THE RELATIONSHIP OF EDUCATIONAL ACHIEVEMENT
TO THE ROLE-CONCEPT OF WOMEN

THESIS

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

For the Degree of

MASTER OF SCIENCE

By

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The problem of this investigation was an analysis of selected variables that affected woman's role-concept. Specifically this research was concerned with how a woman's role-concept was influenced by education.

This research concluded that the level of education influenced role-concept. Respondents with more than a high school education were very contemporary. Other variables such as marital status, age, parental views, ethnic group, and major seemed to have little effect on role-concept. All groups surveyed were more contemporary than traditional. Further research to determine if all women are becoming contemporary would be meaningful.
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CHAPTER I

INTRODUCTION

The woman's self-concept seems to be directly related to her role perception. This research project dealt with selected variables in a woman's life which affected her role perception. Previous research has dealt with some of these variables. Lipman and Blumen conducted a study which sought to analyze social ideologies in relation to behavior. The ideologies were categorized as traditional and contemporary.¹ In research by Weller, the aspect of participation in the labor force was related to the decision-making of the woman in a family.² Richard Klemer in a study of self-esteem and dating patterns found that self-esteem influenced marital happiness. Klemer found that women with a higher level of self-esteem had more divorces.³ These


findings are related to traits found in Maslow's definition of self-esteem. Higher self-esteem results in higher self-confidence, higher unconventionality, lowered respect for rules, freer personal expression, and greater independence. Lower self-esteem results in neatness, reliability, faithfulness, inferiority feelings, feminity, and a tendency toward conservatism in art, politics, and dress. Steinmann, in a series of studies in collaboration with several other researchers, attempted to prove that all women share a set of common life values. This hypothesis was not supported. The influence of education on attitudes was explored by Clark. Clark found that education does not necessarily perpetuate the cultural dictates of society. Clark found that education leads to a re-examination of values and ideas which may increase the volume and rate of societal change. Thomas found that people adjust their behavior according to inferences from groups. Kuhn and McPartland deducted that the ordering of responses is a reflection of the make-up of


6Burton R. Clark, Education as an Active Agent in Cultural Change (San Francisco, 1962), p. 65.

7Goffman, op. cit., p. 110.
the self-conception. Simone de Beauvoir stated that women were in a peculiar situation, that of living in a counter-universe to man's universe. Bawcon linked role factors in marriage and the adjustment achieved in that marriage. Ort, Dyer, and Mangus dealt with role theory as it related to marital interaction. Rappaport and Raslow studied the marital role situation in which failure occurs, the social norms which the individual accepts as normal for his situation, and the specific personality needs of each as a result of their developmental histories. Parson and Bales examined personality as related to the socialization process of children and found that masculine and feminine traits had

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8Ibid., p. 127.

9Ibid., p. 161.


to be taught to children. Kotlar found that both adjusted and unadjusted spouses rated the husband's role as instrumental or directive and the wife's role as expressive or supportive. Stuckert found that the husband had more influence on patterns of behavior in the early stages of marriage due to his traditionally dominant orientation. The previous research cited can be divided into two areas: 1) traits and values related to role perceptions; 2) variables influencing or being influenced by the values of women.

Statement of the Problem

The problem of this study was an analysis of selected variables that affected woman's role-concept. Specifically this research was concerned with how woman's role-concept was influenced by education.

Research Questions

In the research questions, traditional and contemporary are defined as they are in the research by Lipman and


Blumen (see page 18, Definitions of Terms). Questionnaires were distributed in order to reach conclusions concerning the following questions:

1. Will a relationship exist between level of education and role-concept?

2. Will a relationship exist between marital status of college women and role-concept?

3. Will a relationship exist between age and role-concept?

4. Will women who view their parents as traditional have traditional role-concepts?

5. Will a relationship exist between ethnic minorities and role-concept?

6. Will a relationship exist between homemaking and teaching majors and role-concept?

Synthesis of the Related Literature

Some research has dealt with variables that affect self-concept. Lipman and Blumen conducted a study which sought to analyze social ideologies in relation to behavior. These ideologies were categorized as traditional and contemporary. Traditional was defined as the belief that women belonged in the home caring for children and performing domestic duties while men were responsible for the support
of the family. Contemporary was defined as the belief that the relationship between men and women was ideally egalitarian with husband and wife sharing domestic, child-rearing, and financial responsibilities.\textsuperscript{18} From the results of a questionnaire, Lipman and Blumen found that ideologies do seem to predict values and behavior of women. Women in the traditional category tended to accept their parents' religion. Traditional women married in college more often, while contemporary ones postponed marriage until after college.\textsuperscript{19}

Lipman and Blumen further found that the traditional woman felt the ideal life was one devoted to family and volunteer work, while the contemporary woman saw the ideal life as a combination of family and full or part-time employment. Both groups expressed finding fulfillment and meaning in life.\textsuperscript{20} Baker posed the question of fulfillment and personality development in a study comparing married and never-married women.\textsuperscript{21} Among the hypotheses were these: 1) the scores of never-married women on the California Test of Personality (CTP) would fall below the average of the norms


\textsuperscript{19} Ibid.

