

COLLEGE STUDENTS' PERCEPTIONS
OF ATTITUDES TOWARD WOMEN

By

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CHAPTER I

INTRODUCTION

Currently across the country there is a virtual torrent of mass media material and activist groups either propagandistically advocating radical changes in sex-role behavior or describing such changes as in-progress. Logically, the convergence of masculine and feminine roles should be reflected in changes of stereotypic responses and in more difficulty in ascribing attributes to one sex or another (Neufeld, Langmeyer, and Seeman, 1974).

I am assuming, with a growing number of others, that the ultimate goal in development of sexual identity is not the achievement of masculinity or femininity as popularly conceived. Rather, sexual identity means, or will mean, the earning of a sense of self in which there is a recognition of gender secure enough to permit the individual to manifest human qualities our society, until now, has labeled as unmanly or unwomanly (Block, 1973, p. 512).

There is some doubt, however, as to whether these demands for change and actually described changes have been accompanied by change in sex-role stereotypes. Much research seems to support the assumption that sex-role stereotypes are indeed persistent with very little change in the perception of what men and women are like from 1950 through 1970 (Block, 1973; Block, Von Der Lippe, and Block, 1973; Broverman, Vogel,

Broverman, Clarkson, and Rosenkrantz, 1972; Hymer and Atkins, 1973; and Neufeld et al., 1974).

Recent concerns about civil rights of women and their changing roles in contemporary society have been reflected in psychology as well as in other academic and social disciplines. Although there seems to be an increase in favorable attitudes toward the changing of current sex roles, corresponding changes in sex-typed behaviors are often slower in surfacing (Block, 1973; Hymer and Atkins, 1973; and Safran, 1973). This may be explained in terms of a cultural lag theory in which attitudes become acceptable far in advance of their behavioral correlates (Hymer and Atkins, 1973). It appears that some sex-typed behaviors are not entirely culturally determined. It has been fairly well established (Maccoby and Jacklin, 1974) that comparatively, females have greater verbal ability than males, while males excel in visual-spatial ability and mathematical ability, as well as being more aggressive than females.

There are few empirical investigations of current attitudes toward women. Most of the available literature concerning women was based on assumptions about beliefs which members of both sexes have about women, the privileges and rights they should or should not have, and their roles in society, especially in relation to men. Our ideas of these matters are largely based on impressions; there is little certainty about the degree to which and what segments of society these various beliefs have changed (Spence and Helmreich, 1972).

The purpose of this study was to examine the attitudes of women and men toward women. Specifically, this study examined how persons of both sexes describe their own attitudes toward women. Then these self descriptions were compared with how people perceive the attitudes of the typical college male and typical college female toward women. This research also extended the major topic of attitudes toward women to examine the relationship of these attitudes with a more specific topic, the Equal Rights Amendment, and a more general area of liberalism/conservatism in social attitudes. In order to study these phenomena, the current research employed three scales: the Attitudes Toward Women Scale (Spence and Helmreich, 1972), the Social Attitude Scale (Rambo, 1972), and the Equal Rights Amendment Scale. The Attitudes Toward Women Scale (AWS) measures attitudes toward women, concentrating on the vocational, educational, and intellectual roles of women, as well as freedom and independence, dating, courtship and etiquette, sexual behavior, and marital relationships and obligations. The Social Attitude Scale (SAS) was devised to measure liberalism-conservatism. In addition to the liberalism-conservatism score, the SAS yields a measure of constraint which can best be described as the amount of consistency shown through the responses of related or similar attitude items in terms of sentiment reflected in each item. The Equal Rights Amendment Scale (ERAS) is a scale developed by the author to measure current attitudes

toward the Equal Rights Amendment, and consequently the underlying issues surrounding this amendment in relation to women.

Personality Differences

To date most research conducted to study the differential perceptions of characteristics of women and men have dealt with the personality differences in sex-role stereotyping. There have been numerous studies that have shown males and females agree on the differing personality characteristics which they attribute to women and men (Broverman, Vogel, Broverman, Clarkson, and Rosenkrantz, 1972; Naffziger and Naffziger, 1974; Rosenkrantz, Vogel, Bee, Broverman, and Broverman, 1968; and Sheriffs and Jarrett, 1953). However, it should be noted that Cowan, Weiner, and Weiner (1974) found that male therapists perceived female clients as more anxious than female therapists perceived them. The consensual beliefs have been repeatedly shown to ascribe a higher social value to masculine than to feminine traits (Broverman et al., 1972; Haan and Livson, 1973; Naffziger and Naffziger, 1974; and Rosenkrantz et al., 1968). It has also been shown (Broverman, Broverman, Clarkson, Rosenkrantz, and Vogel, 1970; and Shainess, 1969) and repeatedly supported (Haan and Livson, 1973; and Nowacki and Poe, 1973) that clinician's descriptions of a mentally healthy adult closely resembled their characterizations of a healthy male but differed from their characterizations of a healthy female.

The general findings of the preceding studies are similar to the results of the frequently referenced study conducted by Broverman et al. (1970). Actively functioning clinicians participated in an investigation of sex-role stereotypes and their possible influence in clinical judgments of mental health. It was found that clinical judgements about the characteristics of healthy individuals differed as a function of sex of person judged. These differences closely paralleled the stereotypic sex-role differences. For example, a healthy male was perceived as aggressive, independent, non-emotional, competitive, and adventurous while a healthy female was perceived as gentle, dependent, emotional, passive, and home oriented. The researchers also found that an adult, sex unspecified, judged healthy closely resembled a male, judged healthy, yet differed significantly from those behaviors and characteristics judged healthy for a female. Receiving particular emphasis was the finding that female and male therapists agreed on the traits they ascribed to a healthy male, healthy female, and healthy adult. In addition, the masculine stereotypic characteristics were given a greater social value (desirability) than the lesser valued feminine stereotypic characteristics. Similar findings resulted among college students in a study by Rosenkrantz et al. (1968). Strong consensus seems to exist about the differing characteristics of men and women across groups differing in sex, age,

religion, marital status, and educational level (Broverman et al., 1972).

Herman and Sedlacek (1973) conducted a study for the purpose of developing the Situational Attitude Scale for Women (SASW) and for gathering preliminary data on it. The scale includes personal and social situations relevant to male-female relations and sex roles. The SASW was designed to measure the attitudes of men toward women in nontraditional sex roles (such as, a woman paying for the date or a female being a service station attendant). Herman and Sedlacek found that men perceived women as wholly different from men and often inferior. The stereotypic sex differences were exaggerated and inflated with imaginary distinctions to justify discriminatory reactions to the situations included in the SASW. In most of the situations, men did not allow for individual differences among women nor did they question whether the stereotypic attributes were in fact more common in females than males or vice-versa. The experimenters suggested that rather than a purely negative reaction toward women, men were exhibiting a stereotyped reaction to any change from the traditional sex roles, for any sex.

Seemingly, females are thus regarded in a rather negative light compared with males, with females being perceived as warm and kind but basically incompetent (Broverman et al., 1970). Hence, women are caught in a double bind; if they try to develop their competence, they are masculine; if they do not, they are not socially valued, thus learn to devalue

themselves (Horner, 1969; and Kanges and Bradway, 1971). Since competence is such an important factor in today's society, it would seem that females would want to incorporate this trait into the general model of femininity. And although men appear to be favored as the competent sex, they would want to change the concept of masculinity somewhat to avoid conflict with individual needs and beliefs, such as artistic creativity or conscientious objection (Elman, Press, and Rosenkrantz, 1970). Elman et al. (1970) found that individuals are neither content with the perceived sex roles existing today nor with the relative position of self with respect to these sex roles. Also, the conceived "ideal" sex role was found to shift toward a more flexible sex typing in which both males and females may possess similar socially desirable traits.

Attitudinal Differences

Although attitudes toward women obviously affect the entire population, there seems to be a scarcity of research on attitudes toward women as contrasted with the large amount of research on sex differences and sex stereotyping in personality. In one of the few studies done in this area, Kaplan and Goldman (1973) used a role-playing technique to investigate the stereotypes of women held by college students. Both male and female students responded to a series of attitudinal items about the role of women in society. Half of each sex responded as they believed the average man

would respond and half responded as they believed the average woman would respond. The results indicated that college students perceived a great difference between the attitudes of the average man and the average woman toward the role of women in society. Overall, the average man was seen as viewing women in a more traditional manner than the average women. However, an interaction between sex of respondent and stereotype sex was also significant. It indicated that female respondents perceived more dissimilarity between the average man and woman than did the male respondents. Perhaps this result occurred because of the greater sensitivity of college women to women's changing role in society (Kaplan and Goldman, 1973).

Along with this possible increased sensitivity to women's changing role in society, there also seems to be an increasing awareness of the still prevalent sex discrimination - a probable product of sex-role stereotypes.

While there has been some progress toward the goal of equal rights and responsibilities for men and women in recent years, there is overwhelming evidence that persistent patterns of sex discrimination permeate our social, cultural, and economic life (U. S. Congress, 1972, p. 6).

One strong endeavor to help eliminate sex discrimination is the Equal Rights Amendment, which would attack directly the sex discrimination sanctioned by law and indirectly challenge the prejudice and private discrimination against women. Following is a closer look at

the Equal Rights Amendment (ERA) and the issues surrounding it.

