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Social Influence and Gender Norms

A Senior Honors Thesis

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by

Kari A. Dudte

The Ohio State University

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Abstract

Studies show that gender role norms affect the way people act, feel, and think. They are instilled in us at an early age and can affect our day to day lives. The present study investigates the strength of gender norms, and whether one's self-perception of the norms they relate (or do not relate) to can be effected by social influence. Undergraduate students at The Ohio State University Mansfield in an introductory psychology class took part in the study. Results were non-significant, but the trends found went in the direction of the hypothesis. With insignificant findings, it can be assumed that gender roles are relatively resistant to social influence. Weaknesses of the methodology and suggestions for future research are discussed.

Social Influence and Gender Norms

In early childhood, children have already developed clearly defined ideas of what constitutes appropriate behavior for men and women (Blackmore, 2003; Mahalik et al., 2005). These ideas, called "gender role norms," affect the way people believe they are supposed to act, think, and even feel depending on their sex (Mahalik et al., 2005). These norms can be learned through simple observation, such as how children of different sexes act in television commercials and what behaviors are reinforced by parents depending on their child's biological sex. As children grow up, their knowledge on gender norms and judgments on which norms can be violated generally increase (Blackmore, 2003). Gender role norms can in turn help develop their identity (Mahalik et al., 2005).

One study found that even in the most trivial situations, having a high-identity with either male or female sex-norms can affect behavior (Pool, Schwegler, Theodore, & Fuchs, 2007). Participants in their study either identified strongly or weakly with their same sex-norms. Men who identified strongly with masculine traits reported and showed that they had a higher pain tolerance (a masculine gender norm) through an electric shock demonstration. If participants are under high social influence to identify strongly with a specific sex-norm, their reported behavior and characteristics may change to match those sex-norms.

One identity characteristic that is often reinforced or mainly recognized in males is athleticism. There used to be a time when sports were something that only men participated in and it was abnormal for women to want to be involved in an athletic event. However, this concept has started to change over time and laws like Title IX have slowly narrowed the gap between men and women's sports. Visit any college website and you

will find just as many women's sports offered as men's. However, even if women are

participating in the same number of sports as men, they are still participating in different

sports with different characteristics than the types of sports men participate in. Males

mainly participate in sports that are considered more "masculine" and that often include

the characteristics of danger, risk, violence, speed, strength, endurance, and challenge

(Klomsten, Marsh, & Skaalik, 2005). Females usually participate in sports that are

characteristically graceful, non-aggressive, and beautiful (Klomsten et al., 2005). Even

male sports that have a female counterpart are often very different characteristically, like

baseball and softball, for example.

Just as men who like to play softball may be viewed negatively for breaking

gender norms, women that prefer more masculine sports are often viewed as abnormal,

manly, or even gay. The common assumption of society is that females should be

heterosexual and relatively "feminine" and that noncompliance with these gender norms

signifies homosexuality (Carr, 2005). These assumptions about sexuality based upon

gender norms encourage the idea that bisexuals and lesbians who possess "masculine"

characteristics, and gay men who possess "feminine" characteristics, are abnormal; an

idea that is reinforced by scientists who search for biological differences between

homosexuals and heterosexuals (Carr, 2005). Men and women may possibly avoid

associations with the opposite gender traits and actions for fear of being branded as

homosexual (Carr, 2005). However, in an earlier study (Falbo, 1977) it was found that

people who follow their sex-type norms (masculine males and feminine females) had a

greater need for social approval than people who followed cross-sex-type norms

(masculine females and feminine males). Looking further into this finding, one could

question if the people who behave strictly in their sex-typed norms are doing so because those norms fit who they are as a person, or if they behave in sex-typed manners due to their want for social approval even if it is against who they feel they are as a person.

One study of men found that most participants desired less gender-role conflict in their lives (Liu, Rochlen, & Mohr, 2005). This may lend support to the idea that men do wish to behave in less gender-typical ways but are conflicted in their actions due to the pressure to behave in gender-typical roles. However, a subset of participants had high ratings of desire for both real (or actual) gender role conflict and ideal (or desired) gender role conflict in their lives. This could be interpreted that while men may experience high levels of gender role conflict, some do not view traditional masculine norms as a negative part of their lives and have a desire for this conflict. The study also found that high levels of distress were mostly related to having high levels of conflict between work and family for people who ideally wished to have low levels of conflict between these two important aspects of one's life.

Good and Mintz (1990) similarly found that gender role conflict is highly correlated with depression in men. Depression was related to all four types of gender role conflict studied including restricting emotion, restrictive affectionate behavior between men, conflict between work and family relations, and conflict due to competition for success and power. A similar study (Wester, Vogel, Wei, & Christianson, 2007) found that social support acts as a moderator between psychological distress and restricted emotionality and restricted affectionate behavior between men. As gender norms change or more social support is given for behaviors outside of gender norms, we may see a

change in the levels of distress that men experience in the conflict between work and family.

Smith and Leaper (2005) also found that one's self worth is significantly predicted by whether one views themselves as gender typical or not. It is surprising that even under these conditions and judgments, women have taken on increasingly more masculine roles in our society over time. The decline in the following of gender role norms may be due to the advanced education and empowerment that women may be receiving through college.