\textsuperscript{20} Ibid.

for the adult population as a whole; 2) the CTP scores of the never-married women would be below those of the married women; 3) of those who scored highly on the CTP, their scores could be positively correlated with higher education, urban up-bringing, liberal Protestant affiliation, and a conscious choice to remain single. Baker's sample consisted of thirty-eight married mothers and thirty-eight never-married women. The first hypothesis listed, comparing never-married men to the adult population as a whole, was not supported. The second, comparing married and never-married women, showed them to be amazingly congruent. Also, in neither group was any relationship found between the CTP and factors such as age, education, religious affiliation, or community background. This study was interesting in that it showed no great difference in feelings of personal satisfaction and fulfillment between married and never-married women, nor were the intervening variables significant. Research by Weller, introduced the aspect of participation in the labor force as a factor related to the decision-making of the woman in a family. Weller proposed that participation in the labor force and decision-making were positively correlated. Weller's proposal was supported. The ideas

22 Ibid.


24 Ibid.
of participation in the labor force and decision-making were listed as contemporary values by Lipman-Blumen, as previously noted.  

Richard Klemer obtained meaningful results from a study he conducted on self-esteem and dating patterns influencing mate selection and marital happiness. His sample consisted of 288 college women, the majority from middle class, Protestant backgrounds. The findings pertinent to this study were as follows: 1) young women with a higher level of self-esteem tend to marry at the same rate as their peers; 2) self-esteem seems to be inversely related to marital happiness; 3) those women with a higher level of self-esteem had more divorces. These findings are related to previous traits listed in Maslow's definition of self-esteem: Higher self-esteem results in higher self-confidence, higher unconventionality, lowered respect for rules, freer personal expression, and greater independence; lower self-esteem results in neatness, reliability, faithfulness, inferiority feelings, feminity, and a tendency to conservatism in art, politics, and dress.

Steinmann, in a series of studies in collaboration with several other researchers, including Levi, Fox, Rappaport,

\[\text{\cite{Lipman}}\]
\[\text{\cite{Klemer}}\]
\[\text{\cite{Goffman}}\]
and Dayne, attempted to prove that all women, regardless of
differences in socioeconomic class, ethnic or racial back-
ground, nationality, level of education, professional status,
or economic status, share a set of common life values.\footnote{28}
This hypothesis was not supported, but some aspects of the
study are pertinent to this research. One sample studied
consisted of seventy-five women attending a metropolitan
college in a large, northeastern city in the spring of 1963.
These women were taking undergraduate psychology courses.
The women were given the Inventory of Feminine Values, which
tested relative strength between intrafamilial and extra-
familial orientation. The women answered as they saw
themselves, their concept of the Ideal Women, and men's Ideal
Women. Their view of men's Ideal Woman was one who is
extremely passive and who places wifely and familial duties
above her own development. Men's Ideal Woman sought her
satisfaction in these duties rather than in her own personal
and professional development. The women viewed themselves
as balancing between self-achieving and family-oriented
traits. The women's Ideal Woman was more self-assertive and
active.\footnote{29} In another sample of forty-five married and
forty-five single women who took the same Inventory of
Feminine Values comparing the same role perceptions: how

\footnote{28}{Steinmann, \textit{op. cit.}}

\footnote{29}{Ibid.}
they saw themselves, their concept of Ideal Women, and men's Ideal Women, the results were again significant. The married women saw themselves as more self-achieving than the single women; also, their Ideal Woman was more self-achieving than the single woman. Both saw men's Ideal Woman as more family oriented.30 These studies show a conflict in these women's concept of themselves and how they feel others want them to be. A compatible role-concept is apparently lacking as they express awareness of two contrasting values.

The influence of education on attitudes was explored by Clark.31 He found support for his hypothesis that education does not solely perpetuate the cultural dictates of society. Assembling previous research, Clark stated that higher education, through increased knowledge and contacts with individuals, leads to a re-examination of values and ideas.32 Although feminine values were not specifically enumerated, the proposal that education would affect them, can be inferred.

William I. Thomas suggested the importance of realizing that people do not lead their lives, make their decisions, or reach their goals in everyday life either statistically or scientifically. People adjust their behavior by

30Ibid.
31Clark, op. cit.
32Ibid.
This aspect of self-concept and role behavior is significant in that it supports the theory that the less educated woman having lower self-esteem and lower self-concept is more vulnerable to the inference of American society as to what her role should be. Conceivably, inferences define the importance of roles for women.

Kuhn and McPartland believed that the ordering of responses is a reflection of the make-up of the self-conception. Kuhn and McPartland's theory related to the questions in this research since self-concept would determine traditional or contemporary role behavior of women. The fact that the volume of consensual responses (corresponding to social anchorings) varied greatly from respondent to respondent tended to add additional support for the questions in the present research which sought to analyze factors that might cause differences in role-concepts.

The self-theory view that the self is an interiorization of positions in social systems shows manipulation of responses by assigning them to dichotomous categories, that of consensual reference and that of subconsensual reference. The assumption may be made from this orientation that variations in such self-identifications are equivalents of variations in the ways in which the individuals in American

33Goffman, op. cit., p. 233.
34Ibid., p. 127.
society have cast their lots within the range of possible reference groups. The previous research dealing with self as an interiorization of positions in a social system could help to explain woman's role behavior as being either traditional or contemporary.