Equal Rights Amendment

The Equal Rights Amendment was first proposed in 1923 by the National Woman's Party. Since that time it has been pushed up and batted down with regularity. With the coming of the 1970's, it seemed to be an idea whose time had come. It won approval by a receptive Congress in the spring of 1972 which was followed by a quick spurt of approval by 22 states. This consequent bandwagon effect made ratification look quite possible in 1973 (Thimmesch, 1973).

However, it appears the campaign for ratification has met with an equally strong campaign against ratification since 1973. A few more states must ratify the Equal Rights Amendment to produce the three-fourths majority required to make it the twenty-third amendment to the Constitution, and these last few needed seem hard to get.

The ERA states that,

- Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.
- Section 2. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.
- Section 3. This amendment shall take effect two years after the date of ratification (U. S. Congress, 1972, p. 2).

To better understand the issues surrounding the ERA, it is necessary to see who is advocating what and why. Throughout the struggle, now fifty-two years old, the women's movement has grown more and more in favor of the ERA. Today, the amendment is given at least implicit, if not boldly active, support by all parts of the women's movement. The organizations working most actively for the ERA include the Women's Political Caucus, Common Cause, National Organization for Women (NOW), and the Citizen's Advisory Council on the Status of Women with felt support also coming from several religious groups and certain unions, such as the United Automobile Workers (UAW) and Teamsters (Safran, 1973; and Schwartz, 1973). Schwartz (1973) also stated that opposition comes from groups represented by STOP ERA, Happiness of Women (HOW), the League of Housewives, the John Birch Society, AFL-CIO, the Ku Klux Klan, and the Communist Party. There are other religious groups also included in the ranks of the opposition (Safran, 1973; and Schwartz, 1973).

There are basically three areas of conflict, these being the family institution, the labor market, and the governmental/societal responsibilities (Schwartz, 1973). On the first area of conflict, the opposition sees the ERA as threatening the traditional family institution. They contend it will take away the woman's "right" to stay in the home and raise a family, the wife's "right" to alimony, and the husband's "legal obligation" to pay for all debts accrued by his wife, as well as himself (Grumbach, 1973; and Schwartz,

1973). It is true that the ERA will affect laws about the family: marriage, divorce, alimony, child support, and child custody. Legislation which denies a right or restricts the freedom of one sex would be ruled unconstitutional. An example of such a case is the wife's right to set up legal domicile, a right which is now limited to the husband. Previous laws which confer a right, benefit or privilege to only one sex, such as the wife's right to alimony, would have to apply to both sexes. In the case of a divorce, the financial needs of both individuals would be equal factors in establishing alimony and who would be granted this support, as well as child support. Where children are involved, either parent could be awarded their custody with no advanced favoritism shown to the mother. The ERA also would require equal access of women and wives to property and credit where these are subject to law; thereby, adding to the financial independence of women (Equality of Rights, n.d.; Safran, 1973; Schwartz, 1973; and U.S. Women's Bureau, 1974).

The supporters of the ERA do not regard these changes as a "threat" to the family. They grant that the "traditional" family is dissolving, or at least changing; not, however, as a result of the ERA, but rather through the technology and mobility of this age. The private relations within a family may continue as before, but these relations may develop in a new climate of awareness and equality with the contributions from the ERA (Equality of Rights, n.d.; Schwartz, 1973).

The second major point of conflict is the entry of women into the work force. Where labor conditions are covered by law, the ERA will require equal treatment of men and women. The opposition claims that this will remove the hard-fought-for labor laws which "protect" women in the number of hours she can work, the amount of weight she can lift, and health and safety provisions. Supporters argue that many of these laws already have been or are being overturned on the basis of the Equal Pay Act of 1963, the Civil Right Act of 1964, and the directives of the Equal Employment Opportunity Commission. The courts have ruled that labor laws which are restricted to the benefit or disadvantage of one sex are unconstitutional (Equality of Rights, n.d.; and Schwartz, 1973).

An individual's governmental/societal responsibilities make up the third level of disagreement. Under the ERA, women would be allowed to move into the role of equal and responsible citizens. Laws which exempt women from jury duty, and those policies requiring higher standards for women admitted to state schools than men would be stricken. Also, women would be subject to draft. Opposition stresses this point heavily, contending that mothers would be drafted and sent into combat (Wohl, 1974). The pro-ERA react to this line of attack as "nonsense". They agree that women would be subject to the draft, if one should be reinstated, and contend that this is only fair and just. Congress has always had the power to draft women, and it passed such a law during

World War II, which ended before the law went into effect. They also point up the fact that there are physical qualifications that must be met for combat duty as determined by the Selective Service System. There are also other regulations exempting men from duty in certain circumstances that would be applied to women in the same way. Supporters feel that accompanying the rights of full citizenship are the responsibilities to match (Citizen's Advisory Council on the Status of Women, 1974; Equality of Rights, n.d.; and U.S. Women's Bureau, 1974).

Statement of Hypotheses

In view of the findings of past investigations and current projections of future individualization and sexual identity, the present research represented an examination of attitudes toward women, using the aforementioned scales. The following are the specific hypotheses that were tested with respect to the Attitudes Toward Women Scale:

1. Both male and female respondents portray the typical college male holding more traditional, conservative attitudes toward women than the typical college female.
2. Females tend to perceive a larger difference between the views of the typical college male and typical college female than males do.

3. Males' personal attitudes toward women tend to be more traditional or conservative than females' personal attitudes.

These three predictions were made for the dependent variable, AWS, based on evidence from the Kaplan and Goldman (1973) findings. Since the present research also extended the major topic of attitudes toward women to examine the relationship of these attitudes with a more specific topic, the Equal Rights Amendment, and a more general area of liberalism/conservatism in social attitudes, similar differences were examined on the ERAS and SAS. However, insufficient evidence in past research was available to make the same formal predictions as were made for the AWS.

CHAPTER II

METHOD

Subjects

One hundred twenty subjects (Ss) participated in the present study. All Ss were undergraduate students attending Oklahoma State University in the spring semester of 1975. There was an equal number of men and women tested (60 each), with 20 men and 20 women in each of the three instruction groups. Subjects were obtained through university classes on a volunteer basis with extra course credit given in some classes and not in others.

Instruments

Three instruments were utilized in the data collection. These were the Social Attitude Scale (SAS), a short form of the Attitudes Toward Women Scale (AWS), and an Equal Rights Amendment Scale (ERAS). A brief description of each instrument is given below.

Social Attitude Scale

The SAS (Rambo, 1972) was devised as a measure of the liberalism-conservatism domain. For a complete copy of the SAS, see Appendix A. Each of the 44 items is followed by a

five-point scale requiring one of the following responses: "strongly agree", "agree", "undecided", "disagree", and "strongly disagree". The content of the items consists of general propositions concerning the nature of man, social order, traditions, and social change. It is thought that the SAS measures an underlying value system which is more central and enduring rather than time bound by developing events and changing social customs.

Two dependent variables were obtained from the SAS. The liberalism-conservatism domain was measured by assigning weights from one to five to the above response categories (with higher scores indicative of more conservative responses) and calculating the sum. The weighting procedure is reversed for liberal items. Form L was used which contains 38 items worded in a conservative direction and six items worded in a liberal direction. The summed score, ranging from 44 to 220 indicates the Ss' attitudinal position in terms of conservatism-liberalism.

A measure of constraint was the second variable obtained from the SAS. An individual's measure of constraint can best be described as the amount of consistency or inter-relatedness that exists among the person's attitudes or idea elements in a system of social attitudes. As measured by the SAS, high constraint reflects a highly organized and structured attitude system. A statistical index of inter-relatedness between pairs of items in the SAS was developed by Jones (1974) and was one of the techniques used to select

44 pairs of items for the constraint scale. These 44 item pairs are used to calculate the level of constraint, which ranges from zero to 44 with higher score reflecting greater constraint.

Several validation procedures were performed resulting in the final forms of the SAS. To measure external validity three phases of analysis were conducted. A factor analysis of the data generated by each phase yielded sets of factor loadings that entered into the selection of items for the final forms of the instrument. These procedures also indicated that the factor structure of the scale was reasonably stable across the three phases. Two forms of the scale were derived. Comparability of the forms (alternate forms reliability) was demonstrated through a correlation coefficient of .88 and a t-test of mean differences which was not significant ($p > .10$; Jones, 1972).

Attitudes Toward Women Scale

Refer to Appendix.B for a copy of the short form of the Attitudes Toward Women Scale (AWS). The AWS developed by Spence and Helmreich (1972) measures, as the name indicates, attitudes toward women. Specifically, the AWS concentrates on the vocational, educational and intellectual roles of women, as well as freedom and independence, dating, courtship and etiquette, sexual behavior, and marital relationships and obligations. The AWS contains 55 items, each of which consists of a declarative statement with

four response alternatives available: "agree strongly", "agree mildly", "disagree mildly", and "disagree strongly". Every item is scored from zero to three, with zero representing the choice of the response alternative reflecting the most traditional, conservative attitude and three, the alternative reflecting the most liberal, profeminist attitude. Since some items are conservative in content and others are liberal, the specific alternative ("agree strongly" or "disagree strongly") given a zero score varies from item to item. The final score for each individual is obtained by summing the values for each item. The scores can range from zero to 165.

