ATTITUDES OF VOCATIONAL TEACHER EDUCATION MAJORS IN THE UNITED STATES TOWARD SEX-ROLE EXPECTATIONS IN REGARD TO THE DUAL-INCOME FINANCIAL SUPPORT OF THE FAMILY

DISSERTATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements For the Degree of

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By

Glenda Brock Simmons, B.S., M.A.
Denton, Texas
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The purpose of this study was to identify differences in attitudes of vocational teacher education majors based on age, sex, marital status, earner status, educational level, vocational program area, mother's work history, and familial attitudes. Data for the study were obtained from 1,182 vocational teacher education majors.

The more contemporary attitudes were held by those who were female, aged 26 - 35, currently members of dual-income families, graduate students, identified as homemaking education majors, from families whose mothers had worked outside the home when they were growing up, and who were not brought up to believe that a woman's place is in the home.

While females had more contemporary attitudes than males, both could be described as having moderate attitudes toward the dual-income financial support of the family. Both females and males felt that women should contribute financially to the support of the family, that it is just as important for a woman to be able to earn a living as it is for a man, and
that women should expect to be permanent members of the labor force.

The conclusions of the study were that attitudes of both females and males are becoming more contemporary and that the educational system has an important responsibility for preparing young people for their roles as members of the dual-income family and in helping them to realize that coping strategies must be developed if marital quality is to be satisfactory.

Recommendations were that educators should be made aware of sex-role attitudes so that they will be in a better position to help young people prepare for their futures. In-service workshops were recommended for the purpose of helping to terminate sex-role stereotypes. Further studies were recommended to determine if the findings of this study are generalizable to the larger population.
# TABLE OF CONTENTS

## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>v</td>
<td></td>
</tr>
</tbody>
</table>

## Chapter

### I. INTRODUCTION

- Statement of the Problem
- Purposes of the Study
- Hypotheses
- Background and Significance of the Study
- Definitions
- Delimitations
- Basic Assumptions
- Instrument
- Procedures for Collection of Data
- Procedures for Analysis of Data

### II. REVIEW OF THE LITERATURE

- Reasons Women Work
- Advantages and Disadvantages of the Dual-Income Lifestyle
- Studies on Attitudes Toward Sex-Role Expectations
- Attitudes and Age
- Attitudes and Sex
- Attitudes and Earner Status
- Attitudes and Educational Level
- Attitudes by Program Area
- Attitudes and Mother's Work History
- Attitudes Toward Sex-Role Expectations and Familial Attitudes

### III. METHODS AND PROCEDURES

- The Survey Instrument
- Procedures for Collection of the Data
- Procedures for Analysis of the Data
Chapter  IV. ANALYSIS OF THE DATA  .......... 71

Presentation and Analysis of the Data
Profile of Questionnaire Respondents
Attitude Scores
Data Relative to the Hypotheses
Analysis of Questionnaire Items

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS  ... 107

Summary of Methods and Procedures Used
Discussion of the Findings
Conclusions
Recommendations

APPENDICES  .................. 119

BIBLIOGRAPHY  .................. 152
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Respondent Profile</td>
<td>74</td>
</tr>
<tr>
<td>II. Summary of Attitude Scores</td>
<td>77</td>
</tr>
<tr>
<td>III. Mean Attitude Scores and Standard Deviation by Independent Variables</td>
<td>79</td>
</tr>
<tr>
<td>IV. Profile of the Individual Respondent with the Highest (Most Traditional) Score and the Individual with the Lowest (Most Contemporary) Score</td>
<td>87</td>
</tr>
<tr>
<td>V. Group Profile of Respondents with Highest (Most Traditional) and Lowest (Most Contemporary) Scores</td>
<td>88</td>
</tr>
<tr>
<td>VI. One-Way Analysis of Variance Summary Table</td>
<td>89</td>
</tr>
<tr>
<td>VII. Multiple Comparison Summary Table for Variables where Significant Differences Exist</td>
<td>90</td>
</tr>
<tr>
<td>VIII. Items on which Females Responded with More Contemporary Response than Males</td>
<td>98</td>
</tr>
<tr>
<td>IX. Items on which Males Responded with More Contemporary Response than Females</td>
<td>100</td>
</tr>
<tr>
<td>X. Colleges and Universities Offering Degrees in Vocational Teacher Education and Their Participation in Study</td>
<td>129</td>
</tr>
<tr>
<td>XI. Analysis of Variance</td>
<td>144</td>
</tr>
<tr>
<td>XII. Summary of Responses, Mean Scores, and Probabilities for Questionnaire Items</td>
<td>147</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

According to Eli Ginsburg of Columbia University, the employment of women outside the home is the most important social change of the twentieth century (4, p. xiii); and Ralph E. Smith, of the Urban Institute, has said that the phenomenon of the working woman amounts to a "subtle revolution," looming at least as large as the Industrial Revolution that shook Europe nearly two centuries ago (25).

The Woman's Bureau of the Department of Labor reports that the major reason that women work is economic--the family needs additional income in a society in which prices are constantly on the rise. Career aspirations of women are also increasing; and continued progress in family planning and household management will make it easier for more women to become both wives and mothers as well as workers outside the home. As the potential rewards and work opportunities for women are expanded, the psychic and economic attractions of the market place are likely to exert even greater pull than in the past (14, p. 28). Indeed, 60 percent of all married couples were two-earner families by 1979 (11, p. 48); and by the year 1990, it is estimated that 67 percent of all married women will be gainfully employed outside the home (4, p. 309).
More families will depend on two wage earners to make ends meet or to maintain a higher standard of living.

Women are entering the labor force in unprecedented numbers; and they are interested in a permanent, rather than a temporary place, according to Levitan and Belous. The social change created by this phenomenon, they say, is pervading the entire realm of American life. The American society can no longer be thought of as one in which the husband is or should be the wage earner while the wife is the homemaker and nurturer of children. These changes will have deep and lasting effects on the family institution and on American society. They may offer real opportunities for improved, more stable, and richer lives within families; or they may result, as many insist, in deterioration of family units as they exist today (14, p. 28).

Much has been said about the effect of the working wife on the marketplace, on the consumer market, on the children, and on the husband-wife relationship. Inquiries have been made into the division of labor in the home and the respective responsibilities of the husband and wife for parenting. The dual-income family has been analyzed in terms of whose career gets greatest emphasis and how careers are affected by transfers of one of the spouses in such a marriage. Sex-role attitudes have been explored to determine if traditional attitudes toward marriage outnumber contemporary attitudes. Some of these studies have made references to the attitudes
of men and women toward the role of income earners under varying conditions, but none have focused entirely upon prevailing attitudes of men and women toward their expectations of the financial contribution that both men and women should make to a family. In their recommendations, in fact, numerous researchers have specifically noted that male attitudes have not been sufficiently investigated (1; 3; 5; 9, p. 249; 15; 18, p. 773; 20; 21; 22; 24).

Statement of the Problem

The problem of this study was to determine the attitudes and perceptions of vocational teacher education majors throughout the United States toward the respective financial contributions that should be made by each of the marriage partners. What were men's perceptions of the economic role for wives in regard to the financial support of the family? Were women's perceptions the same as those held by men? Were current attitudes more likely to reflect a contemporary view which supports the dual-income family, or would they more likely reflect the traditional view? Is what is being played out in reality an expression of current attitudes, or is it an expression of some other phenomena and not really approved by the participants? And what were some of the factors that influence current attitudes?
Purposes of the Study

The purpose of the study was to determine attitudes of vocational teacher education majors toward sex-role expectations in regard to the dual-income financial support of the family. In pursuit of that objective, differences in attitudes among respondents were identified on the basis of age, sex, marital status, earner status, educational level, program area, mother's work history, and familial attitudes.

Hypotheses

The basic hypotheses of the study were the following:

1. No significant differences in attitudes toward the dual-income financial support of the family will be found on the basis of age of respondents,

2. Sex as an independent variable will have no effect on respondents' attitudes,

3. Marital status will have no effect on respondents' attitudes,

4. Attitudes will not be differentiated on the basis of earner status,

5. No significant differences will be found in attitudes based on respondents' educational level,

6. Program area will not be a differentiating factor in respondents' attitudes,

7. Respondents' attitudes will not be influenced by mother's work history, and
8. No significant differences will be found to exist among respondents based on familial attitudes.

Background and Significance of the Study

The traditional family of wage-earning father and the homemaking mother caring for school-age children is no longer the typical American family. In fact, only 6 percent of American families meet these criteria (19, p. 92). As the result of a 1980 follow-up study, Scanzoni identifies the "equal partner marriage" as the emerging alternative to the traditional marriage. While traditional marriages still exist, the trend is toward the marriage in which both partners share equally in the financial support of their families and in the division of labor within the household (22, pp. 126, 128).

Young and Willmott have predicted that the "symmetrical family" is the family structure to be anticipated in the future. In this family, men will gradually decrease their commitment to work and increase their participation in the home. Both husband and wife will work outside the home, and both will share the responsibilities for work within the home more or less equally (26, p. 278).

Whatever the family structure may be called in the future, the trend is obvious. Between 1947 and 1975, the number of working husbands increased by 27 percent while working wives increased by 205 percent (7, p. 40). By 1980, 61 percent of all families reported having two incomes
Given the current condition of the work force, there is at least subtle acquiescence in many families that both partners in a marriage should contribute to the family's economic well-being. Of course, the reality of the situation may not reflect attitudes toward such arrangements. The existence of two earners in a family may simply reflect stark economic necessity rather than the attitude of one or both partners toward the appropriate financial contributions that each should make to their partnership.

It is not difficult to see why a second paycheck is so important. In recent years, the cost of necessities—food prepared at home, shelter, transportation, and medical care—has increased more rapidly than income per family. Inflation has, in addition, driven many families into higher income tax brackets further deteriorating real income. The obvious way to fight such an economic battle is to have two incomes (13).

Marital satisfaction is the goal of any marriage, and satisfaction is the result of many factors; but none is more important than the financial factor (2). Quarrels over money head the list of disagreements between husbands and wives (17, pp. 135-136; 23, p. 94). Thus, a determination of attitudes regarding the appropriate roles of both men and women in bearing financial responsibility for the family can be significant in providing assistance to young people, particularly young women, who are beset by the quandary that presents itself as never before—how best to prepare themselves for their futures. What path will produce their greatest
satisfaction, and will that path coincide or collide with that which provides greatest satisfaction to a spouse?

Schools continue to transmit traditional sex-role expectations which are no longer realistic given the complex political, economic, and psychological changes which have led men and women to assume new sex roles. Both teachers and students are living in the midst of these changes, yet education programs do little to help either adjust to them (16).

Vocational education has addressed the subject of nontraditional attitudes and specifically sex-role stereotyping particularly since the passage of Public Law 94-482 on October 12, 1976. By developing and carrying out programs that would encourage both male and female students to participate in vocational endeavors that have been considered nontraditional in the past, vocational education has recognized that existing sex-role expectations may not reflect properly the changing society and the roles of both women and men in that society. While vocational education has attempted to take a nontraditional approach to the preparation of both sexes for careers, however, there appears to be little evidence that attention has been focused on the now well-established dual-income family. According to Goetsch and Kahnweiler, there should be a place within the confines of vocational education programs to help students examine their own values regarding the dual-income family. If such a family is to continue to exist, as it surely seems it will,
should not both men and women be exposed to information about the advantages and the disadvantages of the dual-income family lifestyle? Should not they be exposed to methods of coping with the strains of this particular lifestyle, and should not there be greater emphasis on their own attitudes toward sex-role expectations regarding the dual-income financial support of the family (8, p. 12; 12)?

The ambivalence that women feel in terms of women's roles was highlighted in a National Women's Survey of 1,522 women which was conducted in the fall of 1975 under the direction of Barbara Everitt Bryant. In that study approximately one-third of the women expressed a traditional view toward the roles of women, another third were favorably disposed to an expanded role, and the remaining one-third were trying to balance their views (4, p. 330). Eight years later, the uncertainty for women still exists, at least for some. The significance of this study is in providing information which can be used in assisting young people to eliminate at least some of their ambivalence in regard to attitudes that are currently held by young people who are preparing for their life's work.

Definitions

The following definitions are used for purposes of this study and are based on the related literature as described in Chapter II.

Contemporary family is a family which accepts as appropriate a role for women in the family as other than a full-
time homemaker and for men as other than a full-time wage earner.

Contemporary family-role attitudes are attitudes or views that accept as appropriate a role for women in the family as other than a full-time homemaker and for men as other than a full-time wage earner.

Contemporary marriage is a marriage in which the partners accept as appropriate a role for women in the family as other than a full-time homemaker and for men as other than a full-time wage earner.

Dual-income family is a family in which both the husband and the wife work in a full-time position outside the home to earn income; used interchangeably with dual-earner, two-income, or two-earner family.

Dual-income marriage is a marriage in which both the husband and the wife work in a full-time position outside the home to earn an income.

Higher occupational prestige is greater status or prominence resulting from achievement in one’s vocation or profession.

Sex-role expectations are conceptions of the appropriate function or performance of men and women.

Traditional family is a family which accepts as appropriate roles of the man as the sole wage earner and the woman as a full-time homemaker.
Traditional family-role attitudes are attitudes or views that accept as appropriate roles of the man as the sole wage earner and the woman as a full-time homemaker.

Traditional marriage is a marriage in which the partners accept as appropriate roles of the man as the sole wage earner and the woman as a full-time homemaker.

Vocational teacher education student is a student who is enrolled in an accredited four-year undergraduate degree program, a graduate program, or a certification program in vocational teacher education.

