SEX ROLE STEREOTYPES AND MANIFEST

ANXIETY: A CROSS GENERATIONAL,

CROSS CULTURAL ANALYSIS

By

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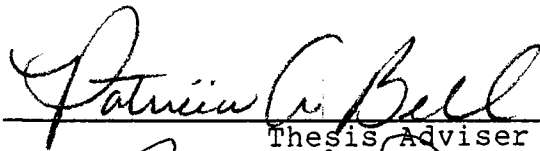Bachelor of Arts

Pan American University

Edinburg, Texas

1980

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
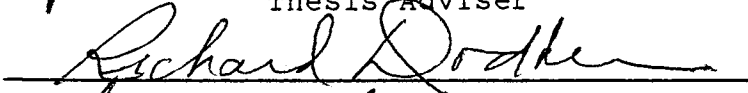the Degree of
Master of Science
July, 1989

SEX ROLE STEREOTYPES AND MANIFEST
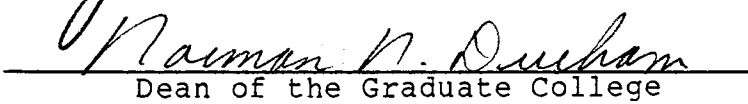
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Dean of the Graduate College

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ACKNOWLEDGMENTS

There are many who deserve appreciation in connection
with this thesis. First, and most obvious, are the members
of my committee, who provided guidance, encouragement, and
their expertise: Dr. Patricia Bell, Dr. Richard Dodder, Dr.
Lynn Atkinson, and Dr. Kathleen McKinney; you all have my
appreciation as well as my sincere reverence. I would also
like to thank other faculty, both at Oklahoma State
University and at Pan American University who imparted their
guidance, knowledge and encouraging friendship. Many of you
played a big part in this thesis simply by allowing me to
survey your classes, and I thank you for this. If you don't
already know this, I would like to take this opportunity to
let you know that each of you has been a major force in my
studies: Dr. Delores Reed Sanders (whose encouragement led
me to graduate work at Oklahoma State University), Dr. David
Alvirez (who is responsible for first turning me on to
sociology), Dr. Steve Liebowitz, Dr. Manny Lopez, Dr.
Rumaldo Juarez, Dr. A.J. Alamia, Dr. Stella Hughes, Dr.
Charles Edgley, Dr. Ivan Chapman, Dr. Jack Bynum, and Dr.
Marjorie Schweitzer.

In addition, I would like to thank several of my friends
and fellow graduate students: Brien, Behrooz, Krista, Eva,

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CHAPTER I

INTRODUCTION

Gender role stereotypes have long been a guide for
and a standard of appropriate behavior. Gender roles, which
are learned through socialization, tend to differ in degree
of rigidity or context across cultures. For example, what is
considered feminine in one culture may be considered
masculine in another, and the importance in adherence to that
trait may vary from simply desirable to exigient. In
addition, the context and the rigidity expected vary over
time. The import of gender roles lies, in part, in their use
to guage the individual's psychological health, since they
provide professionals with a point of reference and an
evaluative standard (Rawlings and Carter, 1977).
Traditionally, males were expected to exhibit "masculine"
traits, and females were expected to exhibit "feminine"
traits, and deviation from these were considered indicative
of maladjustment. Perhaps because of other societal factors
(women's lib, women in the job market, men taking
responsibility for the home and children, etc.), society
seems to be moving toward an incorporation of both male and
female traits. It is on these social-psychological issues

and current trends that this study will focus.

This study has two main purposes. The first focal point is the question of whether there has been, or is, a movement toward more androgynous individuals. An androgynous individual is one who integrates and balances both masculine and feminine traits. Bem (1974), for example, categorizes as androgynous individuals who score high on both the masculine items and the feminine items. Although pertinent, the focus of this study is not on factors contributing to androgyny; rather, the question is whether the percentages of androgynous individuals have deviated over time. A cross-generational analysis will be done to give us some indication. Furthermore, the two ethnic groups and the sexes will also be compared. The second main purpose of this study is to see if there is a correlation between gender roles - masculine, feminine, undifferentiated, and androgynous, (as defined by Bem) and one measure of mental health - manifest anxiety (measured by Bendig's short form of the Manifest Anxiety Scale, 1956). This will also be analyzed for cross-generational, cross-cultural and sex differences.

CHAPTER II

REVIEW OF THE LITERATURE

Androgyny

Although androgyny has been the focus of numerous
studies, the concept is not an easy one to define, let alone
"measure". The

> concept of psychological androgyny... denotes
> the integration of both masculinity and femininity
> within a single individual..... The concept of
> psychological androgyny implies that it is possible
> for an individual to be both assertive and
> compassionate, both instrumental and expressive,
> both masculine and feminine, depending upon the
> situational appropriateness of these various
> modalities; and it further implies that an
> individual may even blend these complementary
> modalities in a single act, being able, for
> example, to fire an employee if the circumstances
> warrant it but with sensitivity for the human
> emotion that such an act inevitably produces (Bem, 1974).

If our society is increasing in its percentage of androgynous

individuals (a research question of this study), our society

needs to be aware of it to deal with and assess the effects

of this change if not as a standard, at least as an option.

One cannot, however, study the relationship (if any)

between gender roles and manifest anxiety until one has

defined gender roles. The "measurements" of psychological

androgyny are again dependent upon one's definition. Sandra

Bem developed the Bem Sex Role Inventory (BSRI) which treats

masculinity and femininity as two independent dimensions,

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thereby enabling a person to indicate whether she or he is high on both dimensions ("androgynous"), low on both dimensions ("undifferentiated"), or high on one dimension but low on the other (either "feminine" or "masculine"). The BSRI is based on a conception of the traditionally sex-typed person as someone who is highly attuned to cultural definitions of sex appropriate behavior and who uses such definitions as the ideal standard against which her or his own behavior is to be evaluated. In this view, the traditionally sex-typed person is motivated to keep his or her behavior consistent with an idealized image of femininity or masculinity, a goal that she or he presumably accomplishes both by selecting behaviors and attitudes that enhance the image, and by avoiding behaviors and attributes that violate the image. Accordingly,

> items were selected as feminine or masculine on the
> basis of cultural definitions of sex-typed social
> desirability and not on the differential
> endorsement by females and males, ie., a
> characteristic qualified as feminine if it was
> judged to be more desirable in American society for
> a woman than for a man, and it qualified as
> masculine if it was judged to be more desirable in
> American society for a man than for a woman (Bem, 1981).

Although others have dealt with sex role stereotypes and have included androgyny, it is Bem's conceptualization and operationalization that is utilized in this study and its research questions.

As one of the major questions for this research is whether there have been any significant changes in gender roles, one must investigate past trends. There are

relatively few studies dealing with change. Studies indicate that androgyny is emerging as a viable gender role. Kaplan (1976) has suggested that the old model of gender-typing as part of mental health be replaced with a new ideal of androgyny as a model of mental health. Further, a study by Tavris (1977) suggests the possibility that androgyny is emerging as an ideal in our society. Although the sample consisted of mainly college educated subjects (readers of Psychology today), and therefore is inadequate to generalize to the public in general, it certainly serves as a basic indicator of the college educated. McBroom (1987) concluded that "Longitudinal comparisons over the five-year period of 1975 to 1980 show that both men and women have significantly lessened in sex role traditionalism." In addition, McBroom also found that the change among women was significantly greater than that for men. Research also shows that sex roles are changing as a result of women's increased participation in traditionally male sectors of society (Giele, 1979; Lipman-Blumen, 1976), and more specifically, that sex role orientations held by and about women are changing - becoming less traditional in the sense of less rigid sex-specific definitions on expectations. Further, as McBroom (1987) notes, "reports of gender differences have shown men to be more traditional than women (Martin, Osmonds, & Hesselbart, 1980; Zey-Ferrell, Tolone, & Walsh, 1978).

Gender and Culture

Although largely neglected, studies on Mexican-Americans
are important, considering their increasing social and
political influence in society. It is estimated that there
were 23,000,000 Hispanic Americans in 1978 (Report to the
President Commission on Mental Health, 1978). Mexican-
Americans, who reside predominantly in the Southwest, make up
about 60% of this rapidly growing minority group. The 1980
U.S. Census recorded 8,678,632 Mexican-Americans (4,410,229
male and 4,268,333 female). Literature indicates that the
Mexican-American culture emphasizes more traditional sex
roles. Diaz-Guerrero's descriptive article (1955) (which
refers to some questionnaire data on 294 Mexico City
residents plus the author's experience as a psycho-therapist)
describes the female role as one of abnegation and self
sacrifice. The female child is taught that her destiny
includes three areas: superlative femininity, the home, and
maternity. Diaz-Guerrero describes the male role within the
family as one of provider and authority figure who is to be
granted absolute supremacy but is generally distant and
uninvolved with the children. Masculinity for the Mexican-
American male is primarily associated with sexual prowess.
These behaviors are what is referred to by the term
"machismo". Another study, Murillo (1971), describes the
Mexican-American family:

> The father's authority is not questioned.... The
> wife-mother has a subservient, though highly

> respected role....Distinctive roles and
> responsibilities are taught to boys and girls,
> though all children are given tasks which are
> valued functions for the entire family from an
> early age. In adolesence there is an expectation
> that young men gain worldly knowledge through
> experience while young women are expected to remain
> close to their mothers and have few social contacts
> beyond the family.

