

A STUDY OF FEMALE ROLE CONCEPTS

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## CHAPTER I

### INTRODUCTION

The purposes of this study were threefold. First an attempt was made to devise instruments which would assess persons's attitudes toward female role concepts. Particular emphasis was placed upon finding persons who adhere to traditional and non-traditional sex roles. It was assumed that a person's attitude toward female role concepts could be measured and located on a continuum which ranges from very traditional to very non-traditional. Secondly, the study was concerned with determining the extent to which the various instruments were correlated. A final objective of the study was to examine known groups on the various instruments.

The varied and changing roles of women in contemporary American society give rise to a number of empirical questions concerning role definition and the characteristics of persons adhering to different role concepts. Although the writer recognizes that female roles which are in a state of change cannot be viewed apart from male roles, the literature reviewed here is limited largely to that concerned with the female sex.

A number of social scientists have addressed themselves to questions concerning women's perceptions and attitudes toward the female adult sex role. Also many discussions regarding various issues concerning women's social roles are found in books and both popular and philosophical journals.

## Review of the Literature

Various devices and categorical schemes have been utilized to assess women's role concepts. A significant proportion of feminine role studies have been conducted by first designating two polar types of roles. Some years ago in a discussion of contradictory sex roles Komarovsky (1946) labeled the two general sex roles available to American college women as "feminine" and "modern". In investigating whether or not it is possible to measure the attitudes of college women toward the feminine role, Kammeyer (1964) referred to the two polar types as "traditional" and "modern" roles. His traditional role had the same substantive meaning as Komarovsky's "feminine role." French and Lesser (1964) grouped the value orientations of their subjects by the use of a Student Attitude Scale, and identified two groups of women as holding either "woman's role" goals or "intellectual" goals.

Fand (1955), in order to explore concepts of the feminine role held by college women, devised an instrument by means of which the degree of self- or other-orientation of each individual woman could be expressed in a scale that designated her position on a continuum. The extremes of the continuum were identified as indicating "traditional" and "liberal" concepts of the feminine role. In a study of behavioral compromise, Weiss (1961) selected college women because he thought them to be a population which is highly sensitized to role alternatives. He used the Terman-Miles Masculinity-Femininity Test as a measure of sex-role identification. Zissis (1961), in an exploration of career-marriage interests of university freshmen women, asked her subjects to differentiate themselves by self-rating along a continuum of career and/or marriage groups.

Steinmann and her associates (Steinmann, Levi, & Fox, 1964) using Fand's inventory of Feminine Values, studied the nature of feminine beliefs. The thirty-four items on the inventory delineated the Fand Self-Other items and were identified in the study as "passive" and "active" orientations. Rossi's (1965) longitudinal study conducted from spring of 1961 to summer of 1964 based on a sample of college women graduates contained, as a part, a questionnaire concerning actual experiences and expectations of domestic and family roles. Using career goals as a basis, Rossi grouped her sample into three classifications: Homemakers--women whose only career goal was "housewife"; Traditionals--women with long-range career goals in fields in which women predominate; and Pioneers--women whose long-range career goals were in predominantly masculine fields.

In a discussion of the findings Rossi excluded the traditional women and made her comparisons between the pioneers and homemakers. She noted that on variables such as attitudes toward children, family ties, and career plans, the traditionals fell between the homemakers and the pioneers, though closer in most cases to the homemakers. Recently Kalka (1967) used the Fand Inventory of Feminine Values in a comparative study of feminine role concepts of a selected group of college women. Subjects in the study were identified as holding either self- or other-orientations toward the feminine role. Lipman-Blumen (1972), in a study of how ideology shapes women's lives, grouped respondents into two polar categories, which she labeled as "traditional" and "contemporary."

Basically the scales used by the various investigators distinguished between women with traditional attitudes and those with modern or liberal attitudes about female traits and behavior. In each of the researches



mentioned, the measurements used tended toward a normal distribution. Some of the classifications of attitudes about female traits and behavior, when measured on a continuum, fell toward the extremes of each continuum, but the majority of the subjects could be placed in close relation to the mid or zero point with the majority leaning toward the more traditional view. Almost all of the literature concerning feminine role is prefaced with the idea that attitudes toward women and conceptions of their role are undergoing revolutionary changes. Constant appraisal of sex roles means that the image of the moment is being questioned.