Delimitations

This study was delimited to vocational teacher education majors in colleges and universities throughout the United States and does not, consequently, reflect the attitudes of the general population. It focused on attitudes toward dual-income families where the wife holds a full-time job rather than a part-time job. Further, no distinction was made between "dual-income" and "dual-career" marriages.

Basic Assumptions

It was assumed that the responses to the survey instrument reflected accurately the attitudes of the respondents. It was further assumed that respondents' attitudes were representative of the population and that the findings were generalizable to vocational teacher education majors who were students in the institutions that participated in the study.
Instrument

Data for this study were collected via the use of a thirty-two-item questionnaire which was constructed for the study (see Appendix A). Internal consistency reliability was determined after administering the instrument to two classes in the Division of Occupational and Vocational Education, North Texas State University.

Procedures for Collection of Data

The survey instrument was administered to vocational teacher education majors in those colleges and universities throughout the United States whose administrators of vocational education agreed to participate in the study. The data were gathered during the summer and fall of 1982.

Procedures for Analysis of Data

After the data were collected, they were entered into the computer and one-way analysis of variance was used to determine significant differences between groups on each of the independent variables. Where F ratios were significant at the .05 level, multiple comparison tests were used to test all pairwise differences between the sample means. Questionnaire items were analyzed separately to determine on what questions male and female respondents shared similar attitudes and where they held divergent views.
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CHAPTER II

REVIEW OF THE LITERATURE

The traditional attitude toward marriage holds that the husband should be the breadwinner of the family while the wife assumes the role of homemaker and nurturer of children. Those whose attitudes support such a family unit could be expected to obtain greater marital satisfaction, then, from a family situation where the wife does not work outside the home. No other alternative lifestyle could be expected to provide the same degree of satisfaction. Should the wife, for whatever reason, find it necessary to find employment outside the home, in a traditional marriage she would not be considered a permanent member of the labor force. A working wife in a traditional family would not consider her employment as a career, and a higher income or greater prestige than the husband's would likely be a negative factor in the marriage. The homemaking contributions of the wife would be considered more important than her economic contributions. Likewise the wife's feelings of achievement would be expected to come primarily from her contributions as a homemaker. The psychological well-being of the family would also be bolstered by such an arrangement (16, pp. 12-13; 22; 83; 134; 143; 146; 161).
On the other hand, the contemporary attitude toward marriage holds that husbands need not bear the full responsibility for the financial support of the family, that in fact not only the economic but the psychological well-being of the family may be enhanced by the employment of the wife outside the home. Those with contemporary attitudes would hold that marital satisfaction is not the exclusive domain of the traditional lifestyle. A lifetime career would be considered a viable alternative for a wife, and feelings of achievement and accomplishment would be expected as a product of labor force participation as well as of homemaking. Moreover, a wife who earned more than her husband would not necessarily create an ego-threatening situation for the husband; and the husband with an employed wife would not necessarily be seen as an inadequate family provider. Psychologically the husband would feel as comfortable, or possibly more comfortable, with a wife who was not dependent upon him financially (76, 134, 143, 146, 161).

Irrespective of the attitudes that might be held by the population today, the reality of the situation is that the majority of families in the United States have two income earners. Since 1968, two-earner families have equaled or exceeded the number of traditional families (71, p. 35). As indicated in Chapter I, 61 percent of all families in the United States had two earners in 1980 (16, p. 40). About
two-thirds of the wives in dual-income families work forty weeks or more during the year (92, p. 36). Even in families with preschool children, the labor force participation rate in 1982 was 50 percent (170, p. 23). Women are either remaining in the labor force or returning shortly after the birth of a child unlike past years when withdrawal was for prolonged periods of time (70, p. 54).

Between 1970 and 1980, the percentage of traditional-earner families declined from 44 percent of all families to 31 percent (70, p. 55). By 1981, husbands were the sole wage earner in only one out of every four marriages (72).

The dual-income family is younger than the traditional family; in 1978, the median age for the husband in such a family was thirty-nine and for his wife, thirty-six, as compared to forty-six and forty-three years, respectively, for the husband and wife in a traditional family. Not only are the members of the dual-income family younger, but they also have more education with 40 percent having in excess of thirteen years of school. In traditional families, 35 percent have that much education (71, p. 36). In addition, two-earner families had annual incomes in 1978 that were 20 percent higher than the traditional families; and of all families with incomes in excess of $20,000, 60 percent were two-earner families. Close to one-third of all dual-income couples had incomes that placed them in the upper fifth of
family income distribution; only 5 percent were in the lowest quintile (71, p. 37). Of one-earner families, 15 percent were in the lowest quintile, and 18 percent were in the highest (71, p. 37).

While there is some controversy over the impact that dual-earner families have on the distribution of income, the consensus seems to be that working wives have reduced inequality in the distribution of income in the United States (42, p. 450; 87, p. 52; 101, p. 207). The reason is that women who entered the labor force in the past were likely to be from families with lower-than-average earnings. Some evidence exists, however, that in the future there will be increases in income inequality since in recent years more women from higher income families have been entering the labor force. If these women earn incomes which are higher than the average for women (which they often do), an increase in income inequality can be expected (52, p. 53; 87, p. 51). Whatever the case may be in the future, two-earner families have larger incomes than one-earner families which means that they have greater financial security and higher net worth positions (52, p. 57).

Reasons Women Work

What is responsible for the influx of women into the labor market? Reasons are numerous and different from one woman to the next, but the most obvious and most-cited reason
relates to the economic benefits to the family (14, p. 54; 19, p. 4; 43, pp. 276-277; 65, p. 41; 68, p. 169; 109, p. 53; 116, p. 531; 120, p. 63). More specifically, women work in order to ameliorate the monetary impact of child-rearing responsibilities (116, p. 531), to provide family luxuries, to achieve a generally higher standard of living, to protect the family unit against dependence on one income, to provide a buffer against an inflationary economy, to maintain a lifestyle established at a time when the cost of living was lower, to accumulate adequate resources to be used during retirement, and to provide education for children (65, p. 41; 102, p. 26; 109, p. 53; 116, p. 531).

Despite the importance of the financial motivation, numerous other factors are cited by both men and women for selecting the dual-income lifestyle. Often decisions reflect changing values, a reassessment of life goals, and a recognition of the legitimate need each partner has to find fulfillment outside the home and family. They may reflect even a desire to break away from the stereotypical roles to which women have felt themselves assigned (65, p. 41).

Advantages and Disadvantages of the Dual-Income Lifestyle

Since the dual-income family constitutes one of the fastest growing demographic units in the country, there must be many individuals who discern advantages in such an arrangement (51, p. 81). Obviously, as has been indicated, the
increased income and the higher standard of living that are generated are two of the greatest advantages. Researchers have emphasized the importance of additional income to marital happiness (22, 67, 115, 145, 161, 177). Easterlin has said that money is the most reliable indicator of happiness (46, p. 3); and if that is so, the economic benefits which enable families to achieve a more abundant lifestyle and a more secure future should improve the chances for marital happiness.

In a recent study by Catalyst Career and Family Center of dual-income families, both men and women agreed that the additional money was the single most important advantage of the two-earner lifestyle (40, p. 25). The luxuries of the past are often considered the necessities of the present, and these "necessities" are more easily obtained when there are two incomes (52, p. 57; 65, p. 41; 87, p. 51).

In a 1980 study, Simpson and England determined that another advantage of the dual-income family is what they referred to as "role homophily" (similarity of roles of the marital partners). According to these researchers, when the home and the socioeconomic system are each the locus of a role for each spouse, the two bring similar objective interests into the marriage. The problems of one spouse can be more readily appreciated then by the other. When both husband and wife share responsibility for the family livelihood, marital solidarity is increased (167, p. 185). In addition,
Simpson and England feel, based on their research, that sex-role differentiation has divisive effects by separating the worlds of the husband and wife; and, as a result, mutual understanding and companionship are less likely to exist (167, p. 185).

Brenton and Garland have both indicated that a more interesting marriage partner is a product of the dual-income marriage (25, 55). Garland concluded from his study of professional families that another advantage of a dual-income family was that professional involvement not only made the wife more interesting but it also made her happier; and because her own employment kept her busy, it kept the wife "out of his (her husband's) hair," making it possible for the husband to devote more of his energy to his own career (55, p. 214).

Studies by Feld, Kessler, Volgy, Veroff, and the National Center for Health Statistics provide evidence that employment outside the home is associated with improved mental and physical health for women (49, p. 344; 97, p. 216; 103; 186, p. 50; 190). Mullally reported as advantages of a dual-income marriage greater personal satisfaction, increased awareness, much easier communication with the spouse, and the wife's "emergence as a person" (120, p. 64). [This idea supports Margaret Mead's contention that two people cannot be all things to each other all the time (45).] Macke and her research associates determined that working wives have higher levels of
self-esteem than do nonworking wives (107, p. 54). Advantages cited by Bird are that working wives give salaried husbands bargaining power with their employers, that husbands are able to divest themselves of the "macho" image, and that women gain decision-making power in the home (20, p. 48). Rapoport and Rapoport also recognized the importance of the role changes that are made possible for men. With working wives, men are spared some of the strains of the economic provider role, they have greater choice in regard to the amount and scheduling of involvement in their occupational lives, and they are able to share the pleasures of child care more fully (143, p. 350).

Oppenheimer emphasized the advantage that accrues from women's employment in helping to enhance family status (129). Levitan and Belous endorsed the idea that the earnings ability of a woman can make her more attractive as a marriage partner and that fulfillment through work outside the home can help to create a stronger and more stable marriage (102, p. 27). Other advantages of a working wife are that her earnings enable her to take care of herself and her family in the event of the unemployment, catastrophic illness, or death of her husband, or in the event of divorce (16, p. 119). In the Catalyst study other advantages that were identified were the personal growth of the partners, the greater accessibility of children to two parents, and the examples for children of both male and female role models (40, p. 25).
Disadvantages that have been cited for the dual-income marriage include physical and emotional exhaustion caused by a work overload, particularly for the woman who has generally been expected to take a greater portion of the responsibility for domestic tasks and for child care (29, 54, 109, 110, 128, 139, 146, 158, 182, 193). While men are beginning to participate more in these responsibilities, it is still the woman who bears primary responsibility for them, sometimes because she is unable to obtain the cooperation of her husband and other family members and sometimes because she stoically accepts them as her responsibility, or because she somehow feels that she will be cleansed of the guilt she experiences as a result of her nontraditional role (39, p. 8D; 110; 117; 119; 121, p. 97; 134, p. 285; 138, p. 79; 161, pp. 70-86; 162, p. 6; 163).

For some men, a wife's employment may create an ego-threatening situation. Particularly affected will be those who have been brought up to believe that having a wife who works (177), who is successful in her own right, who has a higher status job, or who earns more than he is not masculine (143, p. 312). For some husbands, the simple act of employment may be ego-threatening; for others, the problem does not arise until the wife receives advancement to a higher level than the husband's or until she begins receiving more income than he makes (17, p. 163; 25, p. 92; 89; 107, p. 71; 140,
Brenton cites Isidore Portnoy as saying that the American male enjoys having a wife who achieves on her own but only up to a point, and that point is when she becomes important in her own right (25). Along those same lines, Oppenheimer’s study suggested that a higher socio-economic status attached to a wife’s employment is a negative factor in a marriage (129, p. 404); and Mullally reported that if a wife is beginning to be successful, it can “wear a bit thin” on the husband unless he is himself very secure (120, p. 64). Garland’s study indicated that a husband will not necessarily feel resentment if a wife is practicing a high-status profession but that higher earnings for the wife represent a negative factor (55, p. 213). On the other hand, several studies have refuted the threat to the male ego that has been so long assumed and, in fact, confirmed (2, p. 120; 25, p. 92; 56; 131, p. 748; 147, p. 69).

When both partners are active participants in the work force, there is a likelihood that there will of necessity be some restriction in career participation brought on by the varied responsibilities that each partner shares in the life of the family. This may be particularly a problem when both partners view their employment as careers rather than as jobs. Relocation, for example, is difficult when career commitment is important to both spouses (51, p. 81; 63, p. 43; 143, p. 238). Conflict has been found to be minimized due largely
to the wife's accommodation—where she was willing to subordinate her own career to her husband's (19, p. 241; 83, p. 37; 85; 94, p. 151; 143, p. 298).

Health has been determined to be affected by the dual-career partnership. Kessler found that while employment outside the home was associated with improved mental health for women, greater psychological stress was present for husbands (97, p. 216); however, he indicated that the mental health of husbands improved as the couples' incomes increased (97, p. 223). Burke and Weir also noted in a study of engineers and accountants that husbands of employed wives were in poorer health than were those of nonworking wives (32). Numerous researchers have attested to the existence of stress in dual-career marriages (28; 40, p. 29; 85; 94, p. 147; 139; 172).

Many people have contended that one of the major disadvantages of the dual-income marriage is the harmful consequences such an arrangement has on children. Research on the effect of the working mother on children is, in fact, abundant (30, 44, 78, 80, 93, 124, 136, 142, 143, 154, 158, 166, 172). Women continue to bear the primary responsibility for child rearing even when they are pursuing active careers, and the research provides evidence that they experience guilt and anxiety over perceived failure in mothering (94, p. 145). There is no indication in the literature, however, that
children of dual-income couples as a group are affected adversely by being a part of such a family (65, p. 46; 80; 94; 121, p. 107; 146, p. 150); there is some evidence, in fact, that the employment of a mother may produce desirable results in children. The actual effects of an employed mother are dependent on too many variables to conclude in the final analysis with certainty what the outcomes are (94, p. 153).

