A Theory and Partial Test of Women's Double-tracking Role Transitions and Quality of Role Enactment

Charlene Joy Ellis

Follow this and additional works at: https://openprairie.sdstate.edu/etd

Recommended Citation

This Thesis - Open Access is brought to you for free and open access by Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. For more information, please contact michael.biondo@sdstate.edu.
A THEORY AND PARTIAL TEST OF WOMEN'S
DOUBLE-TRACKING ROLE TRANSITIONS
AND QUALITY OF ROLE ENACTMENT

BY
CHARLENE JOY ELLIS

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Major in
Home Economics, South Dakota State University
1980
A THEORY AND PARTIAL TEST OF WOMEN'S

DOUBLE-TRACKING ROLE TRANSITIONS

AND QUALITY OF ROLE ENACTMENT

This thesis is approved as a creditable and independent
investigation by a candidate for the degree Master of Science, and
is acceptable as meeting the thesis requirements for this degree,
but without implying that the conclusions reached by the candidate
are necessarily the conclusions of the major department.

Randal D. Day, Thesis Advisor  

Date

Jay R. Richardson,  
Major Advisor  

Date

Ardyce Gilbert, Dean  
College of Home Economics  

Date
ACKNOWLEDGEMENTS

The writer wishes to acknowledge the following persons:

Dr. Randal D. Day, Assistant Professor of Child Development and Family Relations, for his support and encouragement as thesis advisor and statistician;

Dr. Jay R. Richardson, Head of Child Development and Family Relations, for his assistance as major advisor;

Maynard Samuelson, Assistant Professor of Geography, for his assistance as minor representative and committee member;

Patricia M. Straub, Assistant Professor of Child Development and Family Relations, for her encouragement as both a sister and a colleague;

and other members of her family, John and Alicia Straub and Mr. and Mrs. Marion Ellis for their support, assistance, and encouragement.

CJE
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>Background of the Problem</td>
<td>3</td>
</tr>
<tr>
<td><strong>II. REVIEW OF RELATED RESEARCH AND PROPOSITIONAL THEORY</strong></td>
<td>7</td>
</tr>
<tr>
<td>Definition of Variables</td>
<td>8</td>
</tr>
<tr>
<td>Assertions about Co-variation</td>
<td>16</td>
</tr>
<tr>
<td>Assertions about the Relationship of the General Propositions to Double-Tracking</td>
<td>23</td>
</tr>
<tr>
<td>Statement of Hypothesis</td>
<td>28</td>
</tr>
<tr>
<td><strong>III. METHODS AND PROCEDURES</strong></td>
<td>31</td>
</tr>
<tr>
<td>Description of the Subjects</td>
<td>31</td>
</tr>
<tr>
<td>Instrumentation and Data Collection</td>
<td>32</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>36</td>
</tr>
<tr>
<td>Description of the Variables</td>
<td>36</td>
</tr>
<tr>
<td><strong>IV. RESULTS</strong></td>
<td>44</td>
</tr>
<tr>
<td>Role Clarity</td>
<td>44</td>
</tr>
<tr>
<td>Anticipatory Socialization</td>
<td>45</td>
</tr>
<tr>
<td><strong>V. DISCUSSION, LIMITATIONS, AND FURTHER RESEARCH</strong></td>
<td>56</td>
</tr>
<tr>
<td>Discussion of Results</td>
<td>56</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>58</td>
</tr>
<tr>
<td>Future Research</td>
<td>58</td>
</tr>
<tr>
<td><strong>VI. SUMMARY</strong></td>
<td>60</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>62</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>65</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Summary Table of Means, Standard Deviations, and Ranges of Descriptor Items of Subjects</td>
<td>33</td>
</tr>
<tr>
<td>2.</td>
<td>Summary Table of Means and Standard Deviations of Person Responsible for Individual Household Tasks</td>
<td>34</td>
</tr>
<tr>
<td>3.</td>
<td>Summary Table of Average Number of Hours Spent in Household Tasks by Working Women</td>
<td>38</td>
</tr>
<tr>
<td>4.</td>
<td>Summary Table of Means and Standard Deviations of Role Clarity Items</td>
<td>46</td>
</tr>
<tr>
<td>5.</td>
<td>Summary Table of Frequencies of Role Clarity</td>
<td>46</td>
</tr>
<tr>
<td>6.</td>
<td>Summary Table of Means and Standard Deviations of Subject's Participation in Household Tasks</td>
<td>47</td>
</tr>
<tr>
<td>7.</td>
<td>Summary Table of Means and Standard Deviation of Number of Months Spent in Living Arrangements Since High School</td>
<td>49</td>
</tr>
<tr>
<td>8.</td>
<td>Summary Table of Means and Standard Deviation of Liberal Versus Conservative Orientation to Current Issues Concerning Women by Individual Item</td>
<td>53</td>
</tr>
<tr>
<td>9.</td>
<td>Summary Table of Stepwise Forward Regression Procedure with Role Clarity as the Criterion Variable</td>
<td>55</td>
</tr>
</tbody>
</table>
Chapter I

INTRODUCTION

Choices for women have historically been limited to two alternatives: to raise a family or to pursue a career. In the past, the majority of the female population has chosen to raise a family with only a few women choosing a career option. As increasing numbers of women enter the labor force, it is becoming apparent that women no longer view their future life style as a dichotomous choice, but instead see a third alternative—combining marriage, a family, and a career (Epstein and Bronzaft, 1972; Parelius, 1974). The attempt to "double-track" (Parelius, 1974:420) or to combine the social roles of wife, mother, and career person is resulting in higher incidences of stress in women’s lives (Young and Willmott, 1973). The purpose of this study was to investigate the process by which women acquire their adult female roles in an effort to reduce the amount of stress women experience. To achieve this, necessary antecedent conditions were delineated which predict the development of clear and realistic role perceptions.

Cottrell (1942:617) stated, "We may assume that the amount of tensions, anxiety, and frustration generated by the attempt to discover and play a given role is an index of the individual's adjustment to such a role." The increase in the amount of strain women experience indicates a difficulty in adjusting to the roles. Two important factors that have been related to the degree of
adjustment to a role are the clarity with which the roles are defined (Cottrell, 1942) and the amount of role activity (Goode, 1960). Rose (1952) found reason to believe that women's roles lack specificity and clarity, while Goode (1960) suggested that the role system is over-demanding. Both researchers indicated that increasing the roles for women presents a difficult task because the individual cannot satisfy fully all the demands of the various roles. It is evident that anticipatory socialization, as currently used in our society (Merton, 1968:316), are not adequately providing for clear and realistic definitions of roles or preparing women to make the role decisions and bargains involved in high role activity. If efforts are to be made to better prepare women for double-tracking, it is important to understand the antecedent conditions in the socialization process that affect the acquisition of role clarity and role bargain-ing.

In summary, the dramatic increases in stress related occurrences such as divorce and mental illness indicate that women do, in fact, find the adult female roles difficult and the trend toward double-tracking is adding to the difficulties. The encouraging fact is that the acquisition of a new set or roles is a socialization process and can be influenced by events in the lives of women. It is therefore plausible to suggest that women can be assisted in the process so as to make their choice for marriage, a family, and a career a more satisfying life style.
Background of the Problem

It is not a new phenomenon for women to work. They have always provided goods and services through the tasks they performed in the home and in the labor market. What is unique in our present social milieu is the increase in the number of married women and women with children choosing to be employed outside of the home. Several factors have been cited as the cause for the change in women's life styles (e.g. Komarovsky, 1953; Weitz, 1977). The beginnings of this trend have been associated with the political and economic conditions caused by World War II (Hoffman and Nye, 1974). The war created an immediate demand for workers and a decrease in the number of men available for employment. Married women were an obvious source of workers. With the end of the war, the United States entered a period of unprecedented expansion which created a favorable climate for the entry of even more married women, many of them mothers, into the labor force (Hoffman and Nye, 1974).

The expansion of the economy had a further influence by creating the "age of materialism." People were overcome by the desire to own products that were advertised to make their lives more satisfying. Women probably chose to work as a supplement to the family income so that they could have the products that labeled them as middle-class American families--two cars, two televisions, and a house in the suburbs.

In the early sixties, another societal event occurred that led to the continued increase of employed wives and mothers. The
general liberal climate of the times, combined with a new wave of media attention to feminine awareness, sparked interest in the problems women faced. Friedan (1963), in The Feminine Mystique, encouraged women to develop a "new life plan"—to no longer seek satisfaction through the lives of others, but to develop confidence in their own abilities. As women began to explore new possibilities and options for their lives, having a career became a recognized alternative.

The research that was conducted during the sixties and early seventies also influenced the trend toward choosing a double-track option. The research indicated that many of the fears that were keeping some mothers from working could not be substantiated by data. For example, children with working mothers were not automatically being deprived and were no more likely to become juvenile delinquents than children of non-working mothers (Brown, 1970). As the fears about the effects of employment on family stability were relieved, women felt freer to choose a career.

As the 1980s began, financial conditions became important factors in the increase of working wives and mothers. The inflationary condition in the United States created an economic crisis for families. The cost of maintaining a family rose faster than many people's incomes, consequently women went to work to assist in maintaining the family's standard of living. The increase in divorce created an unprecedented number of female headed households. This
also resulted in many women entering the labor force as a means of economic survival.

At the same time research indicates a change in the social and economic conditions of women's lives, with a significant change in the amount of stress women experience. Two indicators of the increase of stress are the decrease in marital stability and the higher rates of mental illness among married women.

The first indicator, the decrease in marital stability, is evident in the recent increase in the divorce rate in the United States. In 1977, 38 percent of all marriages were predicted to end in divorce (U.S. Department of Health, Education and Welfare, 1978). Myers, Lindenthal, Pepper, and Ostrander (1972) propose that divorce is the resolution of a stressful situation. The increase in its occurrence would indicate that a strain is being felt by the persons involved in the marriage. Young and Willmott (1973) suggested that this strain is associated with the dual-career marriage. "People will be seeking a more multi-faceted adjustment to each other, with two outside jobs clicking with the two inside ones; and because the task will be harder, there will be more failures." The strain of maintaining the marital relationship and both careers may be too great for some couples and divorce is the option chosen to reduce the stress.

The second indicator of increasing stress married women experience is that married women are more likely to be mentally ill than men (Grove, 1972). One explanation given for the difference
in the rate of mental illness is that there is something about the roles women occupy which is difficult and promotes mental illness. Gurin, Veroff, and McEachern (1960) provide evidence that women find marriage more difficult and frustrating than men do. Harrison (1964) further reinforced this with his findings that working wives appear to be under a greater strain than their husbands. Therefore, the combination of marriage and working appears to be a significant agent which influences an increase in mental illness.