According to a study done by Bryant (2003), gender role traditionalism declined over four years in college. It was found that women held more egalitarian views than men did at the beginning of college and four years later, but that both male and female levels of traditionalism had declined over the four years. Egalitarianism increases were greatest among students who completed college rather than those who dropped out or did not attend college; and students who were more liberal than conservative in their political views tended to have more egalitarian attitudes. Going to college may provide women with the knowledge, support, and confidence to break gender norms. Classes such as women's studies, cultural anthropology, and psychology of women may enforce the ideas of egalitarianism and encourage women to be whom and what they want to be, despite gender norms. However, relevant to Carr's (2005) findings, Bryant also found that women supportive of feminist principles in college were still hesitant to identify as feminist, possibly because they were afraid to be viewed as homosexual.

Despite the timidness in those who break gender norms, gender role traditionalism has declined and women's roles in society have increased. In the past 35 years, attitudes

of both men and women have become more liberalized and egalitarian on women's roles

in society (Loo & Thorpe, 2005). Nowadays there are less traditional family structures

(father as the breadwinner, mother as stay-at-home caregiver, children all living in the

same house) in a large part due to women who have entered the work force (Aube,

Fleury, & Smetana, 2000). While some view these changes as dangerous to the

development of children and family structure, feminists argue that these changes have

increased women's freedom, power, and control over their own lives (Aube et al., 2000).

Women are more highly educated than in the past and have a greater chance for

employment and finding jobs in more diverse occupations that were traditionally male in

the past (Aube et al., 2000). As strides are made towards women and men holding the

same value and roles in society, differing gender norms may become a thing of the past.

It could be argued that gender role norms may already be less proscriptive of the sexes

now.

   These studies mainly look at the differences in gender norms of females and

males or how gender norms have changed throughout time. Females have been the main

focus on the changing attitudes of gender roles since they have made the biggest

transition from traditionally feminine roles to more egalitarian roles. The present study

looks at both males and females and how social influence may affect their perceived

gender norms.

   Normative social influence can be defined as conforming to the expectations of

others while informative social influence is when you accept information from others

about the world around you (Deutsch & Gerard, 1955). Normative social influence will

mainly be looked at in this study to see if people conform to the attitudes of others and try

to define themselves with characteristics they believe others prefer. But why would people conform to the attitudes of others to begin with?

Individuals may conform to social norms for multiple reasons. Three general motives for conformity are accuracy, self-related motives, and other related motives (Pool & Schwegler, 2007). Accuracy can be described as when people conform to the behavior of others for adaptive reasons. An example would be when a situation is very ambiguous and one does not know the best action to take so they mimic the behaviors of others. Self-related motivated conformity is when one's social identity is benefited by conforming to others. When one conforms to a valued group norm they evaluate themselves positively and feel good about themselves (Christensen, Rothgerber, Wood, & Matz, 2004). By conforming, they may have gained a certain social status or enhanced their social identity to others they conform to. Conforming due to other-related motives is caused by concern for others. This may include rewards and punishments received by others due to conforming or not conforming to their ideals (Pool & Schwegler, 2007). In support of this, Christensen and colleagues found that people also use social influence as motivation to avoid punishments (such as ostracism) and to gain rewards (such as acceptance).

Another reason that one may conform to gender norms is the type of topic or action that one is participating in. For example, Vogel and colleagues found that couples confirm gender stereotypes when participating in a topic of conversation that is considered highly emotional (Vogel, Wester, Heesacker, & Madon, 2003). In addition, it was found that it was mainly the males in the study that expressed more gender stereotypes than the females. Men expressed less emotion, restricted their affect, and

displayed more withdrawing behavior when discussing an emotionally difficult topic than emotionally easy topic while females did not change much between difficult or easy emotional topics.

There may also be gender differences in the motivation to conform to norms. Men oriented towards social achievement also had concerns on social approval, had needs for affiliation with others, and desired a certain level of sociality (Battistich, Thompson, Mann, & Perlmutter, 1982). However, females oriented towards social achievement appeared to have less concerns for social approval and affiliation with others. While the present study is not looking directly at social achievement, the study by Battistich and colleagues (1982) shows that women and men may desire different things from social settings.

Deutsch and Gerard (1955) replicated Asch's conformity to length of line study and found that social influence is greater among individuals forming a group than those who are independent of a group. The participants in the current study will not be forming a group, but they will be participating in the study in a group setting with other participants in the same room as them. Deutsch and Gerard also found that anonymity reduces conformity. The participants of the present study will be anonymous and there will be no way to track what gender characteristics they personally identify strongly with. The anonymity of the study will give added support to the strength of social influence if a significant relationship is found.

It is therefore hypothesized that when a certain attitude (non-traditionalism or traditionalism) is highly praised through a short passage that participants will read, that they will want to associate themselves with the sex roles associated with that particular

group. It is predicted that these short passages will influence participants to identify

more strongly with a certain sex role and influence their self reports on a sex-role

inventory. It is hypothesized that the traditional group will rate themselves higher on sex

typical traits than sex non-typical traits while those in non-traditional group will rate

themselves higher in sex non-typical traits than sex typical traits.

