

FACTORS RELATED TO ADOLESCENTS' EXPECTATIONS
OF MARITAL ROLES

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JOYE ELIZABETH STRUSS STERRETT

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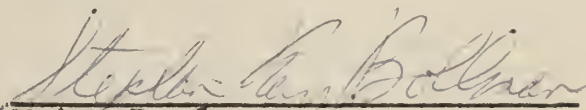
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Approved by:


Major Professor

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CHAPTER I

INTRODUCTION

The importance of marriage role expectations has been emphasized by several authors. Hurvitz (1965) noted that performance of marital roles in accord with the other spouse's expectations leads to marital adjustment but performance of marital roles not in accord with the other spouse's expectations leads to interpersonal strain and inner conflict.

The importance of adolescent role expectations is shown by Rapoport and Rosow's (1957) statement that the conceptions of "proper" role behavior are learned in childhood and in growing up and are reinforced or modified by various adult experiences. They noted that people define proper behavior in any family role according to various segments of society with which they identify themselves and which they take as a model. Each person brings to marriage his own norms about appropriate behavior in different family roles.

Cristensen (1961) stated that information revealing lifetime role projections of young people should prove particularly useful to educators and counselors specializing in the field of marriage and the family. Perhaps certain discrepancies in point of view can be detected in time for

guidance.

Importance of Study

Research done on role conflict and marriage role conflict indicate the importance of understanding marriage role expectations of adolescents. Rapoport and Rosow (1957) reported conflict between husband and wife may arise from disagreement about what social norms are and with deviance from those norms. The structure of the modern family permits a broad range of alternative role adjustments. Specific role content, the proper performance of different family members, and the preferred relationships between them are subject to flexible settlement which can vary considerably from one family to another. There are alternative patterns that different individuals prefer and rather fluid boundaries of acceptable behavior. Examples of these are: wives may go out to work or not; husbands may help with the children or not; spouses may have an egalitarian relationship or a dominant-subordinate one.

While many possible adjustments are acceptable according to Rapoport and Rosow (1957), very few are positively prescribed as musts or clearly indicated as strongly preferred. Preferred patterns are more easily found among class or ethnic groups rather than relatively homogenous subcultures, but even here there is considerable leeway for distinctive adjustments. Aside from the role content, one family will show variation from another in the sheer clarity with which

familial roles are defined. The leeway in acceptable role behavior not only presents freedom of choice, but also creates numerous ambiguities of expectations which the spouses normally have to work out. Each has grown up in an environment that has shaped his images and expectations and his sometimes vague ideal picture of the life he wants.

Each person brings to the marital relationship his own norms about appropriate behavior in different family roles. The initially different expectations that each spouse may have about a given role impart to their relationship a lack of clarity and they have to derive some shared definition of proper role behavior or some common agreement about what is appropriate (Rapoport and Rosow, 1957).

Kenkel (1966) stated that the culture of our society contains the broad outlines of the roles of the sexes in marriage. At the general level there are standardized expectations of what a husband should do and what a wife should do, but no two members of a society interpret the cultural definition of the roles of marriage partners in precisely the same manner. Rather, each has a unique perception and interpretation of these roles which he uses as a guide for his behavior and a standard for evaluating the behavior of his spouse. Each has entered marriage with an idea of how husbands and wives ought to behave in this specific area. Unless their role expectations can be made more compatible, such a couple will find difficulty in achieving the developmental tasks associated with the role.

The changing roles of men and women may also lead to role conflict. Marital conflict may result from social change where the transition from largely ascribed to achieved roles makes sex prerogatives in various situations less clear (Buerkle, Anderson, and Badgley, 1961). Secord and Backman (1964) refer to studies of the changing roles of husband and wife that have shown that college men and women overemphasize the rights associated with the marital roles of their own sex and underemphasize its obligations.

The Problem

Marriage role expectations of adolescents are assumed for this research to be important indicators of attitude toward marriage which will prevail into marriage. Two studies have been done using Dunn's (1960) Marriage Role Expectation Inventory¹ for adolescent marriage role expectations. One study used the independent variables of place of residence, social class, sex, and marital status and the other study used social class, mental maturity, number of siblings, sex, religion, sex of siblings, and family life education. No studies have been made correlating the Marriage Role Expectation Inventory variable with mother's employment status, family structure, age, birth order, and father's occupation.

The variables which will be focused upon in this

¹Marie Dunn's Marriage Role Expectation Inventory will hereafter be referred to as the Marriage Role Expectation Inventory.

research are mother's employment status, social status, sex, family structure, age, grade average, birth order, number of siblings, and father's occupation.

Objectives and Hypotheses

The purpose of this research is to study the relationship of adolescent's marriage role expectations and mother's employment status, social status, sex, family structure, age, grade average, birth order, number of siblings, and father's occupation.

The purpose of this thesis is reflected in the following objectives:

1. To establish a conceptual framework for studying the relationship of an adolescent's marriage role expectations and mother's employment status, social status, sex, family structure, age, grade average, birth order, number of siblings, and father's occupation.
2. To establish a rationale for empirical measures of the relevant concepts.
3. To test by statistical analysis the relationship of the empirical measures of the major concepts with the empirical measures of mother's employment status, social status, sex, family structure, age, grade average, birth order, number of siblings, and father's occupation.

At a general level the hypotheses to be tested are:

1. The mother's employment status is related to marriage role expectations of the adolescent.
2. The social status of the family of the adolescent is related to the marriage role expectations of the adolescent.
3. The sex of the adolescent is related to the marriage role expectations of the adolescent.
4. The family structure in the family of the adolescent is related to the marriage role expectations of the adolescent.
5. The age of the adolescent is related to the marriage role expectations of the adolescent.
6. The grade average of the adolescent is related to the marriage role expectations of the adolescent.
7. The birth order in the family of the adolescent and his siblings is related to the marriage role expectations of the adolescent.
8. The number of siblings in the family of the adolescent is related to the marriage role expectations of the adolescent.
9. The father's occupation in the family of the adolescent is related to the marriage role expectations of the adolescent.

Procedure

The subjects for this research were 200 seniors in a Kansas high school. One hundred boys and 100 girls were

selected by random sampling from a list of 327 senior girls and 289 senior boys. The Marriage Role Expectation Inventory consisted of seventy-one items concerning attitudes toward marriage (see Appendix C for classification of items).

Thirty-four of the items were equalitarian statements and thirty-seven were traditional statements. Seven sub-concepts were covered: authority patterns, homemaking, care of children, personal characteristics, social participation, education, and financial support and employment. Two forms were used, Form M for boys and Form F for girls. Each form consisted of the seventy-one items, stated in the first person. The items were randomly distributed.

Data on mother's employment status, social status, family structure, age, grade average, birth order, number of siblings, and father's occupation were found in the student cumulative record folder and the student information card filed in the student's division office.

CHAPTER II

CONCEPTUAL FRAMEWORK

Introduction

The purpose of this chapter is to present a conceptual framework for understanding the relationship between marriage role expectations of adolescents and the variables of mother's employment status, social status, sex, family structure, age, grade average, birth order, number of siblings, and father's occupation. Since the concern of the study was that of role expectations, particular attention was given to the role concept as it was conceptualized in these frameworks. Three frameworks lend themselves to this study: structural-functional (McIntyre, 1966), institutional (Koenig and Bayer, 1967), and developmental (Hill and Rodgers, 1964).

Empirical research and generalizations derived from role theory contribute to this chapter. A background for assumptions is provided. Definitions of concepts for role, role expectations, and marriage role expectations are explained. Because this study is concerned with traditional and equalitarian role expectations, a part of the chapter deals with this. The chapter also shows the relationship of role expectations of the adolescent to the independent variables of

mother's employment status, social status, sex, family structure, age, grade average, birth order, number of siblings, and father's occupation. General hypotheses are presented.

Propositions

The major proposition of this framework is that marriage role expectations of adolescents are related to several variables. Some of these variables concern the characteristics of the adolescent while others concern the family members, particularly the parents of the adolescent. The independent variables describing the adolescent are sex, age, grade average, and birth order. The independent variables describing the other family members are number of siblings, mother's employment status, social status, family structure, and father's occupation. The specific focus of the study was on the relationship of marriage role expectations of adolescent and the independent variables to find if any of the variables influence marriage role expectations. The inventory covers the sub-concepts of authority, homemaking, child care, personal characteristics, social participation, education, and employment and financial support.

The initial assumption is that role expectations are influenced by the social environment of the individual including the roles played by others. The second assumption is that marriage role expectations of adolescents are important indications of future attitudes towards marriage.

The Role Concept

Biddle and Thomas (1966) stated that role perspective consists of a particular viewpoint regarding those factors presumed to be influential in governing human behavior. According to Biddle and Thomas (1966, p. 4), "individuals in society occupy positions and their role performance in these positions is determined by social norms, demands, and rules; by the role performances of others in their respective positions; by those who observe and react to the performance; and by the individual's particular capabilities and personality." Biddle and Thomas (1966, p. 8, 9) state:

During its relatively brief history, the language of role has grown from a few to many concepts, from vague to more precise ideas, and from concept to operational indicator. The role analyst may now describe most complex real-life phenomena using role terms and concepts, with an exactness that probably surpasses that which is provided by any other single conceptual vocabulary in behavioral science.

Hill and Rodgers (1964) referred to Bates' definition of role in composing their developmental theory. Bates' definition presented position as a location in a social structure which is associated with a set of social norms and role as a part of a social position consisting of a more or less integrated or related subset of social norms which is distinguishable from other sets of norms forming the same position. Norm refers to patterned or commonly held behavior expectations. It is a learned response held in common by members of a group.

Kenkel (1966) defined role differently. He referred to the societal definition of the rights and duties belonging to the individual who fills a certain position in society as being role. Krech, Crutchfield, and Ballochey (1962, p. 486) state:

Role behavior, like all social behavior, is the product of the interaction between situational factors and the cognitions, wants, attitudes, and interpersonal response traits of the individual. Role behavior is influenced by the individuals knowledge of the role, his motivation to perform the role, his attitudes toward himself and other persons in the interpersonal behavior event.

Secord and Beckman (1964) stated a position is a category of persons occupying a place in social relations. A position may also be referred to as role category.

According to Biddle and Thomas (1966), the most common definition of role is that it is the set of prescriptions defining what the behavior of a position member should be. The nearly universal common denominator is that the concept pertains to the behaviors of particular persons. The use of the concept role in this study is consistent with the definition presented by Biddle and Thomas (1966).

A major institution which has been extensively studied with the role perspective is the family. Studies have been made of the roles of father, mother, and children, with emphasis upon specializations, role conflict, and socialization (Biddle and Thomas, 1966).