Current research on women's roles, according to Noble and David (1959), is generally aimed at: (a) understanding the many possible interpersonal adjustments required of women, and (b) understanding some of the factors involved in different role conceptions.

Early attempts to study women's concepts of the female role were made by Komarovsky (1953) and Myrdal and Klein (1956). Present day investigators often correlate and compare their studies with the opinions and research findings of these three women.

More recent studies have been made by Fand (1955), Steinmann et al. (1964), Slote (1962), Weiss (1961), Kammeyer (1964), Kalka (1967), and Lipman-Blumen (1972). Fand (1955) asserts that we do not have a generally accepted concept of the feminine sex-role. Contradictory dicta coexist side by side. The purpose of her study was to investigate the concept that college freshman women have of the feminine sex role and to gain some understanding of factors involved in the formulation of the concept. In order to explore this area, Fand devised an instrument by means of which the degree of Self- or Other-orientation of each individual woman could be expressed in a scale that designates her position on the continuum.

The rating inventory devised by Fand was later used by Steinmann (1958) in her study of the concept of the feminine role in the American family. The purpose of the Steinmann study was to determine whether or not there is a relationship among the concepts of the feminine role held by middle-class women attending a suburban college, and the feminine role concepts held by their mothers and their fathers. The Steinmann study approached the problem of the role concept in somewhat the same way as did Fand, but with certain modifications that provided some test of the validity of Fand's findings as well as extending her conclusions. Kalka (1967) also used the instrument devised by Fand in her comparative study of feminine role concepts of a selected group of college women. As a part of her study, Kalka utilized the Fand Inventory to compare freshman and senior women in the colleges of Home Economics and Arts and Sciences. In the Lipman-Blumen (1972) study an index of female-role ideology was developed to encompass two major dimensions of the adult female role: an internal dimension, based on issues of task-sharing between husband and wife, and an external dimension, related to patterns of appropriate female behavior outside the home. Responses to a six-item scale were summed to obtain a female-role-ideology score.

An interest in the question of what is a woman, what is "feminine," led Slote (1962) to study feminine character and patterns of interpersonal perception. The purpose of her study was to investigate the relationship between degree of psychological femininity and perceived similarity of the self to parents and to typical females and males of the culture. As Slote (1962) states:

According to role theory, people first learn and later adopt attitudes and behavior for role occupancy from models available to them. How one perceives the model and role affects his adequacy in fulfillment of the role. The correctness of

one's role perceptions and one's functional adaptation to society, therefore, are clearly related [Pg. 6].

The Gough Femininity Scale is the instrument used by Slote. In Weiss's (1961) study of some aspects of femininity, thirty college females were initially examined with the Terman and Miles M-F test. They were then sequentially introduced to two social situations, as part of an alleged study of the acquaintanceship process. The real purpose of the study was to observe and study female behavior identified as "compromise behavior." Each situation was a dyad in which one of the members was an experimental confederate; a male in the first and a female in the second.

Kammeyer (1964) investigated the possibility of measuring the attitudes of college women toward the feminine role. In the study concerned with feminine role behavior and female personality traits, he tested the hypothesis that attitudes toward feminine role behavior and toward female personality traits were highly related. The primary task was to develop a set of statements or items about feminine role behavior which would meet the criteria of an attitude scale. Analysis of the data indicated that it is possible to construct such a scale. The study was conducted with a random sample of 209 unmarried women on a state-college campus.

The studies cited give support to the belief that a college woman's concept of the female role can be identified. Concerning the similarity or dissimilarity of men's and women's perceptions of the female role concept, contradictory findings exist. Using the Kirkpatrick Belief-Pattern Scale for measuring attitudes toward femininity, Brotman and Senter (1968) cited data indicative of the heterogeneity of sexual (sex-role) attitudes characteristic of males and females in the American culture. They found American males significantly more traditional than American females in

their concept of the female role concept. In two studies by Jenkins and Vroegh (1969), males and females were found to agree substantially as to the attributes they ascribed to both male and female sex roles. Sherriffs and Jarrett (1953) report a similar finding. They found agreement between men and women both with respect to the behaviors and characteristics which they attribute to males and females and to the values they place on these qualities. In addition to the Brotman and Senter (1968) study, several other studies have found sex differences in perceptions of both the male and female sex roles (Carlson and Carlson, 1960; Hammes, 1963; Kuethe and Stricker, 1963; MacBrayer, 1960; Steinmann, 1958).