Method

Participants

Ohio State University undergraduate students participated in the study to partially

fulfill a research requirement for a general psychology class. Participants were 89 female

and 65 male students, with the majority of participants being between the ages of 18 and

23 (93% of all participants reporting their age). Ninety-three percent of all participants

reporting did not have children. Of participants reporting, 56% were single, 16% were

dating, 20% were in a committed relationship, 3% were engaged, 4% were married, and

less than 1% each were divorced or widowed. Of all participants reporting, 23% had no

job, 59% had a part time job, 9% had a full time job, 8% had multiple jobs, and less than

1% were laid off.

Materials and Procedure

Participants were told that they would be participating in two studies, the first

study being about their feelings and interpretations of a short passage and the second

study being on personality characteristics in college students. Participants were divided

into three conditions, the traditional group, the non-traditional group, and the control

group. The traditional group read a short passage praising members of their own sex who

have a more traditional role in society. For women, the essay praised women who stay at

home, care for the family, and have a more yielding way of life than those women who

drive themselves in the work force (see Appendix A). For men, the essay praised men

who are providers for their family and who are part of the workforce, often away from

home (see Appendix E). The non-traditional group read a sex-appropriate passage that

praised women of the work force who are independent, self-reliant, and leaders in today's

world (see Appendix B) or men who stay at home and care for children or embrace jobs

that were traditionally done by women (see Appendix D). The control group read an

article that praised teachers with characteristics considered both masculine and feminine

(see Appendix C). All three groups then answered a short questionnaire on their

interpretations of the passage they read (see Appendix F).

Participants then completed the portion of the questionnaire that they believed

was on personality characteristics in college students. The Bem Sex-Role Inventory

(Bem, 1974) (see Appendix G) was the only portion of this section that was actually used

in the analysis. The inventory consists of 60 words or phrases that describe

stereotypically masculine, feminine, or gender neutral personality characteristics

(Benetti-McQuoid & Bursik, 2005). Some examples of masculine traits are *self-reliant*,

athletic, *acts as a leader*, and *assertive*. *Yielding*, *understanding*, *sympathetic*, and

sensitive to the needs of others are examples of feminine traits. *Moody*, *reliable*, *tactful*,

and *unpredictable* are examples of gender neutral traits. Participants rated themselves on

a scale from 1-7, one being "never true" and seven being "always true" on each of the 60

characteristics.

Participants also filled out portions of the Extraversion scale of the Big Five-Factor Marker (see appendix H) and a portion of the Honesty-Humility Facets of a Personality Inventory (see appendix I) (International Personality Item Pool). These questionnaires were not scored, and were used to hide the measured portion of the study and to create the image that the study is on personality characteristics and gender norms in college students.

The participants then filled out a demographic survey (see Appendix J). The demographic survey also served as the manipulation check for the study. Participants were asked to identify the view of the author in the first passage they read. The answer to this question showed whether or not the participant actually read or comprehended the first passage in order for the manipulation to be effective.

Results

Manipulation Check

Of the 154 participants who completed the questionnaire, 16 of the 89 females (18%) and nine of the 56 males (16%) were excluded from data analysis for responding incorrectly to the manipulation check. This left 24 females and 18 males in the traditional group, 22 females and 18 males in the non-traditional group, and 27 females and 20 males in the control group.

Social Influence and Gender Norms

The Bem Sex-Role Inventory masculine and feminine scores were calculated for each participant (see Tables 1 and 2). Sex typical and sex non-typical scores were then analyzed across all research conditions, with feminine scores being typical and masculine

scores being non-typical for all female participants, and masculine scores being typical and feminine scores being non-typical for all male participants.

A 2 (sex) x 3 (experimental group) factorial analysis of variance (ANOVA) found no significant main effects for sex, $F(1, 123) = .36$, $p > .05$, $\eta^2 = .003$, or for experimental group, $F(2, 123) = .49$, $p > .05$, $\eta^2 = .008$ on sex-typical scores. There was not a significant interaction between sex and experimental group for the sex typical scores, $F(2, 123) = .27$, $p > .05$, $\eta^2 = .004$. While not significant, it is interesting that the control group had higher ratings of sex typical characteristics than either the traditional or non-traditional groups (see Figure 1).

Another 2 (sex) x 3 (experimental group) factorial ANOVA found no significant main effects for sex, $F(1,123) = 1.82$, $p > .05$, $\eta^2 = .015$, or for experimental group, $F(2, 123) = .15$, $p > .05$, $\eta^2 = .002$, on sex non-typical scores, nor a significant interaction between these two variables, $F(2, 123) = .39$, $p > .05$, $\eta^2 = .006$. Despite the lack of significance, there was a trend in the data for the non-traditional group to rate themselves with higher non-typical sex roles than those in the traditional group (see Figure 2). While this was not statistically significant, the trend was consistent with the hypothesis of the study.

