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**A STUDY ON KOREAN SEX-ROLE PERCEPTION AND  
DEVELOPMENT OF A COMPENSATORY EDUCATIONAL  
PROGRAM TO CHANGE SEX-BIAS ATTITUDE**

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STUDIES ON SEX-ROLE-LINKED MODERNISM IN KOREA

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## I. Introduction

This study is an exploratory research intended to explicate structure of Koreans' changing sex-role linked social behaviors, which is a consequence of or prerequisite for the industrialization of Korean society. The structure of sex-role linked social behaviors was identified in this study as a set of individual modernity factors.

It is a descriptive survey which does not attempt to make any level of generalizations on modernity in Koreans but rather to study a few questions in depth, particularly those questions concerning the indexes of Korean socio-economic development and effects of the development on Korean women's life.

This survey was the first attempt in Korea to apply some socio-psychological development theories to sex-role-linked behaviors, and should be evaluated about all as a working paper calling for much finer analysis on many points.

## II. Statement of the Problem

The importance of having women participate fully and cooperate voluntarily in the tasks and benefits of national development has received a wide recognition through the developing countries. However, the new role which women are called to play in designing national

development of Korea has not been clearly explicated; and confusions and misunderstandings as regards the new roles are currently bringing about serious social problems such as the increasing trend of divorce rate, of broken home and of other problems of juvenile delinquency. It is not just way of evaluating the effects of feministic social movements to relate juvenile delinquencies such as drug adiction or abuse of sex morale with the changed women's new role. Surely, the changes in women's role will bring about the changes in the family structures and functions, and probably as a due consequence of the changes, the pattern of maternal relationship will have to be changed. As pointed out in the study of Rosen and LaRala, modern women, who enjoyed more egalitarian relationship with their husbands, had qualitatively different ways of child-rearing in such a way that they put more emphasis of child socialization on independency and achievement. Over-protection of children is the typical way of child socialization in a less industrialized society.

The increasing trend of divorce rate and of broken family in Korean society is often explained as the aftermath of feministic social movement. Surely, it is not correct and that kind of explanation is usually made only on the basis of Korean male's pure conceptual inferences. The increment of divorce rate is a world-wide trend, and various theories which intended to explain the causes have been

formulated, eventhough they really didn't help much to understand the increment of divorce rate.

Very recently, Korean government, who is suffering from over-population, has publically come to declare that she would make every possible effort to change Korean women's traditional role, the role in which women confined their social and behavioral spans within the fence of their house.<sup>1/</sup> Laws and social institutions which have been discriminating toward working women in Korean society will be abolished, and more working opportunities will be provided for Korean women. However, there seems very little awareness in Korean society as a whole that an establishment of abortion law or other family planning designes has to be buttressed not only by a recognition of fundamental equality between men and women as individuals, but also by the cultivation of modern traits inside the mind of Koreans.

In this study, therefore, Korean society specific modernity factors will be explored. In all of the studies reviewed, it was attempted to extract general or common modernity factors only; however, in the present study not only common factors but also area specific modernity factors will be extracted.

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<sup>1/</sup> Statement made by Educational Planning Board in Korea, 1977.

### III. Theoretic Framework

In an attempt to suggest some possible measures for making Koreans be modern, and the sex-roles be egalitarian, this research was conducted in the framework of the theory of individual modernization. The aim was to test the relationship of Korean socio-economic development to overall individual modernities in Koreans, particularly as regard to the perception of sex-roles which is a useful index of one important aspect of Koreans' behavioral modernization associated with industrialization, and was possibly to find out the variables controlling the individual modernity.

The concept of individual modernity in this study was much influenced by Alex Inkeles and his colleague sociologists. Smith and Inkeles,<sup>2/</sup> after studying cross-culturally six developing societies, have concluded that modern men have or will have a set of attitudes, beliefs, and behaviors presumably of the kind either generated by or required for effective participation in a highly urbanized, industrialized, and educated modern society. Their theory suggests that men everywhere have the same structural mechanisms underlying their socio-psychic functioning whenever modernization takes place. According to them, modern man has the following characteristics: (1) openness to new experiences; (2) the assertion of increasing independence from the authority of traditional figures; (3) belief in the efficacy of

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<sup>2/</sup> A. Inkeles., "Making men modern: on the causes and consequences of individual change in six developing countries," American J. of Sociology, 75, Sept., PP. 208-225, 1969.



science and medicine and a general abandonment of passivity and fatalism in the face of life's difficulties; (4) ambition for oneself and one's children to achieve higher occupational and educational goals; (5) an interest in carefully planning affairs in advance; (6) a strong interest in taking an active part in civic and community affairs and local politics; (7) a strong interest in keeping up with the news and, within this effort, a preference for news of international import over items dealing with sports, religion, or purely local affairs. This statement is too generalized and simple to capture the qualifications of specific discussions on individual modernity, but it makes it be explicit the theoretical rationale that underlies much of the researches on individual modernity.