These descriptions were written over thirty and fifteen
years ago, respectively. Even if these were accurate
descriptions then, a more recent analysis is warranted; it is
important to know how Mexican-Americans compare on sex roles,
especially if adherence to gender roles is changing.

Sex Roles and Mental Health

In instances where mental health appears to be related to
prosribed role adherance, therapists utilize role-related
theories to shape and assess men's and women's mental health.
According to Rawlings and Carter (1977), there are three
models of mental health which are important in the analysis
of sex role behavior; these include (1) the "normative"
model, (2) the "androcentric" model, and (3) the "androgynous"
model. Rawlings and Carter's "normative" model of mental
health defines mental health as adherence to stereotyped sex
roles. Since role prescriptions are different for men and
women, the "normative" model implies a double standard of
mental health. Therapists who utilize this model attempt to
help men and women accept and adjust to their "appropriate"
sex roles and treat men and women differently. The

"androcentric" model presents only one standard of mental health for both sexes; it is the male standard, and women are encouraged to change and become more "masculine", whereas men are encouraged to maintain their "healthy" sex role behavior. A therapist using this model of mental health would still treat men and women differently by encouraging men to accept their "appropriate" sex roles and women to incorporate more "male" traits, such as assertiveness and independence, as part of their sex roles. This model of mental health interprets masculine-associated activities and traits as superior and denigrates whatever is considered "feminine". Rawlings and Carter's "androgynous" model encourages men and women to adopt flexible sex roles that are neither "masculine" nor "feminine", but rather are an integration and balance of both. With this model of mental health, there is only one standard for both women and men, and a therapist following this model would have as treatment goals the integration of the best of both female-associated and male-associated characteristics. It is interesting to note that there is not an approach which values the feminine roles and which would encourage both males and females to incorporate more feminine traits.

Since gender roles are used as standards of mental health, it is certainly important to know what, if any, disadvantages, such as mental illness or disorders, or advantages such as coping skills or positive psychological

orientations are linked to gender roles. Several studies
have focused on the relationship of adherence to sex role
stereotypes and some measure of mental health. Gray (1957)
in a study entitled "Masculinity - Femininity in Relation to
Anxiety and Social Acceptance" found that "The direction of
the relation is one of high anxiety's being associated with a
high level of sex appropriate behavior." On social
acceptance, Gray found that for boys, "...the higher the
level of social acceptance, the higher the level of sex-
appropriate behavior." For girls, however, "whether the girl
is perceived as being sex-appropriate in behavior, for the
most part, does not appear to be associated with the amount
of social acceptance she receives." Webb (1963) focused on
sex role preference and adjustment in early adolescents.
Webb used measures of anxiety, social acceptance, and school
absenteeism as criteria of adjustment. Results indicated:

> no relationship between social acceptance and
> femininity scores. Eighth grade boys who were
> found to be extremely high on the anxiety measure
> were also noted to be high on femininity. Ninth
> grade boys who were high in anxiety were low in
> femininity. Extremely high anxiety in girls was
> associated with high femininity. Boys and girls
> with extremely high rates of school absence were
> noted to have low femininity scores.

Cosentino and Heilbrun (1964) investigated the
relationship between masculinity - femininity and aggression
anxiety in college students and compared their findings to
those of Sears (1961) whose study was done with children 12
years of age. Cosentino and Heilbrun found that:

(1) The direction and magnitude of the relation-
ship between aggression anxiety ans sex-role
identity is essentially the same at 20 years of age
as at 12. At each level, greater femininity is
associated with greater aggression for both males
and females. (2) A more feminine sex-role identity
in either sex involves more than a latent
disposition to respond with greater anxiety to
aggression cues. More feminine males and females
are more manifestly anxious, presumably in response
to a wider range of cues (Constentino and Heilbrun,
1964).

Harford, Willis, and Deabler (1967) investigated some

personality correlates of masculinity - feminiinity. In this

study, a high score on the masculinity - femininity scale

indicated masculinity. High scores, masculinity, were

associated with alloofness, toughness, a practical concern

with facts, unpretentiousness, suspiciousness, a tough poise,

and theoretical and economic values. Low masculinity -

femininity scores were associated with warmth, sensitivity,

Bohemianism, sophistication, acceptance, responsive

emotionality and aesthetic values. High scores, masculinity,

were also associated with emotional dissatisfaction, guilt

proneness, anxiety, and neurotic tendencies. Gall (1969)

found that females and feminine persons of both sexes are

likely to admit to a higher level of anxiety than males and

masculine persons of both sexes. Sandra L. Bem (1975)

conducted two experiments with college students on sex role

adaptability as a consequence of psychological androgyny.

Her experiments demonstrate that androgynous subjects of both

sexes display "masculine" independence when under pressure to

conform, and "feminine" playfulness when given the

opportunity to interact with a tiny kitten. In contrast, all

of the nonandrogynous subjects were found to display behavior

deficits of one sort or another, with feminine females

showing perhaps the greatest deficit of all. Bem (1976) also

found that cross-sex behavior is motivationally problematic

for sex-typed individuals and that they actively seek to

avoid it as a result. Bem found that:

> In particular, when asked to indicate which of a
> series of paired activities they would prefer to
> perform for pay while being photographed, sex-typed
> subjects were more likely than either androgynous
> or sex-reversed subjects to prefer sex-appropriate
> activity, even though such choices cost them money.
> Moreover, actually engaging in cross-sex behavior
> caused sex-typed subjects to report greater
> psychological discomfort and more negative feelings
> about themselves.

This study focuses on an exploration of the link between

gender roles and manifest anxiety. The definintion of

manifest anxiety, for this study was taken from Taylor (1953)

and Bendig (1956). Manifest anxiety was defined as:

> those behaviors or characteristics of a client that
> lead you to classify him as: (a) Nervous (i.e.,
> mannerisms such as nail biting, knuckle-cracking,
> chain smoking; profuse perspiration; etc.); (b)
> Tense (i.e., unable to relax, continually working
> under pressure, hand trembling, tics, etc.); (c)
> Easily embarrassed (i.e., readily blushes,
> stammers, etc.); (d) Worried (i.e., apprehensive
> over what will happen from day to day; doubts self
> continually; etc.).

These studies indicate a relationship between adherence

to sex role stereotypes and current definitions of mental

health. The early studies, however, utilize the masculine -

feminine dichotomy. Bem (1975, 1976) uses the masculine,

feminine, androgynous, and undifferentiated categories, and she has associated them with measures of mental health, but she has not really focused on manifest anxiety.

The literature, then, suggests that an investigation of the proportion of subjects in these different categories and the relation of these categories to measures of mental health (manifest anxiety selected for this study) is warranted. Further, because of possible different sex role stereotype adherence, different ethnic groups and different generations should be compared. Mexican-Americans, Anglo-Americans, college students, and their parents have been selected for this purpose. Based on the above studies, this research will focus on the following questions:

(1) Will a cross generational analyzis (a sample of the student generation and a sample of the parent generation will be compared) indicate that there is a significant difference in the number of individuals in the gender categories as indicated by Bem's Sex Role Inventory, especially in the androgynous category?

(2) Is there a significant difference in the percentage of males and females in the gender categories, especially in the androgynous category?

(3) Is there a significant difference in the percentage of Anglo-Americans and Mexican-Americans in the gender categories, especially in the androgynous category?

(4) When sex, generation and ethnicity are taken into account, does it make a significant difference in the percentages in each of the gender categories, especially in the androgynous category?

The above questions will be asked about the groups'

compositions on manifest anxiety and of the relationship, if any, between gender categories and manifest anxiety. In total, analyses will be done on all the subgroups (ethnicity, sex, and generation) on their sex role behavior and on manifest anxiety.

CHAPTER III

METHODS

Instruments

Along with demographical questions, all subjects
completed the Bem Sex Role Inventory and Bendig's Short Form
of the Manifest Anxiety Scale. Bem's Sex Role Inventory (see
appendix) was selected because it distinguishes masculine,
feminine, androgynous, and undifferentiated subjects. To
estimate internal consistency, Bem computed coefficient
alpha. These ranged from .75 for females on femininity in
the Stanford, 1973 sample, to .90 for males on the F minus M
Difference, also in the Stanford, 1973 sample (Bem, 1974).
Also, femininity and masculinity were shown to be logically
as well as empirically independent. Bem's test - retest
reliability was also computed for the first two
administrations; the lowest test - retest reliability was .76
occurring for males describing themselves on the masculine
items. Additionally, this inventory was practical in that
(1) it is easy to understand and only takes 15 minutes to
complete and (2) it is easy to translate into Spanish -
necessary for administration to some of the Mexican-American
parents. Once the data was gathered for the present sample,

coefficient alpha was computed for the sample on the masculinity and the femininity scales. Standardized item alpha for the masculinity scale was .88; standardized item alpha for the femininity scale was .84, showing high reliability for these scales.

Bendig's Short Form of the Manifest Anxiety Scale was selected for similar reasons. Taylor's (1953) Personality Scale of Manifest Anxiety (50 item scale) was revised by Bendig (1956) to a 20 item scale. Bendig found that:

> A survey of studies using the 50-item MAS shows its median internal consistency reliability to be .82, while the similar reliability of the 20-item scale was .76. Three scores were obtained for 100 random Ss who had taken the 50-item form: (a) score on all 50 items, (b) score on the 20 "valid" items, and (c) their scores on the 30 "nonvalid" items. The reliabilities of the three scores were: (a) .78, (b) .76, (c) .48.