Mean difference scores were then computed between the masculine scores and feminine scores for each participant. Having high ratings in both the masculine and feminine items on the BSRI makes the difference score smaller. This provided a measure of androgyny. A 2 (sex) x 3 (experimental group) ANOVA found that there was not a significant interaction between these variables, $F(2,123) = .289$, $p > .05$, $\eta^2 = .005$, nor was there a significant effect for the experimental group, $F(2,123) = .018$, $p > .05$,

$\eta^2 = .00$. There was however a significant main effect for sex, $F(1,123) = 45.886$, $p <$ .001, $\eta^2 = .272$, with males ($M = .56$, $SD = .92$) having greater differences between traits than the females ($M = -.48$, $SD = .79$).

One-way ANOVAs were then run on the difference scores between the sexes. Results were not statistically significant for females across conditions, $F(2,70) = .30$, $p >$ .05, $\eta^2 = .01$. Despite statistically insignificant findings, those in the traditional ($M = -.53$, $SD = .82$) and control ($M = -.53$, $SD = .76$) groups had greater differences between masculine and feminine sex-roles than those in the non-traditional group ($M = -.37$, $SD =$ .81) (see Figure 3). This trend was consistent with the hypothesis of the study.

The one-way ANOVA computed for the male difference scores across conditions was also found to be non-significant, $F(2,53) = .06$, $p > .05$, $\eta^2 = .002$. Again, while not statistically significant, the data show a trend for those in the traditional ($M = .59$, $SD =$ .71) and control ($M = .60$, $SD = .88$) groups to have greater differences between masculine and feminine sex-roles than those in the non-traditional group ($M = .50$, $SD =$ 1.18) as hypothesized (see Figure 4).

Discussion

While no statistically significant results were found, there were multiple trends seen that are consistent with the hypothesis. The traditional group had a higher sex-typical score than the non-traditional group, consistent with the hypothesis. However, the control group had the highest sex-typical score which was not predicted by the hypothesis. This may have been due to both the traditional and non-traditional groups reading passages that may have caused them to have a heightened awareness on sex roles.

For the sex non-typical scores (the female's masculine scores and the male's feminine scores) the traditional group had the lowest sex non-typical score while the non-traditional group had the highest, as expected. While this trend supports the hypothesis, it is not significant. For both males and females, the non-traditional group had lower difference scores than the traditional and control groups. This non-significant trend shows that the non-traditional group rated the masculine and feminine items on the BSRI similarly with a smaller margin of differences between the masculine and feminine traits than the traditional group.

In both the males and the females, difference scores of the traditional and control groups were almost identical. This gives support to previous findings that gender role norms are clearly defined, even at an early age, and that people act in accordance to these norms (Mahalik et al., 2005; Blakemore, 2003). Even when participants were under strong social influence that encouraged high sex-typical traits (the traditional group), these individuals still rated their sex-traits much like those in the control group who did not have this pressure to emphasize their sex-typical traits.

With no significant differences in sex roles between groups under social influence for either traditional, non-traditional, or androgynous roles (as in the control group), one can conclude that sex roles are relatively unaffected by social pressures, or that sex roles are now blended enough between the sexes where differences between males and females are hard to distinguish. For example, it may now be more acceptable for females to behave in "masculine" ways than when the BSRI was developed. The BSRI may contain characteristics that are now considered androgynous that were once strictly masculine traits and scored as such. If women view a BSRI "masculine" trait as androgynous or

even as containing feminine characteristics, that they may rate that trait as more true to how they perceive themselves. This idea is supported by the findings of a study where women endorsed male images that included more effeminate characteristics that they could relate to, such as being sensitive and family-oriented, than to overly-masculine images that they could not relate to (Smiler, 2006).

An interesting finding came during secondary analysis to better understand the data. When looking only at the control group, a significant difference was found between the sexes on the feminine Bem scores, $F(1,45) = 23.40$, $p<.001$, with women scoring higher. However, significant differences were not found on the masculine Bem scores between the sexes, $F(1,45) = 3.21$, $p>.05$. This shows that females responded highly to the masculine traits similarly to males despite the presence of social influence. It would be hard to get an increase in masculinity scores for females when they already scored as highly as males on these. With the feminine Bem scores, males may be more hesitant to identify with female characteristics for fear of being considered effeminate or homosexual as found in previous studies (Carr, 2005).

However, non-significant differences between groups may have simply been due to the lack of influence that the passage had on the participants. The social pressure at play here came from an unknown author of a passage with a narrow view on sex-traits, looking mainly at family and work-force dynamics. If the author was a known or respected individual to the participants or if topics discussed in the passage had related more to the participants, the passage may have been more influential on the participants' scores.

The passages in the traditional and non-traditional group praised members of one's sex for either being stay-at-home caregivers or members of the work force. The majority of the participants were college freshman who were ages 18-19. In today's society, these participants may not have the perspective of a stay-at-home caregiver or be in families where it is possible for one parent to stay at home. Without this perspective, it may be hard for one to appreciate the role commended in the passage and to be influenced by it. Future studies should include different topics that may relate to participants more, such as sex-roles of famous people or of different role models that they may have in life.

One reason comprehension may have been difficult to achieve was due to the tricky wording of the passages. Particularly in the male, non-traditional passage, wording was especially confusing in the first sentence. The passage starts off with the sentence, "While women's roles have been changing in our society, so have those of men." Multiple participants in this group failed the manipulation check by saying that the passage praised women in non-traditional roles instead of men. If the study was to be replicated in future research, new passages should be written with no comparison between sexes and roles. Despite statistically insignificant results, this study has brought about some significant questions and motivation for future research.