## CHAPTER II

### PROBLEMS AND HYPOTHESES

#### Problems

The problems were to compare various instruments designed to assess persons' attitudes toward female role concepts and to determine the extent to which the various instruments were correlated when administered to known groups. In an attempt to develop instruments which would measure attitudes toward female roles, five different instruments were developed. The appendix contains the instruments used in this study. Of the five instruments only the Likert-type instrument had been used previously by other researchers to measure attitudes toward female role concepts (Fand, 1955). The Likert-type instrument was used based upon its use in prior research on female role concepts and because it provided an unobtrusive measure involved in the study.

Three of the instruments (Crisis I, II, III) were developed in an attempt to measure female role concepts in an unobtrusive manner. These instruments were designed on the assumption that a difference would be manifest in the number of males or females selected to resolve the fictitious crisis situations. It was further assumed that the more traditional subjects would select a proportionately larger number of males than would the more non-traditional subjects. Another instrument was developed using an open-ended format in which the respondent was instructed to list ten statements answering the question: "Who am I?"

In addition, the respondents were to indicate the following: five things of which they are a member: five roles they think the female should fulfill in the American society, and five roles they think the male should fulfill in the American society.

### Hypotheses

Concerning the assessment of female role concepts, the following hypotheses were offered:

1.  $H_0$ : There is no significant correlation between the Likert-type scale and crisis situation I for foresters.  
 $H_1$ : There is a significant correlation between the Likert-type scale and crisis situation I for foresters.
2.  $H_0$ : There is no significant correlation between the Likert-type scale and crisis situation II for foresters.  
 $H_1$ : There is a significant correlation between the Likert-type scale and crisis situation II for foresters.
3.  $H_0$ : There is no significant correlation between the Likert-type scale and crisis situation III for foresters.  
 $H_1$ : There is a significant correlation between the Likert-type scale and crisis situation III for foresters.
4.  $H_0$ : There is no significant correlation between the Likert-type scale and crisis situation I for sociology students.  
 $H_1$ : There is a significant correlation between the Likert-type scale and crisis situation I for sociology students.
5.  $H_0$ : There is no significant correlation between the Likert-type scale and crisis situation II for sociology students.

- H<sub>1</sub>: There is a significant correlation between the Likert-type scale and crisis situation II for sociology students.
6. H<sub>0</sub>: There is no significant correlation between the Likert-type scale and crisis situation III for sociology students.
- H<sub>1</sub>: There is a significant correlation between the Likert-type scale and crisis situation III for sociology students.
7. H<sub>0</sub>: There is no significant correlation between the Likert-type scale and crisis situation I for Liberated Individuals for Equality (L.I.F.E.).
- H<sub>1</sub>: There is a significant correlation between the Likert-type scale and crisis situation I for L.I.F.E.
8. H<sub>0</sub>: There is no significant correlation between the Likert-type scale and crisis situation II for L.I.F.E.
- H<sub>1</sub>: There is a significant correlation between the Likert-type scale and crisis situation II for L.I.F.E.
9. H<sub>0</sub>: There is no significant correlation between the Likert-type scale and crisis situation III for L.I.F.E.
- H<sub>1</sub>: There is a significant correlation between the Likert-type scale and crisis situation III for L.I.F.E.
10. H<sub>0</sub>: There is no significant correlation between the Likert-type scale and crisis situation I for all groups.
- H<sub>1</sub>: There is a significant correlation between the Likert-type scale and crisis situation I for all groups.
11. H<sub>0</sub>: There is no significant correlation between the Likert-type scale and crisis situation II for all groups.
- H<sub>1</sub>: There is a significant correlation between the Likert-type scale and crisis situation II for all groups.

12.  $H_0$ : There is no significant correlation between the Likert-type scale and crisis situation III for all groups.  
 $H_1$ : There is a significant correlation between the Likert-type scale and crisis situation III for all groups.
13.  $H_0$ : There is no significant correlation between the Likert-type scale and the self-report inventory for foresters.  
 $H_1$ : There is a significant correlation between the Likert-type scale and the self-report inventory for foresters.
14.  $H_0$ : There is no significant correlation between the Likert-type scale and the self-report inventory for sociology students.  
 $H_1$ : There is a significant correlation between the Likert-type scale and the self-report inventory for sociology students.
15.  $H_0$ : There is no significant correlation between the Likert-type scale and the self-report inventory for L.I.F.E.  
 $H_1$ : There is a significant correlation between the Likert-type scale and the self-report inventory for L.I.F.E.
16.  $H_0$ : There is no significant correlation between the Likert-type scale and the self-report for all groups.  
 $H_1$ : There is a significant correlation between the Likert-type scale and the self-report inventory for all groups.
17.  $H_0$ : There is no significant difference between crisis situations.  
 $H_1$ : There is a significant difference between crisis situations.
18.  $H_0$ : There is no significant difference between groups on all crisis situations.  
 $H_1$ : There is a significant difference between groups on all crisis situations.