Other disadvantages of the two-earner family that are cited in the literature are rivalry between spouses in the career arena (143, p. 239); interpersonal discord resulting from inability to share time together (40, p. 24; 143, p. 239); and guilt feelings on the part of the wife, especially, who may feel that she is, by her employment outside the home, failing not only as a mother but as a wife (21; 143, p. 312); 195). Men may have to give up the luxury of as much personal domestic service (20, p. 48); and when the wife is investing enough of herself in a career, she may threaten the husband's displacement from the kind of "favorite child" role that he may formerly have played (25, p. 92).

**Studies on Attitudes Toward Sex-Role Expectations**

Numerous studies have been conducted to determine attitudes toward sex roles, particularly as they relate to marital satisfaction among traditional couples as compared to those where the wife was employed. Likewise, the attitudes
of others, both married and unmarried, have been surveyed. The results have often been contradictory and thus difficult to synthesize. More attention has been given to the attitudes of women in these studies than to the attitudes of men. This is considered to be an important weakness in the literature, as indicated earlier; and recommendations are numerous that male attitudes be surveyed more intently.

Working wives have been found to be less satisfied with their marriages than nonworking wives in numerous studies including those by Booth, Blood and Wolfe, Buric and Zecevic, Gover, Michel, Nye, Safilios-Rothschild, and Scanzoni (22, 76, 125, 155, 160). Booth, Burke and Weir, Ferree, Garland, Poloma, and Yogev, on the other hand, are among the researchers who have found that working women are happier than nonworking women (23, p. 448; 55; 76; 139; 200). Other studies have indicated that marital satisfaction is not related one way or the other to the employment of the wife outside the home (49, 61, 123, 126, 169, 188, 196).

At least one study, that by Bryson, Bryson, and Johnson, reported greater satisfaction on the part of the husbands in dual-income families than on the part of their wives (28, p. 67). Gianopulous and Mitchell found in their study that in families where the wife was employed and the husband disapproved, marital adjustment was poor. They also found, however, that in families in which the wife was not employed
but the husband would approve of her working outside the home, marital adjustment was likewise poor (56). Bowen and Orthner concluded that marital quality was poorest where the husband's attitude was traditional and the wife's was contemporary (24, p. 223). Several studies have focused on a combination of factors that are significant in determining the degree of marital satisfaction that is felt by a couple. Such studies emphasize the inadequacy of any simplistic explanation of marital satisfaction. Orden and Bradburn highlighted both the detractors from and the contributors to marital satisfaction as a result of finding that both husbands and wives attain higher levels of tension and satisfaction if the wife chooses to enter the labor market (130, p. 400). Their study also indicated that a woman's freedom to choose among alternative lifestyles was an important predictor of marital happiness and that both partners experience a lower level of marital happiness if the wife works out of economic necessity (130, p. 392).

Rapoport and Rapoport (143) and Staines (172) have found negative consequences when wives evidenced a high career commitment. Hardesty, on the other hand, found that the higher the career commitment, the higher the level of marital satisfaction (69, p. 249).

In a study by Campbell, Converse, and Rogers, work outside the home was determined to improve marriage for women
who had completed a college degree; these women found their lives less rewarding than did other women when they assumed the primary role of housewife (34, p. 440; 91; 198).

Marital satisfaction has been exhibited to be greater when families' total financial, educational, and material resources have been greater (22, 67, 115, 145, 160, 177). These qualities are likely to be present in dual-earner families.

Dual-income marriages were supported also by Holahan who concluded in her study that such marriages can be successful if there is a high level of career commitment, self-esteem, spouse support, and life satisfaction (81, p. 465). An American Management Association study identified as the most companionable marriages those in which the husband derives more satisfaction from his family than from his work and in which the wife combines marriage with a career (19, p. 54).

Husbands' attitudes toward a wife's employment outside the home have been found to be enormously important in decisions of wives to work and to their satisfaction with their marriages and their work (1, 2, 5, 6, 7, 60, 83, 84, 85, 99, 108, 171, 193). Wives, however, do not always perceive their husbands' attitudes correctly (1, 41, 199); and, as a result, their activities, employment and otherwise, may not always accurately reflect their spouses' attitudes. In a survey by Yankelovich, for example, 25 percent of working wives said
that their husbands were bothered by having them away from home so much although only 1 percent of the husbands agreed (199, p. 72). Women have been found to perceive men as unwilling for wives to devote the attention to work that a career entails (2, p. 115). Others have indicated, though, that the higher their educational and occupational level, the more positively they perceive their husbands' attitudes toward their working (104, p. 135). Krause found that the greater the magnitude of difference between attitudes of husbands and wives in regard to sex-role expectations, the greater the likelihood of depression in the wife (99).

When men's attitudes have been surveyed, there has been, again, contradiction among respondents. Male college students have appeared to be more contemporary than the general population of males (2, 82, 106, 140, 183). Pospisil and Lozoff both found that 90 percent of the male students they surveyed favored, or, in fact, expected their wives to contribute to the financial support of the family (106; 140, p. 87). Almquist found males interested in their wives working under varying conditions with 30 percent favoring wives working under almost any circumstances (these men placed high value on a large income) (2). Support by men for working wives has been evidenced by Mullally who says that some men feel that "today's status symbol is the thinking wife" (120, p. 63).

In a survey of males by Cunningham and Walsh, 32 percent (which represented the largest single component of those
surveyed) endorsed the idea of the dual-earner lifestyle (33). A national survey of men conducted by the Gallup organization for Redbook also gave credence to the viability of contemporary attitudes and lifestyles (89). On the other hand, a survey of the general population of males conducted by Hyatt Esserman Associates for the television show, "Good morning, America," produced a preponderance of traditional attitudes among males. While men saw the benefits of a wife's added income, 55 percent said that a wife's main career should be her family and that a woman with a young child should not work (11, p. 55).

Other studies have indicated that males often pay lip service to contemporary attitudes but on closer questioning, the respondents project a more traditional attitude. Komarovsky, for example, in a study of sixty-two male college seniors found that they held housewifery in low esteem, that they thought women who work are more interesting, and that they liked to see women active. However, they thought that the husband should be the superior achiever in the occupational world and that women should have primary responsibility for the home and children. Forty-eight percent favored a pattern where the wife would work, withdraw from the labor force to raise the children, and eventually return to work (98). In the Hollender study, a similar ambivalence appeared--male undergraduate students wanted their wives to work but not when there were preschool children. In that study, the
respondents disapproved of women who were "career primary," that is, who would have a significant commitment to a career; those who wanted to be full-time homemakers; and those who wanted to combine the roles of wife, career woman, and mother at the same time. While respondents wanted wives to work, they wanted them to withdraw from the labor force to raise their children at least until the children entered school (82).

Tomhe's study, too, indicated a moderate nontraditional stance in regard to the dual-income family; but the male respondents still expected family obligations and responsibilities to be fulfilled in the traditional sense (183). In Almquist's study, both male and female respondents identified circumstances under which they felt it was acceptable for the wife to work; factors justifying a wife's employment were an inadequate salary for the husband, husband's enrollment in graduate school, absence of children in the home, assistance in launching husband's career, and the acquisition of household necessities (2, p. 116).

In studies of dual-income couples, marriage partners have acknowledged the liabilities of their lifestyle but have been satisfied with and in favor of their arrangements (9, 23, 40, 90, 109, 113, 132, 143, 158, 167, 176, 193, 194, 201). Some husbands and wives deplored the pattern in conventional couples where husbands grew in their careers while their home-bound wives did not (143, p. 322). Bernard echoed this
sentiment by saying, "A couple who begins marriage at the same stage of development finds themselves far apart in later years. The partner who is employed outside the home literally outgrows the one who remains in the home" (16, p. 48). As was indicated in the Rapoport and Rapoport study, dual-income families have their problems; but once they had "tasted" the dual-income pattern, they insisted that it would be difficult to settle for anything else (143, p. 323).

While traditional attitudes have not been eliminated, there can be no doubt that they are changing and that they are becoming less traditional (13, p. 391; 35, p. 453; 43; 47, p. 671; 89; 111; 180, p. 225; 181; 183, p. 351). In 1936 and again in 1976, this question was posed in a public opinion poll: "Do you approve of a married woman earning money in business or industry if she has a husband capable of supporting her?" In 1976, 70 percent of women and 65 percent of men approved as compared to 18 percent of all polled (distinction was not made between male and female responses) who approved and 72 percent who disapproved in 1936 (43, p. 272). In the relatively short span from 1970 to 1975, changes toward the contemporary were reflected in responses to the statement "Taking care of a home and raising children is more rewarding for a woman than having a job." In 1970, 71 percent of females and 68 percent of males agreed; but by 1975, only 51 percent of females and 52 percent of males agreed (43, p. 274).
In Bayer's 1967 and 1971 studies, the trend was again emphasized. While in 1967, 66 percent of males and 44 percent of females agreed that a woman's activities were best confined to the home, by 1971 only 30 percent of males and 15 percent of females expressed those attitudes (13, p. 391).

According to study after study, in the future the majority of young women expect to combine marriage, career, and family (26; 27, p. 15; 43, p. 275; 63; 64, p. 62; 66; 73; 133, p. 151; 202, p. 1123). In addition, at least some of them expect employment to be permanent with few interruptions (51, p. 82; 96, p. 248; 133, p. 151; 202, p. 1123).

While the attitude changes are noticeable, it is important to note that traditional attitudes are by no means extinct. In Bayer's 1971 study, although attitudes were certainly more contemporary than they had been in 1967, 40.9 percent of males and 18.8 percent of females still indicated a more traditional than contemporary attitude (13, p. 391). Likewise, in a 1976 public opinion poll, 44 percent of female respondents indicated that the most attractive lifestyle alternative to them was to be married with children and with no full-time job (43, p. 275).

Attitudes and Age

Generally attitudes toward sex roles have been reported as less traditional among younger individuals (13; 33; 88; 89; 112; 118; 180, p. 221). Thomas, however, found in his study
that differences in attitudes could not be explained by age (it should be noted, however, that in his research age was dichotomized into categories of "under thirty" and "over thirty" which may have reduced the effectiveness of his analysis) (179, p. 36); and Macke and her associates reported less traditional attitudes among the older respondents in their study (108). In McClure's study, while younger respondents held the more contemporary attitudes, the gap between younger and older respondents was not as large as had been expected (112). In the Cunningham and Walsh study, the contemporary attitudes were expressed by those who were under forty years of age (33).

Attitudes and Sex

A plethora of research exists on differences in sex-role expectations based on sex. Instances of surveys have been cited above indicating that although attitudes have become less traditional, they are still more traditional for males than for females (43; 74, p. 109; 180, p. 213). As well as in the general population, the tendency has been shown to exist among college students (13, 53, 75, 97, 111, 131, 165, 181, 183, 192, 202), among public school professionals (178, 179), and among partners in dual-income marriages (55; 69; 94, p. 148; 139; 143, p. 318). The traditionality of men regarding the financial support of the family was also reported by Strong who determined that of a wide variety of
unconventional alternative lifestyles, men were more amenable than women to trying them with the exception of one—that was the role reversal marriage where the wife would assume the role of breadwinner while the husband assumed the role of homemaker (174).

At least two researchers, Goldberg and Rimmer, have found no significant differences in the sex-role expectations of male and female students (59, 150); and in a reversal of what appears to be the norm, Crovitz and Steinmann determined that males viewed the "ideal woman" as being more independent while women envisioned her as being more traditional (41, p. 176). Herzog found that among a group of high school seniors, males were more traditional in attitudes than females; but they, nevertheless, wanted their wives to work (74, p. 109).

Attitudes and Marital Status

In the few studies that have focused on sex-role attitudes as they relate to marital status, the majority appeared to indicate that there was no significant difference based on that variable. Valentine and Voss and their associates found no association of attitudes with marital status among university students (184, p. 52; 191). Thomas identified none among business teachers (179, p. 35). In the Redbook survey, though, young single men exhibited more contemporary attitudes than their married counterparts (89); and Rappoport and his
associates found single women students had more traditional attitudes than married students (144).

Attitudes and Earner Status

By its very nature, the one-earner family infers existence of traditional attitudes on the part of at least one partner; the two-earner family infers otherwise. It is possible, of course, that reality does not correlate always with attitudes. The literature has appeared to demonstrate, however, that behavior does reflect lifestyle attitude. Support has been shown for the traditional family lifestyle among those engaged in that lifestyle; likewise, support for the dual-income lifestyle has been espoused by those who are members of such families (79, p. 221; 83; 93; 121, p. 95; 125, p. 279; 143; 152, p. 151; 158, p. 38). Nye's study indicated that only one in nine husbands of employed wives disapproved of their employment (125, p. 279); Axelson, Meier, and Parelius have reported contemporary attitudes among working wives as compared to those of nonworking wives (9, 113, 132). Thus, it appears that attitudes toward sex-role expectations regarding the financial support of the family can be associated with earner status.

Attitudes and Educational Level

As educational level increases, the likelihood of dual earners in a family increases. Again, behavior does not
always reflect attitude; but research has indicated that, indeed, less traditional attitudes are associated with higher educational levels (33; 37; 38; 40, p. 18; 126, p. 330; 135, p. 64; 153; 183; 185; 198; 199). The data to support these conclusions came from a wide variety of sources. Cherlin's data came from the National Opinion Research Corporation's general social survey (37); that of Yankelovich also was provided by a survey of the general population (199). Tomeh surveyed college students (183), Combs conducted her research among working women (38), and Catalyst studied two-income couples (40). Vanek studied married males and females (185), and Nye surveyed over 2,000 mothers (126). Perrucci's study utilized responses of husbands and wives in a proportionate stratified area probability sample in two midwestern cities (135).

It appears then that a higher educational level is reflected in a higher labor force participation rate which is reflective of more contemporary attitudes. In addition, the importance of educational level has been shown by Scanzoni who has determined that better educated parents transmit modern sex-role preferences to their daughters (161, p. 26).

