Relationships Between Sex Role Ideologies and Social-Psychological Variables in a Restricted Sample of Women

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RELATIONSHIPS BETWEEN SEX ROLE IDEOLOGIES AND SOCIAL-PSYCHOLOGICAL VARIABLES IN A RESTRICTED SAMPLE OF WOMEN

A Thesis
Presented to
the Faculty of the Department of Psychology
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Susan Baker Grimm
May 1976
RELATIONSHIPS BETWEEN SEX ROLE IDEOLOGIES AND SOCIAL-PSYCHOLOGICAL VARIABLES IN A RESTRICTED SAMPLE OF WOMEN

Recommended 5/7/76

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Dean of the Graduate College
ACKNOWLEDGEMENTS

I would like to express my sincere thanks to Dr. David A. Shiek, who served as director of this thesis. His encouragement and willingness to teach has made the work on this thesis the learning experience it should be. The advice and constructive criticism supplied by Dr. Shiek and the other members of my thesis committee, Dr. Retta E. Poe and Dr. Lois E. Layne, has proved an invaluable part of my academic growth.

Finally, I would like to express my love and gratitude to my husband, James W. Grimm. Without his companionship and concern this thesis would not exist.
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RELATIONSHIPS BETWEEN SEX ROLE IDEOLOGIES AND SOCIAL-PSYCHOLOGICAL VARIABLES IN A RESTRICTED SAMPLE OF WOMEN

Susan Baker Grimm May 1976 61 pages
Directed by: D. A. Shiek, L. E. Layne, and R. E. Poe
Department of Psychology Western Kentucky University

The relationships between levels of self-acceptance and acceptance of others and the liberality of attitudes toward the roles of women were studied in a highly restricted sample of 110 women teachers pursuing graduate coursework at Western Kentucky University. An analysis of variance indicated no significant differences in the liberality of attitudes in women with high and low levels of either self-acceptance or acceptance of others or in the interaction of the two independent variables. Since some assumptions underlying the analysis of variance procedure were not met and a trend appeared present in the results, a post hoc analysis of the data was performed. This analysis consisted of a step-wise multiple regression and indicated that a small but significant proportion of the variance in attitudes toward the roles of women was related to the independent variables. Level of acceptance of others uniquely accounted for a significant proportion of variance in these attitudes while level of self-acceptance uniquely accounted for a small and non-significant proportion of variance in liberality of attitudes toward the roles of women. The limitations of generalizing these results to larger and more varied populations were discussed in light of present criticism of sex role research.
Chapter 1

INTRODUCTION AND REVIEW OF LITERATURE

Since the rebirth of the Women's Movement in the early 1960's there have been in the social sciences increased interest in and research about women's perceptions of their roles. However, as Angrist (1969) points out, there appear to be key dilemmas that have complicated research in this area. Across studies and fields of study the term "sex role," if defined, has been used to mean different things. In addition, the context in which sex roles have been studied has varied greatly. Sex roles have been investigated in groups whose size ranged from two members to all members of the culture. Further, few longitudinal studies have been used to investigate whether sex role perceptions change along with life cycle changes. Unfortunately, research dealing with sex role ideology has tended to separate investigations of demographic and social variables (such as age, socialization, and occupation) and investigations of more idiographic psychological correlates (such as self-actualization and self-concept). Therefore, there is little conclusive evidence regarding the nature of the interactions between social and demographic variables and psychological variables as they
relate to sex role ideology.

**Demographic and Social Variables and Sex Role Ideology**

The relationship of demographic and social variables with sex role stance has been one focus of research exploring sex role ideology. In a national probability sample of 6,740 ever married women age 45 and younger, Mason and Bumpass (1975) determined that those demographic variables (education and race, religiosity and husband's income to a small extent) which were most clearly indicative of membership in groups whose values vary (for example, social class) were the variables most strongly related to variations in sex role attitudes. Purely demographic variables (such as marital status, age at marriage, and number of children) which were generally independent of social class and occupation were found to have little, if any, systematic effect on sex role stance.

Research by Welch (1975) and Bernard (1974) supported Mason and Bumpass' basic conclusions. These studies emphasized the significant effects which age, education and sex had on the probability that a woman or man was liberal or conservative in advocating women's rights. Bernard (1974) noted that while age was salient only in that it reflected different levels of education (generally younger women, when finished with schooling, obtained a higher level of education than older women), age differences were related to support for feminist issues involving political action. That is, the younger the woman, the more likely she was to accept
feminist attitudes and to participate in feminist movements.¹

Age and educational level were also found by Welch (1975) to be correlated with each of seven dimensions or factors of women's issues. Age and level of educational attainment were also strongly correlated with the demographic variables of (1) occupation outside the home vs. housewife, (2) never married vs. married, and (3) self-defined liberal vs. self-defined conservative.

Occupation, a variable closely related to educational level, was found by McKenzie (1972) to be related to sex role ideology. McKenzie studied women in conformist career patterns (housewives and college juniors majoring in elementary education) and nonconformist career patterns (doctoral students in education and medical students) and found that women pursuing nonconformist career goals were significantly more liberal in their perceptions of female roles.²

The Definition of Sex Role
Sex roles have been defined as the parts or roles that society reserves for each gender. Such roles serve as guides to individuals and groups as to what is ideally desirable behavior for a man or woman (Keller, 1974). While most research has dealt with sex role as a unidimensional phenomenon, some researchers have studied attitudes toward the roles of women as a multidimensional ideological framework. Contrary to the unified front that some have perceived feminist organizations to present, Welch (1975) found that support for different issues came from different women. With the
exception of the young and liberal (who composed the greatest support for all feminist issues and the women's movement as a whole), support for the women's movement did not necessarily mean support for all feminist issues. Conversely, support for one particular issue did not mean support for the women's movement. Welch found six loosely related clusters of dimensions of issues. While generally there was a common source of support for all of the issues, different demographic variables were related to different issues.

Mason and Bumpass (1975) concluded that, in general, women organized their sex role attitudes along multiple dimensions. However, those women who supported a traditional sex-based division of labor did display clearer and more consistent attitudes toward the dimensions of male-female work roles in the home and male-female work roles in the labor force. Among most traditional women those two dimensions comprised the extent of concern over the status of women.

While membership in feminist organizations and liberality of attitudes toward women's roles were found to be related to demographic and social variables, those same demographic and biographical variables may have, in part, determined which issues women would support. For instance, Bernard (1974) pointed out that specific issues appealed to women of different age groups. Younger women were more concerned about the issues of abortion, contraception, rape, child care and sexual mores, while older women found the issues of divorce, child support and equal economic and professional opportunity
more relevant.