19.  $H_0$ : The mean for foresters on the self-report inventory is equal to the mean for L.I.F.E. on the self-report inventory.  
 $H_1$ : The mean for foresters on the self-report inventory is not equal to the mean for L.I.F.E. on the self-report inventory.
20.  $H_0$ : The mean for L.I.F.E. on the self-report inventory is equal to the mean for sociology students on the self-report inventory.  
 $H_1$ : The mean for L.I.F.E. on the self-report inventory is not equal to the mean for sociology students on the self-report inventory.
21.  $H_0$ : The mean for sociology students on the self-report inventory is equal to the mean for foresters on the self-report inventory.  
 $H_1$ : The mean for sociology students on the self-report inventory is not equal to the mean for foresters on the self-report inventory.
22.  $H_0$ : The mean for L.I.F.E. on the Likert-type scale is equal to the mean for foresters on the Likert-type scale.  
 $H_1$ : The mean for L.I.F.E. on the Likert-type scale is not equal to the mean for foresters on the Likert-type scale.
23.  $H_0$ : The mean for L.I.F.E. on the Likert-type scale is equal to the mean for sociology students on the Likert-type scale.  
 $H_1$ : The mean for L.I.F.E. on the Likert-type scale is not equal to the mean for sociology students on the Likert-type scale.
24.  $H_0$ : The mean for sociology students on the Likert-type scale is equal to the mean for foresters on the Likert-type scale.  
 $H_1$ : The mean for sociology students on the Likert-type scale is not equal to the mean for foresters on the Likert-type scale.

## CHAPTER III

### PROCEDURE

The sample was composed of two introductory sociology classes, one forestry class and members of a women's liberation group, Liberated Individuals for Equality (L.I.F.E.). Information from 73 Ss was employed in the final analysis. Elimination of 73 Ss was necessary due to lack of information. The total N of 73 is broken down as follows: 19 male Ss and 24 female Ss from sociology classes; 16 males from the forestry class; and 5 male Ss and 8 female Ss from L.I.F.E. It was assumed that forestry class members would be in general a more conservative set of people than either the sociology class members or the L.I.F.E. members. L.I.F.E. members were considered to represent the most liberal of these groupings.

### Instruments

In an attempt to develop instruments which would measure attitudes toward female roles, five different instruments were developed. The appendix contains the instruments used in this study. Of the five instruments only the Likert-type instrument was used based upon its use in prior research on female role concepts.

Three of the instruments (Crisis I, II, and III) were developed to assess female role concepts in an unobtrusive manner. These instruments were designed on the assumption that a difference would be manifest in the number of males or females selected to resolve the crisis situation.

It was further assumed that the more traditional subjects would select a proportionately larger number of males than would the more non-traditional subjects.

The aforementioned instruments were scored as follows: (1) The Likert-type instrument was scored by assigning weighted values to the subjects' responses which could vary from strongly agree to strongly disagree. Each subject received a total score with a possible range of 24 to 96. Higher numerical scores indicated more traditional orientations and lower numerical scores indicated more non-traditional orientations. (2) The three crisis situations were scored according to the number of males selected to resolve the crisis. Subjects could score in a range from 0 to 10. (3) The self-report inventory was scored by two judges. The judges made their evaluations based upon the amount of disparity that existed between subjects' female role concepts and male role concepts. Judges were familiar with the literature on female roles. Judges used a range of one to five with higher scores indicating more traditional orientations. After independent ratings, judges were to agree within .5 points before a S's information was used in the final analysis.

