pp. 1-13. doi: 10.11648/j.pbs.20221101.11

Received: December 16, 2021; **Accepted:** January 6, 2022; **Published:** January 12, 2022

Abstract: This research project on chauvinism and gender differences was two-fold, combining the analyzed results of 13 meta-analyses and 3 long-term trend data studies with the results of eight case studies of interviewed women, ranging in age from 30 to 80. Qualitative analyses were conducted as to the types of male support they received in their lives, their experiences with chauvinism, how they coped with chauvinism, and their life decisions as a result of experiencing chauvinism. The variances between females and males on cognitive, intellectual, academic achievement and interests were examined in the research base and the case studies, questioning whether or not there is a gender difference, as well as the influences of culture, other people and academic expectations. Results showed a positive trend over time regarding chauvinism. In the earlier research studies there were more gender differences between males and females but with confounding variables such as testing instrumentation, testing bias, academic course work availability and conscious holding back of females in academics and careers. However, more recent studies showed a distinct lack of gender differences and some question of how much of the earlier results contributed to the building of a stereotypic view of females. In the case studies, younger women tended to experience less onerous types of chauvinism than did the older women, but all eight women experienced chauvinism in their lives and remembered it well. Results include the ways they learned to cope with chauvinism and how they moved forward in their lives and careers in spite of chauvinism.

Keywords: Gender Differences, Chauvinism, Meta-Analyses Gender Differences, Longitudinal Studies on Gender Differences

1. Introduction

What exactly is chauvinism? *Chauvinism* has extended from its original use to include fanatical devotion and undue partiality to any group or cause to which one belongs, especially when such partisanship includes prejudice against or hostility toward outsiders or rival groups and persists even in the face of overwhelming opposition. In English, the word has come to be used to mean male chauvinism as a trend reflected in Merriam-Webster's Dictionary as "an attitude of superiority toward members of the opposite sex." The Oxford English Dictionary defines misogyny as "hatred or dislike of, or prejudice against, women." The Wikipedia entry on chauvinism is: "Misogyny is the hatred or dislike of women or girls." According to feminist theory, misogyny can be manifested in numerous ways, and including *sexual*

discrimination, denigration of women, violence against women, and sexual objectification of women." Konner [13] added this commentary to this definition: "I think this usage is now common, but it's really beside the point. Call it sexism, male chauvinism, or any other name, it adds up to the same thing: Ideologies and methods for controlling, restricting, suppressing, denigrating, and, when necessary, physically harming women so that men can be in charge of their reproductive capacities, limit them mainly to reproductive and other subservient roles, and avoid competing with them in an open market of human effort, talent, and skill."

For the purposes of this project, chauvinism is defined as being an attitude of superiority toward members of the opposite sex and behavior expressive of such an attitude. Male chauvinism is passed on from man to man, man to boy, father to son, and sometimes even passed on from women. The case of chauvinism has affected women egregiously for thousands

of years and even sometimes impacts negatively and indirectly on the males themselves. The case of chauvinism is chronic because it continues to thrive, sometimes more in some places in the world versus other places. Sometimes chauvinism is subtle; sometimes it is blatant; but it is always insidious, growing and spreading like a virus out of control. When this researcher was a young woman, she thought chauvinism, like racism, would fade away when the people who practiced such an egregious prejudice died. But, this is not true, for neither racism nor chauvinism. The reality is people teach chauvinism to their sons before they die. Some parents influence their daughters to expect and to adhere to male entitlement. Peers teach it to one another, encourage it and expect it to occur against females.

And woven within this practice of keeping chauvinism alive is how some women contribute to its spread. As an example, when this researcher began the search for women to interview for this project, she thought of a woman she knew who had been both a housewife and an English/Spanish bilingual teacher. This researcher thought she might be a good candidate to interview because she represented a working mother and a wife, and she would likely know other women from various ethnicities who might also agree to be interviewed. When this researcher first described the intention of this project, the woman asked me if this researcher was a “man hater?” This was a new term for this researcher, who tried to explain more about the project. The woman said she would have nothing to offer and then elaborated that her father and her husband were very supportive of her and her career. This researcher noted that in the project it would be good to hear both negative and positive experiences from interviewees. There was no reply. Then, she was asked if she knew other women in the public schools where she once worked who were African American or Hispanic? She said she had not worked in the schools as a bilingual teacher for eight years and would not know anyone, even though as a retiree she was currently leading a project to tutor and to support low-income Hispanic students. She went on to say her grandfather was chauvinistic to her grandmother, but that was a long time ago. This researcher told her that she, too, had men in her life who were mentors and/or who encouraged her to succeed. When then asked why she used the term man hater, she denied she said it.

Sometimes, the effect of chauvinism is so subtle and injurious to both women and men that it is not recognized for what it is. One woman in her early 80’s told this researcher that women in her age group did not like the word, chauvinism, and had lived their lives denying its very existence. She thought it would be difficult for such women to talk about it. She became an interviewee to this project and contributed two important and telling experiences of her own regarding chauvinism.

It is a conundrum, no doubt, not unlike the title of an old western movie: *The Good, The Bad, and The Ugly*. Some women have had positive experiences with mentoring, love, or friendship from good men who have supported these women in their life endeavors in academics, training,

housekeeping, as a wife and/or in a career. This is good and prompted this researcher to ask the following question first in the interviews contained within this project: Have you had male support in your life? This researcher certainly experienced male support and male mentoring in her own life; she also experienced the latter, which some women have also experienced...those chauvinistic “put downs” to keep us in our place. This is bad. And, sometimes as a result of chauvinism and a male superiority attitude toward women, some women have experienced rape, physical, emotional and financial abuse, and even murder. This is ugly and in some of these cases, criminal. The intent of this project was to interview women who chose to share experiences with chauvinism or lack of the same in the form of support whether those experiences were good, bad or ugly.

This research project on chauvinism combined 1) an extensive literature review on meta-analyses and long-term data trend studies on gender differences, comparing the result of more recent studies to older studies and 2) interviews of eight women, ranging in age from 30 to 80 in eight case studies focused on chauvinism. They were asked to reflect on male support they received in their lives, their experiences with chauvinism, how they dealt with chauvinism, and strategies they implemented in their lives as a result of experiencing chauvinism. Finally, comparisons were made between the results of the literature review and the results of the case study interviews with emphasis on gender differences and chauvinism.

2. Method

2.1. Literature Review

Meta-analyses are statistical analyses of a number of other related and relevant research studies which enable statistical combination of the findings to find an overall effect size for the variables being studied. Meta-analysis using quantitative analysis has been used long before the term was coined by Gene V. Glass in his presidential address to the American Educational Research Association in San Francisco in April, 1976, although the idea was not new. In earlier times quantitative analysis was used to increase statistical power to interpret the findings of multiple clinical studies. For example in 1904 British statistician, Karl Pearson [19], used quantitative analysis to determine the efficacy of a vaccine for enteric fever comparing his correlations among typhoid, mortality and the inoculation status of soldiers serving in various parts of the British Empire.

Use of meta-analysis to understand gender differences (variances between males and females or lack of the same) has improved our understanding of whether or not women and men differ in general intelligence. In this project, variances between females and males on cognitive, intellectual, academic achievement and interests are examined, questioning whether or not there is a gender difference on the g factor (general intelligence), as well as the influences of other people and academic expectations.