Only one study was found that made a distinction in educational level between graduate and undergraduate education. That study, by Valentine and her associates, indicated more contemporary attitudes on the part of graduate students (184, p. 51).
Attitudes by Program Area

Research is nonexistent which specifically relates attitudes to program areas in the vocational education curriculum. There is evidence that schools perpetuate sex-role stereotypes and that teachers and administrators are more to blame than guidance counselors, psychologists, and other pupil personnel workers, although counselors are prone also to encourage stereotypes (48; 123, p. 247; 173; 178, p. 370; 179, p. 39; 187, p. 49; 197, p. 344). Bingham found traditional attitudes in male counselors (18, p. 16); and Auster and Auster found that the influence of vocational counselors was negligible in encouraging nontraditional careers for women (8, p. 260).

Since females are heavily concentrated in the program areas of homemaking education, office education, and health education (184), and since, as has been indicated earlier, women generally have more contemporary attitudes than males, there is a likelihood that students enrolled in those areas will evidence more contemporary attitudes than those in marketing and distributive education, agricultural education, and vocational industrial education. Also since individuals who select nontraditional careers have more contemporary attitudes than those who enter traditional careers (184, p. 51), it is likely that males enrolled in the program areas of homemaking, office, and health education and females enrolled in
marketing and distributive education, agricultural, and vocational industrial education will evidence contemporary attitudes as compared to their counterparts.

Attitudes and Mother's Work History

The literature is extensive in showing the relation of attitudes to maternal work history. Women are more likely to work if their mothers worked, and they are more likely to have contemporary attitudes in regard to sex-role expectations (4, 62, 77, 80, 83, 96, 137, 141, 148, 168, 175, 189, 192). In studies by Cardascia, Rossi, and Seater, however, a reversal of those attitudes was shown by daughters of nonworking mothers; those daughters indicated greater likelihood of working than did daughters whose mothers worked (35, 151, 164). Altman reported that daughters of working mothers were more career oriented than were those of nonworking mothers although the majority of daughters of nonworking mothers also expected to have careers (4). In Eliot Smith's study of high school girls, his respondents indicated that they wanted jobs most if their mothers were white-collar workers and least if their mothers had blue-collar jobs or if they did not work (168). Males have also been shown to be influenced by maternal work history. More contemporary attitudes among husbands whose mothers worked have been found by Holmstrom, Powell, and Tomeh (83, 141, 183).
Attitudes toward Sex-Role Expectations and Familial Attitudes

While few studies have focused specifically on sex-role expectations as they relate to the attitudes that existed in the home while children were growing up, there has been some research activity which has provided evidence of a relationship between sex-role expectations and familial attitudes. Both Glenn, in her study of married women, and Nolan, in her study of employed housewives, have shown a positive relationship between familial attitudes and the attitudes of adults toward the employment of women (58, 122). Kriger likewise concluded in her study of career women and homemakers that a positive relationship exists between sex-role expectations and familial attitudes (100). Valentine and her associates detected the same phenomenon among graduate students (184). Ginn's study of women and their parents likewise indicated that role perceptions of daughters were related to family attitudes toward sex-role expectations. Daughters of traditional parents, according to Ginn, were more likely to have "homemaker" occupational interests, and daughters of parents with contemporary attitudes were more likely to be interested in a career outside the home (57).

Summary

The literature indicates that attitudes toward sex-role expectations are changing, that they are, in fact, becoming
more contemporary. Women, particularly, are anticipating the adoption of a more contemporary lifestyle than their mothers experienced. Women are expecting not only to be wives and mothers, but they are expecting also to have careers. While not in full accord with the changes that appear to be destined, men are nevertheless showing evidence of the same contemporary attitudes. Vocational education's role as an instrument of change up to this time has been to encourage the elimination of sex-role stereotyping and the preparation of males and females for nontraditional careers. Little seems to have been done in terms of exposing students to the nature of the alternative lifestyles that are created by changing sex roles.

When women, both those who work outside the home and those who do not, were asked recently what their idea of the ideal woman was, they said that she is one who can manage a career as well as a home (199). The dual-income family obviously is here to stay. An analysis of the sex-role expectations regarding the financial support of the family as they exist today will enable educators to realistically guide young people as they prepare for their futures in an ever-changing society.
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CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to determine attitudes of vocational teacher education majors throughout the United States regarding sex-role attitudes as they related to the dual-income financial support of the family. In order to obtain a national sample of the population of vocational teacher education majors, assistance was requested of vocational teacher education administrators in colleges and universities which were indicated as having vocational teacher education programs. The data-collection instrument was a questionnaire which was constructed after a review of statistical procedures in numerous research and statistics references and of the previously conducted research on the subject of sex-role attitudes. Of particular assistance as a model was the Sex-Role Attitudes scale constructed by Marie Withers Osmond and Patricia Yancey Martin for use in their 1975 study (3,4).

The Survey Instrument

Data for this study were collected via the use of a thirty-two-item questionnaire (see Appendix A). The instrument was divided into two parts: the first section included items soliciting demographic information (Items 1 through 7), and the second section incorporated items which were used to
determine attitudes and perceptions of others' attitudes toward the dual-income financial support of the family (Items 8 through 32). The first eight items of the survey instrument represented the independent variables (age, Item 1; sex, Item 2; marital status, Item 3; earner status, Item 4; educational level, Item 5; program area, Item 6; mother's work history, Item 7; and familial attitudes, Item 8). Items 9 through 32 made use of a Likert-type scale to test respondent attitudes and perceptions. The alternatives from which one could select were "strongly agree," "agree," "undecided," "disagree," and "strongly disagree." Alternatives which corresponded with a contemporary attitude toward family roles were assigned a value of "1" or "2," alternatives which were associated with traditional family-role attitudes were assigned a value of "4" or "5," and alternatives which indicated that the respondent was undecided about her or his attitude were assigned a value of "3" (see Appendix B for values assigned to responses for each item). The scheme for assigning values was the result of studying the literature on statistical methods, advice from the panel of experts, and analysis of the Osmond-Martin study (3, 4). Responses to the questionnaire items were recorded by the respondents in the left margin and were keypunched for computer scoring and analysis.

Items 9 through 30 were used to determine attitude scores. Items 31 and 32 were used to determine what respondents'
perceptions were of others' attitudes; since they did not represent the respondents' own attitudes, they were eliminated from the attitude scoring. With 22 questions being used to assess the attitude score, the low possible score and the score representing the most contemporary attitude was 22. A contemporary attitude was associated with a score between 22 and 44. With a value of "5" assigned to the most traditional attitude score, the high possible score was 110; scores between 88 and 110 represented traditional attitudes. Scores between 45 and 87 may be said to represent moderate attitudes that may not be categorized either as contemporary or traditional.

Prior to its use as a data-gathering instrument, the questionnaire was submitted to a panel of ten experts for appraisal of content validity (see Appendix C). Based on the judgment of these experts, one major revision was made in the questionnaire—a standard pattern for alternatives was established so that the alternatives would always begin with the response "strongly agree" and end with "strongly disagree." Five of the ten who assessed the validity of the instrument recommended such a revision.

Internal consistency reliability was determined after administering the questionnaire to two classes (EDVT 540--Planning and Organizing Programs of Vocational Guidance and EDVT 548--Techniques of Vocational-Technical Education
Research and Analysis) consisting of fifty-two students in the Division of Occupational and Vocational Education, North Texas State University, Denton, Texas. For testing, the questionnaire was divided into two parts (excluding demographic items), the first incorporating the odd-numbered items (9 through 31) and the second incorporating the even-numbered items (8 through 32). The test for reliability was not timed. The reliability coefficient as calculated for the Alpha Test was .85594; for the Equal-Length Spearman-Brown Formula, .85577; and for the Guttman Split-Half Formula, .84573.

The Computer Center at North Texas State University provided suggestions in regard to instrument design so that data could be collected and statistically scored and analyzed by the Computer Center.

Procedures for Collection of the Data

So that the survey instrument could be administered to a national sample of vocational teacher education majors, participation was sought from colleges and universities that were indicated as having vocational teacher education programs in The College Blue Book (1) and the Industrial Teacher Education Directory (2) (see Appendix D). Ninety-two educational institutions were listed in these two publications as offering the bachelor's degree, the master's degree, or the doctoral degree in vocational teacher education. A letter and a sample questionnaire, accompanied by a response form and a stamped
and preaddressed envelope, were mailed on June 14, 1982, to
the administrators of vocational teacher education programs
in each of the colleges and universities listed in the two
publications mentioned above asking them to participate in
this study (Appendix E). On the response form, administrators
were asked to indicate the approximate number of vocational
teacher education majors who were enrolled in their programs
and the number of questionnaires that they were willing to
administer.

On July 13, 1982, a follow-up letter was mailed to the
44 program administrators who had not yet responded to the
original letter asking again for their participation in the
study (Appendix F). By that time, 48 responses had been
received, representing 52 percent of those originally con-
tacted. Of those responding, 32 (or 66.7 percent) agreed to
participate in the study. Five who agreed to participate
could not do so until the fall term began.

By August 16, 1982, 20, or 45.46 percent, of those sent
follow-up letters had responded with 12, or 60 percent, of
those responding agreeing to participate and 8, or 40 percent,
declining to do so. On November 19, 1982, follow-up letters
were sent to nine administrators who had agreed to participate
but who had not yet returned completed survey instruments
(Appendix G). Two of those responded, one saying that the
questionnaires had been lost in a departmental reorganization
and the other that they had been received at an inconvenient
time for administration. To the nine who had originally agreed to participate but who did not do so, 485 questionnaires had been sent. One respondent returned 53 unusable questionnaires.

Of the 92 administrators who were originally sent letters requesting assistance with the study, 68, or 73.91 percent, responded. Of those responding, 44, or 64.71 percent, agreed to participate; 13, or 19.12 percent, said they would not participate; and 11, or 16.18 percent, said they had no vocational teacher education program (an indication that the publications used to obtain names of universities and colleges with vocational teacher education programs were in need of revision). Of the 55 who responded and who had programs, 44, or 80 percent, agreed to participate.

While not all administrators indicated the approximate number of majors enrolled in their programs, 39 respondents said they had a total of 8,168 majors. They agreed to administer survey instruments to 2,501 students providing 30.62 percent participation on the part of the identified vocational teacher education majors. Nine respondents agreed to administer the survey instrument to all of their vocational teacher education majors. Participating schools had as few as five majors and as many as 1,200. The five administrators of vocational teacher education programs who did not identify the number of majors enrolled in their programs agreed to administer 230 questionnaires.

Between June 24 and August 16, 1982, a total of 2,501 survey instruments was mailed to the 44 individuals who were
to be responsible for their administration. Each institutional representative was given the prerogative of determining how and to whom the questionnaires would be administered. In several colleges and universities, research classes and workshop classes were selected to be included in the sample. Appendix D provides information regarding the participants in the study and the number of questionnaires that were completed in each university.

By the end of November, 1982, 35 university administrators had returned 1,235 questionnaires, 1,102 of which were determined to be usable. This represented 44.06 percent of the 2,501 questionnaires that had originally been distributed for administration.

Procedures for Analysis of the Data

After data were collected, the survey instruments on which the responses were recorded were computer scored and analyzed using the Statistical Package for the Social Sciences, Second Edition, Version M, via the McGill University System for Interactive Computing (MUSIC), Release 5.0. Data were then presented in both narrative and tabular form.

Frequency distributions for each of the independent variables were determined and were displayed in tabular form. One-way analysis of variance was used to determine the existence of significant differences between groups on each of the independent variables. Where F ratios were significant at the .05 level, multiple comparison tests (the Student-
Newman-Keuls and the Modified LSD procedures) were used to test each possible pair of means to determine if the two means were significantly different from one another. Homogeneity of variance was tested by Cochran's C and Bartlett-Fox F. One-way analysis of variance was determined using the formula $F = \frac{MS_b}{MS_w}$ with df = $k - 1$, $N - k$; values were presented in summary tables. An analysis of the individual questionnaire items was also conducted to determine those items on which males and females agreed and disagreed.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this study was to determine attitudes of vocational teacher education majors in the United States toward sex-role expectations regarding the dual-income financial support of the family. This objective was to be attained by (1) identifying differences in the attitudes of vocational teacher education majors based on age, (2) identifying differences in the attitudes of respondents based on sex, (3) determining if marital status had an effect on attitudes, (4) comparing respondent attitudes based on their earner status, (5) determining differences in attitudes based on educational level, (6) identifying differences that existed among respondents based on program area, (7) determining if mother's work history affected respondents' attitudes, and (8) determining if responses were associated with familial attitudes.

Presentation and Analysis of Data

For this study data from 1,182 questionnaires were analyzed via the McGill University System for Interactive Computing (MUSIC) through the use of the Statistical Package for the Social Sciences, Second Edition, Version M. From the 1,182 questionnaires, the analysis was
completed for those respondents with no missing data in Questions 9 through 30, those questions which had been identified as appropriate for attitude assessment. Those who did not provide responses to all attitude questions and who were thus eliminated from the analysis numbered 80 leaving 1,102 or 93.23 percent of respondents with usable questionnaires. Questions 31 and 32 were not included in determining the attitude scores as they provided information about perceptions of respondents relative to the attitudes of others, not their own.

Data produced by the computer program included frequency listings, relative frequencies, adjusted frequencies, and cumulative frequencies for each of the items on the questionnaires; frequencies of attitude scores; one-way analysis of variance for each of the independent variables; multiple comparison tests (Student-Newman-Keuls and Modified LSD Procedures) where appropriate; and Pearson Product Moment Correlations to determine if any correlation existed among the independent variables.