This study also had small samples for each experimental group. Each group had between 18 and 27 participants who correctly answered the manipulation check for the passage. Over one in six participants were excluded from data analysis for not passing the manipulation check. This indicates that participants were not focusing on the study or

did not comprehend what the passage was about. Comprehension on the passage message was necessary for the manipulation to work.

Another factor that could have come into play here is the anonymity of the questionnaire. Deutsch and Gerard (1955) found that conforming was reduced in settings where participants' answers were anonymous among other participants. In the present study, participants may not have felt pressure to identify themselves with the characteristics praised in the passages due to the experimenter having no way of identifying the participants to their answers. In future studies, it would be interesting to see if more significant results were found if participants' names were placed on the questionnaires or if they had to verbally respond to the BSRI in front of the experimenter or other participants.

Despite lacking any significant results, this study has brought about many questions and opportunities for future research. The trends in the data are consistent with the hypothesis, and future research should include passages that can create greater social influence and that relate better to the participants studied. Also, with more time available, larger samples can be taken to have a great chance of achieving a statistically significant result. The study's lack of significant results can also be interpreted as evidence for the strength of gender norms and their resiliency to social influence.

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Table 1

Female Masculine and Feminine BSRI Scores by Experimental Group

	Overall	Control	Traditional	Non-traditional
Masculine	4.6 (.7)	4.7 (.7)	4.5 (.8)	4.7 (.7)
Feminine	5.1 (.5)	5.2 (.5)	5.1 (.4)	5.1 (.6)

Note. Mean scores shown with standard deviations shown in parenthesis

Table 2

Male Masculine and Feminine BSRI Scores by Experimental Group

	Overall	Control	Traditional	Non-traditional
Masculine	5.1 (.7)	5.1 (.8)	5.1 (.6)	5.0 (.9)
Feminine	4.5 (.6)	4.5 (.6)	4.5 (.6)	4.5 (.6)

Note. Mean scores shown with standard deviations shown in parenthesis

Figure Caption

Figure 1: Sex typical scores as a function of experimental group.

Estimated Marginal Means of Sex Typical Score
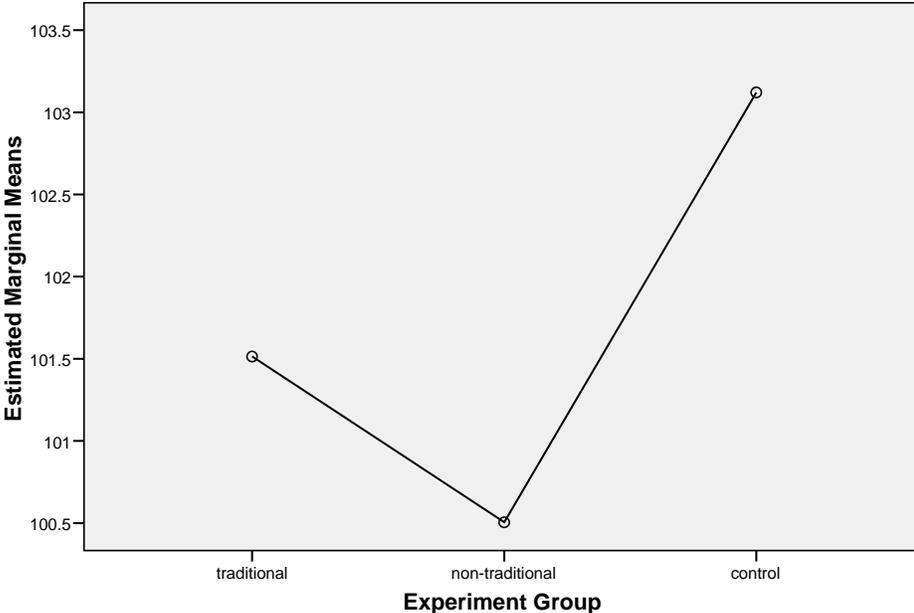
Figure Caption

Figure 2: Sex non-typical scores as a function of experimental group.

