

AN INTER-GENERATIONAL STUDY OF
SEX-ROLE PREFERENCES

by

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CHAPTER I

INTRODUCTION

Men and women, within the framework of marriage as husbands and wives, occupy social positions which carry with them prescribed patterns of rights and obligations called roles. These prescriptions are learned through interaction with significant others who occupy both similar and different positions. Through the process of role taking, individuals learn and come to know expectations that are associated with specific positions. Often through anticipatory socialization they learn prescriptions of many roles before they enter them.

Learned role expectations define the rights and duties of each occupant in the family. These, when internalized, become a basis for a person's self concept as a marriage partner. (Mangus, 1957)

Carl Jung (1950) advanced the theory that males and females possess, in addition to each one's animus or anima, i.e., strictly male or female spirit, a spirit of the opposite sex which has to be dealt with. Although Freud (1944) stressed sex-difference, he recognized that every individual also displays a mixture of the character traits belonging to his own and to the opposite sex.

Erik Erikson (1950) and Margaret Mead (1949) emphasize the importance of our culture on sex role preference. In the American culture, male and female roles appear to be undergoing a change. What were formerly considered to be specifically male or female characteristics are being questioned. It is important to note that some writers (Mead,

1949; Erikson, 1950; Komarovsky, 1953; Brown, 1958; and Brigante, 1971) feel that sex role differences are not as great as they once were. The observation has been made that this is an age of transition for women. Girls are now encouraged to excel in athletics, to do as well as boys academically, and prepare for a wage-earning career. More and more, girls have been encouraged to imitate men. This means that the adolescent girl of today is under less pressure to adopt the traditional feminine role. Many of them can now choose to be independent, to go into business or a profession, to be married without becoming mothers, to do a number of things which would have been impossible, or at least unpopular, in an earlier day.

From the foregoing information it might seem that the cultural pressures are primarily upon girls, but it has been observed that boys are also being confronted with a role-development problem. (Gorer, 1948; Green, 1952; Winch, 1952; and Tiger, 1969) For example, the major role played by the mother in child rearing is believed by some to lead to emotional turmoil for the middle-class boys because identification with the mother creates in them doubts as to their masculinity. In a similar vein, Green (1952) suggests that our methods of child rearing create in both boys and girls emotional dependency and submissiveness. Such attitudes are consistent with the traditional ideal of femininity, but they conflict with our demands on boys to be competitive and aggressive. This has led some writers to believe that the greatest change has been to domesticate the male. (Westlake, 1969; Tiger, 1969)

It is perhaps appropriate at this point in discussing possible

changes in the male-female roles to elaborate the stereotyped or traditional roles of each sex. Women's roles are traditionally more expressive: emotional, empathic, friendly, compliant, deferent. Men's roles are more instrumental: task-oriented, curious, aggressive, competitive, ambitious, responsible. The purpose of this research is to explore the perception of sex-roles by males and females in three different age groups.

Some specific factors that may have changed the male role are:

- 1) with the gain in privileges for women, men often have found it necessary to change attitudes or expectations or risk a loss of self-esteem;
- 2) the male child is primarily exposed to female models during most of his formative years due to a lack of men teachers in the elementary schools;
- 3) the need for human strength in a physical sense has been reduced by electricity, machines and atomic power;
- 4) the man's workday is considerably shorter so that he has time to share in child care and other domestic tasks;
- 5) the change in our value system toward occupations and interests that were previously considered effeminate for a man such as drama, beauty culture, sculpture, dress designing, interior decorating and food preparation has made differences in career training and acquired skills;
- 6) the entrance of women into the working world has, in some cases, actually reversed the roles of males and females in the area of parenthood. Some fathers choose to stay at home and assume the homemaker role. In other situations, each parent plays the dual father-mother role during his or her portion of the day alone with the children. (Westlake, 1969)

Some of the factors that may have contributed to changing the

female role are as follows: 1) women are becoming increasingly better educated and are therefore more capable of wage-earning outside the home; 2) the change in our value system makes the idea of career women in medicine, law, politics, business and other professions more acceptable; 3) the legal gain in rights for women has made them less dependent; 4) technological advances have decreased the time needed for home maintenance; 5) the advent of the women's liberation movement, which stresses women's equality in all areas of human existence, has encouraged women to assert themselves more; 6) with men's jobs becoming less demanding time-wise and women assuming more and more jobs outside the home, many couples seek a companionship or partnership role in marriage rather than the male-dominant, female-dependent roles. (Westlake, 1969)

Kohlberg (1965) states that sex identity can be changed only with great difficulty and that it is an immutable self characteristic. In contrast, Robert Linton (1945:14) suggests that a role ". . . is not static, but like a position or a 'status,' is something dynamic: it refers to the behavior of the occupants of a position--not to all their behavior as persons, but to what they do as occupants of the position." Sex-role identification is a life-long process and not just a function of childhood experience. It must be understood that sex identity and sex-role identity are not alike. Sex identity refers to what an individual "is" as a male or female; sex-role identity refers to a task-oriented, role-taking process, or it can be defined as what one "does" as a male or as a female. This researcher hopes to lend some significant data to the existing findings regarding the direction of sex-role preference within the context of marriage.

CHAPTER II
REVIEW OF LITERATURE

Until 1968, relatively few research studies were undertaken to examine sex-roles within the framework of marriage. However, interest in the subject has increased considerably in recent years. In 1955, Morris Zelditch introduced the subject in his study of sex differentiation in the family.

Zelditch based his study of the nuclear family on ideas originating from small group research conducted by Parsons, Bales and Shils (1953). Their studies supported the emergence in every small group of two distinctive roles; that of "task leader" and "sociometric star." Parsons redefined these roles as "instrumental" and "expressive." He further explained instrumental as manipulation of the object-world in order to provide facilities for achievement of goals defined within the system. (1953:331) Expressive was defined as the provision of emotional support, integration, warmth, and affection for group members within the system. (1953:332) The focus of the instrumental leader was outside of the group primarily while the focus of the expressive leader was within the group.

Zelditch conceived of the nuclear family as an ideal example of a small group. He assumed that in the nuclear family, as in other small groups, an instrumental and expressive leader would emerge. From this assumption he formed two hypotheses:

1. If the nuclear family constitutes a social system stable over time, it will differentiate roles such that instrumental leadership and expressive leadership of the one system are discriminated. (1955:334)
2. If the nuclear family consists in a defined 'normal' complement of the male adult, female adult and their immediate children, the male adult will play the role of instrumental leader and the female adult will play the role of expressive leader. (1955:335)

He studied ethnographic reports of fifty-six societies. The American middle-class nuclear family was included in the sample. Independent raters made judgments about instrumental and expressive activities as to who performed them according to the ethnographic monographs. Then, rater-judgments were compared and analyzed.

In every society studied, Zelditch reported finding the emergence of the instrumental-expressive role differentiation in the family structure, the instrumental role being associated primarily with the husband and father; the expressive role being associated with the wife and mother.

Referring specifically to the American middle-class family, Zelditch states that some judges in his study rated the nuclear family in America as a 'negative case'; in other words, not confirming the two hypotheses. Zelditch suggests that the American middle-class family approaches most clearly equal allocation of instrumental and expressive roles.

However, Zelditch concludes from his analyses, that underlying his broad democratic value-schema, a rather clear role differentiation does occur in the American middle-class family. Despite a more flexible distribution of tasks, the American male is expected to provide for his family. He is responsible for the support of his wife and children. Likewise, the focus of the wife and mother role is the emotional support of the family.

In a later study, Herbst (1960) conceptualized the marriage relationship as having a dynamic "lifespace." He attempted to define husband and wife activities in terms of a "behavioral field." This field, in Herbst's terms, represents the objective characteristics of the behavioral world in which an individual acts. "Lifespace" represents the subjective aspects of the situation as the individual perceives it. Although subjectively unaware of the structure of his behavioral world, the nature of that world determines the tensions one experiences living within it. This world also determines the type of behavior an individual can engage in to reduce tensions within the field. Therefore, there is a tension-reduction mode similar in principle to Freud's. However, Herbst used the formulations of Kurt Lewin.