In summary, never before has our society been faced with a combination of social, economic, and political factors that both allow women to pursue a career for personal fulfillment and also require women to become employed for economic survival. The problem is that this unique situation is causing an increase in stress as the role socialization process that previously prepared women for their adult roles is no longer relevant and adequate for present day role training.
Chapter II

REVIEW OF RELATED RESEARCH AND PROPOSITIONAL THEORY

This chapter is a review of research and a development of propositional theory concerning the factors related to the quality of role enactment of women participating in the double-tracking roles. A Burrian theory construction method will be used in the development of the theories.

Wesley Burr (1979) defines theory as "a group of propositional statements that identify how variables are co-variationally related to each other." Burr (1979) further stated that a "theory can be considered fairly complete if it contains concepts, definitions, statements, and linkages." In an attempt to develop a complete theory, the present study will utilize the outline developed by Burr, Hill, Nye, and Reiss (1979).

I. Assertions about variables
   A. Definition of a variable
   B. Descriptions of how a variable varies

II. Assertions about how variables are co-variationally related
   A. Assertions that a relationship exists
   B. Assertions about the direction of a relationship
   C. Assertions about the shape of a relationship
   D. Assertions about causality

III. Assertions about how the propositions are related
The chapter is divided into three parts to coincide with the three categories of assertions. The first part defines the four variables related to the quality of role enactment of the double-tracking roles. The second part makes assertions or propositions about how the variables are co-variationally related to the quality of role enactment. The third and final section concerns the relationships or linkages between the propositions and makes assertions about how the general propositions of quality of role enactment are related to the specific propositions about the quality of role enactment of the double-tracking roles. This section will also contain a statement of the hypotheses that will be tested.

Definition of variables

This section will define the individual variables and describe how each of the variables varies.

Quality of role enactment. Role enactment is the conduct of persons in social situations (Sarbin and Allen, 1968:490). It is the actual behavior of an individual who is participating in a defined role or position. The quality of role enactment is the aspect of the broader concept and refers to how well a person performs in the particular role (Sarbin and Allen, 1968:490). Other terms used to describe the variable are adjustment to roles (Cottrell, 1942), role discrepancies (Burr, 1973), and role competence (Nye, 1976). The present study will use quality of role enactment as it
appears to be the most widely used term in discussing how efficiently and effectively a person performs in a role.

Performing a role is similar to performing any task. The individual can enact the behaviors competently and appropriately or incompetently and inappropriately. For example, a person performing in the role of an engineer can enact competently or incompetently. S/he may design buildings that are stable and enduring or ineffectively design buildings that are unsafe and temporary. The same is true for performing the behaviors of any role. A person in the mother role may be able to effectively enact all the behaviors that are required of a mother such as providing the child appropriate food, shelter, and attention. A person may however find the behaviors difficult and consequently inadequately provide for some or all of the child’s needs. How competently a person performs these behaviors is the quality of role enactment.

The quality of role enactment can vary from being inappropriate to exceptional (Burr, Leigh, Day, and Constantine, 1979). Inappropriate quality of role enactment can be associated with the inability to perform the role behaviors and exceptional quality of role enactment with the ability to effectively perform the role behaviors.

Ease of role transition. The process of entering or leaving a social role is known as role transition (Cottrell, 1942). As a person shifts from one social category to another, s/he must also change the role expectations and behaviors to coincide with the new
category. The transition may involve adding a new role without changing the roles the person is presently enacting or it may involve terminating one role and substituting another (Burr, et al., 1979). For example, the expectations and behaviors of an adolescent change when the person moves into the category of adulthood. When a person becomes an adult, s/he is assigned different behaviors to enact. The person is expected to set long term goals, develop serious attitudes about life, and act in responsible ways. This is a relatively smooth and simple transition for some people and a difficult and complicated process for others. The variation in the ease or difficulty of this shift in roles is termed ease of role transition (Burr, et al., 1979). Some roles are fairly easy for people to move in and out of as they require very little change in behavior. For example, moving into the role of being a member of a professional group may be simple as it closely overlaps with the person's present professional behaviors. Other roles, such as parent, require changing many of the behaviors (Le Masters, 1974) and the transition becomes complex and difficult. Whatever the role, the variation in the ease of difficulty of the shift is the ease of transition. It is a continuous variable that ranges from a low point in which the transition is impossible to a high point in which the transitions are free from difficulty (Burr, et al., 1979).

Role clarity. Role clarity is the degree to which there is a set of "explicit definitions of the reciprocal behavior expected" of a particular social role (Cottrell, 1942:620). For each part or
role people play in life, there is a certain set of socially defined guidelines that describe and proscribe what is appropriate or inappropriate behavior for a particular situation. The guidelines are not always written rules and are therefore subject to different interpretations. The variation in interpretations can create confused and inconsistent role perceptions. Rose (1952) included realism as a necessary criteria for clear role perceptions. He proposed that it was important that the future participant's role perceptions be realistically defined. It would appear that role clarity could be defined as the degree to which there is a set of explicit and realistic definitions of the behavior expected of a particular social role.

The clarity of the expected role behavior can vary from being specifically and realistically defined to being ambiguously and unrealistically defined. Cottrell (1942) proposed that role clarity differed in the degree to which it was present. Rose (1952) suggested that clarity was present in varying amounts from adequate to inadequate and could possibly be a predictor of future adjustment. Burr (1973) further wrote about role clarity as a variable that influenced the ease in making transitions into and out of roles. He stated that it would appear that role clarity is a continuous variable that ranges from a low to a high degree of clarity. A low degree would be identified with vague, ambiguous, and unrealistic definitions. A high degree of clarity would be characterized by specific and realistic role descriptions.
Anticipatory socialization. Anticipatory socialization (Merton, 1968) is the process of learning the norms, values, and attitudes of a role before being in the social situation requiring the appropriate behavior. Rose (1952) refers to this process as the training and planning necessary to play a role. Through the anticipatory socialization process, people develop their perceptions of what it will be like to be in a particular future role.

Considerable attention has been devoted to understanding the process of learning the behaviors and expectations of a role. Biological and cultural factors have both been associated with the development of these role behaviors making it a complex phenomenon. It is therefore necessary to begin by examining the individual agents influencing the process. In selecting factors to examine, a logical place to start would seem to be the family as the main socialization theories all recognize it as a primary influencing agent. Etaugh (1975) found that attitudes about the female adult role were significantly associated with the mother's employment status, size of hometown, and church affiliation. Vanfossen (1977) listed familial characteristics of parental education and occupation, social class of origin, and parental dominance as influential in shaping female adult role values. Other studies (e.g. Lipman-Blumen, 1972; Meier, 1972) also support family background as containing relevant factors in anticipatory socialization and important agents to measure.

It would appear that it is possible to measure the individual agents of socialization. There has, however, been no known attempts
at developing a standardized measure of anticipatory socialization (Burr, Leigh, Day, and Constantine, 1979). Burr, et al., basing their ideas on intuition, described anticipatory socialization as a continuous variable that varies in amount from being absent to having very high amounts of training. This description was a refinement of Cottrell's (1942) earlier proposal that anticipatory socialization varied with the opportunity for three types of experiences: 1) emotionally intimate contact which allows for identifications with persons functioning in the role, 2) imaginal or incipient rehearsal in the future role, and 3) practice in the role through play or other similar activity. More recent terms for the three types of experiences are modeling or identification, role-playing, and role-taking. In describing the anticipatory socialization continuum, it may be important to re-examine Cottrell's three experiences. In the socialization process of children, the amount of experiences is important to consider, but the quality of experiences is also important. The closer the correspondence between the experience and the child's reality, the more impact the event will have on the child's life (Holt, 1977). In describing the range of anticipatory socialization, it may be useful to examine the experiences in terms of both amount and proximity to the individual's reality. The experience can be broken into three categories: 1) first hand experiences as described by actual involvement in or practice with the future role behaviors, 2) second hand experiences as described by secondary involvements or contact with persons functioning in the
role, and 3) third hand experiences as characterized by imaginal or cognitive rehearsal in a future role. Examples of first hand experiences would be a high school age person caring for children or working at a part-time job to learn the skills they will need as adults. An example of a second hand experience would be watching another person functioning in a job, such as a daughter observing her mother doing housework or caring for children. It might also be a medical student watching doctors perform examinations. A third hand example would be reading about an occupation. This might include a high school student reading books about the responsibilities and duties of being a chemist or the type of education required to become a lawyer.

In summary, it may be possible to combine the quality of the experience with Burr's (1979) description of the anticipatory socialization range. A "very high amount" is present when an individual has many opportunities for first hand experiences. A "moderate amount" is present when the opportunities for first hand experiences are lessened, but the individual has had second hand and third hand experiences available. "None" is a condition when the individual has no opportunity for first, second, or third hand experiences and occurs only in rare situations. Other combinations of first, second, and third hand experiences would lie at various points on the spectrum.

Role privilege perceptions. Role privilege perceptions is a new and therefore tentative variable. Role privileges are one type
of reward an individual receives for participating in a role. Individual perceptions of privileges are the just claims that each role carries. Sieber (1974) stated that privileges are "a part and parcel of almost every social role" and different privileges are allocated to different roles. For example, as a person moves from the social role of adolescent into the role of an adult s/he automatically receives a new set of privileges. Some of these are the privilege to vote, to enter into legal contracts, and to marry without parental consent. Other privileges could include legal, political, or economic privileges. Some privileges are written laws which allow for little flexibility, while others are unwritten and are subject to different interpretations depending on factors such as the time, place, or circumstances. For instance, the privilege to vote as an adult in the United States is now well defined, although voting privileges have varied depending on the time in history and the place of residence. At one time women were not allowed to vote and in other countries are still not granted this privilege. The privilege to pursue personal happiness also varies depending on the time, place, and circumstances. Women's personal happiness was previously defined in relation to being wives and mothers. Time and circumstances are slowly changing individual interpretations of this privilege and may be allowing adult women access to more or different options in claiming the privilege.

Due to the flexibility in interpreting the privileges allocated to each role, the perceptions of what privileges a person
will receive vary. An example of this is the different perceptions women have of the adult role of career person. One woman may expect the role to offer many privileges such as economics, power, or independence. Another woman may view the role as offering few privileges but many obligations such as less free time, less time with her children, or additional responsibilities. It appears that role privilege perceptions vary as to the number of privileges a role can offer. A person may view a role as having the potential of offering many privileges or as offering few privileges. The continuous variable of role privilege perception can be described as varying from high to low. High role privilege perception is characterized by many expected privileges and low as associated with few expected privileges.