A short form of the AWS, consisting of 25 items, was developed to replace the full 55-item scale when testing time was a problem and/or a numerical score for each respondent was sought rather than information about the distribution of responses to the individual items. Items were selected on the basis of item analyses done on samples of 241 female and 286 male college students (Spence and Helmreich, 1972). The scores on the short form can range from zero to 75. Normative data for the 241 females resulted in $\bar{X} = 50.26$ and $S = 11.68$ and for the 286 male students, $\bar{X} = 44.80$ and $S = 12.07$. Correlations between the subjects' score on the short form and the full scale were .97 for both male and female students. Since time was an important factor in the present experiment, and the individual's score

rather than distribution information was sought, the short form of the AWS was employed.

The AWS went through several validation procedures before arriving at the final form. Statistical analyses, including factor analyses and item analyses, led to some items being dropped, others rewritten, and the introduction of additional items to the scale. Analyses were run for each sex separately and by groups determined by an individual's total score on the scale. All items failing to discriminate among the subgroups, or that were redundant, were omitted with the most statistically satisfactory items retained. A few items which were judged "psychologically interesting", but did not meet the latter criterion, were retained.

Equal Rights Amendment Scale

A 15-item questionnaire was devised to provide a sampling of information on the present attitudes toward the Equal Rights Amendment. A copy of the Equal Rights Amendment Scale (ERAS) can be found in Appendix C. The items were in the form of declarative statements with five response alternatives: "strongly agree", "agree", "undecided", "disagree", and "strongly disagree". Each item is scored from zero to four, with zero representing the response choice reflecting the strongest support for the ERA, and four, the alternative choice representing the strongest opposition to the ERA. There are both pro and con

statements concerning the ERA, hence the alternative given a score of zero varies from statement to statement. The total score for each S is computed by summing the values of all items. The scores can range from zero to 60.

An initial group of 22 statements was designed to cover the major issues surrounding the ERA, in particular, the direct arguments used by those who oppose the ERA and those who support it. These statements were then presented to nine trained judges who rated each statement as to whether it was pro ERA, con ERA, or unrelated to the ERA. Any statement which did not have a pro or con rating agreement from seven out of the nine judges was omitted. The questionnaire of 18 remaining items was then given to 50 undergraduate students at Oklahoma State University (30 females and 20 males). A correlation matrix was obtained for these 18 items and the total score. In the combined correlation matrix, using all 50 Ss together, a criterion for retention was set at .35, significant at $\alpha = .01$, for the correlation of each item with the total score. Following these validation procedures, the final form of the instrument contained 15 items. A table of correlations used in validation procedures can be found in Appendix E.

Procedure

All data collection was in the same campus class room, obtained specifically for use in the experiment. Three and four hour blocks of time were reserved for data collection.

Each S was asked to sign up to participate during one of the time blocks and instructed to allow about 30-35 minutes for completion of their part in the experiment. Both a male and a female experimenter were present in the room and alternately administered the battery of tests to entering Ss. When the S arrived at the designated room, the S was given a packet and instructed to read the directions and fill out the forms.

The packet contained a cover sheet, answer sheets, closing instructions, and a booklet of three questionnaires. The cover sheet briefly explained the nature of the study, stressing that the S was under no requirement to participate if he or she were reluctant to do so. The S was also informed that a summary of the results would be available in mid-summer of the current year, and instructed as to how he should respond to the battery of tests. Specifically, Ss were instructed to respond to every item of each questionnaire in the test booklet either as he or she personally felt, as they perceived a typical college female would respond, or as they perceived a typical college male would respond. The three sets of instructions were alternately given out. Following the cover sheet was a set of three answer sheets corresponding to the tests in the booklet. The booklet of tests consisted of the Equal Rights Amendment Scale, the Attitudes Toward Women Scale, and the Social Attitude Scale. The order of the tests was randomized for each S. Immediately following the answer sheets was a page

with instructions to return all materials in packet to an E after completion of all scales and thanking each S for participating in the study. The booklet of tests was the last item in the packet. A copy of the instructions and answer sheets included in the packet can be found in Appendix D. One-third of the female Ss (20) and one-third of the male Ss (20) responded to each of the three sets of instructions.

Statistical Analyses

Four 2×3 factorial analyses of variance with $n = 20$ per cell were used to analyze the effects of the two independent variables on each of the four dependent variables: the ERAS score, the AWS score, and the two scores from the SAS: conservatism/liberalism and constraint. The two independent variables were sex of subject (male or female) and the stimulus factor. The three levels of the stimulus factor were the three sets of instructions (respond as one personally feels, as a typical college male would, or as a typical college female would) given to the Ss.

CHAPTER III

RESULTS

Analysis of Variance and Post Hoc Tests

Four 2×3 analyses of variance were used to analyze the effects of the two independent variables, sex of subject factor (A) and stimulus factor (B), on each of the four dependent variables. The analysis of variance summary tables are presented in Table I. Table II contains the means and standard deviations for the six groups with respect to the ERAS, AWS, SAS, and constraint. As indicated in Table I, no main or interaction effects were significant at $p < .05$ for the dependent variables SAS and constraint. Although the interaction effects were not significant for the remaining dependent variables, ERAS and AWS, the main effects for factor A and factor B revealed statistically significant differences on the ERAS and AWS. Specifically, for factor A, when compared to female Ss, male Ss expressed more opposition to the Equal Rights Amendment on the ERAS and more traditional attitudes toward women on the AWS.

Pairwise comparisons among the three levels of factor B, using Tukey's HSD procedure, revealed that overall on the ERAS the typical college male was perceived as supporting the Equal Rights Amendment less than the typical college

TABLE I
ANALYSIS OF VARIANCE SUMMARY TABLES
FOR THE FOUR DEPENDENT VARIABLES

SCALE	SOURCE	<u>df</u>	<u>MS</u>	<u>F</u>
ERAS	A (Sex of <u>S</u>)	1	554.7000	4.0304 [*]
	B (Instructions)	2	714.6748	5.1927 ^{**}
	AB	2	212.7247	1.5456 ^b
	Within Cell	114	137.6294	
AWS	A (Sex of <u>S</u>)	1	1628.033	7.3421 ^{**}
	B (Instructions)	2	1691.099	7.6265 ^{**}
	AB	2	560.2310	2.5265 ^a
	Within Cell	114	221.7385	
SAS	A (Sex of <u>S</u>)	1	3172.408	0.8135
	B (Instructions)	2	9908.355	2.5409 ^a
	AB	2	5195.254	1.3323
	Within Cell	114	3899.587	
CONSTRAINT	A (Sex of <u>S</u>)	1	18.40833	0.3037
	B (Instructions)	2	82.52495	1.3613
	AB	2	37.60829	0.6024
	Within Cell	114	60.62277	

^{*} p < .05

^{**} p < .01

^a p < .10

^b p < .25

TABLE II
MEANS AND STANDARD DEVIATIONS OF THE
SIX EXPERIMENTAL GROUPS ON THE
FOUR DEPENDENT VARIABLES

GROUP ^a		ERAS	AWS	SAS	CONSTRAINT
Males/ T.M.C.	\bar{X}	23.4500	41.1000	182.3000	25.4500
	S.D.	17.3462	21.2798	130.6042	11.0714
Males/ T.F.C.	\bar{X}	13.3000	47.7000	142.4500	25.8000
	S.D.	8.7063	10.6331	15.2435	7.6268
Males/ S.C.	\bar{X}	16.3500	45.2000	133.0500	23.3500
	S.D.	8.4372	13.4892	19.4570	5.8244
Females/ T.M.C.	\bar{X}	17.3000	40.6000	145.9500	22.4500
	S.D.	10.3928	18.6615	65.4919	7.6672
Females/ T.F.C.	\bar{X}	14.2500	55.9000	148.3500	26.4000
	S.D.	15.5186	12.0127	33.9601	7.3370
Females/ S.C.	\bar{X}	8.6500	59.6000	132.6500	23.4000
	S.D.	5.3927	9.4890	16.9403	6.0385

^aT.M.C.: Typical College Male Condition
T.F.C.: Typical College Female Condition
S.C.: Self Condition

female and the self conditions ($q = 3.557$, $df = 114$, $p < .05$ and $q = 4.245$, $df = 114$, $p < .01$). Similarly, the typical college male was seen as having more traditional, conservative attitudes toward women on the AWS than the typical college female or than the male and female Ss perceived themselves personally ($q = -4.659$, $df = 114$, $p < .01$ and $q = -4.914$, $df = 114$, $p < .01$). However, for the male and female subject groups combined, perceptions of the typical college female and of themselves personally were not significantly different on either the ERAS ($q = .6873$, $df = 114$) or the AWS ($q = -.2553$, $df = 114$). In summary, the main effects for factor B suggest that male and female Ss combined saw no difference in their own personal views and those of the typical college female on the ERAS and AWS. However, the typical college male was viewed as expressing more opposition to the Equal Rights Amendment and having more traditional attitudes toward women.