Simone de Beauvoir described the peculiar situation of women. She stated that female friendships a woman succeeds in keeping or forming are precious to a woman, but they are very different in kind from relations between men. The latter communicate as individuals through ideas and projects of personal interest, while women are confined within their general feminine lot and bound together by a kind of immanent complicity. What women look for first of all among themselves is the affirmation of the universe they have in common. Women do not discuss opinions and general ideas. They may exchange confidences. Women are in league to create a kind of counter-universe, the values of which will outweigh masculine values. Women compare experiences, pregnancies and births. Their own and their children's illnesses, and household cares become the essential events of the human story. Traditional "woman's work" is not a technique. However, in passing on recipes for cooking and the like, women endow their work with the dignity of a secret science founded on oral tradition.

\[35\text{Ibid., p. 127.}\] \[36\text{Ibid., p. 161.}\]
Beauvoir's observances help to explain the divisions of contemporary and traditional roles for women. The deduction can be made from Beauvoir's observations that a dual world exists for men and women and that as women increase their education, they move toward a contemporary role and into the male portion of the world.

The significance of defining the role of women increases as a theoretical approach is developed which uses role behavior to explain marital conflict. Bawton's thesis An Exploratory Investigation of Marital Role Conflict and Its Relationship to Perceived Marital Adjustment attempted to determine the relationship between specific role factors in marriage and the adjustment achieved in that marriage. Bawton found that marital adjustment increased as role conflict decreased.\(^{37}\)

Ort found support for an inverse correlation between the number of role conflicts and the ratings of happiness of couples. Ort's role theory introduced the concept of marital role theory in a classic study of happiness in marriage.\(^{38}\)

Following Ort a number of authors refined the basic premises of role theory as related to marital interaction.

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\(^{37}\) Bawcom, op. cit.

\(^{38}\) Ort, op. cit.
interactive process between husband and wife based on acquired role expectations. He suggested that if these role expectations are not fulfilled in performance, the integrative potential of marriage is thereby diminished.  

Dyer, in a manner similar to Mangus, operationally defined several terms currently accepted by role researchers. Dyer defined role expectations, role performance, role conflict, and adjustment. Role expectations referred to those attitudes and behaviors considered appropriate for others. Role performance was that behavior each assumed to be proper for his position or status. Role conflict was conceptualized as occurring when norms or personal preference are not agreed upon or when the role performance of one person does not coincide with the role expectations of another person. Adjustment was an assimilation of those norms and mutual agreement of role expectations and role performances. The importance of contemporary and traditional role expectation and role performance can be seen when either causes role conflict.

Support for role theory was presented by Rappaport and Rasow. They studied factors crucial in analyzing marital

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39 Mangus, op. cit.
40 Dyer, op. cit.
41 Ibid., p. 390.
42 Ibid.
role failures. These included the marital role situation in which failure occurs, the social norms which the individual accepts as normal for his situation, and the specific personality needs of each as a result of their developmental histories. Common background experiences also have been found to have an important effect on marital role adjustment. The importance of contemporary and traditional role agreement between mates was clarified by studying the research of Rappaport and Rasow.

Parson and Bales concluded in their analysis of the child socialization process, "... the masculine personality tends more to the predominance of instrumental interests, needs, and functions." Instrumental roles may be defined as directing, managerial type functions, while expressive roles refer to supportive, succoring type functions. Kotlar suggested that instrumental vs. expressive roles could be differentiated within an equalitarian relationship. Kotlar found that both adjusted and unadjusted spouses rated the husband's role as instrumental and the wife's role as expressive. However, adjusted spouses actually received higher scores on expressive role attitudes and rated each other as lacking in emotional support and succor.

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44 Parson, op. cit.

45 Ibid.

46 Kotlar, op. cit.
obtained similar results. He found that those couples evidencing expressive relationships were better adjusted, while the instrumental role being assumed by either husband or wife was related to poor adjustment.47

Generally, it has been accepted that the husband has more influence on patterns of behavior in the early stages of the marriage, due to his traditionally dominant orientation.48 Thus, the emphasis on his identification with expressive role attitudes should provide more harmony, since this attitude is the traditionally ideal role function for the wife and appears more positively related to the process of adjustment than instrumental role functions.49 Stuckert's research, mentioned above, was particularly meaningful to this present research which examines traditional and contemporary roles for women.

The information from the studies discussed may be divided into two areas: 1) discussion of traits and values related to role perceptions; 2) variables influencing or being influenced by the values of women. Lipman-Blumen's definitions of traditional50 are comparable to Steinmann's

48Stuckert, op. cit., p. 416.
49Stuckert, op. cit., p. 419.
50Lipman, op. cit.
inventory of values of self-achieving versus family-oriented. Some of Maslow's self-esteem values can also be placed on a continuum with femininity, conservatism, and faithfulness. Maslow stated that traditional could be equated with the qualities just mentioned while unconventionality, lowered respect for rules, and independence fit with contemporary values. Other variables listed in the research surveyed are as follows: parental influence, marital status, education, religious background, and participation in the labor force.