There are many other dimensions of rewards and privileges that may influence the quality of role enactment. Sieber (1974) suggests that role obligations, inherent rights and emergent rights, and role value (cost versus receipts) are involved in the total process. Goode (1960) discussed the skills of role bargaining as part of role enactment. It would appear that the theory of role rewards is complex and multi-faceted. The present study therefore selected only one aspect to investigate, role privilege, keeping in mind that it is only part of a broader concept.

Assertions about Co-variation

This section will make assertions about how the variables are co-variationally related and will make propositions about the general
theory of quality of role enactment. Diagrams for each of the propositions are provided to aid in clarification.

The main dependent variable, quality of role enactment, has been associated with the degree of satisfaction or stress a person experiences in participating in a particular role. If the individual can effectively perform the required role behaviors, the amount of stress s/he experiences will be reduced (Goode, 1960). Sarbin and Allen (1968) discuss the various aspects of quality of role enactment in relation to strain. It appears possible to suggest that the quality of role enactment may be one predictor of the amount of stress a person experiences. The first proposition then follows:

PROPOSITION 2.1: The quality of role enactment influences the amount of stress experienced in a role and this is a negative relationship.

![Diagram]

The ease of role transition can be associated with the quality of role enactment. Cottrell (1942) and Burr (1979) suggested that the transition or shift from one role to another can be simple and create a minimal amount of disruption in a person's life or it can be difficult and create a very stressful situation. Cottrell (1942) further suggested that if the transition is simple, the ability to competently enact a role would seem to follow. For example, a student who shifts from high school to college can find the transition and role enactment easy or difficult. If the student breaks the ties
with his/her family with minimal disruption, makes friends soon after arriving at the college, and finds the courses s/he wants to take, the likelihood that s/he will have a high quality of role enactment increases. If on the other hand the student has difficulty living away from the family, feels alone, and cannot find the courses s/he would like to take, it would seem that the quality of role enactment may be diminished. It would then appear that the easier the transition is to a new role, the better will be the quality of role enactment. The more difficult the transition, the worse will be the quality of role enactment. The ease of the transition probably has more effect at the lower level making the relationship curvilinear. The second proposition then follows:

PROPOSITION 2.2: The ease of role transition influences the quality of role enactment and this is a positive, curvilinear relationship.

\[
\text{EASE OF TRANSITION} \quad (+) \quad \text{QUALITY OF ROLE ENACTMENT} \quad (-) \quad \text{STRESS}
\]

The next assertion deals with the relationship between ease of transition and role clarity. Role clarity influences the ability to shift from one role to another or to add a new role. Cottrell (1942) and Sarbin and Allen (1968) proposed that the greater the amount of defined expectations of a role, the easier the adjustment would be to that role. Rose (1952), in his study to determine how students at the University of Minnesota viewed their adult role, suggested that role clarity is related to future success and personal
happiness. He hypothesized that the adequacy of the future role perception is a function of the definiteness, realism, and specificity of the roles themselves. Students who had a clear and realistic perception of the future roles were said to have adequate role perceptions. Students who had unrealistic and confused perceptions were classified as having inadequate role perceptions. Cottrell (1942), Rose (1952), and Burr (1973) suggested that the clearer the expectations were about a new role, the easier the shift would be to the new role. Vague and unrealistic expectations of role behaviors create a more difficult transition. Although this appears to be a positive relationship, Burr (1973: 127) states that it is probably not a linear relationship as there is "a marginal point beyond which additional increments in clarity do not facilitate the ease of making role transitions." The third proposition then follows:

PROPOSITION 2.3: The amount of role clarity influences the ease of making transitions into the roles and this is a positive, curvilinear relationship.

The fourth proposition concerns the relationship between role clarity and anticipatory socialization. The more training or socialization experiences a person is exposed to, the more accurate will be the perceptions of future roles (Rose, 1952). If a person
(has little or no exposure to anticipatory socialization experiences, the role expectations may be vague, inaccurate, and unrealistic. If the person has many opportunities to see people in the role or to practice playing the role, the perceptions will be clearer and more realistic. This is a positive relationship but is not linear as role clarity is most influenced when anticipatory socialization is low and has less effect at higher increments (Burr, 1973). The fourth proposition then follows:

PROPOSITION 2.4: The amount of anticipatory socialization influences role clarity and this is a positive, curvilinear relationship.

The final proposition deals with the relationship between role privilege perceptions and quality of role enactment. A person will find behaviors easier to enact if they perceive them as pleasureable and gratifying (Thibault and Kelly, 1959). One of the gratifications of a role is the privilege it affords them. Another way of describing this is that people will perform well if they feel they are receiving their just claim to the privileges of a particular role. Goode (1960) discusses rewards in his article about role strain. He states that a person's performance in a role or the adjustment to a role can be influenced by the amount of reward perceived as being available. The individual will perform well if a role is perceived as offering
more privileges than obligations. If, however, the duties of the role are greater than the rewards, in this case privileges, the person may perform less well and experience strain, anxiety, or stress. Goode (1960:483) called the process of weighing the rewards against the obligations and duties as "role bargaining," a necessary mechanism in reducing role stress.

Burr (1979) further refines the relationship between role privileges and role enactment by relating it to the ease of transition into roles. If the individual believes that by shifting to a new role s/he will receive more privileges or rights, the transition into the new role will be easier. For example, the move from being a single person to being married is an easier and less stressful transition if the people involved perceive the new role as having more benefits and rewards than the present role. If, however, they see marriage as being more restrictive and having more obligations, the transition will be more difficult and stressful.

Role privilege perception appears to be a contingency variable as it seems to influence the relationship between ease of transition and quality of role enactment rather than influencing either of the variables directly. As a person moves from one role to another, the easier the transition, the higher the quality of role enactment. The role privilege perception strengthens this relationship. For example, if a person is shifting from the role of high school student to college student, the ease of this transition will influence the quality of the enactment for the new role. If the
person perceives the role of college student as offering many privileges (e.g. independence, social activities) the relationship between the transition and role enactment will be greater. If the person perceives the new role as offering very few privileges and more obligations (e.g. financial strain, loneliness), the relationship between ease of transition and quality of role enactment will decrease.

The contingency variable of role privilege perception varies from high to low. Low privilege perception is characterized by few perceived privileges and high by many perceived privileges. If role privilege perception is high, the relationship between the ease of transition and quality of role enactment increases. If role privilege perception is low, the relationship decreases and is curvilinear as it is most influential at low levels. This is as yet a tentative proposition and should be viewed as such. The fifth proposition then follows:

PROPOSITION 2.5: Role privilege perception influences the strength of the relationship between ease of transition and quality of role enactment (Proposition 2.3). Increases in role privilege perception strengthens the relationship and decreases in role privilege perception decreases the strength.
Assertions about the Relationship of the General Propositions to Double-Tracking

In this section assertions will be made about the relationships of linkages between the five propositions in a more specific way. From the general propositions about quality of role enactment the specific propositions about the quality of role enactment of the double-tracking roles will be deduced.

As was mentioned, double-tracking has been associated with an increase of stress in women's lives. This increase would appear to indicate that women are experiencing difficulty in the enactment of multiple roles and are not being adequately trained for these new social roles (Rose, 1952). It would seem possible that the propositions concerning the enactment of one role could be relevant in studying the enactment of the double-tracking roles. The following propositions will be studied in an effort to begin to understand some of the factors that may be related to the quality of role enactment of women in the multiple roles of wife, mother, and career person.

As was discussed in the previous section, the quality of role enactment influences the amount of stress experienced in a role. If
this is true for one role, it would seem plausible to suggest that it would also be true for the enactment of multiple roles. If a person has a high amount of quality in the wife, mother, and career role, the amount of stress she experiences should be decreased. The first proposition of this section then follows:

PROPOSITION 2.1: The quality of role enactment of the double-tracking roles influences the amount of stress women experience and this is a negative relationship.

\[
\text{QUALITY OF ROLE ENACTMENT OF DOUBLE-TRACKING ROLES} \quad (-) \quad \text{STRESS EXPERIENCED IN DOUBLE-TRACKING ROLES}
\]

The second proposition concerns the ease of transition into the double-tracking roles. As previously stated, the quality of role enactment is influenced by the transition into roles. If a woman finds the shift to the role of wife easy, and to the role of mother easy, and finally to the role of career person easy, it may be suggested that the quality of role enactment would be exceptional and create very little stress. If on the other hand a woman finds it difficult to shift to one or all of the roles, she may experience a great deal of stress. The second proposition follows:

PROPOSITION 2.2: The ease of transition into the double-tracking roles influences the quality of enactment of the roles and this is a positive, curvilinear relationship.
Role clarity influences the ability to adjust to transitions from one role to another (Cottrell, 1942). If clarity is important for an easy transition into a new role, it is possible that it is also an important factor in the transition to the multiple role of double-tracking. High clarity influences the ease of transition into the mother role. Therefore, if a woman has a clear and realistic perception of the behaviors required of the wife role, the transition to this role will be easier. If the same woman is also shifting into an employee role, it is important to have clear perceptions of this role and the interaction between the roles. The same high clarity is necessary for an easy transition as the mother role is added to the previous roles. The clearer and more realistic the perceptions of the interaction between the roles, the easier will be the transitions. The third proposition follows:

PROPOSITION 2.3: The amount of role clarity for the double-tracking roles influences the ease of making transitions into multiple roles. This is a positive, curvilinear relationship.
Likewise, the amount of anticipatory socialization influences the role clarity. Rose (1952) suggested that women need to have adequate and relevant training to develop clear and realistic perceptions about their future roles. As more women select double-tracking, it would appear to be important that these women have the opportunity for training for the particular multiple roles. Examples of training opportunities may be first, second, or third hand experiences. The woman may have first hand experiences by working at a part-time job, caring for someone’s house, or living in an apartment with several other people and sharing responsibilities. Second hand training experiences might include spending time with a family in which the woman has chosen a double-tracking option. Third hand training experiences might include reading about working women, listening to discussions about families, or watching media presentations about working women. The greater the opportunity for such anticipatory socialization experiences, the greater the amount of role clarity. The fourth proposition is found on page 27.

The final variable, role privilege perception, influences the ease of transition and quality of role enactment for the double-tracking roles. If a woman perceives the new roles as offering many privileges (e.g. financial independence, social status) the relationship between ease of transition and quality of role enactment will strengthen. If, however, the woman views the double-tracking roles as offering few privileges, the strength of the relationship will decrease. The fifth proposition can be found on page 27.
PROPOSITION 2.4: The amount of anticipatory socialization for the double-tracking roles influences the role clarity of the multiple roles. This is a positive, curvilinear relationship.