Tests for Comparisons of the Six Groups

Figures 1 through 3 graphically depict the relationships of factor A and factor B for the ERAS, AWS, and SAS, respectively. A priori tests of simple main-effects were used to clarify the relationships shown in these figures. One-tailed tests were used for the AWS consistent with the predictions made; two-tailed tests were used for the other two variables, ERAS and SAS. Significant differences were revealed between male Ss' perception of the typical college

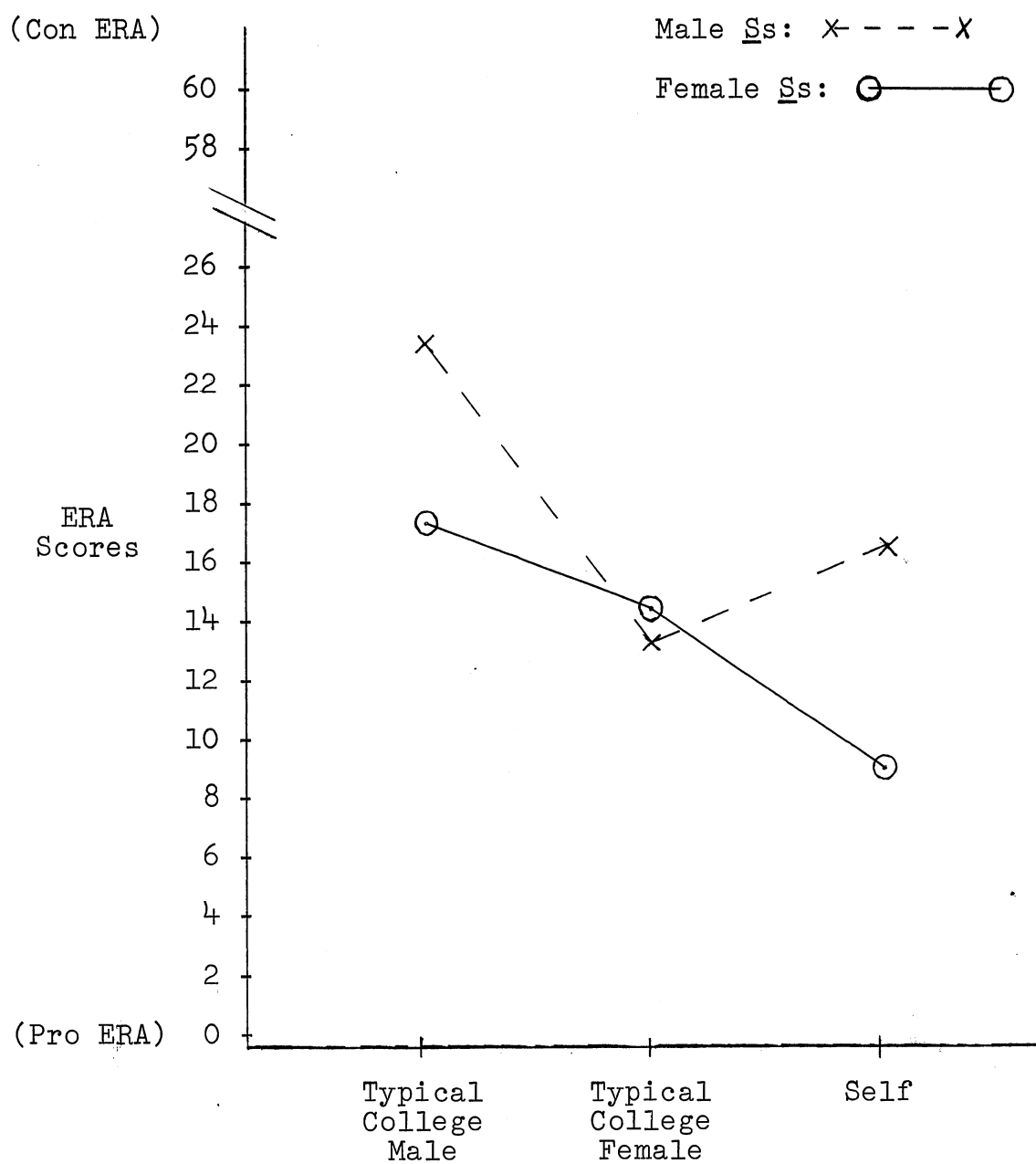


Figure 1. Group Means for the Equal Rights Amendment Scale

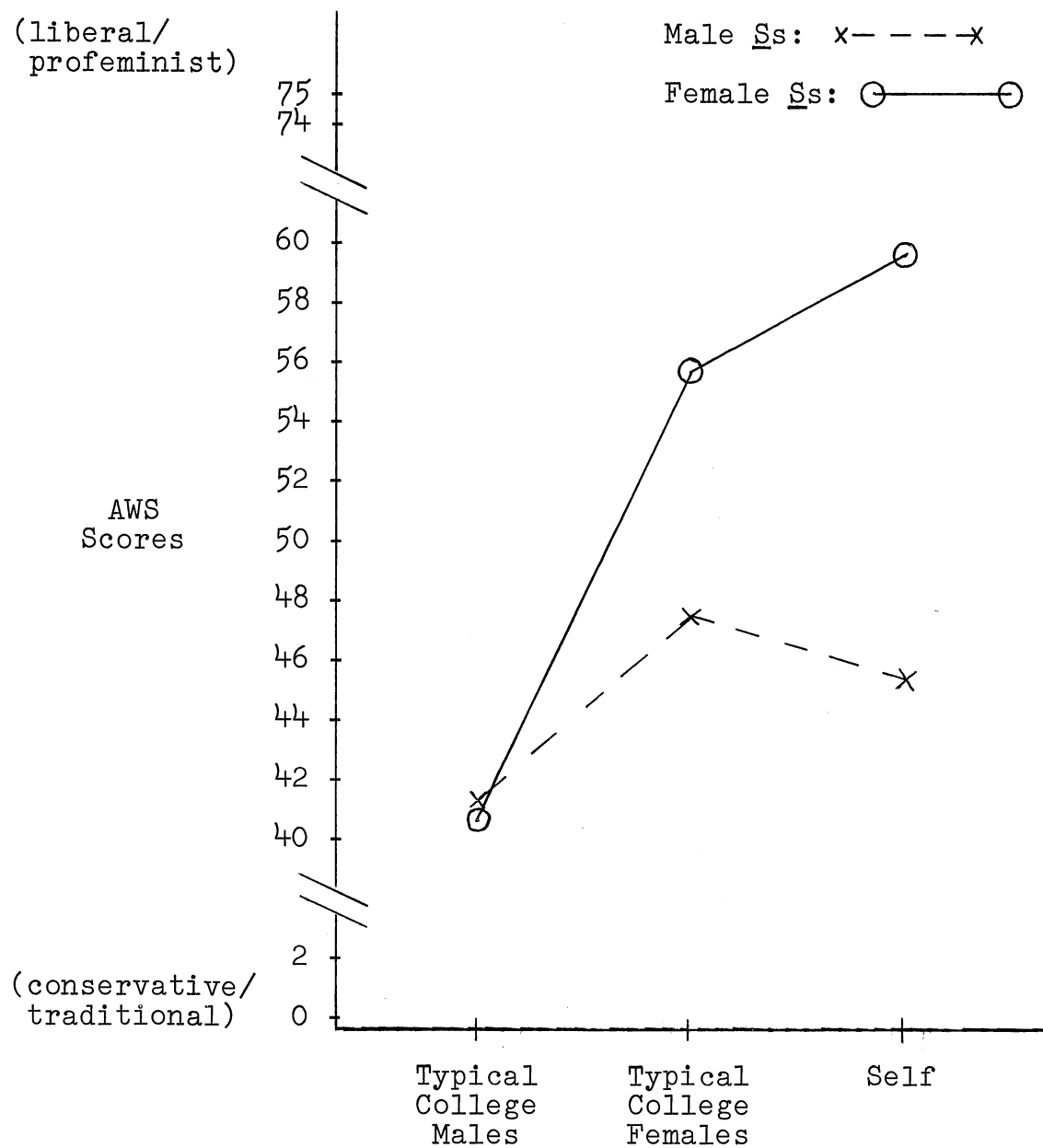


Figure 2. Group Means for the Attitudes Toward Women Scale

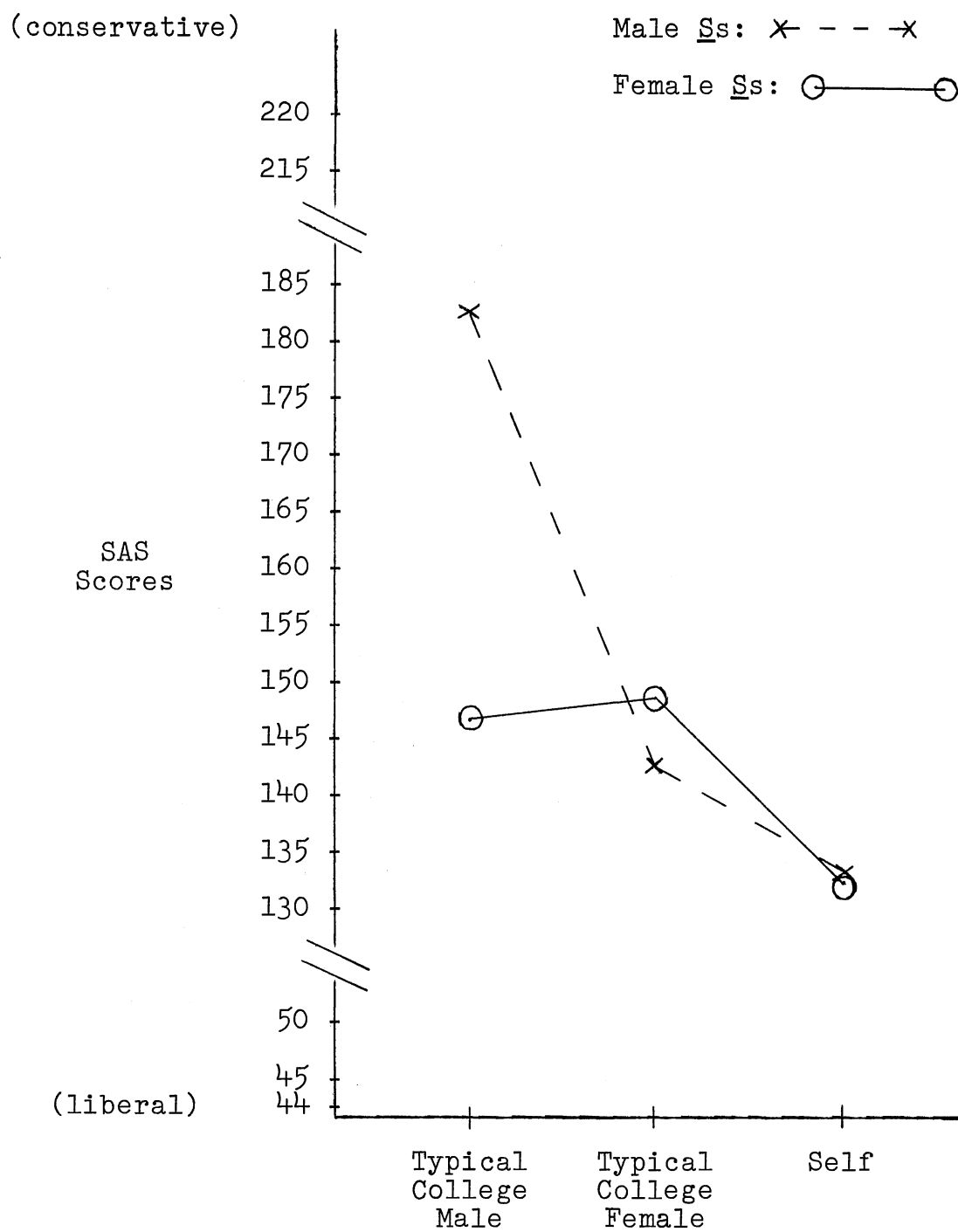


Figure 3. Group Means for the Social Attitudes Scale

male's and the typical college female's views on the ERAS ($t = 2.738$, $df = 114$, $p < .01$) and the SAS ($t = 2.0176$, $df = 114$, $p < .05$), but only a trend toward a significant difference was found on the AWS ($t = -1.407$, $df = 114$, $p < .10$). In particular, male Ss perceived that typical college males were more opposed to the ERA on the ERAS and held more conservative social attitudes on the SAS than typical college females, but saw only a trend toward the typical college male being more conservative and traditional than the typical college female on attitudes toward women on the AWS. The reverse was found, however, between female Ss' perceptions of the typical college male and typical college female. A significant difference was found on the AWS ($t = -3.262$, $df = 114$, $p < .005$), but no significant differences were discovered on the ERAS ($t = .8218$, $df = 114$) or the SAS ($t = -.1237$, $df = 114$). Specifically, female Ss perceived the typical college male as holding more traditional, conservative attitudes toward women than the typical college female on the AWS, but saw no difference in the attitudes of the typical college male and female concerning the ERAS and social attitudes on the SAS.

When looking at how the Ss perceived themselves, male Ss responding personally revealed they supported the ERA less and held more conservative, traditional attitudes toward women than the female Ss responding as themselves for both the ERAS ($t = 2.0752$, $df = 114$, $p < .05$) and the AWS ($t = -3.0701$, $df = 114$, $p < .005$). In addition, on the

ERAS male Ss tended to express personal views not significantly different from their perceptions of the typical college female ($t = .828$, $df = 114$) but as somewhat more in favor of the ERA than how they perceived the typical college male ($t = 1.914$, $df = 114$, $p < .06$). Male Ss responding personally on the AWS expressed attitudes toward women not significantly different from how they perceived either the typical college male ($t = .874$, $df = 114$) or the typical college female ($t = .533$, $df = 114$). Similar to the male Ss on the ERAS, female Ss also tended to express personal views not significantly different from their perceptions of the typical college female ($t = 1.525$, $df = 114$) but more in favor of the ERA than the typical college male ($t = 2.331$, $df = 114$, $p < .05$). However, in contrast to male Ss on the AWS, female Ss held personal views similar to views they perceived the typical college female as having ($t = .789$, $df = 114$) but as more profeminist than they perceived the typical college male as having ($t = 4.051$, $df = 114$, $p < .01$).