Significance of the Study

This research deals with some of the variables in American society that keep women from attaining their maximum potential. The variables affecting women and impeding their development most frequently concerned femininity and with what one must refrain from doing in order to be feminine.

Friedan began calling these blocks to potential as the problem with no name. This present research deals with woman's self-concept as related to education. There is controversy among women themselves as to what is appropriate for

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51 Steinmann, op. cit.
52 Goffman, op. cit., p. 363.
them to try to do. American society seems to favor the tradi-
tional role for women, staying home caring for children and
house. Educated women seem to favor the contemporary role,
sharing domestic, child-rearing, and financial responsibilities.

The initial reasons for woman's traditional role were
perhaps dictated by physical and biological conditions. Until
labor-saving devices for domestic chores and improved trans-
portation entered the picture, what could women do except
stay home and care for the children? The problem and the
puzzle is, why women deny their abilities and potential to-
day. The greatest untapped source of brain power in the
United States is the feminine mind.\textsuperscript{54} The present research
may identify some of these mind blocks so that some may go
beyond the present limiting female situation.

Definitions of Terms

The following terms have restricted meaning and are thus
defined for this study:

1. Female role-concept is defined as the image women
have of their duties.\textsuperscript{55}

2. The traditional role-concept is defined as the
belief that the woman belongs in the home caring for the
children and performing domestic duties, while men are
responsible for the support of the family; this traditional

\textsuperscript{54}\textit{Ibid.} \hspace{1cm} \textsuperscript{55}\textit{Lipman, op. cit.}
woman is viewed as passive, faithful, conservative, and always finds her greatest satisfaction in her familial duties.\(^{56}\)

3. The contemporary role-concept is defined as the belief that the relationship between men and women is ideally equalitarian, with sharing of domestic, child-rearing, and financial responsibilities; this contemporary woman is viewed as independent, unconventional, with an interest in her personal and professional growth.\(^{57}\)

4. Self-concept is defined as Good defines it: "those parts of the phenomenal field which the individual has differentiated as relatively stable and definitive parts or characteristics of himself."\(^{58}\)

Limitations

1. Respondents who completed the questionnaire reported only that which they chose to reveal (see appendix).

2. Facets of role-concept might not have been measured by the instrument.

3. All variables that affected feminine role-concept and role behavior were not controlled.

4. A small percentage in relation to the total population of women is represented by this study.

\(^{56}\)Ibid. \(^{57}\)Ibid. \(^{58}\)Goffman, *op. cit.*, p. 116.
Basic Assumptions

The assumption was made that the responses received on the survey instrument were at least a reflection of the attitudes held by the women surveyed. Using different universities and a selection of women from towns with different characteristics gave a fairly diverse picture of the larger population of women.

Instrument

The instrument for this research was a questionnaire. Women selected a category for marital status from single, married, widowed, divorced, or separated. Age was divided into the following categories: 26 and under, 27-36, 37-46, and 47 and over. On the questionnaire for level of education, the categories were as follows: high school or less, freshman or sophomore in college, junior or senior in college, and graduate level. The categories for ethnic group were Anglo, Black, Oriental, Chicano, and other. Choice of major was an open-ended question.

On the questionnaire, respondents' views of their parents were measured by a Likert scale from 0 to 20. Ten or under viewed parents as traditional while 11 or above was contemporary.

Contemporary and traditional role-concept for the respondent were measured by a Likert scale of a possible 100 points, with those scoring 60 and below classified as
traditional. Those who scored above 61 were classified as contemporary. The results indicated that a comparison was necessary between contemporary and very contemporary. Contemporary was 61 to 80, and very contemporary 81 to 100.

The total number of points that could be received on the Likert scale if the most contemporary responses were given was 100. The total number of points that could be received on the Likert scale if the most traditional responses were given was 20. Midway between 20 and 100 was 60, which became the dividing point between traditional and contemporary. In a like manner, 80 was the midpoint between the contemporary and the very contemporary response.

The questionnaire was developed by the researcher and based on the criterion measures of traditional and contemporary established by Lipman and Blumen. The respondent circled letters which corresponded to her opinion. The responses ranged from strongly disagree to strongly agree.
CHAPTER II

PROCEDURES FOR ANALYSIS AND COLLECTION OF DATA

Questionnaires were distributed to 105 North Texas State University students and to 75 Texas Woman's University students. Questionnaires were distributed to 25 Hubbard Hall kitchen employees on the Texas Woman's University campus. Women employed by the Frisco Independent School District were given 20 questionnaires. Questionnaires were distributed to 20 members of the Frisco Parent Teacher Association. Questionnaires were distributed to 15 members of Fidelis Matrons Sunday School class of the First Baptist Church in Denton, Texas. Questionnaires were distributed to 10 members of the choir of the First United Methodist Church in Frisco, Texas. This mixture produced a blend of provincial, rural characteristics and cosmopolitan, urban characteristics.

The questionnaires were returned at the convenience of the respondents. Of the 270 questionnaires distributed, 209 were returned.

The Population

The population for this research study was composed of women from Frisco, Texas, and Denton, Texas. Denton has two universities and 51,550 residents, giving this city a
cosmopolitan, urban character. Frisco has 3,000 residents and many farmers, giving this town a provincial, rural character.

