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A Comparison of Secretaries' and Feminists' Attitudes Toward Traditional and Non-Traditional Female Roles

Susan Higgins

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A COMPARISON OF SECRETARIES' AND FEMINISTS' ATTITUDES
TOWARD TRADITIONAL AND NON-TRADITIONAL FEMALE ROLES

by

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Bachelor of Arts, University of North Dakota 1970

A Thesis

Submitted to the Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the degree of

Master of Arts

Grand Forks, North Dakota

May
1972

my copy

This thesis submitted by Susan Higgins in partial fulfillment of the requirements for the Degree of Master of Arts from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

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Permission

Title A COMPARISON OF SECRETARIES' AND FEMINISTS' ATTITUDES
TOWARD TRADITIONAL AND NON-TRADITIONAL FEMALE ROLES

Department Psychology

Degree Master of Arts

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Signature Susan Higgins

Date May 2, 1972

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ABSTRACT

This investigation was designed to study current attitudes of women to female roles. An adapted form of the Maferr Inventory of Feminine Values was given to 23 full-time secretaries and 19 feminist women. The inventory consisted of traditional and non-traditional items, and general statements and specific examples, which were rated in appropriateness separately for women and men. Two predictions were made about the subjects' responses: (1) The secretaries would make a greater differentiation between male and female roles, by judging traditional female statements more appropriate for women than men, and non-traditional female role descriptions more appropriate for men than women. (2) A greater difference between roles would occur in the appropriateness ratings of the specific examples as opposed to the general statements, for both subject groups.

Both hypotheses were tenable. The feminists judged non-traditional female role descriptions equally and highly appropriate for both sexes; traditional female statements were inappropriate for both, but slightly more appropriate for men than women. The secretaries judged the non-traditional female role to be very appropriate for men and only slightly appropriate for women. The traditional female statements were very inappropriate for men and neither appropriate nor inappropriate for women.

An item analysis of the questionnaire showed that the secretaries and feminists preferred very different, yet not exclusive, types of characteristics in women. The secretaries approved of working wives and mothers and thought that women should have interests outside the home. However, they generally tended to put woman's primary interest in the

home, her children, and husband. A woman does not argue or disagree, nor is she a leader. She should not question her sacrifices to her family, but should "let her husband think he's boss," carry the greater responsibility for making a marriage successful, and not try to upset the status quo. Husbands handle the outside world, become leaders, express their ideas strongly, and disagree when they feel abused. These husbands also are primarily responsible for the family income, even though the wives are working.

The feminists approved of working women and interests for women apart from the home. However, this is as far as the agreement goes between the two groups. The feminists felt that women as well as men can lead, argue, gain satisfaction outside the family, and assert themselves. Men and women are equally responsible for child-raising and successful marriages, and neither must sacrifice more than the other to maintain the family financially or emotionally. This group of women responded consistently in an egalitarian manner, removing the sex role restrictions traditionally placed on the statements in the questionnaire.

CHAPTER I

PROBLEM AND BACKGROUND

Society is undergoing a wrenching redefinition of sexual roles. In the wake of personal and cultural confrontations about racism, violence, and nationalism, liberation from sexual definitions is bound to get its turn and is, in fact, seen by many as the most basic and all-enveloping groundwork for human liberation.

Within a single generation, significant changes have taken place in the traditional concepts of masculinity and femininity. Attitudes are changing and behavior is changing in the direction of less restriction to exclusive sex roles. The present paper is designed to explore some of these changes, and to look at the direction of the changes, primarily in the feminine sex role.

By the age of three, children know what sex they belong to and also which roles accompany each sex (Bardwick, 1971). Interestingly, even though a child's mother is working, the child still imposes the traditional sex role functions on his parents by believing that a mother takes care of a house and children, and a father works. Individual sex role preference, however, is not established quite as definitely as sex role knowledge at this early age. Brown (1958) discovered several differences in sex role preferences in children between the ages of three and ten, with the use of the It Scale for Children. This scale consists of thirty-six picture cards of objects typically associated with masculine or feminine roles. The subjects are asked to make choices for a person called "It," whose sex is not known to

the child. Such choices are available as playing with a tractor or a doll, wearing dresses or trousers, and preferring to be a boy or a girl.

Brown found that boys of all ages studied showed a strong preference for the masculine role, with this preference increasing steadily, reaching a maximum of 95 percent of all fifth grade boys preferring masculine role objects and behaviors. Girls, however, were more heterogeneous in their preferences. From ages three to six, Brown found that some girls chose practically all feminine items, that others chose predominantly masculine items, and still others evenly divided their responses between masculine and feminine preferences. As a group, 50 percent preferred playing grown-up with cosmetics, for example, and 50 percent with shaving articles. Between the ages of six and nine, most girls showed a very strong preference for masculine, in contrast to feminine, things. For example, 60 to 70 percent of these girls preferred working with building tools to cooking and baking utensils.

Brown's study did not measure preferences in children older than ten. An earlier study by the same author (Brown, 1957) did show a change toward more feminine choices in girls of the fifth grade level. These results were contradicted by Hogan (1957), who did not find this change toward feminine preferences on the It Scale in girls of either fifth or sixth grade levels.

Whatever the age, most young girls exchange their preferences for traditional masculine interests for traditional feminine pursuits. Girls lose their interests in science and academic achievement which parallel or excel those of boys in grade school, and replace these beginning skills with more "feminine" activities (Bardwick, 1971; Friedan, 1963). Explanations and theories about this process range from

biological (Freud, 1933) to social contextual determination (Weisstein, 1968) of roles. However, the purpose of the present study is not to discuss the development of sex roles or sex identity.

The present study reviews some of the research done in an area which is showing a need for revision--the masculinity-femininity scales on personality inventories, and also discusses the topic of current attitudes of men and women toward women's roles, including relationships between these attitudes and behavior. Specifically, this study has been designed to measure attitudes toward female roles of feminist women compared to full-time secretaries.