An additional test of interest was a comparison of female Ss in the self condition with the normative data reported by Spence and Helmreich (1972). Comparing the mean of the female Ss (self condition) on the AWS, $\bar{X} = 59.59$, with the norm for the females on the AWS, $\bar{X} = 50.29$, it was found that the female Ss in the present study were significantly more profeminist than the norms previously stated ($t = 3.47$,

$df = 259$, $p < .001$). However, the male Ss (self condition), $\bar{X} = 45.20$, were quite similar to the norm of 44.80.

To summarize the results with respect to the three specific hypotheses concerning the AWS, partial support was obtained for the first hypothesis and complete support occurred for the second and third hypotheses. For the first hypothesis, typical college males were portrayed as holding more traditional, conservative attitudes toward women than the typical college female by both male and female Ss. However, there was only a trend ($p < .10$) for the finding for the male Ss. Support for the second hypothesis, that female Ss would view a greater difference between the typical college male and female's attitudes toward women than would male Ss is also reflected by the above results. Specifically, the perceived difference between typical college males and typical college females was significant at $p < .005$ for female Ss but the probability of a Type I error was only at $p < .10$ for the male Ss. Further, female Ss viewed the typical college female 15.3 points higher than the typical college male on the AWS; but, the male Ss viewed the typical college female only 6.6 points higher than the typical college male. Finally, the third hypothesis which stated that males' personal attitudes toward women would be more traditional or conservative than females' personal attitudes was strongly supported.

Correlations Among Dependent Variables

Table III contains the correlation matrix for the four dependent variables. As revealed in the table, four out of the six correlations were significant between the ERAS and the AWS. In other words, Ss having attitudes supporting the ERA on the ERAS also expressed liberal, profeminist attitudes toward women on the AWS. Likewise, four out of the six correlations were significant between the AWS and SAS. Specifically, Ss having liberal, profeminist attitudes toward women on the AWS also expressed liberal social attitudes on the SAS. Although the AWS was significantly related to both the ERAS and the SAS, there was only one significant correlation found between the ERAS and SAS, indicating no relationship between the attitudes expressed about the ERA on the ERAS and the social attitudes expressed on the SAS. In addition, 16 of the 18 correlations of constraint with the ERAS, AWS, or SAS were non-significant, generally indicating no relationship between the consistency of the Ss' views and the attitudes expressed on the ERAS, AWS, and SAS.

TABLE III
CORRELATION MATRIX FOR THE
FOUR DEPENDENT VARIABLES

SCALE	S GROUP ^a	AWS	SAS	CONSTRAINT
ERAS	<u>Male</u>			
	T.C.M.	.146**	.289	.566**
	T.C.F.	-.562**	.353	.370
	S.C.	-.834	.246	-.179
	<u>Female</u>			
	T.C.M.	-.384*	.008**	.136
AWS	T.C.F.	.244*	.878**	.036
	S.C.	-.487	-.119	.024
	<u>Male</u>			
	T.C.M.		-.342**	.286
	T.C.F.		-.650**	-.332
	S.C.		-.586**	.172
SAS	<u>Female</u>			
	T.C.M.		-.495*	.229
	T.C.F.		.222*	.240
	S.C.		-.495*	.083
	<u>Male</u>			
	T.C.M.			.175*
SAS	T.C.F.			.527*
	S.C.			.032
	<u>Female</u>			
	T.C.M.			-.270
	T.C.F.			.288
	S.C.			.372

Note: A two-tailed test was used for values under constraint column; a one-tailed test was used for the remainder.