Bendig concluded that the 20 item revision of the MAS

> (a) has eliminated from the standard MAS items of low internal consistency and validity; (b) provides scores that are about as reliable as the 50 item MAS and are highly related to scores on the standard form; and (c) is more parsimonious of testing time and probably more valid than the longer MAS.

Once the data was gathered for the present sample, coefficient alpha was computed for the manifest anxiety scale. Standardized alpha for the manifest anxiety scale was .80.

The questionnaire was translated into Spanish for use with the Mexican-American parent sample. A bilingual person translated the original English questionnaire into Spanish

and another bilingual person translated the Spanish questionnaire back into English. This back translation method was used to ensure a more accurate translation.

Procedure

All of the students were asked to complete the demographical questions, Bem's Sex Role Inventory, and Bendig's Short Form of the Manifest Anxiety Scale in class. This took approximately 25 to 35 minutes. In addition, those students who commuted from home or who would see their parents within one week were asked to take a set of the questionnaire to each parent. They were provided with a stamped return addressed envelope. Those students who would not see their parents within the specified time were asked to address an envelope. The questionnaire along with a stamped return addressed envelope was mailed to these parents. All subjects -students and parents - were informed that participation was voluntary and confidential. They were thanked for their participation in advance. One week after the initial contact, professors were asked to remind their students to have their parents fill out and mail in the questionnaire. Admittedly, and as the parent's return rates show, this is not the most reliable method for high return rates; however, it was the most feasible, economically and otherwise.

Sample

The proposed sample was unfortunately, quite unobtainable. At the beginning, the aim was to poll 200 Pan American University (PAU) students and both their parents where possible and 200 Oklahoma State University (OSU) students and both their parents where possible. Had all gone perfectly, the ideal sample would have consisted of 200 PAU students and their 400 parents, all of whom would be Mexican-American, and 200 OSU students and their 400 parents, all of whom would have been Anglo-American. However, my sample was substantially smaller and yielded 402 usable questionnaires. The Pan American University sample consists of 179 students and 75 parents for a total of 254, and the Oklahoma State University sample consists of 68 students and 80 parents, for a total of 148. Of a possible 3 surveys for each family unit, the PAU sample yielded 13 sets of two and 31 sets of three. The OSU sample yielded 14 sets of two and 33 sets of three. The remainder of the usable surveys were completed by students whose parents did not return their questionnaires, to total, as mentioned, 402 completed surveys.

CHAPTER IV

DATA ANALYSIS

Table I reflects the composition of the sample based on the information gathered from the 9 demographic variables. As the tables indicate, on the variable of sex, males and females comprise 43.28% (174) and 56.72% (228) respectively. On the variable of ethnicity, Anglo-Americans comprise 42.50% (171) and Mexican-Americans comprise 57.50% (231). Of the 402 usable questionnaires, 59.70% (240) were answered by students, and 40.30% (162) were answered by parents. Male students made up 24.38% (98); female students made up 35.32% (192); fathers made up 18.91% (76); and mothers made up 21.39% (86) of the sample. From these variables, a new variable was created by combining the person's sex, ethnicity and generation. This led to eight categories: male Anglo-American students, who made up 7.96% (32); male Anglo-American parents, who comprised 11.94% (48); male Mexican-American students, who totalled 16.42% (66); male Mexican-American parents, who made up 6.97% (28) of the sample; female Anglo-American students, who comprised 10.95% (44); female Anglo-American parents who totalled 11.69% (47); female Mexican-American students who comprised 24.38% (98); and female Mexican-American parents who totalled 9.70% (39)

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TABLE I

PERCENTAGES OF DEMOGRAPHIC
CHARACTERISTICS
OF THE SAMPLE

Characteristic	Categories	Total	Percent
Sex	Male	174	43.28
	Female	228	56.72
Ethnicity	Anglo American	171	42.50
	Mexican American	231	57.50
Generation	Students	240	59.70
	Parents	162	40.30
Person			
	Male students	98	24.38
	Female students	142	35.32
	Fathers	76	18.91
	Mothers	86	21.39
Sex-Ethnicity Person	Male Anglo-American Students	32	7.96
	Male Anglo-American Parents	48	11.94
	Male Mexican-American Students	66	16.42
	Male Mexican-American Parents	28	6.97
	Female Anglo-American Students	44	10.95
	Female Anglo-American Parents	47	11.69
	Female Mexican-American Students	98	24.38
	Female Mexican-American Parents	39	9.70
Marital Status	No answer	1	0.20
	Never married	195	48.50
	Married	164	40.80
	Separated	2	0.50
	Divorced	21	5.20
	Widowed	9	2.20
	Remarried	9	2.20
	Other	1	0.20

TABLE I (Continued)

Characteristic	Categories	Total	Percent
Lived in the U.S.	Born and raised in U.S.	354	88.10
	Not born, but have lived mostly in the U.S.	42	10.40
	Not born in the U.S. and have lived mostly elsewhere	2	0.50
	Other	4	1.00
Respondent's present employment	No answer	2	0.50
	Fulltime	140	34.80
	Parttime	116	28.90
	None	144	35.80
Size of hometown	No answer	1	0.20
	600,001 or larger	27	6.70
	100,001 - 600,000	15	3.70
	50,001 - 100,000	65	16.20
	25,001 - 50,000	75	18.70
	10,001 - 25,000	75	18.70
	2,501 - 10,000	67	16.70
	1,001 - 2,500	42	10.40
	Less than 1,000	13	3.20
	Live on a farm	22	5.50

of the sample. When sex, ethnicity, and generagion are taken

in account, the largest subsample was that of female Mexican-

American students with an N = 98; the smallest subsample was

that of male Mexican American parents with an N = 28. A high

percentage of the respondents (48.50%) indicated they had

never been married, while 40.80% indicated they were

currently married, and 5.20% responded that they were

divorced. The frequencies indicated that 88.10% of the

sample was born and raised in the United States, and that

10.40% of the sample was not born in the United States but

have lived mostly in the U.S.. On employment, the sample was

pretty well divided between no employment (35.80%), fulltime

employment (34.80%), and parttime employment (28.90%). As

the frequencies show, on the question of size of hometown,

the sample seemed to be fairly well distributed.

Factor analyses were done for the masculine items (which

had an alpha of .88) and the feminine items (which had an

alpha of .84) of the Bem Sex Role Inventory as well as for

the manifest anxiety scale (which had an alpha of .80).

Table II shows the loadings for the masculine items. On the

first factor loadings, all the items had a .30 loading or

higher except for item 14, which was the term "masculine".

These high loadings indicate that these items were indeed

measuring a similar concept. Varimax rotation showed high

loadings of items 2 and 15 ("defends own beliefs" and

"willing to take a stand") on factor 1. On factor 2, items 1

("self-reliant"), 3 ("independent") and 12 ("self-

TABLE II

FACTOR LOADINGS OF THE MASCULINITY SCALE

Masculinity Items	First Factor Loadings	Factor Loadings (Varimax)			
		1	2	3	4
1. Self reliant	.57	.18	.74	.04	.14
2. Defends own beliefs	.46	.66	.17	.16	.11
3. Independent	.53	.14	.76	.09	.00
4. Athletic	.41	.05	.04	.23	.67
5. Assertive	.62	.43	.52	.06	.15
6. Strong personalilty	.62	.61	.32	.13	.06
7. Forceful	.50	.15	.25	.72	.09
8. Analytical	.48	.07	.42	.28	.45
9. Has leadership abilities	.78	.64	.26	.34	.26
10. Willing to take risks	.50	.45	.08	.30	.14
11. Makes decisions easily	.54	.45	.35	.28	.12
12. Self-sufficient	.65	.26	.70	.20	.08
13. Dominant	.59	.40	.04	.57	.18
14. Masculine	.35	.05	.02	.61	.25
15. Willing to take a stand	.67	.67	.16	.20	.22
16. Aggressive	.62	.31	.17	.49	.31
17. Acts as a leader	.68	.50	.18	.46	.21
18. Individualistic	.52	.20	.48	.07	.28
19. Competitive	.62	.33	.09	.23	.67
20. Ambitious	.48	.26	.17	.08	.69

sufficient") had high loadings. On the third factor, items 7 ("forceful") and 14 ("masculine") loaded highly. The fourth factor showed items 4 ("athletic"), 19 ("competitive"), and 20 ("ambitious") loading highly.

The first factor loadings for the femininity items (Table III) show that there are several items which do not meet the .3 loading standard. Seven items ("yielding", "shy", "feminine", "soft-spoken", "gullible", "childlike", and "does not use harsh language") were below the .3 factor loading. This indicates that these items may not be strong indicatiors of femininity on the Bem Sex Role Inventory. Varimax rotation for factor 1 showed the items "affectionate", "loyal", "sympathetic", "sensitive to others needs", "understanding", "compassionate", "eager to soothe hurt feelings", "warm", "tender", "loves children", and "gentle" as loading highly. Factor 2 had items 3 ("shy") and 13 ("soft-spoken") loading highly.j Factor 3 had items 5 ("flatterable") and 17 ("childlike") loading highly. Factor 4 had "yielding" (item 1) and "does not use harsh language" (item 18) with high loadings. On factor 5, only item 7 ("feminine") had a high loading.