Role Expectations

Bates (1956) noted in any given culture there are a limited number of roles making up a limited number of positions, that each position contains dominant and recessive roles, that a role is always paired with a reciprocal role of another position and in a pair of related positions there is at least one pair of reciprocal roles composed of reciprocal norms requiring certain kinds of expected behavior. Hill and Rodgers (1964) used these definitions and defined the family as a system of positions composed of reciprocal roles defined in terms of both familial and societal norms. A family has only a limited number of positions, and each is rather clearly defined in terms of the roles which make it up.

Krech, Crutchfield, and Ballochey (1962) referred to roles of individuals varying along a dimension of compatibility-incompatibility. If a person who occupies a given position perceives that most people hold the same or highly similar expectations as to how he should behave in his role we have an instance of role compatibility.

Secord and Backman (1964) also referred to the anticipatory nature of expectations stating the quality of interaction is important because it guides the behavior of an individual. They also believed that expectations associated with a position specify particular behaviors toward the occupants of certain other positions. The other positions are known as counterpositions and persons occupying counterpositions are known as role partners. Connections between

a position and its counterpositions may be more fully appreciated by considering role relations in terms of obligations and rights. For example, associated with the position of husband are certain expectations concerning how a person occupying this position is expected to act toward his role partner, his wife, and how she is expected to behave toward him (Secord and Backman, 1964). These relations can be described from the standpoint of the husband or from that of the wife. From the standpoint of the position of the husband, the expectations about his behavior are referred to as role obligations and expectations about the behavior of his wife as rights or privileges associated with the role of the husband. According to Secord and Backman (1964), the pair of social roles, husband and wife, illustrate a role sector. The actor not only anticipates the person's behavior, but feels that the other is obligated to behave in accordance with his anticipations. This is because the other is assumed to share with him common role expectations.

Marriage Roles

Research which has been done on marriage roles relates very easily to the explanations of role given by writers such as Biddle and Thomas (1966) and Krech, Crutchfield, and Ballochey (1962). Marriage role expectations as defined and used in empirical research are often similar to Bates' (1956) pairing of every role with a reciprocal role which requires certain kinds of expected behavior. They are also similar

to Kretch, Crutchfield, and Ballochey's (1962) dimension of compatibility and incompatibility and Secord and Backman's (1964) emphasis on the importance of the anticipatory quality of interaction.

Marriage Role Expectations

Stuckert (1963) stated that the roles of husband and wife, like any set of culturally related roles, carry a complex pattern of expectations of the responses which are to come from the other. Adjustment to either role is influenced by the consistency with which the other responds by making the responses called for by the role pattern.

Inconsistency in the responses of the other to the individual increases the insecurity of the person in either role since it makes him uncertain of the validity of his own role concept. Whether or not a marital partner responds consistently with the expectations of the other depends on his own preformed concept of his role, his own expectations regarding the reciprocal role of his spouse, his perception of his mate's expectations of him, and the degree of correspondence between the two sets of role concepts and expectations. If these role concepts are similar, communication is easier and the relationship existing between the marriage partners is more satisfactory to both. If role perception is accurate, each partner is better able to anticipate the other's feelings and gear his own responses to the expectations of the other. In Stuckert's (1963) study the data support the thesis

that the husband's role definitions and expectations may be more important to the early success of the marriage than the wife's.

Katz, Goldston, Cohen, and Stucker (1963) stated that a person's strongest desires may be more or less satisfied or thwarted by the spouse's behavior. When one marriage partner perceives the other as an agent of satisfaction his tendency to like and trust the other will be strong, while perception of the spouse as an agent of frustration will give rise to hostility and mistrust. The data of the study show that for men, the degree to which personality needs are satisfied in marriage is reflected in one's evaluation of and ability to interact effectively with the spouse.

Buerkle, Anderson, and Badgley (1961) contended that much is to be gained in the study of the family by assuming that husbands, wives, and children are actors in a social behavior system. Each actor occupies a specific status in each separate situation and is expected to play a role appropriate to that status. For example, husbands and wives approach a given situation from different role perspectives such as a sexual division of labor. Ideally, according to Buerkle, Anderson, and Badgley (1961) these sex roles are interlocking to the point where interaction process within marriage and the family can operate smoothly.

Traditional Roles and Equalitarian Roles

Marriage roles are often divided into traditional roles and equalitarian roles. Motz (1950) refers to the conventional and companionate conception of husband and wife roles. He stated that the conventional conceptual type of husband role revolves around the breadwinning duty of the man. His prestige and authority are dependent upon his working. In the home it is his job to do the heavy work and to help out with other housework in emergencies, and to supervise and guide the children. The value of his education is vocational and his other activities are restricted to those defined as male. The counter-role of the conventional wife is a conception of the wife's role as subordinate to that of the husband with her duties consisting of the physical care of house and children. In contrast to the conventional conception is the companionate conception of husband-wife roles which, according to Motz (1950), emphasizes personality needs of husband and wife and greater equality in the assumption of economic, household, parental, and social responsibilities.

Elder (1949) sees the traditional conception of the family as that of the father as head of the house, and that of the mother as entrusted with the care of the house and of the children and in return for the unselfish devotion of the parents to their duties, the children owe the parents honor and obedience. Elder (1949) stated these values are being discarded by those who are creating developmental families,

based on inter-personal relations of mutual affection, companionship, and understanding, with a recognition of individual capabilities, desires, and needs for the development of each member of the family. Using interviews, Elder (1949) found that nearly three-fourths of the fathers interviewed gave predominately developmental conceptions of a good father, but less than half of them had predominately developmental conceptions of the mother role, and one fourth had predominately developmental conceptions of a good child.

Several authors see a change in roles from traditional to equalitarian (Duvall, 1950 and Brown, 1958). Some feel the change is good, others criticize it. Fulcomer (1963) stated that the power structure and division of labor in families is very much confused. He believed authority in the family has changed. The loss of authority in the family has given the parents a feeling of uncertainty in dealing with children. This in turn makes it difficult for youth to find adequate standards of conduct. Roles and responsibilities of various family members are not clear. Frequently the American father is in conflict and confusion over who he really is and what he should be doing. When one family member is confused, all become confused and uncomfortable. Also there continues to be considerable geographic and social mobility among families. Either type of mobility makes for a sense of rootlessness and insecurity in families.

Mogey (1957) saw a newer type of father behavior,

which is referred to as participation, as the re-integration of fathers into the conspicuous consumption as well as the childrearing sides of family life. In a family unit where harmonious father-child relations exist, stability should ensue. Foote (1961) stated that the decline of segregation of roles may mean the emergence of many new forms of complementarity in family life. When roles are highly segregated in rigid traditional compartments, interaction is limited in both amount and range.

Mother's Employment Status

Blood (1958) stated that sociologists generally agree American marriages have shifted toward greater husband-wife equality. His basic hypothesis is that the husband-dominated family becomes more equalitarian as a result of the wife's employment outside the home. He found that husbands and wives studied typically appeared to make their important decisions on a give and take basis of the relative availability of the two partners to perform the necessary household tasks.

Heer (1958), in a sample of Irish Roman-Catholic families, found both in the working class and the middle class the working wife exerts more influence in family decision-making than the non-working wife. Hoffman (1960) found in data collected by interviews and questionnaires using 324 intact families the data supports the hypothesis that the employment of mothers functions to decrease their participation in household tasks and to increase that of the

fathers. Roy (1961) found the children of employed mothers seem to do more household chores than the children of non-employed mothers.

General null hypothesis one

Children of families where the mother is employed would seem to see their parents in more equalitarian roles perhaps leading to their greater acceptance of such roles. If children of employed mothers do more household chores than the children of non-employed mothers they may be exposed to many different household tasks and in the case of boys may accept these tasks in future roles.

Based upon the prior conception of mother's employment status, the first general hypothesis can be stated.

General Null Hypothesis I. There is no relationship between the mother's employment status and the marriage role expectations of the adolescent.

Social Status

Benson (1955) found that in each of four schools the respondents whose families ranked high on the social status scale tended to indicate the existence of democratic parental-authority patterns in their homes, those whose families ranked low indicated more authoritarian patterns.

Bronfenbrenner (1958) found over a twenty-five year period parent-child relationships in the middle class were consistently reported as more acceptant and equalitarian, while those in the working class were oriented toward

maintaining order and obedience. Kohn and Carroll (1960) stated middle-class mothers emphasize the father's obligation to be as supportive as the mother herself. Middle-class fathers share their wives' conception of how responsibilities toward sons should be allocated and seem to act accordingly. They do not appear to be as supportive of daughters; apparently they feel this to be more properly the mother's domain. Working-class fathers seem to play neither the directive role their wives would have them play nor a more highly supportive role. Rather, they seem to see child rearing as more completely their wives responsibility.

Olsen (1960) concluded that distribution of responsibility within the family is significantly related to social stratification; the amount of responsibility assumed by wives decreasing as status increases. Responsibility taken by the husband, both alone and jointly with his wife, is greatest in the middle status families and less in high and low status homes. The transition from the traditional to the companionship type of family is not equally noticeable in the different strata of society. It is more evident, in general, in families within the broad middle status category and less evident in the high and low status families. In many of those tasks commonly thought to be joint responsibilities there is a direct relationship between status and responsibility assumed by husbands. Husbands with low status avoid these tasks to a marked degree.

General null hypothesis two

Most past research seems to indicate that lower class families tend to be authoritarian or traditional and middle class families tend to be equalitarian.

Based upon the prior conception of social status, the second general hypothesis can be stated.

General Null Hypothesis II. There is no relationship between the social status of the family of the adolescent and the marriage role expectations of the adolescent.

Sex

Walters and Ojemann (1952) presented adolescent subjects with a variety of situations in which they could place the woman in a superordinate, partnership, or subordinate position. When responses of boys and girls were compared it was found that boys would place girls more frequently in a superordinate position in the education area than would girls, while girls would place girls more often in a partnership role in both work and education areas.

Payne (1956) found that boys at the verbal level were opposed to having their wives work after marriage, the girls expected to work. This divergence of opinions could result in confusion and disappointment, particularly for the boys, during later years. Moser (1961) found that while young men and young women may appear to be agreed concerning marriage

roles in a general way, they may actually have very serious disagreements in more specific areas of inquiry. Thus it is inferred that persons anticipating marriage would do well to discuss their attitudes and role expectations within the specific areas of marital relationship and not merely in general terms of likes and dislikes.

General null hypothesis three

Apparently boys and girls may have differing viewpoints on roles to assume in marriage especially in specific areas.

Based upon the prior conception of sex, the third general hypothesis can be stated.

General Null Hypothesis III. There is no relationship between the sex of the adolescent and the marriage role expectations of the adolescent.

Family Structure

Luckey (1960) stated that congruence in perception of self and parent of the same sex was found associated with marital satisfaction for men. Equation of the spouse and the parent of the opposite sex was significantly related to marital satisfaction for women. The findings for men were not conclusive. Lynn (1963) stated that parents are particularly significant teachers for sex-role models. The child does not try to mechanically copy every action but tries to be the parent. The unique relationship of each partner to his and her parents can be the source of much misunderstanding and

conflict in marriage. The separate method of learning to identify for each can lead to different ways of feeling and thinking in a variety of situations. Different perspectives may also be evidenced in separate approaches to child rearing and different expectations for their children.