*
** $p < .05$

^a $p < .01$

T.C.M.: Typical College Male Condition

T.C.F.: Typical College Female Condition

S.C.: Self Condition

CHAPTER IV

DISCUSSION AND SUMMARY

In general, it appears that the results obtained in the present study support the specific hypotheses advanced. Both male and female respondents portrayed the typical college male as holding more traditional, conservative attitudes toward women than the typical college female. Although the male Ss perceived only a trend in that direction, the female Ss considered the typical college male as significantly more conservative. In addition, females personally responded more profeminist on the AWS than did male Ss. It is well documented historically that the majority of power in this society has been held by the male population. Whenever there exists a possibility of the status quo being disrupted, those whose power may be reduced will most likely resist change and tend to maintain positions consistent with the status quo. It, therefore, seems apparent that males would hold a fairly conservative attitude toward women today. There may also be social pressures to maintain these conservative, stereotypic sex roles. On the other hand, with the increasingly active campaign by females to change feminine sex roles, it seems females should be more liberal in their views of themselves since they have much to gain in terms of power. The results

are consistent with this possible interpretation. Male Ss also may not have seen the typical college male as being significantly more conservative or traditional than the typical college female due to the social desirability of being liberal in current times. This is especially true concerning the popular topic of women's roles, particularly on a college campus. Internalization should also be considered. Men may actually hold the attitudes expressed, rather than merely succumbing to social pressures. It's possible that, especially on a college campus, men are intently trying to break the conservative stereotypic behavior and be more understanding and in favor of the women's movement, therefore see themselves as similar to the typical college female because they actually feel that they are.

Females perceived a substantially larger difference between the attitudes of the typical college male and typical college female toward women than males did. This was supported by Kaplan and Goldman (1973) who suggested that this resulted from a greater sensitivity of college women to women's changing role in society.

Other findings of interest were that, on the average, the personal attitudes of female Ss toward women were significantly more profeminist than the norm on the AWS for college females established in Spence and Helmreich's (1972) investigation, whereas, the mean for male Ss' personal attitudes was quite similar to the norm for college males. The implications from these findings are that, first, the female

Ss in the self condition were not representative of college females used by Spence and Helmreich (1972), which implies a lack of randomization in the present study. Although this is a possibility, examining the methodology used, it seems unlikely. Secondly, because of the nature of the specific university sampled from, the females in the study could have held more liberal attitudes toward women than the norm group in Spence and Helmreich's (1972) study. Considering the conservative attitude apparent throughout the state in which the university sampled is found, an uncommonly liberal group of women being tested seems doubtful. Finally, it seems possible and more probable that the time lapse since collecting the normative data (Spence and Helmreich, 1972) has seen greater liberalization among women. Therefore, the female Ss in the present study were probably an indication of more liberal attitudes toward women present in today's females.

Additional results showed that for male and female Ss, the typical college male was perceived as having significantly more conservative attitudes toward women and being significantly more opposed to the ERA than both the typical college female and the male and female Ss themselves. In contrast, there was little or no difference observed between the typical college female and the personal attitudes of both sexes. With the feminist movement so apparently in vogue, it is probable that having views more in tune with what is seen as the typical female's views is socially desirable at this time; therefore, expressed personal

attitudes would be comparatively close to typical college females', while still perceiving the typical male's attitudes as significantly more conservative. Another possible interpretation is the cultural lag theory (Hymer and Atkins, 1973) in which attitudes become acceptable in advance of their behavioral correlates. Perhaps men and women having experienced a personal attitude change, see themselves as being more liberal; yet, still observing more conservative behaviors in others, interpret these behaviors as reflections of conservative attitudes. Elman et al. (1970) advanced that individuals are neither content with the perceived sex roles existing nor with the relative position of self with respect to these sex roles. The personal attitudes could reflect the desire for a more flexible, ideal position; one that is opposed to what is seen as existing.

Post-hoc examination of some of the significant and non-significant findings offers an indication of the accuracy of the perceptions of the subjects on both the AWS and the ERAS. The personal attitudes of the male Ss were not significantly different from how they perceived the typical college female, yet the male Ss' personal attitudes were actually significantly more conservative and less profeminist than the personal attitudes of the female Ss. Assuming that the personal attitudes advanced were also typical of college men and women's attitudes, it appears that males are inaccurate in their perceptions in this area. Similarly, the female Ss' perception of the typical college female was not

unlike the personal attitudes of the female Ss. However, their perceptions of the typical college male was significantly more conservative and less profeminist than their personal attitudes. This difference actually existed. This possibly indicates that females are fairly accurate in their perceptions in this area.

Looking at the correlations, it is interesting to observe that the AWS is highly correlated with the ERAS and the SAS, but the ERAS and SAS are not correlated. This implies that attitudes toward women significantly relate to attitudes toward the ERA, as well as social and political attitudes, but social and political attitudes do not seem to relate to the attitudes toward the ERA. Specifically, attitudes toward women, rather than one's social and political views, seem to be somewhat parallel to the attitudes held on the ERA.

In light of the above findings, it would seem beneficial to men, women, and their society to extend and continue research in this area in order to better understand and deal with the perceptions and misconceptions men and women have about one another's views and their own personal attitudes toward each other. Specifically, examining more intensely the accuracy of male's and female's perceptions would be both informative and enlightening.

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APPENDIXES

APPENDIX A

OKLAHOMA STATE UNIVERSITY SOCIAL ATTITUDE SCALE

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INSTRUCTIONS

The purpose of this questionnaire is to survey your attitudes toward a number of social topics. Read each statement on the following pages, and indicate the extent of your agreement with the attitude expressed by filling in the appropriate space on the answer sheet. In each row of the answer sheet there are five spaces which are defined as follows:

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

In marking down your response to a statement, make sure the row number on the answer sheet corresponds with the number of the statement to which you are responding.

There are no right or wrong answers to these statements. We are interested in attitudes relating to topics about which people hold a wide variety of positions. Therefore, your attitudes are just as valid as anyone else's.

Work rapidly; do not spend a great deal of time on any one statement. Occasionally you may find a statement that appears incomplete, unclear, or self-contradictory. Since these statements attempt to embrace fairly general attitudes, they may, at times, only approximate your understanding of the topic under consideration. You may find yourself reacting to a statement, "that depends on other circumstances." Whenever this happens, let impulse determine your response to the statement. Select the response category that, under the

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circumstances, best approximates your reaction to the statement, and then move on to the next one.

DO NOT WRITE YOUR NAME ON THE ANSWER SHEET.

1. There should be no authority that has the right to determine the type of reading material that is available in the community.
2. I firmly believe that this country has been built on a foundation of truth and righteousness.
3. If a child is ever to learn self-discipline he must first be exposed to firm discipline at home.
4. Many of our current social problems could be solved if there was a fairer distribution of wealth in this country.
5. As a general rule, how a man behaves is the result of reason and choice; he is not forced to act in a certain way by the circumstances under which he lives.
6. There are many times when I feel that we are changing things much too rapidly in this country.
7. A person born to the most humble circumstances can succeed in this country if he has the ability and ambition to get ahead.
8. Many of our most difficult social problems cannot be solved unless the Federal Government becomes more involved with individual communities.
9. Our society should place much more emphasis on the importance of private property and ownership as an essential condition for freedom.
10. Many of our so-called intellectuals get so wrapped up in complicated ideas that they overlook the basic truths that apply to man and his world.
11. I'm sure that environmental factors exert some influence in determining a man's social achievements, but what he inherits in the way of character and ability plays a much more significant role.
12. Many governmental programs are nothing but poorly veiled handouts to the lower classes who, in turn, keep the politicians in office.

13. The basic structure of our society is built upon a religious heritage.
14. Although our jails should attempt to return a man to a productive life in the community, they should also serve as a strong reminder that when a man breaks a law, he will be punished.
15. We must experiment with social affairs just as we experiment with physical and biological matters.
16. Although a good break is sometimes important, I believe that men rise in a society largely through their own efforts.
17. There are natural leaders and natural followers, and the country would be better off if more people really accepted this idea.
18. There are many aspects of our country that are unfair and should be changed.
19. He is not much of a person who does not feel great love, gratefulness, and respect for his parents.
20. In times of great national trouble the people and their leaders should turn to God for guidance.
21. Much of the trouble in our country could be avoided if our schools would return to the teaching of patriotism and Americanism.
22. One can never justify breaking the law by claiming that he is following the dictates of his conscience.
23. I know that man has progressed far through science and reason, but I also know that there are many important truths that man will never completely comprehend.
24. It seems that the real power in this country has been shifting from the practical, hard-headed business leaders to fuzzy-thinking, ivory tower intellectuals who know very little about the real world.
25. Finding fault with this country generally comes from those people who lack the skill or ambition to make something of themselves.
26. I believe that truth endures, hence ideas that withstand the test of time are more likely to be closer to the truth than are ideas that are new.
27. If the lower classes would not let their houses run down so, perhaps they would be more acceptable as neighbors.

28. A man who manages to succeed in business is likely to possess the sound judgment, practical intelligence, and personal characteristics that are required by public office.
29. When I look about at Nature, I see a well ordered plan. The family and all human groups can best secure happiness when they conform to this natural ordering.
30. Many social reformers feel that it is acceptable to destroy both the good and the bad aspects of the society in order to achieve their objectives.
31. I think we are moving away from a time when people were happier and life was simpler.
32. As a general rule, poor people are just as happy as rich people.
33. Labor unions have demonstrated the benefits people may expect when they join together in the pursuit of their own interests.
34. The decent people of this country, the ones who work for a living and have respect for the law, are not the ones we see agitating for social change.
35. God's laws are so simple and beautiful that I do not understand why man has turned away from them to a set of fuzzy ideas that are constantly changing.
36. The saying, "Mother knows best," still has more than a grain of truth.
37. Very few people today seem to be willing to do hard work. I see this as a fundamental weakness in our country.
38. There is an absolute truth that is revealed to man through his belief in God.
39. There is greater leadership potential in the business community than is generally found in other sectors of the society.
40. A child should not be allowed to talk back to his parents or else he will lose respect for them.
41. Today we pamper our children, keep our lower classes on the dole, and neglect the traditions that made this country great.