Social-psychological Variables and Sex Role Ideology

Another area of research has been the investigation of the social-psychological differences between traditional and nontraditional women. Such research suggested that nontraditional women displayed personality characteristics typical of well adjusted individuals functioning in a variety of interpersonal and occupational roles outside the traditional female roles of wife and mother (Gump, 1972; Megargle, 1969; Sanger & Alker, 1972; Sundheim, 1963). In a study of elderly non-institutionalized women of a Veteran's Administration Research Unit in aging, elderly institutionalized women in a V. A. domiciliary, traditional college women, and feminist women, Fowler and Van de Reit (1972) concluded that feminists were significantly more self-actualized than the other groups. Furthermore, on selected scales of the Adjective Checklist feminists were more autonomous, aggressive and self-confident than subjects in the other groups. Also feminists displayed lower levels of affiliation and tended to be less deferent than subjects in the other groups.

In a personological study consisting of unstructured interviews with movement members and traditional women Cherniss (1972) found support for the hypothesis that feminists were more self-actualized than traditional women. He concluded that movement members, in contrast to more traditional women, manifested greater self-control, increased authority, more assertiveness, and increased alienation during
adolescence. Stoloff (1973) obtained responses to an anonymous questionnaire from 22 women graduate students involved in Women's Liberation activities and 22 women not involved in Women's Liberation activities. The women in the two samples were matched for field and year of graduate study. Stoloff concluded that the feminists chose different sexual life styles and that feminists were more humanitarian than more traditional women. Josting (1971) and Frankel (1970) found that feminists exhibited high levels of personal risk-taking, greater creativity and originality, stronger goal orientations, and higher self concepts as measured by select scales on the Torrance Life Experience Inventory, The California Psychological Inventory, The Edwards Personal Preference Schedule, and the Bill's Index of Adjustment and Values.

Mahoney (1975) concluded that differences in personal values, as measured by the Rokeach Value Survey, between traditional and nontraditional women may have reflected differences in Maslovian need levels. He suggested that traditional women were generally striving for the lower level needs of belongingness and love. Feminist women appeared to have satisfied the more basic needs and were striving to fulfill the higher level Maslovian needs of significance and respect. Maslow (1968) has stated that striving for higher level needs cannot occur until lower level needs have been satisfied. Feminists, having satisfied lower level needs, were thus considered more self-actualized than their more
traditional counterparts.

Similar self-actualizing characteristics attributed to feminists were found to distinguish professional women from non-professional women (Birnbaum, 1971; McKenzie, 1972; Ohlbaum, 1971). Ohlbaum (1971) found that professional women displayed greater self-actualization, more positive self concepts, and greater self esteem, personal autonomy, and achievement motivation (as measured by the Personality Orientation Inventory, the Spiegel Personality Inventory and the Security-Insecurity Inventory) than traditional non-professional women. In turn, the professional women expressed more liberal attitudes toward women's roles, as measured by the Inventory of Feminine Values, than the control group of non-professional women. Using the Fand Role Inventory as a measure of attitudes toward the roles of women, McKenzie (1972) found differing role perceptions between women preparing for nontraditional occupations and women in, or preparing for more traditionally female occupations. She concluded that those women preparing for nontraditional female occupations expressed a much more "modern" sex role ideology than the women oriented toward more traditional occupations.

Rogers (1961) has proposed that the process of self-actualization involves "...changes in perception of, and acceptance of, the self..." as well as "...the incorporation of previously denied experiences into the self structure..." (p. 75). The wide variety of studies reviewed here have
demonstrated that across many different instruments measuring aspects of self-actualization the non-traditional women studied were more self-actualized than other groups of women. Because of these consistent results one might predict that on measures of other aspects of self-actualization non-traditional women would continue to display higher levels of self-actualization. For example, one could predict that non-traditional women would show greater self-acceptance than more traditional women. A further prediction would be that non-traditional women were less rigid and defensive than traditional women and would therefore be more accepting of others.

Summary

Despite the large number of studies dealing with sex role ideology, a number of factors have contributed to a lack of definitive evidence concerning the nature of women's attitudes toward sex roles. Among the more important factors are the lack of a common definition of sex roles, the disparity of research methods used to investigate sex roles, the heterogeneity of subject populations studied, and the frequent failure to use appropriate controls. One approach to arriving at a clearer picture of the interaction of the variables which influence women's perceptions of their roles would be to statistically control the effects of the demographic, biographical, and occupational factors which have been shown to be related to measures of sex role attitudes. Secondly, use of a more narrow definition of women's roles would
facilitate a clearer understanding of the nature of the interaction of women's roles with other variables. Finally, it would be helpful to investigate specific social-psychological variables which may result from or lead to the formulation of sex role attitudes.
Chapter 2

PROBLEM

This study attempted to define sex role attitudes via a multidimensional measure; to eliminate variation due to demographic, biographical and occupational variables shown in previous research to be related to women's attitudes toward sex role ideology; and to determine whether attitude toward the roles of women was related to self-acceptance and acceptance of others.

The hypotheses proposed in this study may be stated as follows:

(1) Women who indicate a higher level of self-acceptance will report a more liberal attitude toward the roles of women than women who indicate a lower level of self-acceptance.

(2) Women who indicate a higher level of acceptance of others will report a more liberal attitude toward the roles of women than women who indicate a lower level of acceptance of others.
Chapter 3

METHOD

Subjects

Subjects were 214 female volunteers in 19 graduate and required undergraduate courses in secondary and elementary education at Western Kentucky University. All of the women were either preparing for careers as elementary or secondary teachers or were already teaching in Kentucky elementary or secondary schools. All of the women completed a test battery consisting of the Acceptance of Self and Others Scales (Berger, 1952; Shaw & Wright, 1967), the Attitudes Toward Women Scale (Spence & Helmreich, 1972), and a personal data questionnaire designed to elicit childhood and career information about each woman (See Appendix A).

From the pool of volunteers, a restricted sample of 110 women was selected for study. The women comprising this sample were selected on the basis of childhood mobility patterns and teaching experience. All had been teaching from 1 to 10 years, and all had come from families that were stable and regional in their mobility patterns. That is, from birth until 18 years of age each woman had not moved more than five times, and the majority of moves had been
within the states of Kentucky, Tennessee, Indiana and Illinois. Selection by occupation, experience in career, region of country reared in, and state teaching in, as well as level of education, resulted in a highly homogenous sample. In the sample many of the demographic, occupational and social variables previous research indicated to be related to sex role attitudes that women hold were controlled for by the selection procedure.

Subjects were assigned to experimental groups on the basis of mean scores obtained on each of two scores computed for the Acceptance of Self and Others Scales. Four groups resulted: women who scored high on both self-acceptance and acceptance of others; women who scored low on both self-acceptance and acceptance of others; women who scored high on self-acceptance and low on acceptance of others; and women who scored low on self-acceptance and high on acceptance of others.