Masculinity-Femininity Scales of Personality Inventories

Changing sex role characteristics are being reflected in the need for revision of masculinity-femininity (M-F) scales of personality inventories. The bipolarity of these scales is also being questioned. Two scales receiving the most attention in recent literature have been the M-F scale of the Minnesota Multiphasic Personality Inventory (MMPI), and the Femininity scale of the California Personality Inventory (CPI).

Gonen and Lansky (1968) and Jenkin and Vroegh (1969) have found many items on the M-F scale of the MMPI to be unipolar rather than bipolar, i.e., they have found that more masculine does not necessarily imply less feminine. The results of Jenkin and Vroegh's study demonstrated two separate unipolar continua for the concepts of masculinity and femininity, both of which varied from socially desirable to socially undesirable qualities at either ends of the continua. Specifically, the unipolar concept of femininity varied between a most feminine woman who was "affectionate, charming graceful, sociable, understanding, thoughtful and good-natured" to a least feminine woman who was "argumentative,

arrogant, crude, coarse, and hard." Masculinity as a unipolar concept varied from "strong, confident, energetic, ambitious, personable, and courteous" to "emotionally unstable, immature, insecure, cowardly, whiny, and affected."

The separation of a unipolar concept into two bipolar concepts in this study is not entirely convincing to this researcher. The words "arrogant," "argumentative," and "coarse" attached to the concept of "least feminine," may be describing the same behavior which, in a man, would be considered "most masculine," and labeled as "strong," "confident," "energetic," or "ambitious." Likewise, the adjectives "affectionate," "charming," "graceful," and "sociable," attributes of a "most feminine" woman, may be translated to "emotionally unstable," "insecure," "cowardly," etc., if displayed by a man. In other words, the social desirability of a trait may be based more on the sex of the person possessing the trait, than on the trait itself.

In a study designed to test the "masculinity" of college women (Bott, 1970), combined M-F scales from the MMPI, CPI, and Vassar College Inventory were given to college women. The senior college women scored higher on masculine role identification than freshman women. The author concluded that these women were demonstrating various characteristics culturally assigned to men, i.e., autonomy, assertiveness, and willingness to compete--qualities necessary for success in an academic setting.

In general, studies in this area indicate a lack of support for traditional M-F thinking, which represents feminine behavior as indecisive, fearful, and dependent. Bott (1970) summarizes: "The status of representative M-F scales is characterized by substantial overlapping of items, reliance on questionable criterion groups, and an adherence

to a theory of sex-associated interests, attitudes, and behaviors that lacks experimental verification." Wright and L'Abate (1970), finding results similar to Bott, go one step further and suggest eliminating the label M-F and substituting other labels such as "academic-non-academic," "things-people," or "concrete-abstract," as more appropriate and "free of the complex connotations of sexuality."

Relationship of Attitudes toward Sex Roles and Behavior

Houts and Entwisle (1968) hypothesized that a young woman's attitude toward achievement would be reflected by her grades if she felt competitive behavior to be appropriate. The subjects were tenth grade girls. The investigators found that among high school girls with a masculine sex role orientation (who considered competitive behavior appropriate), a relationship existed between achievement attitudes and grades. This relationship was not found among the traditional women. The authors suggest that the masculine role-oriented women can express their competitive feelings toward men openly (in a classroom), whereas the traditional women are more inhibited in expressing their competitive feelings.

A similar relationship of behavior to attitudes was found by Matthews and Tiedeman (1964), who concluded that the life style of a young woman, defined by high school curriculum and future plans, is related to her attitudes toward career and marriage. The investigators found five major attitudinal themes affecting a woman's life style during early maturation. The most influential of these themes was the woman's perception of men's attitudes toward the use of her intelligence. Women who sense that men dislike an intelligent woman may feel they have to denounce their intelligence if they wish to marry. These women would also believe that a career is very unwise.

The second theme of this relationship of attitude and life style builds on the first through a woman's attitudes toward both homemaking and the presumably dominant position of men. When women think that men view their intelligence with displeasure, they begin to feel inferior to men and adopt, perhaps defensively, a realm of their own--homemaking. The third theme continues from the second, where the woman may reject the possibility of a career, due to conflict between family and work demands on her time.

A fourth theme in this relationship is a conflict between the woman's attitudes toward the time of marriage and toward the purpose of college; for example, the development of this attitude can be influenced by parents who usually wish for their daughters to go to college and to be able to earn a living, but who are even more concerned that their daughters be marriageable. The fifth attitudinal theme is the acceptance of the general feminine role--resulting in confusion about the feminine role or acceptance of the duality of the feminine role. This last theme was seen as least influential in a relationship to a young woman's behavior. It is interesting that the authors did not include a third alternative of rejection of the feminine role.

Men's and Women's Attitudes toward Female Sex Roles

In the area of attitudes toward feminine sex roles, several studies have been conducted using the Maferr Inventory of Feminine Values. This Inventory contains 34 statements expressing a value or a value judgment. The subject rates these statements on a five-point scale ranging from complete agreement to complete disagreement. Seventeen of the items describe an active woman who considers her own satisfactions equally important with the needs of her family. The other half

describe a passive woman who sees her family responsibilities as taking precedence over her own satisfactions and opportunities. In the following studies three forms of the inventory were used: SP, the subject's self-perceptions; WI, how the subjects thought their ideal woman would respond; and MI, how they thought men would want an ideal women to respond.

In the first study (Steinmann et al., 1964), the responses of single college women were compared to married college women. It was found that single students perceived their ideal woman to be more family-oriented than they perceived themselves to be. In other words, the single women were preserving the traditional female stereotype; their goals were to fulfill the roles of wife and mother. The married women were more concerned with their personal growth and development outside the family.

The projections of man's ideal woman were very similar in both groups, however, with both perceiving man's ideal woman as very family-oriented. Thus, while the married women were rejecting the traditional stereotype for themselves and their ideals, they still attributed this intrafamilial and domestic orientation to man's ideal woman. The authors conclude that what these women were saying, essentially, was "I am pretty much what I would like to be, but I am not what I think men want me to be."