Table 1. Summary of Meta-Analyses on Gender Differences.

Authors	Date	Number of Studies in Meta-Analysis or Long Term Trend Data	Results
Voyer, Voyer, & Saint-Aubin [27]	2017	180 effect sizes from healthy males & females drawn from 98 samples ranging in mean age from 3- 86 years. Controlled non-independent effect sizes. Separate task subgroups by means of multilevel & mixed-effects models also analyzed.	Results showed a small but significant male advantage. All tasks produced a male advantage, except for memory for location where female advantage emerged. Age of the participants was a significant moderator, indicating that sex differences in visual-spatial working memory appeared first in the 13-17 years age group. Removing memory for location tasks from the sample affected the pattern of significant moderators. The present results indicate a male advantage in visual-spatial working memory, although age and specific task modulate the magnitude & direction of the effects.
Doyle & Voyer [5]	2014	224 effect sizes drawn from 86 studies	The effects of stereotype threat on women found to be relatively small but significant in math performance and non-significant in spatial performance.
Thompson & Voyer [24]	2014	551 effect sizes from 215 samples	Results showed a small overall advantage for females on emotion recognition tasks. However, the magnitude of that sex difference was moderated by several factors, namely specific emotion, emotion type (negative, positive), sex of the actor, sensory modality (visual, audio, audio-visual) & age of the participants.
Voyer & Voyer [25]	2014	502 effect sizes drawn from 369 samples from 1914-2011, 97 years	Demonstrated the presence of a stable female advantage in school marks. Female advantage was largest for language courses & smallest for math courses. Source of marks, nationality, racial composition of samples, & gender composition of samples were significant moderators of effect sizes.
Kirkland, Peterson, Baker, Miller & Pulos (2013) [12]	2013	259 studies across 10 countries	Found significant sex differences favoring females in "Reading of the Mind" test, an advanced ability measure of cognitive empathy.
Lindberg, Hyde, Petersen & Linn [14]	2010	1. Data from 242 studies published between 1990 and 2007, representing the testing of 1,286,350 people. 2. Data from large data sets based on probability sampling of U.S. adolescents over the past 20 years	1. Results indicate no gender difference in mathematics performance, & indicating nearly equal male & female variances. Found negligible to small overall differences with females performing better at measures of mathematical computation & males performing better at mathematical problem solving tasks. These data suggest the gap is closing (or even disappearing) in gender differences & further suggesting gender difference in cognitive abilities vary by age. 2. Sampling from the National Longitudinal Surveys of Youth, the National Education Longitudinal Study of 1988, the Longitudinal Study of American Youth & the National Assessment of Educational Progress. These findings support the view that males & females perform similarly in mathematics.
Su, Rounds, & Armstrong [22]	2009	Technical manuals for 47 interest inventories were used, yielding 503,188 respondents.	Results show women tend to report stronger social, artistic & conventional interests than men; whereas men are more likely than women to prefer realistic & investigative activities.
Lynn & Mikk [15]	2009	To find the sex effect size & variances in reading achievement in international studies by analysis of PISA (2000, 2003, 2006) data and PIRLS (2001, 2006) data.	In the last century many studies have revealed the advantages of girls in reading & of boys in science; international tests detected no difference in science test results in the 21st century. Results report the advantages in reading achievement of ten-year-old girls were 0.23d and of 15-year old girls were 0.42d. One explanation of girls' higher achievement in reading is in their deeper engagement in language related activities.
Hyde, Lindberg, Linn, Ellis, & Williams [10]	2008	Effect sizes for gender differences in mathematics representing over 7 million students in state assessments uniformly represent trivial differences.	Standardized test data in the U.S. indicate that girls now score as well as boys in math. In contrast to earlier findings, these more current data provide no evidence of gender difference favoring high school males. The magnitude of the gender differences does not exceed $d=.04$ for any ethnic group. These data suggest the gap is closing (or even disappearing) in gender differences.
Else-Quest, Hyde, Goldsmith & Van Hulle [6]	2006	Estimated the magnitude of gender differences in mean level & variability of 35 dimensions & 3 factors of temperament in children ages 3-13 years.	Effortful control showed a large difference favoring girls and the dimensions within that factor (e.g., inhibitory control, perceptual sensitivity) showed moderate gender differences favoring girls, consistent with boys' greater incidence of externalizing disorders. Surgency showed a difference favoring boys, as did some of the dimensions within that factor (e.g., activity, high-intensity pleasure), consistent with boys' greater involvement in active rough-and-tumble play. Negative affectivity showed negligible gender differences.
Nowell & Hedges [18]	1998	Evidence from seven surveys representative of the United States 12th grade student population and the National Assessment of Educational Progress (NAEP) long term trend data.	While it is generally agreed females have a slight advantage on average in verbal abilities & males have a slight advantage on average in mathematics, it is unclear whether these differences have changed over time. Results show gender differences in mean & variance are small, with a male advantage reported for science achievement tests & small to moderate differences favoring females on reading comprehension, writing, and speech production but not on all tests of verbal ability. None of these differences have changed significantly since 1960, with the possible exception of mean differences in mathematics and science. Each of the datasets reflects the racial composition of the national population when properly weighted (i.e. White = 70%, Black = 15%, Hispanic = 10%, Other = 5%).

Authors	Date	Number of Studies in Meta-Analysis or Long Term Trend Data	Results
Hedges & Nowell [7]	1995	Studied sex differences in central tendency, variability, and the scores on mental tests over 32 years, with six data sets analyzed: Project Talent (age 15 yrs.); National Linguistic Study; National Longitudinal Study of Youth (age 15–22 yrs.); High School and Beyond; The National Educational Longitudinal Study of the 8th grade; National Assessment of Educational Progress (age 9–27).	Results show that females performed better on tests of reading comprehension, perceptual speed, & associative memory while males performed better on tests of mathematics & social studies. Males also performed better on vocational aptitude scales such as mechanical reasoning, electronics information, & auto and shop information. Sex differences are generally small in mental tests & sex variation ratios change over time. Male advantage reported for science achievement tests. Small to moderate differences favoring females on reading comprehension, writing, & speech production but not on all tests of verbal ability.
Voyer, Voyer, & Bryden [26]	1995	286 effect sizes from a variety of spatial ability measures were conducted. Effect sizes partitioned by the specific test used & by a number of variables related to experimental procedure to achieve homogeneity.	In recent years, the magnitude, consistency, & stability across time of cognitive sex differences have been questioned. The present study examined these issues in the context of spatial abilities. Results showed that sex differences were significant on several tests but that some inter-test differences exist. Partial support was found that the magnitude of sex differences has decreased in recent years. Finally, it was found that the age of emergence of sex differences depends on the test used.
Hyde, Fennema & Lamon	1990	100 studies to make a refined assessment of the magnitude of gender differences in mathematics performance.	Reviewers have consistently concluded that males perform better on mathematics tests than females do. However, results indicate females outperformed males by only a negligible amount for computation, understanding of mathematical concepts, & complex problem solving. An examination of age trends indicated females showed a slight superiority in computation in elementary school and middle school. No gender differences in problem solving in elementary or middle school; differences favoring males emerged in high school. Gender differences were smallest and actually favored females in samples of the general population, grew larger with increasingly selective samples, and were largest for highly selected samples and samples of highly precocious persons. Authors conclude that since 1974 gender differences in mathematics performance are small and that lower performance of women in problem solving that is evident in high school requires attention.
Hyde & Linn	1988	165 studies with data on gender differences in verbal ability.	Results indicate a slight female superiority in verbal ability. Difference is so small that authors argue that gender differences in verbal ability no longer exist. Analysis of tests requiring different cognitive processes involved in verbal ability yielded no evidence of substantial gender differences in any aspect of processing. An analysis of age indicated no striking changes in the magnitude of gender differences at different ages. Found small to moderate differences favoring females on reading comprehension, writing, & speech production but not on all tests of verbal ability.