#### Methods

The five instruments were administered to the sociology students during three class sessions. The crisis situations were administered first, followed by the self-report inventory and the Likert-type scale. All five instruments were administered to the forestry students in one class session. Instruments were administered as a group to L.I.F.E. members during a L.I.F.E. meeting, and individually to those members not

present at the meeting. The instruments were scored and the following statistical analyses were employed: Hypotheses one through sixteen were tested with the Pearson product-moment correlation coefficient. A test of significance was run on each of the sixteen correlations. An analysis of variance was employed to test for differences between crisis situations and to test for differences between groups on all crisis situations. Tests for differences between means, using t-tests, were employed for hypotheses 18 through 24.

## CHAPTER IV

### RESULTS

In assessing the results of this study the previously mentioned hypotheses were tested. The statistical tests employed in testing these hypotheses were discussed in the procedure section. Hypotheses one through twelve were concerned with significant correlations between instruments and groups. Table I gives the correlation coefficients of the Likert-type instrument with the crisis situations for the foresters, sociology students, and the L.I.F.E. group.

TABLE I  
CORRELATION COEFFICIENTS OF THE LIKERT INSTRUMENT WITH THE CRISIS  
SITUATIONS FOR THE FORESTERS, SOCIOLOGY STUDENTS,  
THE L.I.F.E. GROUP, AND ALL GROUPS COMBINED

	Crisis I	Crisis II	Crisis III
Foresters Likert N=16	.21	.25	.28
Sociology Students Likert N=44	.03	-.15	.21
L.I.F.E. Likert N=13	-.76**	-.32	.06
All Group Likert N=73	.01	-.24	.16

\*\* p 0.01

From Table I it can be noted that the null hypothesis of no significant correlation between the Likert-type scale and crisis situation I for L.I.F.E. was rejected at the 0.01 level of significance. A negative correlation coefficient of  $-.76$  was established. No other significant correlation can be noted in Table 1.

Table II contains correlation coefficients of the self-report inventory and the Likert-type scale for sociology students, foresters, and the L.I.F.E. group. Data in Table II is from the test of hypotheses thirteen through sixteen.

TABLE II  
CORRELATION COEFFICIENTS OF SELF-REPORT INVENTORY AND  
LIKERT-TYPE SCALE FOR FORESTERS, SOCIOLOGY  
STUDENTS, AND THE L.I.F.E. GROUP

	Foresters	Sociology Students	L.I.F.E.	ALL
Observations (N)	16	44	13	73
Corr. Coef. (Likert, Self- Report)	.35	.34**	.93**	.61*

\* p 0.05

\*\* p 0.01

From Table II the following observations were made: (1) There was no significant correlation between Likert-type scale and self-report inventory for foresters. (2) Significant correlations did exist between

the Likert-type scale and self-report inventory for sociology classes, L.I.F.E., and all groups combined. The correlation between the Likert and the self-report inventory was .93 for the L.I.F.E. Group. For the Sociology classes the correlation coefficient was .34 and the coefficient for all groups combined was .61.

Table III contains data from the analysis of variance for all groups on the three crisis situations. The F-ratios given in Table III were used as the basis of testing hypotheses seventeen and eighteen. These hypotheses were concerned with the differences between groups and among crisis situations. As can be noted from Table III no significant differences were found between groups. Also no significant differences were found among the crisis situations.

TABLE III  
ANALYSIS OF VARIANCE FOR ALL GROUPS ON  
THE THREE CRISIS SITUATIONS

Source of Variation	df	SS	MS	F
Crisis Situations	2	.48	.24	2.4
Groups	2	.27	.14	1.4
Residual	4	.38	.10	
Total	8	1.13	.14	

Tables IV and I give the means and calculated "t" values for the three groups by the self-report inventory and the Likert-type scale. The means contained in Table IV provide one an overall perspective of the findings. Placing too much emphasis on the mean values may lead to an erroneous interpretation for the means are a reflection of sample size. Table V reveals the following significant differences among group means: (1) The mean of sociology classes on the self-report inventory does not equal the mean of the L.I.F.E. group on the self-report inventory. (2) The mean of the sociology classes on the Likert-type instrument does not equal the mean of the L.I.F.E. group on the Likert-type instrument. (3) The mean of the L.I.F.E. group on the self-report inventory.