In a second study (Steinmann and Fox, 1964), the Inventory was given to 423 men and 837 women. The researchers hypothesized that women's self-perceptions would be similar to their ideal women, but both would be seen as having a higher level of activity and independence than they believed men preferred them to have, as was found in the preceding study. Next, they hypothesized that the men would describe their

ideal women in a way very similar to that which women perceived for themselves and their ideals. Both hypotheses were confirmed. The discrepancies between men's ideal woman and women's impressions of men's ideal women were consistent and statistically significant. Men took relatively liberal positions on such items as whether a wife's opinion is as important as the husband's, whether the woman's place is in the home, and whether marriage and children should take precedence for women. On these same items women considered men's ideal woman to put home and family above self-fulfillment. However, on closer examination of the men's attitudes, there was evidence that men's liberal perception of the ideal woman was elicited by the more general items. "One might hypothesize," stated the authors, "that on a generalization level, men did accept women's avenues of fulfillment, but when they were asked, 'Does this mean that woman's own work, woman's own self-realization might be at some time the most important aspect of her life?' these men answered no."

The authors concluded by stating that the women, in a sense, may have been more realistic than the men in completing the inventories. "It is possible to state that in the eyes of these women, men desire a type of women that women have no wish to be."

Rationale for the Present Study

Steinmann and Fox (1964), Steinmann et al. (1964), and Rappaport et al. (1970) have explored differences between women's perceptions of themselves, of ideal women, and of men's ideal women, and men's perceptions of their ideal women with the Maferr Inventory of Feminine Values. The present study has utilized an adapted form of this inventory and has taken a different approach to the question of women's attitudes toward the female role.

The adapted questionnaire was designed to measure reactions to traditional and non-traditional statements of both a general and specific nature. Reactions were defined in terms of appropriateness ratings when the roles or behaviors applied to men and women. The questionnaire was given to feminist women and secretaries. It was hypothesized that the feminists would make a smaller distinction between male and female roles, as judged by their respective appropriateness ratings, than would the secretary group. A second hypothesis was that this distinction would be greater among the specific example statements than the general statements in both groups.

CHAPTER II

METHOD

Subjects

A questionnaire assessing the appropriateness of female roles was administered to two groups of women. Twenty-three were full-time secretaries enrolled in an evening course in Business and Professional Development of Women at a junior college. Nineteen were feminists, coming from two separate women's groups.

Measuring Instrument

A questionnaire consisting of 112 items was developed from the Maferr Inventory of Feminine Values. Twenty-eight of the original Maferr items were adapted to a five-point rating scale of appropriateness. Half (14) of these items expressed a value or a value judgment descriptive of a woman who is traditional, home- and family-oriented, and who sees her own satisfactions coming second after those of her husband and family. The other 14 items describe an active, non-traditional, self-achieving woman who considers her own satisfactions equal to or more important than those of her family. These 28 items from the Inventory were general in nature, stating principles rather than examples. The investigator felt that a closer look at the subjects' applications of the principles of the general statements could be provided by adding specific examples of each of these original items to the questionnaire. Therefore, an example of each of the 28 general statements was included in the questionnaire. These examples were judged

by 15 graduate students on a traditional/non-traditional basis, to assure agreement with each respective general statement. Finally, these 56 statements on traditional and non-traditional female roles were repeated, in different order, with masculine words substituted for all feminine words. For example, the general statement "A woman's place is in the home" was repeated in the second half of the questionnaire in the form "A man's place is in the home."

Procedure

The subjects were asked to rate each statement on a five-point rating scale of appropriateness. For the statements on women, the scale ranged from "not at all appropriate for a woman" to "extremely appropriate for a woman." The statements on men were rated on a scale ranging from "not at all appropriate for a man" to "extremely appropriate for a man." For ease in rating, the points on the scale were -2, -1, 0, +1, +2. This scale was transformed to 0, 1, 2, 3, 4 for calculating appropriateness scores.

The subjects were told that the questionnaire was part of a survey of attitudes on roles in society. They were assured that the questionnaire was measuring no more than their responses to the statements, and was not designed to trick or fool them into any responses they did not wish to give. This was necessary to insure full participation, since some suspicion was encountered from the feminist groups when asked to participate in the study.

CHAPTER III

RESULTS

Treatment of the Data

The rating scale was transformed from a five-point scale ranging from -2 to +2 to 0 to 4 so that all numbers would be positive. Ratings of all individual statements were recorded according to all eight combinations of the three dichotomous variables. The subjects' scores were obtained by totalling ratings for the 14 questions in each category. With a rating scale of 0 to 4, and 14 statements in each category, a subject could obtain a total score from 0 to 56. A score of 28, the mid-point on the total scale, would be interpreted as "no opinion."

An analysis of variance was performed on the summed responses for subject types (secretary, feminist), repeated across type of statement (traditional, non-traditional), sex of role player, and generality of statement (general, specific example). This analysis required the random deletion of the data of four secretaries to achieve an equal number (19) of each type of subject.

The statements were also individually scrutinized to determine which items were producing the total differences. Proportions for each rating point on the scale were computed for each variable combination. In this manner, the differences among variables and their effects could be obtained. The total number of subjects (23 secretaries, 19 feminists) was used for the item analysis.

Results of Analysis of Variance

Table 1 gives the means of total responses for each of the 16 subgroups. A summary of the analysis of variance is presented in Table 2. Only two of the four main effects were significant, generality of statement and type of statement. These variables interacted significantly and complexly with the other two variables, type of subject and sex of role player.

TABLE 1
SUBGROUP MEANS OF RESPONSE TOTALS

Feminists				Secretaries			
Male		Female		Male		Female	
Trad.	Non-T.	Trad	Non-T	Trad	Non-T	Trad	Non-T
General Statements							
14.32	47.74	10.63	48.68	22.37	31.00	37.89	35.05
Specific Examples							
9.00	44.05	5.95	44.26	16.37	34.21	26.84	28.16

In the first of these interactions, responses to specific and general statements varied as a function of type of statement, differentially for male and female statements. Table 3 lists the means of the response categories in this interaction, and Figure 1 presents the interaction graphically.