Instrumentation

Personal Data Questionnaire. The personal data questionnaire was designed to elicit childhood and career information about each subject. It consisted of 19 questions whose purpose was to obtain data on sex, age, birthdate, place of birth, marital status, present household income, number and ages of children, work history (including reasons for working), educational history and parents' occupations (see Appendix A). While such a lengthy data collection procedure may have biased the responses of the subjects, the potential bias
may have served the purpose of disguising the focus of the research. That is, the personal data questionnaire may have produced a response set which made the subjects more likely to misinterpret the experimenter's expectations. Information obtained on the personal data questionnaire was used to control statistically inclusion of women in the sample on the basis of teaching experience, childhood mobility patterns, educational level, and sex.

The Acceptance of Self and Others Scales. This instrument, developed by Berger (1952), consists of two scales, one which measures acceptance of self and one which measures acceptance of others (See Appendix B). It is a five-point, Likert-type inventory which contains 64 declarative statements, each of which the subject may respond to with responses ranging from "not at all true of me" to "true of me." The self-acceptance scale is made up of 36 items, and the acceptance of others scale is made up of 28 items. Total scores are computed by summing item scores for all items on each scale. High scores on the scales reflect favorable attitudes toward self and others.

Matched-half reliabilities, computed for groups of day session college students, evening session college students, prisoners, stutterers and adults in a YMCA class, ranged from .75 to better than .89 for the self-acceptance scale and from .78 to .88 for the acceptance of others scale (Berger, 1952). Berger also obtained several estimates of validity for these scales (Berger, 1952). Scale scores for self-
acceptance and acceptance of others were found to correlate .90 and .73, respectively, with ratings given 20 subjects' "essays" written about attitudes they held toward themselves and others. In a matched group of stutterers and non-stutterers, self-acceptance scores were found to be significantly higher for non-stutterers (p < .06). Differences in the acceptance of others scale scores were found to be significant (p < .02) between a group of prisoners and a group of college students. There were also significant differences between the same groups on self-acceptance scale scores (p < .01). On both scales prisoners scored significantly lower than college students.

A strong positive correlation was found between earlier measures of self-acceptance and acceptance of others (Sheerer, 1949; Stock, 1949). Berger's test development studies supported a positive relationship between the two sub-scales, but the strength of this relationship varied with the different groups measured. He found that variation in expressed self-acceptance accounted for a relatively small proportion of variation in expressed acceptance of others and, as a result, concluded that the relationship was "...not of such a high degree..." that individual predictions for both measures can be made with accuracy from just one of them (Berger, 1952, p. 781).6

The Attitudes Toward Women Scale. The Attitudes Toward Women Scale (AWS), developed by Spence and Helmreich (1972), is also a Likert-type battery composed of 55 items (See
Appendix C). Each is answerable with one of four possible responses: agree strongly, agree mildly, disagree mildly, and disagree strongly. Each response is scored from 0 to 3 with a score of 0 assigned the most conservative response and a score of 3 assigned the most liberal response.

The AWS is a measure of expressed attitudes toward the roles of women which attempts to measure the multidimensional nature of such attitudes. The developers of the AWS have made an attempt to create a general scale with a broad base for measuring attitudes. The authors have informally categorized the 55 items into six more or less independent groups on the basis of item content. These categories touch on issues dealing with vocational, educational, and intellectual roles suitable for women: freedom and independence of women; dating, courtship and etiquette; drinking, swearing, and dirty jokes; sexual behavior; and marital relationships and obligations of women. Total scores on the AWS were used as a measure of the liberality of expressed attitudes toward these roles of women.

Etaugh (1975) found adequate test-retest reliability for the AWS administered to groups of male and female college freshmen, sophomores, juniors and seniors over a 3.8-month mean testing time. Pearson product-moment correlations computed separately for each class ranged from .89 to .95 with the exception of sophomores (r = .54). 7

In their norming of the AWS Spence and Helmreich (1972) found significant differences between responses of males and
females (p ≤ .001), college males and college females (p ≤ .01), male and female parents of college students (p ≤ .01), and older and younger subjects regardless of sex. In addition, the AWS was shown to measure effectively the differences in expressed attitudes between a sample of NOW (National Organization of Women) members and the female college students and their mothers in Spence and Helmreich's norming sample (Kilpatrick & Smith, 1974). The AWS also appeared to be a useful tool for measuring changes in expressed attitudes toward the roles of women in college students exposed to a course on the psychology of sex differences (Lunneborg, 1974). Lunneborg even found a sensitivity to expressed attitude change in students who were initially very liberal but who became even more liberal. Lastly, she found that the AWS was sensitive to north-south regional differences of college students completing the inventory.

Procedure

Two procedures were used in collecting the data. The majority of the data was obtained via Procedure I, in which entire classes were administered the battery during a 60-minute class period. It was stressed to class members that completing the questionnaire was completely voluntary, and none of the subjects objected to completing the battery. Subjects were asked to read the instructions on the first page of the test booklet (see Appendix D). All subjects completed the inventories in the following order: Personal
Data Questionnaire, AWS, and Acceptance of Self and Others Scales.

Some of the data were obtained via Procedure II, in which questionnaires were given to selected members of classes for completion during out of class time. In all cases the instructor of each class explained the purpose of the data collection and asked each subject's cooperation. Again, all subjects cooperated in completing the inventory. In addition to written instructions these subjects received a cover letter explaining why they were selected from their respective classes (See Appendix E). Responses to the Personal Data Questionnaire and to items on all scales were coded. Inventories with missing item responses were assigned mean subscale scores (rounded to the nearest whole number) that the missing items composed. No inventories had missing item scores composing as much as half of the items on any given subscale. Inventories with missing responses on the Personal Data Questionnaire were discarded. Total AWS, Self Acceptance Scale and Acceptance of Others Scale scores were computed for each subject, and the four groups for analysis were created on the basis of mean scores on the Self Acceptance and Acceptance of Others Scales.

Design

A 2 x 2 fixed model analysis of variance with unequal cell frequencies was performed on the data. This analysis used the unweighted means method with an adjusted error
mean square method as described by Walker and Lev (1953, p. 381-382). The independent variables of level of self-acceptance and level of acceptance of others were tested as sources of systematic variation in AWS scores. Each independent variable was divided into 2 levels on the basis of mean scores for the sample on the Acceptance of Self and Acceptance of Others Scales. A four-cell table resulted with cells composed of mean AWS total scores of: (1) women scoring on or below the mean on self-acceptance and on acceptance of others, (2) women scoring above the mean on self-acceptance and on acceptance of others, (3) women scoring above the mean on self-acceptance and on or below the mean on acceptance of others, and (4) women scoring on or below the mean on self-acceptance and above the mean on acceptance of others.