This chapter will provide a profile of the questionnaire respondents, a description of mean attitude scores for each of the independent variables, the findings of the study based on the use of one-way analysis of variance, and a description of the perceptions of the respondents relative to the attitudes of others toward the role of women in today's society. The chapter will also identify similarities
and differences in responses to questionnaire items based on sex of respondents.

Profile of Questionnaire Respondents

All respondents were enrolled in vocational teacher education courses during the summer and fall of 1982 in thirty-four colleges and universities throughout the United States which offer vocational teacher education programs. The students in the sample were identified as to age, sex, marital status, earner status, educational level, program area, mother's work history, and familial attitudes toward woman's role in the home (see Table I for a summary profile). These identification factors became the independent variables used in the study to determine if there are differences in attitudes toward the dual-income financial support of the family as assessed by responses to a questionnaire which was devised to reflect contemporary and traditional attitudes.

The ages of respondents ranged from 17 to 66 with the majority (33.9 percent) being in the 26 to 35 age group and the second largest group (30.2 percent) being less than 25 years of age. The remainder constituted a little more than one-third of the respondents and were in the 3 over-35 groups (page 75).

There were 538 female respondents (48.8 percent) and 564 males (51.2 percent). Most respondents were married
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<tr>
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<td>.1</td>
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<tr>
<td><strong>Earner Status</strong></td>
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<tr>
<td>Currently a member of a dual-income marriage</td>
<td>435</td>
<td>39.5</td>
</tr>
<tr>
<td>Not currently but have been a member of a dual-income marriage</td>
<td>250</td>
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</tr>
<tr>
<td>Have never been a member of a dual-income marriage</td>
<td>412</td>
<td>37.4</td>
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<td>Missing</td>
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<td>.5</td>
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<tr>
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<td>Undergraduate</td>
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</tr>
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<td>40.8</td>
</tr>
<tr>
<td>Variable</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Program Area</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing and distributive education</td>
<td>45</td>
<td>4.1</td>
</tr>
<tr>
<td>Office education</td>
<td>128</td>
<td>11.6</td>
</tr>
<tr>
<td>Agriculture education</td>
<td>93</td>
<td>8.4</td>
</tr>
<tr>
<td>Vocational industrial education</td>
<td>584</td>
<td>53.0</td>
</tr>
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<td>Health education</td>
<td>114</td>
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</tr>
<tr>
<td>Homemaking education</td>
<td>81</td>
<td>7.4</td>
</tr>
<tr>
<td>Missing</td>
<td>57</td>
<td>5.2</td>
</tr>
<tr>
<td><strong>Mother's Work History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother worked outside the home all the time</td>
<td>157</td>
<td>14.2</td>
</tr>
<tr>
<td>Mother worked outside the home most of the time</td>
<td>181</td>
<td>16.4</td>
</tr>
<tr>
<td>Mother worked outside the home some of the time</td>
<td>357</td>
<td>32.4</td>
</tr>
<tr>
<td>Mother worked outside the home none of the time</td>
<td>407</td>
<td>36.9</td>
</tr>
<tr>
<td><strong>Familial Attitudes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brought up to believe that a woman's place is in the home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>93</td>
<td>8.4</td>
</tr>
<tr>
<td>Agree</td>
<td>207</td>
<td>18.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>134</td>
<td>12.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>489</td>
<td>44.4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>178</td>
<td>16.2</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>.1</td>
</tr>
</tbody>
</table>
(56.1 percent), but a large group was single and had never been married (34.2 percent). Less than 10 percent were categorized as divorced, separated, or widowed (page 74).

In regard to earner status, most respondents (39.5 percent) were currently partners in a dual-income marriage although 37.4 percent had never been partners in such a marriage. Another 22.7 percent were not currently partners in a dual-income marriage but they had been in the past (page 74). In terms of educational level, 59.2 percent were undergraduate students while 40.8 percent were graduate students (page 74.)

Vocational and industrial education was by far the largest program area represented (53 percent of all respondents classified themselves as being in that area). The second largest group, those in office education, represented 11.6 percent of the sample. The smallest group, those in marketing and distributive education, constituted 4.1 percent of the respondents (page 75).

The largest number of the respondents (36.9 percent) had mothers who had never worked outside the home when they were growing up; another 32.4 percent had mothers who had worked outside the home some of the time. Thus an active work history was not typical for the mothers of these respondents (page 75).

In terms of familial attitudes that were prevalent in homes when these respondents were growing up, the majority
(60.6 percent) disagreed that they were brought up to believe that a woman's place was in the home. Only 27.2 percent were brought up to have such a belief (page 76).

Attitude Scores

As indicated in Chapter III an attitude score of 22 to 44 on the questionnaire reflected a decidedly contemporary attitude, and scores of 88 to 110 reflected a decidedly traditional attitude. Those scores between 45 and 87, then, could be said to represent an in-between or moderate attitude. Of the 1,102 respondents, the great majority (90.2 percent) had scores that fell within the middle range (see Table II). Only 9.256 percent of the respondents were decidedly contemporary in their attitudes, and an even smaller .544 percent could be classified as traditional in attitude.

TABLE II
SUMMARY OF ATTITUDE SCORES

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary (22 to 44)</td>
<td>102</td>
<td>9.26</td>
</tr>
<tr>
<td>Moderate (45 to 87)</td>
<td>994</td>
<td>90.2</td>
</tr>
<tr>
<td>Traditional (88 to 110)</td>
<td>6</td>
<td>.54</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,102</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Table III presents mean attitude scores for each of the independent variables. In terms of age, the data indicated that respondents over 55 years of age had the most traditional mean attitude scores (65.2727) as compared to the group aged 26 to 35, who had the most contemporary mean attitude score (56.6337). The youngest group, those under 26, were the second most contemporary in attitude with a mean score of 57.0661.

Females had more contemporary attitudes (55.2156) than males (59.2730) although the most contemporary total score (29) was recorded by a male as was the most traditional score (100). In terms of marital status, the most contemporary respondents were those who were divorced (56.1013), while the most traditional were those who had been widowed (60.0000). Next to those who were divorced, respondents who were single and had never been married were the most contemporary in their attitudes (56.9973).

On the independent variable, earner status, those who were currently members of dual-income families registered the most contemporary attitudes (56.0207) while the group classified as "other" had the most traditional attitude score. Since that particular group was represented by a single individual, however, the mean score had little or no significance. Eliminating that group, the most traditional scores were registered by those respondents
## TABLE III
MEAN ATTITUDE SCORES AND STANDARD DEVIATIONS BY INDEPENDENT VARIABLE

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean Score</th>
<th>Standard Deviation</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 26</td>
<td>57.0661</td>
<td>9.4</td>
<td>30</td>
<td>88</td>
</tr>
<tr>
<td>26 to 35</td>
<td>56.6337</td>
<td>10.1</td>
<td>29</td>
<td>100</td>
</tr>
<tr>
<td>36 to 45</td>
<td>57.1652</td>
<td>10.5</td>
<td>32</td>
<td>86</td>
</tr>
<tr>
<td>46 to 55</td>
<td>58.1681</td>
<td>11.0</td>
<td>33</td>
<td>92</td>
</tr>
<tr>
<td>Over 55</td>
<td>65.2727</td>
<td>9.9</td>
<td>47</td>
<td>85</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>57.2263</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55.2156</td>
<td>9.4</td>
<td>30</td>
<td>86</td>
</tr>
<tr>
<td>Male</td>
<td>59.2730</td>
<td>10.5</td>
<td>29</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>57.2900</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
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</tr>
<tr>
<td>Married</td>
<td>57.5922</td>
<td>10.8</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Single, never married</td>
<td>56.9973</td>
<td>9.4</td>
<td>30</td>
<td>88</td>
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<td>56.1013</td>
<td>9.3</td>
<td>29</td>
<td>78</td>
</tr>
<tr>
<td>Separated</td>
<td>57.0000</td>
<td>6.9</td>
<td>48</td>
<td>72</td>
</tr>
<tr>
<td>Widowed</td>
<td>60.0000</td>
<td>9.1</td>
<td>47</td>
<td>73</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>57.2943</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable</td>
<td>Mean Score</td>
<td>Standard Deviation</td>
<td>Minimum Score</td>
<td>Maximum Score</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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<td>--------------------</td>
<td>---------------</td>
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<tr>
<td><strong>Earner Status</strong></td>
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</tr>
<tr>
<td>Currently a member of a dual-income marriage</td>
<td>57.0207</td>
<td>10.0</td>
<td>30</td>
<td>94</td>
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<tr>
<td>Not currently but have been a member of a dual-income marriage</td>
<td>58.3440</td>
<td>10.4</td>
<td>29</td>
<td>93</td>
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<tr>
<td>Have never been a member of a dual-income marriage</td>
<td>57.8616</td>
<td>9.8</td>
<td>34</td>
<td>92</td>
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<tr>
<td>Other</td>
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<tr>
<td>Graduate</td>
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<td>88</td>
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<td><strong>Total</strong></td>
<td>57.2922</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Program Area</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Marketing and Distributive education</td>
<td>56.8000</td>
<td>9.4</td>
<td>34</td>
<td>81</td>
</tr>
<tr>
<td>Office education</td>
<td>56.6328</td>
<td>8.8</td>
<td>31</td>
<td>78</td>
</tr>
<tr>
<td>Agriculture education</td>
<td>58.9032</td>
<td>9.8</td>
<td>38</td>
<td>88</td>
</tr>
<tr>
<td>Vocational industrial education</td>
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<td>30</td>
<td>100</td>
</tr>
<tr>
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<td>Standard Deviation</td>
<td>Minimum Score</td>
<td>Maximum Score</td>
</tr>
<tr>
<td>-----------------------------------------</td>
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<td>---------------</td>
<td>---------------</td>
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<td>Health education</td>
<td>55.1579</td>
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<td>34</td>
<td>84</td>
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<td>Homemaking education</td>
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<td>Mother worked outside the home all of the time</td>
<td>55.1974</td>
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<td>88</td>
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<tr>
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<td>93</td>
</tr>
<tr>
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<td>9.1</td>
<td>33</td>
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</tr>
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<td>10.7</td>
<td>29</td>
<td>100</td>
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<tr>
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<tr>
<td>Familial Attitudes</td>
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</tr>
<tr>
<td>I was brought up to believe that a woman's place is in the home</td>
<td>63.7419</td>
<td>14.2</td>
<td>30</td>
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</tr>
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<td>Strongly agree</td>
<td>61.2705</td>
<td>10.3</td>
<td>31</td>
<td>88</td>
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<tr>
<td>Agree</td>
<td>59.4104</td>
<td>8.6</td>
<td>35</td>
<td>85</td>
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<tr>
<td>Undecided</td>
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</tr>
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<td>Standard Deviation</td>
<td>Minimum Score</td>
<td>Maximum Score</td>
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<td>------------</td>
<td>--------------------</td>
<td>---------------</td>
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<td>56.0900</td>
<td>8.1</td>
<td>30</td>
<td>77</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>50.9550</td>
<td>9.3</td>
<td>29</td>
<td>77</td>
</tr>
<tr>
<td>Total</td>
<td>57.2843</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
who were not currently but had been members of dual-income families (58.3440).

By educational level, graduate students were more contemporary in attitude than were undergraduate students. Classified by program area, the most contemporary respondents were those whose area was homemaking education (53.9383) followed by those in health education (55.1579). The most traditional were those in agriculture education (58.9032) and vocational industrial education (58.3356).

In terms of mother's work history, respondents whose mothers had worked most of the time when they were growing up demonstrated the most contemporary attitudes (54.8342); those whose mothers had worked all the time were only a little less contemporary (55.1974). Respondents whose mothers had not worked were the most traditional in their attitudes (58.6560).

In regard to familial attitudes, respondents who strongly agreed that they had been brought up to believe that a woman's place was in the home had the most traditional attitude scores (63.7419) as compared to those who strongly disagreed (50.9550). At each level of response (strongly disagree to strongly agree), mean attitude scores increased indicating that the more traditional the attitude that was reflected in the family, the more likely the respondent was to have a mean score which reflected the traditional attitude.
A profile of the individual with the most contemporary score indicates that the respondent is a male graduate student aged 26 to 35 who is divorced, is not now but has been a member of a dual-income family, whose mother did not work outside the home when he was growing up, and who strongly disagreed that he was brought up to believe that a woman's place is in the home. His program area is unknown. The individual with the most traditional attitude score is a married undergraduate male between the ages of 26 to 35 whose program area is vocational industrial education, whose mother did not work outside the home when he was growing up, who strongly agreed that he was brought up to believe that a woman's place is in the home, and whose current earner status is unknown (see Table IV).

A profile of the grouped data indicates that most contemporary mean attitude scores were registered by those who were 26 to 35 years of age, female, divorced, currently members of a dual-income marriage, at the graduate level of education, in homemaking education, had mothers who worked most of the time when they were growing up, and who strongly disagreed that they had been brought up to believe that a woman's place was in the home. The most traditional mean attitude scores were recorded by those who were over 55 years of age, male, widowed, not currently but have been members of a dual-income marriage, undergraduates, in agriculture education, had mothers who did not work when
the respondents were growing up, and who strongly agreed that they were brought up to believe that a woman's place was in the home (see Table V).

Data Relative to the Hypotheses

In this study, eight hypotheses were tested using one-way analysis of variance and .05 as the level of significance. Significant differences were found to exist for seven of the hypotheses; the null hypothesis was retained in only one instance. A summary of the results of the hypothesis testing is presented in Table VI; a summary of the multiple comparison tests is presented in Table VII. A detailed summary table for each hypothesis may be found in Appendix H.