A reliable and cross-culturally valid multiple-item measure of individual modernity, the overall modernity scale (OM scale), has been devised and validly tested by Inkeles and his colleagues.<sup>3/</sup>

Other sociological concepts of modernization such as Talcott Parsons's five pattern variables or Clyde Kluckhohn's five value orientations were examined; however, they were not taken in this study as major concepts of modernity for the following reason. As pointed out clearly by Fred W. Riggs and others, Parsons's or Kluckhohn's index of modernization might not be the appropriate one to identify

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<sup>3/</sup> D. Smith., A. Inkeles, "The OM Scale: A comparative Socio-Psychological Measure of Individual Modernity," Sociometry, 29 (December, 1966): PP. 353-377.

changes occurring in a rapidly changing society like Korea, since those concepts of modernization were formed after too simple dichotomous classification of social structures and functions.<sup>4/</sup> For instance, T. Parsons's first index of modernization was "affective vs. affective neutrality." It means that an individual living in a less industrialized society acts not affective-neutrally but affectively. The dichotomous way of classification of societies generally lacked in intermediate concepts of modernization both at an individual and societal level, and is a very reasonable way of, but elementary level of classifying a person's social behavior. It might be likely to be real in a very primitive society that a person acts affectively, but very unlikely to be real in a society like Korean society. It would be more correct to say that Koreans act becoming more affective-neutrally: But, Parsons's theory did tell us little about the variables of "becoming" modern. Therefore, for the purpose of seeking more correct and/or appropriate indexes of modernization for Korean society, Inkeles's features of individual modernity, which were not obtained from pure conceptual works of classifications but from empirical findings of testing, were taken in this study.

Under the framework of Inkeles's general modernity theory, women's attitudes and behaviors as regards their roles as women, wives and

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4/ Fred W. Riggs, Administration in Developing Countries: The Theory of Prismatic Society, Houghton Mifflin Company, Boston, 1964.

mothers were particularly measured by Rosen and LaRala.<sup>5/</sup> Being based on the reasoning that alterations in the attitudes and behavior of women in the domestic areas, particularly as regards the socialization of children, bring about social change, Rosen and LaRala argued that the importance of women not only as mediators but also as targets of social change should not be ignored. This argument was quite reasonable, considering the fact that most of studies on individual modernization focussed on only the heads of household, who were mostly male.

According to Rosen and LaRala, modernity in women could be measured as the extent to which as woman (a) has a sense of her own worth as a member of a sex which is perceived as competent and deserving of serious attention, thus (b) enabling her to take part in a more egalitarian nuclear family structure, relatively free of extended ties, which emphasizes communication between spouses and places importance on equal husband-wife participation in decision-making, and where (c) children are not overprotected, but socialized to be independent and to have higher aspirations in a (d) world perceived as being controllable through activities endeavor. They developed a tool to measure women's modernity, labeled Women's Modernity Index, and tested its validity in operating an empirical research in Brazil.

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<sup>5/</sup> Bernard C. Rosen and Anita L. LaRala, Modernity in Women: An Index of Social Change in Brazil, Journal of Marriage and the Family, May 1972, pp. 353-360.

Under the above two theoretic concepts of modernity, researches on individual modernization and specific modernity factors extracted will be reviewed.

#### IV. Analysis of Previous Studies

This part seeks to synthesize the findings of so far existing studies on individual modernization, where individuals having experienced industrialization are the units of analysis. These micro-level investigations show that modernization is multidimensional, composed of at least a few distinct dimensions. Factor-analytic techniques are employed in most of the investigations of individual modernization, and these studies typically restrict their objectives of investigations to an exploration of changing socio-psychological elements in rural people's behaviors.

Operating a research in Saucio, Colombia, Deutschmann and Fols Borda extracted nine individual modernization factors from twenty-three variables including sex, age, farm size, communication channels, education, literacy and innovativeness. Their main variable of interest was innovativeness, which was believed to be required in Colombian peasants for Colombian rural development.

One's economic ability to innovate such as farm size, awareness of innovativeness, and ability to understand communication such as

level of education and literacy were the main factors which controlled one's level of modernization. But their sample size was only 71, which was not large enough to identify the Colombian modernization. The factor analytic approach employed in this study was group factor method with principal axis and varimax rotations.<sup>6/</sup>

In Canada, Jain extracted three factors from eighteen variables including mass media exposure, age, education, income, traditionalism, family size, and farm size. Main variable of interest in this study was communication channels in diffusions through which individuals in remote areas could receive modern knowledges and informations which were required to participate in social activities. As a result, family structure such as ages of family members and size of family, media exposure, and to what extent an individual participates in formal social activities were found out to be important factors. The sample size of this study was 275 of Mennonite farmers in Waterloo County, Ontario. The factor analytic method employed in the study was centroleed method and varimax rotations.<sup>7/</sup>

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<sup>6/</sup> Paul J. Deutschmann, and Orlando Fals Borda, Communication and Adoption patterns in an Andenn Village, San Jose, Programs Interamericano de Informacion Poplar, Mimeo Report, 1962.