Estimated Marginal Means of Sex Non-typical Score
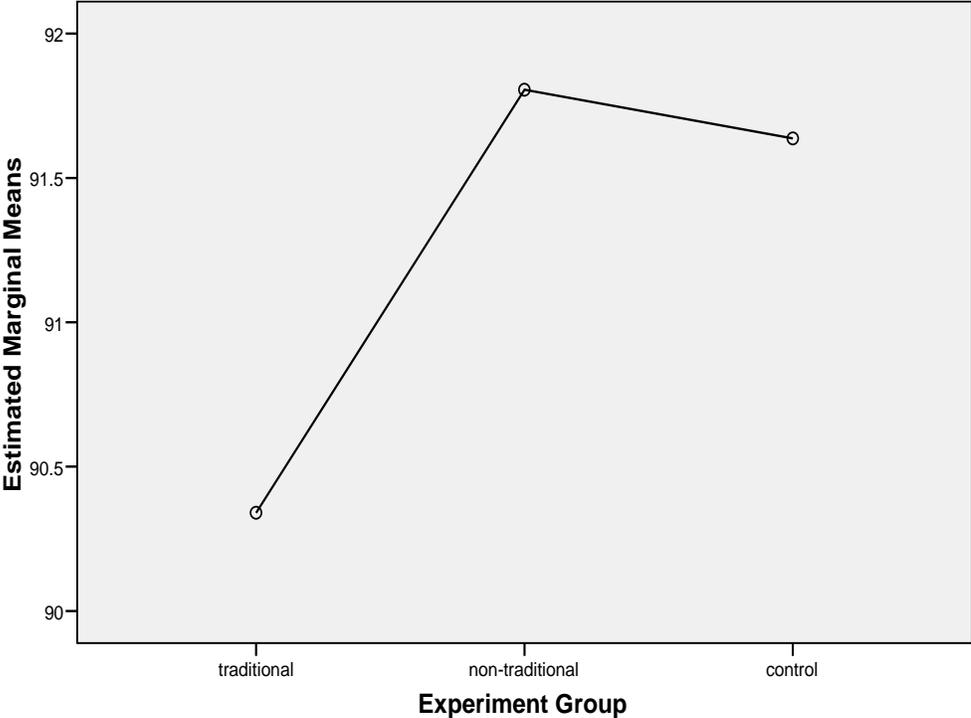
Figure Caption

Figure 3: Androgynous scores for female participants as a function of experimental group.

Estimated Marginal Means of Difference
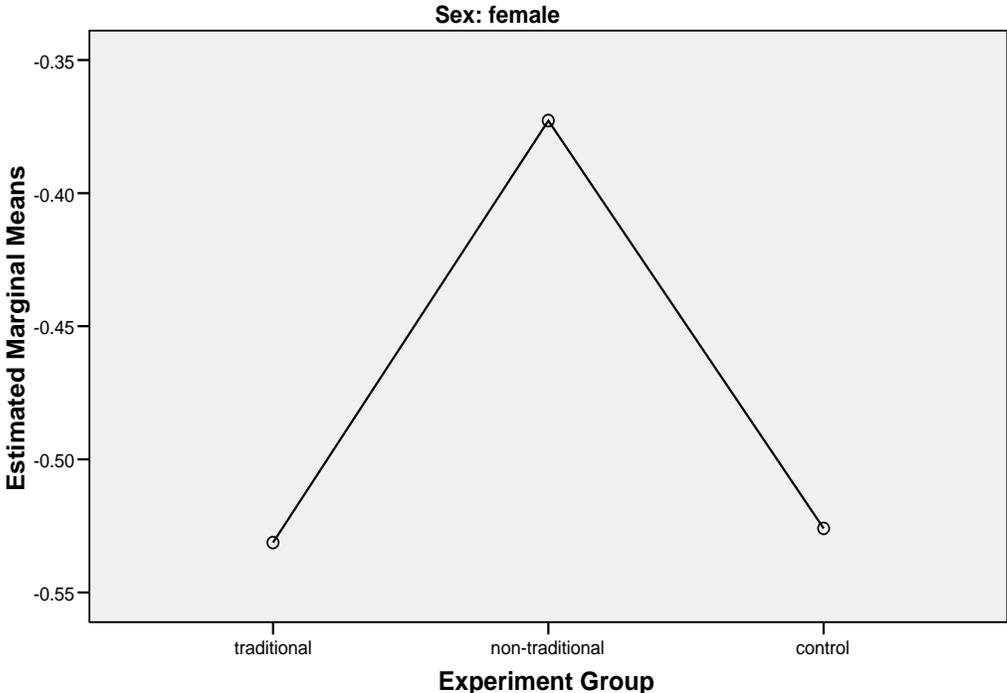
Figure Caption

Figure 4: Androgynous scores for male participants as a function of experimental group.