PROPOSITION 2.5: Role privilege perception of double-tracking influences the strength of the relationship between ease of transition into these roles and the quality of enactment (Proposition 2.3). Increases in role privilege perception of double-tracking strengthens the relationship and decreases in role privilege perception decreases the relationship.
Statement of Hypothesis

The quality of role enactment can be viewed as a predictor of stress in women's attempts to double-track. If the quality is exceptional, the stress should be minimal. One factor that influences the quality of the enactment is the ease of transition. If a woman finds it easy to move into the roles of wife, mother, and career person, she should be more able to effectively perform in the roles. The ease of the transition into the roles and the enactment is further enhanced if she perceives the roles as offering her more privileges than obligations. Added to this enactment is the clarity of role expectations. A woman who has clear and accurate ideas of what it will be like to participate in the various roles is better prepared to move into the roles and consequently finds the transition easy and simple. If her ideas are inaccurate and unrealistic, she will experience difficulty in shifting to the roles. The clarity of the expectations is influenced by the anticipatory socialization she has experienced. A woman that has had the opportunity to view others performing the behaviors and has even had the opportunity to rehearse them herself will have a clearer idea of how to adequately and effectively enact the future roles.

The scope of this study did not permit a test of the theory pertaining to role privilege perceptions and the ease of role transitions. They will be viewed as predictors of quality of role enactment. The propositions were therefore divided into two categories, testable and non-testable.
Non-testable

1. The quality of role enactment of double-tracking negatively influences the amount of stress women experience.

2. The ease of transition in the roles positively influences the quality of role enactment of the double-tracking roles.

3. The amount of role clarity for the double-tracking roles influences the ease of making transitions into the multiple roles.

4. The role privilege perception influences the relationship between ease of transition and quality of role enactment of the double-tracking roles.

Testable

5. The amount of anticipatory socialization positively influences role clarity.

As previously discussed, the amount of anticipatory socialization can be described by both the opportunity for socialization experiences and by the type of experience. For this reason, the three types of socialization—first, second, and third hand—were used in the final test of the influence on role clarity. Because Holt (1977) stated that most learning takes place when the experience is closely related to a child's reality, first hand anticipatory socialization was predicted to most influence role clarity and was selected as the hypothesis. Other studies (Kammeyer, 1966; Etaugh, 1974) indicated that second and third hand experiences may be influential and were therefore selected as alternative hypotheses. It may also be possible that all or none of the types of anticipatory
socialization influence role clarity and were also suggested as alternatives. The final statement of hypothesis and alternatives is as follows:

Hypothesis: First hand anticipatory socialization positively influences role clarity.

Alternative hypotheses:
1. Second hand anticipatory socialization positively influences role clarity.
2. Third hand anticipatory socialization positively influences role clarity.
3. All three types of anticipatory socialization positively influences role clarity.
4. None of the types of anticipatory socialization positively influences role clarity.
Chapter III

METHODS AND PROCEDURES

Description of the Subjects

The population from which data were obtained for this study were female undergraduate students enrolled at South Dakota State University in 1979. So as to closely approximate the sample chosen by Arnold Rose in his original study published in 1952, the subjects were selected from students in sociology or child development and family relations courses. A total of 364 students participated in the study. The age of the subjects ranged from 17 years to 37 years with a mean age of 19.2 years. Although the class in college ranged from freshman to senior, the majority of the subjects were freshmen or sophomores. Their majors ranged from very deviant for females (e.g. agricultural science, chemical research, pre-veterinarian science) to very, very traditional (e.g. nursing, home economics). However, the mean of the deviancy was 5.3 (1 = very deviant; 7 = very, very traditional) indicating a trend toward majors in traditionally female fields. A mean of 1.3 (1 = no, 2 = yes) suggested that less than 50 percent of the subjects were currently working. They were providing 39.18 percent of their total present living expenses (tuition and fees included) through working, savings, or scholarship funds. Scores relating to future plans indicated that the subjects had plans to complete their bachelor's degree, expected to be working full-time or part-time six months after graduation,
and planned to work even if it was not financially necessary. In addition to the definite plans for a career, the subjects also had definite plans to marry and have at least two children before they were 32 years old (mean = 31.5). They were planning to spend an average of 46.72 hours a week in household tasks and child care and were planning to take major responsibility for all tasks except repairs and yardwork. A statistical description of the subjects is found on Tables 1 and 2. The subjects were primarily single with the percentage of those that were married, divorced or remarried too small to be of significance.

The subjects had spent the majority of their lives in rural areas indicated by a mean of 2.3 (0 = farm, 7 = suburb of a large city). The mean size of their family of origin was 6.3 people. The majority of their parents remained married up through the time the subjects graduated from high school. Over 95 percent of the subjects expected to marry and planned to have an average of 2.8 children. A total of 89 percent (n = 320) were planning to be married, have children, and a career.

Instrumentation and Data Collection

The instrument used for this study was a 108 item questionnaire developed to elicit information similar to the information reported by Rose (1952). As the questionnaire was part of a larger research project, only 68 of the items were used for the present study. The questionnaires were completed during a regular class
<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age</td>
<td>19.2</td>
<td>1.92</td>
<td>17 - 37 years</td>
</tr>
<tr>
<td>2. Class in College</td>
<td>1.7</td>
<td>0.89</td>
<td>1 = freshman; 4 = senior</td>
</tr>
<tr>
<td>3. College Major</td>
<td>5.3</td>
<td>1.43</td>
<td>1 = very deviant,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7 = very, very traditional</td>
</tr>
<tr>
<td>4. Currently employed</td>
<td>1.3</td>
<td>0.47</td>
<td>1 = no, 2 = yes</td>
</tr>
<tr>
<td>5. Percentage of Present Living Expenses</td>
<td>39.2</td>
<td>33.33</td>
<td>0 = no expenses, 100 = all expenses</td>
</tr>
<tr>
<td>6. Marital Status</td>
<td>1.1</td>
<td>0.32</td>
<td>1 = single, 5 = married</td>
</tr>
<tr>
<td>7. Size of Hometown</td>
<td>2.3</td>
<td>2.45</td>
<td>0 = farm, 7 = suburb of large city</td>
</tr>
<tr>
<td>8. Size of Family of Origin</td>
<td>6.3</td>
<td>2.10</td>
<td>3 - 16 people</td>
</tr>
<tr>
<td>9. Parent's Marital Status</td>
<td>1.3</td>
<td>0.87</td>
<td>1 = married, 2 = separated,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 = divorced, 4 = one or both deceased</td>
</tr>
<tr>
<td>10. Highest Degree Planning to Obtain</td>
<td>1.5</td>
<td>1.24</td>
<td>1 = BA/BS, 5 = Ph.D. or Ed.D.</td>
</tr>
<tr>
<td>11. Plans for Six Months After Graduation</td>
<td>1.6</td>
<td>1.38</td>
<td>1 = Full-time Job, 4 = Graduate School plus Working</td>
</tr>
<tr>
<td>12. Work if Not Financially Necessary</td>
<td>1.8</td>
<td>0.36</td>
<td>1 = no, 2 = yes</td>
</tr>
<tr>
<td>13. Plans to Marry</td>
<td>2.8</td>
<td>0.35</td>
<td>1 = no, 2 - not sure, 3 = yes</td>
</tr>
<tr>
<td>14. Number of Children Planning to Have</td>
<td>2.8</td>
<td>1.03</td>
<td>0 = no children, 5 = 5 or more</td>
</tr>
<tr>
<td>15. Age Would Like to Be When Last Child is Born</td>
<td>31.5</td>
<td>4.86</td>
<td>21 - 42 years</td>
</tr>
</tbody>
</table>
### TABLE 2
SUMMARY TABLE OF MEANS AND STANDARD DEVIATIONS OF PERSON RESPONSIBLE FOR INDIVIDUAL HOUSEHOLD TASKS

<table>
<thead>
<tr>
<th>Household Task</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Budgeting</td>
<td>2.09</td>
<td>0.51</td>
<td>1 – 3</td>
</tr>
<tr>
<td>2. Child Care</td>
<td>1.62</td>
<td>0.65</td>
<td>1 – 7</td>
</tr>
<tr>
<td>3. Laundry and Care of Clothing</td>
<td>1.13</td>
<td>0.56</td>
<td>1 – 7</td>
</tr>
<tr>
<td>4. Marketing</td>
<td>1.32</td>
<td>0.49</td>
<td>1 – 3</td>
</tr>
<tr>
<td>5. Food Preparation</td>
<td>1.23</td>
<td>0.53</td>
<td>1 – 7</td>
</tr>
<tr>
<td>6. Dishwashing</td>
<td>1.58</td>
<td>0.67</td>
<td>1 – 7</td>
</tr>
<tr>
<td>7. Light Housekeeping</td>
<td>1.45</td>
<td>0.61</td>
<td>1 – 7</td>
</tr>
<tr>
<td>8. Heavy Housekeeping</td>
<td>1.56</td>
<td>0.83</td>
<td>1 – 7</td>
</tr>
<tr>
<td>9. Household Repairs and Yardwork</td>
<td>2.68</td>
<td>0.56</td>
<td>1 – 7</td>
</tr>
</tbody>
</table>

1 = mainly self, 2 = equal, 3 = mainly spouse, 7 = paid other.
period with the investigators in charge of administration. No attempt was made to contact students who were not in attendance. As this study focused on women's role expectations, only those questionnaires filled out by female students were used for this study.

The questionnaire was designed to elicit information related to three basic areas: background information, past and present experiences, and plans for the future. The questions were primarily multiple choice with only eleven items requiring written information. Examples of the information included on the questionnaire are:

1. Background information
   a. age
   b. class in college
   c. size of hometown
   d. parent's employment status
2. Past and present experiences
   a. part-time or full-time employment
   b. participation in household duties
   c. living arrangements
3. Future plans
   a. marital plans
   b. plans for children
   c. career plans
   d. highest degree planning to achieve.

A sample of the questionnaire is included in the Appendix.
Data Analysis

The Statistical Package for the Social Sciences (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975) was used in conjunction with the computer at South Dakota State University to obtain statistical analysis of the data.

Since a major interest for this study was those subjects who were planning a double-track option, the first step was to select out those respondents who indicated plans to marry, have children, and work more than ten hours per week outside of the home. Of the 364 respondents, 89 percent (n = 35) had positive answers to all three questions. This group then became the population for the remaining statistical analysis and shall be referred to as the subjects for the remainder of this study. A stepwise multiple regression analysis was then conducted on the role clarity variable (dependent) and nine anticipatory socialization variables (independent).

Description of Variables

The dependent variable (role clarity) and the three categories of anticipatory socialization are described in the following sections.