Selection of Sample

The sample was chosen to include different areas and different people. University students, menial workers, parents, teachers, and different types of church members offered a diverse sampling. These areas were chosen because they were accessible to the researcher and had the additional benefit of providing a diverse sample.

Research Design

This study was designed to determine the relationship between feminine role-concept and educational level. No experimental design was necessary, as the criterion measures were the responses to a questionnaire.

Procedures for Analysis of Data

The questionnaires were numbered. The responses from the questionnaires were condensed and written horizontally to read age, marital status, ethnic group, level of education, choice of major, Likert scale/self, and Likert scale/parent. The vertical column listed the questionnaires through 209. Each previously mentioned division was counted. Percentages were calculated for the total number in each division and conclusions were drawn.
Research Questions

Results for the research questions were tabulated by comparing percentages with the total number for each variable. Variables considered were age, marital status, ethnic group, level of education, and choice of major in relation to contemporary and traditional role-concepts for women. Contemporary and traditional role-concepts were measured by the Likert scale. There was a possible 100 points, with those scoring 60 or below being classified as traditional. Those who scored above 61 were classified as contemporary. Since most of the responses were contemporary, a comparison was made between contemporary and very contemporary. Those who scored 61 to 80 were listed as contemporary, and those who scored between 81 and 100 were classified as very contemporary.

Reporting of Data

The data were entered into tables for ease of reporting and interpretation. A table for each question is presented. Some of the questions are represented by more than one table, for ease of comparing related variables.
CHAPTER III

RESULTS

Few of the women surveyed were traditional. Of the 209 surveyed, 198 women received contemporary point totals on the Likert scaled questionnaire. Regardless of the level of education, marital status, age, parental views, or ethnic group, women had contemporary role-concepts. The results for each of the six research questions are discussed individually in the following paragraphs. Tables are included to clarify results when necessary.

Question 1.—Will a relationship exist between level of education and role-concept?

TABLE I

COLLEGE GRADUATES AS RELATED TO CONTEMPORARY AND TRADITIONAL ROLE-CONCEPTS

<table>
<thead>
<tr>
<th></th>
<th>College Graduates</th>
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<tbody>
<tr>
<td>Traditional</td>
<td>N = 3 (3%)</td>
<td>N = 3</td>
</tr>
<tr>
<td>Contemporary</td>
<td>N = 90 (97%)</td>
<td>N = 90</td>
</tr>
<tr>
<td></td>
<td>N = 93</td>
<td>TN = 93</td>
</tr>
</tbody>
</table>

25
Table I indicates that of the 93 women surveyed who had finished college, 97 per cent had contemporary role-concepts. This indicates that almost all those surveyed regarded themselves as contemporary in their role-concept.

### TABLE II

**COLLEGE GRADUATES AS RELATED TO CONTEMPORARY AND VERY CONTEMPORARY ROLE-CONCEPTS**

<table>
<thead>
<tr>
<th></th>
<th>College Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary</td>
<td>N = 32 (36%)</td>
</tr>
<tr>
<td>Very Contemporary</td>
<td>N = 58 (64%)</td>
</tr>
<tr>
<td></td>
<td>N = 90</td>
</tr>
<tr>
<td></td>
<td>TN = 90</td>
</tr>
</tbody>
</table>

Table II shows that of the 90 contemporary college graduates who completed the questionnaire, 64 per cent were very contemporary in their role-concepts.

### TABLE III

**LEVEL OF EDUCATION AS RELATED TO TRADITIONAL AND CONTEMPORARY ROLE-CONCEPTS**

<table>
<thead>
<tr>
<th></th>
<th>Freshmen-Sophomores</th>
<th>Juniors-Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>N = 0</td>
<td>N = 1 (2%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N = 1</td>
</tr>
<tr>
<td>Contemporary</td>
<td>N = 22 (100%)</td>
<td>N = 62 (98%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N = 84</td>
</tr>
<tr>
<td></td>
<td>N = 22</td>
<td>N = 63</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TN = 85</td>
</tr>
</tbody>
</table>
Table III illustrates that women who had not graduated, but who were attending college were very contemporary. Freshmen and sophomores were the most contemporary of the college students, since none were traditional. This was also the youngest group in college, indicating that age may be a factor which determines contemporary role-concepts (see tables VIII, IX and X). Juniors and seniors tended to be very contemporary in their role-concepts.

**TABLE IV**

**LEVEL OF EDUCATION AS RELATED TO CONTEMPORARY AND VERY CONTEMPORARY ROLE-CONCEPTS**

<table>
<thead>
<tr>
<th></th>
<th>Freshmen-Sophomores</th>
<th>Juniors-Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary</td>
<td>N = 11 (50%)</td>
<td>N = 26 (42%)</td>
</tr>
<tr>
<td>Very Contemporary</td>
<td>N = 11 (50%)</td>
<td>N = 36 (58%)</td>
</tr>
<tr>
<td></td>
<td>N = 62</td>
<td>TN = 84</td>
</tr>
</tbody>
</table>

Table IV shows that of the women surveyed, those with a high school education or less, were the most traditional. The largest faction of any educational grouping, 23 per cent, was traditional. This indicates that education does increase contemporary role-concept.
TABLE V

EDUCATIONAL LEVEL--HIGH SCHOOL OR LESS
AS RELATED TO TRADITIONAL AND
CONTEMPORARY ROLE-CONCEPTS

<table>
<thead>
<tr>
<th>Education--High School or Less</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>N = 7  (23%)</td>
</tr>
<tr>
<td>Contemporary</td>
<td>N = 24 (77%)</td>
</tr>
<tr>
<td><strong>TN = 31</strong></td>
<td></td>
</tr>
</tbody>
</table>

Almost a third, 10 of the 31, who had a high school education or less were Black. Ethnic groupings may affect role-concept. (See page 34, Table XIV.)