A summary of 13 meta-analyses on gender differences, or lack of the same, is reported in Table 1, along with three massive studies using long-term trend data [14, 18, 7]. Table 1 is organized by date of occurrence and listing the most recent meta-analytic or trend studies first and the most dated last, ranging from 1988 to 2017. The number of studies analyzed within each of the large-scale studies and pertinent data are displayed in Table 1 coupled with the results of each study.

The predominant trend across the meta-analyses and the long-term studies reported in Table 1 confirm that gender differences for intellectual ability do not exist, or if they once did with certain testing situations or methods, this difference appears to have disappeared as studies became more sophisticated and as educational opportunities have become more available for female students. Some researchers have argued that there are no significant sex differences in general intelligence [8, 20], although some types of intelligence show some variation by gender, such as males performing slightly better in general intelligence on some test batteries, females scoring higher on verbal ability tasks [8, 16], and males

scoring higher on tasks related to spatial ability [23]. However, when socioeconomic factors are controlled, higher scores for males on cognitive tests are minimized [16, 20]. And for further clarification, [2] researchers summarized a slightly larger variability in male scores resulting in more males than females in the top and bottom of the general intelligence distribution.

Gender differences in mathematics achievement have been reported as being typically in favor of males [9], although recent data have suggested this gap is closing and possibly disappearing [10, 14]. Older studies have found males and females differ with females scoring higher in reading comprehension [7, 15, 18] and males scoring higher on science achievement tests [7]. These earlier findings might have been influenced by the effects of cultural expectation and more exposure of mathematics curricula for boys and literature curricula for girls; this influence could be related to verbal ability and spatial relationship skills, as well.

Regarding memory, females in an earlier meta-analysis [7] were better than males in perceptual speed and memory; in a much more recent meta-analysis [27], males showed an

advantage in visual-spatial working memory and females in memory location. Although, some researchers later indicated these findings have essentially become part of the stereotypical view of men and women [14, 17]. Table 2 is a more exact comparison of gender differences in the same

meta-analyses and long-term trend studies reported in Table 1. Overall, the more recent studies summarized in Table 2 indicate there are little to no differences for gender. There are also no differences for specific mental testing or for overall negative affectivity.

Table 2. Comparative Summary of Meta-Analyses and Large Scale Studies on Gender Differences.

Females	Males	Sources
Memory location	Visual-Spatial Working Memory	Voyer, Voyer & Saint-Aubin (2017) [27]
	Slight difference for Math Performance	Doyle & Voyer (2014) [5]
Slight difference for emotion recognition		Thompson & Voyer (2014) [24]
Better with school marks & language course; small for math courses		Voyer & Voyer (2014) [26]
Ability measure of cognitive empathy		Kirkland, Peterson, Baker, Miller & Pulos (2013) [12]
No differences for mathematics	No differences for mathematics	Lindberg, Hyde, Peterson & Linn (2010 A) [14]
No differences in mathematics	No differences in mathematics	
Higher interests in social, artistic and conventional	Higher interests in realistic & investigative activities	Su, Rounds & Armstrong (2009) [22]
Advantages in reading	Advantages in mathematics	Lynn & Mikk (2009) [15]
No differences for mathematics	No differences for mathematics	Hyde, Lindberg, Linn, Ellis & Williams (2008) [10]
Inhibitory control & perceptual sensitivity	Great difference for externalizing disorders	
No differences for negative affectivity	Surgency (quickness & cleverness), activity, high intensity pleasure	Else-Quest, Hyde, Goldsmith & Van Hulle (2006) [6]
	No differences for negative affectivity	
Small to moderate higher for reading comprehension, writing & speech production	Science achievement tests	Nowell & Hedges (1998) [18]
Better on reading comprehension, perceptual speed and associative memory.	Science achievement tests Vocational aptitude scales	
Small to moderate higher for reading comprehension, writing & speech production but not all verbal ability tests	Mathematics & social studies	Hedges & Nowell (1995) [7]
Small differences in mental tests	Small differences in mental tests	
Spatial abilities dependent on tests used	Spatial abilities dependent on tests used	Voyer, Voyer & Bryden (1995) [26]
Slightly higher for computation, mathematical concepts and complex problem solving	Higher scores in problem solving only in high school	Hyde, Fennema & Lamon (1990) [9]
Slightly better in verbal ability		
Small to moderate better in reading comprehension, writing & speech production		Hyde & Linn (1988) [11]

In these meta-analyses and long-term trend studies, there were still measureable gender differences in some specific skills areas showing advantage for females in reading comprehension, reading, verbal ability, and inhibitory control. The more recent studies indicate no differences for males and females, although as late as 2009 males still showed an advantage in mathematics. However, the most evident trend across these massive data bases is that in earlier years (1990 to 2009) males out performed females in mathematics, vocational studies, social studies, and problem-solving in high school [9], although problem-solving for females was equivalent until high school as was mathematics in all of the lower grades. These trends, especially for mathematics do not appear in more recent studies (1990-2017). Finally, it is important to note that slightly better scores in computation, mathematical concepts and complex problem solving for females were also reported [9]. However to clarify further, in later years males showed greater variability with more higher and lower test scores than females on most cognitive ability measures in large scale studies in Scotland [3] and in the United Kingdom [21].

The impact of remaining differences can most likely be

explained by the influence of personal interests, cultural and familial expectations, and accessibility of academic studies, which have been differentiated between males and females in the past. These practices are dissipating as more females are welcomed to studies in mathematics and the sciences. The summarized findings in Table 2 support the negative impact of lack of educational opportunities for females in mathematics, vocational interests, social studies and problem solving in high school. As late as 1990, personal interests still showed higher female interest in social and artistic conventions while males showed higher interest in realistic and investigative studies. As more females advance in mathematics, technology and the sciences, interests in realistic and investigative endeavors will likely rise, as well.

In the several recent research studies (analyzed and summarized statistically and displayed in Table 2), the findings consistently show no gender differences for intelligence. There are some individual studies showing differences in test-taking skills (in the past nurtured more with males than females) and cultural differences, especially in earlier years when women were encouraged to be homemakers and men were supported in their studies and

careers. Again, findings have also most likely become part of the stereotypical view of men and women [14, 17].

It is, indeed, enlightening that more recent studies show what many of us have known for a long time: No gender differences for intelligence across large populations with the same spread of intelligence across both genders. It may very well be that cultural influence is large with male students receiving more math encouragement than provided for girls, especially in the past. Also, parental influence is to be considered as parents might be more likely to encourage a son's progress in mathematics and attributing this to a natural skill whereas a daughter's progress might have been attributed more to having good study skills or being conscientious. This lack of encouragement and stereotypic threat for daughters might result in daughters moving further away from math and science for coursework and for their studies and their careers; although in most recent years more and more females are studying in and having careers in mathematics, science and technology.