The first factor loadings for the manifest anxiety items (Table IV) show that several items had below a .3 factor loading. These items were 1, 2, 4, 6, 12, and 26, as shown on Table IV. Varimax rotation showed items 15, 16, 17, 19, and 20 clustering on factor 1. On factor 2, items 5, 7, and 9 had high loadings. On factor 3, items 1 and 6 had high

TABLE III

FACTOR LOADINGS OF THE FEMININITY SCALE

Femininity Items	First Factor Loadings	Factor Loadings (Varimax)				
		1	2	3	4	5
1. Yielding	.25	.15	.01	.15	.68	.04
2. Cheerful	.56	.53	.16	.00	.31	.08
3. Shy	.02	.04	.77	.10	.01	.12
4. Affectionate	.74	.76	.00	.03	.05	.03
5. Flatterable	.31	.30	.18	.69	.00	.19
6. Loyal	.54	.58	.06	.19	.11	.02
7. Feminine	.27	.20	.10	.03	.04	.84
8. Sympathetic	.62	.60	.02	.02	.25	.02
9. Sensitive to others needs	.76	.76	.06	.02	.16	.01
10. Understanding	.70	.70	.02	.02	.13	.02
11. Compassionate	.77	.77	.03	.05	.11	.05
12. Eager to soothe hurt feelings	.67	.67	.03	.06	.03	.11
13. Soft-spoken	.26	.18	.79	.08	.14	.08
14. Warm	.78	.80	.08	.05	.03	.08
15. Tender	.81	.80	.15	.11	.02	.08
16. Gullible	.01	.09	.08	.52	.18	.42
17. Childlike	.03	.08	.10	.73	.01	.08
18. Does not use harsh language	.14	.02	.15	.08	.75	.03

TABLE III (Continued)

Femininity Items	First Factor Loadings	Factor Loadings (Varimax)				
		1	2	3	4	5
19. Loves children	.65	.63	.15	.13	.01	.29
20. Gentle	.77	.74	.24	.09	.02	.18

TABLE IV

FACTOR LOADINGS OF THE MANIFEST ANXIETY SCALE

Manifest Anxiety Items	First Factor Loadings	Factor Loadings (Varimax)					
		1	2	3	4	5	6
1. I believe I am no more nervous than most others.	.27	.09	.13	.65	.00	.07	.17
2. I work under a great deal of tension.	.22	.01	.52	.02	.06	.25	.49
3. I cannot keep my mind on one thing.	.55	.31	.47	.18	.41	.20	.17
4. I am more sensitive than most other people.	.24	.06	.09	.22	.82	.08	.02
5. I frequently find myself worrying about something.	.56	.25	.63	.32	.03	.25	.03
6. I am usually calm and not easily upset.	.13	.01	.03	.71	.21	.08	.16
7. I feel anxiety about something or someone almost all the time.	.61	.27	.68	.14	.02	.01	.07
8. I am happy most of the time.	.34	.28	.16	.44	.41	.16	.18
9. I have periods of such great restlessness that I cannot sit long in a chair.	.42	.06	.67	.19	.03	.28	.14
10. I have sometimes felt that difficulties were piling up so high that I could not overcome them.	.69	.45	.55	.11	.01	.10	.03

TABLE IV (Continued)

Manifest Anxiety Items	First Factor Loadings	Factor Loadings (Varimax)					
		1	2	3	4	5	6
11. I find it hard to keep my mind on a task or job.	.62	.52	.23	.07	.36	.35	.08
12. I am not unusually self-conscious.	.25	.09	.05	.16	.05	.81	.04
13. I am inclined to take things hard.	.54	.22	.51	.11	.34	.08	.19
14. Life is a strain for me much of the time.	.75	.61	.42	.08	.07	.07	.04
15. At times I think I am no good at all.	.76	.84	.17	.00	.04	.03	.02
16. I am certainly lacking in self-confidence.	.70	.82	.02	.09	.04	.11	.02
17. I certainly feel useless at times.	.75	.82	.11	.09	.07	.06	.07
18. I am a high strung person.	.47	.30	.32	.10	.04	.03	.66
19. I sometimes feel that I am about to go to pieces.	.77	.77	.25	.07	.04	.01	.21
20. I shrink from facing a crisis or difficulty.	.71	.72	.22	.05	.00	.06	.01
21. I am entirely self-confident.	.26	.23	.00	.30	.09	.40	.49

loadings. On factor 4, item 4 had a high loading, and on factor 5, item 12 had a high loading. No items had a high loading on the sixth factor.

The frequencies for the crucial variables (masculinity, femininity, and gender) are listed. As Table V shows, on the femininity and masculinity scales, the sample was divided at the median point to create the high and low categories, as suggested by Bem, 1981. The categories on gender (undifferentiated, masculine, feminine, and androgynous) were derived from these high and low combinations. If a person scored low on both masculinity and femininity, he or she was categorized as undifferentiated. If the person scored high on both masculinity and femininity, he or she was categorized as androgynous. If the person scored high on masculinity, but low on femininity, he or she was categorized as masculine. Lastly, if the person scored high on femininity, but low on masculinity, he or she was categorized as feminine. On the anxiety scale the sample was divided into thirds to create the low, medium, and high categories (Table VI).

As Table VII indicates, the distribution on the sex role categories for males indicates that 39.10% of the males fell into the masculine category; 29.90% fell into the androgynous category, 25.30% fell into the undifferentiated category, and only 5.70% fell into the feminine category. Of females, 34.60% were in the feminine category, 30.70% were categorized as undifferentiated, 26.80% were categorized as androgynous,

TABLE V

PERCENTAGES OF SEX ROLE
CHARACTERISTICS
OF THE SAMPLE

Characteristic	Categories	Total	Percent
Masculinity	Low	203	50.50
	High	199	49.50
Femininity	Low	200	49.80
	High	202	50.20
Gender	Undifferentiated	114	28.40
	Masculine	86	21.40
	Feminine	89	22.10
	Androgynous	113	28.10

TABLE VI

PERCENTAGES OF LEVELS OF
MANIFEST ANXIETY
OF THE SAMPLE

Characteristic	Categories	Total	Percent
Anxiety	Low	129	32.10
	Medium	136	33.80
	High	137	34.10

TABLE VII

PERCENTAGES OF SEX ROLE
CHARACTERISTICS
OF THE SAMPLE
BY SEX

Characteristic	Categories	Total	Percent
Males (n= 174)			
	Undifferentiated	44	25.30
	Masculine	68	39.10
	Feminine	10	5.70
	Androgynous	52	29.90
Females (n=228)			
	Undifferentiated	70	30.70
	Masculine	18	7.90
	Feminine	79	34.60
	Androgynous	61	26.80

TABLE VIII

PERCENTAGES OF SEX ROLE
CHARACTERISTICS
OF THE SAMPLE
BY ETHNICITY

Characteristic	Categories	Total	Percent
Anglo-Americans (n=171)			
	Undifferentiated	41	24.00
	Masculine	55	32.20
	Feminine	41	24.00
	Androgynous	34	19.90
Mexican-Americans (n=231)			
	Undifferentiated	73	31.60
	Masculine	31	13.40
	Feminine	48	20.80
	Androgynous	79	34.20

and 7.90% were categorized as masculine. The results
indicate that the highest percentage of males fall in the
masculine category and the highest percentage of females fall
in the feminine category, as expected. However, a higher
percentage of males than females were in the androgynous
category. This result is contrary to that expected based on
indications from previous research, which show more defined
differences in women's sex role orientations (McBroom, 1987;
Giele, 1979; Lipman-Blumen, 1976; Martin, Osmonds, and
Hessselbart, 1980; Zey-Ferrel, Tolone, and Walsh,
1978).indications given by previous research

Table VIII, the distribution by ethnicity, shows that
32.20% of the Anglo-Americans fell in the masculine category,
24% were undifferentiated, 24% were feminine, and 19.90% were
androgynous. Of the Mexican-Americans, 34.20% were
androgynous, 31.60% were undifferentiated, 20.80% were
feminine, and 13.40% were masculine. At a glance, these
percentages might lead one to believe that there is a real
difference between Anglo-Americans and Mexican-Americans on
sex roles; however, since sex is an important variable, and
since sex was not equally distributed by ethnicity, these
percentages alone do not tell us very much about the
relationhsip between ethnicity and sex roles.

The distribution by generation (Table IX) shows that
34.20% of the students were androgynous, 29.20% were
undifferentiated, 20.80% were feminine, and 15.80% were
masculine. Of the parent sample, 29.60% were masculine,

TABLE IX

PERCENTAGES OF SEX ROLE
CHARACTERISTICS
OF THE SAMPLE
BY GENERATION

Characteristic	Categories	Total	Percent
Students (n=240)			
	Undifferentiated	70	29.20
	Masculine	38	15.80
	Feminine	50	20.80
	Androgynous	82	34.20
Parents (n=162)			
	Undifferentiated	44	27.20
	Masculine	48	29.60
	Feminine	39	24.10
	Androgynous	31	19.10

27.20% were undifferentiated, 24.10% were feminine, and 19.10% were androgynous. The major difference by generation is the percentages that were categorized as androgynous, with the student sample having a much higher percentage than the parent sample (34.20% and 19.10% respectively). This finding is as was expected; however, other variables (sex, ethnicity) were not equally distributed, possibly having an important effect in the percentages recorded. Therefore, it is important to take into consideration the three main variables (sex, ethnicity, and generation) simultaneously.

The distribution by sex, ethnicity, and generation (Table X) shows that, of male, Anglo-American students 50.00% were categorized as masculine, 31.30% were categorized as undifferentiated, 18.80% were androgyous, and 0 were feminine. Although the largest percentage, half, of this group was in the masculine category, this also means that half of this male group was not in the masculine category. Also worth noting is that 0 were in the feminine category.