TABLE VI

DISTRIBUTION OF EDUCATIONAL SAMPLE

<table>
<thead>
<tr>
<th></th>
<th>TN</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School or Less</td>
<td>TN = 31</td>
</tr>
<tr>
<td>Freshman or Sophomore in College</td>
<td>TN = 22</td>
</tr>
<tr>
<td>Junior or Senior in College</td>
<td>TN = 63</td>
</tr>
<tr>
<td>Graduate Level</td>
<td>TN = 93</td>
</tr>
</tbody>
</table>

Table VI shows a preponderance of graduate students in the sample.

Question 2.--Will a relationship exist between marital status of college women and role-concept?
TABLE VII
MARITAL STATUS AS RELATED TO CONTEMPORARY AND TRADITIONAL ROLE-CONCEPTS

<table>
<thead>
<tr>
<th></th>
<th>Single</th>
<th>Married</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 4 (5%)</td>
<td>N = 6 (7%)</td>
<td>N = 10</td>
</tr>
<tr>
<td></td>
<td>N = 72 (95%)</td>
<td>N = 83 (93%)</td>
<td>N = 155</td>
</tr>
<tr>
<td></td>
<td>N = 76</td>
<td>N = 89</td>
<td>TN = 165</td>
</tr>
</tbody>
</table>

Table VII shows that the percentage of traditional women in college, whether married or single, was small. The married women were more traditional than were the single women. The results indicate that women in college, regardless of marital status, are contemporary.

Question 3.--Will a relationship exist between age and role-concept?

TABLE VIII
AGE AS RELATED TO CONTEMPORARY AND TRADITIONAL ROLE-CONCEPTS

<table>
<thead>
<tr>
<th></th>
<th>Age 37 and Older</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = 4 (8%)</td>
</tr>
<tr>
<td>Traditional</td>
<td></td>
</tr>
<tr>
<td>Contemporary</td>
<td>N = 47 (92%)</td>
</tr>
<tr>
<td></td>
<td>TN = 51</td>
</tr>
</tbody>
</table>
Table VIII shows that women over the age of 37 were more contemporary than traditional, as were all women surveyed.

**TABLE IX**

**AGE AS RELATED TO CONTEMPORARY AND VERY CONTEMPORARY ROLE-CONCEPTS**

<table>
<thead>
<tr>
<th>Age 37 and Older</th>
<th>N = 28 (60%)</th>
<th>N = 19 (40%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Contemporary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TN = 47          |

Table IX shows that women over the age of 37 were contemporary, but not very contemporary, indicating that concepts are changing from traditional to contemporary. Perhaps concepts will eventually change from contemporary to very contemporary. This prediction can be made because many of the younger women surveyed were very contemporary.

**TABLE X**

**AGE 26 AND UNDER AS RELATED TO CONTEMPORARY AND TRADITIONAL ROLE-CONCEPTS**

<table>
<thead>
<tr>
<th>Age 26 and Under</th>
<th>N = 4 (4%)</th>
<th>N = 95 (96%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TN = 99          |
Table X refers to the youngest group surveyed, age 26 and under. Of these, only 4 per cent were traditional. This 4 per cent was either Black or had a high school education or less. These results indicate a contemporary trend for younger women, particularly younger women with greater degrees of education.

TABLE XI

DISTRIBUTION OF AGE SAMPLE

<table>
<thead>
<tr>
<th>Age Group</th>
<th>TN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 26 and Under</td>
<td>99</td>
</tr>
<tr>
<td>Age 27-36</td>
<td>59</td>
</tr>
<tr>
<td>Age 37-46</td>
<td>10</td>
</tr>
<tr>
<td>Over Age 46</td>
<td>41</td>
</tr>
</tbody>
</table>

Table XI shows that a preponderance of the women surveyed were age 26 or younger.

Question 4.--Will women who view their parents as traditional have traditional role-concepts?
TABLE XII
PARENTS VIEWS AS RELATED TO CONTEMPORARY AND TRADITIONAL ROLE-CONCEPTS

<table>
<thead>
<tr>
<th></th>
<th>Likert Scale 10 and Under Traditional Parent</th>
<th>Likert Scale 11 and Over Contemporary Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>N = 6 (13%)</td>
<td>N = 5 (3%)</td>
</tr>
<tr>
<td>Contemporary</td>
<td>N = 40 (87%)</td>
<td>N = 158 (97%)</td>
</tr>
<tr>
<td></td>
<td>N = 46</td>
<td>N = 163</td>
</tr>
</tbody>
</table>

Table XII shows that only 6 respondents who viewed their parents as traditional also viewed themselves as traditional. Of the respondents who viewed their parents as traditional, 87 per cent saw themselves as contemporary.