TABLE 2

SUMMARY OF ANALYSIS OF VARIANCE

Source	Sum of Squares	df	Mean Squares	F
Between		37		
Type of Subject (S-F)	62.63	1	62.63	.96
Error between	2334.94	36		
Within		266		
Generality of Statement (S-G)	1791.63	1	1791.63	107.33**
S·F x S·G	8.19	1	8.19	0.49
Error within	600.94	36	16.69	
Type of Statement (T-NT)	40020.25	1	40020.25	312.03**
S·F x T·NT	13369.25	1	13369.25	104.24**
Error within	4617.25	36	128.26	
Sex of Role Player (M-F)	25.44	1	25.44	2.70
S·F x M·F	296.12	1	296.12	31.48**
Error within	338.69	36	9.41	
S·G x T·NT	2.50	1	2.50	0.18
S·F x S·G x T·NT	6.25	1	6.25	0.44
Error within	506.00	36	14.06	
S·G x M·F	2.56	1	2.56	0.35
S·F x S·G x M·F	1.75	1	1.75	0.24
Error within	262.94	36	7.30	
T·NT x M·F	480.00	1	480.00	19.61**
S·F x T·NT x M·F	1529.94	1	1529.94	62.50**
Error within	881.31	36	24.48	
S·G x T·NT x M·F	48.88	1	48.88	6.98*
S·F x S·G x T·NT x M·F	16.31	1	16.31	2.33
Error within	252.06	36	7.00	
Total	67455.69	303		

*p < .05

**p < .01

In general, the traditional female role statements were rated significantly less favorably than the non-traditional items, and specific example statements were slightly, but significantly, less favorable than general statements. Traditional female roles were considered more appropriate for females than males. A reversal occurred in that non-traditional female roles were rated more favorably for males than females.

TABLE 3

MEANS OF RESPONSE TOTALS BY GENERALITY OF STATEMENT,
TYPE OF STATEMENT, AND SEX OF ROLE PLAYER,
COLLAPSED ACROSS SUBJECT TYPE

	General		Specific	
	Male	Female	Male	Female
Traditional	18.34	20.82	12.68	16.39
Non-Traditional	42.82	41.87	39.13	36.21

$p < .05$ when mean difference is 1.1756

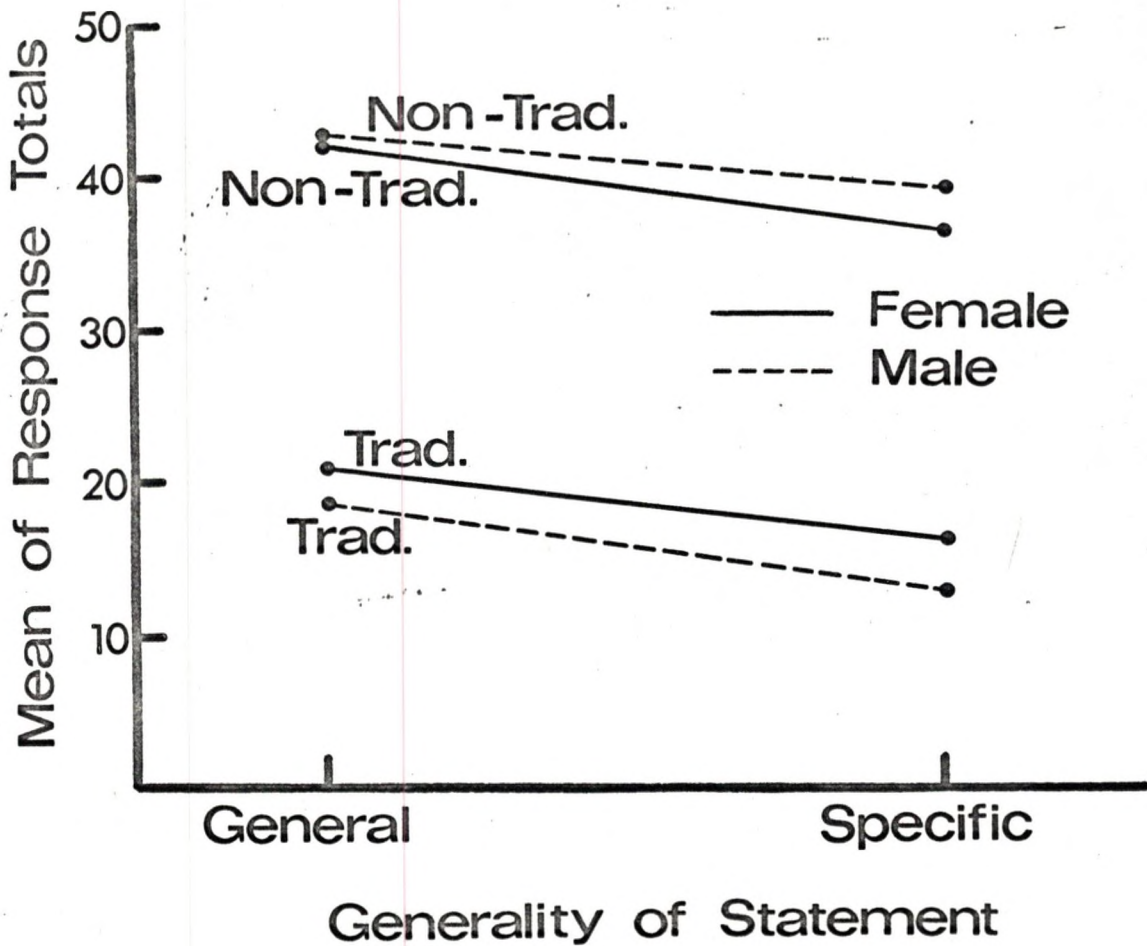


Figure 1. Interaction of generality of statement by type of statement by sex of role player.

In the second interaction, the responses of the two subject groups were a function of the type of statement, and varied differentially between male and female role players. The means of the response categories are listed in Table 4. The interaction is presented graphically in Figure 2.