The analysis of variance model tested the null hypothesis that the only source of variance in the dependent variable was a consequence of experimental error and not due to any differences in levels of each of the independent variables or in their interaction. The specific null hypotheses tested may be stated as follows:

(1) Levels of self-acceptance have no systematic effect on the liberality or conservatism of attitudes toward the roles of women.

(2) Levels of acceptance of others have no systematic effect on the liberality or conservatism of attitudes toward the roles of women.
(3) The interaction of levels of self-acceptance and acceptance of others has no systematic effect on the liberality or conservatism of attitudes toward the roles of women.
Chapter 4

RESULTS

A summary of the results of the analysis of variance is presented in Table 1. The null hypotheses associated with the analysis were supported in that neither main effect nor the interaction effect was significant. Figure 1 contains mean AWS scores for each cell of the analysis of variance. Figure 2 contains mean AWS scores computed for women scoring above the mean and for women scoring at or below the mean on the Acceptance of Self Scale and mean AWS scores computed for women scoring above the mean and on or below the mean on the Acceptance of Others Scale.

Despite the non-significance of the analysis of variance procedure there did appear to be a trend in AWS responses when means for each cell were compared. In Figure 2 levels of acceptance of others appeared to have a positive relationship to mean AWS scores in that the women displaying a high level of acceptance of others were generally more liberal in their attitudes toward the roles of women. Less difference in mean AWS scores was present when levels of self-acceptance were considered. As can be seen in Figure 1, women scoring low on both self-acceptance and acceptance of others composed
### Table 1

**Analysis of Variance of Self-acceptance and Acceptance of Others on Liberality of AWS Responses**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (acceptance of self)</td>
<td>12.922</td>
<td>1</td>
<td>12.922</td>
<td>0.824</td>
</tr>
<tr>
<td>B (acceptance of others)</td>
<td>19.484</td>
<td>1</td>
<td>19.484</td>
<td>1.242</td>
</tr>
<tr>
<td>AB (acceptance of self x acceptance of others)</td>
<td>13.813</td>
<td>1</td>
<td>13.813</td>
<td>0.881</td>
</tr>
<tr>
<td>Within Cell</td>
<td>39458.000</td>
<td>106</td>
<td>15.686</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>39458.219</td>
<td>109</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 1

Mean AWS Scores Associated With Combinations of High and Low Score Categories on the Acceptance of Self and Acceptance of Others Scales
Figure 2

Mean AWS Scores Associated with High and Low Levels of Acceptance of Others and Acceptance of Self
the category of women with the most conservative attitudes toward the roles of women.

As a result of this trend, a closer examination of the analysis of variance procedure was made. This examination revealed at least two methodological explanations for support of the null hypotheses other than the explanation that levels of self-acceptance and levels of acceptance of others, as well as their interaction were not related to the liberality of attitudes toward the roles of women. First, the basic assumption that true interval level data was used in the analysis of variance procedure was not fully supported. Since scale scores on the Acceptance of Self and Others Scales were collapsed into two large intervals, large amounts of variance were created within each level of the independent variables. This within-cell variance was indicated by large AWS score standard deviations ranging from 16.5 to 22.5. The F ratios for each main effect and the interaction effect were composed of the proportion of variance between groups or intervals over the proportion of variance within groups or intervals. Because large amounts of artificially created variance existed within groups, the difference in variation between groups needed to constitute statistically significant differences in mean AWS scores was greatly increased.

Secondly, the unequal cell sizes (ranging from 16 to 39 subjects per cell) used in the analysis also acted to increase the differences between mean AWS scores necessary for a statistically significant difference in liberality
among women displaying the various combination of above mean and mean and below scores on the Acceptance of Self and the Acceptance of Others Scales. The use of unequal cell sizes in an analysis of variance procedure resulted in a significant loss of degrees of freedom. A smaller number of degrees of freedom required that the criterion for statistically significant results use a smaller hypothetical sample rather than a hypothetical sample equivalent to the actual sample size used. Because of the potential for increased within-cell variance created by dichotomizing multi-level independent variables and because of the increased between-cell differences created by unequal cell sizes, post hoc procedures were performed on the data.
Chapter 5

POST HOC ANALYSIS

Following the application of an analysis of variance model, a step-wise multiple regression procedure was performed to determine variance in AWS scores unique to levels of self-acceptance and acceptance of others. In this analysis the arbitrary two-level division of each predictor variable was discarded and scale scores for level of self-acceptance and for level of acceptance of others were defined as separate levels of each variable. The multiple regression model initially tests for the percentage of variance in the dependent variable accounted for by both predictor variables in combination. If this percentage is a statistically significant proportion of the total variance of the dependent variable, the model is extended to determine the variance accounted for by each predictor variable and the percentage of the same variance in the dependent variable predicted by both predictor variables.

A summary table of correlation coefficients for multiple, partial, and bivariate correlations of the predictor variables with AWS scores is presented in Table 2. The multiple regression indicated that a small but significant proportion of
Table 2
Correlation Coefficients for Multiple, Partial and Bivariate Regressions of the Predictor Variables with ANS Scores

<table>
<thead>
<tr>
<th></th>
<th>Acceptance of Self</th>
<th>Acceptance of Others</th>
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<tbody>
<tr>
<td>Bivariate r</td>
<td>.15120</td>
<td>.30332</td>
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<tr>
<td>Partial r</td>
<td>.00242</td>
<td>.26602</td>
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<tr>
<td>Multiple r</td>
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<td>.30333</td>
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the variance in AWS scores was accounted for by both pre-
dictor variables in combination, \( F(2, 107) = 5.42, p < .025 \). Partial correlations with AWS scores computed for each pre-
dictor variable indicated that a significant proportion of
unique variance in the dependent variable was accounted for
by levels of acceptance of others, \( F(1, 108) = 8.15, p < .01 \).
Levels of self-acceptance accounted for a small and non-
significant unique proportion of the variance in AWS scores,
\( F(1, 108) = 0.001, p > .05 \). Bivariate correlations computed
for each predictor variable with AWS scores indicated that
by itself level of acceptance of others accounted for a sig-
nificant amount of variation in AWS scores, \( F(1, 108) =
10.94, p < .005 \). Total variation in AWS scores accounted
for by level of self-acceptance again was a small and sta-
tistically non-significant portion, \( F(1, 109) = 2.53, p > .05 \).
Chapter 6

DISCUSSION

The non-significant effects obtained by using the analysis of variance model imply that: (1) the only significant source of variance in AWS scores across the four groups of women was a consequence of experimental error and not due to any differences in the level of self-acceptance of acceptance of others that those women expressed, or (2) certain idiosyncrasies resulting from application of the analysis of variance model to this sample acted to erase evidence of potential relationships between the dependent and independent variables. The latter interpretation was based on the likelihood that: (1) increased within group variance was created by dichotomizing the continuous dependent variables and that (2) the difference in variance between groups necessary to conclude significant results was increased because of unequal cell size.