TABLE XIII
PARENTS VIEWS AS RELATED TO CONTEMPORARY AND VERY CONTEMPORARY ROLE-CONCEPTS

<table>
<thead>
<tr>
<th></th>
<th>Likert Scale 10 and Under Traditional Parent</th>
<th>Likert Scale 11 and Over Contemporary Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary</td>
<td>N = 25 (62%)</td>
<td>N = 66 (42%)</td>
</tr>
<tr>
<td>Very Contemporary</td>
<td>N = 15 (38%)</td>
<td>N = 92 (58%)</td>
</tr>
<tr>
<td></td>
<td>N = 40</td>
<td>N = 158</td>
</tr>
</tbody>
</table>

Table XIII indicates that women seem to have values different from those of their parents. Of the respondents who viewed
their parents as traditional, 38 per cent saw their roles as very contemporary. These findings seem to contradict the Lipman and Blumen research, which indicated that women in the traditional category tended to adopt concepts similar to their parents' concepts.¹

Question 5.--Will a relationship exist between ethnic minorities and role-concept?

### TABLE XIV

**ETHNIC GROUP AS RELATED TO TRADITIONAL AND CONTEMPORARY ROLE-CONCEPTS**

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional</strong></td>
<td>N = 3 (2%)</td>
<td>N = 8 (28%)</td>
</tr>
<tr>
<td><strong>Contemporary</strong></td>
<td>N = 177 (98%)</td>
<td>N = 21 (72%)</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 180</td>
<td>N = 29</td>
<td>TN = 209</td>
</tr>
</tbody>
</table>

Table IX shows that members of ethnic minorities were contemporary. However, the total number of respondents representing ethnic minorities is small, and the percentage variance between the white majority and other ethnic minorities is not great.

Question 6.--Will a relationship exist between homemaking and teaching majors and role-concept?

TABLE XV

CHOICE OF HOMEMAKING AND TEACHING MAJORS
AS RELATED TO TRADITIONAL AND
CONTEMPORARY ROLE-CONCEPTS

<table>
<thead>
<tr>
<th></th>
<th>Homemaking-Teaching Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>N = 1                       (2%)</td>
</tr>
<tr>
<td>Contemporary</td>
<td>N = 53                      (98%)</td>
</tr>
<tr>
<td></td>
<td>TN = 54</td>
</tr>
</tbody>
</table>

Table XV shows that homemaking and teaching majors do not seem to be traditional. Perhaps the variety of teaching specialities affected the results.

TABLE XVI

CHOICE OF HOMEMAKING AND TEACHING MAJORS
AS RELATED TO CONTEMPORARY AND VERY
CONTEMPORARY ROLE-CONCEPTS

<table>
<thead>
<tr>
<th></th>
<th>Homemaking-Teaching Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary</td>
<td>N = 23                      (43%)</td>
</tr>
<tr>
<td>Very Contemporary</td>
<td>N = 30                      (57%)</td>
</tr>
<tr>
<td></td>
<td>TN = 53</td>
</tr>
</tbody>
</table>

Table XVI shows that homemaking and teaching majors rate as very contemporary. Homemaking would be the major most likely chosen by women with traditional role-concepts,
since home affiliated tasks would be included in this field. Teaching would also be a choice for traditionalists, since it is one of the professions that has accepted women for at least a century. Apparently, women in traditionally feminine majors are becoming contemporary or very contemporary.

The majority of the women surveyed had contemporary role-concepts. Only 11 of the 209 women responding to the survey had traditional role-concepts.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The results of this study indicate that education is a factor in the role-concept of women. The traditional role-concept was almost nonexistent among those surveyed, even though a large percentage viewed their parents as traditional. Education increased the degree of contemporary role-concept, whether contemporary or very contemporary.

The first question considered by the researcher was whether a relationship existed between level of education and role-concept. The percentage comparison indicated that women who finished college had contemporary role-concepts, as did women who attended college. All groups surveyed were contemporary; however, the largest traditional group was found among women who had a high school education or less.

The second question asked if a relationship existed between marital status of college women and role concept. The percentage difference was small but indicated that married women in college had more traditional role-concepts than single women attending college. Seven per cent of the married women were traditional and 5 per cent of the single women were traditional.
The third question examined by this study was whether a relationship existed between age and role-concept. The researcher believed that the older women would be traditional. Women over the age of 37 were not traditional but contemporary. Of the 51 women surveyed who were 37 or older, only 4 had traditional role-concepts. The youngest group surveyed, age 26 and under, had very contemporary role-concepts. In all the age groups, the contemporary role-concept was predominant. The deduction can be made that age was not a dominant factor in determining contemporary or traditional role-concept for women.

The fourth research question asked if women who viewed their parents as traditional would have traditional role-concepts for themselves. The research indicated that women who viewed their parents as traditional saw themselves as contemporary. The percentage of women who viewed their parents as traditional and themselves as contemporary was much greater than the percentage of women who viewed their parents as traditional and themselves as traditional. The percentage of respondents who saw themselves as contemporary and their parents as traditional was 87 per cent.