Bowerman and Irish (1962) found when respondent's scores measuring adjustment toward stepparents were contrasted with scores measuring adjustment toward real parents that in all aspects homes involving step-relationships proved more likely to have stress ambivalence and low cohesiveness than did normal homes.

The absence of one parent may influence expectations of marriage. Glasser and Navarre (1965) stated that providing for the physical, emotional and social needs of family members is a full time job for two adults. Financial support, child care and household maintenance are concrete tasks which account for the waking time of two adults. Even if the remaining parent, should one parent be absent or incapacitated, is able to function adequately, it is unlikely that one person can take over all parental tasks on a long term basis. A permanent adjustment then must involve a reduction in the tasks performed and/or a reduction in the adequacy of performance or external assistance. If the female becomes the breadwinner, this results in a major reversal in cultural roles and, in addition, usually consumes the mother's time and energy away from home for many hours during the day. Reversal

of sex role model may affect both sexes in the socialization of the children. Also children, particularly adolescents, may be loaded with tasks inappropriate for the child of a particular sex to perform regularly. The child may identify authority too closely with one sex.

If the father is absent, both the attitudes of daughter and son may be affected. Lynn (1961) stated that for a daughter, a man is the representative of all men. It is largely from her father, as well as from her mother's attitude toward him, that girls form attitudes, feelings, and expectations toward men that are later carried into marriage. The father represents the adult male to the son. In homes where the father is absent the son lacks a masculine model and hence masculine behavior is largely bravado.

General null hypothesis four

If parents are teachers for sex-role models then whether the child's parents are separated or divorced and whether he lives with only his father, only his mother or with someone other than his parents would seem to affect the child's expectation of marriage. Apparently, children living with both parents would have traditional expectations of marriage, while children living only with mother, only with father, or living with stepparents would have more equalitarian expectations.

Based upon the prior conception of family structure, the fourth general hypothesis can be stated.

General Null Hypothesis IV. There is no relationship between the family structure of the family of the adolescent and the marriage role expectations of the adolescent.

Age

Cavan and Beling (1958) stated that since 1880 the average age of marriage has declined three years for men and two years for women. Half of all girls are now married by the time they are twenty and a few before they are fifteen. Half of all men are married by the age of twenty-three. Peterson (1964) stated that in 1960 more women were married at age eighteen than in any other single year of life. Burgess and Cottrell (1939) reported that wives under sixteen and husbands under twenty-two tend toward poor adjustment. Locke (1951), Glick (1957), and Monahan (1953) also found greater number of divorces at the younger ages of marriage.

General null hypothesis five

As adolescents approach marriage their expectations of marriage may change. If younger marriages end in divorce, perhaps a difference in expectations can be seen between the ages of fifteen and twenty.

Based upon the prior conception of age, the fifth general hypothesis can be stated.

General Null Hypothesis V. There is no relationship between the age of the adolescent and the marriage role expectations of the adolescent.

Grade Average

Wyer and Terrell (1965), in a study of college students, viewed variation in academic achievement in part as a result of differences in the degree to which academic goals are seen as gaining attainment of sex-defined social roles. They found both underachieving and overachieving females were more certain of their occupational choice than subjects whose performance was commensurate with their ability. They suggested the possibility that underachieving females are those who have definitely decided upon homemaking as an ultimate vocational role and therefore have little desire to pursue academic goals which are irrelevant to this role. The overachievers may be those who have decided upon a career, outside the home, which requires academic competence.

Cervantes (1965) found the majority of dropouts used in his study see families as failing to accept each other, while the overwhelming majority of graduates see families as accepting. Four out of five dropouts said they were never understood or accepted while four out of five graduates said they were understood and accepted. Eighty-one per cent of dropouts said there was inadequate communication in the family. Eighty per cent of graduates said there was adequate intercommunication.

Elder (1965) stated that family structure is one of the more important determinants of achievement, motivation and skills. Elder (1965) presented the hypothesis that high

educational attainment is most prevalent among persons who report democratic relations with their parents and equalitarian relations between mother and father. He found adults who reported equalitarian relations between the parents and democratic parent-youth relations are most likely to have reached secondary school.

General null hypothesis six

It is possible that underachieving girls have traditional expectations toward marriage if they have decided upon homemaking as an ultimate vocational role. If high educational attainment is most prevalent among people who report democratic relations with their parents and between parents, these students may show equalitarian expectations toward marriage.

Based upon the prior conception of grade average, the sixth general hypothesis can be stated.

General Null Hypothesis VI. There is no relationship between the grade average of the adolescent and the marriage role expectations of the adolescent.

Birth Order

The position in the family may influence the marriage role expectations of an adolescent. Sampson (1962) classified data into two major groupings consisting of first born versus later born. The former group consisted of first and only and first with siblings. The latter consisted of all persons born

second and later. For the total sample of both men and women, there is a significant tendency for first born persons to have a higher need for achievement than later born persons.

Sampson (1962) stated that his results suggest first born females are more resistant to social influence than later born females and first born males are less resistant to social influence than later born males. There is a slight but non-significant indication that first born females have a higher need for achievement and that this relationship between birth order and need for achievement is stronger for females than for males.

McCandless (1961) stated that it has been demonstrated that the presence of older brothers or sisters affects sex-typing. The children with an older sibling of the same sex seemed to have their sex typing speeded up, in that they, more often than the only children, chose activities appropriate to their sex. One may speculate that the presence of two models, father and older brother for boys, mother and older sister for girls facilitated sex typing. Bayer (1966) stated that only children are found to be most likely to attend college, while children of intermediate ordinal positions are least likely to further their education.

Sutton-Smith, Roberts, and Rosenberg (1964) proposed that a person's experience of particular sibling associations may have lasting effect upon his involvement in adult roles. They noted that first-borns appear to be higher on need

achievement, academic achievement, and affiliation needs. There is research also suggesting that they have higher, general responsibility training. They are more often put in charge of other children and of household chores and in general get more extensive experience of playing an adult surrogate role than do non-first borns.

General null hypothesis seven

It would seem possible that birth order would influence the marriage role expectations of an adolescent. Because first born girls may have a higher need for achievement they may reject traditional roles for more equalitarian roles which would allow greater freedom for personal achievement. Perhaps children with older siblings of the same sex would be more likely to choose traditional roles because they seem to emphasize activities appropriate to their sex.

Based upon the prior conception of birth order the seventh general hypothesis can be stated.

General Null Hypothesis VII. There is no relationship between birth order in the family of the adolescent and the marriage role expectations of the adolescent.

Number of Siblings

Templeton (1962) hypothesized that family size influences the formation of personality as indicated by some aspects of teen-agers' attitudes, behavior, and perceptions of home life. He found that children from smaller families had a definite tendency for plans to attend college. In scaling

areas of family behavior, democratic behavior and cooperation were more characteristic of smaller families than larger families. Templeton (1962) concluded that the number of relationships which occur in families increase as size increases. Conflicting demands, interests, and goals increased with increase in family size. With the increase in conflict parents become more inflexible and authoritarian. Nye (1952) stated that adolescents in small families show much better adjustment to parents than do those in large families. He felt this was so because parents who have small families can give each child more attention.

General null hypothesis eight

Previous studies would seem to indicate that adolescents from larger families would be exposed to families with authoritarian viewpoints.

Based upon the prior conception of number of siblings the eighth general hypothesis can be stated.

General Null Hypothesis VIII. There is no relationship between number of siblings in the family of the adolescent and the marriage role expectations of the adolescent.

Father's Occupation

Elder (1949) found that skilled tradesmen tended to be developmentally oriented while semi-skilled tradesmen to be traditionally oriented. MacKinnon and Centers (1956)

stated that manual workers are continually more authoritarian than non-manual workers. All groups who have not graduated from high school contain a larger per cent of authoritarians than equalitarians.

General null hypothesis nine

Few studies have been done showing which occupations are traditional and which are equalitarian in marriage role expectations. Since occupation is often one of the criteria for social status, and most research seems to indicate that lower class families tend to be authoritarian or traditional and middle class families tend to be equalitarian, it could be assumed that higher status occupations were more equalitarian and lower status occupations were more traditional.

Based upon the prior conception of father's occupation, the ninth general hypothesis can be stated.

General Null Hypothesis IX. There is no relationship between the father's occupation in the family of the adolescent and the marriage role expectations of the adolescent.

CHAPTER III

PROCEDURE AND METHOD

In the previous chapter a theoretical framework for studying marriage role expectations of adolescents was developed. Nine determinants of marriage role expectations were presented and a general hypotheses was derived in relation to each determinant.

The purpose of this chapter will be to define empirically the hypotheses derived from the framework. The source and collection of data, a description of the variables which define operationally the theoretical concepts of the major hypotheses, the middle range hypotheses, and the method used to analyze the data will be discussed.

Source and Collection of Data

Data for this study were collected using the Marriage Role Expectation Inventory. The basic objective of the inventory was to provide a total score which shows the degree to which a respondent's expectations were equalitarian or traditional. The score may also be placed in a range of scores which show expectations to be traditional, moderately traditional, equalitarian or moderately equalitarian.

Research Design

The students were classified according to categories in the nine variables. The nine variables were mother's employment status, social status, sex, family structure, age, grade average, birth order, number of siblings, and father's occupation. Students were seniors who were administered the inventory in the spring of 1968. One hundred boys and 100 girls, randomly selected, were administered the inventory.

The students were given the following instructions which were printed on the front of the inventory.

In an effort to do a better job of helping young people to prepare for marriage and family living, we need to know what they expect of marriage. Listed below you will find statements about such expectations for husbands and for wives. Please think in terms of what you expect of your own marriage as you read each statement. This is not a test and you are not to be graded. There are no right or wrong answers because each of us is entitled to his own opinion.

1. If you strongly agree with a statement, draw a circle around the letters SA.
2. If you agree with a statement, draw a circle around the letter A.
3. When you are undecided as to your opinion of a statement, put a circle around the letter U.
4. If you disagree with a statement, draw a circle around the letter D.
5. If you strongly disagree with the statement, draw a circle around the letters SD.

Subjects

Subjects were seniors randomly selected from the senior class of a Kansas high school. One hundred girls were selected

from 327 senior girls and 100 boys were selected from 289 senior boys.

The subjects ranged in age from fifteen to twenty years of age (see Table 1). One hundred thirty-seven came from homes where they lived with both parents. Nineteen lived with only the mother, seven lived with only the father and nineteen lived in families where one parent was a stepparent (see Table 2). One hundred eight mothers did not work and eighty-four mothers worked either full or part time (see Table 3). Fifty-nine children were only children or first born, and 136 were born second or later (see Table 4). Grade averages ranged from special education students where no grade average was compiled to a 3.9756 on a 4.000 scale (see Table 5). The class rank ranged from the special education students to third in the class. Twenty students had no brothers or sisters, thirty-four had one sibling, forty-six had two, thirty-three had three, twenty-one had four, eighteen had five, eleven had six, six had seven, three had eight, and three had ten (see Table 6).