Role clarity. Time usage was used to compute a composite score for the dependent variable of role clarity. The study entitled Time Use: A Measure of Household Production of Family Goods and Services (Walker and Woods, 1976) was used to first determine the average time working women actually spend in household tasks. This
The study was chosen because it listed not only the total hours per week spent in household tasks, but also categorized the hours spent by working women and the individual hours for each task. The household duties included budgeting, child care, laundry and care of clothing, marketing, food preparation, dishwashing, light housekeeping, and household repairs (yardwork). The average hours per week spent in completing these tasks are listed in Table 3.

The second measure of time usage was the number of hours per week that was realistically spent in community service. Based on the information on Campbell and Converse's (1972) studies of leisure time, three hours per week was chosen to represent the average hours in community service.

The individual subject's hours per week they expected to spend in household tasks was subtracted from Walker and Wood's (1976) averages and expected hours per week reported by the subjects in community service was subtracted from the value of three (3). An absolute value was computed to indicate the differences for each of the ten categories (nine household tasks and community service). This did not indicate whether the expectations were high or low, but simply the amount of differences between the values.

When the ten items had been computed as to deviation from the normative values, each item was divided into three categories to indicate high, medium or low role clarity. Those subjects who were in the third of the group with scores closest to the actual average hours per week were given a high role clarity designation as their
<table>
<thead>
<tr>
<th>Household Tasks</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Budgeting</td>
<td>1.4</td>
</tr>
<tr>
<td>2. Child Care</td>
<td>7.0</td>
</tr>
<tr>
<td>3. Laundry and Clothing</td>
<td>6.3</td>
</tr>
<tr>
<td>4. Marketing</td>
<td>4.9</td>
</tr>
<tr>
<td>5. Food Preparation</td>
<td>7.0</td>
</tr>
<tr>
<td>6. Dishwashing</td>
<td>4.2</td>
</tr>
<tr>
<td>7. Light Housekeeping</td>
<td>6.3</td>
</tr>
<tr>
<td>8. Heavy Housekeeping</td>
<td>1.4</td>
</tr>
<tr>
<td>9. Repairs (Yardwork)</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39.2</strong></td>
</tr>
</tbody>
</table>

deviation from the actual hours was the smallest amount. One-third of the group was given medium role clarity designation as they had moderate amounts of deviation. The final group was given a low role clarity designation as their deviation was the greatest from the actual number of hours per week. The high, medium, and low role clarity designations were assigned numerical values for computation purposes with high = 3, medium = 2 and low = 1. The values for each of the nine items was averaged to find the mean for the individual items and also the mean for the role clarity of the total items.

To determine which, if any, of the types of anticipatory socialization influenced role clarity, the items relating to anticipatory socialization were divided into the three categories described in the previous chapter—first, second, and third hand. Each of the three categories contained three items for a total of nine anticipatory socialization variables.

First hand. First hand anticipatory socialization included those experiences in which the subjects had actually participated. The experiences selected related to tasks required by double-trackers. The following variables were listed as first hand anticipatory socialization:

1. Household tasks in which the subject had participated (e.g. dishwashing, child care, food preparation).

2. Living arrangements since high school (e.g. alone in an apartment, in a single room in a dorm, with several members of the same sex).
3. Part-time or full-time work experience (past or present).

**Second hand.** The three second hand anticipatory socialization variables were those situations in which the subjects had had the opportunity to view situations similar to those in which they would eventually be participating. Two of the variables were selected based on Etaugh's (1975) study of significant predictors of attitudes toward women. Mother's employment and size of hometown influenced college student's attitudes toward women. If these variable influenced attitudes, it was possible that the same biographical variables might also influence the clarity with which students viewed women's roles. The third variable of place in the family was selected based on Kammeryer's (1966) study of birth order and the feminine sex role. If birth order influenced the development of orientation to the feminine role, might it also influence the development of clarity about the role. The three variables for second hand anticipatory socialization were:

1. Mother's employment.
2. Size of hometown.
3. Place in the family (birth order).

**Third hand.** The third hand variables were those items that indicated the amount of attention the subjects had given to issues concerning women and their own future participation in this role. As no precedent could be found for the influence of these variables, their selection was based on the premise that attention to a subject
increases information. The first variable selected was the amount of time the subjects had thought about the future. A seven point scale was used in which a value of one (1) indicated the subject had spent a "lot of time" thinking about their future and a value of seven (7) indicated "very little" time spent thinking about their future.

The second variable was also a seven point scale of liberal versus conservative attitudes towards current issues concerning women. A value of one (1) indicated a very liberal attitude about the issues with a seven (7) indicating very conservative attitudes about the issues. It was reasoned that a more liberal attitude was an indication of a greater attention and exposure to those issues that would concern the subjects in their future roles.

The last variable selected was the deviancy of the occupation for which they were planning. A value of one (1) indicated the subject was planning to be in an occupation that was very deviant for females and a value of seven indicated plans to be in a very, very traditional occupation for females. Plans for a very deviant occupation could indicate a broader exposure to possible job opportunities. It would seem possible to assume that the subjects planning to pursue a very deviant career would have spent a greater amount of time deciding about her future rather than simply following the traditional paths. The three variables for third hand anticipatory socialization were:

1. Time spent thinking about the future.
2. Liberal versus conservative attitudes about women's issues.

3. Deviancy of occupation.

In summary, the nine anticipatory socialization variables selected were as follows:

1. First hand
   a. Participation in household tasks
   b. Living arrangements
   c. Part-time or full-time work experiences

2. Second hand
   a. Mother's employment
   b. Size of hometown
   c. Place in family

3. Third hand
   a. Time spent thinking about the future
   b. Liberal versus conservative attitudes about women's issues
   c. Deviancy of occupation.

When the role clarity score had been computed and the nine anticipatory socialization variables determined, a stepwise forward regression analysis (Nie, et al., 1975) was performed to determine the independent strength of each anticipatory socialization variable. The stepwise regression process is a descriptive multiple linear regression technique which begins with $k$ ($n = 1$ maximum) predictor variables and the one criterion variable (in this case role clarity).
The one predictor variable that contributes most to the prediction of the criterion variable is identified first and each succeeding step adds the next best predictor from the remaining independent variables. The variable to be added at each step is chosen on the basis of providing the largest gain in the multiple correlation coefficient \( r \). The regression coefficient, standard deviation, significance level of the coefficients, multiple \( r \), \( r^2 \), and the significance of the regression equation are computed at each step (Nie, et al., 1975).
Chapter IV

RESULTS

The results chapter contains three sections. The first section will be a report of the means, standard deviations, and frequencies of the dependent variable—role clarity. The second section will be a report of the means and standard deviations for each of the nine anticipatory socialization variables. The last section will be a report of the stepwise multiple regression findings indicating which, if any, of the anticipatory socialization variables influence role clarity.

Role Clarity

The first analysis was completed for the dependent variable of role clarity. Means and standard deviations were computed for the individual household tasks and community service items. Of the ten items, heavy housekeeping (waxing floors, washing windows) had the highest mean (2.66) indicating the subjects had the clearest and most realistic expectations of the time required to complete this task (3 = high role clarity). The other items were as follows: marketing (2.53), budgeting (2.29), dishwashing (2.25), repairs and yardwork (2.22), laundry and care of clothing (2.19), light housekeeping (2.07), child care (1.95), food preparation (1.88), and community service (1.64). The results indicate that the subjects had higher role clarity for the special tasks of housekeeping, with only moderate role clarity for the more routine tasks of housekeeping,
child care and community service activities. When the ten items were added together, the mean of the total of the role clarity items was 2.15 with a standard deviation of 0.44 (Table 4). This indicated that only twenty-one percent of the subjects had clear and realistic expectations of the time required to complete the household tasks, contribute to community service, and care for their children. Seventy-one percent had moderately clear expectations and eight percent had vague and unrealistic expectations of their future roles. The frequencies of high, medium, and low role clarity are summarized in Table 5.

Anticipatory Socialization

This section is a report of the means and standard deviations for each of the nine anticipatory socialization variables.

Participation in household tasks. The subjects were asked to indicate the household items in which they had participated. The items were budgeting, child care, marketing, laundry and clothing care, food preparation, dishwashing, light housecleaning, heavy housecleaning, and repairs and yardwork. The means of the items indicated that the subjects had had experience with a wide range of household tasks (Table 6). Dishwashing and laundry had the highest means of 0.98 (0 = no experience, 1 = experience) and budgeting the lowest of 0.79. The combined mean of 8.24 (0 = no items, 9 = all items) further supported the finding that the subjects had participated in many household tasks.
TABLE 4
SUMMARY TABLE OF MEANS AND STANDARD DEVIATIONS OF ROLE CLARITY ITEMS

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Heavy Housekeeping</td>
<td>2.66</td>
<td>1.40</td>
</tr>
<tr>
<td>2. Marketing</td>
<td>2.53</td>
<td>1.43</td>
</tr>
<tr>
<td>3. Budgeting</td>
<td>2.29</td>
<td>0.96</td>
</tr>
<tr>
<td>4. Dishwashing</td>
<td>2.25</td>
<td>1.35</td>
</tr>
<tr>
<td>5. Repairs (yardwork)</td>
<td>2.22</td>
<td>1.25</td>
</tr>
<tr>
<td>6. Laundry and Care of Clothing</td>
<td>2.19</td>
<td>1.00</td>
</tr>
<tr>
<td>7. Light Housekeeping</td>
<td>2.07</td>
<td>1.05</td>
</tr>
<tr>
<td>8. Child Care</td>
<td>1.95</td>
<td>0.83</td>
</tr>
<tr>
<td>9. Food Preparation</td>
<td>1.88</td>
<td>0.86</td>
</tr>
<tr>
<td>10. Community Service</td>
<td>1.64</td>
<td>0.74</td>
</tr>
</tbody>
</table>

TABLE 5
SUMMARY TABLE OF FREQUENCIES OF ROLE CLARITY

<table>
<thead>
<tr>
<th>Role Clarity</th>
<th>Percent</th>
<th>Number of Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>21.2</td>
<td>69</td>
</tr>
<tr>
<td>Medium</td>
<td>70.5</td>
<td>229</td>
</tr>
<tr>
<td>Low</td>
<td>8.3</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>100.0</td>
<td>325</td>
</tr>
</tbody>
</table>
TABLE 6

SUMMARY TABLE OF MEANS AND STANDARD DEVIATIONS OF SUBJECT'S PARTICIPATION IN HOUSEHOLD TASKS

<table>
<thead>
<tr>
<th>Household Task</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dishwashing</td>
<td>0.98</td>
<td>0.14</td>
</tr>
<tr>
<td>2. Laundry and Clothing Care</td>
<td>0.98</td>
<td>0.14</td>
</tr>
<tr>
<td>3. Light Housecleaning</td>
<td>0.97</td>
<td>0.14</td>
</tr>
<tr>
<td>4. Food Preparation</td>
<td>0.96</td>
<td>0.19</td>
</tr>
<tr>
<td>5. Marketing</td>
<td>0.91</td>
<td>0.29</td>
</tr>
<tr>
<td>6. Heavy Housecleaning</td>
<td>0.91</td>
<td>0.30</td>
</tr>
<tr>
<td>7. Household Repairs and Yardwork</td>
<td>0.88</td>
<td>0.32</td>
</tr>
<tr>
<td>8. Child Care</td>
<td>0.85</td>
<td>0.36</td>
</tr>
<tr>
<td>9. Budgeting</td>
<td>0.79</td>
<td>0.41</td>
</tr>
</tbody>
</table>

*0 = no experience, 1 = experience
**Living arrangement.** The subjects were asked to estimate the number of months they had lived in various arrangements since high school. The items listed included the following arrangements:

1. With parents or adult relatives
2. Alone in a single dorm, fraternity, sorority, or rooming house room
3. Sharing such accommodations (i.e., a double or more-person room)
4. Alone in an apartment or house
5. Sharing an apartment or house with (a) person(s) of the same sex
6. Sharing an apartment or house with a mixed-sex group of people
7. Sharing an apartment or house with one member of the opposite sex.