Estimated Marginal Means of Difference

Sex: male
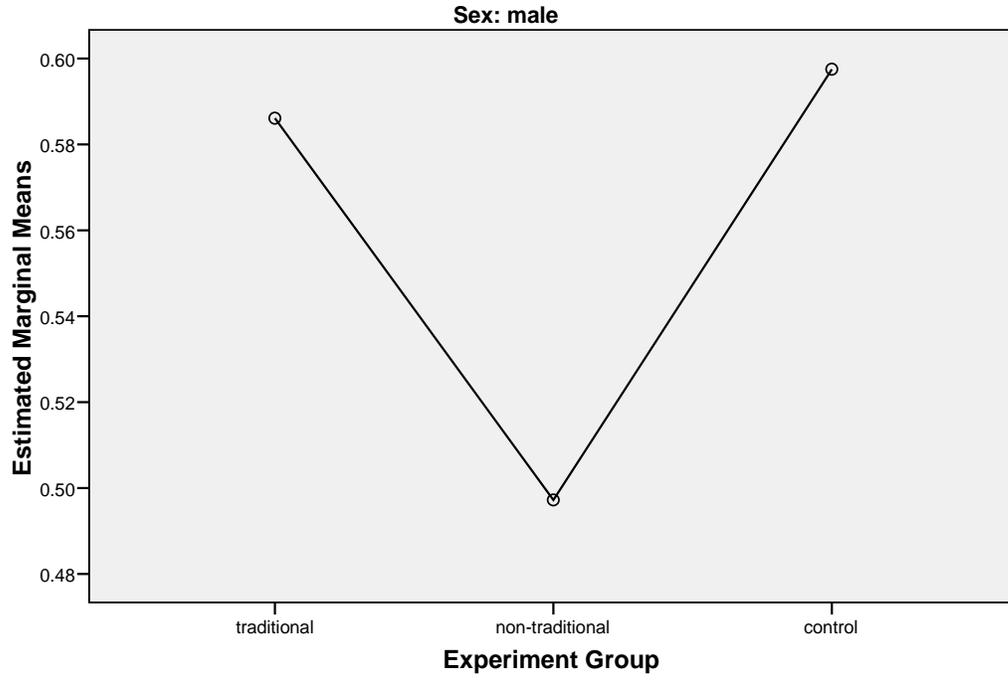
Appendix A

While the roles of women are constantly changing and evolving in our society, the woman who stays at home, cares for her husband and children, and provides a healthy environment for development should be commended. This type of women, the caregiver, has the hardest job of all in our society.

It is on these "stay-at-home" moms that our world revolves around. They make sure that everyone is well cared for, that dinner is served nightly, and that an environment is provided in which everyone can grow up healthy and happy. Their job is tiring and often underappreciated, but is a job that only the strongest of women can handle.

These women also take the backseat to other activities in life. They often sacrifice their own hobbies or personal interests to work long, hard hours in order to care for their families. They give more of themselves to others than they get back in return. They can be described as nurturant, affectionate, gentle, and warm. They provide the best setting that a child can grow up in: a happy home.

It is through these women that our nation will continue to thrive. They are the backbone of our society; the ones who make sure that everything is running properly and that everyone is well cared for. These women are role models in how to live, how to love, how to give unselfishly, and how to live a respectful life.

Appendix B

Women of today are quite different than women of the past. Today's woman is a strong bodied worker with a greater influence on the world than ever before. Women have evolved from being housewives who make their husband's food, do the laundry, and take care of the children, into independent, self-reliant, leaders in today's world.

Women are a large percentage of our nation's workforce. The majority of women now hold down at least part-time jobs, if not full-time or multiple jobs. They are breadwinners in their families and are sometimes the sole providers. They have taken on a role that was unthinkable to many women in the past: providing for themselves and not relying on support from others. Words such as strong, driven, and assertive describe them.

Many of our leaders in society today are females. These are powerful women who have made goals and achieved them. These women have decided to change the way the world views women and make a new definition for women that does not include weakness.

It is because of these women that females can expand their ideas on what is means to be a woman. They show others that females don't have to fit the 1950s mold of what a woman is. Women can be whatever it is they want to be, with no limits. It is due to this type of woman as role-models that females are motivated to do anything to which they set their minds.

Appendix C

Teachers play a vital role in our society. Not only do they serve as educators, but they also serve as mentors, motivators, guides, disciplinarians, and caregivers. Very few others in our society are given such great responsibility. Teachers not only educate, but also help raise America's future.

Teachers provide a great foundation for students to learn about the world and provide them with the knowledge to adapt to whatever they encounter in life. Teachers often accomplish this by being firm and strong-willed in their expectations of students. Students may view this type of teacher as domineering and of having unrealistic expectations of them. However, it is often this type of teacher that makes students see all that they are capable of doing and all the goals that they can accomplish.

Other teachers take a more nurturing approach. They act as their students' equals and motivate them to achieve through support and encouragement. These are often the teachers that students turn to for advice in various aspects of life. Students often feel as though they have developed a friendship with these teachers and are comfortable sharing ideas, goals, and opinions with them.

It makes no difference what type of teacher one is. Whether they're headstrong or quietly nurturant, dominant or friendly, in the long run all of them affect people's lives in a positive manner. They deserve much respect and appreciation for the job they do.

Appendix D

While women's roles have been changing in our society, so have those of men. Men have moved beyond jobs solely involving physical labor. They have embraced new occupations that were traditionally filled by women. More and more men are becoming nurses, secretaries, and even models. These men are not afraid to go beyond their designated roles in society and move into unknown territories for men. They can be described as nurturant, affectionate, gentle, and warm.

Nowadays there are more and more men staying at home and taking care of children and household. In divorced families, it's becoming more and more common for men to receive full custody of children, which was unheard of in the past. These men are pioneers in their own way. They've broken through traditional roles of men and embraced a new style of life.

Men who take on new job aspects, including the job of stay at home dad, deserve praise and respect for expanding the boundaries of men's roles in our society. These are men who will create a more well-rounded society and influence changes of the perceived appropriate roles for all members in our society.

Appendix E

In our society, men are forceful and determined providers for their family and community. Most of the leaders in past and present societies are males. These are powerful men who made goals and achieved them. Words such as dedicated, driven, and assertive describe them. These are characteristics to be praised and men rightfully deserve to be described by them.

Men have protected their families, community, and even the world throughout time. Men often sacrifice their own hobbies or personal interests to work long, hard hours to provide for their families. They often have to work in jobs that require extreme physical labor that causes wear and tear on their bodies or in mentally exhausting careers that stress the mind. Despite this, these men persevere and continue to forgo their own aspirations to allow for their loved ones to follow their dreams.