Herbst differentiated the behavioral field of the family into four major areas: household duties, child control and care, social activities, and economic activities. He then selected activities that would relate to one of the four regions and organized these into a questionnaire. The activities selected were intended to encompass the time-span of a day from morning until night. Determination of who does each activity, husband by himself, wife by herself, or both together, Herbst decided would define the activity field of each partner. The degree and direction of power relationships within the family would be determined by rating each activity as to whether: 1) husband decides it by himself; 2) wife decides it by herself; or, 3) they both decide together. The questionnaires were given to 96 ten to twelve-year old boys and girls in the sixth grades of two schools in Melbourne, Australia. The children rated their parents. An interview study of the parents was conducted

in addition.

Herbst concluded that four interaction patterns emerged: 1) the Autonomic Pattern--parents operating equally and separately; 2) the Husband-Dominance Pattern; 3) the Wife-Dominance Pattern; and 4) the Syncratic Pattern--one of cooperation or sharing. The autonomic regions centered mainly in the area of household duties. In child control, the wife-dominance pattern predominated. Both parents participated in the care of the children, but decisions rested with the wife. The husband-dominance pattern lay in economic activities. However, in this region, wives were shown to be coming into the normal range of participation. Herbst sees the wife's role in a stage of transition. Social activities were characterized by a more shared or cooperative pattern.

Two related studies were done by Webb in 1961 and Rudy in 1965. Their work was done in the area of sex-role differentiation and identification although not within the confines of the marital state. Webb's study of sex-role preferences of adolescents suggests that the male as well as the female role may be in a state of confusion during the period of early adolescence. A possible lack of consistency in the social acceptance which is accorded the masculine and the feminine qualities in both sexes was noted. In light of this, it is not surprising that social acceptance was not found to be related to appropriate sex-role preferences in either boys or girls.

In a different study, Rudy (1965) hypothesized that: 1) males view masculine attributes as more desirable than females view feminine attributes; 2) males view feminine attributes as less desirable than females view masculine attributes; and, 3) males' evaluations of masculine

attributes are negatively related to their valuation of feminine attributes. Rudy used two 78-item rating scales: the Boys' Stereotype Scale consisting of words such as sturdy, solid, hardy, handsome, vigorous, etc.; the Girls' Stereotype Scale listing such words as glamorous, fragile, fluffy, radiant, homemaker, etc. His sample consisted of ninth and tenth graders. The results supported only Rudy's first hypothesis. The second and third hypotheses were rejected. Males do not view feminine attributes as less desirable than females view masculine traits. Also evaluations of masculine and feminine attributes by males as a group are essentially unrelated.

Sell (1968) studied the perceived and expected household sex roles over two generations to determine the extent to which young adults expect to reproduce the division of household tasks in their future marriage as was experienced in their family of orientation. The subjects were 1305 unmarried junior and senior students enrolled at the Florida State University. The data were collected by means of a mailed questionnaire which consisted of responses about the subjects' expectations on twenty-two common household tasks as well as their family of orientations' practices on these tasks.

Sell's major hypothesis stated that there is no significant difference between the expected division of labor of unmarried young adults and the division of labor practiced in their family of orientation. The hypothesis was rejected. The college students questioned expected more sharing of tasks than was practiced in the family of orientation. There was little reversal of roles from the majority practices. When the family of orientation followed the normative performance of a task, the

subjects expected to do the same most of the time. It was concluded that the normative practices are as important as family practices for determining the expectations for the division of household tasks for young adults. Significant differences were found between the expectations of males and females. Males expected to share more in traditionally female tasks and females expected to share more in traditionally male tasks. When controlling for other background factors no significant differences were found.

Mowrer (1969), a sociologist from Northwestern University, utilized Parson's instrumental-expressive model in addition to the concept of social-role in his study of sex-role differentiation. However, he added two other role dimensions, power and companionship, which he borrowed from earlier studies (Kirkpatrick, 1955 and Blood and Wolfe, 1960). Herbst's study formerly discussed also influenced Mowrer's approach.

Mowrer hypothesized that the contemporary American family is characterized by:

1. A diminution of the husband's power role, through either sharing or transfer to his wife;
2. Appreciable loss on the part of the husband of the instrumental role, resulting from sharing with or abandonment to his wife;
3. A substantial degree of sharing of the expressive role by husband and wife;
4. A considerable degree of companionship;
5. Increasing role-differentiation the higher the social status, (1969:535)

Mowrer interviewed 1,180 suburban Chicago housewives to elicit the wife's conception of her role and that of her husband. Three-fourths of the wives credited their husbands with superiority in the areas of 1) arbitrary decision-making and 2) director of family policy. However,

more subtle interview findings suggested to Mowrer that most of the wives were only paying "lip-service" to their husbands' superiority in any areas at all.

Mowrer came to what he called the inevitable conclusion: "The basis of real power in the family relationship has passed from the husband to the wife in the contemporary urbanized middle-class family." (1969:536) He suggests that there is no longer any sharp and consistent division of functions within the modern family. Mowrer's study was based on information gathered from the wives only.

In a recent study by Brigante (1971) of trans-generational sex-roles in marriage the hypothesis tested, that younger generations are moving toward a greater sharing of roles, was generally supported. She surveyed subjects in five age groups: 1) high school students; 2) college students; 3) twenty and thirty year olds; 4) middle-age men and women; and 5) senior citizens. Each group consisted of 40 males and 40 females all of whom were members of the middle class stratum.

Brigante used an instrument which she developed that consisted of 100 activity-items. This Activity Preference Inventory was filled out twice by the subjects. The first time they gave their personal preferences for each activity and the second time they recorded perceptions and memories of how their parents would have or did divide the activities.

From Brigante's list of ten conclusions, two have particular significance to the present research: 1) there was greater preference for sharing the Expressive role functions than the Instrumental role functions; and, 2) activity-categories encompassing child-rearing showed greater role-sharing preference over all generations than categories related to

personal development within marriage. Another important finding was that being male or female did not reveal significant differences in role-sharing preference.

It was stated earlier that Brigante's hypothesis was generally supported. However, the high school group "broke" the pattern of greater role-sharing preference as age decreased. The high schoolers scored within one point of the middle-age group and also had the narrowest "parent-offspring" generational difference of all the groups tested.

Poloma (1970) examined three myths which focused on a very select group--the highly educated, professionally employed woman who is combining marriage with the practice of her profession. Interviews were conducted with fifty-three couples in which the wife was either an attorney, physician or university professor. The women were in varying stages of both their careers and family life cycles. During the course of the analysis, three myths promulgated in the literature were studied in view of the data. These included: 1) the myth of role conflict; 2) the myth of the egalitarian family; and 3) the myth of career-orientation.

Poloma found that although studies done on college coeds appear to document the existence of role conflict in the educated American woman, her data lent little support to the existence of widespread conflict in the married professional woman. While all of the female respondents were engaged in professions sex typed as male, they were able to create satisfactory roles in which they meshed familial demands with their professional obligations. The existence of the egalitarian family in American society may represent another American dilemma. Ideology dictates

that the egalitarian family is the ideal, but the real situation may be represented by the responses of most husbands and wives in the sample who asserted that the man should be the head of the family. In Poloma's study, the data indicated that the married professional woman does not have a career in the same sense as her male colleagues. Family demands as well as the demands of her husband's career impinge on the wife's practice of her profession. For nearly all female respondents, the traditional role of wife and mother was salient in their role constellation. In fact, the wives seemed to use the role of a highly trained female professional to reinforce the traditional feminine role.