The subjects had spent the most amount of time living in a dormitory with one or more persons (7.9 months). They had spent the least amount of time sharing an apartment or house with a mixed-sex group of people (0.44 months). The average number of months and standard deviations are listed in Table 7.

**Part-time or full-time work experience.** To determine work experience, the subjects were asked if they were currently employed or had in the past been employed for more than twenty hours per week. The mean of work experience was 1.82 (0 = no, 1 = yes) indicating
**TABLE 7**

**SUMMARY TABLE OF MEANS AND STANDARD DEVIATIONS OF NUMBER OF MONTHS SPENT IN LIVING ARRANGEMENTS SINCE HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Living Arrangement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. With Parents or Adult Relative</td>
<td>4.19</td>
<td>4.18</td>
</tr>
<tr>
<td>2. Alone in a single dorm, fraternity, sorority or rooming house</td>
<td>2.20</td>
<td>5.63</td>
</tr>
<tr>
<td>3. Sharing such accommodations</td>
<td>7.84</td>
<td>8.99</td>
</tr>
<tr>
<td>4. Alone in an apartment or house</td>
<td>0.70</td>
<td>3.94</td>
</tr>
<tr>
<td>5. Sharing an apartment or house with (a) person(s) of the same sex</td>
<td>2.97</td>
<td>7.44</td>
</tr>
<tr>
<td>6. Sharing an apartment or house with a mixed-sex group of people</td>
<td>0.44</td>
<td>4.28</td>
</tr>
<tr>
<td>7. Sharing an apartment or house with one member of the opposite sex</td>
<td>1.93</td>
<td>10.89</td>
</tr>
</tbody>
</table>
that the majority of the subjects had part-time or full-time work experience.

**Mother's employment.** The subjects were to indicate if their mother had been employed outside of the home while they were attending high school. The mean for mother's employment was 0.46 (0 = no, 1 = yes) indicating that slightly less than half of the subjects had mothers who were working outside of the home.

**Size of hometown.** When given a list of categories of hometown size by population, the subjects were asked to select the category that most closely described the place they lived while in grade school and high school. The categories are as follows:

0. On a farm
1. In a house in the country
2. In a small town or village (under 5,000)
3. In a medium-sized town (5,000 - 20,000)
4. In a large town (20,000 - 50,000)
5. In a small independent city (50,000 - 200,000)
6. In a large city (over 200,000)
7. In a suburb of a large city
8. In several of the above during that period of my life.

The mean was computed to be 2.33 suggesting that the majority of the subjects had spent most of their lives in rural environments with a population of approximately 5,000 people.
Place in the family. To determine birth order, the subjects were asked to list the number of brothers or sisters who were older than themselves. The mean of the place in the family was 1.70 with a standard deviation of 1.59 (0 = 0, 8 = 8 or more). As the mean for the total number of people in the family was 6.3 (range of 3 to 16), the subjects tended to be the middle or younger children in the family.

Time spent thinking about the future. The subjects were given a seven point scale on which they were to estimate the amount of time they had spent thinking about the future. It was further explained that of particular interest were their expectations in regard to work and family. A one (1) on the scale indicated having spent a lot of time thinking about the future with a seven indicating that the subject had not thought about their future very much. A mean score of 2.20 with a standard deviation of 1.3 suggested that the subjects had spent a moderate amount of time planning for the future.

Liberal versus conservative. The liberal versus conservative scale was comprised of fifteen statements relating to current issues concerning women. The subjects were asked to indicate if they agreed or disagreed with the statement. To complete the section, they were given a choice of seven items to indicate their agreement or disagreement. The choices included 1 = strongly disagree, 2 =
moderately disagree, 3 = mildly disagree, 4 = neutral, 5 = mildly agree, 6 = moderately agree, and 7 = strongly agree.

Seven of the items were stated so that agreement indicated a liberal orientation and eight of the items were stated so that agreement indicated a conservative orientation to women's issues. A mean of 2.3 for the combined items suggested that the subjects had a slightly liberal orientation to women's issues. This would indicate they had a moderate amount of exposure to information concerning the current issues for women. The means and standard deviations for the individual questions are listed in Table 8.

Deviation of occupation. The same seven point scale that was used for deviancy of college major was used for indicating the deviancy of the occupation for which the subjects were planning. The mean for the deviancy of occupation was 4.89 suggesting that the subjects were planning to have careers in fields that were traditionally viewed as female occupations. Although still traditional, the mean varied slightly from the major in college mean of 5.3 indicating that the occupation within the field the subjects had chosen was slightly more deviant.

Stepwise forward regression. The regression analysis revealed that three of the anticipatory socialization variables had F Values (F = 2.59) that were significant at the .01 level. As shown by Table 9, mother's employment (F = 3.68) was identified as the best predictor of high role clarity. The other two were
<table>
<thead>
<tr>
<th>Item</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Women live under unfair restrictions that ought to be done away with.</td>
<td>3.95</td>
<td>1.76</td>
</tr>
<tr>
<td>2. Women should take an active interest in political and community problems as well as in their families.</td>
<td>2.43</td>
<td>1.46</td>
</tr>
<tr>
<td>3. Almost any woman is better off in the home than in a job or profession.</td>
<td>1.86</td>
<td>1.30</td>
</tr>
<tr>
<td>4. Women can be too bright for their own good.</td>
<td>2.19</td>
<td>1.82</td>
</tr>
<tr>
<td>5. It goes against nature to place women in positions of authority over men.</td>
<td>2.16</td>
<td>1.67</td>
</tr>
<tr>
<td>6. The word &quot;obey&quot; should be removed from the marriage service.</td>
<td>3.87</td>
<td>2.16</td>
</tr>
<tr>
<td>7. Girls should be trained to be homemakers and boys for an occupation suited to their talents.</td>
<td>2.03</td>
<td>1.50</td>
</tr>
<tr>
<td>8. The initiative in courtship should come from men.</td>
<td>4.14</td>
<td>2.00</td>
</tr>
<tr>
<td>9. A woman should expect just as much freedom of action as a man.</td>
<td>2.16</td>
<td>1.59</td>
</tr>
<tr>
<td>10. Women should subordinate their career to home duties to a greater extent than men.</td>
<td>4.12</td>
<td>1.85</td>
</tr>
<tr>
<td>11. Motherhood is the ideal &quot;career&quot; for most women.</td>
<td>2.86</td>
<td>1.76</td>
</tr>
<tr>
<td>12. Within their marriage, women should be free to withhold or initiate sex intimacy as they choose.</td>
<td>2.59</td>
<td>1.71</td>
</tr>
<tr>
<td>13. The husband should be regarded as the legal representative of the family group in matters of law.</td>
<td>3.96</td>
<td>1.92</td>
</tr>
<tr>
<td>14. The decision whether to seek an abortion should rest with the wife.</td>
<td>2.22</td>
<td>1.71</td>
</tr>
<tr>
<td>15. Her sex should not disqualify a woman from any occupation.</td>
<td>1.68</td>
<td>1.39</td>
</tr>
</tbody>
</table>

*1 = very liberal, 7 = very conservative.
household experiences (F = 3.20) and the amount of time spent thinking about the future (F = 2.65). As mother's employment was second hand anticipatory socialization, household experiences first hand, and time spent thinking about the future third hand, it would appear that Hypothesis 4 most closely describes the results. Hypothesis 4 stated that "All three types of anticipatory socialization influence role clarity."

Further examination of Table 9 revealed that the three significant variables accounted for a total of 4 percent ($R^2 = .044$) of the variance in role clarity. Mother's employment accounted for 1.9 percent ($R^2 = .019$) household experience for 1.6 percent ($R^2 = .016$), and thinking about the future accounted for 0.9 percent ($R^2 = .009$).

The direction of the relationship for mother's employment ($r = .138$) and household experience ($r = .131$) (as reflected in the individual simple correlation coefficients) was positive. This indicated that higher role clarity was related to higher scores for both variables. A high score for mother's employment indicated a working mother and a high score for household experiences indicated greater number of experiences. A negative direction for the third variable ($r = -.135$) indicated higher role clarity was related to lower scores for time spent thinking about the future (1 = "lots of time," 7 = "little time"). Further statistical data for all variables are summarized in Table 9.
<table>
<thead>
<tr>
<th>Variable Added</th>
<th>R</th>
<th>$R^2$</th>
<th>Change</th>
<th>r</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mother's Employment</td>
<td>.139</td>
<td>.019</td>
<td>.019</td>
<td>.138</td>
<td>3.68*</td>
</tr>
<tr>
<td>2. Household experience</td>
<td>.186</td>
<td>.035</td>
<td>.015</td>
<td>.131</td>
<td>3.20*</td>
</tr>
<tr>
<td>3. Time Spent Thinking About the Future</td>
<td>.211</td>
<td>.044</td>
<td>.010</td>
<td>-.135</td>
<td>2.65*</td>
</tr>
<tr>
<td>4. Place in the Family</td>
<td>.226</td>
<td>.051</td>
<td>.006</td>
<td>.077</td>
<td>1.66</td>
</tr>
<tr>
<td>5. Full or Part-time Work Experience</td>
<td>.229</td>
<td>.052</td>
<td>.001</td>
<td>.070</td>
<td>0.39</td>
</tr>
<tr>
<td>6. Size of Hometown</td>
<td>.230</td>
<td>.053</td>
<td>.001</td>
<td>-.024</td>
<td>0.19</td>
</tr>
<tr>
<td>7. Liberal versus Conservative</td>
<td>.230</td>
<td>.053</td>
<td>.000</td>
<td>-.042</td>
<td>0.19</td>
</tr>
<tr>
<td>8. Living Arrangements</td>
<td>.231</td>
<td>.053</td>
<td>.000</td>
<td>.053</td>
<td>0.01</td>
</tr>
<tr>
<td>9. Deviancy of Occupation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at the .01 level.
DISCUSSION, LIMITATIONS, AND FURTHER RESEARCH

Discussion of Results

Earlier studies (Cottrell, 1942; Rose, 1952; Burr, 1979) have suggested that role clarity is influenced by anticipatory socialization. Cottrell (1942) categorized socialization into three types. The present study chose to term these first hand, second hand, and third hand. Holt (1977:3) stated "the greatest sources of early learning experiences are those closest to the child, of the child's own making, and directly related to her or his own self." Rose (1952) suggested that college females' experiences were not relevant for training them for future roles. The present study first attempted to find if this was still true for college females who, in 1979, are facing an increase in double-tracking options. It also attempted to discover which, if any, of the experiences were preparing females for future roles and to suggest methods of intervening in the socialization process so as to increase role clarity. If role clarity can be increased, it would seem plausible to suggest that the stress which women experience in double-tracking roles could be decreased.