TABLE IV  
MEANS OF FORESTERS, L.I.F.E., SOCIOLOGY STUDENTS,  
AND ALL GROUPS ON LIKERT-TYPE SCALE  
AND SELF-REPORT INVENTORY

	Foresters	Sociology	L.I.F.E.	All Groups
Observations	16	44	13	73
Likert	55.94	50.40	28.54	47.71
Self-Report	4.22	4.13	1.31	3.71



TABLE V  
 TABLE OF "t"-TESTS VALUES ON GROUPS BY SELF-  
 REPORTS AND BY LIKERT-TYPE SCALE

Comparisons	Self-Report	diff.	Likert	diff.
Sociology vs. L.I.F.E.	2.40**	55	3.61**	55
Sociology vs. Foresters	.09	58	.57	58
Foresters vs. L.I.F.E.	2.26*	27	1.53	27

\* p 0.05

\*\* p 0.01

## CHAPTER V

### DISCUSSION

Based upon the previous literature reviewed it was assumed that, even allowing for wide individual differences, certain attitudes and attendant behaviors are more often viewed by the culture in general as specific to women, and that these attitudes through a process of socialization become internalized by a large number of women. If such is the case, one would assume that this role concept would have an effect on the perceptions of those women adhering to the role. As stated by Sherif & Sherif (1969), experience and behavior constitute a unity. It also appears evident from the vast emphasis in all media of "women's liberation" that the generally adopted concept of women's role is being questioned at present by a large number of rather vocal women. To further substantiate this concern with a woman's role concept, the author found in reviewing the literature in the major social science journals between 1967 and 1971 well over 100 studies and theoretical papers dealing with female sex roles and resulting behavior.

It was assumed that many women have rejected major portions of the culturally defined female sex role, to the extent that such a single traditional role in fact exists. This rejection does not seem to be total, but rather rejection to various degrees is dependent upon a large number of social, psychological, and physical factors operating within the environment of each individual woman. The most logical

outcome of such a process would be that a portion of women adhere to a large degree to the traditional role and that a substantial number of women, in rejecting the culturally sanctioned role, have adopted a view which might be considered very non-traditional, with a majority of women adopting a role preference between these two polarities. Thus an infinite number of possible role preferences seem feasible. The portion of the study concerned with assessing female role concepts was concerned mainly with the degree to which such women could be identified, with the ultimate hope of noting how these divergent role concepts might affect compliance behavior under various conditions in a controlled laboratory judgment situation.

The results of this study may be interpreted as only preliminary in an assessment of female role-concepts. As stated in the introduction, the purposes of this study were threefold. First, an attempt was made to devise instruments to measure attitudes toward female role concepts. The next endeavor was to determine the extent of correlation among the various instruments. Three instruments were constructed; however, few significant correlations were found among any of the five instruments utilized. The only significant correlation found on the instruments was between the Likert and the self-report inventory. However, this correlation may not be construed as indicating the validity of either instrument. What is indicated is a willingness of a vast majority of the subjects to state a preferred role concept on self-report type inventories. The degree to which such reported attitudes correlate with those displayed in more natural settings was beyond the scope of the present study. Unobtrusive measures in natural settings might offer the most valid measure of female role concepts; however, it must be remembered

that the stated preference is one operational definition of the person's role concept.

A final objective was to examine known groups on the various instruments. A primary concern was to determine the differences exhibited by the various groups. Concerning the crisis situations and the Likert-type instrument, only one significant correlation was obtained. Contrary to predicted positive correlations, a significant negative correlation existed between Likert-type scale and crisis situation I for the L.I.F.E. group. No significant differences were noted among the crisis situations, and no significant differences were found among groups on the crisis situations. Several significant differences among the means on the various groups were noted on the Likert and self-report inventory. These include a significant difference between sociology classes and L.I.F.E. on both instruments and a significant difference between L.I.F.E. and foresters on the self-report inventory.

In summary, there was a significant correlation between Likert and self-report inventory for all groups. Also, differences were noted among the groups on the self-report inventory and the Likert-type instrument. The implications of these findings are that the crisis situations do not in their present form seem to discriminate attitudes toward female role concepts. This is only a tentative conclusion due to the absence of any validity checks. One suggested refinement might be to change the crisis situations to ones which would be more realistic and thus more ego-involving for the subjects. The Likert-type instrument and self-report inventory may serve to discriminate attitudes toward female role concepts; however, the validity of these two instruments has

not been established. The results of this study indicate the need to continue efforts to develop refined unobtrusive measures to enable the study of differences in sex role concepts and behaviors especially in relation to the conformity-compliance dimension.