TABLE 1
AGES OF SUBJECTS

Age	Frequency	Per cent
15	2	1.02
16	119	60.71
17	60	30.61
18	14	7.14
20	1	.51
Total	196	100.00

TABLE 2
FAMILY STRUCTURE

Family Structure	Frequency	Per cent
Living with both parents	138	70.41
Living with stepparent	19	9.69
Living with mother only	19	9.69
Living with father only	7	3.57
Living with other	13	6.63
Total	196	100.00

TABLE 3
MOTHER'S EMPLOYMENT STATUS

Mother	Frequency	Per cent
Mother employed	84	42.86
Mother not employed	108	55.10
Deceased	4	2.04
Total	196	100.00

TABLE 4
BIRTH ORDER

Birth Order	Frequency	Per cent
Only and first born	59	30.10
Second and later	137	69.90
Total	196	100.00

TABLE 5
GRADE AVERAGES OF SUBJECTS

Grade Averages	Frequency	Per cent
0 to 1.49	24	12.20
1.5 to 1.99	48	24.50
2.0 to 2.49	39	20.00
2.5 to 2.99	43	21.90
3.0 to 3.49	29	14.80
3.5 to 3.99	13	6.60
Total	196	100.00

TABLE 6
NUMBER OF SIBLINGS

Number of Siblings	Frequency	Per cent
0	20	10.20
1	34	17.35
2	46	23.47
3	33	16.84
4	21	10.71
5	18	9.18
6	11	5.61
7	6	3.06
8	3	1.53
9	1	.51
10	3	1.53
Total	196	100.00

Father's occupations were placed in the following categories: professional, technical, kindred workers; salaried managers and officials; clerical, sales, and kindred workers; craftsmen, foremen, and kindred workers; operatives and kindred workers; service workers; and laborers, except farm and mine (U. S. Bureau of the Census, 1966). Twenty-five fathers were placed in the professional category, seventeen in the salaried managers' category, thirty in the clerical category, thirty-five were placed in the craftsmen category, twenty in the service category, and fifteen in the laborers' category. Six were unemployed, nine were deceased, and ten were classified as other (see Table 7).

The occupations of the fathers were placed in deciles provided by Reiss (1961) to indicate social status. The scores ranged from one to ten, ten given to the highest social class, one to the lowest. The fathers fell into the following classifications: twenty-one occupations fell into group one, twenty-five into group two, one into group three, fifteen into group four, sixteen into group five, twenty-seven into group six, twenty-six into group seven, sixteen into group eight, eighteen into group nine, thirty-one into group ten (see Table 8).

TABLE 7
FATHER'S OCCUPATION

Occupation	Frequency	Per cent
Professional, technical and kindred workers	25	12.76
Salaried managers and officials	17	8.67
Clerical, sales, and kindred workers	30	15.31
Craftsmen, foremen, and kindred workers	35	17.86
Operatives and kindred workers	20	10.20
Service workers	21	10.71
Laborers, except farm and mine	15	7.65
Unemployed	6	3.06
Deceased	9	4.59
Other	10	9.18
Total	196	100.00

TABLE 8
SOCIAL STATUS BY DECILES

Decile	Frequency	Per cent
1	21	10.71
2	25	12.76
3	1	.51
4	15	7.65
5	16	8.16
6	27	13.78
7	26	13.27
8	16	8.16
9	18	9.18
10	31	15.82
Total	196	100.00

Operational Definitions

In this section operational definitions will be given so that the relationship between the dependent variable marriage role expectations, and the independent variables can be tested. Role and marriage role expectations were discussed generally in the Conceptual Framework chapter. The following general null hypotheses will be tested:

General Null Hypothesis I. There is no relationship between mother's employment status and the marriage role expectations of the adolescent.

General Null Hypothesis II. There is no relationship between the social status of the family of the adolescent and the marriage role expectations of the adolescent.

General Null Hypothesis III. There is no relationship between the sex of the adolescent and the marriage role expectations of the adolescent.

General Null Hypothesis IV. There is no relationship between the family structure of the family of the adolescent and the marriage role expectations of the adolescent.

General Null Hypothesis V. There is no relationship between the age of the adolescent and the marriage role expectations of the adolescent.

General Null Hypothesis VI. There is no relationship between the grade average of the adolescent and the marriage role expectations of the adolescent.

General Null Hypothesis VII. There is no relationship between the birth order in the family of the adolescent and the marriage role expectations of the adolescent.

General Null Hypothesis VIII. There is no relationship between the number of siblings in the family of the adolescent and the marriage role expectations of the adolescent.

General Null Hypothesis IX. There is no relationship between father's occupation and the marriage role expectations of the adolescent.

Concepts Common to the Nine Hypotheses

Concepts common to all hypotheses are adolescents and marriage role expectations. The adolescents were randomly selected from the senior class of 1968 in a Kansas high school. One hundred boys and 100 girls were given the inventory. The measure of marriage role expectations was the Marriage Role Expectation Inventory. The purpose of the inventory was to show the degree to which a respondent's expectations were equalitarian or traditional. For this study the total score was used. The total scores were also placed into coded categories as shown in Table 9. The computed correlation coefficient for the total score and the coded category was .816.

TABLE 9
CLASSIFICATION OF SCORES INTO CODED CATEGORIES

Classification	Scores	Coded Category
Traditional	0-18	1
Moderately traditional	19-35	2
Moderately equalitarian	36-53	3
Equalitarian	54-71	4

The inventory was divided into seven sub-concepts of behavior. These areas were authority patterns, homemaking, care of children, personal characteristics, social participation, education, and employment and support. The inventory had seventy-one items with thirty-four of the items showing

a companionship equalitarian relationship to a marriage partner. Thirty-seven items are statements indicating a traditional-patriarchal marriage relationship (see Appendix C for classification of items). Traditional roles are based on rather clearly defined family member roles, with household tasks based on the members sex. Equalitarian roles are defined as roles of the husband and wife no longer based on the traditional sex-dictated roles. The family members work out their own role definitions (Dunn, 1960).

Form F was designed for administration to the girls with Form M designed for administration to the boys. The statements were worded in the same general way but the words "my husband" were used in Form F and "my wife" in Form M. The statements are divided into subscales and concern the husband's role, the wife's role, and the husband's and wife's role. They also indicate a traditional or equalitarian relationship to the marriage partner.

Concepts Not Common to All Major Hypotheses

General concepts which are different for each general hypothesis are: mother's employment status, social status, sex, family structure, age, grade average, birth order, number of siblings, and father's occupation. Each of these concepts will be specified by empirical operationalization.

Mother's Employment Status

The occupation of the student's mother was requested on the student information card. The card also requested the mother's place of work. Any listing of an occupation was determined to indicate the employment of the mother. No distinction was made between full or part-time employment. If the student stated housewife in place of employment or did not fill out the blank the item was counted as mother not employed.

Therefore the listing of an occupation of the mother by the student will be used as a measure of the mother's employment status.

Based upon the above discussion of the operational measures of the mother's employment status the first middle range hypothesis can be stated.

Middle Range Null Hypothesis 1. There is no relationship between the mother's employment status and the adolescent's marriage role expectations indicating either an equalitarian or traditional role.

Social Status

The social status of the family of the adolescent was determined from the occupation of the father which was requested on the student information card. A social status scale, published by Reiss (1961) and based upon the classification of occupations by the U. S. Bureau of the Census (1966) was used to classify the occupations. The scale is

based upon aggregate distributions by age, income, and education provided in census reports. The social status scores were further grouped into deciles. Thus occupations scored "10" include the (approximately) 10 per cent of the population with the highest ranking occupations. The father's occupations of the subjects, which were already classified by the writer according to the Bureau of the Census occupations, were matched with the classifications given in Reiss (1961). The decile grouping for each occupation given by Reiss (1961) was used for the social status. The social status scores range from one to ten. Five was used when occupation was unknown and one for unemployed or deceased.

Therefore the classifications of U. S. Bureau of the Census occupations into decile scores will be used as a measure of social status.

Based upon the above discussion of social status of the adolescent's family the second middle range hypothesis can be stated.

Middle Range Null Hypothesis 2. There is no relationship between a decile grouping of census occupations to indicate social status and the marriage role expectations of the adolescent indicating an equalitarian or traditional role.

Sex

The original list of students had all seniors listed in alphabetical order. Names which could be either boys or

girls were checked through the division office of the student so that they could be included in either the boys or girls list for random sampling. These were checked again on the student information card where the sex of the student was requested.

Therefore the sex of the student as listed on the student information card will be used as the operational measure of sex from which the third middle range hypothesis can be stated.

Middle Range Null Hypothesis 3. There is no positive relationship between boys and girls and marriage role expectations indicating either an equalitarian or traditional role.

Family Structure

Both the information card and the cumulative record folder were used for information on who were acting as parents to the subject. The information card asked, "with whom living if not parents." The cumulative record folder listed whether parents were divorced or separated and if one parent was a stepparent.

Therefore the indication by the student on the information card or the cumulative record folder as to whether he was living with both parents, only with the father, only with the mother, living with stepparents, or living with some other person will be used as an indication of family structure.

Based upon the above discussion of the operational

definitions of family structure the fourth middle range hypothesis can be stated.

Middle Range Null Hypothesis 4. There is no relationship between the adolescent living with both parents, living with only the father, living with only the mother, living with stepparents, or living with some other person and the marriage role expectations of the adolescent indicating either an equalitarian or traditional role.

Age

The age of the student was determined by information on the student information card filled out by each student at the beginning of the school year. The age and date of birth were included in the information. The students used in this study were seniors in high school and the ages varied between fifteen and twenty years of age.

Therefore the age of the student as indicated on the student information card will be used as an assessment of age.

Based upon the above discussion of the operational measures of the adolescent's age the fifth middle range hypothesis can be stated.

Middle Range Null Hypothesis 5. There is no positive relationship between the ages of fifteen and twenty of the subjects and marriage role expectations indicating either an equalitarian or traditional role.

Grade Average

The grade average was computed several times for 587 seniors covering the grades made from the sophomore year through the seventh semester. All subjects taken for credit were included in the grade average. The grade averages as computed by the school registrar ranged from a 1.0236 to a 3.9756. Three special education students also were included in the study. No grade point average was computed for special education students.

Therefore the grade averages between 0.000 and 3.9756 as computed by the school registrar will be used as a measure of grade average.

Based upon the above discussion of the operational measures of the adolescent's grade average the sixth middle range hypothesis can be stated.