Men who embrace the lifestyle of providing for their family, possibly by sacrificing time away from loved ones, deserve praise for being so strong. These men not only provide for their own family, but provide for a better society.

Appendix F

1) How strongly do you agree with the previous passage?

1	2	3	4	5	6	7

Strongly   Neutral   Strongly
Disagree   Agree

2) How strongly do you relate to the view in the previous passage?

1	2	3	4	5	6	7

Strongly   Neutral   Strongly
Do Not Relate   Relate

3) Previously to reading the passage, have you felt or thought in the same way the passage describes?

1	2	3	4	5	6	7

Never   Neutral   Always

4) The author uses strong support for their argument.

1	2	3	4	5	6	7

Strongly   Neutral   Strongly
Disagree   Agree

5) The author has a personal affiliation that influenced them to write the passage.

1	2	3	4	5	6	7

Strongly   Neutral   Strongly
Disagree   Agree

6) Did the passage make you feel mad or happy?

1	2	3	4	5	6	7

Very   Neutral   Very
Mad   Happy

Appendix G

Please rate yourself on each of the following items using the scale provided below.

1   never
2   almost never
3   seldom
4   sometimes
5   often
6   almost always
7   always

___ 1. Self-reliant
___ 2. Yielding
___ 3. Helping
___ 4. Defends own beliefs
___ 5. Cheerful
___ 6. Moody
___ 7. Independent
___ 8. Shy
___ 9. Conscientious
___ 10. Athletic
___ 11. Affectionate
___ 12. Theatrical
___ 13. Assertive
___ 14. Flatterable
___ 15. Happy
___ 16. Strong personality
___ 17. Loyal
___ 18. Unpredictable
___ 19. Forceful
___ 20. Feminine
___ 21. Reliable
___ 22. Analytical
___ 23. Sympathetic
___ 24. Jealous
___ 25. Has leadership abilities
___ 26. Sensitive to the needs of others
___ 27. Truthful
___ 28. Willing to take risks
___ 29. Understanding
___ 30. Secretive

___ 31. Makes decisions easily
___ 32. Compassionate
___ 33. Sincere
___ 34. Self-sufficient
___ 35. Eager to soothe hurt feelings
___ 36. Conceited
___ 37. Dominant
___ 38. Soft-spoken
___ 39. Likable
___ 40. Masculine
___ 41. Warm
___ 42. Solemn
___ 43. Willing to take a stand
___ 44. Tender
___ 45. Friendly
___ 46. Aggressive
___ 47. Gullible
___ 48. Inefficient
___ 49. Acts like a leader
___ 50. Childlike
___ 51. Adaptable
___ 52. Individualistic
___ 53. Does not use harsh language
___ 54. Unsystematic
___ 55. Competitive
___ 56. Loves children
___ 57. Tactful
___ 58. Ambitious
___ 59. Gentle
___ 60. Conventional

Appendix H

Please rate how much you agree with the following statements in respect to yourself.

1) Am the life of the party.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

2) Don't talk a lot.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

3) Am quiet around strangers.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

4) Don't mind being the center of attention.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

5) Start conversations.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

6) Keep in the background.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

7) Talk to a lot of different people at parties.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

8) Have little to say.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

9) Don't like to draw attention to myself.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

10) Feel comfortable around people.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

Appendix I

Please rate how much you agree with the following statements in respect to yourself.

1	2	3	4	5	6	7
Strongly			Neutral			Strongly
Disagree						Agree

1) Would fear walking in a high-crime part of a city.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

2) Am willing to take risks.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3) Rarely feel depressed.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

4) Have a strong personality.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5) Rarely enjoy being with people.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

6) Hold a grudge.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

7) Speak ill of others.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

8) Am good at taking advice.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

9) Am usually a patient person.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

10) Want everything to be "just right."

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

11) Seldom get mad.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

12) Leave a mess in my room.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

13) Quickly lose interest in the tasks I start.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

14) Avoid mistakes.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

15) Would love to explore strange places.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

16) Have a vivid imagination.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

17) Like to be viewed as proper and conventional.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

18) Have an intense, boisterous laugh.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

19) Seldom get emotional.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

20) Am nice to people I should be angry at.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Appendix J

1) What is your biological sex? (circle one)

     Male   Female

2) What is your age? _____ years

3) How long have you attended a college or university? (in years, including this school year) _____

4) Did you find the gender roles inventory confusing or hard to decide on?

     Yes   No   Sometimes

5) Which of the following reflects the point of view of the author of the passage?

     a) That women in traditional roles should be praised.
     b) That men in their traditional roles should be praised.
     c) That teachers are very influential on today's youth and should be praised.
     d) That women in non-traditional roles should be praised.
     e) That men in non-traditional roles should be praised.

6) Did you think that the passage you first read influenced your answers on the following questionnaires?

     Yes   No

7) Do you have children?

8) What is your relationship status? (circle one)

     Single   Dating   In a committed relationship

     Engaged   Married   Divorced

9) What is your employment status? (circle all that apply)

   No Job   Part Time   Full Time   Multiple Jobs   Laid Off