In 1972, Garland did a companion dissertation to Poloma's in which he studied the husbands of professional women. His study utilized non-structured interviews with fifty-three couples chosen through a theoretical sampling procedure. The wife in all cases was a professional as was previously explained. No attempt was made to control for the husbands' occupations. Spouses were interviewed simultaneously but separately. The focus of the study was to discover modes of adjustment utilized by couples in which the wife was a practicing high-status professional. Four family role-pattern types emerged: traditional, neo-traditional, egalitarian, and matriarchal. Two factors were particularly important in determining the categorical placement of each couple: 1) the degree to which the couple accepted the broader cultural norm of the male oriented family; and, 2) the husband's performance as an economic provider. Differences in status between husband's career and wife's career did not seem important. The benefits in the husbands' views in being married to a professional woman were: 1) the wife's work made her a

more interesting person, 2) her work provided more income, 3) the wife was more satisfied. The disadvantages in the situation were: 1) there was not enough time and 2) not enough energy to do all the things they enjoyed. In agreement with Poloma's earlier findings, the majority of both husbands and wives in Garland's study accepted a male-oriented family structure as the "proper" arrangement of family roles. Little support was found for current "women's liberation" activities and goals. The wife's status as a professional does not, by itself, seem to greatly alter the family structure.

Ferguson (1971) also concludes that it seems possible that more stress has been put on change as such than has been warranted. He found that role consistency appeared to be a significant factor in his study of 195 Latter Day Saints couples, but tolerance and latitude for deviation was perhaps implied. Ferguson administered the Rollins Marital Roles Inventory to the subjects who were distributed over eight stages of the family life cycle. He found that no roles were totally dominated by one sex, rather they were all shared to some extent. He suggests that perhaps roles should not be looked at in terms of whether they are traditional or equalitarian but that it might be more profitable to examine the role performance and the role clusters they hold.

In 1972, Clavan studied the impact of feminism on the American family structure. She proposed a sociological model reflecting traditional family structure. The model is descriptive of normative expectations of family life process to the point in time. She suggests that the rapid change experienced in almost all social sectors of the United States today alludes to evolution of new family patterns. Although the

focus of this study pertained to women, correlative changes in men's status were not ignored. Male roles in a network of reciprocal role relationships would of necessity undergo change in both psychological and social spheres. Clavan concludes that it is probably reasonable to assume that changes in family structure as they occur will assume a moderate stance. The utilization of the "shared-role" theory is a possible example. Some impact on American family form and familial relationships stemming from current feminism can be assumed. As changes in traditional strongly-held family values become visible, it is possible that greater tolerance of alternate life styles will occur concurrently. Such a trend would help moderate effects that would seem more drastic in a climate of rigidly held norms.

From the foregoing review of literature it becomes apparent that although there are internal and external forces exerting an influence on the roles of husbands and wives in the family, the traditional perception of these roles remains visible. The traditional viewpoint does not appear to be abandoned, but rather is in a state of flux. The trend toward a greater sharing of roles dominates the conclusions of the more recent studies.

CHAPTER III

STATEMENT OF THE PROBLEM AND PROCEDURE

The appearance of the women's liberation movement on the social and political American scene, but more importantly the vast increase in working wives and mothers since the turn of the century influenced this researcher to question the stability of the traditional view of male-female roles, particularly within the framework of marriage. Most of the theorists cited in the introduction tended to uphold the viewpoint that there is a change in the perception of sex-roles. Likewise, the researchers whose findings were reviewed agreed that husbands and wives appeared to be entering more and more into a relationship involving shared or equalitarian roles. However, the idea persisted that there could be a discrepancy in the theory of change and the actual change in male-female roles.

Purpose

The purpose of this study was to explore the differences as well as the common features in sex-role preference patterns among boys and girls, and men and women. The focus of this research was the marriage relationship. The following questions were considered:

1. How do adolescent boys and girls perceive the husband and wife role to be defined as compared with the preferences of role definition by the adult group?
2. How will the college-age men and women's perception of the husband/wife roles compare with the adult group responses to the role-preference questions?
3. Will there be any significant differences between the scores

of the high school and college students in regard to Traditional or Equalitarian preferences?

4. Will there be any significant differences between the scores of the males and females in any or all age groups in regard to Traditional or Equalitarian preferences?

The hypothesis tested is as follows:

Husband/wife role preferences, Traditional versus Equalitarian, will vary independently of:

- a. age group
- b. sex of the respondents
- c. educational level of the respondents

Sample

The total sample was composed of three general groupings by age. The break-down, by numbers, in each group is as follows: 259 high school students, 116 college students, and 100 adults.

The high school group was chosen for this study because these students are involved in the early phases of the identity-formation process, as described by Erikson in Childhood and Society. (1950) These students are living with their parents and are under their influence, but are beginning to develop their own self-concepts in relation to their values and those of society.

The high school students who took the Inventory were juniors and seniors in three English classes from one sub-school at Hayfield Secondary School. The sub-school unit is formed by randomly dividing the school population according to sex and grade-level by four, using a computer. Ideally, each of the four sub-schools contains a random sampling of the total number of boys and girls in grades nine through twelve.

The Hayfield community, where all of the students in the sample reside, is a small composite of Fairfax County in that there are wide variations in social and economic stratas, a highly transient population and a majority of residents employed with the Federal government. Geographically, the variations within the Hayfield district are easily observed, i.e., the small, densely populated areas in the largely rural area to the south. The sub-division across the street from the school is high on the socio-economic scale with the value of homes there starting at \$50,000. This contrasts sharply with the style of living of residents from the extreme northern region where homes, duplexes and small wooden frame houses, range in value from \$15,000 to \$25,000.

Hayfield students reflect a wide range of abilities, cultural interests, and backgrounds, as well as educational and occupational goals. While Hayfield has some students of exceptional ability, there is substantial data from standardized achievement and aptitude tests which indicate that a majority of Hayfield students fall into the average category of mental ability and school achievement when compared with national representative groups.

The Hayfield community is comprised of predominately middle income families who are either in the armed services or in Federal government occupations (63 per cent.) Approximately 20 per cent of the total student body comes from Ft. Belvoir families alone. The heads of these households are principally enlisted or non-commissioned officer personnel. There are some very low-income families, the parents of whom are employed chiefly in semi-skilled or unskilled work, located in the extreme northern and southern ends of the district. The majority of the Hayfield fathers

have completed a high school education (84 per cent), while approximately 40 per cent have completed at least two years of college. (Moody, 1971)

The Hayfield students involved in the study were fairly evenly divided according to males and females and were nearly all between the ages of 15 and 18. Only five of the group were married. The religious preference for most was Protestant, with the next largest choice being Catholic. For a more detailed account of the sample see Table 1.

The college group was actually very closely related in age to the high school subjects. However, in those few years, many changes occur in personality development. In most cases, the college student is physically removed from the home and the influence of the parents. These young people have been further exposed through education, social experience, mass media effects, etc., to concepts about marriage transmitted by society rather than by the family.

The college students involved in this study were those enrolled in several classes in the College of Home Economics at Virginia Polytechnic Institute and State University. The University is located in Blacksburg, Virginia. The students are primarily from middle income families with exceptions at both ends of the economic scale. The sample was not as equally divided according to males and females as the high school and adult groups. There were 80 females and 36 males. Most of the students were between the ages of 19 and 22. Although only 13 per cent of these students were married, many of the single students in this age group are thinking more seriously about marriage than the high school students. Most of the college students came from suburban areas or small towns, but there was some representation from all geographic locations cited in

TABLE 1
DESCRIPTION OF SAMPLE

Descriptive Item	High School	College	Adult
SEX			
Male	49%	31%	44%
Female	51	69	56
AGE			
15-18	98.2	4.3	
19-22	.8	88.8	2
23-34		6.9	35
35-55			63
EDUCATION			
<u>High School</u>			
10th grade	22.8		2
11th grade	49.4		2
12th grade	17.8	1.7	12
<u>College</u>			
Freshman		12.1	6
Sophomore		33.6	4
Junior		37.1	
Senior		15.5	57
Post-graduate			17
MARITAL STATUS			
Single	98.1	83.6	11
Married	1.9	13.8	86
Separated		.8	1
Divorced			2
COMMUNITY			
Country		14.7	17
Small town		24.1	28
Small city		14.7	16
Suburban	100	37.9	23
Large city		8.6	16
RELIGION			
Catholic	25.1	15.5	23
Protestant	51	68.1	67
Jewish	2.7		2
None	6.2	10.3	4
Other	15	6	4

the Inventory cover sheet. The religious preference was predominantly Protestant, but this group had the highest percentage claiming no religious preference. Table 1 gives more detailed information concerning the sample.