Future studies of attitudes might better apply the analysis of variance procedure only when measurement instruments are devised which measure attitudes on levels other than continuous ones. Also, analysis of variance procedures might reflect a more accurate relationship between
social-psychological variables and attitudes toward the roles of women if future studies used only those subjects scoring at extreme ends of such attitude scales. Via such a procedure much of the within-cell variance created by dichotomizing continuous variables might be reduced. However, such an approach would require a much larger sample than the one used in the present investigation.

Despite the non-significance of the analysis of variance procedure there did appear to be a trend in AWS responses when means for each cell were compared. In Figure 1 mean AWS scores show a decline to 102.185 in that group of women least accepting of themselves and others. The next most conservative women (mean = 105.7098) appear to be those with low acceptance of others irrespective of level of self-acceptance. Less difference in mean AWS scores was present when differences in levels of self-acceptance were considered (means equaled 106.12 and 109.71, respectively, for low and high levels). On the basis of the trend in these data one could suggest that acceptance of others appears to have a clearer relationship to liberality of AWS responses in this group of women. Thus, while low self-acceptance scores in combination with low acceptance of others scores produced the greatest discrepancy in mean AWS scores, self-acceptance by itself appeared less related to AWS responses.

Post hoc analysis of the data via a multiple regression procedure tended to support the above trend. As can be seen in Table 2, levels of acceptance of self and acceptance of
others together accounted for approximately 9% of the variation in AWS scores. Given that the sample used for analysis was highly controlled to eliminate other known sources of systematic variation in attitudes toward the roles of women, and given that one could expect a large number of variables to influence such attitudes, this percentage was considered not only a significant but a meaningful proportion of variance accounted for.

When levels of self-acceptance and acceptance of others were considered separately, it was found that level of acceptance of others accounted for a small but significant proportion of variance in the AWS scores. Bivariate correlations indicated that acceptance of others accounted for approximately 9% of AWS variance while self-acceptance accounted for only 2% and that approximately 1% of the variance accounted for in the AWS is common to both predictor variables. When this common variance was removed, one can see that level of self-acceptance uniquely accounted for approximately 1% of the variance in AWS scores while level of acceptance of others accounted for approximately 7.5% of the variance.

After such a comparison the importance of level of acceptance of others in relation to expressed attitudes toward the roles of women becomes more evident. It may be that it is those women with a high level of acceptance of others who are more likely to define broader arenas within which it is proper for women to act. Furthermore, a high
acceptance of others may allow a woman to accept a larger number of roles and responsibilities as appropriate for women whether or not she perceives herself as an individual who is capable of carrying them out. In addition, while there is a slight tendency for women with high self-acceptance to respond more liberally in expressing attitudes toward the roles of women, Berger's measure of self-acceptance could possibly be measuring satisfaction and self-fulfillment in women regardless of their conceptions of appropriate roles for women.

While previous research and the results of this study found relationships between characteristics of self-actualization and liberal attitudes toward the roles of women, one cannot categorically say that women with more liberal attitudes toward the roles of women are self-actualized. Likewise, one cannot categorically say that women with conservative attitudes toward the roles of women are not self-actualized. The process of self-actualization involves the interaction of a multitude of social-psychological and demographic variables over the period of an individual's lifetime. Previous research may have made the mistake of implying a causal relationship between self-actualization and attitudes toward the roles of women. In actuality, both level of self-actualization and type of attitudes held toward the roles of women may be related to other unidentified variables. For example, increased education or occupational involvement may result in facilitating the process of self-
actualization as well as in liberalizing attitudes that women hold toward themselves. The results of the present study, with extensive control on such potentially confounding variables, tend to demonstrate this point.

While previous research has shown that a high level of self-actualization seems to occur in various groups of women displaying liberal attitudes toward the roles of women, this study has attempted to determine which components of self-actualization, if any, are related to attitudes which a highly restricted sample of women hold toward themselves. One may conclude that in this restricted sample of women teachers, at one point in their career life cycle, one characteristic of self-actualization (i.e., acceptance of others) is related to liberality of attitudes toward the roles of women.

Further research in this area should involve extending the present model to various groups of women of different ages, occupations, and regions and to similar groups of men as well as to groups of individuals across time. Research in the area of sex role attitudes could be further facilitated if behavioral measures of attitudes could be developed and used in addition to measures of expressed attitudes. Via this approach it may be possible to obtain indices of behaviorally expressed as well as verbally expressed attitudes. Finally, behavioral measures of attitudes may help to clarify the relationship between behavior and attitudes and other relevant variables.
FOOTNOTES

1 It should be noted that there is a point at which the relationship between age and liberality of attitudes toward women's roles tends to break down.Etaugh and Gerson (1974) found, in a sample of undergraduate and graduate college students that higher levels of education, rather than age of subject, was related to liberality of attitudes as measured by the Attitudes Toward Women Scale (Spence & Helmreich, 1972).

Furthermore, the hypothesis that younger college-age women tend to be more traditional than their older graduate student counterparts was supported by the conclusions of Rosenkrantz, Vogel, Bee, Broverman and Broverman (1968). They found that in college students sex-role stereotypes were still clearly defined and held in agreement by both college men and women and that a greater number of the characteristics and behaviors stereotypically associated with masculinity were rated by both men and women as more socially desirable than those associated with femininity. In the Rosenkrantz, et. al., sample college women tended to define their roles as traditionally feminine ones.

Bardwick (1971) has advocated that the simplest predictor of liberal sex role attitudes in women could be the
amount of sexual discrimination (perhaps in higher levels of education, as well as on the job) that women experience. Perhaps, then, one might conclude as did Bardwick that since most young college women have not even made the choice between the more traditional family vs. career goals, their attitudes are more likely to be stated as conservative.

While occupational level, educational level and age are factors strongly related to sex role stance among women, several additional factors have been found to influence membership in any number of feminist organizations (Stoloff, 1973; Tavis, 1973). Stoloff (1973) studied a sample of all female graduate students and found that while all of the women supported issues associated with the feminist movement, members of feminist organizations were drawn disproportionately from a particular social background. Generally, women who joined feminist organizations were from upper middle-class families, had grown up in urban or suburban environments, were of Jewish or non-conformist Protestant Backgrounds, and were from homes in which religion was not strongly emphasized. Their parents had higher income levels and were more likely to have completed college and be in professional or intellectually oriented occupations. Parents, particularly mothers, of feminists were more politically liberal and more expressive of their political beliefs and opinions than were parents of non-feminists.
The six clusters or dimensions of women's rights were obtained by factor analysis of questions answered by women in a NORC survey and from information obtained from a sample of women in a mid-western city. The six factors were labeled: women's rights, women's liberation movement, women in politics, abortion reform, perception of inequality of treatment, and perception of competence of women.