2.2. *Qualitative Research and the Case Studies*

2.2.1. *Research Design*

"Qualitative research is multi-method in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials via case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meanings in individuals' lives" [4]. In an extensive review and analysis of research studies using qualitative analysis [1] qualitative analysis is defined as: "an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied. Qualitative research is a combination of two criteria: (1) how to do things...namely, generating and analyzing empirical material, in an iterative process in which one gets closer by making distinctions, and (2) the outcome... improved understanding novel to the scholarly community."

2.2.2. *Qualitative Analysis of Case Studies*

In the second part of this project, a straightforward qualitative analysis was utilized to determine trends in eight different women's lives via eight case studies with personal interviews. The women ranged in age from ages 30 to 80. The qualitative trends analyzed from the interviews included forms of male support, instances of chauvinism, descriptions of chauvinism, tactics utilized by these women in response to chauvinism, and life decisions they made as a result of experiencing chauvinism, as well as some differences in experiences with chauvinism depending on their age groups.

2.3. *Procedures*

2.3.1. *Participants*

The eight women interviewed for this project represent

different decades in the life span by their ages: 30 to 80. Their levels of education and professions are reported in Tables 3 & 4. These women were from five regions of the United States (Midwest, Northeast, West, Deep South and Central South).

2.3.2. *Sampling Procedure*

The first woman interviewed was someone this researcher knew, who also invited three women, one of who agreed to be interviewed. The remaining seven women were all referred to this researcher by other women after they had been interviewed. They always volunteered these referrals. Two referred women did not respond to an email invitation to contribute to this project, and one was overly occupied as a nurse during the pandemic.

2.3.3. *Interview Process*

The eight interviewees received scheduled one-hour interviews. This researcher asked them about their own life experiences with male support, chauvinism, and if experiences with chauvinism had positive or negative impacts on their reactions and life decisions. Each woman who participated in this project received an email letter asking if she was willing to participate in this project and identifying the person who had referred them. In an accompanying email attachment, interview questions were also provided to each potential participant. It was suggested by this researcher that they might like to review the questions and to think about their responses prior to the interview. All women chose to review the questions in advance of the interview. The women were told their responses would be protected anonymously, might be published in a research article in the psychological and social sciences domain, and would include interview results of women from various adult decades in life, along with a qualitative analysis of the interviews and a review of the research on gender differences.

These interviewees were also informed in the invitation that their responses would be typed on the computer as they talked and a draft transcript would be sent to them to check for corrections, additions and deletions. In this invitation, the women were encouraged to participate by closing with the following message: "*I think this project will be of benefit to young women who starting out in making their way in life. I look forward to your contribution to this project.*"

After each interview, a draft copy of the transcript was prepared without altering any meaning in their responses, simply correcting typing errors and the order in which the interviewee responses occurred. Sometimes, the interviewees would be so immersed in their stories that afterward their responses had to be re-organized by the interview questions, but no content was lost. The transcript draft was then emailed as an attachment to each interviewee, asking them to check for accuracy and to provide any additions, corrections or deletions that were needed. No woman deleted any content; a small number of clarifications were made. Two women volunteered additional new information about their experiences with chauvinism; the remaining six women

indicated their transcript was accurate as it was typed.

Prior to the interview, nearly every interviewee asked this researcher for a more concrete definition of chauvinism. In each case, they wanted to know if chauvinism meant sexual advances and abuse. Each time, this researcher repeated the definition of chauvinism from the initial contact with them and used in this project: The dictionary definition defines chauvinism as being an attitude of superiority toward members of the opposite sex and behavior expressive of such an attitude. This researcher indicated that rape, sexual assault and murder were considered to be criminal behaviors and were not the intent of this study.

2.3.4. Interview Questions

The following interview questions were asked of the eight interviewees:

1. Have you had male support in your life? If so, do you have a couple of examples of this?
2. Have you encountered chauvinism against yourself in your life? If so, do you have a couple of examples of this?
3. What did you do the next time you encountered chauvinism, if you did?
4. Did you make any life decisions as a result of these experiences?

3. Results of Case Studies

The experiences of these eight women with chauvinism are summarized in Tables 3 and 4 and contain compilations of key points made by the interviewees to the first two interview questions regarding 1) male support and 2) experiences with chauvinism. The frequency of occurrence of chauvinist acts toward these women was much higher coming from bosses and supervisors; less often but the second highest category of people was exhibited by teachers and professors. Other categories of people included colleagues and congregants, mothers and aunts, priests and pastors and other males in the family which all did have negative occurrences of chauvinism except for husbands, who were mentioned positively in three of the eight interviews. Four women reported not being listened to in professional meetings. In three instances chauvinism occurred in the professional workplace with expectations of types of clothing favoring men, and in one woman's experience required uniforms

designed for men and did not fit women's bodies appropriately.

Table 5 contains the result of a qualitative analysis on the women's response to these first two interview questions, as well as the frequency of the types of people the interviewees encountered, and the frequency of occurrences of chauvinism (both negative and positive). Some prominent results of the qualitative analysis were that all of the eight women had male support from their fathers, and five of eight of them experienced support from teachers and professors, as well as from bosses and supervisors. Three of these women had positive support from other males in their families.

Refer to Table 6 for what these eight women did after experiencing chauvinism the first time or earlier in their lives. Five women no longer chose coursework or job experiences in math, electronics, science, drafting or working with farmers and/or quit jobs or coursework. One woman turned away from religion and eventually became an analyst, one became a nurse and trainer, and one rose to a high level of church administration as an elder. Six women earned undergraduate college or university degrees, four of eight women had graduate degrees, five became university or college instructors and three became administrators, supervisors or directors.

All eight of these women cultivated stronger and more positive views of self-views of themselves and took on more advanced and positive ways of dealing with chauvinism (See Table 7). Two women indicated that currently reporting incidences of chauvinism through now established avenues in human resources is in place, and this is true in many work-related situations. Five of the eight women eventually took jobs in leadership positions. Six of the eight women took on active roles in their professions to achieve more social justice between men and women.

One woman indicated it is important for women to be wary and to stay safe, and another woman indicated women learn from experience how to deal with chauvinism. Two women reported they knew women who had experienced chauvinism much more than they did, and four women mentioned sexual assault or sexual advances, towards themselves and/or toward other women. Four women noted positive change toward chauvinism is happening and said, "Mothers no longer have to say to their daughters about bosses and supervisors, "Leave the door open" and "Men will be men."

Table 3. Excerpts from Case Study Interviews for First Interview Question.

Question 1: Have you had male support in your life? If so, do you a couple of examples of this?

Case Study No. 1	My husband is very supportive and encouraged me to return to the workforce when I wanted to go back to teaching with no jobs and then to graduate school.
Teacher, Family	My father was very supportive of me in his own way with my final decision to attend college. He wanted me to be a secretary, which he thought was a secure job for a girl with retirement benefits.
Therapist	I did not want to disappoint my father, but I took charge of my life and went to college. In my first job as a teacher, my parents visited my classroom and were proud of me.
	He brought friends to the community college where I worked, and I see he was proud of me. "Parents during that time did not tell their children how proud they were; not showing their feelings or expressing them was the way it was."
	A male intern instructor who observed my test anxiety offered to help me with these struggles. I did it! I passed the math class!
Case Study No. 2	My father was my first and most influential male supporter. The message from my father to me was that all options were open to me in life.