Middle Range Null Hypothesis 6. There is no relationship between grade averages of 0.000 and 3.9756 and the subjects' marriage role expectations indicating either an equalitarian or traditional role.

Birth Order

Birth order was determined by information in the cumulative record folders which listed brothers and sisters and their ages. As the folders were compiled in 1965 and the information cards filled out in 1967, two years were subtracted from the age of the subject to compare his age with his brothers and sisters. The subject was thus determined to

be oldest or an only child, or to be born second or later.

Therefore whether the child was first born or an only child and second or later will be used as a measure of birth order.

Based upon the above discussion of the operational measures of the birth order of the subject the seventh middle range hypothesis can be stated.

Middle Range Null Hypothesis 7. There is no relationship between an only or first born child or a child born second or later and the adolescent's marriage role expectations indicating either an equalitarian or traditional role.

Number of Siblings

The number of siblings was determined by information in the cumulative record folder which listed brothers and sisters and their ages. To determine the number of siblings a count was made from the cumulative record folders. The number of siblings ranged from none to ten.

Therefore the number of siblings indicated in the cumulative record folder will be used as a measure of number of siblings.

Based upon the above discussion of the operational measure of number of siblings the eighth middle range hypothesis can be stated.

Middle Range Null Hypothesis 8. There is no relationship between adolescents with siblings ranging in

number between none and ten and the subjects' marriage role expectations either as an equalitarian or a traditional role.

Father's Occupation

Father's occupation and where the father was employed were found on the student information cards. These occupations were then placed into the seven occupational categories used by the census (U. S. Bureau of the Census, 1966). These categories were professional, technical, and kindred workers; salaried managers and officials; clerical, sales, and kindred workers; craftsmen, foremen, and kindred workers; operatives and kindred workers; service workers; and laborers, except farm and mine. The categories of unemployed, deceased and other which included military, student, and farm were added to the census categories.

Therefore the ten classifications of father's occupation as listed above will be used as a measure of father's occupation.

Based upon the above discussion of the operational measures of father's occupation the ninth middle range hypothesis can be stated.

Middle Range Null Hypothesis 9. There is no positive relationship between father's occupation of the seven U. S. Census occupation categories, unemployed, deceased and other occupations and the marriage role expectations of the adolescent indicating an

equalitarian or traditional role.

Methods of Data Analysis

The Pearson Product Moment correlation coefficient was selected to establish the degree of relation of each independent variable with the dependent variable. Ferguson (1966, p. 108) stated that:

Measures of correlation are conventionally defined to take values from -1 to +1. A value of -1 describes a perfect negative relation. All points lie on a straight line, and X decreases as Y increases. A value of +1 describes a perfect relation. All points lie on a straight line, and X increases as Y increases. A value of 0 describes the absence of a relation. The variable X is independent of Y or bears a random relation to Y. Measures of correlation take positive values where the relation is positive and negative values where the relation is negative.

The coefficient of correlation was used to test the assumption that a linear relationship existed between marriage role expectations of adolescents and the independent variables. The .05 level of probability was selected for the test of significance.

Limitations

There are several limitations to this study. First the empirical measure of some of the independent variables may not be adequate. This may be particularly true of the variables of mother's employment status and father's occupation.

Secondly, data for birth order and number of siblings

was taken from a cumulative record folder originally compiled in 1965, three years previous to this research. Thus, this information may not be completely accurate.

Thirdly, the decile groupings used for a measure of social status were done in 1950. Although any decile groupings would soon be outdated, this classification is only a limited guide to social stratification.

Fourth, the sample, although randomly taken, has limitations of being from one school and one geographical area.

CHAPTER IV

FINDINGS

This chapter reports the analysis of data testing the relationship between the selected independent variables of mother's employment status, social status, sex, family structure, age, grade average, birth order, number of siblings, and father's occupation and the dependent variable of marriage role expectations. The general null hypotheses being tested are:

- I. There is no relationship between the mother's employment status and the marriage role expectations of the adolescent.
- II. There is no relationship between the social status of the family of the adolescent and the marriage role expectations of the adolescent.
- III. There is no relationship between the sex of the adolescent and the marriage role expectations of the adolescent.
- IV. There is no relationship between the family structure of the family of the adolescent and the marriage role expectations of the adolescent.
- V. There is no relationship between the age of the

adolescent and the marriage role expectations of the adolescent.

- VI. There is no relationship between the grade average of the adolescent and the marriage role expectations of the adolescent.
- VII. There is no relationship between the birth order in the family of the adolescent and the marriage role expectations of the adolescent.
- VIII. There is no relationship between the number of siblings in the family of the adolescent and the marriage role expectations of the adolescent.
- IX. There is no relationship between father's occupation in the family of the adolescent and the marriage role expectations of the adolescent.

The Pearson Product Moment correlation was computed to determine whether or not a relationship existed between the dependent variable of marriage role expectations and the various independent variables. The computed correlation coefficient and its test for significance at the .05 level of probability with 194 degrees of freedom is listed following each empirical null hypothesis. The following discussion will list the nine general level hypotheses, the nine middle level hypotheses, the nine empirical hypotheses and state if the empirical hypotheses support the respective middle and general level hypotheses. The discussion will also state whether there is a relationship between the general marriage role

expectations concept and any of the sub-concepts measured by the Marriage Role Expectation Inventory of authority patterns, homemaking, care of children, personal characteristics, social participation, education and financial support and employment.

Relationship of Selected Factors with Marriage Role Expectations

Mother's Employment Status

General Null Hypothesis I. There is no relationship between the mother's employment status and the marriage role expectations of the adolescent.

Middle Range Null Hypothesis 1. There is no relationship between the mother's employment status and the adolescent's marriage role expectations indicating either an equalitarian or traditional role.

Empirical Null Hypothesis 1. There is no relationship between the mother's employment status and the adolescent's score on the Marriage Role Expectation Inventory.

The computed correlation coefficient of mother's employment status and the score on the Marriage Role Expectation Inventory was .009 for the total population of 196 (Table 10, Appendix B). An r value of .137 is needed to be significant at the .05 level of probability with 194 degrees of freedom. Therefore, the null hypothesis is not refuted. These data do not support the middle and general level hypotheses.

There was no significant relationship between the score for mother's employment status and the seven sub-concepts covered by the Marriage Role Expectation Inventory of authority patterns, homemaking, care of children, personal characteristics, social participation, education, and financial support and employment.

Social Status

General Null Hypothesis II. There is no relationship between the social status of the family of the adolescent and the marriage role expectations of the adolescent.

Middle Range Null Hypothesis 2. There is no relationship between a decile grouping of census occupations to indicate social status and the marriage role expectations of the adolescent indicating an equalitarian or traditional role.

Empirical Null Hypothesis 2. There is no relationship between a decile grouping of census occupations to indicate social status and the adolescent's score on the Marriage Role Expectation Inventory.

The computed correlation coefficient of social status and the score on the Marriage Role Expectation Inventory was .210 for the total population of 196. An r value of .137 is needed to be significant at the .05 level of probability with 194 degrees of freedom. Therefore the null hypothesis is

refuted. The general and middle hypotheses are supported by this data.

The computed correlation coefficient of three of the sub-concepts covered by the Marriage Role Expectation Inventory were significantly related to social status. The computed correlation coefficient of social status and homemaking was .144, for social participation .192, and for education .177. An r value of .137 is needed to be significant at the .05 level of probability with 194 degrees of freedom. The computed correlation coefficient of authority patterns, care of children, personal characteristics and financial support and employment were not significantly related to social status.

Sex

General Null Hypothesis III. There is no relationship between the sex of the adolescent and the marriage role expectations of the adolescent.

Middle Range Null Hypothesis 3. There is no relationship between boys and girls and marriage role expectations indicating either an equalitarian or traditional role.

Empirical Null Hypothesis 3. There is no relationship between boys and girls and the adolescent's score on the Marriage Role Expectation Inventory.

The computed correlation coefficient of sex and the

score on the Marriage Role Expectation Inventory was .127 for the total population of 196. An r value of .137 is needed to be significant at the .05 level of probability with 194 degrees of freedom. Therefore, the null hypothesis is not refuted. These data do not support the middle and general level hypotheses.

The computed correlation coefficient of three of the sub-concepts covered by the Marriage Role Expectation Inventory were significantly related to sex of the adolescent. The computed correlation coefficient of sex and homemaking was .282, for sex and personal characteristics was .199 and for financial support and employment was .438. An r value of .137 is needed to be significant at the .05 level of probability with 194 degrees of freedom. The computed correlation coefficient of authority patterns, care of children, social participation and education were not significantly related to sex of the adolescent.

Family Structure

General Null Hypothesis IV. There is no relationship between the family structure of the family of the adolescent and the marriage role expectations of the adolescent.

Middle Range Null Hypothesis 4. There is no relationship between the adolescent living with both parents, living with only the father, living with only the mother, living with stepparents, or living with some

other person and the marriage role expectations of the adolescent indicating either an equalitarian or traditional role.

Empirical Null Hypothesis 4. There is no relationship between the adolescent living with both parents, living with only the father, living with only the mother, living with step-parents, or living with some other person and the adolescent's score on the Marriage Role Expectation Inventory.

The computed correlation coefficient of family structure and the score on the Marriage Role Expectation Inventory was .014 for the total population of 196. An r value of .137 is needed to be significant at the .05 level of probability with 194 degrees of freedom. Therefore, the null hypothesis is not refuted. These data do not support the middle and general level hypotheses.

There was no significant relationship between the score for family structure and the seven sub-concepts covered by the Marriage Role Expectation Inventory of authority patterns, homemaking, care of children, personal characteristics, social participation, education, and financial support and employment.

Age

General Null Hypothesis V. There is no relationship between the age of the adolescent and the marriage role expectations

of the adolescent.

Middle Range Null Hypothesis 5. There is no relationship between the ages of fifteen and twenty of the subjects and marriage role expectations indicating either an equalitarian or traditional role.

Empirical Null Hypothesis 5. There is no relationship between the ages of fifteen and twenty of the subjects and the adolescent's score on the Marriage Role Expectation Inventory.

The computed correlation coefficient of age and the score on the Marriage Role Expectation Inventory was .164 for the total population of 196. An r value of .137 is needed to be significant at the .05 level of probability with 194 degrees of freedom. Therefore the null hypothesis is refuted. The general and middle hypotheses are supported by this data.

The computed correlation coefficient of two of the sub-concepts covered by the Marriage Role Expectation Inventory were significantly related to age. The computed correlation coefficient of age and care of children was .154 and for education was .177. An r value of .137 is needed to be significant at the .05 level of probability with 194 degrees of freedom. There was no significant relationship between computed correlation coefficient of authority, homemaking, personal characteristics, social participation, and financial support and employment and age.

Grade Average

General Null Hypothesis VI. There is no relationship between the grade average of the adolescent and the marriage role expectations of the adolescent.