It should be noted that many of the studies published to date relating psychological and personality characteristics to liberality of attitudes toward the roles of women have done little to control for the age and education differences which are related to variations in such attitudes. Thus, while certain healthy personality characteristics appear attributable to feminists across studies, the relationship might be easier to define if all known factors were taken into account.

While the demographic variables of age and income were not controlled for directly, the initial selectivity of the sample appeared to be adequate control for age. Subjects ranged in age from 22 years to 57 years of age with a mean age of 28.7 years. Because all were teaching in the public education sector, no control for income was felt to be necessary. A step-wise multiple regression was performed to determine the unique variance in AWS scores attributable to the various demographic variables measured but not controlled. No more than 0.05% of the variation in the AWS
scores was found to be attributable to any one demographic factor alone. In combination, these uncontrolled variables did not account for any significant proportion of variation in AWS responses.

It should be noted that while the majority of studies were based on the assumption that self-acceptance was a more basic variable in the dyad and that while most subjects scored higher on self-acceptance than on acceptance of others, Berger (1952) found that girls, as a group, tended to score higher on acceptance of others.

Etaugh (1975) reported further that this test-retest reliability could suggest that previously reported shifts to a more liberal attitude toward the roles of women with increasing years of college experience may be due in actuality to selective dropout of more traditional women than to individuals changing their attitudes. A further interpretation of Etaugh's data might be that freshmen come into college with consistent and conservative attitudes, go through a year of change during the sophomore year and then re-stabilize.
REFERENCES


Sheerer, E. An analysis of the relationship between acceptance of and respect for the self and acceptance of and respect for others in ten counseling cases. *Journal of Consulting Psychology*, 1949, 13, 169-175.

Spence, J. T., & Heimreich, R. The Attitudes Toward Women Scale: An objective instrument to measure attitudes toward the rights and roles of women in contemporary society. *Catalog of Selected Documents in Psychology*, 1972, 2, 66. (Ms. No. 153)


APPENDIX A

Personal Data Questionnaire

1. SEX: male female (please circle one)

2. AGE: __________________ and BIRTHDATE: __________________
   month day year

3. PLACE OF BIRTH: List the state and county you were born in. If you don't know the county list the city and state.
   state __________________ county (town if county unknown)

4. What is your present marital status? (please circle one)
   MARRIED SINGLE SEPERATED OR DIVORCED WIDOWED COHABITING*
   *(Involved with a man or woman in a sexual relationship and living together for six months or longer.)

5. If you are or have been married when did you get married?
   __________________ month and year

6. If you are divorced or widowed when did you become so?
   __________________ month and year

7. If you are or have been married did you work before getting married?
   YES  NO  (please circle one)
8. If you are now married what is your spouse's present occupation? Please state exactly what he (or she) does and give job title. (For example, business executive—head of personnel department at a factory). If your spouse owns his (or her) own business or farm please indicate what it is and how large it is (number of employees or number of acres).

________________________________________

________________________________________

9. We are interested in obtaining a history of where you have lived: List in chronological order every place by county and state you have lived from birth until now (If you don't remember the county list the town or city you lived in or near and the state). Indicate as closely as possible the years you lived in each area and your age while in each area. Please indicate whether during these periods you were living with your parents (or guardian), with a spouse, or by yourself (not with your parents or guardian or a spouse). If you have lived one place, moved to another region and then returned to the same county and state please list it again.

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<tr>
<th>Years</th>
<th>State</th>
<th>County</th>
<th>Ages</th>
<th>Who you lived with</th>
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10. If you are male please skip this question and go to question 11.

If you are female please answer the following:

a. Do you have children: YES NO (please circle one)

If yes, please answer the following two questions:

b. Did you work after marriage and before having children? YES NO (please circle one)

c. List each child's date of birth, age and sex from the oldest child to the youngest in the space below:

<table>
<thead>
<tr>
<th>Date of Birth</th>
<th>Sex</th>
<th>Age</th>
<th>Did you go to work within 1 year after having this child?</th>
<th>If you did not go to work within one year how long was it (in years and months) before you started working?</th>
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11. Please check on of the following:

I have already received my undergraduate education. ___ (date ____________ )

I am presently working on my undergraduate education. ___
12. List the state and county in which you received (or are receiving) your undergraduate education (if you don't know the county list the town and state). If you went (or have gone to) more than one school list the locations of each.

state ___________________________ county _______________________

state ___________________________ county _______________________

state ___________________________ county _______________________

state ___________________________ county _______________________

13. Please check one of the following:
   I have received a graduate degree. ___ (date _____)
   I am presently working on my graduate degree. ___
   I have not received and am not working on a graduate degree. ___

14. If you have received or are working on a graduate degree please list the location (by state and county) of the graduate school.

state ___________________________ county _______________________

15. We are also interested in obtaining a history of where and for how long you have worked. Please list in chronological order the location of each job (state and county) which you have had during your life. For each job please indicate what years you worked there and check the more important reason why you were working then. For each teaching job indicate whether the position was in elementary, secondary or another type of teaching, (i.e., special education, junior college, etc.). For each non-teaching job please state exactly
what you did and give the job title (For example, secretary--worked for a realty company).

<table>
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<tr>
<th>Years from</th>
<th>Years to</th>
<th>State</th>
<th>County</th>
<th>Job</th>
<th>(check only one) I worked during this period primarily for</th>
<th>because</th>
<th>financial I wanted reasons</th>
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16. List the total number of years you have taught.____

17. What was your father's occupation when you were growing up? Please state exactly what he did and give the job title. (For example, real estate agent--owner of his own realty company). If he owned (or owns) his own business or farm please indicate what it is and how large it is (number of employees or number of acres).  

__________________________________________

__________________________________________
18. While you were growing up was your mother employed outside of the home?

YES  NO  (please circle one)

If she was, what was her occupation? Please state exactly what she did and give the job title. (For example, store clerk--worked in the local department store).

________________________________________________________________________


19. What was your approximate family unit income before taxes from all sources in 1974? If you are living with anyone else, other than members of your family, and you pool your income and share living expenses, indicate the combined income on which you live.