Of male Anglo-American parents, 54.20% were masculine, 20.80% were androgynous, 16.70% were undifferentiated, and 8.30% were feminine. Although masculine received the highest percentage, almost half of these males were in other categories. It is interesting to note that while in the student sample of Anglo-Americans, 0 were in the feminine category, 8.30% of the Anglo-American parent sample were.

Of male Mexican-American students, 45.50% were androgynous, 30.30% were undifferentiated, 18.20% were

TABLE X

PERCENTAGES OF SEX ROLE CHARACTERISTICS
OF THE SAMPLE BY SEX,ETHNICITY
AND GENERATION

Characteristic	Categories	Total	Percent
Male Anglo-American Students (n=32)			
	Undifferentiated	10	31.30
	Masculine	16	50.00
	Feminine	0	00.00
	Androgynous	6	18.80
Male Anglo-American Parents (n=48)			
	Undifferentiated	8	16.70
	Masculine	26	54.20
	Feminine	4	8.30
	Androgynous	10	20.80
Male Mexican-American Students (n=66)			
	Undifferentiated	20	30.30
	Masculine	12	18.20
	Feminine	4	6.10
	Androgynous	30	45.50
Male Mexican-American Parents (n=28)			
	Undifferentiated	6	21.40
	Masculine	14	50.00
	Feminine	2	7.10
	Androgynous	6	21.40
Female Anglo-American Students (n=44)			
	Undifferentiated	10	22.70
	Masculine	6	13.60
	Feminine	17	38.60
	Androgynous	11	25.00
Female Anglo-American Parents (n=47)			
	Undifferentiated	13	27.70
	Masculine	7	14.90
	Feminine	20	42.60
	Androgynous	7	14.90
Female Mexican-American Students (n=98)			
	Undifferentiated	30	30.60
	Masculine	4	4.10
	Feminine	29	29.60
	Androgynous	35	35.70

TABLE X (Continued)

Female Mexican-American Parents (n=39)

Undifferentiated	17	43.60
Masculine	1	2.60
Feminine	13	33.30
Androgynous	8	20.50

masculine, and 6.10% were feminine. These were indeed
surprising results, for 81.90% were in categories other than
masculine, with the highest percentage falling in the
androgynous category. This finding is indeed contrary to the
"expected" traditional "machismo" associated with Mexican-
American males.

Of male Mexican-American parents, 50.00% were masculine,
21.40% were androgynous, 21.40% were undifferentiated, and
7.10% were feminine. Again, only half of these males were
categorized as masculine, with an equal percentage
categorized as androgynous and undifferentiated.

Of female Anglo-American students, 38.60% were feminine,
25.00% were androgynous, 22.70% were undifferentiated, and
13.60% were masculine. It is interesting to note that only a
little over one third of this female sample fell in the
feminine category, and that 13.60 were masculine.

Of female Anglo-American parents, 42.60% were feminine,
27.70% were undifferentiated, 14.90% were androgynous, and
14.90% were masculine. Although a higher percentage of the
female parents were categorized as feminine, it was not even
half of the sample, and a moderate percentage were in the
masculine category.

Of female Mexican-American students, 35.70% were
androgynous, 30.60% were undifferentiated, 29.60% were
feminine, and 4.10% were masculine.

Of female Mexican-American parents, 43.60% were
undifferentiated, 33.30% were feminine, 20.50% were

androgynous, and 2.60% were masculine.

As noted, manifest anxiety for the total sample was divided up into three levels - low, medium, and high, using one-third of the sample in each. Table XI, the percentages of the levels of manifest anxiety by sex, shows that the highest percentage of males are in the low anxiety category (42.50) as is the highest percentage of females (41.70). The next highest percentage for males is found in the medium level of anxiety (33.90%); for females, however, the next highest level is found in the high level of anxiety (33.30).

Table XII on percentages of levels of manifest anxiety by ethnicity shows that the majority of Anglo-Americans fell in the low level of manifest anxiety (54.40%); 29.20% were in the medium level of manifest anxiety, and 16.40% were in the high level of manifest anxiety. The Mexican-American sample was more evenly distributed, but the highest percentage was in the high level (38.50%). There were 32.90% in the low category, and 28.60% in the medium category.

Table XIII shows the percentages of students and parents in each level of manifest anxiety. For students, the percentages in each of the levels appear to be comparable: 35.80%, 30.00%, and 34.20% in the low, medium and high categories of manifest anxiety respectively. For parents, the percentages appear to be a little more diverse. There are 51.20% in the low category, 27.20% in the medium, and 21.60% in the high category.

Taking sex, ethnicity, and generation simultaneously

TABLE XI

PERCENTAGES OF LEVELS OF
MANIFEST ANXIETY
OF THE SAMPLE
BY SEX

Characteristic	Categories	Total	Percent
Males (n=174)			
	Low	74	42.50
	Medium	59	33.90
	High	41	23.60
Females (n=228)			
	Low	95	41.70
	Medium	57	25.00
	High	76	33.30

TABLE XII

PERCENTAGES OF LEVELS OF
MANIFEST ANXIETY
OF THE SAMPLE
BY ETHNICITY

Characteristic	Categories	Total	Percent
Anglo-Americans (n=171)			
	Low	93	54.40
	Medium	50	29.20
	High	28	16.40
Mexican-Americans (n=231)			
	Low	76	32.90
	Medium	66	28.60
	High	89	38.50

TABLE XIII

PERCENTAGES OF LEVELS OF
MANIFEST ANXIETY
OF THE SAMPLE
BY GENERATION

Characteristic	Categories	Total	Percent
Students (n=240)			
	Low	86	35.80
	Medium	72	30.00
	High	82	34.20
Parents (n=162)			
	Low	83	51.20
	Medium	44	27.20
	High	35	21.60

into consideration yields eight categories. Table XIV lists the percentages of each of these groups in the three levels of manifest anxiety. Male Anglo-American students were fairly equally distributed among the three categories: 31.25%, 37.50%, and 31.25% in the low, medium and high categories respectively. Male Anglo-American parents, however, had 50.00% in the low category, 33.33% in the medium category, and 16.67% in the high category. The male Mexican-American student sample had their highest percentage in the high category - 42.42%, followed by 34.85% in the medium category, and 22.73% in the low category. The male Mexican-American parent sample had their highest percentage in the medium category (39.29%) followed by 32.14% in the low category and 28.57% in the high category.

Of these male groups, the group that had the largest percentage in the high level of manifest anxiety was the male Mexican-American students with 42.42%. The group that had the highest percentage in the low level of manifest anxiety was the male Anglo-American parents with 50.00%.

For female Anglo-American students, the percentages were 25.00%, 45.45% and 29.55% in the low, medium, and high levels of manifest anxiety respectively. Female Anglo-American parents had 59.57% in the low category, 23.40% in the medium category, and 17.02% in the high category. Female Mexican-American students had 22.45% in the low category, 32.65% in the medium category, and 44.90% in the high category. Female Mexican-American parents had 25.64%, 28.21%, and 46.15% in

TABLE XIV

PERCENTAGES OF LEVELS OF MANIFEST
ANXIETY OF THE SAMPLE BY
SEX, ETHNICITY AND
GENERATION

Characteristic	Categories	Total	Percent
Male Anglo American Students			
	Low	10	31.25
	Medium	12	37.50
	High	10	31.25
Male Anglo American Parents			
	Low	24	50.00
	Medium	16	33.33
	High	8	16.67
Male Mexican American Students			
	Low	15	22.73
	Medium	23	34.85
	High	28	42.42
Male Mexican American Parents			
	Low	9	32.14
	Medium	11	39.29
	High	8	28.57
Female Anglo American Students			
	Low	11	25.00
	Medium	20	45.45
	High	13	29.55
Female Anglo American Parents			
	Low	28	59.57
	Medium	11	23.40
	High	8	17.02
Female Mexican American Students			
	Low	22	22.45
	Medium	32	32.65
	High	44	44.90
Female Mexican American Parents			
	Low	10	25.64
	Medium	11	28.21
	High	18	46.15

the low, medium, and high categories, respectively.

Of these female groups, the group that had the largest percentage in the high level of manifest anxiety was the female Mexican-American parents with 46.15%. The group that had the highest percentage in the low level of manifest anxiety was the female Anglo-American parents, with 59.57%.

Pearson Correlations

Pearson correlation coefficients were used to
investigate the association between masculinity and
femininity and between anxiety and masculinity and
femininity. These are discussed in the following sections
by sex, by ethnicity, by generation, by sex-ethnicity-
generation, and by gender. Table XV contains these Pearson
correlations (1) for the total sample, (2) by sex, (3) by
ethnicity, (4) by generation, (5) by sex, ethnicity, and
generation, and (6) by gender. On this table, those
correlations which are significant at the .05 level or better
are denoted by an asterisk (*). In addition, Table XVI was
created to more clearly show the direction of the
correlations and whether they are significant or not.

Total Sample

For the total sample, femininity and masculinity are
positively correlated at a significant level. Masculinity
and anxiety are negatively correlated at a significant level.
The higher the score on masculinity, the lower the level of
anxiety. Femininity and anxiety were positively correlated,
although not at a significant level; the higher the
femininity, the higher the level of anxiety.

By sex

The correlations found in the total sample hold true for

the correlations found by sex. For males as well as for females, masculinity and femininity are significantly positively correlated, and masculinity and anxiety are significantly negatively correlated. It is noteworthy that the direction of the correlation of femininity to anxiety is the opposite of what one might expect - for males higher femininity correlates with lower anxiety; for females higher femininity correlates with higher anxiety. It is also important to note that for both males and females, higher masculinity is correlated with lower anxiety.