The results of the study indicate that only 21 percent of the female undergraduate students at South Dakota State University had clear and realistic expectations of the time required for completing the tasks of double-tracking. This means that 70.5 percent have
only moderate expectations and 8.3 percent had vague and unrealistic expectations of the time required for their future role participation.

In analyzing the anticipatory socialization, those subjects who had high role clarity had three common experiences. The three experiences represented three different types of socialization. It would appear that those subjects who had working mothers, had household experiences, and had spent a great deal of time thinking about their futures, had a clearer idea of what their future lives would be like.

It would appear that the opportunity to have contact with other women in life styles similar to those in which females will eventually participate influences the clarity of the future roles. Etaugh (1975) suggested that having a mother who was employed outside of the home influenced the attitude of college students. It would appear that it is also true for the development of the expectations about the double-tracking role. Females who have had the opportunity to see how other women enact the roles gain an understanding of the behaviors that will be expected of them in the future.

The opportunity to "rehearse" the roles also appears to have an influence. Those subjects who have had household experiences have a clearer idea of the time it takes to complete certain tasks. This supports the theory that participation in a role will assist in developing clear and realistic expectations of the future roles.

It is also important that females be given the opportunity to cognitively explore future roles. Planning and preparing for
future life styles assists them in understanding what it will be like to be double-trackers.

Although significant, the three variables, accounting for only a small percentage of variance in role clarity, could be explained by the fact that anticipatory socialization is an extremely complex process. It is difficult to separate the various aspects of culture, society, and environment that all play a part in the development of expectations about the future. The present study attempted to select only a small portion of the experiences that contribute to the socialization process.

Limitations of the Study

The major limitation of this study was that, as previously stated, the anticipatory socialization process is complex and multifaceted and only a few experiences can be studied at one time. This is limiting due to the fact that when variables are viewed individually, the inter-relationship between them may no longer be reliable.

The present study was also limited by the nature of the questionnaire. Using this type of data collection negated the possibility of the subjects clarifying or further explaining their plans. An interview situation may be more conducive to eliciting information regarding plans for the future.

Future Research

As this study concentrated on female undergraduates at South Dakota State University, there are a variety of areas that could be
further researched. Replicating the study with students at colleges and universities in other geographical areas may yield information that would further assist in determining factors relating to female role clarity. Researching the role clarity of females not enrolled in higher educational programs may also reveal useful data. Another suggested area for future research is to explore males and their role clarity for themselves and also how clearly they view the females roles.

The information collected by a longitudinal study of college females would also be of interest. Through a long-term study, information could be gathered to explore the total theory that anticipatory socialization, role clarity, role privilege perception, and ease of transition influence role enactment.

Another suggested area of research is exploring the individual aspects of role clarity and the socialization experience by which they are influenced. With the present emphasis on building family strengths, research on the clarity of role relationships would be beneficial. Studying the antecedents of role clarity for interrelationships such as in husband-wife, male-female, and mother-child would be useful in assisting those professionals concerned with family counseling, divorced persons, and child rearing.
Chapter VI

SUMMARY

As increasing numbers of women enter the labor force, it is becoming apparent women's views concerning their future life style are changing. The attempt to double-track (Parelius, 1974) is resulting in higher incidences of stress in women's lives (Harrison, 1964; Young and Willmott, 1973).

Arnold Rose (1952) conducted a study of college females at the University of Minnesota. He discovered that females did not have clear expectations of future roles. He suggested that they had not been afforded the opportunity for relevant and adequate training that would prepare them for these roles.

Several researchers have presented theories related to role enactment (e.g. Goode, 1960; Sarbin and Allen, 1968; Sieber, 1974; Burr, 1979). The consensus appears to be that the expectations of future roles influences the quality of role enactment. It would appear that a strong argument had been made linking the clarity of future role expectations with quality of role enactment. The present study attempted to construct a theory that could explain the relationship between several aspects of role clarity and the reduction of stress in women choosing to double-track. This study then presented a partial test of that theory.

The partial test was about the influence of anticipatory socialization on role clarity. Anticipatory socialization was first
divided into three categories following the guidelines developed by Cottrell (1942). The three types were labeled first hand, second hand, and third hand to determine which, if any, of the anticipatory socialization experiences influenced the development of high role clarity. In the final analysis, mother's employment (second hand), household experiences (first hand), and time spent thinking about the future (third hand) were related to role clarity. It would appear that all three types of anticipatory socialization influence the development of clear and realistic expectations of future roles. Assuring that college females are given the opportunity for varied experiences related to their future roles should therefore assist in reducing the amount of stress they will experience in enacting the double-tracking roles.
REFERENCES


Meier, H. C. Mother-centeredness and college youths' attitudes toward social equality for women: some empirical findings. *Journal of Marriage and the Family*, 1972, 34, 115-121.


The study you are being asked to participate in is being carried out by a graduate research methods class. We are using this means of data collection because we are testing out a set of findings obtained 25 years ago, using samples from sociology classes at Minnesota. We do hope you will give your serious attention to our questions and answer them with your true opinions. Your questionnaires are, of course, anonymous. We cannot explain more about the study at this time, but if we are able to complete our data analyses on schedule, we will provide your class with feedback concerning the average responses of your class and the others we are visiting.

Course in which you are filling out this questionnaire:

________________________  ____________________________
Department              Course No.

Age:________

Sex: Female 1 □; Male 2 □

Classification: Freshman 1 □; Sophomore 2 □; Junior 3 □; Senior 4 □; Graduate 5 □; Special 9 □

Credits carried this semester:_____

Cumulative Undergraduate Grade Point Average:_____

Based on ______ credits

What is your present or expected major? ____________________________
(Check here if not yet decided: □)

SECTION A

1. Our main interest in this study is in students' expectations about their future, particularly in regard to work and family life. Would you say that you have spent a lot of time thinking about this, or have you not thought about this very much? (Please place an X in a space on the line to express your feelings.)

Have spent a lot of time thinking about future life. [ ] [ ] [ ] [ ] [ ] [ ] [ ]

Have not thought about this very much
Please complete this page of the questionnaire before continuing to the other questions. We want your initial opinions on these issues as you have thought about them up to now.

2. The next question we would like you to answer is a very speculative one: What do you think your life will be like about five to ten years from now, in terms of your occupational involvement and family situation? Be as specific as you think is reasonable, and give only your one best guess or most probable expectation. I think I will be:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

3. During that period of your life, what kinds of spare-time activities do you expect to be participating in?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

4. Do you anticipate there will be any conflicts between the various facets of your life at that period? If so, what?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

5. Have you had any difficulty deciding what you want to do with your life?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

5a. What do you think it is generally expected, in our society, that most men and women will be doing at that period of their lives (about 5-10 years beyond your current age)?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

6. What occupation or profession are you currently training for or planning to train for?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

7. If you could begin your college education again, would you change any aspect of your choice of educational experience, occupation, or profession?  
   Yes [ ]  No [ ]
   
   If yes, what changes would you make? ____________________________

8. What is the highest degree you are currently planning to obtain?
   1 [ ] BA/BS      4 [ ] Law Degree
   2 [ ] MA/MS/MSSH 5 [ ] Ph.D. or Ed.D.
   3 [ ] MD/DDS     6 [ ] Other, Please specify ____________________

9. Which of the following do you think you would like to do within six months after finishing work on your current degree? (Please check only one.)
   1 [ ] Get a full-time paid job in your field (35 or more hours per week)
   2 [ ] Get a part-time paid job in your field (20 or less hours per week)
   3 [ ] Go to graduate school or other further study
   4 [ ] Go to graduate school plus full or part time work
   5 [ ] Other. What? ________________________________________
   6 [ ] Don't know at the present time

10. Which of the following do you realistically expect to be doing six months after finishing work on your current degree? (Please check only one.)
   1 [ ] Working at a full-time paid job in your field (35 or more hrs/wk)
   2 [ ] Working at a part-time paid job in your field (20 or less hrs/wk)
   3 [ ] Going to graduate school or further study
   4 [ ] Going to graduate school plus full or part time work
   5 [ ] Other. What? ________________________________________
   6 [ ] Don't know at the present time

11. If there were no job openings in the occupation or profession for which you have trained, would you take a job in an unrelated field?
11. 1 [ ] Yes, because ____________________________________________________________

2 [ ] No, because _____________________________________________________________

0 [ ] Don't know

12. What do you expect most of your close friends to be doing six months after finishing college? (Check one answer in each column.)

28 Women

friends

29 Men

friends

28-29

1 [ ] 28 [ ] Working at a full-time paid job

2 [ ] 29 [ ] Working at a part-time paid job

3 [ ] 30 [ ] Going to graduate school or other advanced study

4 [ ] 40 [ ] Other. What? ______________________________________________________

0 [ ] 0 [ ] Don't know

13. When and if you are married, how many hours per week would you __________ like you and your spouse to be working for pay?

30-31

30 Self

0 ______ 0 ______ Not working at all for pay

1 ______ 1 ______ Less than 10 hours/week

2 ______ 2 ______ 11-20 hours/week

3 ______ 3 ______ 21-34 hours/week

4 ______ 4 ______ 35 or more hours/week

5 ______ 5 ______ Don't know

31 Spouse

0 ______ 0 ______ Not working at all for pay

1 ______ 1 ______ Less than 10 hours/week

2 ______ 2 ______ 11-20 hours/week

3 ______ 3 ______ 21-34 hours/week

4 ______ 4 ______ 35 or more hours/week

5 ______ 5 ______ Don't know

14. When and if you are married, how many hours per week do you ___________________________ realistically expect you and your spouse to be working for pay?