The rationale for including an adult group in the sample was to provide responses from individuals who were established in marriage and/or career instead of preparing for one or both. It was thought that this group would tend to be more realistic in their responses than idealistic and that their increased experience with society at large would add a different dimension to the research. In addition, according to the review of literature, these people were most likely raised with more traditional male-female role models in their formative years.

When one examines the profile of the adult sample, it becomes apparent that it is not representative of the population of middle class America because of the high educational level. An overwhelming 74 per cent of the sample were college graduates or had advanced degrees. Only 4 per cent did not graduate from high school.

The question asked of this group about place of residence was concerning the residence when growing up rather than at present. There are fairly diversified geographic areas represented for childhood residences (see Table 1); however, nearly 80 per cent of the respondents now reside in the same general area as the high school sample.

Nearly two thirds of the adult sample were between the ages of 35 and 55. The majority (86 per cent) of the sample was married. Three per cent had broken marriages. Again, the major religious preference was Protestant.

The Instrument

The instrument used was the Marriage Role Expectation Inventory by Marie S. Dunn. The Inventory is an exploratory written test designed to help students and counselees prepare for marriage and family living by recording, evaluating, and comparing what is expected of the self and of a marriage partner in seven areas of behavior. These areas are: 1) authority, 2) homemaking, 3) care of children, 4) personal characteristics, 5) social participation, 6) education, and 7) employment and support. The Inventory consists of seventy-one items. Thirty-four of these items are rated Equalitarian and thirty-seven are rated Traditional.

The Marriage Role Expectations Inventory has been used in research to explore role conceptions and to examine the relationship between marriage role expectations and selected variables such as sex, social class, education, etc. Research relating role expectations to selected personality traits has been conducted. Unstructured responses from adolescents concerning role expectations furnished the original items. Conceptual definitions of traditional and equalitarian roles, criteria used in formulating and editing statements, and consensus of judges known to be familiar with the concepts, served as controls to limit and define the nature of statements.

The final items for each category (see Appendix C) were selected in terms of the degree to which they differentiated between the extreme groups on the various measure. No statement was used in the final form that failed to discriminate at the 5 per cent or higher level of confidence.

A split-half correlation coefficient computed on scores of 50 respondents on the odd-numbered and on the even-numbered statements

demonstrates the reliability of the 71 item Inventory. The coefficient of +0.95 corrected by the Spearman-Brown formula to +0.975 compares favorably with those reported in the literature for attitude scales developed by the method of summated ratings.

The scores resulting from an item count of selected answers show the degree to which a respondent's expectations are "equalitarian" or "traditional" in respect to sex role preference.

The following are definitions of Traditional and Equalitarian roles for husband and wife as used in this study:

Traditional Roles

Breadwinner Husband

Supports family; seeks financial help from wife only when absolutely necessary; status influenced by earnings--potential or actual; authority over how money should be spent; remunerative work as husband's prime function taken for granted.

Does "outside" or heavy (men's work); helps out with other work only in emergencies. Doing "woman's work" robs husband of status.

Emphasizes character and personal skills of a "gentleman"--honest, respectable; good family background; ambitious and able to earn a good living; religious, faithful to his family; capable of being "head" of family.

Supervises and guides children; both final authority and disciplinarian; helps out in child care only in emergencies.

Homemaker Wife

Financially dependent on husband; considers it wrong to contribute money to household unless necessary, or for pin money for self, no responsibility felt for "earning"; works outside home only for charity, civic needs, or church. Works only with husband's permission. Avoids competition with men.

Housework and cooking taken for granted as wife's duty, particularly light "woman's work"; expects no help from husband except in emergencies.

Emphasizes character and personal skills of a "lady"--respectable; good family background; thrifty; religious; hard working and willing to sacrifice for her family; possesses skills of housekeeping and child care.

Responsible for care of children; emphasizes physical care and making them "good" obedient children.

Education considered desirable for a job; chief value is vocational.

Considers formal education beyond high school of little value for a married woman; needs to know how to cook and keep house; thrift and know-how of "stretching the dollar" imperative.

Concerned with civic and world affairs, but little time for recreation; chooses family recreation or approves choices of other members. Men's social activities apt to be separate from women's activities.

Tends to be uninterested in civic and world affairs--politics is for men. Participates in women's activities; follows husband's lead--chooses activities that fit into his social life.

Companionship Roles

Husband and Wife

Share responsibility for contributing financially if physically able and compatible with family goals; status not dependent on income. Wife may combine career and homemaking.

Housework responsibility of both; whoever has time does it, or both do it together. Doing a "woman's work" has no influence on status of husband.

Emphasize personality traits, and social skills of a desirable companion for both husband and wife--compatible personalities, "family minded"; understanding; gets along with people; congenial; attractive and well groomed.

Both responsible for children's care; emphasis on social and emotional (personality) development, and companionship between parents and children.

Consider education for both husband and wife important; education for personal growth as well as for a vocational need.

Participate in activities along interest rather than sex lines. Have both individual and companion interests. (Dunn, 1959)

Analysis of Data

The main program for analyzing data was a two-way factorial unweighted means analysis of variance for unequal cell sizes. Eight analyses were run, using each of the seven sub-scale scores and the total scores, as criteria and sex and age as the independent variables. Since the high school and college groups were homogeneous with respect to education,

that variable was analyzed only for the adult group. T-tests were run using each of the eight criteria to compare adults with less than a baccalaureate degree to those with at least that educational level.

CHAPTER IV
RESULTS AND DISCUSSION

Results

This research study was initiated to examine the differences and similarities in sex-role perception within the framework of marriage for three age groups: high school, college, and adult. The 71 item Marriage Role Expectation Inventory was administered to 259 high school students, 116 college students, and 100 adults. The Inventory evaluated the respondents' answers in terms of whether these responses indicated an equalitarian or traditional view of male-female roles in marriage. Items on the Inventory were divided into sub-scales in seven behavior areas: authority, homemaking, care of children, personal characteristics, social participation, education, and employment and support. There were statistically significant differences between the high school group and the other two groups, but there were no significant differences between the college and adult groups. The high school group's mean score was 47.5791 and the mean scores for the college and adult groups were 57.6410 and 57.7822 respectively. An analysis of variance was run for the three unequal groups using the total mean scores and the seven sub-scale mean scores. The differences between the high school group and the older two groups were statistically significant beyond the $P \leq .05$ level. Therefore, part (a) of the hypothesis was rejected. Age seemed to be a determining factor in the outcome of the scores. This indicated a trend toward a less equalitarian view of male-female roles in marriage

for the high school students. In addition to having a lower mean score, the high school group scored statistically significantly lower than the college and adult groups in all seven sub-scale areas. The greatest difference in scores between the high school group and the older groups was in social participation. The high school students indicated that they perceived a greater separation of activities for males and females, i.e., that the husband would make decisions about where to go, for whom to vote, and that the wife would be concerned with clothes, home and children. The tendency for the high school group seemed to be in the direction of traditional social roles for husbands and wives. Two other sub-scale areas showed a comparatively wider difference in the scores. These were homemaking and education. Household duties such as cooking and cleaning were viewed primarily as the wife's domain by the high school group. These students also tended to place more value on education for the husband than for the wife. (See Table 2)

In order to test part (b) of the hypothesis, the data were analyzed for differences between males and females in each of the three age groups. There was no statistically significant difference between males and females when the college and adult groups were compared. The female college students' mean score was .7681 higher than the college males and the adult females' mean score was .9026 higher than their peer group males. However, the high school females scored 11.2405 points higher on the average than the high school males. (See Table 3) The sub-scale areas which indicated the greatest differences were authority, homemaking, care of children, and education, but the mean scores for the females were higher in all seven areas. The high school-age male tends to view himself

TABLE 2
COMPARISON OF MEAN SCORES ON THE MREI¹

Sub-scales	High School N = 259	College N = 116	Adult N = 100
1. AUTHORITY	7.3784	8.0342	8.4257
2. HOMEMAKING	6.8069	8.3590	8.4356
3. CARE OF CHILDREN	8.9537	10.5726	10.5644
4. PERSONAL CHARACTERISTICS	5.9923	7.0085	6.9307
5. SOCIAL PARTICIPATION	6.8919	8.5983	9.0396
6. EDUCATION	7.3938	9.5385	9.0000
7. EMPLOYMENT AND SUPPORT	4.1622	5.5299	5.3861
8. TOTAL	47.5791	57.6410	57.7822

¹Levels of significance are indicated in Appendix D.