The traditional items were generally rated lower than the non-traditional items by both secretaries and feminists. This difference was not significant, however, for female statements as rated by secretaries. Within the secretary group, traditional statements were more appropriate for women and non-traditional more appropriate for men. The feminists considered traditional female roles to be significantly less appropriate for both sexes than did the secretaries; however, these items were rated slightly, and significantly, more appropriate for men than women by the feminists. They also rated the non-traditional items more favorably than did the secretaries, for both male and female role players, such that non-traditional female role descriptions were considered equally appropriate ($D=0.56$) for both sexes.

Results of Item Analysis

The statements were first categorized by the traditional or non-traditional female role variable. Then the appropriateness of each statement was looked at according to how a secretary/feminist answered it in its general/specific form, for a male/female. Proportions were computed on the number of responses in each rating category. Table 5 lists the items showing differences in the secretary group and the variables by which the responses were differentiated.

The responses of the feminists can be summarized very briefly. All traditional female sex role statements were rated low in appropriateness for women as well as men, and on general as well as specific

TABLE 4

MEANS OF RESPONSE TOTALS BY TYPE OF SUBJECT,
TYPE OF STATEMENT, AND SEX OF ROLE PLAYER,
COLLAPSED ACROSS GENERAL AND SPECIFIC STATEMENTS*

	Feminists		Secretaries	
	Male	Female	Male	Female
Traditional	11.66	8.29	19.37	28.92
Non-Traditional	45.89	46.47	36.05	31.61

$p < .05$ when mean difference is 3.284

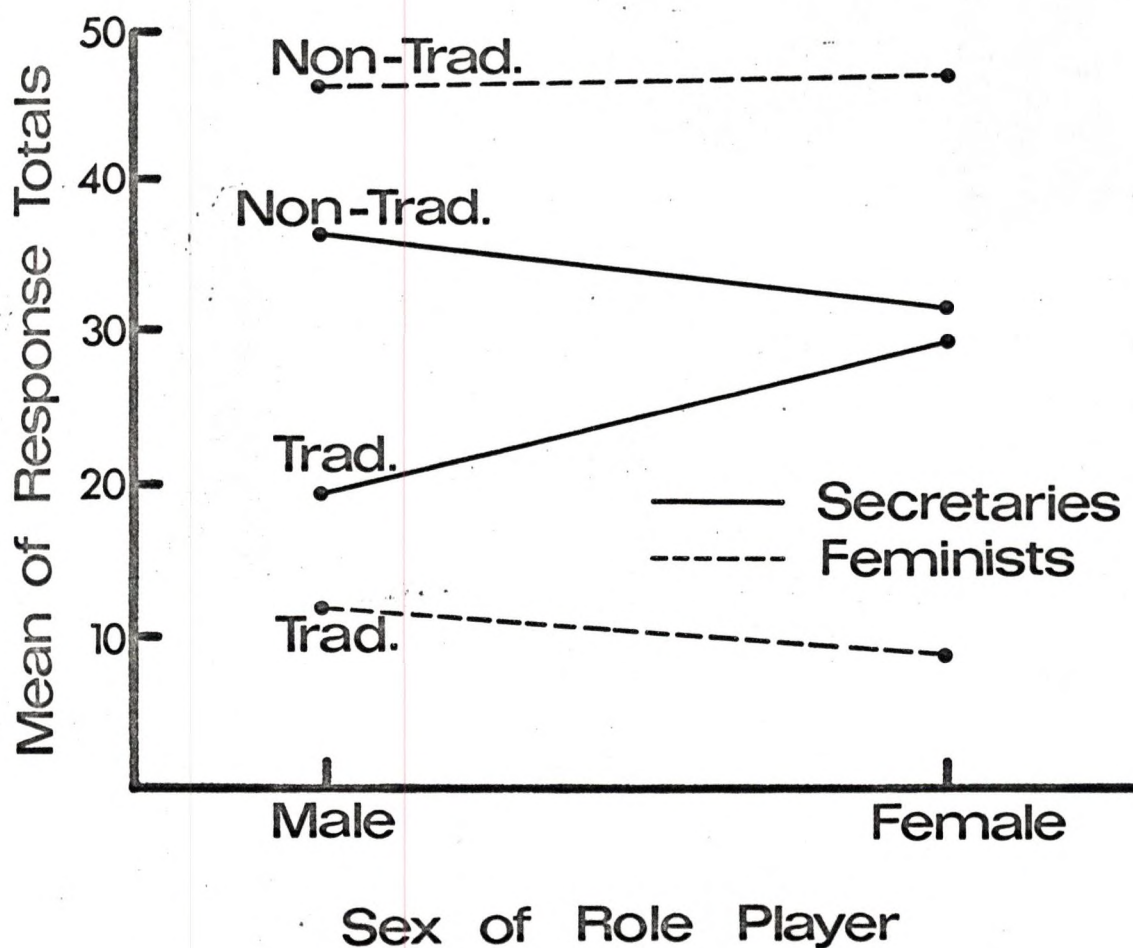


Figure 2. Interaction of type of subject, by type of statement, by sex of role player.

TABLE 5

STATEMENTS WHICH WERE DIFFERENTIATED BY SECRETARIES
LISTED ACCORDING TO TYPE OF DIFFERENTIATION AND APPROPRIATENESS RATINGS
(MEAN RATINGS IN PARENTHESES)

Non-Traditional Items

General Statement vs. A Derived Specific Implication

- The greatest satisfactions in a woman's life come from what she does herself. (3.0)
- A woman feels more satisfaction when she wins an art contest than when her child wins an art contest. (0.7)
- A woman feels the way she develops as a person is more important to her than what others think of her. (2.4)
- A woman leaves her \$15,000 a year job to sail around the world alone. (1.4)
- A wife's opinion should be as important as the husband's opinion. (3.7)
- A wife participates in a peace demonstration even though her husband is opposed to this. (1.4)