______  $5,000 or less

______  $5,001 to $6,500

______  $6,501 to $8,000

______  $8,001 to $10,000

______  $10,001 to $15,000

______  $15,001 to $25,000

______  $25,001 to $35,000

______  $35,001 to $45,000

______  over $45,000
APPENDIX B

The Acceptance of Self and Others Scales

This is a study of some of your attitudes. Of course, there is no right answer for any statement. The best answer is what you feel is true of yourself.

You are to respond to each question by marking the alternative which best describes your personal attitude for each of the statements below. You are to respond according to the following scheme:

(1) Not at all  (2) Slightly  (3) About half-  (4) Mostly  (5) True of true of way true of true of myself myself myself myself yourself

Remember, the best answer is the one which applies to you.

*Scale

*S (1)(2)(3)(4)(5)  1. I'd like it if I could find someone who would tell me how to solve my personal problems.

S (1)(2)(3)(4)(5)  2. I don't question my worth as a person, even if I think others do.

O (1)(2)(3)(4)(5)  3. I can be comfortable with all varieties of people—from the highest to the lowest.

O (1)(2)(3)(4)(5)  4. I can become so absorbed in the work I'm doing that it doesn't bother me not to have any intimate friends.

*Items of the self scale are labelled S, and those of the others scale are labelled O.

*Items marked with a plus are worded negatively; item scores are reversed before the scale is scored.
5. I don't approve of spending time and energy in doing things for other people. I believe in looking to my family and myself more and letting others shift for themselves.

6. When people say nice things about me, I find it difficult to believe they really mean it. I think maybe they're kidding me or just aren't being sincere.

7. If there is any criticism or anyone says anything about me, I just can't take it.

8. I don't say much at social affairs because I'm afraid that people will criticize me or laugh if I say the wrong thing.

9. I realize that I'm not living very effectively but I just don't believe that I've got it in me to use my energies in better ways.

10. I don't approve of doing favors for people. If you're too agreeable they'll take advantage of you.

11. I look on most of the feelings and impulses I have toward people as being quite natural and acceptable.

12. Something inside me just won't let me be satisfied with any job I've done—if it turns out well, I get a very smug feeling that this is beneath me, I shouldn't be satisfied with this, this isn't a fair test.

13. I feel different from other people. I'd like to have the feeling of security that comes from knowing I'm not too different from others.

14. I'm afraid for people that I like to find out what I'm really like, for fear they'd be disappointed in me.
15. I am frequently bothered by feelings of inferiority.

16. Because of other people, I haven't been able to achieve as much as I should.

17. I am quite shy and self-conscious in social situations.

18. In order to get along and be liked, I tend to be what people expect me to be rather than anything else.

19. I usually ignore the feelings of others when I'm accomplishing some important end.

20. I seem to have a real inner strength in handling things. I'm on a pretty solid foundation and it makes me pretty sure of myself.

21. There is no sense in compromising. When people have values I don't like, I just don't care to have much to do with them.

22. The person you marry may not be perfect, but I believe in trying to get him (or her) to change along desirable lines.

23. I see no objection to stepping on other people's toes a little if it'll help get me what I want in life.

24. I feel self-conscious when I'm with people who have a superior position to mine in business or at school.

25. I try to get people to do what I want them to do in one way or another.

26. I often tell people what they should do when they're having trouble in making a decision.
27. I enjoy myself most when I'm alone, away from other people.

28. I think I'm neurotic or something.

29. I feel neither above nor below the people I meet.

30. Sometimes people misunderstand me when I try to keep them from making mistakes that could have an important effect on their lives.

31. Very often I don't try to be friendly with people because I think they won't like me.

32. There are very few times when I compliment people for their talents or jobs they've done.

33. I enjoy doing little favors for people even if I don't know them well.

34. I feel that I'm a person of worth, on an equal plane with others.

35. I can't avoid feeling guilty about the way I feel toward certain people in my life.

36. I prefer to be alone rather than have close friendships with any of the people around me.

37. I'm not afraid of meeting new people. I feel that I'm a worthwhile person and there's no reason why they should dislike me.

38. I sort of only half-believe in myself.

39. I seldom worry about other people. I'm really pretty self-centered.

40. I'm very sensitive. People say things and I have a tendency to think they're criticizing me or insulting me in some way and later when I think of it, they may not have meant anything like that at all.
41. I think I have certain abilities and other people say so too, but I wonder if I'm not giving them an importance way beyond what they deserve.

42. I feel confident that I can do something about the problems that may arise in the future.

43. I believe that people should get credit for their accomplishments, but I very seldom come across work that deserves praise.

44. When someone asks for advice about some personal problem, I'm most likely to say, "It's up to you to decide," rather than tell him what he should do.

45. I guess I put on a show to impress people. I know I'm not the person I pretend to be.

46. I feel that for the most part one has to fight his way through life. That means that people who stand in the way will be hurt.

47. I can't help feeling superior (or inferior) to most of the people I know.

48. I do not worry or condemn myself if other people pass judgement against me.

49. I don't hesitate to urge people to live by the same high set of values which I have for myself.

50. I can be friendly with people who do things which I consider wrong.

51. I don't feel very normal, but I want to feel normal.

52. When I'm in a group I usually don't say much for fear of saying the wrong thing.
53. I have a tendency to sidestep my problems.

54. If people are weak and inefficient, I'm inclined to take advantage of them. I believe you must be strong to achieve your goals.

55. I'm easily irritated by people who argue with me.

56. When I'm dealing with younger persons, I expect them to do what I tell them.

57. I don't see much point to doing things for others unless they can do you some good later on.

58. Even when people do think well of me, I feel sort of guilty because I know I must be fooling them—that if I were really to be myself, they wouldn't think well of me.

59. I feel I'm on the same level as other people and that helps to establish good relations with them.

60. If someone I know is having difficulty in working things out for himself, I like to tell him what to do.

61. I feel that people are apt to react differently to me than they would normally react to other people.

62. I live too much by other people's standards.

63. When I have to address a group, I get self-conscious and have difficulty saying things well.

64. If I didn't always have such hard luck, I'd accomplish much more than I have.
APPENDIX C

The Attitudes Toward Women Scale

The statements listed below describe attitudes toward the role of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feelings about each statement by indicating whether you (A) Agree strongly, (B) Agree mildly, (C) Disagree mildly, or (D) Disagree strongly. Please indicate your opinion by marking the alternative which best describes your personal attitude for each of the statements below. Please respond to every item.