By ethnicity:

For Anglo-Americans, masculinity is negatively correlated with femininity (-.10830); though not at a significant level, the higher the masculinity, the lower the femininity. Masculinity is also negatively correlated to anxiety (-.19908) at a significant level. The higher the masculinity, the lower the anxiety. Femininity is positively correlated to anxiety at a very low .00887.

For Mexican-Americans, masculinity and femininity are positively correlated at a significant level of .51681; the higher the masculinity, the higher the femininity. Masculinity is negatively correlated with anxiety at a significant level (-.19445); the higher the masculinity, the lower the anxiety. Femininity is negatively correlated to anxiety, though at a very low -.04101.

In comparing Anglo-Americans and Mexican-Americans, one notes that for Anglo-Americans, masculinity and femininity are (weakly) negatively correlated, while as for Mexican-Americans, masculinity and femininity are significantly positively correlated.

By generation:

For students, masculinity and femininity are significantly correlated at .39913. Masculinity and anxiety are significantly correlated at -.19505. The higher the masculinity, the lower the anxiety. Femininity and anxiety are negatively correlated at -.00899; though not at a significant level.

For parents, masculinity and femininity are correlated at .08563. Masculinity and anxiety are correlated at -.26257; the higher the masculinity, the lower the level of anxiety. Femininity and anxiety are correlated at -.03381; the higher the level of femininity, the lower the level of anxiety, though not at a significant level.

By sex-ethnicity-generation:

When taking sex, ethnicity, and generation into account, the correlation between the eight groups is divided. All those that are negatively correlated are nonsignificant. For male Mexican-American students, male Mexican-American parents, female Mexican-American students, and for female

TABLE XV

PEARSON CORRELATION COEFFICIENTS OF
MASCULINITY, FEMININITY AND
ANXIETY

Total Sample (n=402)

	Masc.	Fem.
Anxiety	-0.21685*	0.00637
Masculinity		0.28400*

BY SEX
Males (n=174)

	Masc.	Fem.
Anxiety	-0.31822*	-0.02438
Masculinity		0.28364*

Females (n=228)

	Masc.	Fem.
Anxiety	-0.15302*	0.01206
Masculinity		0.50875*

BY ETHNICITY
Anglo-American (n=171)

	Masc.	Fem.
Anxiety	-0.19908*	0.00887
Masculinity		-0.10830

Mexican-American (n=231)

	Masc.	Fem.
Anxiety	-0.19445*	-0.04101
Masculinity		0.51681*

BY GENERATION
Students (n=240)

	Masc.	Fem.
Anxiety	-0.19505*	-0.00899
Masculinity		0.39913*

Parents (n=162)

	Masc.	Fem.
Anxiety	-0.26257*	-0.03381
Masculinity		0.08563

BY SEX-ETHNICITY-GENERATION
Male Anglo-American Students (n=32)

	Masc.	Fem.
Anxiety	-0.41082*	-0.00403
Masculinity		-0.02897

TABLE XV (Continued)

Male Anglo-American Parents (n=48)

	Masc.	Fem.
Anxiety	-0.13364	-0.09914
Masculinity		-0.23833

Male Mexican-American Students (n=66)

	Masc.	Fem.
Anxiety	-0.32583*	-0.00771
Masculinity		0.46935*

Male Mexican-American Parents (n=28)

	Masc.	Fem.
Anxiety	-0.36808*	-0.30555
Masculinity		0.43213*

Female Anglo-American Students (n=44)

	Masc.	Fem.
Anxiety	-0.20170	-0.23871
Masculinity		0.08512

Female Anglo-American Parents (n=47)

	Masc.	Fem.
Anxiety	-0.26423	0.23892
Masculinity		-0.06691

Female Mexican-American Student (n=98)

	Masc.	Fem.
Anxiety	-0.07132	0.00847
Masculinity		0.73018*

Female Mexican-American Parents (n=39)

	Masc.	Fem.
Anxiety	-0.22978	-0.14315
Masculinity		0.52427*

Mexican-American parents (all the Mexican-American subsamples), the correlations are postitive and significant. For these groups, the higher the masculinity, the higher the femininity. For female Anglo-American parents, the correlation was in a positive direction, but it was at a non-significant level.

The correlations between masculinity and anxiety are in a negative direction for all the subsamples of sex, ethnicity and generation; the higher the masculinity, the lower the anxiety. They are at a significant level, however, only for male Anglo-American students, for male Mexican-American students, and for male Mexican-American parents.

The correlations between femininity and anxiety are in a negative and nonsignificant direction for all the subsamples.

By gender:

The correlations between masculinity, femininity, and anxiety (Table XVI) for the sample by gender show that the correlations between masculinity and femininity are significant only for the undifferentiated group, in a positive direction; the higher the masculinity, the higher the femininty. For the masculine, feminine, and androgynous groups, the correlations are nonsignificant, although for the masculine category it is in a negative direction, and for the feminine and androgynous categories it is in a positive direction.

TABLE XVI

PEARSON CORRELATION COEFFICIENTS OF
ANXIETY, MASCULINITY, AND FEMININITY
BY GENDER

Undifferentiated (n=114)

	Masc.	Fem.
Anxiety	-0.19495*	-0.13302
Masculinity		0.43848*

Masculine (n=86)

	Masc.	Fem.
Anxiety	-0.17396	0.05778
Masculinity		-0.20267

Feminine (n=89)

	Masc.	Fem.
Anxiety	-0.10506	0.10155
Masculinity		0.04754

Androgynous (n=113)

	Masc.	Fem.
Anxiety	-0.04913	0.13528
Masculinity		0.15735

TABLE XVII

DIRECTION AND SIGNIFICANCE OF PEARSON
CORRELATION COEFFICIENTS

	Masc. – Fem.		Fem. – Anx.		Masc. – Anx.	
Total	+	Sig	+	Non	–	Sig
Males	+	Sig	–	Non	–	Sig
Females	+	Sig	+	Non	–	Sig
Ang–Am.	–	Non	+	Non	–	Sig
Mex–Am.	+	Sig	–	Non	–	Sig
Student	+	Sig	–	Non	–	Sig
Parent	+	Non	–	Non	–	Sig
M AA S	–	Non	–	Non	–	Sig
M AA P	–	Non	–	Non	–	Non
M MA S	+	Sig	–	Non	–	Sig
M MA P	+	Sig	–	Non	–	Sig
F AA S	+	Non	–	Non	–	Non
F AA P	–	Non	+	Non	–	Non
F MA S	+	Sig	+	Non	–	Non
F MA P	+	Sig	–	Non	–	Non

The correlations between masculinity and anxiety for the gender categories are all in a negative direction; the higher the masculinity, the lower the anxiety. These correlations are significant for the undifferentiated group and are nonsignificant for the masculine, the feminine and the androgynous groups.

The correlations between femininity and anxiety are all nonsignificant; however, for the undifferentiated group they are in a negative direction, and for the masculine, feminine, and androgynous groups they are in the positive direction.

An analysis of variance (Table XVIII) was done on anxiety by gender, sex, ethnicity and generation and their interactions. Significant differences (p <.05) were found by gender, ethnicity, and generation. None of the interactions were significant.

Table XIV shows the means and the sample sizes from which the analysis of variance was done.

TABLE XVIII

ANALYSIS OF VARIANCE ON
MANIFEST ANXIETY

Source of Variation	df	F	Prob.
Gender	3	5.62	.0009+
Sex	1	0.79	.3754
Gender * Sex	3	1.09	.3523
Ethnicity	1	19.37	.0001+
Gender * Ethnicity	3	1.69	.1691
Sex Ethnicity	1	0.01	.9119
Gender * Sex * Ethnicity	3	1.11	.3434
Generation	1	7.14	.0079+
Gender * Generation	3	0.33	.8034
Sex * Generation	1	0.57	.4491
Gender * Sex * Generation	3	0.05	.9836
Ethnicity * Generation	1	3.15	.0769
Gender * Ethnicity * Generation	3	1.49	.2180
Sex * Ethnicity * Generation	1	0.01	.9404
Gender * Sex * Ethnicity * Generation	2	0.55	.5781

+ indicates significance at the .05 level or better

TABLE XIX

MEANS AND Ns ON ANXIETY

Category	Ns	Means
Gender		
Undifferentiated	114	81.37
Masculine	86	72.90
Feminine	88	80.57
Androgynous	113	77.43
Ethnicity		
Anglo-American	170	73.85
Mexican-American	231	81.52
Generation		
Student	240	80.90
Parent	161	74.34

CHAPTER V

SUMMARY AND CONCLUSION

Bem's Sex Role Inventory was utilized to place the sample in gender categories. Since the sample's medians on the masculine items and the feminine items was used, there is only slight variation in the percentages found in each of the categories - undifferentiated (28.40%), masculine (21.40%), feminine (22.10%), and androgynous (28.10%).

When the gender categories are separated by sex, the percentages vary, within males and females, as well as between males and females. So, although Bem's measurement of gender is independent of sex, sex does influence gender, with the highest percentage in each category found in the traditional sex type and the lowest percentage found in the cross-sex type. A high and similar percentage of both males and females fall in the androgynous as well as in the undifferentiated categories, so sex does not seem to make a difference in these. Sex, then, appears to make a difference in the percentages that fall in the masculine and feminine categories, but does not seem to affect the percentage falling in the androgynous and undifferentiated categories.