TABLE 3
SUMMARY OF DATA FOR MALES AND FEMALES¹

Sub-scales	High School		College		Adult	
	Males N=127	Females N=132	Males N=36	Females N=80	Males N=44	Females N=56
1. AUTHORITY	6.4646	8.2576	8.3333	7.9375	8.2045	8.5893
2. HOMEMAKING	5.9449	7.6364	8.3056	8.4000	8.5682	8.2857
3. CARE OF CHILDREN	7.8898	9.9773	10.3333	10.7000	10.5682	10.5536
4. PERSONAL CHARACTERISTICS	5.4488	6.5152	7.0278	7.0250	6.7727	7.0357
5. SOCIAL PARTICIPATION	6.1890	7.5682	8.9444	8.4500	9.2045	8.8929
6. EDUCATION	6.5984	8.1591	9.1667	9.7000	8.8182	9.1250
7. EMPLOYMENT AND SUPPORT	3.3150	4.9773	5.0833	5.7500	5.0682	5.6250
8. TOTAL	41.8504	53.0909	57.1944	57.9625	57.2045	58.1071

¹Levels of significance are indicated in Appendix E.

as the protector, the intellectual and educational superior, and as a person only semi-involved with homemaking and child care responsibilities.

To determine differences between the scores for the several educational levels, only the adult group was analyzed since age and educational level were synonymous with the high school and college groups. The two groups of adults compared were the 26 per cent with less than a baccalaureate degree and the 74 per cent with a baccalaureate degree or higher. The t test was run on the mean scores for each of the seven sub-scales and the total mean scores. There was no statistically significant difference between the scores for each group. The adults with the higher educational level scored 58.5000 and those with the lower educational level scored 55.4615. The sub-scale area showing a statistically significant difference in mean scores was education. (See Table 4)

For the purpose of getting a clearer profile of the adult group, a final analysis was run on the mean scores for those males and females 34 years old and younger and the group 35 to 55 years old. There was a statistically significant difference between the mean scores again in sub-scale 6, which was education. There was no statistically significant difference between any of the other sub-scale scores or the total mean score for these two age groups. (See Table 5)

Part (a) of the hypothesis was rejected because the age of the respondents in the original three groups appeared to have a direct relation to the scores on the MREI. The youngest group's mean score was statistically significantly lower than the mean scores of the two older

TABLE 4

SUMMARY OF DATA FOR THE TWO EDUCATIONAL LEVELS FOR ADULT SAMPLE

Sub-scales	N = 26 Mean lower	N = 74 Mean upper	t
1. AUTHORITY	8.4231	8.4189	0.0100
2. HOMEMAKING	7.9231	8.5811	1.3266
3. CARE OF CHILDREN	10.3462	10.6351	0.9827
4. PERSONAL CHARACTERISTICS	7.0385	6.8784	0.5736
5. SOCIAL PARTICIPATION	8.8846	9.0811	0.5269
6. EDUCATION	7.6154	9.4730	4.5049*
7. EMPLOYMENT AND SUPPORT	5.2308	5.4324	0.6242
8. TOTAL	55.4615	58.5000	1.7913

*Significant at .05 level

(Critical t with 98 degrees of freedom is 1.99)

TABLE 5
SUMMARY OF DATA FOR THE TWO AGE GROUPS FOR ADULT SAMPLE

Sub-scales	N = 37 Younger	N = 63 Older	t
1. AUTHORITY	8.3514	8.4603	0.2893
2. HOMEMAKING	8.5946	8.3016	0.6458
3. CARE OF CHILDREN	10.6216	10.5238	0.3646
4. PERSONAL CHARACTERISTICS	7.0000	6.8730	0.5006
5. SOCIAL PARTICIPATION	8.7838	9.1746	1.1599
6. EDUCATION	9.5405	8.6667	2.1737*
7. EMPLOYMENT AND SUPPORT	5.3784	5.3810	0.0088
8. TOTAL	58.2703	57.3810	0.5688

*Significant at .05 level
(Critical t with 98 degrees of freedom is 1.99)

groups. Part (b) concerning sex of the respondents, was supported even though the high school males scored statistically significantly lower than the high school females. The mean scores for the college and adult group males and females did not differ to a statistically significant degree. Educational level was the variable for part (c) and again the hypothesis was supported. The high school students' mean score was lower than the more highly educated groups, but the adults with a fairly comparable education scored essentially as high as their peers with college degrees.

Discussion

The results of the analysis of the data in this study concerning the high school students' tendency toward a more traditional perception of male-female roles in marriage reinforce the findings of Brigante in her inter-generational study of role perception. Although the trend was for a greater sharing of roles as age decreased, the high school sample "broke" the pattern. In Brigante's study, the high school group scores were very similar to the middle-age group scores.

In the present study, the college and adult groups' mean scores were nearly identical. Also, the sub-scale mean scores were not significantly different. These findings are in conflict with other research done which was reviewed in the literature. Poloma and Garland both reported traditional role perception for the husbands and wives they interviewed. Brigante's middle-aged and older groups all viewed the husband and wife roles in a traditional way. However, the wives interviewed by Mowrer displayed an equalitarian view of their marriages when interviewed, in contrast to their more traditional views expressed on

the questionnaire.

A review of the male-female scores for the three groups seems to indicate that the high school males influenced the mean score for that age group most because they scored approximately 16 points lower than the older groups and 11 points lower than the females in their peer group. In informal discussions with some of the young boys in the sample, this writer observed that the majority of the boys were opposed to wives working outside the home and that they seemed to take a rather negative view of education after marriage for wives. Although they wanted children after marriage, they saw caring for children, especially babies, as a mother's duty. In contrast, the girls in the high school group saw education for wives as essential as that for husbands and they perceived child care as a shared activity between husbands and wives. It can be concluded that the traditional view of marriage, in this study, rests with the high school age males. However, when males get older, their views appear to change.

After a review of the literature, this researcher expected the college students to view marriage as an equalitarian endeavor and the results tended to support this assumption. Popular literature and the news media portray college students as idealistic as well as aware of the potential of each individual, which would lead one to assume that both males and females would desire a "sharing" relationship in marriage.

The adult group was analyzed using all data available: age, sex, and educational level. None of the variables evidenced any statistically significant differences on the mean scores. The adults, regardless of the characteristics isolated for this study, had an equalitarian view of

marriage. It appears that the groups studied support the theory that traditional male-female role perception is disappearing. Sell's study in 1968 was the first to show a tendency toward a sharing of roles for husbands and wives. This viewpoint is diametrically opposed to the separation of roles for males and females as described by Zelditch and Herbst who conducted their research in 1955 and 1960 respectively.

Perhaps the equalitarian view of male-female roles in marriage is gaining in popularity as a way of life for many husbands and wives, but young males appear to desire a patriarchal arrangement. As age increases, men seem to change their minds, or they are influenced to change their minds.

CHAPTER V

CONCLUSIONS AND CRITIQUE

Research and popular literature in the past ten years suggest that the family structure in the United States is undergoing a change. The traditional role of the male as the head of the family, possessing qualities described as instrumental: task-oriented, curious, aggressive, competitive, ambitious, responsible; and the female as submissive to the husband, personifying the expressive role, is under question. Cultural pressures on both males and females work toward reducing the differences in male and female behavior in social, educational and vocational endeavors. One of the purposes of this study was to try to determine to what extent society has been successful in merging male-female roles. The research involved high school, college and adult males and females who were administered the Marriage Role Expectation Inventory. The scores indicated either a Traditional or Equalitarian view of male-female roles in marriage. The scores for the college and adult groups indicated a greater trend toward sharing of roles. However, the high school students, especially the males, scored statistically significantly lower on the Inventory. The boys did perceive themselves in the instrumental role and the girls tended to accept this perception of the male role to a greater degree than did the college or adult females.