Director, Lawyer, Professor	<p>He was probably more a champion of my ability to perceive possibilities for myself than was my mother.</p> <p>My father went to the parochial school board and forced the issue that I would be allowed to take a mechanical drafting course. The teacher welcomed me and did not know there had been an issue.</p> <p>There have been a number of men in my life who were supportive and encouraging, including my high school sophomore mechanical drafting teacher, a college English professor, a male co-facilitator as we developed and taught a course a group of men mandated for counseling due to intimate partner abuse, two different men in the community who approached me to work for their organizations as I was leaving as executive director of the local YWCA, and a college colleague and friend as we co-developed and taught a course on the <i>Psychology of Human Sexuality</i>.</p>
Case Study No. 3 Engineering Specialist, Administrator, Director	<p>I had a supportive father, brothers, husband, teachers, boyfriends and bosses.</p> <p>My husband not only provided financial support, but he also encouraged me as my biggest cheerleader to find employment, to constantly advance my career, and to help me with interviews.</p> <p>My dad encouraged me and was the first parent to demonstrate trust.</p> <p>My siblings always supported me, and my brother was also my cheerleader.</p> <p>I had two teachers in high school that encouraged me to think outside of the box, which was not typical for a woman at that time. They encouraged me in the sciences: Physics, Chemistry and Biology.</p> <p>I had a few male bosses who supported me.</p>
Case Study No. 4 Government Communications Consultant, College Instructor, Supervisor	<p>My parents were divorced and later in high school I lived with my dad. My dad was a big support for me.</p> <p>When I was younger, I had a pink bike that I didn't like. My dad helped me get a new cool bike seat and later built a pink road bike for me.</p> <p>In high school, I wanted to go to college and the first in my family. My dad would say, "If that's what you want to do."</p> <p>Dad always gave me support: What I wanted and what I needed, not money.</p> <p>I was a full-time graduate student, working full time and taking Physics. I failed the prerequisite test on the first day by two points and didn't have the required 20 hours a week of study. I dropped the course, but the female professor saw me crying and said I needed to take Introduction to Chemistry first, and then Physics. I told my dad my two-year plan was not a three-year plan, crying about my failure. He said, "It's OK." He has always been sound and supportive.</p> <p>In my early 30's my boss was the interim director of our team. I worked closely with him, he sent me to conferences, to give presentations, and to take career certifications. He taught me so much and helped me think about my future career and how I would look at things. He showed me how to develop and lead a research project and to collaborate with other teams. This was not something I had ever had before.</p>
Case Study No. 5 Nurse, Trainer of Nurses	<p>My father was supportive. I am glad to see how he was towards the end of life and being a feminist. He was very supportive of trying to find ways for equality, opportunities and footing for women.</p> <p>I have had really good male bosses in my career.</p> <p>I was a reporter in my 20's, and I had strong and good male bosses at that time, fortunately.</p> <p>I also loved working at a college in my 40's where my supervisor was a good leader, and we actively discussed equality.</p>
Case Study No. 6 Church Elder	<p>I had a very supportive father, who really pushed me as a child to try all kinds of things and to complete those things that were important in my life.</p> <p>He raised my sister and me to work on our skills and made certain his daughters could be successful independent people.</p> <p>He and mom both wanted us to have good life skills. He taught us everything, not just "girl" things.</p> <p>My second boss was so different; he was somebody who had more interest in what I had to offer and how quickly I grew under him.</p> <p>My husband is a wonderful support system for many years. We have been together a really long time, and we grew into adulthood together.</p> <p>He has been supportive of my career and of my aspirations for what I want to do even when we have had four children. We have very limited free-time, as we need to put our resources together very strategically.</p> <p>He will take on things that are tough for him, but that matter a lot to me. We have a very positive and egalitarian relationship. I am very grateful to be with him.</p>
Case Study No. 7 Non-Profit Organizations: Food Security	<p>Yes, I am close to my father and all of the males in my family, uncles and grandparents. They were always supportive of any endeavor I wanted. I went to them for anything.</p> <p>When I was a little kid and the boys were picking on my, my dad said, "So, they are mean to you because they must like you."</p> <p>I had good male support from men in some of my professional work.</p> <p>I have had good male supervisors.</p>
Case Study No. 8 Analyst	<p>When I was younger my dad wasn't around a whole lot. I was mainly with my mom. As they were divorced, and I have few memories of my dad when I was young.</p> <p>I was a gymnast at the age of four. We did have both male and female coaches.</p> <p>When my father did come back into my life, I remember that he was a great support, and I also had older brothers who were always around.</p> <p>In my research career, the majority of my colleagues were male with more women now. I became close with many men in the business world. They were always supportive if anything came up or if I was having trouble.</p>

Table 4. Summarized Responses from Case Study Interviews for Second Interview Question.

Question 2: Have you encountered chauvinism against yourself in life? If so, do you have a couple of examples of this?

Case Study No. 1	<p>In high school a woman geometry teacher had a huge impact on my life. I was not taught adequate math or science skills in a country school. In high school, I had to pick a track either technical or college. I wanted to go to college as my friends, my mother & her sisters went to college. Being in the college "track" meant I had to take geometry. I was lost & had no courage to ask for help. I was called to the board to solve a problem I could not solve. I cried & the teacher asked me to get out of her class & see a guidance counselor. I was heartbroken & removed from the college track & placed in the secretarial track.</p> <p>Another devastating experience happened my senior year in high school when a state job referral person gave me tests & looked at my Civil Service exam records. She also discouraged me determining I was not college material. Both of these women were very chauvinistic. They had impressions about me without really knowing me or believing in me.</p>
Case Study No. 2	<p>Like many girls in my childhood, my younger brothers & their friends assumed I was unable to hit a baseball or kick a football as well as they did because I was a girl. It may have been a maturational dynamic, but until my brothers hit puberty, I was actually more skilled than they were.</p>