When ethnicity is taken into consideration, an interesting observation can be made in the percentages

presented. The Anglo-Americans' highest percentage is in the masculine category, and this is the category with the lowest percentage for Mexican-Americans. Also, the Anglo-Americans' category with the lowest percentage is the androgynous category, and this is the category with the highest percentage for the Mexican-Americans. Ethnicity, then, does appear to be an important factor. Unexpectedly, the percentage of those found in the androgynous category is much higher for Mexican-Americans than for the Anglo-Americans, and it is the category with the highest percentage for the Mexican-American. This contradicts previous literature which would lead one to expect Mexican-Americans to adhere more to the traditional stereotypical sex roles.

The percentages in the gender categories for each generation do show slight variation within each the student sample and the parent sample. The most noteworthy difference, however is in the percentages of each in the androgynous categories. Of the student sample, 34.20% were in the androgynous category - the highest percentage for this group, whileas of the parent sample, only 19.10 % were in the androgynous category - the lowest percentage for this group. A higher percentage of parents than students were in the traditional masculine and feminine categories, but a lower percentage of parents than students were in the undifferentiated and androgynous categories.

The percentages in the gender categories indicate that there is a difference when sex, ethnicity and generation were

taken into consideration. For the male groups - Anglo-American students, Anglo-American parents, and Mexican-American parents, the highest percentage was in the masculine category. For male Mexican-American students, however, the highest percentage was in the androgynous category. For the females, the Anglo-American students and parents had their highest percentages in the feminine category; whileas the Mexican-American students had their highest percentage in the androgynous category and the Mexican-American parents had their highest percentage in the undifferentiated category. When sex, ethnicity and generation were taken into consideration, the only groups whose highest percentages was in the androgynous category were the male Mexican-American students and the female Mexican-American students. Also of interest is that the female Mexican-American parents had their highest percentage in the undifferentiated category.

The percentages in the levels of manifest anxiety for the total sample reflect the manipulation of the 21 items. The sample was divided into low, medium and high levels, yielding 32.10%, 33.80%, and 32.10% respectively.

When the sample was divided by sex, there was some differences in the percentages, though not great. For both males and females, the highest percentage was found in the low anxiety level. For females, the next highest percentage was found in the high level, and for males the next highest was found in the low level. Dividing the sample by ethnicity showed an interesting difference. For Anglo-Americans, the

highest percentage was found in the low level of anxiety; for Mexican-Americans, the highest percentage was found in the high level of manifest anxiety. Within Anglo-Americans, there was more difference in the percentages -16.40%, 29.20%, and 54.40% in the high, medium, and low levels respectively; whileas for the Mexican-American sample, the percentages were closer 38.50%, 28.60%, and 32.90% in the high, medium, and low categories respectively.

Comparing the percentages in the levels of manifest anxiety for students and for parents also shows an interesting difference. The students were fairly equally divided amongst the three levels - 34.20% in the high level, 30.00% in the medium level, and 35.80% in the low level. There was, however, more differerence in the parent sample, with a large percentage in the high level of anxiety - 51.20%. The medium and low levels of manifest anxiety had 27.20% and 21.60% respectively.

When sex, ethnicity and generation were taken into consideration, the groups that had large percentages in the low level of manifest anxiety were female Anglo-American parents with 59.57% and male Anglo-American parents with 50.00%. The groups that had large percentages in the high level of manifest anxiety were the female Mexican-American parents with 46.15%, the female Mexican-American students with 44.90%, and the male Mexican-American students with 42.42%.

Pearson correlation coefficients were used to explore

the relationship between sex role stereotypes and manifest anxiety. For all groups, regardless of sex, ethnicity, generation or gender, femininity and anxiety were not significantly correlated, although some were in the negative direction and some were in the positve direction. Masculinity and anxiety were significantly correlated for some of the groups, all in a negative direction, showing that the higher the masculinity, the lower the anxiety. This relationship was significant (1) for the total sample; (2) when sex was considered, for both males and females; (3) when ethnicity was considered, for both Anglo-Americans and Mexican-Americans; and (4) when generation was considered, for both students and parents. When sex, ethnicity and generation were taken into consideration, the relationship remained in a negative direction, but the relationship was significant only for male Anglo-American students, male Mexican-American students, and male Mexican-American parents. Masculinity and anxiety were negatively correlated for all the gender groups (undifferentiated, masculine, feminine, and androgynous), but the relationship was significant only for the undifferentiated group.

Focusing on androgyny, then, generation and ethnicity do make a difference, for there is a difference in the percentages found in the generations, with more students than parents in the androgynous category (34.20% to 19.10%), as expected from previous research mentioned in the literature review. More Mexican-Americans than Anglo-Americans were in

the androgynous category (34.20% to 19.90%), and this is contrary to results expected based on previous research. This finding may be a result of several factors, including that the Bem Sex Role Inventory used

> items... on the basis of cultural definitions of sex-typed social desirability and not on the basis of differential endorsement by females and males, ie., a characteristic qualifies as feminine if it was judged to be more desirable in American society for a woman than for a man, and it qualified as masculine if it was judged to be more desirable in American society for a man than for a woman (Bem, 1981).

Since the BSRI was developed with the American society in mind, perhaps it is not the best instrument to use in cross-cultural samples.

Males and females are fairly equal on androgyny - 29.90% and 26.80% respectively, also different from cited research which indicated females more likely than males to fall in the androgynous category.

The analysis of variance on anxiety showed significant difference by gender, ethnicity, and generation. These were the variables this study focused on. This means that there is a difference between the undifferentiated, the masculine, the feminine and the androgynous on the anxiety means. It also means that Anglo-Americans and Mexican-Americans and parents and students had significant differences on the anxiety means.

These findings must be interpreted keeping in mind

the generalizability of the sample. Although there were
402 usable surveys, the sample size becomes small for some
of the subsamples, especially when sex, ethnicity,
generation, and gender are all taken into consideration.
In addition, one must keep in mind that the student sample
is an educated one, and they may not be representative of
the young generation. The parents of these students may
also be nonrepresentative of the parent generation; they
may vary from their age group in the population on
education, social economic status, expectations, etc.,
factors which may affect not only gender roles, but also
manifest anxiety. In additon, the Anglo-American parent
sample may not be comparable to the Mexican-American
parent sample - for example, they may vary significantly
in education, in social economic status, and in
employment; these may be factors which influence the
differences in the Mexican-American and Anglo-American
parents. Furthermore, the student as well as the parent
samples were taken from an Oklahoma sample and from a south
Texas sample. The differences found between the ethnic
groups may be due to regional and not ethnic differences.
Another possible explanation for the differences found
between the ethnic groups is the Mexican-Americans' strong
familial ties; these may be playing an important part in the
Bem items that are seen as feminine. For Mexican-Americans
the family is of great importance, and concern with the
family is treated as a feminine item on the Bem scale. In

addition, Mexican Americans may be more emotionally expressive in some instances, for it is not at all uncommon for Mexican men to hug each other or to walk arm in arm. Further, the simply translating an instrument could complicate findings.

While some of the findings were in line with the previous research, others were not. These findings may indicate that there are some differences between the samples; they may also indicate that further studies on these issues are warranted. In particular, some of the findings (low loadings on the factor analyses) indicate that some of the items, and perhaps some of the scales may not be as valid and reliable as they were when first constructed.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE IN ENGLISH

OKLAHOMA STATE UNIVERSITY
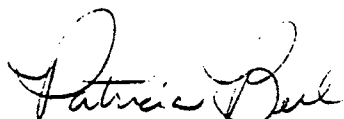
Department of Sociology

STILLWATER, OKLAHOMA 74078
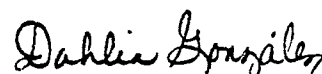006 Classroom Building
(405) 624-6105, 6104

Dear Student or Parent:

You are being asked to participate in a study being done as partial fulfillment of a Master's thesis. Your participation is strictly voluntary, and your responses will be confidential. Please be sure to fill out BOTH SIDES OF EACH PAGE.

(PARENTS: Your son or daughter has already participated in part of this study. Please return your answered questionnaire with your son or daughter or in the enclosed pre-addressed and pre-paid envelope. Please do so as soon as possible - all questionnaires should be received by July 7. If you have any questions, please feel free to contact us at (405) 624-6117.

Sincerely,

Patricia Bell, Ph.D.
O.S.U. Professor

Dahlia Gonzalez
O.S.U. Sociology
Graduate Student

THANK YOU FOR YOUR PROMPT COOPERATION!!

Please circle or fill in your answers where appropriate.