Hypothesis 1—Age Group

The results of the analysis of variance indicated that there was a significant difference in attitudes of vocational teacher education majors toward sex-role expectations in regard to the dual-income financial support of the family based on age \( p = .0025 \). The Student-Newman-Keuls and Modified LSD multiple comparison procedures indicated that Group 5 respondents (age 55 and above) were significantly different from all other age groups, with all other age groups being equivalent. Those respondents who were 55 or older exhibited significantly more traditional attitudes than did the other respondents. Therefore, the null hypothesis that no differences exist based on age was rejected. The findings of this study support those of Bayer, Royer, and Webb; Huber, Rextroat, and Spitze; Macke and associates; McClure; and
<table>
<thead>
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<th>Variable</th>
<th>Highest Score (Most Traditional)</th>
<th>Lowest Score (Most Contemporary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>26 to 35</td>
<td>26 to 35</td>
</tr>
<tr>
<td>Sex</td>
<td>Male</td>
<td>Male</td>
</tr>
<tr>
<td>Marital Status</td>
<td>Married</td>
<td>Divorced</td>
</tr>
<tr>
<td>Earning Status</td>
<td>Unknown</td>
<td>Not currently but has been a member of a dual-income family</td>
</tr>
<tr>
<td>Educational Level</td>
<td>Undergraduate</td>
<td>Graduate</td>
</tr>
<tr>
<td>Program Area</td>
<td>Vocational industrial education</td>
<td>Unknown</td>
</tr>
<tr>
<td>Mother's Work History</td>
<td>Mother worked NONE of the time</td>
<td>Mother worked NONE of the time</td>
</tr>
<tr>
<td>Familial Attitudes</td>
<td>STRONGLY AGREE woman's place is in the home</td>
<td>STRONGLY DISAGREE woman's place is in the home</td>
</tr>
<tr>
<td>Variable</td>
<td>Highest Score (Most Traditional)</td>
<td>Lowest Score (Most Contemporary)</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Age</td>
<td>Over 55 years of age</td>
<td>26 to 35 years of age</td>
</tr>
<tr>
<td>Sex</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Marital Status</td>
<td>Widowed</td>
<td>Divorced</td>
</tr>
<tr>
<td>Earner Status</td>
<td>Not currently but have been a member of a dual-income marriage</td>
<td>Currently a member of a dual-income marriage</td>
</tr>
<tr>
<td>Educational Level</td>
<td>Undergraduate</td>
<td>Graduate</td>
</tr>
<tr>
<td>Program Area</td>
<td>Agriculture education</td>
<td>Homemaking education</td>
</tr>
<tr>
<td>Mother's Work History</td>
<td>Mother worked NONE of the time</td>
<td>Mother worked MOST of the time</td>
</tr>
<tr>
<td>Familial Attitudes</td>
<td>STRONGLY AGREE woman's place is in the home</td>
<td>STRONGLY DISAGREE woman's place is in the home</td>
</tr>
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</table>
**TABLE VI**

ONE-WAY ANALYSIS OF VARIANCE SUMMARY TABLE

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<tr>
<th>Source</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
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<td>Age Group</td>
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<td>417.7078</td>
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<td>0.0025*</td>
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<td>Sex</td>
<td>4532.8226</td>
<td>4532.8203</td>
<td>45.858</td>
<td>0.0000*</td>
</tr>
<tr>
<td>Marital Status</td>
<td>275.5845</td>
<td>68.8961</td>
<td>0.668</td>
<td>0.6140</td>
</tr>
<tr>
<td>Earner Status</td>
<td>1170.7574</td>
<td>390.2524</td>
<td>3.883</td>
<td>0.0089*</td>
</tr>
<tr>
<td>Educational Level</td>
<td>929.4570</td>
<td>929.4568</td>
<td>9.102</td>
<td>0.0026*</td>
</tr>
<tr>
<td>Program Area</td>
<td>2355.5776</td>
<td>471.1155</td>
<td>4.650</td>
<td>0.0003*</td>
</tr>
<tr>
<td>Mother's Work History</td>
<td>2673.1333</td>
<td>891.0442</td>
<td>8.847</td>
<td>0.0000*</td>
</tr>
<tr>
<td>Familial Attitudes</td>
<td>15600.6707</td>
<td>3900.1675</td>
<td>43.804</td>
<td>0.0000*</td>
</tr>
</tbody>
</table>

*indicates a significant difference
### TABLE VII

MULTIPLE COMPARISON SUMMARY TABLE FOR VARIABLES WHERE SIGNIFICANT DIFFERENCES EXIST

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Group</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>56.6337</td>
<td>2</td>
<td>2 1 3 4 5</td>
</tr>
<tr>
<td></td>
<td>57.0661</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>57.1652</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>58.1681</td>
<td>4</td>
<td>* * * *</td>
</tr>
<tr>
<td></td>
<td>65.2727</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Earner Status</td>
<td>56.0207</td>
<td>1</td>
<td>1 3 2 4</td>
</tr>
<tr>
<td></td>
<td>57.8616</td>
<td>3</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>58.3440</td>
<td>2</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>65.0000</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Program Area</td>
<td>53.9383</td>
<td>6</td>
<td>6 5 2 1 4 3</td>
</tr>
<tr>
<td></td>
<td>55.1579</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>56.6328</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>56.8000</td>
<td>1</td>
<td>* *</td>
</tr>
<tr>
<td></td>
<td>58.3356</td>
<td>4</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>58.9032</td>
<td>3</td>
<td>*</td>
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</table>
### TABLE VII--Continued

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Group</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 1 3 4</td>
</tr>
<tr>
<td>Mother's Work History</td>
<td>54.8342</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>55.1974</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>57.9048</td>
<td>3</td>
<td>* *</td>
</tr>
<tr>
<td></td>
<td>58.6560</td>
<td>4</td>
<td>* *</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>Familial Attitudes</td>
<td>50.9550</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>56.0900</td>
<td>4</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>59.4104</td>
<td>3</td>
<td>* *</td>
</tr>
<tr>
<td></td>
<td>61.2705</td>
<td>2</td>
<td>* *</td>
</tr>
<tr>
<td></td>
<td>63.7419</td>
<td>1</td>
<td>* * *</td>
</tr>
</tbody>
</table>

* indicates that the two means involved in the comparison are significantly different from one another.
Morgan, Sibageldin, and Baerwaldt, as well as others reported in Chapter II (3, 18, 23, 24, 25).

**Hypothesis 2—Sex**

The null hypothesis that no differences existed among respondents based on sex was rejected. Females, who had a mean attitude score of 55.2156, were significantly more contemporary in their attitudes than were males, whose mean attitude score was 59.2730 (p = .0000).

This study supports the findings of the majority of the research reported in the review of the literature (3, 7, 10, 14, 19, 36, 47). While males in this study did not evidence highly traditional mean attitude scores, they were nevertheless significantly more traditional than were the female respondents. The less-than-traditional mean attitude scores recorded by all of the respondents may also support previous findings that college students are less traditional than is the general population.

**Hypothesis 3—Marital Status**

The hypothesis that marital status would have no effect on respondents' attitude scores was retained (p = .6140). While mean attitude scores ranged from 56.1013 for those who were classified as divorced, to 60.0000, for those who were widowed, the analysis of variance showed the differences to be statistically insignificant. Again this finding supports the preponderance of previous research studies on the effect
of marital status on attitudes. As in this study, no significant differences in attitudes were found in the studies by Thomas, and by Valentine, Voss, Rapoport, and their associates (32, 39, 42, 45).

**Hypothesis 4—Earner Status**

Questionnaire data indicated that groups were differentiated on the basis of earner status ($p = .0089$), and thus the null hypothesis was rejected. Group 1 (individuals currently members of dual-income marriages), with mean attitude scores of 56.0207, demonstrated significantly more contemporary attitudes than did Group 2 (those not currently but who have been members of dual-income marriages), with mean attitude scores of 58.3440, or Group 3 (those who have never been a member of a dual-income marriage), with mean attitude scores of 57.8616. Since only one respondent was included in Group 4 (classified as "other"), a multiple comparison test was unwarranted. Groups 2 and 3 were equivalent in attitude scores.

As indicated in studies by Hoffman, Holmstrom, Johnson and Johnson, Nadelson and Nadelson, Nye, Rapoport and Rapoport, Rotheram and Weiner, and Saint John-Parsons, those who are members of dual-income marriages demonstrate the most contemporary attitudes toward the dual-income financial support of the family (16, 17, 19, 26, 28, 32, 34, 35). This study supports that conclusion.
Hypothesis 5—Educational Level

The null hypothesis that no significant differences would be found in attitudes based on respondents' educational level was rejected. Graduate students, with a mean attitude score of 56.1867, exhibited significantly more contemporary attitudes than undergraduate students, who had a mean attitude score of 58.0552 ($p = .0026$). The findings of this study parallel those of the one study found comparing graduate and undergraduate attitudes, that of Valentine, Ellinger, and Williams who also found more contemporary attitudes on the part of graduate students than of undergraduate students (42).

Hypothesis 6—Program Area

Program area was identified as another differentiating factor in respondent attitudes, and thus the null hypothesis was rejected. The Modified LSD and Student-Newman-Keuls Procedures both showed Group 6 (homemaking education) to be significantly more contemporary than Group 3 (agriculture education) and Group 4 (vocational industrial education). Group 5 (health education) respondents were also shown to be significantly more contemporary than Group 4 respondents but not more contemporary than Group 3 respondents. The multiple comparison tests should be considered tenuous since the Group 3 mean attitude score was higher than the score of Group 4. With certainty it can be said that Group
6 is significantly more contemporary in attitude than Groups 3 and 4; beyond that, there is no conclusive evidence of additional significant differences.

As indicated in Chapter II, research which focuses on attitude relative to program area has been nonexistent. It was assumed, however, that the respondents identified in those program areas in which males were traditionally concentrated would exhibit the most traditional attitudes. That assumption was upheld in this study. The respondents in the program areas of agriculture education and vocational industrial education, traditionally populated by male students, were significantly more traditional in attitude than those in homemaking education, which is traditionally populated by female students. Mean attitude scores overall were higher for those respondents in traditionally male program areas and lower for those in traditionally female program areas. In order from most traditional to least traditional, the program area respondents were in agriculture education, vocational industrial education, marketing and distributive education, office education, health education, and homemaking education.

**Hypothesis 7—Mother's Work History**

Respondents' attitudes were found to be influenced also by mother's work history (p = .0000); again the null hypothesis was rejected. Respondents in Groups 1 (mother worked
outside the home all the time) and 2 (mother worked outside the home most of the time) were significantly more contemporaneous in attitude than were Groups 3 (mother worked outside the home some of the time) and 4 (mother worked outside the home none of the time). There were no significant differences, however, between Groups 1 and 2 and between Groups 3 and 4.

The findings of this study support those cited in the review of the literature in regard to mother's work history and its influence on attitudes. As Altman and Grossman, Keith, Peterson, and Powell and Steelman, as well as numerous others have indicated, those who have mothers who have worked when they were children are more likely to have contemporary attitudes toward the dual-income financial support of the family (2, 21, 30, 31).

**Hypothesis 8—Familial Attitudes**

Significant differences were demonstrated to exist among respondents based on familial attitudes, and the null hypothesis of no difference was rejected \( p = .0000 \). Group 5 (those who strongly disagreed that they were brought up to believe that a woman's place is in the home) had a mean attitude score of 50.9550 which was significantly more contemporary than was that for any of the other groups. Group 4 respondents (those who disagreed that they were brought up to believe that a woman's place is in the home),
with a mean attitude score of 56.0900, were significantly more contemporary than those in Groups 1 (mean attitude score of 63.7419), 2 (mean attitude score of 61.2705), and 3 (mean attitude score of 59.4104). Group 3 (undecided) respondents were significantly more contemporary than Group 1 respondents (strongly agree that woman's place is in the home) but were not statistically different in score from those in Group 2 (agree that woman's place is in the home). Groups 1 and 2 had equivalent attitude scores.

While few studies could be found in the review of the literature which related sex-role attitudes to family attitudes, this study upheld the conclusions of those which were found to exist. As Ginn, Glenn, Kriger, and Valentine and her associates discovered, the attitudes that exist in a family when children are growing up are likely to be important in influencing sex-role attitudes (12, 13, 22, 42).

Analysis of Questionnaire Items

As indicated above, attitude scores were significantly more contemporary for females than for males although the great majority (90.2 percent) of all respondents fell within the middle range of possible scores (the grand mean was 57.29425). Less than one percent of all respondents had attitude scores that could be categorized as traditional.

In an attempt to determine where there were specific differences between the responses of females and males
participating in this study, the individual items of the questionnaire were analyzed. Looking at the items in this way, a score of "1" or "2" would represent a contemporary score, while a score of "4" or "5" would be a traditional score. Scores between 2.01 and 3.99, then, would represent an in-between or moderate attitude. (See Appendix I for the details of the responses for each item.)

Of the 22 questionnaire items that were used to determine the attitude score, females responded with a lower (more contemporary) score than males on 17 (see Table VIII). Of those 17, the scores of the female respondents were significantly more contemporary on 13. Male respondents, however, recorded more contemporary scores than females on five of the questions; they had significantly more contemporary scores on three of the five (see Table IX).

Neither females nor males as a group recorded a traditional mean score on any single item. The item on which the most traditional mean score was recorded was Item 19, "An income-earning wife is more valuable to the family than is a wife who is a full-time homemaker." Females recorded a mean score on this item of 3.6 as compared to 3.44 recorded by males.