42. During the recent past this country has been undergoing a steady decay in national character and morality.
43. Despite all the recent criticism and attacks, I still feel that this country is basically good and decent.
44. I believe that religion and patriotism are among the highest virtues a man can display.

APPENDIX B

ATTITUDES TOWARD WOMEN SCALE

The statements listed below describe attitudes toward the role of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feelings about each statement by indicating whether you (A) agree strongly, (B) agree mildly, (C) disagree mildly, or (D) disagree strongly. Please indicate your opinion by marking the column on the answer sheet which corresponds to the alternative which best describes your personal attitude. Please respond to every item.

A--Agree Strongly
B--Agree Mildly
C--Disagree Mildly
D--Disagree Strongly

1. Swearing and obscenity are more repulsive in the speech of a woman than a man.
2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.
3. Both husband and wife should be allowed the same grounds for divorce.
4. Telling dirty jokes should be mostly a masculine prerogative.
5. Intoxication among women is worse than intoxication among men.
6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.
7. It is insulting to women to have the "obey" clause remain in the marriage service.
8. There should be a strict merit system in job appointment and promotion without regard to sex.
9. A woman should be as free as a man to propose marriage.

10. Women should worry less about their rights and more about becoming good wives and mothers.
11. Women should assume their rightful place in business and all the professions along with men.
12. Women earning as much as their dates should bear equally the expense when they go out together.
13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.
14. Sons in a family should be given more encouragement to go to college than daughters.
15. It is ridiculous for a woman to run a locomotive and for a man to darn socks.
16. In general, the father should have greater authority than the mother in the bringing up of children.
17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiances.
18. The husband should not be favored by law over the wife in the disposal of family property or income.
19. Women should be concerned with their duties of child-rearing and housetending, rather than with desires for professional and business careers.
20. The intellectual leadership of a community should be largely in the hands of men.
21. Economic and social freedom are worth far more to women than acceptance of the ideal of femininity which has been set by men.
22. On the average, women should be regarded as less capable of contribution to economic production than are men.
23. There are many jobs in which men should be given preference over women in being hired or promoted.
24. Women should be given equal opportunity with men for apprenticeship in the various trades.
25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

APPENDIX C

ATTITUDES TOWARD THE EQUAL RIGHTS AMENDMENT SCALE

Listed below are several statements which describe attitudes held by different people toward the Equal Rights Amendment. There are no right or wrong answers, only opinions. Please express the extent of your agreement with each statement by indicating whether you (SA) strongly agree, (A) agree, (U) are undecided, (D) disagree, (SD) strongly disagree. Indicate your feelings by circling the appropriate letter(s) on the corresponding answer sheet. Please respond to every item.

SA--Strongly Agree
A--Agree
U--Undecided
D--Disagree
SD--Strongly Disagree

1. Women are already protected under the law and do not need the Equal Rights Amendment.
2. The Equal Rights Amendment would force wives and mothers to take jobs outside their homes for wages.
3. Any legislation which denies a right or restricts the freedom of one sex should be invalidated.
4. The Equal Rights Amendment would throw marriage and divorce laws into chaos.
5. Laws which confer a right, benefit, or privilege to one sex should be made to apply to both sexes.
6. The goal of the Equal Rights Amendment is not to make men and women competitors or enemies, but equal human beings under the law.
7. Women will lose their femininity under the Equal Rights Amendment.

8. Equality of rights under the law should not be abridged or denied by the United States or by any state because of sex.
9. Equal pay should be given for equal work, regardless of sex.
10. Women and men should have equal opportunities.
11. The Equal Rights Amendment would mean equal responsibility for equal rights.
12. The Equal Rights Amendment would be helpful not only to the career woman but to the married woman who has to reenter the job market.
13. Women would have to give up more than they get under the Equal Rights Amendment.
14. Homemakers don't need the Equal Rights Amendment.
15. The Equal Rights Amendment will destroy personal relationships between men and women.

APPENDIX D

INSTRUCTIONS AND ANSWER SHEETS

You have been asked to participate in a psychological study, a study concerned with attitudes of college men and women. You are under no requirement to participate in this study. If for any reason you consider this an invasion of your privacy or are reluctant to continue, you may return the packet of materials and leave. If you decline to participate in the study, there will be no change in your arrangement with your instructor concerning research participation. If there are any questions during or after the completion of the forms, please feel free to ask one of the experimenters present. A summary of the results will be available in mid-summer and may be obtained by contacting Renee Jones or Dr. Barbara Weiner of the Department of Psychology.

You are asked to respond to three questionnaires as YOU YOURSELF FEEL. You will find in your packet of materials a booklet of these three questionnaires entitled "Attitude Scales". There are instructions for answering at the beginning of each questionnaire. Please read these directions carefully. The answer sheets for the three questionnaires immediately follow this page. Please mark only on

the answer sheets. Remember, respond to every item on each questionnaire as YOU YOURSELF FEEL. Please begin.

Please indicate your major in the space below:

College major _____

You have been asked to participate in a psychological study, a study concerned with attitudes of college men and women. You are under no requirement to participate in this study. If for any reason you consider this an invasion of your privacy or are reluctant to continue, you may return the packet of materials and leave. If you decline to participate in the study, there will be no change in your arrangement with your instructor concerning research participation. If there are any questions during or after the completion of the forms, please feel free to ask one of the experimenters present. A summary of the results will be available in mid-summer and may be obtained by contacting Renee Jones or Dr. Barbara Weiner of the Department of Psychology.

You are asked to respond to three questionnaires as YOU PERCEIVE A TYPICAL COLLEGE MALE WOULD RESPOND. This may or may not be as you personally feel; but, specifically, we, the experimenters, want to know how you perceive the typical college male would respond to each item in the three questionnaires. You will find in your packet of materials a booklet of these three questionnaires entitled "Attitude Scales". There are instructions for answering at the beginning of each questionnaire. Please read these directions carefully. The answer sheets for the three questionnaires immediately follow this page. Please mark only on the answer sheets. Remember, respond to every item on each questionnaire as YOU PERCEIVE A TYPICAL COLLEGE MALE WOULD RESPOND. Please begin.

Please indicate your major in the space below:

College major _____

You have been asked to participate in a psychological study, a study concerned with attitudes of college men and women. You are under no requirement to participate in this study. If for any reason you consider this an invasion of your privacy or are reluctant to continue, you may return the packet of materials and leave. If you decline to participate in the study, there will be no change in your arrangement with your instructor concerning research participation. If there are any questions during or after the completion of the forms, please feel free to ask one of the experimenters present. A summary of the results will be available in mid-summer and may be obtained by contacting Renee Jones or Dr. Barbara Weiner of the Department of Psychology.

You are asked to respond to three questionnaires as YOU PERCEIVE A TYPICAL COLLEGE FEMALE WOULD RESPOND. This may or may not be as you personally feel; but, specifically, we, the experimenters, want to know how you perceive the typical college female would respond to each item in the three questionnaires. You will find in your packet of materials a booklet of these three questionnaires entitled "Attitude Scales". There are instructions for answering at the beginning of each questionnaire. Please read these directions carefully. The answer sheets for the three questionnaires immediately follow this page. Please mark only on the answer sheets. Remember, respond to every item on each questionnaire as YOU PERCEIVE A TYPICAL COLLEGE FEMALE WOULD RESPOND. Please begin.

Please indicate your major in the space below:

College major _____

Now that you have completed the booklet of questionnaires, please return the entire packet of materials to one of the experimenters present and you may leave. Thank you for your participation in this research endeavor.

SOCIAL ATTITUDE SCALE

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Please indicate your sex.

Male ____ Female ____

Check (✓) appropriate space.