Male vs. Female Role Players

- A man/woman would rather be famous, admired and popular throughout the nation than have the constant affection of just one woman/man. (man=2.0; woman=0.9)
- A man/woman should argue with people who try to give him/her orders that he/she disagrees with. (man=2.0; woman=1.3)
- When he/she is with a mixed group of people, a man/woman becomes the leader. (man=2.8; woman=1.1)
- A woman/man resents having dropped out of college to get a job to put her husband/his wife through school. (man=3.6; woman=1.7)

Traditional Items

General Statement vs. A Derived Specific Implication

- A woman is sure that what she gains from marriage makes up for sacrifices. (2.4)
- For a young woman, the satisfactions of marriage are well worth giving up thoughts about college or a career. (1.6)
- The greatest contribution a wife can give to her husband is to encourage his progress. (3.5)
- A wife should stand behind her husband always, and not hinder his progress by questioning or disagreeing. (1.9)

TABLE 5--ContinuedTraditional Items

Male vs. Female Role Players

- A woman/man should not work until her/his children are all in school. (woman=2.2; man=0.0)
- A woman/man worries about what people think of her/him. (woman=3.1; man=1.8)
- A woman's/man's place is in the home. (woman=2.1; man=0.4)
- A woman/man feels that supporting the family is primarily the husband's/wife's responsibility. (woman=2.5; man=0.2)
- A wife/husband should let her husband/his wife think he/she is boss. (woman=2.9; man=1.0)
- Marriage and children come first in a woman's/man's life. (woman=2.1; man=1.6)
- A woman/man should dress the way her husband/his wife wants her/him to. (woman=2.4; man=1.6)
- A woman's/man's main interest is to raise normal, well-behaved children. (woman=2.8; man=1.9)

statements. All non-traditional female sex role statements were rated high in appropriateness for both men and women, in both general and specific statements, with the exceptions of the statements "A mother should encourage her daughter to be a tomboy" and "A father should encourage his son to be a sissy." These statements were given consistently low ratings on the appropriateness scale.

Two patterns of responses were revealed in the secretary group. In the non-traditional female role category, three statements were rated high in appropriateness in their general form, but low in specific form. The second pattern of responses differentiated appropriateness between sexes, rating non-traditional female items low in appropriateness for women, but high for men. Four non-traditional statements were rated in this manner.

These patterns were also found in the appropriateness ratings of the traditional female role statements. Two items revealed differences

between general and specific statements, with the general rated high and the specific low in appropriateness. There were eight statements in the traditional category which differentiated between the sexes; these items were rated inappropriate for men and appropriate for women, in their general and specific forms.

CHAPTER IV

DISCUSSION

Evaluation of the Questionnaire

As a whole, the questionnaire differentiated well between the two groups of subjects. The appropriateness of approximately one-fourth of the statements was rated equally by both groups. This agreement was very likely a function of the type of groups; secretaries rated the non-traditional statements supporting working mothers and day care centers as favorably as the feminists because they work full-time and send their children to day care centers. In other instances, the agreement between the two groups was probably a function of the statement itself. The specific examples "A mother should encourage her daughter to be a tomboy" and "A father should encourage his son to be a sissy" were rated inappropriate by both groups of women, whereas the general statement "Modern mothers/fathers should bring up their boys and girls to believe in absolute equal rights and freedoms for both sexes" was rated favorably. In retrospect, the words "tomboy" and "sissy" in the specific statements had connotations not implied in the general principle; the subjects may have been rating these connotations rather than the ideas represented. The remaining statements, listed in Table 5, differentiated between the subjects in the predicted directions.

Evaluation of the Results

The secretaries found the traditional female role items much more appropriate for women than for men. However, their mean ratings for

women were clustered around the midpoint of the scale; these statements, then, were considered neither appropriate nor inappropriate for women. The non-traditional items were rated appropriate for both sexes, with a more favorable endorsement given to men than women. There was little difference between the secretaries' approval of traditional compared to non-traditional items when judged for a woman. The general items were considered slightly appropriate, the specific statements slightly inappropriate. As a whole, the female items were regarded with neutrality--they were considered neither appropriate nor inappropriate.

On the other hand, there was a considerable difference between the traditional and non-traditional statements rated for men. Items describing the traditional female sex role were considered quite inappropriate for a man. However, the non-traditional female role was felt to be appropriate.

A difference similar to that found for ratings for women was noted between the general and specific statements. On the items which yielded differences between general and specific statements, the secretaries were more favorable toward the general statements. But the ratings decreased in appropriateness in the specific application of these general principles, and the sex roles became more restrictive.

When the statements which showed little difference in appropriateness for men and women were dropped from the analysis, the remaining items yielded the following observations: traditional female behaviors and values were appropriate for women, but not appropriate for men. Non-traditional female behaviors and values were appropriate for men, but not for women. The secretaries were maintaining the traditional sex role stereotypes, even though they were allowing the woman to be somewhat non-traditional.

The feminists rated the non-traditional female role as extremely appropriate for both men and women. The traditional female role was considered extremely inappropriate for both sexes. A very interesting observation about the traditional statements is that the appropriateness rating was higher for the men than the women. This difference was consistent and significant. These women seem to be saying that although traditional female behaviors and values are not appropriate for anyone, they are more acceptable when displayed by a man than by a woman.

At a time when sex roles are being redefined or eliminated by some people, this result is very understandable. The feminist women may be caught between desiring complete role reversal, or participation by both men and women in both traditional sex roles. Their disregard for traditional feminine attitudes results in the inappropriate rating given these statements when applied to women. Their desire for men to occupy more of the traditional female role produced a higher rating when the statements were applied to men.

When the two statements discussed earlier in the results section ("A mother should encourage her daughter to be a tomboy." "A father should encourage his son to be a sissy.") were dropped from the analysis, the feminists judged all non-traditional items to be very appropriate, and all traditional items to be very inappropriate. These judgments were consistent with regard to both sexes. The feminist women made no differentiation between men or women; instead, they seemed to be rating behaviors and values apart from the limitations of traditional sex roles.

Like the secretaries, the feminists demonstrated a tendency to rate general statements higher than specific examples.