Both female and male respondents were found to have a decidedly contemporary attitude score on Item 25 (1.56, females; 1.9, males), "It is just as important for a woman
### TABLE VIII

**ITEMS ON WHICH FEMALES RESPONDED WITH MORE CONTEMPORARY RESPONSE THAN MALES**

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>A dual-income marriage has a greater prospect for happiness than does a marriage in which the husband is the sole breadwinner.</td>
</tr>
<tr>
<td>10</td>
<td>Women in dual-income marriages are likely to be happier than they would be in marriages where the husband is the sole breadwinner.*</td>
</tr>
<tr>
<td>12</td>
<td>A woman should expect to be a permanent member of the work force.*</td>
</tr>
<tr>
<td>13</td>
<td>Females should plan to have careers rather than just jobs.*</td>
</tr>
<tr>
<td>14</td>
<td>Rather than being a permanent member of the work force, a woman should expect to be employed outside the home throughout her life at periodic intervals only as the financial needs of the family dictate.*</td>
</tr>
<tr>
<td>15</td>
<td>A woman who centers her attention on full-time homemaking rather than on a career is more appreciated by her family than is a woman who centers her attention on a career.*</td>
</tr>
<tr>
<td>17</td>
<td>In considering a marriage partner, a woman should consider the ability of a prospective spouse to earn a living.</td>
</tr>
<tr>
<td>18</td>
<td>It is acceptable for a husband and wife to reverse traditional roles with the husband assuming the responsibilities for the home and children while the wife assumes the wage-earning role.*</td>
</tr>
<tr>
<td>20</td>
<td>Both husband and wife should contribute financially to the household.</td>
</tr>
<tr>
<td>21</td>
<td>It is acceptable for a woman to earn more money than her husband.*</td>
</tr>
<tr>
<td>22</td>
<td>An employed wife makes a more interesting marriage partner than a wife who is a full-time homemaker.*</td>
</tr>
<tr>
<td>23</td>
<td>A woman gains greater feelings of achievement, competence, and contribution in the role of wage earner than she does from the role of homemaker.</td>
</tr>
</tbody>
</table>
TABLE VIII—Continued

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>It is just as important for a woman to be able to earn a living as it is for a man.*</td>
</tr>
<tr>
<td>26</td>
<td>A working wife is a signal to the community that the husband is unable to provide an adequate income for his family.*</td>
</tr>
<tr>
<td>27</td>
<td>A man is more comfortable with a wife who is dependent upon him financially.*</td>
</tr>
<tr>
<td>28</td>
<td>A woman is more comfortable with a husband upon whom she is financially dependent.*</td>
</tr>
<tr>
<td>29</td>
<td>A woman has more esteem for a husband who earns more income than she does.*</td>
</tr>
</tbody>
</table>

*Statistically significant at .05.

to be able to earn a living as it is for a man." Likewise, both had contemporary scores on Item 26 (1.46, females; 1.86, males), "A working wife is a signal to the community that the husband is unable to provide an adequate income for his family." The contemporary score indicates that respondents do not feel that a working wife is a signal to the community that the husband is an inadequate provider.

Further analysis of the individual items indicated that, even though there may be a difference in the strength of their convictions, a majority of both female and male respondents supported the contemporary stance on nine of the questionnaire items. The responses indicate that both females and males believe the following statements to be true.
TABLE IX
ITEMS ON WHICH MALES RESPONDED WITH MORE CONTEMPORARY RESPONSE THAN FEMALES

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Men in dual-income marriages are likely to be happier than they would be in marriages where the husband is the sole breadwinner.</td>
</tr>
<tr>
<td>16</td>
<td>In considering a marriage partner, a man should consider the ability of a prospective spouse to earn a living.*</td>
</tr>
<tr>
<td>19</td>
<td>An income-earning wife is more valuable to the family than is a wife who is a full-time homemaker.*</td>
</tr>
<tr>
<td>24</td>
<td>If a woman has higher occupational prestige than her husband this would prove to be a problem in a dual-income marriage.</td>
</tr>
<tr>
<td>30</td>
<td>The more income a wife earns, the more enthusiastically a husband will support her career.*</td>
</tr>
</tbody>
</table>

*Statistically significant at .05.

1. Females should plan to have careers rather than jobs.

2. Females should expect to be permanent members of the work force rather than expect to be employed outside the home throughout their lives only as the financial needs of the family dictate.

3. In considering a marriage partner, a woman should consider the ability of a prospective spouse to earn a living. (While there was relatively high agreement that men also should consider the earning power of a woman, the percentage was not as high (43 percent, females; 46.8 percent, males).
4. Both husband and wife should contribute financially to the household.

5. It is acceptable for a woman to earn more money than her husband.

6. It is just as important for a woman to be able to earn a living as it is for a man.

7. A working wife is not a signal to the community that the husband is unable to provide an adequate income for his family.

8. A man is not more comfortable with a wife who is dependent upon him financially.

9. A woman is not more comfortable with a husband upon whom she is financially dependent.

The last two items of the questionnaire were not included in the analysis with the other items because they did not seek the attitudes of the respondents but rather they sought their perceptions of others' attitudes. In response to the item, "Men want their wives to combine careers and families today," 68.2 percent of females agreed while 65.5 percent of males agreed. In response to the item, "Women want to combine careers and families today," 85.5 percent of the female respondents perceived that to be the case while 65.7 percent of the males perceived it to be so.


20. Kassner, Marcia Wright, "Will Both Spouses Have Careers?: Predictors of Preferred or Egalitarian


30. Peterson, E. T., "The Impact of Maternal Employment on
the Mother-Daughter Relationship and on the
Daughter's Role Orientation," unpublished doctoral
dissertation, College of Education, The University
of Michigan, Ann Arbor, Michigan, 1958.

31. Powell, Brian and Lala Carr Steelman, "Testing an
Undertested Comparison: Maternal Effects on
Sons' and Daughters' Attitudes toward Women in
the Labor Force," Journal of Marriage and the
Family, XL (May, 1982), 349-355.

32. Rapoport, Rhona and Robert N. Rapoport, Dual-Career
Families Re-examined: New Integrations of Work
and Family, New York, Harper and Row, Publishers,
1976.

33. Ridgeway, Cecilia, "Parental Identification and
Patterns of Career Orientation in College Women,"
Journal of Vocational Behavior, XII (February,
1978), 1-11.

34. Rotheram, Mary Jane and Nan Weiner, "Androgyny, Stress,
and Satisfaction: Dual-Career and Traditional
Relationships," Sex Roles, IX (February, 1983),
151-158.

35. St. John-Parsons, Donald, "Continuous Dual-Career
Families: a Case Study," Psychology of Women
Quarterly, III (Fall, 1978), 30-42.

36. Shann, Mary H., "Attitudes of Professional Men and
Women toward Women's Roles in Society," paper
presented at the American Educational Research
Association Convention, San Francisco, California,
April, 1979.

37. Steiger, Jo Ann M. and Sue H. Schlesinger, Fostering
Sex Fairness in Vocational Education: Strategies
for Administrators, Columbus, The National Center
for Research in Vocational Education, The Ohio
State University, 1979.

38. Tangri, Sandra A., "Determinants of Occupational Role
Innovation among College Women," Journal of
Social Issues, XXVIII (1982), 177-199.

and Business Education Majors Regarding the Roles
of Women," The Delta Pi Epsilon Journal, XVIII


42. Valentine, Debbie, Nancy Ellinger, and Martha Williams, "Sex-Role Attitudes and the Career Choices of Male and Female Graduate Students," The Vocational Guidance Quarterly, XXIV (September, 1975), 48-53.


CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine attitudes of vocational teacher education majors toward sex-role expectations in regard to the dual-income financial support of the family and in pursuit of that objective to

1. identify differences in the attitudes of vocational teacher education majors based on age,
2. identify differences in the attitudes of respondents based on sex,
3. determine if marital status has an effect on respondents' attitudes,
4. compare respondents' attitudes based on earner status,
5. determine differences in attitudes based on educational level,
6. identify differences that exist among respondents based on program area,
7. determine if mother's work history affects attitudes, and
8. determine if responses are associated with familial attitudes.

At the outset it was stated that the significance of the study would be in providing information which can be used in assisting young people who are currently preparing for their life's work to examine their own values and to
eliminate some of their ambivalence in regard to the dual-income family.

Summary of Methods and Procedures Used

Data for this study were obtained through the use of a 32-item questionnaire which was developed by the researcher after an extensive review of the literature on the dual-income financial support of the family. The first seven items provided demographic information, and the remaining items were used to determine attitudes and perceptions of others' attitudes toward the dual-income financial support of the family. The first eight items in the survey instrument represented the independent variables (age, sex, marital status, earner status, educational level, program area, mother's work history, and familial attitudes); items 9 through 32 made use of a Likert-type scale to test respondents' attitudes and perceptions. Respondents selected from among five alternatives: strongly agree, agree, undecided, disagree, and strongly disagree. Alternatives which were associated with a contemporary attitude were assigned a value of "1" or "2"; those associated with a traditional attitude were assigned values of "4" or "5"; and the undecided alternative in each case was assigned a value of "3." An attitude score was then determined for each respondent with total scores between 22 and 44 representing a contemporary attitude score, those between
45 and 87 representing a moderate or in-between attitude score, and those between 88 and 100 representing a traditional attitude score.

Before use of the questionnaire as a data-gathering instrument, it was submitted to a panel of experts to determine its validity. Internal consistency reliability was determined after administration of the instrument to students enrolled in two vocational education classes at North Texas State University during the summer of 1982. The statistical tests used to determine reliability were the Alpha test, the Equal-Length Spearman-Brown formula, and the Guttman Split Half formula.

The questionnaire was administered during the summer and fall of 1982 to students enrolled in vocational teacher education programs in 35 colleges and universities in 25 states. By the end of November, 1982, 1,235 questionnaires had been returned, of which 1,102 (89.2 percent) were determined to be usable.

Data were computer scored and analyzed using the Statistical Package for the Social Sciences via the McGill University System for Interactive Computing (MUSIC). Frequency distributions were determined for each of the independent variables, and one-way analyses of variance were used in the statistical analysis to determine the existence of significant differences between groups on each of the independent variables. Where F ratios were
significant at the .05 level, the Student-Newman-Keuls and the LSD multiple comparison procedures were used to test each possible pair of means. An item analysis was also undertaken to determine those items on which male and female respondents had similar and dissimilar responses.

Discussion of the Findings

1. Attitudes toward the dual-income financial support of the family, at least on the part of vocational teacher education majors, may be said to be moderate, moving from the traditional attitudes that may have characterized American attitudes in the past.

2. The attitudes of female vocational teacher educators were significantly more contemporary than those of their male counterparts.

3. Younger respondents had more contemporary attitudes toward the dual-income financial support of the family than did older respondents. Those between the ages of 26 and 35 had the most contemporary attitudes of all the respondents.

4. Marital status was not a differentiating factor in regard to attitudes toward the dual-income financial support of the family.

5. Those individuals who were members of dual-income families had more contemporary attitudes than those who were not or those who had not been a member of such a family.
6. In terms of educational level, graduate students had more contemporary attitudes than those who were classified as undergraduate students.

7. In terms of vocational program area, the most contemporary individuals were those in homemaking education followed by those in health education. Students identified as agriculture education majors were the most traditional followed by those in vocational industrial education.

8. Individuals whose mothers worked outside the home when they were growing up had the most contemporary attitudes of the respondents.

9. Those who were brought up to believe that a woman's place was in the home had traditional attitudes as compared to those who were not brought up in homes where such attitudes existed.

10. Both females and males felt that it is just as important for a woman to be able to earn a living as it is for a man.

11. Both females and males felt that less stigma is attached to the wage-earning ability of the husband if his wife works than has appeared to be the case in the past.

12. Both females and males believed that wives should plan to have careers rather than jobs.

13. Both females and males believed that women should not expect to enter the labor force just as financial needs dictate.
14. Both females and males felt that it is important for a woman to consider the wage-earning ability of a spouse before marriage.

15. Both females and males indicated that it is acceptable for the wife to earn more money than her husband.

16. Both females and males felt that a man is not more comfortable with a wife who is dependent upon him financially.

17. Both females and males felt that a woman is not more comfortable with a husband upon whom she is financially dependent.

18. Both females and males felt that men generally want their wives to combine careers and families today.

19. Both females and males felt that women generally want to combine careers and families.

Conclusions

The conclusions of this study support the recent findings of other research focused on the financial support of families. Sex-role attitudes are changing among both females and males (5, p. 453; 9, p. 466; 13, p. 127; 15; 21, p. 225). Further, more and more women expect to work, even want to work, and husbands, likewise, are coming to expect financial contribution on the part of the wife (1; 4, p. 15; 5; 10, p. 113; 11; 13, p. 127).

With the trend toward increasing numbers of dual-income families, the educational system has an important part to play in preparing young people for their roles, in making
them aware of the advantages and disadvantages of the dual-income family, and in helping them to realize that coping strategies must be developed if marital quality is to be satisfactory. Where a wife and husband exhibit different attitudes toward the dual-income financial support of the family, marital problems are bound to occur (3, p. 223; 14, p. 53; 19, p. 151). A successful dual-income marriage will require partners who define gender roles more broadly than has been the case in the past (14, p. 61). Education should assist young people in planning for a life of economic independence and should make them aware of changing values. Preparation for economic independence provides a sense of control over one's life and achievement. Pursuing a satisfying career may be the best investment that a young man or a young woman can make (7). It is also an important vehicle for alleviating the high level of poverty that occurs among women who find themselves the heads of households.

Recommendations

The findings of this study and the related literature provide information which should prove helpful in preparing young people for their futures. Educators and education have a large responsibility for insuring that students are constantly provided with that which is relevant to the world that they are entering upon leaving the academic environment.
1. Educators should be made aware of the attitudes that have been found to exist in regard to the dual-income financial support of the family so that students for whom they have a responsibility will be encouraged to analyze their own career goals and life-style options with the realization that, whether anticipated or not, both women and men are likely to find themselves permanently in a wage-earning role.