- | | |
|--|--|
| 1) 1.____ 2.____ 3.____ 4.____ 5.____ | 23) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 2) 1.____ 2.____ 3.____ 4.____ 5.____ | 24) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 3) 1.____ 2.____ 3.____ 4.____ 5.____ | 25) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 4) 1.____ 2.____ 3.____ 4.____ 5.____ | 26) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 5) 1.____ 2.____ 3.____ 4.____ 5.____ | 27) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 6) 1.____ 2.____ 3.____ 4.____ 5.____ | 28) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 7) 1.____ 2.____ 3.____ 4.____ 5.____ | 29) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 8) 1.____ 2.____ 3.____ 4.____ 5.____ | 30) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 9) 1.____ 2.____ 3.____ 4.____ 5.____ | 31) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 10) 1.____ 2.____ 3.____ 4.____ 5.____ | 32) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 11) 1.____ 2.____ 3.____ 4.____ 5.____ | 33) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 12) 1.____ 2.____ 3.____ 4.____ 5.____ | 34) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 13) 1.____ 2.____ 3.____ 4.____ 5.____ | 35) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 14) 1.____ 2.____ 3.____ 4.____ 5.____ | 36) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 15) 1.____ 2.____ 3.____ 4.____ 5.____ | 37) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 16) 1.____ 2.____ 3.____ 4.____ 5.____ | 38) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 17) 1.____ 2.____ 3.____ 4.____ 5.____ | 39) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 18) 1.____ 2.____ 3.____ 4.____ 5.____ | 40) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 19) 1.____ 2.____ 3.____ 4.____ 5.____ | 41) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 20) 1.____ 2.____ 3.____ 4.____ 5.____ | 42) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 21) 1.____ 2.____ 3.____ 4.____ 5.____ | 43) 1.____ 2.____ 3.____ 4.____ 5.____ |
| 22) 1.____ 2.____ 3.____ 4.____ 5.____ | 44) 1.____ 2.____ 3.____ 4.____ 5.____ |

Please indicate your sex.
Male _____ Female _____

ATTITUDES TOWARD WOMEN

A--Agree Strongly
B--Agree Mildly
C--Disagree Mildly
D--Disagree Strongly

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D

14. A B C D
15. A B C D
16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D
21. A B C D
22. A B C D
23. A B C D
24. A B C D
25. A B C D

Please indicate your sex

Male _____ Female _____

ATTITUDES TOWARD THE EQUAL RIGHTS AMENDMENT SCALE

SA--Strongly Agree
A--Agree
U--Undecided
D--Disagree
SD--Strongly Disagree

1. SA A U D SD
2. SA A U D SD
3. SA A U D SD
4. SA A U D SD
5. SA A U D SD
6. SA A U D SD
7. SA A U D SD
8. SA A U D SD
9. SA A U D SD

10. SA A U D SD
11. SA A U D SD
12. SA A U D SD
13. SA A U D SD
14. SA A U D SD
15. SA A U D SD

APPENDIX E

CORRELATION MATRIX OF ITEM SCORE AND TOTAL SCORE ON THE EQUAL RIGHTS AMENDMENT SCALE

ITEM	WOMEN n=30	MEN n=20	TOTAL n=50
1	0.7192	0.5139	0.6889
2	0.5041	0.6371	0.5110
3	0.3020	0.5173	0.3858
4	0.4439	0.4699	0.4752
5	0.5065	0.1406	0.3692
6	0.7443	0.5039	0.6541
7	0.5701	0.4166	0.5604
8	0.4645	0.5190	0.5083
9	0.1561	0.6947	0.4602
10	0.4164	0.1938	0.3695
11	0.5587	0.1428	0.4578
12	0.2951	0.7767	0.5553
13	0.5037	0.6070	0.5190
14	0.5437	0.7266	0.6216
15	0.7228	0.6441	0.7171
16	0.2503	0.4865	0.3428
17	0.3268	0.1807	0.2440
18	0.4067	0.5355	0.5269

APPENDIX F

RAW SCORES ON THE ERAS, AWS, AND SAS FOR THE 120 SUBJECTS TESTED

SEX	FORM ^a	ERAS	AWS	SAS	CONSTRAINT
M	T.C.M.	15	37	144	22
M	T.C.M.	16	50	141	23
M	T.C.M.	18	40	134	18
M	T.C.M.	21	50	202	18
M	T.C.M.	8	51	122	20
M	T.C.M.	15	59	139	14
M	T.C.M.	16	63	104	24
M	T.C.M.	24	36	131	18
M	T.C.M.	11	34	110	30
M	T.C.M.	33	17	173	20
M	T.C.M.	35	20	155	20
M	T.C.M.	10	43	134	14
M	T.C.M.	8	59	129	26
M	T.C.M.	27	34	171	35
M	T.C.M.	23	40	167	32
M	T.C.M.	28	12	153	32
M	T.C.M.	9	71	110	30
M	T.C.M.	35	25	94	34
M	T.C.M.	24	47	123	11
M	T.C.M.	11	53	134	20
M	T.C.F.	21	53	128	24
M	T.C.F.	11	67	136	17
M	T.C.F.	9	47	144	23
M	T.C.F.	7	53	150	32
M	T.C.F.	22	34	145	14
M	T.C.F.	1	61	127	22
M	T.C.F.	9	45	132	19
M	T.C.F.	1	56	139	25
M	T.C.F.	16	41	140	15
M	T.C.F.	8	54	149	24

SEX	FORM ^a	ERAS	AWS	SAS	CONSTRAINT
M	T.C.F.	14	56	158	33
M	T.C.F.	12	50	143	18
M	T.C.F.	9	54	123	24
M	T.C.F.	11	33	160	35
M	T.C.F.	14	37	150	33
M	T.C.F.	42	30	168	43
M	T.C.F.	14	62	108	30
M	T.C.F.	16	47	128	22
M	T.C.F.	11	38	159	29
M	T.C.F.	18	36	162	34
M	S.C.	25	30	145	21
M	S.C.	18	40	133	23
M	S.C.	3	70	90	38
M	S.C.	25	36	148	31
M	S.C.	2	64	134	17
M	S.C.	15	49	132	25
M	S.C.	27	48	140	18
M	S.C.	6	60	119	24
M	S.C.	11	65	108	24
M	S.C.	13	65	122	16
M	S.C.	16	39	133	18
M	S.C.	11	53	134	24
M	S.C.	18	33	144	20
M	S.C.	24	29	167	32
M	S.C.	18	40	114	17
M	S.C.	37	32	111	20
M	S.C.	11	49	157	31
M	S.C.	14	37	168	23
M	S.C.	17	39	136	20
M	S.C.	16	46	126	25
F	T.C.M.	5	48	120	19
F	T.C.M.	39	29	173	42
F	T.C.M.	24	33	149	26
F	T.C.M.	11	47	113	22
F	T.C.M.	25	34	134	20
F	T.C.M.	18	27	149	26
F	T.C.M.	37	57	148	16
F	T.C.M.	7	71	130	21
F	T.C.M.	24	21	120	13
F	T.C.M.	17	33	143	20
F	T.C.M.	31	30	141	21
F	T.C.M.	4	28	140	17
F	T.C.M.	17	37	92	25
F	T.C.M.	5	68	110	26
F	T.C.M.	25	38	140	19

SEX	FORM ^a	ERAS	AWS	SAS	CONSTRAINT
F	T.C.M.	22	27	134	22
F	T.C.M.	23	30	114	29
F	T.C.M.	13	62	127	13
F	T.C.M.	16	46	112	27
F	T.C.M.	1	75	159	36
F	T.C.F.	9	64	124	18
F	T.C.F.	19	50	147	18
F	T.C.F.	7	68	127	23
F	T.C.F.	7	68	122	29
F	T.C.F.	18	25	156	20
F	T.C.F.	5	50	132	17
F	T.C.F.	19	40	167	36
F	T.C.F.	15	55	127	22
F	T.C.F.	1	63	104	27
F	T.C.F.	10	64	142	33
F	T.C.F.	10	54	150	25
F	T.C.F.	7	60	149	16
F	T.C.F.	18	41	143	23
F	T.C.F.	10	60	108	23
F	T.C.F.	20	45	151	20
F	T.C.F.	6	59	144	37
F	T.C.F.	8	57	158	36
F	T.C.F.	12	64	149	29
F	T.C.F.	9	55	168	40
F	T.C.F.	6	63	154	29
F	S.C.	0	68	128	20
F	S.C.	11	64	141	29
F	S.C.	15	50	136	17
F	S.C.	15	52	114	20
F	S.C.	0	75	108	17
F	S.C.	2	49	157	23
F	S.C.	8	60	128	22
F	S.C.	8	69	128	16
F	S.C.	13	67	104	21
F	S.C.	13	57	140	27
F	S.C.	4	63	122	21
F	S.C.	12	44	147	16
F	S.C.	6	68	145	31
F	S.C.	5	63	162	36
F	S.C.	12	74	111	26
F	S.C.	8	50	160	31
F	S.C.	11	55	137	21
F	S.C.	13	46	141	17
F	S.C.	0	67	125	24
F	S.C.	17	51	119	33

^aT.C.M. = Typical College Male Condition, T.C.F. = Typical College Female Condition, S.C. = Self Condition

VITA 2

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Candidate for the Degree of
Master of Science

Thesis: COLLEGE STUDENTS' PERCEPTIONS OF ATTITUDES TOWARD
WOMEN

Major Field: Psychology

Biographical:

Personal Data: Born in Duncan, Oklahoma on November 3, 1949, the daughter of Delbert and Betty Kauerauf and sister of Staci Kauerauf. Married Dan Elkins Jones on August 3, 1972.

Education: Graduated from Duncan High School, Duncan, Oklahoma, in May, 1968; graduated from Oklahoma State University, Stillwater, Oklahoma, in August, 1972, with a major in mathematics and a minor in psychology; completed all requirements for the Master of Science degree at Oklahoma State University in July, 1975.

Professional Experience: Student teacher in mathematics at Ponca City High School, Ponca City, Oklahoma, in Fall, 1971; graduate teaching assistant in Department of Psychology, Oklahoma State University, 1972-1973.