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APPENDIX

INSTRUCTIONS: Included in this series are several short instruments. You are asked to fill them out with your honest feelings. DO NOT PUT YOUR NAME ON ANY OF THESE FORMS. PLEASE LEAVE ALL OF THE INSTRUMENTS STAPLED TOGETHER. Please read all instructions and the three crisis situations.

Please list 10 items in the blanks below as to who you are. The question you are to ask yourself is "WHO AM I". For example you might list I am a male or I am a female.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

Please list five things of which you are a member. For example you might put I am a member of my family.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Please list five or more roles you perceive or you think that the female should fulfill in the American society.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



Please list five or more roles you perceive or you think that the male should fulfill in the American society.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

NAME \_\_\_\_\_

SECTION \_\_\_\_\_

In an attempt to obtain a better understanding of crisis situations we are requesting your help in filling out this questionnaire.

**CRISIS I:**

The year is 2050 and scientist from the world council have discovered that the planet earth is to be destroyed by a disturbance created in the solar system. Through advanced scientific understanding the scientist are certain that the planet earth will be destroyed by crashing with another planet. This crash will occur at exactly 1:00 a.m., March 23, 2051. That is, a year from now.

As one of the world's leading scientist on human relations you have been selected by the world council to select ten people to take with you on a voyage to planet Zebulon. Planet Zebulon is suitable for human existence. Due to the late discovery of this tragedy you are not to discuss this voyage with anyone other than those you select to make the trip with you. Incidentally, only you and ten other people will leave planet earth. Thus you are to select 10 people to take with you that you feel will perpetuate the culture of earthlings. The world council has provided you with a list of twenty-two people that you may select from. Due to your rational and logical understanding of the nature of humans you will not let your personal feelings enter into this matter. Reproduction is not a matter of concern since reproduction is presently being conducted by test tube procedures.

Your assignment now is to select ten people from the following list to take with you. Since the space craft is limited as to size you must

realize that all ten people may not be able to go, therefore when composing your list please place in rank order of importance those people you feel should go first.

The list you can select from is as follows:

1. James Wallace           Age 34, Ph.D., Expert in Bacteriology
2. Stuart Redding        Age 18, College freshman, student in history
3. Paula Keller           Age 28, Ph.D., Expert in Microbiology
4. Earnest Jamison       Age 32, Truck driver
5. Linda Morgan          Age 14, Genius, high school sophomore
6. Mary Sampson         Age 22, World Ski champion
7. Donna Johnson        Age 33, M.D., General practitioner
8. Charles Watson       Age 58, Ph.D., Expert in radioactivity
9. Bonnie Simpson       Age 18, College sophomore, student in history
10. Vernon Cross         Age 27, Teacher at Maxwell high school
11. Horace Duncan        Age 21, World's strongest man
12. Suzanne Denton      Age 36, Auto mechanic
13. Lester Lowry         Age 26, Teacher at Westside high school
14. Lois Wilson          Age 34, Nun
15. Sharon Silvester     Age 31, College counselor
16. Larry Crutchfield    Age 33, Bookkeeper
17. Michael Dalton       Age 35, M.D., General practitioner
18. Raymond Richardson   Age 15, Very bright high school junior
19. Gerald Vincent       Age 36, Priest
20. Edgar Williams       Age 57, Expert in atomic energy
21. Dorothy Collins      Age 32, Director of student affairs
22. Sandra Blake         Age 37, Accountant

Now select ten, in rank order of importance, from the above list that you will take with you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## CRISIS II:

Another crisis situation that you have been asked to resolve is as follows. The year is 1997 and population growth world-wide has diminished to such an extent that 200 children were born in the last three months. Once again the world council has called upon you to aid in solving this problem in order that the earth may continue to perpetuate human life. Your task is to form a committee of ten people that you feel would most likely come up with a solution to this problem. Please select ten people from the following list. These people should be those most likely to resolve this crisis. Please place these people in rank order of importance.