Question five examined whether ethnic minorities would have contemporary role-concepts. Ethnic minorities in the sample were more contemporary than traditional in their role-concepts. However, some of the most traditional women in the sample represented an ethnic minority, but these
traditionalists from minority groups were also affected by having a high school education or less.

The sixth question introduced by the research asked if a relationship existed between homemaking and teaching majors and role-concept. The data showed that homemaking and teaching majors had very contemporary role-concepts.

The conclusion can be drawn from the data that the majority of the women surveyed had contemporary or very contemporary role-concepts. Further research to determine if all women are becoming more contemporary would be valuable. Such a study might create an awareness that would help individuals make major decisions and avoid conflict caused by disagreement as to what roles should be.

The present economic situation may force women into contemporary roles. The economic variable was not dealt with in this study, but the economy may have a profound influence on women's role-concepts.

Changes in values and morals often lag behind economic and technological change, suggesting that change in the role-concept of women may lag behind the actual change in role performance. The number of families who can meet the expenses of maintaining a traditional role for women has decreased as the present economic situation has emerged.

The present research did not advocate contemporary or traditional roles for women. Differences in individuals and situations would suggest that some women would be
content performing the duties associated with contemporary roles, while others would be content with traditional duties. Whether the contemporary or traditional role will be useful or functional for society depends on the evolution of society.

Recognizing contemporary and traditional role-concepts in women can be beneficial. Identifying and labeling roles may help to overcome role conflict, or at least lead to an understanding of why conflict exists. Blocks or impediments to a chosen role may be eliminated if individuals realize that the impediment is a fixed concept of what roles for women should be.

The present research indicated that the majority of the respondents was very contemporary. However, disconcerting inconsistencies were found in individual responses. Many contemporary respondents still claimed to express interest in a man's activities even if they were not interested, and most women felt that aggressiveness was an unattractive trait. These responses were counter to other opinions expressed. For example, the same women wanted to voice their political views in groups and wanted to pursue careers. Perhaps the inconsistencies indicated that women are currently in a state of change. Simultaneously, individuals may have elements of traditional role-concepts and elements of contemporary role-concepts.
APPENDIX

Questionnaire

This is a research study for a thesis. The work is being done at North Texas State University and is an attempt to determine the ideas and feelings of today's woman. All information will be kept confidential and used only for compiling percentage graphs. Please think in terms of how you see yourself as a woman. There are no right or wrong answers, so please express your feelings. The questionnaire will take approximately ten minutes to answer. Thank you for your cooperation and time.

DIRECTIONS: In the categories below please check the appropriate answer, or fill in the information needed.

1. Age: 26 and Under___ 27-36___ 37-46___ 47 and Over___

2. Marital Status: Single___ Married___ Widowed___ Divorced___ Separated___

3. Ethnic Group: Anglo___ Black___ Oriental___ Chicano___ Other, please specify___

4. Level of Education: High School or Less___ Freshman or Sophomore in College___ Junior or Senior in College___ Graduate Level___

5. Choice of major, if in college______________________

A scale has been prepared so that you can indicate how you feel about the role of women in American society. Please circle the letter(s) on the left side of the following page indicating how you feel about each statement. (SA strongly agree, A agree, U undecided, D disagree, SD strongly disagree.)
DIRECTIONS: Please answer every question by circling the letter(s) on the left. (SA strongly agree, A agree, U undecided, D disagree, SD strongly disagree.)

SA A U D SD  1. My opinion should carry as much weight as my husband's in money matters.

SA A U D SD  2. I should not be better educated than my husband.

SA A U D SD  3. A career and motherhood should not be combined.

SA A U D SD  4. I should have the right to decide if I prefer a career to having children.

SA A U D SD  5. It should be more important to my husband for me to be a good cook and housekeeper than an attractive, interesting companion.

SA A U D SD  6. My husband should share the housework with me if both of us work outside the home.

SA A U D SD  7. The greatest talent a woman can expect to bring to her marriage is her ability to keep house.

SA A U D SD  8. I should have equal rights in such things as going out at night.

SA A U D SD  9. I should have an equal voice with my husband in making important decisions for the family.

SA A U D SD  10. After marriage, I should forget a formal education and concentrate on making a home for my husband.

SA A U D SD  11. A conversation about my own children would be more interesting than talking about political and economic affairs.

SA A U D SD  12. I prefer not to voice my political views in a group of men.

SA A U D SD  13. Cooking and keeping house should be exclusively my duties.
14. I should share with my husband household tasks according to individual interests and abilities, rather than according to "woman's work" and "man's work."

15. I express interest in a man's activities even if I am not interested.

16. Aggressiveness is an unattractive trait in a woman.

17. A woman should never make more money than her husband.

18. My husband should care for the children if I go out in the evening.

19. A man should be more readily forgiven for "straying" than a woman.

20. Wives should satisfy their husband's sexual demands regardless of their own feelings.

DIRECTIONS: For the next questions, think in terms of how you view your parents' feelings.

21. My mother would never consider working outside the home.

22. My parents would consider the Women's Liberation Movement foolish.

23. My father was always the undisputed head of the household.

24. When I was an adolescent, my parents were not willing to discuss the topic of sex.

THANK YOU FOR YOUR COOPERATION
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