1. Sex:
   (1) male
   (2) female

2. Present marital status:
   (1) never married
   (2) married
   (3) separated
   (4) divorced
   (5) widowed
   (6) remarried
   (7) other _____

3. Size of hometown:
   (1) 600,001 or more (or a
       suburb of a city of this
       size)
   (2) 100,001 - 600,000 (or a
       suburb of a city of this
       size)
   (3) 50,001 - 100,000
   (4) 25,001 - 50,000
   (5) 10,001 - 25,000
   (6) 2,501 - 10,000
   (7) 1,001 - 2,500
   (8) less than 1,000
   (9) I live on a farm

4. Are you presently employed:
   (1) fulltime
   (2) parttime
   (3) no

5. Ethnic background:
   (1) white American
   (2) Mexican-American / Chicano
   (3) Black
   (4) American Indian
   (5) Other _____

6. How long have you lived in the U.S.
   '.S.
   (1) born and raised in U.S.
   (2) not born in the U.S. but
       have lived mostly in U.S.
   (3) not born in the U.S. and
       have lived mostly elsewhere
   (4) other _____

7-8. Birthdate:

   _____ _____ _____
     month   day   year

ONLY STUDENTS ANSWER 9 - 12

9. Classification:
   (1) freshman
   (2) sophomore
   (3) junior
   (4) senior
   (5) graduate student
   (6) other _____

10. Is your father employed?
    (1) fulltime
    (2) parttime
    (3) no
    (4) don't know

11. Is your mother employed?
    (1) fulltime
    (2) parttime
    (3) no
    (4) don't know

12. What is your major?

    _____

Please rate yourself on each of the following items. In the blank beside each item write in the number of the choice which best describes you, where:

| Never or almost | Always or almost |
| Never true | always true |

```
    1    2    3    4    5    6    7
```

_____ 1. Self-reliant

_____ 2. Yielding

_____ 3. Helpful

_____ 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 others needs

_____ 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. Likeable

_____ 40. Masculine

_____ 41. Warm

_____ 42. Solemn

_____ 43. Willing to take a stand

_____ 44. Tender

_____ 45. Friendly

_____ 46. Aggressive

_____ 47. Gullible

_____ 48. Inefficient

_____ 49. Acts as 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

Please rate yourself on each of the following items. In the blank beside each item write in the number of the choice which best describes you, where:

Never or almost never true						Always or almost always true
1	2	3	4	5	6	7

_____ 1. I believe I am no more nervous than most others.

_____ 2. I work under a great deal of tension.

_____ 3. I cannot keep my mind on one thing.

_____ 4. I am more sensitive than most other people.

_____ 5. I frequently find myself worrying about something.

_____ 6. I am usually calm and not easily upset.

_____ 7. I feel anxiety about something or someone almost all the time.

_____ 8. I am happy most of the time.

_____ 9. I have periods of such great restlessness that I cannot sit long in a chair.

_____ 10. I have sometimes felt that difficulties were piling up so high that I could not overcome them.

_____ 11. I find it hard to keep my mind on a task or job.

_____ 12. I am not unusually self-conscious.

_____ 13. I am inclined to take things hard.

_____ 14. Life is a strain for me much of the time.

_____ 15. At times I think I am no good at all.

_____ 16. I am certainly lacking in self-confidence.

_____ 17. I certainly feel useless at times.

_____ 18. I am a high strung person.

_____ 19. I sometimes feel that I am about to go to pieces.

_____ 20. I shrink from facing a crisis or difficulty.

_____ 21. I am entirely self-confident.

APPENDIX B

QUESTIONNAIRE IN SPANISH

OKLAHOMA STATE UNIVERSITY

Department of Sociology

Stillwater, Oklahoma 74078
006 Classroom Building
(405) 624-6105, 6104

Estimado Padre o Estudiante

Les estamos pidiendo que participen en un estudio que va a formar parte de una tésis final. Su participación es voluntaria y sus respuestas serán confidenciales. Por favor complete los dos lados de cada página.

(Padres: Su hijo o hija ya ha participado en parte de este estudio. Por favor regrese sus respuestas en el sobre enviado. No es necesario poner estampilla. El questionario debe ser entregado antes del \7 de Julio. Si tiene alguna pregunta, por favor llame al (405) 624-6117.)

Sinceramente,

Patricia Bell, Ph.D
Profesora - O.S.U.

Dahlia González
Estudianta de Sociolgía - O.S

MUCHAS GRACIAS POR SU ATTENTA COOPERACION!

Por favor marque con un círculo su respuesta donde considere appropiado.

1. Sexo
   (1) masculino
   (2) femenino

2. Estado civil actual
   (1) nunca he sido casado (a)
   (2) casado (a)
   (3) separado (a)
   (4) divorciado (a)
   (5) viudo (a)
   (6) vuelto a casar
   (7) otro _____

3. Población de su ciudad
   (1) 600,001 o más (o un pueblo
       cerca de una ciudad con
       esta población)
   (2) 100,001 - 600,000 (o un
       pueblo cerca de una ciudad
       con esta población
   (3) 50,001 - 100,000
   (4) 25,001 - 50,000
   (5) 10,001 - 25,000
   (6) 2,501 - 10,000
   (7) 1,001 - 2,500
   (8) menos de 1,000
   (9) vivo en una granja

4. Actualmente usted está
   empleado:
   (1) jornada completa
   (2) media jornada
   (3) no estoy empleado

5. Usted es:
   (1) Americano
   (2) Mejico-Americano / Chicano
   (3) Negro
   (4) Indio-Americano
   (5) Otro _____

6. Cuánto tiempo ha vivido en los
   Estados Unidos?
   (1) nacido y criado en los
       Estados Unidos
   (2) no nací en los Estados
       Unidos, pero he vivido
       la mayor parte de mi
       vida aquí
   (3) no nací en los Estados
       Unidos, y he vivido la
       mayor parte afuera
   (4) otro _____

7. Fecha de nacimiento:
   _____ _____ _____
     mez   dia   año

SOLO ESTUDIANTES RESPONDEN DE 9 a 12

9. Eres tú:
   (1) freshman
   (2) sophomore
   (3) junior
   (4) senior
   (5) graduate student
   (6) otro _____

10. Tu papá está empleado:
    (1) jornada completa
    (2) media jornada
    (3) no está empleado
    (4) no sa

11. Tu mamá está empleado:
    (1) jornada completa
    (2) media jornada
    (3) no está empleada
    (4) no se

12 Cuál es tu carrera?
   _____

Por favor evaluese en cada uno de los incentivos. En el espacio al lado de cada incentivo escriba el número de su elección que mejor le describe donde:

Nunca o casi
nunca es verdad

siempre o casi
siempre es verdad

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

___1. Auto confiado

___2. Condescendiente

___3. Ayudador

___4. Defiende sus propias creencias

___5. Alegre

___6. Temperamental

___7. Independiente

___8. Timido

___9. Concienzudo

___10. Atlético

___11. Afectuoso

___12. Teatrero

___13. Asertivo

___14. Lisonjeador

___15. Feliz

___16. Personalidad fuerte

___17. Leal

___18. Impredecible

___19. Fuerte

___20. Femenina

___21. Confiable

___22. Analítico

___23. Simpático

___24. Celoso

___25. Posee habilidades de líder

___26. Sensitivo para con otros

___27. Honesto

___28. Dispuesto tomar riesgos

___29. Comprensivo

___30. Reservado

___31. Tomo decisiónes fácilmente

___32. Compasivo

___33. Sincero

___34. Auto suficiente

___35. Ansioso por aliviar sentimientos lastimados

___36. Vanidoso

___37. Dominante

___38. Habla calmado

___39. Agradable

___40. Masculino

___41. Afectuoso

___42. Solemne

___43. Dispuesto a tomar una posición

___44. Tierno

___45. Amistoso

___46. Agresivo

___47. Crédulo

___48. Ineficiente

___49. Actua como líder

___50. Animado

___51. Adaptable

___52. Individualista

___53. No emplea palabras fuertes

___54. No sistemático

___55. Competitivo

___56. Ama los niños

___57. Tiene buen tino (diplomático)

___58. Ambicioso

___59. Gentil

___60. Convencional

Por favor evaluese en cada uno de los incentivos. En el espacio al lado de cada incentivo escriba el número de su elección que mejor le describe, donde:

Nunca o casi   siempre o casi
nunca es verdad   siempre es verdad

     1   2   3   4   5   6   7

___1. Pienso que no soy más nervioso que la mayoría de la gente.

___2. Trabajo bajo mucha tensión.

___3. No puedo concentrar mi mente en sólo una cosa.

___4. Soy más sensitivo que la mayoría de la gente.

___5. Frecuentemente me encuentro preocupado sobre algo.

___6. Casi siempre soy tránquilo y no me enojo fácilmente.

___7. Siento ansiedad sobre algo o alguien casi todo el tiempo.

___8. Estoy contento casi todo el tiempo.

___9. Tengo periodos de grán inquietud que no puedo estar sentado en una silla por mucho tiempo.

___10. A veces siento que mis problemas van en aumento y que soy incapaz de sobre-llevarles.

___11. Se me hace difícil concentrar mi mente en una tarea o trabajo.

___12. No me importa la opinión de los demás acerca de mi - no más que a la mayoría de la gente.

___13. Tengo inclinación a tomar todo muy en serio.

___14. Muchas veces la vida es dura para mi.

___15. A veces pienso que soy bueno para nada.

___16. Por seguro me falta auto-confianza.

___17. Hay veces que me siento inútil.

___18. Soy una persona muy nerviosa.

___19. A veces siento que me voy a romper en pedazos.

___20. Evito enfrentar un estado de crisis o dificultad.

___21. Tengo mucha confianza en mi.

VITA ⅔

Dahlia Gonzalez

Candidate for the Degree of

Master of Science

Thesis: SEX ROLE STEREOTYPES AND MANIFEST ANXIETY: A CROSS GENERATIONAL, CROSS CULTURAL ANALYSIS

Major Field: Sociology

Biographical:

Personal Data: Born in McAllen, Texas, September 22, 1957, the daughter of Israel and Emma Gonzalez.

Education: Graduated from McAllen High School, McAllen, Texas, in May, 1976; received Bachelor of Arts Degree in Sociology and English from Pan American University at Edinburg, Texas in August 1980; completed requirements for the Master of Science degree at Oklahoma State University in July, 1989.

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