On the surface, it may appear illogical that the younger subjects in the sample were the most resistant to change. However, Erikson (1950) and Webb (1961) believe that adolescents undergo an identity crisis

which places them in confusion. These young people are influenced by family, peers and to an increasing extent by society at large. They are also influenced by the "story-book" image of love and marriage in which the male is depicted as the strong provider and the female is content to adore him.

Linton (1945) suggests that sex-role identification is a life-long process as opposed to Kohlberg (1965), who believes that sex identity is very difficult to change. The present research tends to indicate that with increased age and perhaps with a broader scope of experiences, males and females acquire a perception of a role and this perception remains fairly static through the years.

The hypothesis that scores on the MREI would vary independently of: a) age, b) sex, and c) education was generally supported. However, age seemed to be the one variable that did affect the scores. The high school sample scored lower than the two older groups. Being male or female, receiving a baccalaureate degree or failing to receive such a degree did not seem to affect the scores.

The following recommendations have implications for further research:

1. Repeat the study using an adult sample which is more nearly representative of the total population of the United States.
2. Conduct a longitudinal study of the high school males to try to determine if there is a change in attitude and if so, try to discover reasons for the change.
3. Conduct a study in which the MREI is administered to couples in a variety of social strata and across generations.
4. Use the 40 couples involved in this study and compare the husband's and wife's score for each couple.

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APPENDIX A

Instructions for filling out the Marriage Role Expectation Inventory

Please disregard all information on the first page of the Inventory. You will be using a red answer grid instead of marking on the test pamphlet. Please note that the responses on the answer grid go across the page, not up and down. Use a Number 2 pencil only.

Look carefully at the red answer grid. Find number 81 which is approximately two-thirds from the top of the grid in the left hand column. Notice that your responses go across the page and that there are spaces for 10 responses to each question.

Answer the following questions by blackening the numbered space corresponding to the appropriate response.

81. Sex: 1. Male 2. Female
82. Age: 1. 15 2. 16 3. 17 4. 18 5. 19 6. 20
7. 21 8. 22 9. 23-34 10. 35-55
83. Education: (mark the highest grade completed)
- | | |
|----------------------------|---|
| 1. 10th grade--high school | 2. 11th grade--high school |
| 3. 12th grade--high school | 4. 1st year college |
| 5. 2nd year college | 6. 3rd year college |
| 7. 4th year college | 8. Post-graduate degree
(Master's, Doctor's, etc.) |
84. Marital Status: 1. Single 2. Married 3. Separated
4. Divorced 5. Widowed
85. Type of community in which you reside: 1. Country 2. Small town
3. Small city 4. Suburb
5. Large city
86. Religion: 1. Catholic 2. Protestant 3. Jewish
4. None 5. Other

Open the Inventory and proceed following these instructions:

You will find brief statements of marriage expectations for husbands and wives. As you read these statements think about what you expect from your own marriage and indicate your opinion of each statement in one of the following ways: (Begin with statement number 1)

If you strongly agree with a statement blacken the space beside response 1 on the answer grid.

If you agree with a statement blacken the space beside response 2 on the answer grid.

If you are undecided about your opinion of a statement blacken the space beside response 3.

If you disagree with a statement blacken the space beside response 4 on the answer grid.

If you strongly disagree with a statement blacken the space beside response 5 on the answer grid.

For example: If you agree with statement number 1, blacken the space beside 2.

	SA	A	U	D	SD
1.	1==	2==	3==	4==	5==

APPENDIX B

Instrument

FORM F

MARRIAGE ROLE EXPECTATION INVENTORY

by

Marie S. Dunn

Key for marking items below. SA==Strongly Agree A==Agree
U==Undecided D==Disagree
SD==Strongly Disagree

IN MY MARRIAGE I EXPECT:

1. that if there is a difference of opinion, my husband will decide where to live.
2. that my opinion will carry as much weight as my husband's in money matters.
3. my husband to help with the housework.
4. that it would be undesirable for me to be better educated than my husband.
5. that if we marry before going to college, my husband and I will do our best to go on to earn college degrees.
6. to combine motherhood and a career if that proves possible.
7. my husband to be the "boss" who says what is to be done and what is not to be done.
8. that I will be as well informed as my husband concerning the family's financial status, and business affairs.
9. my husband to leave the care of the children entirely up to me when they are babies.
10. my husband to be as interested in spending time with the girls as with the boys in our family.
11. that if I prefer a career to having children, we will have the right to make that choice.

12. that for the most successful family living my husband and I will need more than a high school education.
13. it will be more important for me to be a good cook and housekeeper than for me to be an attractive, interesting companion.
14. that being married will not keep my husband from going to college.
15. that the family "schedule" such as when meals are served and when the television can be turned on will be determined by my husband's wishes and working hours.
16. that my husband and I will share responsibility for work if both of us work outside the home.
17. that keeping the yard, making repairs, and doing outside chores will be the responsibility of whoever has the time and wishes to do them.
18. if my husband is a good worker, respectable and faithful to his family, other personal characteristics are of considerably less importance.
19. it will be more important that as a wife I have a good family background than that I have a compatible personality and get along well with people.
20. that almost all money matters will be decided by my husband.
21. that my husband and I shall have equal privileges in such things as going out at night.
22. that my husband's major responsibility to our children will be to make a good living, provide a home and make them mind.
23. that since doing things like laundry, cleaning, and child care are "woman's work," my husband will feel no responsibility for them.
24. week-ends to be a period of rest for my husband, so he will not be expected to assist with cooking and housekeeping.
25. that if my husband helps with the housework, I will help with outside chores such as keeping the yard, painting or repairing the house.
26. that my husband and I will have equal voice in decisions affecting the family as a whole.
27. that after marriage I will forget an education and make a home for my husband.
28. that I will love and respect my husband regardless of the kind of work he does.

29. to work outside the home if I enjoy working more than staying at home.
30. that both my husband and I will concern ourselves with the social and emotional development of our children.
31. it will be just as important for my husband to be congenial, love and enjoy his family as to earn a good living.
32. that it will be equally as important that as a wife I am affectionate and understanding as that I am thrifty and skillful in house-keeping.
33. that it will be my husband's responsibility and privilege to choose where we will go and what we will do when we go out.
34. to manage my time so that I can show a genuine interest in what our children do.
35. that I will let my husband tell me how to vote.
36. that my husband and I will take an active interest together in what is going on in our community.
37. that if I can cook, sew, keep house, and care for children any other kind of education for me is unnecessary.
38. that having compatible personalities will be considerably less important to us than such characteristics as being religious, honest, and hard working.
39. it will be only natural that my husband will be the one concerned about politics and what is going on in the world.
40. to accept the fact that my husband will devote most of his time to getting ahead and becoming a success.
41. that being married should cause little or no change in my husband's social or recreational activities.
42. that I will generally prefer talking about something like clothes, places to go, and "women's interests" to talking about complicated international and economic affairs.
43. that my activities outside the home will be largely confined to those associated with the church.
44. to stay at home to care for my husband and children instead of using time attending club meetings, and entertainment outside the home.
45. that an education is important for me whether or not I work outside the home.

46. that I will keep myself informed and active in the work of the community.
47. that since my husband must earn a living, he can't be expected to take time to "play" with the children.
48. that it is my job rather than my husband's to set a good example and see that my family goes to church.
49. it will be more important that my husband is ambitious and a good provider than that he is kind, understanding and gets along well with people.
50. it will be equally as important to find time to enjoy our children as to do things like bathing, dressing, and feeding them.
51. to fit my life to my husband's.
52. that managing and planning for spending money will be a joint proposition between my husband and me.
53. my husband to manage his time so that he will be able to share in the care of the children.
54. that having guests in our home will not prevent my husband's lending a hand with serving meals or keeping the house orderly.
55. that we will permit the children to share, according to their abilities with the parents in making family decisions.
56. my husband to help wash or dry dishes.
57. my husband to be entirely responsible for earning the living for our family.
58. that staying at home with the children will be my duty rather than my husband's.
59. that an education for my husband will be as important in making him a more cultured person as in helping him to earn a living.
60. my husband to feel equally as responsible for the children after work and on holidays as I do.
61. my husband to make most of the decisions concerning the children such as where they will go and what they may do.
62. that it will be exclusively my duty to do the cooking and keeping the house in order.
63. that my husband will forget about an education after he is married and support his wife.