1. John Woods                      Father of five
2. Larry Higgins                  Dramatist
3. Susan Williams                Member of women's league for equality of the sexes
4. Howard Drake                  Day care operator
5. Carla Douglas                  Professor of children's disorders
6. Linda Osborne                 Mother of five
7. Barbara Lewis                 Playwright
8. Ralph Johnston                Child development expert
9. Paula Jones                    Nursery operator
10. George Franklin              Clinical psychiatrist
11. Stanley Carter                Director of committee that investigates job inequality
12. Frances Cross                Elementary school teacher
13. Diane Cordon                 Army Colonel
14. Sally Graham                 Human Engineer
15. Brenda Hatley                Co-author with Larry Haynes on Child Planning

- |     |              |   |
|-----|--------------|---|
| 16. | Larry Haynes | Co-author with Brenda Hatley on <u>Child Planning</u> |
| 17. | Phil Burns   | Human Planner   |
| 18. | Gary Lawson  | Elementary school principal                           |
| 19. | Mark Thomas  | Lt.Col. US Army                                       |
| 20. | Anne Wright  | Psychiatrist  |

Please make your selections in the blank spaces provided below. Remember to place in rank order of importance the persons selected.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## CRISIS III:

Another crisis situation that you have been asked to resolve is as follows. The year is 1997 and the United States of America is facing the possibility of involvement in another world war. Once again the world council has called upon you to aid in solving this problem. Your task is to form a committee of ten people that you feel would most likely come up with a solution to this problem. Please select ten people from the following list. These people should be those most likely to resolve this matter. Please place these people in rank order of importance.

1. John Drake                      US Naval intelligence officer
2. Harry Wiggins                  Sociology professor
3. Susan Woods                    Biological warfare expert
4. Larry Williams                 Priest
5. Sharla Lewis                    Army intelligence expert
6. Linda Douglas                 Mother of five
7. Barbara Jones                 H.R.T.S. member
8. Ralph Franklin                 Child development expert
9. Paula Osborne                 Nun
10. George Carter                 Students for a Democratic Society member
11. Larry Franklin                L.C.O.T. member
12. Francine Cross                Congresswoman
13. Diane Lawson                 Army Colonel
14. Sally Gordon                 Psychology professor
15. Brenda Haynes                Child development expert
16. Phil Hatley                    Congressman
17. George Wilson                Father of five

- 18. Gary Burns                      Chemical warfare expert
- 19. Mark Thomas                    Lt.Col. US Army
- 20. Ann Graham                    Students for a Democratic Society member

Please make your selections in the blank spaces provided below. Remember to place in rank order of importance the persons selected.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_



NAME \_\_\_\_\_

SECTION \_\_\_\_\_

Please complete the following questionnaire with your first feeling reactions. Place an X above the line\* to indicate your selection.

1. In marriage the major responsibility of the wife is to keep her husband and children happy.

4**	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

2. For a college woman social poise is more important than grade point.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

3. Marriage is the best career for a woman.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

4. Husbands should be more strict with their wives.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

5. Day-care centers should be established in all communities in order that the female can free herself from the home and engage in a full time career.

1	2	3	4
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

6. The most important role for a married woman is that of being a mother.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

---

\* Original lines were 20 mm. long.

\*\* Numbers appearing above the lines are for scoring purposes and did not appear on the questionnaire as it was administered to Ss.

7. A woman's career should come second to her husband's career.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

8. The wife should decide how the family's income is to be spent.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

9. The husband should be free to do what he wants in his spare time.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

10. The husband should be the final authority in the home.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

11. One of the most important things a mother can do for her daughter is to prepare her for the duties of being a wife.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

12. The wife should help support the family only when it is absolutely necessary.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

13. More women in elected public offices would facilitate better government.

1	2	3	4
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

14. The husband's wishes should come first in the marriage.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

15. The husband should decide where to live.

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
----------------	-------	----------	-------------------

16. Today's women are too concerned with gaining equality in areas where they should not be.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

17. Most males lack a true understanding of the equality problem faced by women.

1	2	3	4
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

18. Females should concentrate their attention on being good wives and mothers and forget about trying to become equal in the occupational world.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

19. Males have dominated this country too long and as a result we have not been able to resolve many of the social evils that plague this country.

1	2	3	4
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

20. We will never have sex equality because the female is innately inferior in too many respects, such as emotional stability, submissiveness, etc.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

21. Most females are not physically equipped to do a good hard days work like a man is.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

22. A woman can expect a brighter future than a man because she is not expected to be the main breadwinner.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

23. Criminal statutes should be revised in order that the female no longer gets all the breaks.

4	3	2	1
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

24. Most males do not want females to have equal opportunity in all areas of employment.

1	2	3	4
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

VITA 7

Linda Anne Holcomb

Candidate for the Degree of  
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Personal Data: Born in Muskogee, Oklahoma, December 3, 1946, the daughter of Mr. and Mrs. Raymond Holcomb.

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