Middle Range Null Hypothesis 6. There is no relationship between the grade average of 0.000 to 3.9756 and the subjects marriage role expectations indicating either an equalitarian or traditional role.

Empirical Null Hypothesis 6. There is no relationship between grade averages between .000 to 3.97 and the adolescent's score on the Marriage Role Expectation Inventory.

The computed correlation coefficient of grade average and the score on the Marriage Role Expectation Inventory was .308 for the total population of 196. An r value of .137 is needed to be significant at the .05 level of probability with 194 degrees of freedom. Therefore, the null hypothesis is refuted. The general and middle hypotheses are supported by this data.

The computed correlation coefficient of five of the seven sub-concepts covered by the Marriage Role Expectation Inventory were significantly related to grade average. The computed correlation coefficient of grade average and authority patterns was .171, for grade average and care of children .233, for grade average and personal characteristics .414, for social participation .269, and for grade average and

education .317. An r value of .137 is needed to be significant at the .05 level of probability with 194 degrees of freedom. The computed correlation coefficient of homemaking and financial support and employment were not significantly related to grade average.

Birth Order

General Null Hypothesis VII. There is no relationship between the birth order in the family of the adolescent and the marriage role expectations of the adolescent.

Middle Range Null Hypothesis 7. There is no relationship between an only or first born child, or a child born second or later and the subjects marriage role expectations indicating either an equalitarian or traditional role.

Empirical Null Hypothesis 7. There is no relationship between an only or first born child, or a child born second or later and the adolescent's score on the Marriage Role Expectation Inventory.

The computed correlation coefficient of birth order and the score on the Marriage Role Expectation Inventory was .086 for the total population of 196. An r value of .137 is needed to be significant at the .05 level of probability with 194 degrees of freedom. Therefore, the null hypothesis is not refuted. These data do not support the middle and general

level hypotheses.

The computed correlation coefficient of the sub-concept social participation was .166. An r value of .137 is needed to be significant at the .05 level of probability with 194 degrees of freedom. Therefore, the computed correlation coefficient of authority patterns, homemaking, care of children, personal characteristics, education and financial support and employment were not significantly related to social status.

Number of Siblings

General Null Hypothesis VIII. There is no relationship between the number of siblings in the family of the adolescent and the marriage role expectations of the adolescent.

Middle Range Null Hypothesis 8. There is no relationship between adolescents with siblings ranging in number between none and ten and the adolescent's marriage role expectations indicating either an equalitarian or traditional role.

Empirical Null Hypothesis 8. There is no relationship between adolescents with siblings ranging in number between none and ten and the adolescent's score on the Marriage Role Expectation Inventory.

The computed correlation coefficient of number of siblings with the score on the Marriage Role Expectation

Inventory was .124 for the total population of 196. An r value of .137 is needed to be significant at the .05 level of probability with 194 degrees of freedom. Therefore, the null hypothesis is not refuted. These data do not support the middle and general level hypotheses.

The computed correlation coefficient of one of the sub-concepts covered by the Marriage Role Expectation Inventory was significantly related to number of siblings. The computed correlation coefficient of number of siblings and personal characteristics was .172. An r value of .137 is needed to be significant at the .05 level of probability with 194 degrees of freedom. The computed correlation coefficient of authority patterns, homemaking, care of children, social participation, education, and financial support and employment were not significantly related to number of siblings.

Father's Occupation

General Null Hypothesis IX. There is no relationship between father's occupation and the marriage role expectation of the adolescent.

Middle Range Null Hypothesis 9. There is no relationship between father's occupation of the seven U. S. Census occupation categories, unemployed, deceased and other occupations and the marriage role expectations of the adolescent indicating an equalitarian or traditional role.

Empirical Null Hypothesis 9. There is no relationship between father's occupation of the seven U. S. Census occupation categories, unemployed, deceased and other occupations and the adolescent's score on the Marriage Role Expectation Inventory.

The computed correlation coefficient of father's occupation and the score on the Marriage Role Expectation Inventory was .123 for the total population of 196. An r value of .137 is needed to be significant at the .05 level of probability with 194 degrees of freedom. Therefore, the null hypothesis is not refuted. These data do not support the middle and general level hypotheses.

There was no significant relationship between the score for father's occupation and the seven areas covered by the Marriage Role Expectation Inventory of authority patterns, homemaking, care of children, personal characteristics, social participation, education, and financial support and employment.

CHAPTER V

DISCUSSION

Discussion of Correlation Findings

Nine major concepts were derived from the Conceptual Framework chapter as being related to marriage role expectations. These concepts were mother's employment status, social status, sex, family structure, age, grade average, birth order, number of siblings, and father's occupation. The discussion of the correlation findings will be presented for each of the nine major concepts.

Mother's Employment Status

Mother's employment status was not significantly related to the empirical measure of the student's marriage role expectation score. The total inventory score, the coded categories of the total score and the sub-concepts included in the inventory were not significantly related to mother's employment status. The sub-concepts were authority patterns, homemaking, care of children, personal characteristics, social participation, education, and financial support and employment. It could be concluded from these findings that mother's employment status does not affect the marriage role

expectations of adolescents.

Social Status

Social status was significantly related to marriage role expectations. There was a significant relationship between the total inventory score and social status and the coded categories of the total score and social status. The sub-concepts of homemaking, social participation, and education were significantly related to social status. It could be concluded from these findings that higher social status subjects have a more equalitarian expectation of marriage than lower social status subjects. Also, higher social status subjects have a more equalitarian expectation of marriage of the sub-concepts of homemaking, social participation and education than lower social status subjects. The sub-concepts of authority patterns, care of children, personal characteristics, and financial support and employment were not significantly related to social status.

Sex

The total test score was not significantly related to the sex of the subjects. The coded categories of the total score were significantly related to sex. Of the sub-concepts making up the Marriage Role Expectation Inventory, homemaking was significantly related to the sex of the subjects. From these findings it could be concluded that boys have more equalitarian expectations of marriage than girls and are

equalitarian in their expectations of homemaking. Personal characteristics and financial support and employment were also significantly related to the sex of the subject. From these findings it could be concluded that females are more equalitarian in their expectation in the areas of personal characteristics and financial support and employment than males. The areas of authority patterns, care of children, social participation, and education were not significantly related to the marriage role expectations of either sex.

Family Structure

Family structure was not significantly related to the total test score, the coded categories of the total score or to any of the seven sub-concepts covered in the Marriage Role Expectation Inventory. From these data it could be concluded that family structure does not affect marriage role expectations.

Age

The age of the subjects was significantly related to the total inventory score. The age of the subjects was not significantly related to the coded categories of the total inventory score. There was also a significant relationship in the sub-concepts of care of children and education in the Marriage Role Expectation Inventory. From the findings it could be concluded that younger subjects have a more equalitarian expectation in the areas of care of children and

education. The sub-concepts of authority patterns, homemaking, personal characteristics, social participation, and financial support and employment were not significantly related to age.

Grade Average

There was a significant relationship between grade average and marriage role expectations. A significant relationship was found for the total inventory score, the coded categories of the inventory score and in all sub-concepts covered by the Marriage Role Expectation Inventory except financial support and employment. From these data it could be concluded that subjects with high grade averages have equalitarian expectations of marriage and equalitarian expectations in the sub-concepts of authority patterns, homemaking, care of children, personal characteristics, social participation, and education. Grade average was not significantly related to financial support and employment.

Birth Order

There was no significant relationship between birth order and the total inventory score or to the coded categories of the inventory score. Birth order was not significantly related to any of the sub-concepts covered by the Marriage Role Expectation Inventory except the area of social participation. From these findings it could be concluded that only and firstborn children were more equalitarian in the sub-concept of social participation than were children born

second or later. The areas of authority patterns, homemaking, care of children, personal characteristics, education, and financial support and employment were not significantly related to birth order.

Number of Siblings

The number of siblings was not significantly related to marriage role expectations of adolescents. The total inventory score, the coded categories of the total score and the sub-concepts covered in the inventory of authority patterns, homemaking, care of children, social participation, education, and financial support and employment were not significantly related to number of siblings. The area of personal characteristics was significantly related to number of siblings. From these findings it could be concluded that fewer number of siblings had more equalitarian expectations in the area of personal characteristics than did the larger number of siblings.

Father's Occupation

Father's occupation was not significantly related to marriage role expectations of adolescents. There was no significant relationship between the father's occupation, the total inventory score, the coded categories of the total score, or any of the sub-concepts covered by the Marriage Role Expectation Inventory and it could be concluded from these findings that father's occupation does not affect the marriage

role expectations of adolescents.

Conclusions

From these data it could be concluded that age, grade average, and social status affect the marriage role expectations of adolescents as indicated by the total inventory score. Specifically it could be concluded from these data that equalitarian expectations of marriage may be more often related to younger subjects, to subjects with a higher grade average, and to subjects with a higher social status.

Possible Reasons for Findings

The following discussion will focus on possible reasons that may have resulted in the lack of significant relationships between marriage role expectations and the independent concepts of mother's employment status, family structure, birth order, number of siblings and father's occupation.

One possible reason for the lack of a significant relationship could be the operational measures for mother's employment status, family structure, father's occupation, birth order and number of siblings. Father's occupation may not be properly classified for all subjects. For mother's employment status no distinction was made between the mother working full-time or part-time. No distinction was made for the hours employed or for the length of time in months or

years the mother was employed prior to the time of the study. Data for birth order and number of siblings were taken from an information folder completed in 1965, three years prior to this study. Thus, this information may be inaccurate today. Family structure may not be shown to be significantly related to marriage role expectations because of incomplete information available on the length of time a subject has lived with only one parent. Also other family members who might take the role of the absent parent or the presence of extended family members might affect results.

A second major reason for the lack of empirical support of the hypothesized relationship was the sample size and consistency. Most subjects lived with their own parents, were sixteen, and were born second or later.

A third possible reason for lack of a significant relationship for these concepts is that the conceptual framework was not correct or adequate.

Suggestions for Further Research

First, this study shows a need for a better means of measuring father's occupation, family structure and mother's employment status.

Second, more subjects and perhaps more subjects at different age levels would give more of the desired information.

Thirdly, most subjects fell in the range of being

moderately equalitarian in their expectations of marriage.
It might be of interest for future research to examine each
inventory item for differences in expectations.

CHAPTER VI

SUMMARY

The importance of marriage role expectations has been noted by authors who state that the performance of roles in accordance with the spouse's expectations leads to marital adjustment but performance of roles not in accord with expectations leads to strain and conflict. Research contributing information on marriage role expectations of adolescents may help counselors in their work with young people.

The conceptual framework based on role theory, assumes that role expectations are influenced by the social environment and that the marriage role expectations of adolescents are important indications of future attitudes towards marriage. The purpose of this research was to show the relationship of the dependent concept, marriage role expectations to the independent concepts of mother's employment status, social status, sex, family structure, age, grade average, birth order, number of siblings, and father's occupation.