<sup>7/</sup> Navin D. Jain, The Relation of Information Sources Use to the Form Practice Adoption and Farmers' Characteristics in Waterloo County, M.A. Thesis, Guelph, Canada: University of Guelph, 1965.

Rahim, after studying a Pakistan agrarian society, extracted other three modernity factors from twenty variables including mass media exposure, formal leadership, sociometric opinion leadership, age, social status, literacy, and land ownership. His main variable of interest for individual modernity was opinion leadership. He employed principal axis and varimax rotations, and 66 peasants were analyzed. One's ability to understand communication such as literacy, education and print media exposure, one's popularity and formal participation, and one's cosmopolitanism such as electronic media exposure and visits to cities were the nature of factors.<sup>8/</sup>

Ascroft studied Kenyan peasants in three Kenyan villages and extracted five factors, using also principal axis and varimax rotations, from forty-three variables including communication behavior, family structure, agricultural productivity, health activity, economic activity, educational capability, and demographic characteristics. The five factors extracted are 1) ability to understand communication such as literacy, education and print media, 2) family structure such as age, sex, and family complexity, 3) receptiveness to changes, 4) aspirations, and 5) agricultural productivity. An interesting finding in this study is that one's sex appeared as a significant factorial feature. In Deutschmann's Colombian study the variable of sex was tested, but it didn't appear to be a significant factor.

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<sup>8/</sup> S. A. Fahim, "A Factor Analysis of Modernization Variables Among Pakistanian Peasants," Unpublished paper, Michigan State Univ., Department of Communication, 1966.

Sample size of this study was quite large, which was 624.<sup>9/</sup>

The variable of sex was more broken down in Donohew's study and one of the four factors extracted was the dimension of Housewife. The main variable of interest was modernization, and twenty-seven variables including mass media exposure, receptiveness to change, social participation, physical mobility, age, education, sex, and income were tested. Projectiveness, social participation (cosmopolitanism, interpersonal contacts, and formal contacts, and formal participation), housewife, and isolation were the nature of four factors extracted. This study was operated in Knox county, Kentucky in the United States of America, and 238 people were analyzed. Principal axis and varimax rotation technique was also employed.<sup>10/</sup>

Whiting and others extracted four factors of individual modernity from forty-two variables including mass media exposure, education, age, empathy, and attitude change. This study is especially valuable, because more psychological variables such as empathy and attitude were included. As a due consequence of it, the factor of interpersonal skills (trust and empathy and radio exposure) was extracted. One's level of education, mass media exposures, and scale of farm operations were the rest of three factors.<sup>11/</sup>

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<sup>9/</sup> Joseph R. Ascroft, A Factor Analytic Investigation of Modernization Among Kenya Villagers, M.A. Thesis, Michigan State University, 1966.

<sup>10/</sup> Lewis Donohew, "Communication and Readiness for Change in Appalachia," Journalism Quarterly, Vol. 44, 1967, pp. 679-687.

<sup>11/</sup> Gordon C. Whiting, Empathy, Mass Media, and Modernization in Rural Brazil, East Lansing, Michigan State Univ., Dept. of Communication, Diffusion of Innovations Technical Report 1, 1967.

Farace and others extracted seven modernity factors from ninety variables including individual's economic behavior, modernization characteristics and communication behavior. Their study was carried out at Puerto Rico, and 172 Puerto Rican peasants' behaviors were analyzed. In terms of the size of variables injected, this study was most comprehensive. The seven factors extracted were general development, marginal noninnovativeness, interpersonal traditionalism, general innovativeness, progressive marketing orientation, traditional negativism and mixed traditionalism. Principal axis and varimax rotations were employed also.<sup>12/</sup>

The seven studies so far described limited their investigation to less developed areas of each country. Rather comparative research on individual modernity was carried out by F. Rogers and others in Colombian modern and traditional villages. Three factors were extracted from seventy-two variables in modern Colombian villages and sixty variables in traditional Colombian villages including communication behavior, family structure, agricultural productivity, health activity, economic activity, educational capability, and other demographic characteristics; external communication, orientation to change (empathy and age), and innovative leadership. The three factors were common across the traditional and modern sectors of Colombian society.<sup>13/</sup>

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<sup>12/</sup> Vincent R. Farace and others, An Exploration of Factors Underlying the Economic, Modernization, and Communication Characteristics of Puerto Rican Farmers, Michigan State Univ., Dept. of Communication Research Report 4, 1967.