	<p>The manifestation of chauvinism can border on sexual harassment. In college I worked in an upscale restaurant as a server & uniforms emphasized the bodies of the only female servers. Each to go to the supervisor to have her hair, make-up and uniform reviewed. They signified we passed inspection by pulling tight the ties to our skirts (which pushed our breasts into a more pronounced position) and tying a big bow in the back. They regarded women as fair game as sexual partners.</p> <p>I was hired to develop an education equity plan for a college and was one of two women on the President's Council. When hired for the job, the college vice-president met with me and communicated his scepticism of both the task of writing such a plan and my competence in developing it. In the President's Council weekly meetings, repeatedly when I offered input, the room became silent with no response. Then 5-10 minutes later, a male would offer the same suggestion, and it was readily accepted. My female cohort in charge of public relations was silent in the meetings. She understood she was not viewed as someone whose input was on par with that offered by men & told me that she had accepted the dynamics of the group.</p>
Case Study No. 3	<p>I was a radio repair specialist in the U.S. Air in a field not commonly occupied by women. There was lots of scepticism about my ability to fix anything because that was not what we were supposed to do although government policies this female right. It really wasn't too bad, other than men with stereotypical ideas about military women who thought women in the military are either in lesbians or looking for a hubby or are promiscuous. Once people think this what you are, then this is what they think.</p> <p>After I left the military, I sought work to repair pinball machines which is not that complicated with the right testing equipment. On the job application, I wrote my first initial & my last name. When I went for an interview, a woman met me & said, "Oh, no! Have a seat," & left. A guy came in, looked at me, & left. A second guy came in, & said, "The position has been filled." It was blatant. No one even asked me why I was qualified.</p>
Case Study No. 4	<p>At 17 & graduating from high school, a local TV station hired me because they needed a female, which led to issues. One man tried to trick me to go to the movies & said everyone was going. I went & no one else was there except him. When I declined his advances, my workload changed. They would wait to give me the information before newscasts at the last second to make it complicated for me. I left & went to college. It was too much for a young person.</p> <p>At age 19 in college there was an opportunity to apply to a coop, a local site of an international company in the Communications Department. Each year, they selected two students, who would spend a year in the coop & good pay. The other three applicants were male in a team interview. Everything was fine; then the department director asked me to his office. He showed me my transcript, & someone had marked through a grade with a pencil. He asked me if I had done it. I said, "No, because the transcript is from the university." He told me males were more qualified than me, & they would get the work. I explained to him how I was more qualified. He did not care & did not hire me.</p>
Case Study No. 5	<p>As a child I learned there were things only boys could do. We were Catholics, & I wanted to be an altar boy. When I asked the priest repeatedly, he said, "No." I would ask, "Why? I know how to ring the bell & light candles." Still I was told, "No." Every week I would ask. My dad would ask, "Why do you torture him?" I would reply, "Because I can do the same things boys can." Finally, he offered to let me read the prayers to appease me. Now they do have altar girls.</p> <p>This question is hard because I am also a woman of color. Sometimes it can be challenging to determine when I am discriminated against, if it is because I am a woman or if it is because I am a woman of color.</p> <p>I was working on a project, taking over the lab with a community partner who was supposed to train me. Initially it was nice, but then there was an awkward moment. He tried to ask me out. I stayed professional & declined.</p> <p>When we shared information for a presentation, he would say to me, "Just put these numbers down." I would say, "Where did they come from?" He would say, "There are the numbers. Just do what I say." The numbers were different than the ones I had calculated.</p> <p>He said, "Why are you questioning my authority?" I looked at him & said, "We are at the same level; we both have masters degrees. I am asking you for clarification. I am not challenging you. I am asking questions because the numbers are different. After that, I did not have meetings alone with him. He was a bully.</p>
Case Study No. 6	<p>We live in the Deep South & chauvinism is part of the culture. I worked in a company with predominantly male leadership. With my first male boss I noticed when I offered an idea, I wasn't listened to. He was more likely to listen if an idea came from a male. My first boss was a kind person, & I think his bias was unconscious.</p> <p>When we joined our church the leadership was male only. My husband & I didn't love it, but I was invited into leadership before the leadership structure changed.</p> <p>The church elders thought women in leadership did not give women the focus they need to have in the home. The women pushed back & with a second pastor the church leadership voted unanimously to switch to an egalitarian structure.</p> <p>There was also sexual impropriety in the church, as the first pastor & a congregant had an affair. The male elders were concerned that an affair was going to happen again to women leaders.</p> <p>One male elder thought we needed to follow the Billy Graham Rule, "Not to travel, meet or eat alone with a woman other than my wife."</p>
Case Study No. 7	<p>I was working for a non-profit organization on the food shortage with farmers to donate produce. Some of them would say, "You can't lift. You are going to have some strong legs." I was between 25 & 31 years old & too young to be there.</p> <p>These farmers would call up & say, "I have tomatoes. Come & pick them." Sometimes I go alone, & sometimes I would bring others with me. When I went alone, these farmers would say, "Oh, it's just you. You don't have a guy to help you," as I lifted up maybe 25 lbs. They would automatically assume it would be hard for me to do.</p> <p>Or, they would say, "You gotta bring some strong men with you." They were kind & generous. If young men had said something like that, I would have been annoyed. They better not. I usually just brush it off & say, "No, I can do it. I do it all of the time." I was in this position for four years, so after awhile some of these guys would say, "She can handle these boxes by herself."</p> <p>Some of the farmers would say, "Are you married? Would you get married?" That was annoying. They said, "I would be lucky to marry somebody like you." I would think, "Oh God!" They would also say some racist things once in awhile.</p> <p>In the co-op, there were six women on staff & no males. I haven't always had had professional male support. Some board members were male, but no one I was working with directly.</p> <p>After college, I worked in a small non-profit with a male supervisor who didn't know how to supervise. He told me to pick up his dry cleaning. I did that one time. After this, I would say, "That's not what I am supposed to do."</p> <p>We would take teenagers on educational expeditions. He thought he knew a lot of things. I didn't think he knew as much as he thought He had ideas about life I didn't want to take. I didn't want him to give me unsolicited life advice.</p>

Case Study No. 8	I do not know anyone who hasn't experienced chauvinism. One example is my step-dad. He was with my mom when I was 11-13 years old. His family was very religious & my mom had to convert. They thought if you aren't in their religion & don't do everything they say, you are going to hell. It was a very strict church with us going twice a day on Sunday & on Wednesday night. No holiday celebrations & pushing their religion on everyone. This put a sour taste in my mouth altogether. Now, I am not a religious person.
------------------	---

Table 5. Qualitative Analysis of Interviewee Responses to First Two Interview Questions.

Frequency and Percentage of Male Support across Interviewees	Percentage of Male Support across Interviewees	Categories of People Exhibiting Chauvinism	Frequency of Types of People	Frequency of Chauvinism
8 of 8 Interviewees	100%	Fathers	8	3 (2 fathers & 1 step-father)
5 of 8 Interviewees	63%	Teachers/Professors	7	9 (4 males & 5 females)
5 of 8 Interviewees	63%	Bosses/Supervisors	16	17 (14 males & 4 females)
3 of 8 Interviewees	38%	Colleagues & Congregants	5	14 (14 males)
3 of 8 Interviewees	38%	Husbands	4	0
3 of 8 Interviewees	38%	Mothers/Aunts	4	2
2 of 8 Interviewees	25%	Priests/Pastors	2	3 (males)
2 of 8 Interviewees	25%	Other Males in Family	3	1 (grandfather)

Question 1: Have you had male support in your life? Do you have a couple of examples of this?

Question 2: Have you encountered chauvinism against yourself in life? Do you have a couple of examples of this?

Table 6. Qualitative Analysis of Interviewee Responses to Third Interview Question

Question 3: What did you do the next time you encountered chauvinism, if you did?