32-33

32 Self

0 ______ 0 ______ Not working at all for pay

1 ______ 1 ______ Less than 10 hours/week

2 ______ 2 ______ 11-20 hours/week

3 ______ 3 ______ 21-34 hours/week

4 ______ 4 ______ 35 or more hours/week

5 ______ 5 ______ Don't know

33 Spouse

0 ______ 0 ______ Not working at all for pay

1 ______ 1 ______ Less than 10 hours/week

2 ______ 2 ______ 11-20 hours/week

3 ______ 3 ______ 21-34 hours/week

4 ______ 4 ______ 35 or more hours/week

5 ______ 5 ______ Don't know
15. At what age would you hope to retire permanently from all paid work? _____ years.

16. At what age do you realistically expect to retire permanently from all paid work? _____ years.

17. If there is a difference between when you would hope to retire and when you expect to retire, please explain the reason for the difference:

18. Do you expect that your occupational participation will be interrupted at anytime before your retirement other than usual vacation periods?

   0 □ No  1 □ Maybe  2 □ Yes

   If you answered yes or maybe for question 18,
   a) For what reason do you think your work might be interrupted?

   b) For what length of time do you think your work might be interrupted?

19. Suppose your spouse makes enough money to meet the family's needs and to maintain the standard of living you desire. Do you think you would continue to work:

   1 □ No  2 □ Yes

   If yes, please explain:

20. What do you think is generally expected, in our society, of most men and women regarding their career pattern six months after finishing college? Indicate what you think is the one most common expectation for each.

   40 Women  41 Men

   1 □ 1 □ (she) should be working at a full-time paid job
   2 □ 2 □ (she) should be working at a part-time paid job
   3 □ 3 □ (she) should be going to graduate school or taking other advanced training
   4 □ 4 □ (she) should be going to graduate school and working

(continued next page)
SECTION B

1. What is your current marital status? (Please check one)
   1 [ ] Single, never married
   2 [ ] Married, first time
   3 [ ] Divorced
   4 [ ] Separated
   5 [ ] Remarried
   6 [ ] Widowed

2. If ever married, at what age were you first married? ________

3. Number of children, if applicable _______ Their ages? ________

4. If you are not presently married,
   a) Do you ever want to get (re)married?
      1 [ ] No
      2 [ ] Not sure
      3 [ ] Yes
   
   b) If applicable, at what age do you think you would like to get (re)married? _______ years.
   
   c) Do you expect to get (re)married at about the age you would like to get (re)married?
      0 [ ] No, I expect to (re)marry sooner than I would like to
      2 [ ] No, I expect to (re)marry later than I would like to
      3 [ ] No, I expect never to (re)marry
      1 [ ] Yes
      7 [ ] Don't know
   
   d) If "No" above or "don't know", please explain ________________
   
   e) Is there anyone currently in your life that you think you may want to marry?
      1 [ ] Yes, possibly
      2 [ ] Yes, definitely
      0 [ ] No

3. By what age do you think it is generally expected in our society that a woman should be married? _______ a man? ________

4. How many total children, by birth and/or by adoption, would you like to have? 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] more than 4
5. How many do you expect realistically, that you will have?
   □ 0  □ 1  □ 2  □ 3  □ 4  □ more than 4

6. If there is a difference between your desired and expected number of children, please explain ____________________________________________________________________________________________

7. How many total children, by birth and/or adoption, do you think it is generally expected in our society that a couple should have?
   □ 0  □ 1  □ 2  □ 3  □ 4  □ more than 4

8. When and if you get married, about how many of your waking hours a week do you expect to spend (do you spend) in tasks around your home and in raising your children? Please give the best guess you can make at this time. ______ hrs/week

Skip to question 13 only if you consider it impossible that you will ever have children. (If you already have children, the words in parentheses refer to you.)

9. How old do you want to be (were you) when your first child is (was) born or adopted? _______

10. How old do you want to be (were you) when your last child is (was) born or adopted? ______

11. Do you plan to (did you) take time off from work when your children are (were) born or adopted? 1 No 2 Yes

   If yes, when do you expect to (did you) return to work full time?

   1 □ Never, after I have children
   2 □ When the youngest child has finished high school
   3 □ When the youngest child has finished grade school
   4 □ When the youngest child has entered grade school
   5 □ When the youngest child is about three years old
   6 □ After each child, as soon as possible
   7 □ Do not plan to work full time after I have children, but plan to work part time. Please specify your plans:

   ____________________________________________________________________________________________

   8 □ Other. Please specify your plans ____________________________________________

   ____________________________________________

   0 □ I have no idea, since I've never thought about it before.
12. Do you expect to (do you) use day care or the help of any one other than your spouse for child-rearing, other than occasional babysitting? 1 [ ] No 2 [ ] Yes

If yes, can you give your best guess (give a description) as to what sorts of arrangements you expect to (do) make?

13. If you get (are) married, who do you expect will be(is) mainly responsible for doing the following? Also, please estimate the number of hours per week you personally expect to spend (do spend) in each of these activities.

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Mainly</th>
<th>Mainly</th>
<th>Paid</th>
<th>Your Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will do?</td>
<td>self</td>
<td>Equal</td>
<td>spouse</td>
<td>other</td>
</tr>
<tr>
<td>Budgeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laundry &amp; care of clothing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dishwashing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Light Housecleaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heavy Housecleaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Household repairs, yard work, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Card 2

14. What specific organizations would you like to be a member of during most of your life? __________________________________________

15. About how many hours a week do you expect to be able to spend in community service activities when you have finished college and are settled into your job and/or marriage? _______ hrs/wk.

16. Please answer the following questions by placing the appropriate number in the blank beside the question to indicate the extent of your agreement or disagreement:

1 = strongly disagree 7 = strongly agree
2 = moderately disagree 6 = moderately agree
3 = mildly disagree 5 = mildly agree
4 = neutral
1. Women live under unfair restrictions that ought to be done away with.
2. Women should take an active interest in politics and community problems as well as in their families.
3. Almost any woman is better off in the home than in a job or profession.
4. Women can be too bright for their own good.
5. It goes against nature to place women in positions of authority over men.
6. The word "obey" should be removed from the marriage service.
7. Girls should be trained to be homemakers and boys for an occupation suited to their talents.
8. The initiative in courtship should come from men.
9. A woman should expect just as much freedom of action as a man.
10. Women should subordinate their career to home duties to a greater extent than men.
11. Motherhood is the ideal "career" for most women.
12. Within their marriage, women should be free to withhold or initiate sex intimacy as they choose.
13. The husband should be regarded as the legal representative of the family group in matters of law.
14. The decision whether to seek an abortion should rest with the wife.
15. Her sex should not disqualify a woman from any occupation.

SECTION C

Finally, we would like a little information about your past experience with work and shared living, and a few facts about your background.

1. Are you currently employed for pay? 1 0 No 2 0 Yes
   If yes, how many hours per week do you usually work? ___ hrs/wk
   If yes, what sort of work are you doing? _______________________

2. Please estimate the percentage of your living expenses that you are providing through your own current or past work or scholarship funds (include tuition costs, please) ________% 

3. Have you engaged in full-time (35 or more hrs/wk) work at any time in the past, including military service? 1 0 No 2 0 Yes

4. Have you at any time held a job at least 20 hours per week while going to school, either in high school or college? 1 0 No 2 0 Yes

5. If you answered YES to either or both of the above questions, please give details: __________________________________________

________________________________________
5. Since you graduated from high school, can you please estimate the amount of time you have lived in each of the following kinds of housing arrangements? Please make your estimates in months and years.

<table>
<thead>
<tr>
<th>Amount of Time</th>
<th>Housing Arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-46</td>
<td>With parents or adult relatives</td>
</tr>
<tr>
<td>47-48</td>
<td>Alone in a single dorm, fraternity, sorority, or rooming house room</td>
</tr>
<tr>
<td>49-50</td>
<td>Sharing such accommodations (i.e., a double or more-person room)*</td>
</tr>
<tr>
<td>51-52</td>
<td>Alone in an apartment or house</td>
</tr>
<tr>
<td>53-54</td>
<td>Sharing an apartment or house with (a) person(s) of the same sex*</td>
</tr>
<tr>
<td>55-56</td>
<td>Sharing an apartment or house with a mixed-sex group of people*</td>
</tr>
<tr>
<td>57-58</td>
<td>Sharing an apartment or house with one member of the opposite sex*</td>
</tr>
</tbody>
</table>

*We are not interested in your sex life, just with division of labor along sex role lines. We think past experience in shared living is related to expectations.

6. Have you ever had experience in carrying out the following? (Please check all that you have experienced.)

- 01 Budgeting
- 02 Child care
- 03 Marketing
- 04 Household repairs, yard work, etc.
- 05 on a farm
- 06 in a house in the country
- 07 in a small town or village (under 5,000)
- 08 in a medium-sized town (5,000-20,000)
- 09 in a large town (20,000-50,000)
- 10 in a small independent city (50,000-200,000)
- 11 in a large city (over 200,000)

(Continued next page)
7. [ ] in a suburb of a large city
8. [ ] my family lived in several of the above during that period of my life

8. What is your racial heritage or ethnic background?
   1. [ ] Afro-American/black
   2. [ ] Native American/American Indian: Tribe __________________________
   3. [ ] Oriental American
   4. [ ] Spanish-Surnamed American
   5. [ ] White/Caucasian American
   6. [ ] Other __________________________

9. Up through the time you graduated from high school, did your parents remain married or not?
   1. [ ] remained married 2. [ ] were separated (when I was ___ yrs. old)
   3. [ ] were divorced (when I was ___ years old)
   4. [ ] one or both parents died (when I was ___ years old)

10. When you were in high school, was your mother usually employed outside the home 20 hours or more per week for pay?
    1. [ ] No 2. [ ] Yes If yes,
       What was her job called? ____________________________________________
       What kind of business was she employed by? __________________________
       What did she do in that job? ________________________________________

11. During that time, was your father usually employed outside the home 20 hours or more per week for pay?
    1. [ ] No 2. [ ] Yes If yes,
       What was his job called? ____________________________________________
       What kind of business was he employed by? __________________________
       What did he do in that job? ________________________________________
12. What was the highest educational level obtained by each of your parents?

<table>
<thead>
<tr>
<th>Educational Level Attained</th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 8th grade</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Eighth grade graduate</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Some high school</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>High school graduate</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Some college or technical school</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>College graduate (4 year program)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Some graduate work (specify below)</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

13. How many people are there in your family of origin - count yourself, your brothers and sisters and parents. ________

14. How many of your brothers or sisters are older than you? ________

The class thanks you very much for your time and attention to our questions. We will provide you with feedback as soon as we have it.