2. More attention should be given especially to helping young women look seriously at preparation for careers from which they will be likely to experience a high level of satisfaction and opportunities for advancement.

3. College and university faculty should be made aware of the findings of this study so that they can more effectively prepare teacher education majors for dealing with the subject of current sex-role attitudes.

4. Educators should emphasize in their classes the importance of congruent sex-role attitudes on the part of marriage partners in order to reduce the possibility of marital instability.

5. Educators should give more attention in their programs to the preparation of students for the dual-income lifestyle and the coping strategies that may be required to insure marital stability.

6. Administrators in vocational education programs should be made aware that sex-role stereotypes are more likely to exist among teachers in some program areas than in others
and should consider conducting in-service workshops for the purpose of modifying such attitudes.

7. Additional studies on the subject of sex-role attitudes toward the dual-income financial support of the family should be conducted among other groups of individuals to determine if the attitudes identified herein are generalizable to the entire population. Studies of individuals in other academic disciplines, of students in high schools and community colleges, and in the general population, for example, would provide additional evidence of existing attitudes toward a phenomenon that is growing and will, if predictions are correct, continue to grow.

8. Correlational studies should be conducted to determine the extent to which males are willing to assume responsibilities for parenting and other family duties in the event that they are involved in a dual-income family. Such information would alert young women and men to an issue that will heavily impact those who consider adopting the dual-income lifestyle.

9. In future studies, continued emphasis should be placed on male attitudes since little research has been conducted of their attitudes and perceptions.

10. Studies should be initiated whereby respondents are identified by geographical location to determine if there is a difference in attitude by region of the country in which individuals live so that educators will be able to differentiate among those sections of the country where specific attitudes exist.
CHAPTER BIBLIOGRAPHY


APPENDIX A

QUESTIONNAIRE
ATTITUDES OF VOCATIONAL TEACHER EDUCATION MAJORS IN THE UNITED STATES TOWARD SEX-BASED EXPECTATIONS REGARDING THE DUAL-INCOME FINANCIAL SUPPORT OF THE FAMILY

Note: The definition of a dual-income marriage as used in this study is a marriage in which both the husband and the wife work in a full-time position outside the home to earn an income.

I. Demographic Data

Instructions: In the blank to the left of each item number except the first one, record the number which best represents your response to that item.

1. Age of respondent
   Please record in years your exact age

2. Sex
   1. female
   2. male

3. Marital status
   1. married
   2. single, never married
   3. divorced
   4. separated
   5. widowed

4. Earner status
   1. currently a member of a dual-income marriage
   2. not currently but have been a member of a dual-income marriage
   3. have never been a member of a dual-income marriage

5. Educational level
   1. undergraduate
   2. graduate

6. Program area
   1. marketing and distributive education
   2. office education
   3. agricultural education
   4. vocational industrial education (V&I)
   5. health education
   6. homemaking education

7. When I was growing up, my mother worked outside the home
   1. all of the time
   2. most of the time
   3. some of the time
   4. none of the time

II. Dual-Family Income Attitudes

Instructions: There is no right or wrong answer to the following items. Please record the number in each blank which best indicates your attitude.

8. I was brought up to believe that a woman's place is in the home
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

Questions continued on back
9. A dual-income marriage has a greater prospect for happiness than does a marriage in which the husband is the sole breadwinner
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

10. Women in dual-income marriages are likely to be happier than they would be in marriages where the husband is the sole breadwinner
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

11. Men in dual-income marriages are likely to be happier than they would be in marriages where the husband is the sole breadwinner
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

12. A woman should expect to be a permanent member of the work force
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

13. Females should plan to have careers rather than just jobs
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

14. Rather than being a permanent member of the work force, a woman should expect to be employed outside the home throughout her life at periodic intervals only as the financial needs of the family dictate
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

15. A woman who centers her attention on full-time homemaking rather than on a career is more appreciated by her family than is a woman who centers her attention on a career
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

16. In considering a marriage partner, a man should consider the ability of a prospective spouse to earn a living
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree
17. In considering a marriage partner, a woman should consider the ability of a prospective spouse to earn a living
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

18. It is acceptable for a husband and wife to reverse traditional roles with the husband assuming responsibility for the home and children while the wife assumes the wage-earning role
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

19. An income-earning wife is more valuable to the family than is a wife who is a full-time homemaker
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

20. Both husband and wife should contribute financially to the household
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

21. It is acceptable for a woman to earn more money than her husband
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

22. An employed wife makes a more interesting marriage partner than a wife who is a full-time homemaker
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

23. A woman gains greater feelings of achievement, competence, and contribution in the role of wage earner than she does from the role of homemaker
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

24. If a woman has higher occupational prestige than her husband, this would prove to be a problem in a dual-income marriage
   1. strongly agree
   2. agree
   3. undecided
   4. disagree
   5. strongly disagree

Questions continued on back.
25. It is just as important for a woman to be able to earn a living as it is for a man.
1. strongly agree
2. agree
3. undecided
4. disagree
5. strongly disagree

26. A working wife is a signal to the community that the husband is unable to provide an adequate income for his family.
1. strongly agree
2. agree
3. undecided
4. disagree
5. strongly disagree

27. A man is more comfortable with a wife who is dependent upon him financially.
1. strongly agree
2. agree
3. undecided
4. disagree
5. strongly disagree

28. A woman is more comfortable with a husband upon whom she is financially dependent.
1. strongly agree
2. agree
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29. A woman has more esteem for a husband who earns more income than she does.
1. strongly agree
2. agree
3. undecided
4. disagree
5. strongly disagree

30. The more income a wife earns, the more enthusiastically a husband will support her career.
1. strongly agree
2. agree
3. undecided
4. disagree
5. strongly disagree

31. Men want their wives to combine careers and families today.
1. strongly agree
2. agree
3. undecided
4. disagree
5. strongly disagree

32. Women want to combine careers and families today.
1. strongly agree
2. agree
3. undecided
4. disagree
5. strongly disagree
APPENDIX B

QUESTIONNAIRE ITEMS AND THEIR VALUES
### QUESTIONNAIRE ITEMS AND THEIR VALUES

I. Items 8, 14, 15, 24, 26, 27, 28, and 29

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II. Items 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 22, 23, 25, 30, 31, and 32

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APPENDIX C

PANEL OF EXPERTS TO DETERMINE
VALIDITY OF QUESTIONNAIRE
PANEL OF EXPERTS TO DETERMINE
VALIDITY OF QUESTIONNAIRE

Dr. Ruby Barker, Department of Business, Tarleton State University, Stephenville, TX 76401.

Dr. Cynthia Barnes, Department of Business, Lamar University, Beaumont, TX 77700.

Dr. Margaret Griffin, College of Education, Texas Woman's University, Denton, TX 76204.

Dr. Karen Jackson, Department of Psychology, Texas Woman's University, Denton, TX 76204.

Dr. Tommie Lawhon, Department of Home Economics, North Texas State University, Denton, TX 76203.

Dr. Ted Palmore, College of Education, Texas Woman's University, Denton, TX 76204.

Dr. Patricia Robbins, Department of Business, Southeastern Oklahoma State University, Durant, OK 74701.

Dr. Vera Taylor-Gershner, College of Education, Texas Woman's University, Denton, TX 76204.

Dr. Richard Warshak, Southwestern Medical School and University of Texas at Dallas, Richardson, TX 75080.

Dr. Sandra Warshak, Southwestern Medical School, Dallas, TX 75219.
APPENDIX D

COLLEGES AND UNIVERSITIES OFFERING DEGREES IN VOCATIONAL TEACHER EDUCATION AND THEIR PARTICIPATION IN STUDY
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*Not indicated. **Not usable.
APPENDIX E

ORIGINAL LETTER REQUESTING PARTICIPATION IN STUDY
Will you accept the responsibility for administering a questionnaire to a sample of your vocational education majors so that data can be collected for use in a doctoral study being directed by Dr. Pat N. McLeod in the Division of Occupational and Vocational Education at North Texas State University, Denton, Texas. A copy of the questionnaire is enclosed for your review.

The purpose of the study for which data is being collected is to determine attitudes of vocational education majors throughout the United States toward sex-role expectations in regard to the financial support of the family. More specifically, I am interested in determining if vocational education majors, both men and women, adhere to the traditional philosophy of the breadwinning husband and homemaking wife or if they accept the more contemporary view that both the husband and the wife should share the responsibility for the financial support of the family. Based on my review of the literature, studies which address the subject of sex-role attitudes have failed to focus specifically on this subject.

The sample of vocational education majors will be both graduate and undergraduate students including those who are working for vocational certification.

Will you please complete the form that is enclosed and return it as soon as possible in the stamped and self-addressed envelope. After your acceptance of this responsibility, and as soon as the proposal for the study has been accepted, the questionnaire will be mailed to you with instructions for its administration and return. Your willingness to participate in this study will be most helpful in expanding the existing literature on male-female sex-role attitudes.

Sincerely,

Mrs. Glenda Brock Simmons

Enclosures
RESPONSE FORM

___ We will participate in the doctoral study on sex-role expectations regarding the financial support of the family.

___ We will not be able to participate in this study.

Name of College/University ________________________________

Address ________________________________

Telephone Number ( ) ________________________________

Name of Person Who Will Administer Questionnaire ________

Approximate Number of Undergraduate, Graduate, and Certification Majors Enrolled in Vocational Education ____________

Approximate Number of Questionnaires You Are Willing to Administer ________________________________

Return to Mrs. Glenda Brock Simmons, Route 2, Box 35, Argyle, TX 76226.
APPENDIX F

FOLLOW-UP LETTER
You were recently asked to assist with the administration of a questionnaire among your vocational teacher education majors on the subject of attitudes toward the dual-income financial support of the family. The data will be used in a doctoral study being undertaken in the Division of Occupational and Vocational Education at North Texas State University in Denton, Texas. Your response has not yet been received.

Your support of this research project will certainly be helpful in expanding the literature on a subject on which there has been little research. Based on the pilot testing of the survey instrument, your students will require a maximum of 15 minutes to complete it.

Will you please complete the response form which is enclosed and mail it in the self-addressed and postage-paid envelope. The results of the study will, of course, be made available to those who wish to receive them.

Sincerely,

Mrs. Glenda Brock Simmons

Enclosures
APPENDIX G

FOLLOW-UP LETTER
Route 2, Box 35
Argyle, TX 76226
November 19, 1982

Dear

The questionnaires which were sent to you on
for the purpose of assessing sex-role attitudes of vocational
education majors toward the dual-income financial support
of the family have not yet been received. I would appreciate
your returning them as soon as possible so that the data can
be analyzed during the Christmas holidays.

In the event that you did not receive the survey instru-
ments, please let me know and additional ones will be
mailed to you.

Thank you for your attention to this request.

Sincerely,

Mrs. Glenda Brock Simmons
APPENDIX H

SUMMARY TABLES OF ANALYSIS OF VARIANCE FOR INDEPENDENT VARIABLES
### TABLE XI
**ANALYSIS OF VARIANCE**

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APPENDIX I

SUMMARY OF RESPONSES, MEAN SCORES, AND PROBABILITIES FOR QUESTIONNAIRE ITEMS
TABLE XII
SUMMARY OF RESPONSES, MEAN SCORES, AND PROBABILITIES FOR QUESTIONNAIRE ITEMS

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Item 14—Rather than being a permanent member of the work force, a woman should expect to be employed outside the home throughout her life at periodic intervals only as the financial needs of the family dictate.

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<th>Item 15—A woman who centers her attention on full-time homemaking rather than on a career is more appreciated by her family than is a woman who centers her attention on a career.</th>
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<td>Male</td>
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Item 16—In considering a marriage partner, a man should consider the ability of a prospective spouse to earn a living.

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<th>Item 17—In considering a marriage partner, a woman should consider the ability of a prospective spouse to earn a living.</th>
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<td>Male</td>
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Item 18—It is acceptable for a husband and wife to reverse traditional roles with the husband assuming responsibility for the home and children while the wife assumes the wage-earning role.

| Female | 538 | 17.5 | 49.3 | 14.7 | 13.6 | 5.0 | 2.3941 | 0.0000** |
| Male   | 564 | 9.6  | 37.4 | 16.1 | 22.0 | 14.9 | 2.9521 |
### TABLE XII—Continued

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<td>Item 19—An income-earning wife is more valuable to the family than is a wife who is a full-time homemaker.</td>
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<td>Item 20—Both husband and wife should contribute financially to the household.</td>
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<td>Item 22—An employed wife makes a more interesting marriage partner than a wife who is a full-time homemaker.</td>
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<td>Item 23—A woman gains greater feelings of achievement, competence, and contribution in the role of wage earner than she does from the role of homemaker.</td>
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<td>Item 24—If a woman has higher occupational prestige than her husband, this would prove to be a problem in a dual-income marriage.</td>
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<td>Item 25—It is just as important for a woman to be able to earn a living as it is for a man.</td>
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<td>Item 26—A working wife is a signal to the community that the husband is unable to provide an adequate income for his family.</td>
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<td>Item 27—A man is more comfortable with a wife who is dependent upon him financially.</td>
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### TABLE XII—Continued

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<td>Item 29—A woman has more esteem for a husband who earns more income than she does.</td>
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<td>Item 30—The more income a wife earns, the more enthusiastically a husband will support her career.</td>
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<td>Item 31—Men want their wives to combine careers and families today.</td>
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*1 = most contemporary attitude, 5 = most traditional.

**Statistically significant.
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