Case Study No. 1	Developed test phobia & anxiety with classroom participation & interacting with professors. She said, "My mind is a blank blackboard," when taking a test. I had to take a math placement exam my freshman year of college & did not pass it; needed to take a required remedial class before I graduated. I waited until the last semester of my senior year. Did not feel more determined to continue with studies in math; no more math track courses. Aunt supported me with encouragement Learned to deal with anxiety in college Gained confidence & acknowledged as a good teacher & counselor with enthusiasm
Case Study No. 2	No more drafting courses Developed interest in humanities & social sciences with excitement & professionalism Began to see herself as a competent woman Became a role model for students in academia
Case Study No. 3	Made a significant decision by ending electronics job Earned a university degree in Administration & Communication Worked in public relations for government engineering firm for 35 years Was director for Nebraska legislature for 6 years
Case Study No. 4	Quit jobs at food co-op and at television company
Case Study No. 5	My boss was a bully & lashed out at me in group meetings. Finally I said, "It is not OK to talk to me like that." Boss was chauvinistic to other women and would be dismissive & minimize them Left this team & working under this boss Was concerned about racism, social injustice & being viewed as an angry black woman
Case Study No. 6	New pastor said an egalitarian structure was needed in the church Stood up to the "Billy Graham Rule" & spoke to church elders about this Told church elders how mixed gender travel was used in husband's job to create a healthy work environment Was first woman to be an elder on the church board of elders Recognized it is difficult for people to change cultural & belief systems
Case Study No. 7	Felt lucky with the experiences she has had; no one has been inappropriate to her More wary & vigilant Moved on to different opportunities Learned a lot in her experience with the farmers Did not interact with men further up the chain & worked with female employees Currently has a male boss who is great
Case Study No. 8	Doesn't know anyone who hasn't experienced chauvinism No longer a religious person Chauvinism happens a lot on social media to her & her friends with people expressing their views, putting others down & posting hate posts No chauvinism in her current job while working at home during the pandemic epidemic

Table 7. Qualitative Analysis of Interviewee Responses to Fourth Interview Question.

Question 4: Did you make any life decisions as a result of this experience with chauvinism? Do you have a couple examples of this?

Case Study	Life Decisions
No. 1	Learned to deal with the anxiety
Age 80	Went to university for a degree in teaching

Case Study	Life Decisions
	Went to graduate school with a degree in Marriage & Family Therapy; found her niche Thinks chauvinism is a part of the American structure in education, business, religion & family Reported that in the 1970's women earned \$.59 for every \$1.00 men earned; filled with rage she became a feminist & an activist trying to change things for her children Sees change but thinks more needs to be done for equity for all
No. 2 Age 70	Didn't let male chauvinism deter her in making choices for herself Felt more confident & engaged with women who took themselves seriously & opened doors for her As a director, met women who did not hesitate to be in control of their lives & control in professional relationships & friendships Gravitated toward gatherings where men convened Re-evaluated how she viewed women & was nurtured by strong feminist women When younger learned that masculine instrumentality was more valued than stereotypical femininity; with maturity she embraced both instrumentalism & expressive capabilities Learned how to claim herself as a woman of power & of importance Learned to model intellect, empathy & compassion Saw her aging father become more holistic toward women
No. 3 Age 70's	Says over the years you learn to ignore chauvinism & go on Says there are many males who get it these days, but 10% of any group is a bad egg because the world is full of narcissists. She doesn't have time to worry about them & says it's their problem Reports her father was very capable & intellectual but as he got older & was surrounded by women in their family some who were feminists, she saw her father's greater capacity for emotion, tenderness, patience & feminine nurturance
No. 4 Age 50	Says male chauvinism has been blatant throughout life & earlier there was no recording of instances of chauvinism Notes is a thin line in how to handle chauvinism professionally & to record it if necessary Says women had to learn from experience with chauvinistic ways to know how to deal with things because earlier there was no reporting process in place When she became a supervisor, focused on compliance for equity & armed with knowledge Feels her stories are minor compared to stories about chauvinism from many other women Now says is older & more equipped Once she was a supervisor focused on compliance for equity, armed with knowledge Noted that changes are happening; mothers no longer have to say, "Leave the door open." Or "Men will be men." Now we report it.
No. 5 Age 48	Made life decisions when had my first mentor & applied to medical school, went to a top medical school, became a nurse & took leadership positions When younger didn't speak up in the moment regarding chauvinism; now she brings it up in the moment with more insight & confidence Learned to pitch herself differently; now uses different language & is more tactful, giving the benefit of the doubt, focuses on the behavior not the person, & asks politely, "What can we do better?"
No. 6 Age 38	As career progressed she tried be managed by people who were supportive of women Says she has control over where she goes in her work Stays away from limited people with their view of women in the workplace Chooses to stay where there is the possibility for her to have influence & promote change Thinks men & women have worked together for a long time for this change As a church leader wants to represent women who comprise more than half of the congregation Says it is easy to congregate & work with only women but this is not for her Comments there are wonderful men with the right mindset regardless of gender
No. 7 Age 37	With the farmers & their comments started taking a male or a female co-worker with her when she went to the farms. Was not afraid, but became more vigilant & wary After her first experience with chauvinism in college, looked for female role models & still does this because she is a woman & because of the previous experiences. Says this is important for younger women to do. Comments that her peers tell her stories of sexual assault, but says it has gotten better in the workplace. Says there are good men & bad men but it is still male-dominated Shared that when younger shrugged off chauvinism when it happened to her Indicated that when she was growing up there were female role models in her family in the workplace, on TV shows. Reports she has always been confident & would think, "Somebody is going to like me." Thinks women need to be more involved in climate change because they would be better & more engrained at taking care of things
No. 8 Age 30	Never practiced religion again after the experiences with her step-father Became more aware of what she say or does because she does not want to come off as being chauvinistic Doesn't say, "No, you are wrong. This is the right way." Will not argue over controversy Is happy to educate others if asked for an explanation & vice versa It is good to be educated about something; it is not black & white; everyone is entitled to their own thought.

4. Discussion

4.1. Comparison of Research with Case Studies

As Bob Dylan once famously wrote and sang, "The times they are a changin'." The mega-analyses and long-term

trend research studies over hundreds of people demonstrate an evident and positive change regarding gender differences and measurement of intellectual ability. In more recent studies, the male advantage for math and science no longer holds true. Evidence has been gathered that some results in earlier studies were compounded by testing bias, testing

instruments, academic course work availability and conscious holding back of females in academic and careers. Earlier studies show male advantages in technical areas such as math and science with females showing some advantages in reading comprehension, reading, verbal ability, in some types of memory and inhibitory control. These gender differences could be at least partially due to the channeling of males toward certain careers and advantages and women to other academic and career choices or none. As the times have changed, women are no longer held back from studying or pursuing careers in math, science and technology and a record number of women are enrolled in academic studies. In the case studies, there is also an evident trend over time. The older women interviewed reported more instances of onerous chauvinism and differences in gender expectation than did the young women. One younger woman reported growing up with many female and positive role models in the media, and several women reported having female role models in their personal and professional lives.

4.2. Strategies for Coping with Chauvinism

None of the eight women interviewed in this project accepted chauvinism as simply a way of life that has gone on for thousands of years. Sometimes, they initially acquiesced, but they all eventually balanced their academic studies, their career choices and their home lives while nurturing their talents and interests, as did this researcher in her own growth and development. Our collective experiences are a way of sharing with the reader what inspired us to stand up to chauvinism, as well as to offer advice to young women who are starting out in life with their studies, careers and their personal lives: How to recognize chauvinism, how to confront it, and how not to let it hold a young woman back from what she will accomplish in her life.