In summary, the feminists and secretaries preferred very different, yet not exclusive, types of characteristics in women. The secretaries approved of working wives and mothers and thought that women should have interests outside the home. However, they generally tended to put woman's primary interest in the home, her children, and husband. A woman does not argue or disagree, nor is she a leader. She should not question her sacrifices to her family, but should "let her husband think he's boss," carry the greater responsibility for making a marriage successful, and not try to upset the status quo. Husbands handle the outside world, become leaders, express their ideas strongly, and disagree when they feel abused. These husbands also are primarily responsible for the family income, even though the wives are working.

The feminists approved of working women and interests for women apart from the home. However, this is as far as the agreement goes between the two groups. The feminists felt that women as well as men can lead, argue, gain satisfaction outside the family, and assert themselves. Men and women are equally responsible for child-raising and successful marriages, and neither must sacrifice more than the other to maintain the family financially or emotionally. This group of women responded consistently in an egalitarian manner, removing the sex role restrictions traditionally placed on the statements in the questionnaire.

CHAPTER V

SUMMARY

At a time when traditional sex roles are being questioned and redefined by many people, psychology has begun looking at changes occurring in areas such as masculinity-femininity operational definitions, and attitudes. A review of the literature found that the concepts of masculinity-femininity have changed quite drastically from the original concepts many M-F scales were designed to measure. With college populations, men usually score fairly high on femininity, expressing sensitivity traits and aesthetic interests; women score high on masculinity, showing assertiveness, competitiveness, and steadfastness.

Another aspect of the studies in the M-F area is the question about the bipolarity of the scales presently in use. Several researchers have concluded that masculinity and femininity are two separate unipolar concepts, ranging from socially undesirable traits on one end of the continuum to socially desirable traits at the "most feminine" and "most masculine" poles. It is this investigator's opinion, however, that a trait which may be "socially desirable" in a woman may be very undesirable when displayed by a man. Much of this research seems to have derived unipolar concepts on the basis of connotations of words, and not on the behavior itself, which in many cases may indeed represent a bipolar social concept of masculinity-femininity.

The second and third areas of research reviewed were attitudes toward sex roles and their effects on behavior and life styles. Favorable attitudes toward competition have been found to result in a

positive correlation between academic achievement and intellectual ability in high school girls. Ideas about men's attitudes toward a woman's use of her intelligence also were found to be very influential in determining a young woman's life style--and the manner in which she would use her intelligence.

The Maferr Inventory of Feminine Values was used in several of the studies reviewed. Results of this research demonstrated inconsistencies between the roles women wished for themselves and the roles men preferred women to fulfill. Women tended to see themselves as more self-oriented, while men felt they should be more home- and family-oriented.

The present study utilized an adapted form of the Maferr Inventory and was designed to differentiate responses to traditional and non-traditional female roles, when occupied by a male and a female. The questionnaire was given to 23 full-time secretaries and 19 women belonging to feminist organizations.

Results of the study showed that the secretaries differentiated significantly between the traditional and non-traditional female roles, judging the traditional roles appropriate for women and the non-traditional roles appropriate for men. The feminists rated traditional female roles improper for either sex, and the non-traditional roles very appropriate for both men and women.

In summary, the secretaries maintained the traditional sex roles, allocating women to the roles of wife, mother, and homemaker. Women could work and be as good mothers as non-working women, but were not primarily responsible for family income. Women were not leaders or disagreeers, nor did they question the sacrifices that accompany their role.

The feminists eliminated the traditional sex role restrictions by judging men and women equal in financial and family responsibilities and in leadership and assertiveness qualities. And perhaps most importantly, men and women were given liberty to pursue fulfillment and satisfaction equally, both inside and outside the realm of home and family.

APPENDIX

Please rate these statements according to the following scale:

-2	-1	0	+1	+2
Not at all Appropriate For a Woman	Not Appropriate For a Woman	No Opinion	Appropriate For a Woman	Extremely Appropriate For a Woman
1. ___				
The greatest satisfactions in a woman's life come from what she does herself.				
2. ___				
A mother should not hesitate to send her small children to a good day care center if she wants to work.				
3. ___				
A woman feels the way she develops as a person is more important to her than what others think of her.				
4. ___				
A woman would like to write a book that would appear on the best seller list.				
5. ___				
A woman should get married even if the man does not measure up to all her hopes.				
6. ___				
A wife should stand behind her husband always, and not hinder his progress by questioning or disagreeing.				
7. ___				
The needs of a family come before a woman's personal ambitions.				
8. ___				
The most important contribution to society a woman can make is to raise good, healthy-minded children.				
9. ___				
A woman likes listening to people better than talking.				
10. ___				
A woman resents having dropped out of college to get a job to put her husband through school.				
11. ___				
A woman should not get married if she has to give up what she really believes in to get along with another person.				
12. ___				
A woman drifts into a position of leadership at a cocktail party by suggesting a game and explaining the rules.				
13. ___				
A woman worries about what people think of her.				
14. ___				
The woman is more to blame than the husband if the marriage ends in divorce.				
15. ___				
A woman's place is in the home.				
16. ___				
A woman should join community organizations.				
17. ___				
A woman is not sure that the joys of motherhood make up for the sacrifices.				
18. ___				
A mother should encourage her daughter to be a tomboy.				
19. ___				
A woman would rather be famous, admired and popular throughout the nation than have the constant affection of just one man.				
20. ___				
A woman should dress the way her husband wants her to.				
21. ___				
A wife's opinion should be as important as the husband's opinion.				
22. ___				
A married woman should not crave personal success apart from her family.				
23. ___				
A woman feels that supporting the family is primarily the husband's responsibility.				
24. ___				
For a young woman, the satisfactions of marriage are well worth giving up thoughts about college or a career.				
25. ___				
A woman should argue with people who try to give her orders that she disagrees with.				
26. ___				
A woman should write letters to Senators to express her opinions.				
27. ___				
If they disagree, a woman should give in to her husband more often than she should expect him to give in to her.				