64. that my husband and I will share household tasks according to individual interests and abilities rather than according to "women's work" and "men's work."
65. as far as education is concerned, that it is unimportant for either my husband or me if both of us are ambitious and hard working.
66. my husband to earn a good living if he expects love and respect from the family.
67. whether or not I work will depend on what we as a couple think is best for our own happiness.
68. that if I am not going to work outside the home, there is no reason for my getting a college education.
69. as our children grow up the boys will be more my husband's responsibility while the girls will be mine.
70. that my husband and I will feel equally responsible for looking after the welfare of our children.
71. that I will take full responsibility for care and training of our children so that my husband can devote his time to his work.

FORM M

MARRIAGE ROLE EXPECTATION INVENTORY

by

Marie S. Dunn

IN MY MARRIAGE I EXPECT:

1. that if there is a difference of opinion, I will decide where to live.
2. that my wife's opinion will carry as much weight as mine in money matters.
3. to help my wife with the housework.
4. that it would be undesirable for my wife to be better educated than I.
5. that if we marry before going to college, my wife and I will do our best to go on to earn college degrees.
6. my wife to combine motherhood and a career if that proves possible.
7. to be the "boss" who says what is to be done and what is not to be done.
8. that my wife will be as well informed as I concerning the family's financial status and business affairs.
9. to leave the care of the children entirely up to my wife when they are babies.
10. to be as interested in spending time with the girls as with the boys in our family.
11. that if my wife prefers a career to having children we will have the right to make that choice.
12. that for the most successful family living my wife and I will need more than a high school education.
13. it will be more important for my wife to be a good cook and house-keeper than for her to be an attractive, interesting companion.
14. that being married will not keep me from going to college.
15. that the "family schedule" such as when the meals will be served, and when television can be turned on, will be determined by my wishes and working hours.

16. that my wife and I will share responsibility for housework if both of us work outside the home.
17. that keeping the yard, making repairs, and doing outside chores will be the responsibility of whoever has the time and wishes to do them.
18. if as a husband I am a good worker, respectable and faithful to my family, other personal characteristics are of considerably less importance.
19. that it will be more important that my wife has a good family background than that she has a compatible personality and gets along well with people.
20. that I will decide almost all money matters.
21. that my wife and I shall have equal privileges in such things as going out at night.
22. that my major responsibility to our children will be to make a good living, provide a home, and make them mind.
23. week-ends to be a period of rest for me, so I will not be expected to assist with cooking and housekeeping.
25. that if I help with the housework, my wife will help with outside chores such as keeping the yard, painting or repairing the house.
26. that my wife and I will have equal voice in decisions affecting the family as a whole.
27. that after marriage my wife will forget an education and make a home for me.
28. that my wife will love and respect me regardless of the kind of work that I do.
29. my wife to work outside the home if she enjoys working more than staying at home.
30. that both my wife and I will concern ourselves with the social and emotional development of our children.
31. it will be just as important that I am congenial, love and enjoy my family as that I earn a good living.
32. that it will be equally important that my wife is affectionate and understanding as that she is thrifty and skillful in housekeeping.

33. that it will be my responsibility and privilege to choose where we will go and what we will do when we go out.
34. to manage my time so I can show a genuine interest in what our children do.
35. that my wife will let me tell her how to vote.
36. that my wife and I will take an active interest together in what's going on in our community.
37. that if my wife can cook, sew, keep house, and care for children, any other kind of education for her is unnecessary.
38. that having compatible personalities will be considerably less important to us than such characteristics as being religious, honest, and hard working.
39. it will be only natural that I will be the one concerned about politics and what is going on in the world.
40. my wife to accept the fact that I will devote most of my time to getting ahead and becoming a success.
41. that being married should cause little or no change in my social or recreational activities.
42. that my wife will generally prefer talking about something like clothes, places to go, and "women's interests" to talking about complicated international and economic affairs.
43. that my wife's activities outside the home will be largely confined to those associated with the church.
44. my wife to stay at home to care for the children and me instead of using time attending club meetings and entertainment outside the home.
45. that an education is important for my wife whether or not she works outside the home.
46. that my wife will keep herself informed and active in the work of the community.
47. that since I must earn the living, I can't be expected to take time to "play" with the children.
48. that it is my wife's job rather than mine to set a good example and see that the family goes to church.
49. it will be more important that as a husband I am ambitious and a good provider than that I am kind, understanding, and get along well with people.

50. it will be equally as important for my wife to find time to enjoy our children as to do things like bathing, dressing, and feeding them.
51. my wife to fit her life to mine.
52. that managing and planning for spending money will be a joint proposition between my wife and me.
53. to manage my time so that I will be able to share in the care of the children.
54. that having guests in our home will not prevent my lending a hand with serving meals or keeping the house orderly.
55. that we will permit the children to share, according to their abilities, with the parents in making family decisions.
56. to help wash or dry dishes.
57. entire responsibility for earning the family living.
58. that staying at home with the children will be my wife's duty rather than mine.
59. that an education for me will be as important in making me a more cultured person as in helping me to earn a living.
60. to feel equally as responsible for the children after work and on holidays as my wife does.
61. to make most of the decisions concerning the children such as where they will go and what they may do.
62. that it will be exclusively my wife's duty to do the cooking and keeping the house in order.
63. that I will forget about an education after I am married and support my wife.
64. that my wife and I will share household tasks according to individual interests and abilities rather than according to "woman's work" and "man's work."
65. as far as education is concerned, that is unimportant for my wife or me if both of us are ambitious and hard working.
66. to earn a good living if I expect love and respect from my family.
67. whether or not my wife works will depend upon what we as a couple think is best for our own happiness.

68. that if my wife is not going to work outside the home, there is no reason for getting a college education.
69. as our children grow up the boys will be more my responsibility while the girls are my wife's.
70. that my wife and I will feel equally responsible for looking after the welfare of our children.
71. that my wife will take full responsibility for care and training of our children so that I can devote my time to my work.

APPENDIX C

ITEMS IN THE MARRIAGE ROLE EXPECTATION INVENTORY

Sub-scale	Husband's Role	Wife's Role	Husband's and Wife's Role	Maximum Score
AUTHORITY				
Traditional	1,7,20,61	51	-	11
Equalitarian	-	2,8	21,26,52,55	
HOMEMAKING				
Traditional	23,24	15,62	-	11
Equalitarian	3,54,56	25	16,17,64	
CARE OF CHILDREN				
Traditional	9,22	58,71	69	12
Equalitarian	10,53,60	34,50	30,70	
PERSONAL CHARACTERISTICS				
Traditional	18,49	13,19,48	38	8
Equalitarian	31	32	-	
SOCIAL PARTICIPATION				
Traditional	33,39,40,41,47	35,42,43,44	-	11
Equalitarian	-	46	36	
EDUCATION				
Traditional	63	4,27,37,68	65	11
Equalitarian	14,59	45	5,12	
EMPLOYMENT AND SUPPORT				
Traditional	57,66	-	-	7
Equalitarian	28	6,11,29,67	-	

APPENDIX D
ANALYSIS OF VARIANCE

Sub-scale ¹	Source	SS	DF	MS	F
1.	Between groups	91.28	2	45.64	8.91*
	Within groups	2429.48	474	5.13	
	Total	2520.76	476		
2.	Between groups	298.64	2	149.32	23.21*
	Within groups	3050.10	474	6.44	
	Total	3348.75	476		
3.	Between groups	308.79	2	154.40	37.10*
	Within groups	1972.91	474	4.16	
	Total	2281.70	476		
4.	Between groups	114.06	2	57.03	25.32*
	Within groups	1067.50	474	2.25	
	Total	1181.55	476		
5.	Between groups	442.77	2	221.38	48.34*
	Within groups	2170.94	474	4.58	
	Total	2613.70	476		
6.	Between groups	440.86	2	220.43	43.30*
	Within groups	2412.91	474	5.09	
	Total	2853.77	476		
7.	Between groups	201.52	2	100.76	45.55*
	Within groups	1048.28	474	2.21	
	Total	1249.79	476		
Total score	Between groups	12141.3	2	6070.65	54.91*
	Within groups	52405.2	474	110.56	
	Total	64546.5	476		

*Statistically significant at the .05 level, critical f = 3.02

¹Key is on page 56.