The subjects of this research were 100 senior boys and 100 senior girls from a Kansas high school. The subjects were randomly selected from 327 senior girls and 289 senior boys.

The marriage role expectations of the adolescent were measured by the Marriage Role Expectation Inventory. The purpose of the inventory was to show the degree to which a respondent's expectations were equalitarian or traditional. The sub-concepts covered by the inventory were authority, homemaking, care of children, personal characteristics, social participation, education and employment and support. The inventory consisted of seventy-one items with thirty-four of the items showing a companionship-equalitarian relationship to marriage partner and thirty-seven indicating a traditional-patriarchal relationship.

Information on the independent variables was obtained from student information cards and a cumulative record folder kept in the student's division office of the high school. In addition, empirical measure of father's occupation was taken from the student information card and grouped according to U. S. Census (1960) categories of occupations. The concept of social status, derived from occupations on the student information card and classified according to the U. S. Census occupations, was given a social status rating based upon Reiss' (1961) decile groupings of Census occupations.

Four limitations of this study were stated. First, empirical measures may not be accurate, particularly for father's occupation and mother's employment status. Secondly, birth order and number of siblings were taken from data compiled in 1965, three years previous to this study. Thirdly,

the decile groupings used for a measure of social status were done in 1950 and are only a limited guide to social status. Fourth, the sample represents one school and one geographical area.

The Pearson Product Moment correlation coefficient was computed to establish the relationship of the dependent variable, marriage role expectations with the independent variables. The .05 level of probability was used to determine if the level was significant. Significant relationship between marriage role expectations and the independent variables were found for marriage role expectations and social status, marriage role expectations and age, and marriage role expectations and grade average. No significant relationship was found between marriage role expectations and the variables of mother's employment status, sex, family structure, birth order, number of siblings, and father's occupation.

This research indicates a need for better measures of father's occupation and mother's employment status. Since most student scores fell within a range of scores that placed their expectations as moderately equalitarian, perhaps future studies might examine individual responses to each item.

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APPENDIX A

FORM M
MARRIAGE ROLE EXPECTATION INVENTORY

by
Marie S. Dunn

In an effort to do a better job of helping young people to prepare for marriage and family living, we need to know what they expect of marriage. Listed below you will find statements about such expectation for husbands and for wives. Please think in terms of what you expect of your own marriage as you read each statement. This is not a test and you are not to be graded. There are no right or wrong answers because each of us is entitled to his own opinion.

1. If you strongly agree with a statement, draw a circle around the letters SA.
2. If you agree with a statement, draw a circle around the letter A.
3. When you are undecided as to your opinion of a statement, put a circle around U.
4. If you disagree with a statement, draw a circle around the letter D.
5. If you strongly disagree with the statement, draw a circle around the letters SD.

PLEASE ANSWER EVERY QUESTION

Key for marking items below.

SA--Strongly Agree
A--Agree
U--Undecided

D--Disagree
SD--Strongly Disagree

IN MY MARRIAGE I EXPECT:

- SA A U D SD 1. that if there is a difference of opinion, I will decide where to live.
- SA A U D SD 2. that my wife's opinion will carry as much weight as mine in money matters.
- SA A U D SD 3. to help my wife with the housework.
- SA A U D SD 4. that it would be undesirable for my wife to be better educated than I.
- SA A U D SD 5. that if we marry before going to college, my wife and I will do our best to go on to earn college degrees.
- SA A U D SD 6. my wife to combine motherhood and a career if that proves possible.
- SA A U D SD 7. to be the "boss" who says what is to be done and what is not to be done.
- SA A U D SD 8. that my wife will be as well informed as I concerning the family's financial status and business affairs.
- SA A U D SD 9. to leave the care of the children entirely up to my wife when they are babies.
- SA A U D SD 10. to be as interested in spending time with the girls as with the boys in our family.
- SA A U D SD 11. that if my wife prefers a career to having children we will have the right to make that choice.
- SA A U D SD 12. that for the most successful family living my wife and I will need more than a high school education.
- SA A U D SD 13. it will be more important for my wife to be a good cook and housekeeper than for her to be an attractive, interesting companion.
- SA A U D SD 14. that being married will not keep me from going to college.

- SA A U D SD 15. that the "family schedule" such as when the meals will be served, and when television can be turned on, will be determined by my wishes and working hours.
- SA A U D SD 16. that my wife and I will share responsibility for housework if both of us work outside the home.
- SA A U D SD 17. that keeping the yard, making repairs, and doing outside chores will be the responsibility of whoever has the time and wishes to do them.
- SA A U D SD 18. if as a husband I am a good worker, respectable and faithful to my family, other personal characteristics are of considerably less importance.
- SA A U D SD 19. that it will be more important that my wife has a good family background than that she has a compatible personality and gets along well with people.
- SA A U D SD 20. that I will decide almost all money matters.
- SA A U D SD 21. that my wife and I shall have equal privileges in such things as going out at night.
- SA A U D SD 22. that my major responsibility to our children will be to make a good living, provide a home, and make them mind.
- SA A U D SD 23. that since doing things like laundry, cleaning, and child care are "woman's work", I will feel no responsibility for them.
- SA A U D SD 24. week-ends to be a period of rest for me, so I will not be expected to assist with cooking and housekeeping.
- SA A U D SD 25. that if I help with the housework, my wife will help with outside chores such as keeping the yard, painting or repairing the house.

- SA A U D SD 26. that my wife and I will have equal voice in decisions affecting the family as a whole.
- SA A U D SD 27. that after marriage my wife will forget an education and make a home for me.
- SA A U D SD 28. that my wife will love and respect me regardless of the kind of work that I do.
- SA A U D SD 29. my wife to work outside the home if she enjoys working more than staying at home.
- SA A U D SD 30. that both my wife and I will concern ourselves with the social and emotional development of our children.
- SA A U D SD 31. it will be just as important that I am congenial, love and enjoy my family as that I earn a good living.
- SA A U D SD 32. that it will be equally important that my wife is affectionate and understanding as that she is thrifty and skillful in housekeeping.
- SA A U D SD 33. that it will be my responsibility and privilege to choose where we will go and what we will do when we go out.
- SA A U D SD 34. to manage my time so I can show a genuine interest in what our children do.
- SA A U D SD 35. that my wife will let me tell her how to vote.
- SA A U D SD 36. that my wife and I will take an active interest together in what's going on in our community.
- SA A U D SD 37. that if my wife can cook, sew, keep house, and care for children, any other kind of education for her is unnecessary.
- SA A U D SD 38. that having compatible personalities will be considerably less important to us than such characteristics as being religious, honest, and hard working.

- SA A U D SD 39. it will be only natural that I will be the one concerned about politics and what is going on in the world.
- SA A U D SD 40. my wife to accept the fact I will devote most of my time to getting ahead and becoming a success.
- SA A U D SD 41. that being married should cause little or no change in my social or recreational activities.
- SA A U D SD 42. that my wife will generally prefer talking about something like clothes, places to go, and "women's interests" to talking about complicated international and economic affairs.
- SA A U D SD 43. that my wife's activities outside the home will be largely confined to those associated with the church.
- SA A U D SD 44. my wife to stay at home to care for the children and me instead of using time attending club meetings and entertainment outside the home .
- SA A U D SD 45. that an education is important for my wife whether or not she works outside the home.
- SA A U D SD 46. that my wife will keep herself informed and active in the work of the community.
- SA A U D SD 47. that since I must earn the living, I can't be expected to take time to "play" with the children.
- SA A U D SD 48. that it is my wife's job rather than mine to set a good example and see that the family goes to church.
- SA A U D SD 49. it will be more important that as a husband I am ambitious and a good provider than that I am kind, understanding and get along well with people.

- SA A U D SD 50. it will be equally as important for my wife to find time to enjoy our children as to do things like bathing, dressing, and feeding them.
- SA A U D SD 51. my wife to fit her life to mine.
- SA A U D SD 52. that managing and planning for spending money will be a joint proposition between my wife and me.
- SA A U D SD 53. to manage my time so that I will be able to share in the care of the children.
- SA A U D SD 54. that having guests in our home will not prevent my lending a hand with serving meals or keeping the house orderly.
- SA A U D SD 55. that we will permit the children to share, according to their abilities, with the parents in making family decisions.
- SA A U D SD 56. to help wash or dry dishes.
- SA A U D SD 57. entire responsibility for earning the family living.
- SA A U D SD 58. that staying at home with the children will be my wife's duty rather than mine.
- SA A U D SD 59. that an education for me will be as important in making me a more cultured person as in helping me to earn a living.
- SA A U D SD 60. to feel equally as responsible for the children after work and on holidays as my wife does.
- SA A U D SD 61. to make most of the decisions concerning the children such as where they will go and what they may do.
- SA A U D SD 62. that it will be exclusively my wife's duty to do the cooking and keeping the house in order.

- SA A U D SD 63. that I will forget about an education after I am married and support my wife.
- SA A U D SD 64. that my wife and I will share household tasks according to individual interests and abilities rather than according to "woman's work" and "man's work".
- SA A U D SD 65. as far as education is concerned, that is unimportant for my wife or me if both of us are ambitious and hard working.
- SA A U D SD 66. to earn a good living if I expect love and respect from my family.
- SA A U D SD 67. whether or not my wife works will depend upon what we as a couple think is best for our own happiness.
- SA A U D SD 68. that if my wife is not going to work outside the home, there is no reason for getting a college education.
- SA A U D SD 69. as our children grow up the boys will be my responsibility while the girls are my wife's.
- SA A U D SD 70. that my wife and I will feel equally responsible for looking after the welfare of our children.
- SA A U D SD 71. that my wife will take full responsibility for care and training of our children so that I can devote my time to my work.

FORM F

MARRIAGE ROLE EXPECTATION INVENTORY

by

Marie S. Dunn

In an effort to do a better job of helping young people to prepare for marriage and family living, we need to know what they expect of marriage. Listed below you will find statements about such expectation for husbands and for wives. Please think in terms of what you expect of your own marriage as you read each statement. This is not a test and you are not to be graded. There are no right or wrong answers because each of us is entitled to his own opinion.

1. If you strongly agree with a statement, draw a circle around the letters SA.
2. If you agree with a statement, draw a circle around the letter A.
3. When you are undecided as to your opinion of a statement, put a circle around U.
4. If you disagree with a statement, draw a circle around the letter D.
5. If you strongly disagree with the statement, draw a circle around the letters SD.

PLEASE ANSWER EVERY QUESTION

Key for marking items below.