In summary, women are advised to react to chauvinism by ignoring it; standing up to it; reporting it, if necessary; and moving on. In moving forward, these women, as well as this researcher, gained in confidence and did not let the experience with chauvinism deter them from their life goals. They learned not to over react, to be courageous and courteous, to protect self, and to not let oppressors hold them back. They learned to speak out professionally to chauvinism, they learned to be good listeners, they sought out supportive mentors, supervisors, and what they referred to as “good” men. They used intellect, understanding, and documentation in positively influencing a change toward gender equity. They became more educated, experienced and became guides, mentors and coaches for other women and especially for younger women, creating improved academics, work experiences and careers for women. These women had a variety of fathers, husbands, teachers, supervisors, professors, and religious clergy who supported them in pursuing their life goals. All women received support from their fathers. One compelling lesson to be learned is fathers who are supportive of their daughters give their daughters a gift that serves them well throughout their lives.

5. Conclusion

In respect to chauvinism, the good news is the times are changing with a positive trend. Once academic and general intelligence differences were prominent favoring males, but more recently there is much more equanimity between females and males across hundreds of studies conducted through meta-analyses and long-term data trends. Older studies were not as well controlled as were more recent studies in testing instrumentation, testing bias, and academic course work availability plus there was an earlier and conscious holding back of females in academics and careers evident in the earlier meta-analytic studies and in the eight case studies. However, more recent studies showed a distinct lack of gender differences in intellect and test performance particularly in mathematics. The eight case studies indicate all eight women experienced chauvinism in their lives and learned to cope with it with sound strategies and continued to rise in their careers. Younger women tended to experience less onerous types of chauvinism than did the older women.

References

- [1] Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research? *Qualitative Sociology*, 42 (2), 139-160.
- [2] Chrisler, J. C., & McCreary, D. R. (2010). *Handbook of Gender Research in Psychology* (Vol. 1). Berlin/Heidelberg, Germany: Springer Science & Business Media.
- [3] Deary, I., Thorpe, G., Wilson, V., Starr, J. M., & Whalley, L. J. (2003). Population sex differences in IQ at age 11: The Scottish mental survey 1932. *Intelligence*, 31, 533-542.
- [4] Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln, (Eds.), *The Sage Handbook of Qualitative Research* (1-32). Thousand Oaks, CA: Sage Publications.
- [5] Doyle, R. A., & Voyer, D. (2016). Stereotype manipulation effects on math and spatial test performance: A meta-analysis. *Learning and Individual Differences*, 47, 103-1164-1195.
- [6] Else-Quest, N. M., Hyde, J. S., Goldsmith, H. H., & Van Hulle, C. A. (2006). Gender differences in temperament: A meta-analysis. *Psychological Bulletin*, 132, 33-72. doi: 10.1037/0033-2909.132.1.33.
- [7] Hedges, L. V., & Nowell, A. (1995). Sex differences in mental test scores, variability, and numbers of high-scoring individuals. *Science*, 269, 41-45. 10.1126/science.7604277.
- [8] Hunt, E. B. (2010). *Human Intelligence*. Cambridge, England: Cambridge University Press.
- [9] Hyde, J. S., Fennema, E., & Lamon, S. (1990). Gender differences in mathematics performance: A meta-analysis. *Psychological Bulletin*, 107, 139-155. doi: 10.1037/0033-2909.107.2.139.
- [10] Hyde, J. S., Lindberg, S. M., Linn, M. C., Ellis, A. B., & Williams, C. C. (2008). Gender similarities characterize math performance. *Science*, 321, 494-495. doi: 10.1126/science.1160364.

- [11] Hyde, J. S., & Linn, M. C. (1988). Gender differences in verbal ability: A meta-analysis. *Psychological Bulletin*, *104*, 53-69. doi: 10.1037/0033-2909.104.1.53.
- [12] Kirkland, R., Peterson, E., Baker, C., Miller, S., & Pulos, S. (2013). Meta-analysis reveals adult female superiority in "Reading the Mind in the Eyes Test." *North American Journal of Psychology*, *15*, 449 - 458.
- [13] Konner, M. (2012). Misogyny, Chauvinism, Sexism, or What? *Psychology Today*, October 2012. <https://www.psychologytoday.com/us/blog/the-tangled-wing/201210/misogyny-chauvinism-sexism-or-what>
- [14] Lindberg, S. M., & Hyde, J. S., Petersen, J. L., & Linn, M. C. (2010). New trends in gender and mathematics performance: A meta-analysis. *Psychological Bulletin*, *136*, 1123-1135. doi: 10.1037/a0021276.
- [15] Lynn, R., & Mikk, J. (2009). Sex differences in reading achievement. *Trames Journal of the Humanities and Social Sciences*, *1363*, 3–13. doi: 10.3176/tr.2009.1.01.
- [16] Macintosh, N. (2011). *IQ and Human Intelligence*. Oxford, England: Oxford University Press.
- [17] Nosek, B. A., Smyth, F. L., Sriram, N., Lindner, N. M., Devos, T., Ayala, A., Greenwald, A. G. (2009). National differences in gender-science stereotypes predict national sex differences in science and math achievement. *Proceedings of the National Academy of Sciences, USA*, *106*, 10593–10597 doi: 10.1073/pnas.0809921106.
- [18] Nowell, A., & Hedges, L. V. (1998). Trends in gender differences in academic achievement from 1960 to 1994: An analysis of differences in mean, variance, and extreme scores. *Sex Roles*, *39*, 21–43. doi: 10.1023/A:1018873615316.
- [19] Pearson, K. (1904). Report on certain enteric fever inoculation statistics. *British Medical Journal*, *3*, 1243-1246.
- [20] Plotnik, R., & Kouyoumdjian, H. (2013). *Introduction to Psychology* (pp. 282-28). Boston, MA: Cengage Learning.
- [21] Strand, S., Deary, I. J., & Smith, P. (2006). Sex differences in cognitive abilities test scores: A UK national picture. *The British Journal of Educational Psychology*, *76*, 463-480, 10.1348/000709905X50906.
- [22] Su, R., Rounds, J., & Armstrong, P. I. (2009). Men and things, women and people: A meta-analysis of sex differences in interests. *Psychological Bulletin*, *135*, 859-884. doi: 10.1037/a0017364.
- [23] Terry, W. S. (2015). *Learning and Memory: Basic Principles, Processes and Procedures* (4th ed.). East Suffix, England: Psychology Press.
- [24] Thompson, A. E., & Daniel Voyer, D. (2014). Sex differences in the ability to recognize non-verbal displays of emotion: A meta-analysis. *Cognition and Emotion*, *28* (7), 1164-1195. 10.1080/02699931.2013.875889.
- [25] Voyer, D., & Voyer, S. D. (2014). Gender Differences in Scholastic Achievement: A meta-analysis. *University of New Brunswick Psychological Bulletin*, *4*, 1174-1204, 2014 American Psychological Association. <http://dx.doi.org/10.1037/a0036620>
- [26] Voyer, D., Voyer, S., & Bryden, M. P. (1995). Magnitude of sex differences in spatial abilities: A meta-analysis and consideration of critical variables. *Psychological Bulletin*, *117*, doi: 250-270. 10.1037/0033-2909.117.2.250.
- [27] Voyer, D., Voyer, S. D., & Saint-Aubin J. (2017). Sex differences in visual-spatial working memory: A meta-analysis. *Psychological Bulletin Review*, *24* (2), 307-334. doi: 10.3758/s13423-016-1085-7. PMID: 27357955.