APPENDIX E

ANALYSES OF VARIANCE

Sub-scale ¹	Source	SS	DF	MS	F
1.	Group	72.3053	2.	36.1527	7.6923*
	Sex	32.9587	1.	32.9587	7.0127+
	Group x sex	76.6856	2	38.3428	8.1583*
	Within	2204.2380	469.	4.6999	
2.	Group	212.8095	2.	106.4047	17.4842*
	Sex	23.4680	1.	23.4680	3.8562
	Group x sex	68.4269	2.	34.2135	5.6219*
	Within	2854.2260	469.	6.0858	
3.	Group	214.1631	2.	107.0816	29.8079*
	Sex	61.7805	1.	61.7805	17.1976+
	Group x sex	78.1761	2.	39.0881	10.8808*
	Within	1684.8280	469.	3.5924	
4.	Group	81.2789	2.	40.6394	19.3117*
	Sex	18.2816	1.	18.2816	8.6874+
	Group x sex	19.2855	2.	9.6427	4.5822*
	Within	986.9609	469.	2.1044	
5.	Group	338.1042	2.	169.0521	38.9025*
	Sex	3.4069	1.	3.4069	0.7840
	Group x sex	66.4801	2.	33.2401	7.6493*
	Within	2038.0540	469.	4.3455	
6.	Group	289.5405	2.	144.7703	30.2484*
	Sex	59.8336	1.	59.8336	12.5017+
	Group x sex	27.8331	2.	13.9166	2.9077
	Within	2244.6520	469.	4.7860	
7.	Group	127.1151	2.	63.5576	35.1514*
	Sex	86.4748	1.	86.4748	47.8261+
	Group x sex	23.0983	2.	11.5491	6.3874*
	Within	848.0022	469.	1.8081	
Total	Group	8553.5030	2.	4276.7500	45.5382*
	Sex	1732.4070	1.	1731.4070	18.4464+
	Group x sex	2246.6060	2.	1123.3020	11.9608*
	Within	44046.4300	469.	93.9156	

*Statistically significant at the .05 level, critical f = 3.07

+Statistically significant at the .05 level, critical f = 3.92

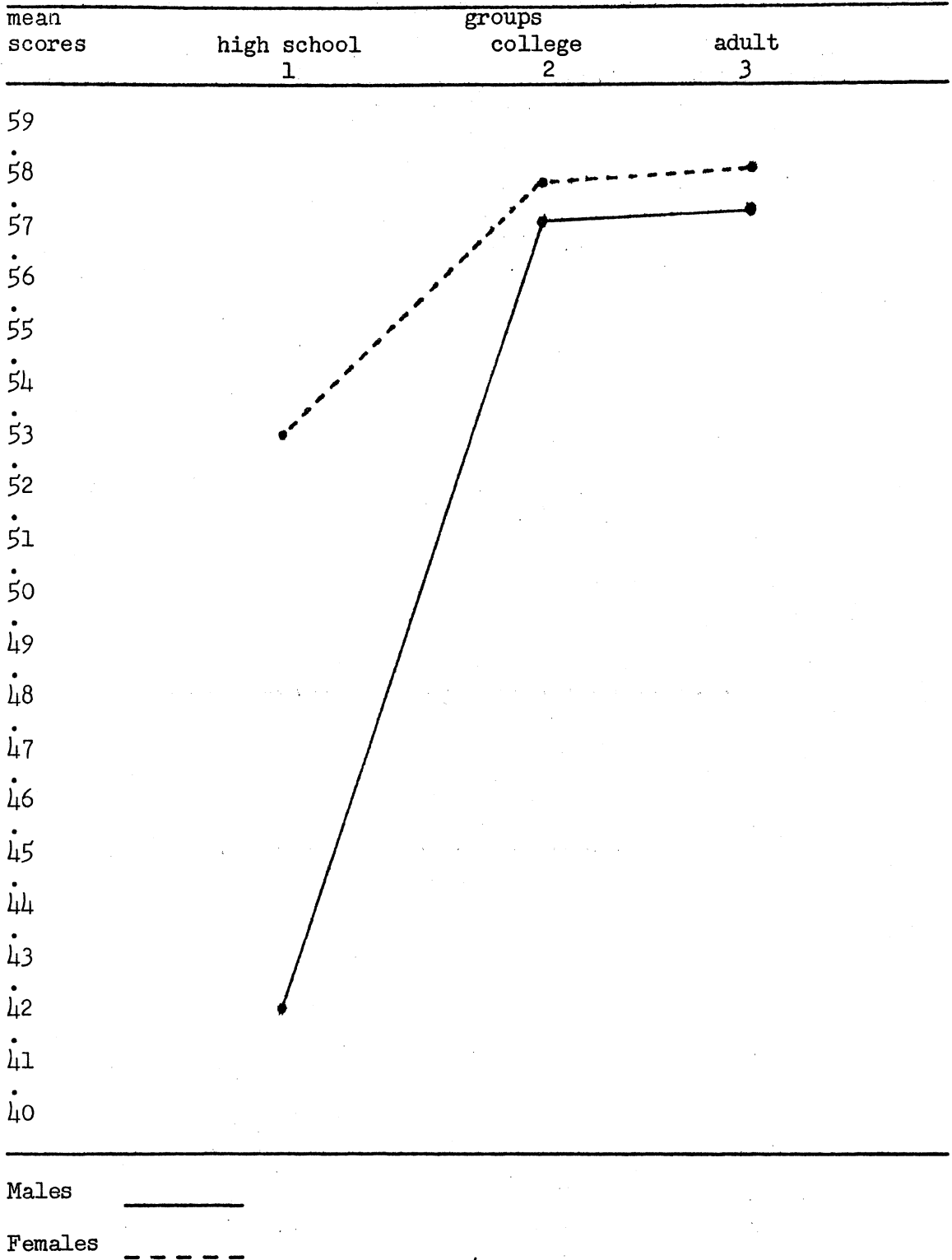
¹Key is on page 56.

Key to sub-scales for Appendixes D and E

1. Authority
2. Homemaking
3. Care of children
4. Personal characteristics
5. Social participation
6. Education
7. Employment and support

APPENDIX F

COMPARISON OF MALE-FEMALE GROUPED SCORES



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the scanned document**

AN INTER-GENERATIONAL STUDY OF
SEX-ROLE PREFERENCES

By Elaine Evans Creigh

(ABSTRACT)

The purpose of this study was to examine the differences and similarities in sex-role perception within the framework of marriage for three age groups: high school, college, and adult. The Marriage Role Expectation Inventory was administered to 259 high school students, 116 college students, and 100 adults. Items on the Inventory were divided into sub-scales in seven behavior areas: authority, homemaking, care of children, personal characteristics, social participation, education, employment and support. There were statistically significant differences between the high school group and the other two groups, but there were no significant differences between the college and adult groups. This indicates a trend toward a less equalitarian view of male-female roles in marriage for the high school students. In addition to having a lower mean score, the high school group scored statistically significantly lower than the college and adult groups in all seven sub-scale areas.

The hypothesis tested, that husband/wife role preferences, Traditional versus Equalitarian, will vary independently of: age group, sex of the respondents, and educational level of the respondents, was partially rejected. Part (a) of the hypothesis was rejected because the age of the respondents appeared to have a direct relation to the scores on

the MREI. Part (b), concerning sex of the respondents, was supported even though the high school males scored statistically significantly lower than the high school females. Educational level was the variable for Part (c) and again the hypothesis was supported. The high school students' mean score was lower than the more highly educated groups', but the adults with a fairly comparable education scored essentially as high as their peers with college degrees.

According to this study, the equalitarian view of male-female roles in marriage tends to predominate, but young, high school aged males appear to desire a more traditional arrangement.