28. ___ The most important goal a young girl can have is to get married and raise a family.
29. ___ Marriage and children should come first in a woman's life.
30. ___ A wife should let her husband think he's boss.
31. ___ A woman should express her ideas strongly.
32. ___ A woman should object if she is not allowed to wear something to work that she feels is appropriate.
33. ___ A woman is sure that what she gains from marriage makes up for sacrifices.
34. ___ A woman should work only to supplement her husband's income.
35. ___ A single woman needs personal success, but all a married woman needs is her husband's success.
36. ___ A wife participates in a peace demonstration even though her husband is opposed to this.
37. ___ A woman should try to do what people want her to do.
38. ___ A famous and successful woman must choose between continuing her career and saving her marriage. She chooses her career.
39. ___ Modern mothers should bring up their boys and girls to believe in absolute equal rights and freedoms for both sexes.
40. ___ A woman feels that her children put too many restrictions on her freedom.
41. ___ A woman should have interests outside the home.
42. ___ Psychologically, a woman is best suited to be a homemaker and mother.
43. ___ The wife is more responsible than the husband in making a marriage work.
44. ___ A woman does not swear in public.
45. ___ When she's with a mixed group of people, a woman becomes the leader.
46. ___ A woman devoted to her career should not marry a man who insists she give up her career to be a homemaker.
47. ___ A woman thinks it is unfair that she has to give up more than her husband in order to have a good marriage.
48. ___ At a party, a woman would rather listen than talk.
49. ___ A woman's main interest is to raise normal, well-behaved children.
50. ___ A woman should not work until her children are all in school.
51. ___ The greatest contribution a wife can give to her husband is to encourage his progress.
52. ___ A woman is not complete until she is married.
53. ___ A woman likes to do something apart from her family that everybody knows is important.
54. ___ A woman leaves her \$15,000 a year job to sail around the world alone.
55. ___ A working mother thinks she can be as good a mother as one who stays at home.
56. ___ A woman feels more satisfaction when she wins an art contest than when her child wins an art contest.

Please rate these statements according to the following scale:

-2	-1	0	+1	+2
Not at all Appropriate For a Man	Not Appropriate For a Man	No Opinion	Appropriate For a Man	Extremely Appropriate For a Man
1. ___				
A father should not hesitate to send his small children to a good day care center if he wants to work.				
2. ___				
The greatest satisfactions in a man's life come from what he does himself.				
3. ___				
A man would like to write a book that would appear on the best seller list.				
4. ___				
A man feels the way he develops as a person is more important to him than what others think of him.				
5. ___				
A husband should stand behind his wife always, and not hinder her progress by questioning or disagreeing.				
6. ___				
A man should get married even if the woman does not measure up to all his hopes.				
7. ___				
The most important contribution to society a man can make is to raise good, healthy-minded children.				
8. ___				
The needs of a family come before a man's personal ambitions.				
9. ___				
A man resents having dropped out of college to get a job to put his wife through school.				
10. ___				
A man likes listening to people better than talking.				
11. ___				
A man drifts into a position of leadership at a cocktail party by suggesting a game and explaining the rules.				
12. ___				
A man should not get married if he has to give up what he really believes in to get along with another person.				
13. ___				
The man is more to blame than the wife if the marriage ends in divorce.				
14. ___				
A man worries about what people think of him.				
15. ___				
A man should join community organizations.				
16. ___				
A man's place is in the home.				
17. ___				
A father should encourage his son to be a sissy.				
18. ___				
A father is not sure that the joys of fatherhood make up for the sacrifices.				
19. ___				
A man should dress the way his wife wants him to.				
20. ___				
A man would rather be famous, admired and popular throughout the nation than have the constant affection of just one man.				
21. ___				
A married man should not crave personal success apart from his family.				
22. ___				
A husband's opinion should be as important as the wife's opinion.				
23. ___				
For a young man, the satisfactions of marriage are well worth giving up thoughts about college or a career.				
24. ___				
A man feels that supporting the family is primarily the wife's responsibility.				
25. ___				
A man should write letters to Senators to express his opinions.				
26. ___				
A man should argue with people who try to give him orders that he disagrees with.				
27. ___				
The most important goal a young man can have is to get married and raise a family.				

28. ___ If they disagree, a man should give in to his wife more often than he should expect her to give in to him.
29. ___ A man should object if he is not allowed to wear something to work that he feels is appropriate.
30. ___ Marriage and children should come first in a man's life.
31. ___ A man should let his wife think she's boss.
32. ___ A man should express his ideas strongly.
33. ___ A man should work only to supplement his wife's income.
34. ___ A man is sure that what he gains from marriage makes up for sacrifices.
35. ___ A husband participates in a peace demonstration even though his wife is opposed to this.
36. ___ A single man needs personal success, but all a married man needs is his wife's success.
37. ___ A famous and successful man must choose between continuing his career and saving his marriage. He chooses his career.
38. ___ A man should try to do what people want him to do.
39. ___ A man feels that his children put too many restrictions on his freedom.
40. ___ Modern fathers should bring up their boys and girls to believe in absolute equal rights and freedoms for both sexes.
41. ___ Psychologically, a man is best suited to be a homemaker and father.
42. ___ A man should have interests outside the home.
43. ___ A man does not swear in public.
44. ___ The husband is more responsible than the wife in making a marriage work.
45. ___ A man devoted to his career should not marry a woman who insists he give up his career to be a homemaker.
46. ___ When he's with a mixed group of people, a man becomes the leader.
47. ___ At a party, a man would rather listen than talk.
48. ___ A man thinks it is unfair that he has to give up more than his wife in order to have a good marriage.
49. ___ A man should not work until his children are all in school.
50. ___ A man's main interest is to raise normal, well-behaved children.
51. ___ A man is not complete until he is married.
52. ___ The greatest contribution a man can give to his wife is to encourage her progress.
53. ___ A man leaves his \$15,000 a year job to sail around the world alone.
54. ___ A man likes to do something apart from his family that everybody knows is important.
55. ___ A man feels more satisfaction when he wins an art contest than when his child wins an art contest.
56. ___ A working father thinks he can be as good a father as one who stays at home.

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