SA-- Strongly Agree
A--Agree
U--Undecided

D--Disagree
SD--Strongly Disagree

IN MY MARRIAGE I EXPECT:

- SA A U D SD 1. that if there is a difference of opinion, my husband will decide where to live.
- SA A U D SD 2. that my opinion will carry as much weight as my husband's in money matters.
- SA A U D SD 3. my husband to help with the housework.
- SA A U D SD 4. that it would be undesirable for me to be better educated than my husband.
- SA A U D SD 5. that if we marry before going to college, my husband and I will do our best to go on to earn college degrees.
- SA A U D SD 6. to combine motherhood and a career if that proves possible.
- SA A U D SD 7. my husband to be the "boss" who says what is to be done and what is not to be done.
- SA A U D SD 8. that I will be as well informed as my husband concerning the family's financial status, and business affairs.
- SA A U D SD 9. my husband to leave the care of the children entirely up to me when they are babies.
- SA A U D SD 10. my husband to be as interested in spending time with the girls as with the boys in our family.
- SA A U D SD 11. that if I prefer a career to having children, we will have the right to make that choice.
- SA A U D SD 12. that for the most successful family living my husband and I will need more than a high school education.

- SA A U D SD 13. it will be more important for me to be a good cook and housekeeper than for me to be an attractive, interesting companion.
- SA A U D SD 14. that being married will not keep my husband from going to college.
- SA A U D SD 15. that the family "schedule" such as when meals are served and when the television can be turned on will be determined by my husband's wishes and working hours.
- SA A U D SD 16. that my husband and I will share responsibility for work if both of us work outside the home.
- SA A U D SD 17. that keeping the yard, making repairs, and doing outside chores will be the responsibility of whoever has the time and wishes to do them.
- SA A U D SD 18. if my husband is a good worker, respectable and faithful to his family, other personal characteristics are of considerably less importance.
- SA A U D SD 19. it will be more important that as a wife I have a good family background than that I have a compatible personality and get along well with people.
- SA A U D SD 20. that almost all money matters will be decided by my husband.
- SA A U D SD 21. that my husband and I shall have equal privileges in such things as going out at night.
- SA A U D SD 22. that my husband's major responsibility to our children will be to make a good living, provide a home and make them mind.
- SA A U D SD 23. that since doing things like laundry, cleaning, and child care are "woman's work", my husband will feel no responsibility for them.

- SA A U D SD 24. week-ends to be a period of rest for my husband, so he will not be expected to assist with cooking and housekeeping.
- SA A U D SD 25. that if my husband helps with the housework, I will help with outside chores such as keeping the yard, painting or repairing the house.
- SA A U D SD 26. that my husband and I will have equal voice in decisions affecting the family as a whole.
- SA A U D SD 27. that after marriage I will forget an education and make a home for my husband.
- SA A U D SD 28. that I will love and respect my husband regardless of the kind of work he does.
- SA A U D SD 29. to work outside the home if I enjoy working more than staying at home.
- SA A U D SD 30. that both my husband and I will concern ourselves with the social and emotional development of our children.
- SA A U D SD 31. it will be just as important for my husband to be congenial, love and enjoy his family as to earn a good living.
- SA A U D SD 32. that it will be equally as important that as a wife I am affectionate and understanding as that I am thrifty and skillful in housekeeping.
- SA A U D SD 33. that it will be my husband's responsibility and privilege to choose where we will go and what we will do when we go out.
- SA A U D SD 34. to manage my time so that I can show a genuine interest in what our children do.
- SA A U D SD 35. that I will let my husband tell me how to vote.

- SA A U D SD 36. that my husband and I will take an active interest together in what's going on in our community.
- SA A U D SD 37. that if I can cook, sew, keep house, and care for children any other kind of education for me is unnecessary.
- SA A U D SD 38. that having compatible personalities will be considerably less important to us than such characteristics as being religious, honest, and hard working.
- SA A U D SD 39. it will be only natural that my husband will be the one concerned about politics and what is going on in the world.
- SA A U D SD 40. to accept the fact that my husband will devote most of his time to getting ahead and becoming a success.
- SA A U D SD 41. that being married should cause little or no change in my husband's social or recreational activities.
- SA A U D SD 42. that I will generally prefer talking about something like clothes, places to go, and "women's interests" to talking about complicated international and economic affairs.
- SA A U D SD 43. that my activities outside the home will be largely confined to those associated with the church.
- SA A U D SD 44. to stay at home to care for my husband and children instead of using time attending club meetings, and entertainment outside the home.
- SA A U D SD 45. that an education is important for me whether or not I work outside the home.
- SA A U D SD 46. that I will keep myself informed and active in the work of the community.

- SA A U D SD 47. that since my husband must earn a living, he can't be expected to take time to "play" with the children.
- SA A U D SD 48. that it is my job rather than my husband's to set a good example and see that my family goes to church.
- SA A U D SD 49. it will be more important that my husband is ambitious and a good provider than that he is kind, understanding and gets along well with people.
- SA A U D SD 50. it will be equally as important to find time to enjoy our children as to do things like bathing, dressing, and feeding them.
- SA A U D SD 51. to fit my life to my husband's.
- SA A U D SD 52. that managing and planning for spending money will be a joint proposition between my husband and me.
- SA A U D SD 53. my husband to manage his time so that he will be able to share in the care of the children.
- SA A U D SD 54. that having guests in our home will not prevent my husband's lending a hand with serving meals or keeping the house orderly.
- SA A U D SD 55. that we will permit the children to share, according to their abilities, with the parents in making family decisions.
- SA A U D SD 56. my husband to help wash or dry dishes.
- SA A U D SD 57. my husband to be entirely responsible for earning the living for our family.
- SA A U D SD 58. that staying at home with the children will be my duty rather than my husband's.
- SA A U D SD 59. that an education for my husband will be as important in making him a more cultured person as in helping him to earn a living.

- SA A U D SD 60. my husband to feel equally as responsible for the children after work and on holidays as I do.
- SA A U D SD 61. my husband to make most of the decisions concerning the children such as where they will go and what they may do.
- SA A U D SD 62. that it will be exclusively my duty to do the cooking and keeping the house in order.
- SA A U D SD 63. that my husband will forget about an education after he is married and support his wife.
- SA A U D SD 64. that my husband and I will share household tasks according to individual interests and abilities rather than according to "woman's work" and "man's work".
- SA A U D SD 65. as far as education is concerned, that it is unimportant for either my husband or me if both of us are ambitious and hard working.
- SA A U D SD 66. my husband to earn a good living if he expects love and respect from his family.
- SA A U D SD 67. whether or not I work will depend on what we as a couple think is best for our own happiness.
- SA A U D SD 68. that if I am not going to work outside the home, there is no reason for my getting a college education.
- SA A U D SD 69. as our children grow up the boys will be more my husband's responsibility while the girls will be mine.
- SA A U D SD 70. that my husband and I will feel equally responsible for looking after the welfare of our children.
- SA A U D SD 71. that I will take full responsibility for care and training of our children so that my husband can devote his time to work.

APPENDIX B

TABLE 10
CORRELATION OF ITEMS WITH TOTAL INVENTORY SCORE
AND CODED CATEGORIES OF TOTAL SCORE

Variable	Total Inventory Score	Coded Categories of Total Score
Mother's employment status	.009	.012
Social status	.210*	.139*
Sex	.127	.156*
Family structure	.014	.0002
Age	.164	.118
Grade average	.308*	.302
Birth order	.086	.078
Number of siblings	.124	.024
Father's occupation	.123	.059

*Significant at .05 level.

TABLE 11

CORRELATION OF VARIABLES AND SUB-CONCEPTS

Item	Category					
	Authority	Home- making	Child Care	Personal Character- istics	Social Participation	Education
Mother's employ- ment status	.035	.053	.037	.020	.074	.038
Social status	.107	.144*	.136	.120	.192*	.177*
Sex	.036	.285*	.015	.199*	.109	.092
Family structure	.011	.075	.069	.019	.016	.022
Age	.054	.011	.154	.067	.128	.177*
Grade average	.171*	.017	.233*	.414*	.269*	.317*
Birth order	.032	.085	.002	.042	.166*	.069
Number of siblings	.083	.051	.068	.172*	.104	.107
Father's occupation	.054	.103	.101	.068	.104	.090
						.012

*Significant at .05 level.

APPENDIX C

TABLE 12

ITEMS IN DUNN'S MARRIAGE ROLE EXPECTATION INVENTORY

Sub-scale	Items Number			Maximum Score
	Husband's Role	Wife's Role	Husband's and Wife's Role	
a. Authority				
Trad.	1,7,20,61	51	--	11
Equal.	--	3,8	21,26,52,55	
h. Homemaking				
Trad.	23,24	15,62	--	11
Equal.	3,54,56	25	16,17,64	
c. Care of children				
Trad.	9,22	58,71	69	12
Equal.	10,53,60	34,50	30,70	
p. Personal characteristics				
Trad.	18,49	13,19,48	38	8
Equal.	31	32	--	
s. Social participation				
Trad.	33,39,40,41,47	35,42,43,44	--	11
Equal.	--	46	36	
e. Education				
Trad.	63	4,27,37,68	65	11
Equal.	14,59	45	5,12	
es. Employment and support				
Trad.	57,66	--	--	7
Equal.	28	6,11,29,67	--	

Total, 71 items: Equalitarian, 34; Traditional, 37.

FACTORS RELATED TO ADOLESCENTS' EXPECTATIONS
OF MARITAL ROLES

by

JOYE ELIZABETH STRUSS STERRETT

B. S., Kansas State University, 1961

AN ABSTRACT OF A MASTER'S THESIS

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Manhattan, Kansas

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The purpose of this study was to investigate the relationship of marriage role expectations of adolescents with the variables of mother's employment status, social status, sex, family structure, age, grade average, birth order, number of siblings, and father's occupation.

Subjects for this study were seniors randomly selected from the senior class of a Kansas high school. One hundred girls and 100 boys were selected. Of these, 196 subjects completed the Marriage Role Expectation Inventory, the measure of adolescent marriage role expectations. The inventory consisted of seventy-one items concerning expectations of marriage. Thirty-four of the items were equalitarian statements and thirty-seven were traditional statements. Seven areas were covered by the statements. These were authority patterns, homemaking, care of children, personal characteristics, social participation, education, and financial support and employment.

Data on mother's employment status, social status, family structure, age, grade average, birth order, number of siblings, and father's occupation were found in the student cumulative record folder and the student information card filed in the student's division office.

A Pearson Product Moment correlation coefficient was selected to establish the relationship of each of the independent variables with the dependent variable, marriage role expectations. The .05 level of probability was selected

for the test of significance. Significant relationships at the .05 level of probability were found for marriage role expectations of adolescents with: (1) age, (2) grade average and (3) social status.

The limitations of this research include: (1) the data for birth order and number of siblings was taken from a cumulative record folder originally compiled in 1965, three years previous to this research, (2) the decile groupings used for social status were taken from the 1950 census and probably are not as accurate as they might be if taken at a later date, and (3) the empirical measures of father's occupation and mother's employment status may not be adequate.

As most subjects fell in the range of being moderately equalitarian in their expectations of marriage, it might be of interest for future research to examine each inventory item for differences in expectations.