Response keyed 0

A  (A)(B)(C)(D)  1. Women have an obligation to be faithful to their husbands.
A  (A)(B)(C)(D)  2. Swearing and obscenity is more repulsive in the speech of a woman than a man.
A  (A)(B)(C)(D)  3. The satisfaction of her husband’s sexual desires is a fundamental obligation of every wife.
D  (A)(B)(C)(D)  4. Divorced men should help support their children but should not be required to pay alimony if their wives are capable of working.
A  (A)(B)(C)(D)  5. Under ordinary circumstances, men should be expected to pay all expenses while they’re out on a date.
D  (A)(B)(C)(D)  6. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.
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<td>(A)(B)(C)(D)</td>
<td>7. It is all right for wives to have an occasional, casual, extra-marital affair.</td>
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<td>(A)(B)(C)(D)</td>
<td>8. Special attentions like standing up for a woman who comes into a room or giving her a seat on a crowded bus are outmoded and should be discontinued.</td>
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<td>(A)(B)(C)(D)</td>
<td>9. Vocational and professional schools should admit the best qualified students independent of sex.</td>
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<td>(A)(B)(C)(D)</td>
<td>10. Both husband and wife should be allowed the same grounds for divorce.</td>
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<td>(A)(B)(C)(D)</td>
<td>11. Telling dirty jokes should be mostly a masculine prerogative.</td>
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<td>(A)(B)(C)(D)</td>
<td>12. Husbands and wives should be equal partners in planning the family budget.</td>
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<td></td>
<td>(A)(B)(C)(D)</td>
<td>13. Men should continue to show courtesies to women such as holding open the door or helping them on with their coats.</td>
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<td></td>
<td>(A)(B)(C)(D)</td>
<td>14. Women should claim alimony not as persons incapable of self-support but only when there are children to provide for or when the burden of starting life anew after the divorce is obviously heavier for the wife.</td>
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<td>(A)(B)(C)(D)</td>
<td>17. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.</td>
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18. It is insulting to women to have the "obey" clause remain in the marriage service.

19. There should be a strict merit system in job appointments and promotion without regard to sex.

20. A woman should be as free as a man to propose marriage.

21. Parental authority and responsibility for discipline of the children should be equally divided between husband and wife.

22. Women should worry less about their rights and more about becoming good wives and mothers.

23. Women earning as much as their dates should bear equally the expense when they go out together.

24. Women should assume their rightful place in business and all the professions along with men.

25. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.

26. Sons in a family should be given more encouragement to go to college than daughters.

27. It is ridiculous for a woman to run a locomotive and for a man to darn socks.

28. It is childish for a woman to assert herself by retaining her maiden name after marriage.

29. Society should regard the services rendered by the women workers as valuable as those of men.
30. It is only fair that male workers should receive more pay than women even for identical work.

31. In general, the father should have greater authority than the mother in the bringing up of children.

32. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiancés.

34. The husband should not be favored by law over the wife in the disposal of family property or income.

35. Wifely submission is an outworn virtue.

36. There are some professions and types of businesses that are more suitable for men than women.

37. Women should be concerned with their duties of childrearing and housekeeping, rather than with desires for professional and business careers.

38. The intellectual leadership of a community should be largely in the hands of men.

39. A wife should make every effort to minimize irritation and inconvenience to the male head of the family.

40. There should be no greater barrier to an unmarried woman having sex with a casual acquaintance than having dinner with him.

41. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set by men.

42. Women should take the passive role in courtship.
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<td>A</td>
<td>(A)(B)(C)(D) 43. On the average, women should be regarded as less capable of contribution to economic production than are men.</td>
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<td>D</td>
<td>(A)(B)(C)(D) 44. The intellectual equality of woman with man is perfectly obvious.</td>
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<td>D</td>
<td>(A)(B)(C)(D) 45. Women should have full control of their persons and give or withhold sex intimacy as they choose.</td>
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<td>A</td>
<td>(A)(B)(C)(D) 46. The husband has in general no obligations to inform his wife of his financial plans.</td>
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<td>A</td>
<td>(A)(B)(C)(D) 47. There are many jobs in which men should be given preference over women in being hired or promoted.</td>
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<td>A</td>
<td>(A)(B)(C)(D) 48. Women with children should not work outside the home if they don't have to financially.</td>
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<td>D</td>
<td>(A)(B)(C)(D) 49. Women should be given equal opportunity with men for apprenticeship in the various trades.</td>
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<td>D</td>
<td>(A)(B)(C)(D) 50. The relative amounts of time and energy to be devoted to household duties on the one hand and to a career on the other should be determined by personal desires and interests rather than by sex.</td>
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<tr>
<td>A</td>
<td>(A)(B)(C)(D) 51. As head of the household, the husband should have more responsibility for the family's financial plans than his wife.</td>
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<td>D</td>
<td>(A)(B)(C)(D) 52. If both husband and wife agree that sexual fidelity isn't important, there's no reason why both shouldn't have extramarital affairs if they want to.</td>
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<tr>
<td>A</td>
<td>(A)(B)(C)(D) 53. The husband should be regarded as the legal representative of the family group in all matters of law.</td>
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D  (A)(B)(C)(D)  54. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

A  (A)(B)(C)(D)  55. Most women need and want the kind of protection and support that men have traditionally given them.
APPENDIX D

Cover Page

The following personal data sheet and inventory results will be used as data for a masters thesis written for the Department of Psychology at Western Kentucky University. All of the personal data and opinions you give will be kept totally confidential and will only be used to create group scores. In order to help assure the confidentially of the information you give please do not put your name anywhere on the personal data sheet or surveys.

The researcher is interested in looking at some of the opinions of various groups in this area of the country. It should be noted that there are no right or wrong answers to the two opinion surveys that follow.

Please work quickly and try to answer all of the questions. Specific instructions for filling out the questionnaires are provided at the beginning of each. If you have any questions please feel free to ask me.

Thank you for your cooperation.

Susan B. Grimm
APPENDIX E

Cover Letter

Dear Professional in Teaching,

This letter is to request your participation in a study whose results will be used as data for a masters thesis written for the Department of Psychology at Western Kentucky University. This study’s purpose is to look at some of the opinions of various groups of people in this area of the country.

You were selected from this class because your experience in teaching fulfills the criterion for an experienced professional in teaching.

You are requested to take the attached questionnaire home with you and fill it out alone and at your leisure. This researcher is interested in your opinions. When completed, please give it to Dr. ____________, the professor of your class. He will return it to me. To ease this process, please have the questionnaire completed and returned to your professor by the next class session.

All of the personal data and opinions you are requested to give will be kept totally confidential and will be used to create group scores. In order to help assure the confidentiality of the information you give, please do not put your name anywhere on the personal data sheet or surveys. Specific instructions for filling out the questionnaires are provided at the beginning of each.

Any questions you might have may be directed, in written form, to Susan Grimm, c/o Department of Psychology, Western Kentucky University, Bowling Green, Kentucky 42101. Your cooperation in the completion of this project is greatly appreciated.

Mrs. Susan B. Grimm
Graduate Student
Western Kentucky University
Bowling Green, Kentucky 42101