<sup>13/</sup> Everett Rogers, Modernization Among Peasants: The Impact of Communication, Holt, Rinehart and Winston, Inc., 1969, pp. 328-342.



In each of the studies so far reviewed, a common methodological fact which was noticed was that variables tested in those studies was rather quantitative demographic variables than qualitative psychological variables. For instance, the variable of education, is no more than a classificatory notion such as "flower", "plant" or "an animate object." The kinds of classification are always allowed to make in this world for the purpose of dealing with things more conveniently. We group or classify people by the measure of income, education, sex or even of the color of skin; and the kinds of grouping or classifying people, which are not more than a set of classificatory notions, may tell us what an individual is, but always cannot tell us who an individual is.

The differences in numbers of factors extracted in each study might be due to the differences in the size of variables tested. But, qualitative social-psychological measures were not included enough and thereby the emergence of personal modernity factors on which such variables might have significantly loaded was precluded. In this sense, Rosen and LaRala's factors of women's modernity which were even suggested as indexes of social change should receive more credits than other groups of modernization factors.

Main dimensions of women's modernity in Rosen and LaRala's study seemed to be influenced by Inkeles's modernity concepts. On the basis of Inkeles's dimensions, Rosen and LaRala inductively collected

psychological variables which were judged to be relevant to the dimensions of women's modernity; and reducing the redundancies of the variables by principal component factor analytic method, they extracted four modernity factors, family structure, perception of sex role, values and goals of socialization, and activitic values. The factor of family structure accounted for 25 per cent of the variance, and it had three sub-factors such as extend-ties, decision making, and communication between spouses. The factor of socialization was also broken down to aspiration level and control-protectiveness. Thirty items with loading of .25 or higher were suggested as representative variables relevant to women's modernity.

Like E. Ragers' Colombian study, Rosen and LaRala took a comparative approach in testing modernity variables. Their aim of research was not limited to a less developed part of Brazilian society. Five areas differing in the degrees of industrialization were purposefully smapled; and along the five-pointed continuum of industrialization, the level of women's modernity in each community was compared. It was found in the study that modernity in women tended to increase with women's level of education, skill of occupation, social status and membership in voluntary association, and it was inversely related to family size, both preferred and actual. That is to say that women who had higher level of education than women who had lower level of education were more freed from extended ties, participation on an

equal standing with their husbands in making decisions in family affairs, communicated more frequently with their husband, perceived themselves more strongly as worth and independent persons, had higher level of social aspirations, socialized their children more democratically and had stronger confidence in themselves and their lives.

What was not strongly supported in Rosen's and LaRala's study is the relationship of the degree of industrialization of a community in which women reside to women's level of education. It seemed to be clear that they started their study with an aim to test the relationship of industrialization to women's modernity, and the aim was clearly mentioned, but at the conclusion of their study, they said that "...her level of education tells us more about the interior landscape of her mind."<sup>14/</sup> It is very likely that persons living in more industrialized areas than in less industrialized areas tended to have higher level of education, but the concurrence of the two variables does not necessarily mean the twos are same. The variable of industrialization alone should be tested controlling other variables such as education or social status, and that was not done in their study.

Though the importance of controlling variables other than the degrees of industrialization was well aware of, controlling it might

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14/ Ibid, p. 359.

be difficult. For, the chances to live in the more industrialized area of a society are greater for the more educated group of people than for the less educated. Therefore, theoretically, it was possible to test the variable of industrialization only, but in reality it might be impossible.

Considering the evidences so far reviewed a hypothesis was tentatively formulated, that industrialization of a society does affect an individual's sex-role linked social behaviors via education. From the perspectives of modernization of an individual, industrialization of a community makes an individual behave in the modern way and manner, but education is always an intervening medium for the industrialization of a society and/or modernization of an individual.

## V. Method

### A. Empirical Hypothesis

This study was intended to test 30 variables of sex-role linked individual modernity in Seoul, Do-Mang, Si-Hwang, and Jung-Suhn, which differed in their degrees of industrialization, and to extract both common factors significant across the four areas and area-specific factors. It was assumed that the same dimensions of sex-role linked modernity that extracted in other developing societies will be extracted in Korean society, the four Korean communities in particular. It was further assumed that the dimensions will be retained across the four communities.

## B. Sampling

Four areas were selected through a purposeful random samp method, which represented four points on the rural industrial conti- nium. Since this study aimed at to test the unidimensional continuum of modernism suggested by Inkeles and others accross the countries, it was necessary to sample a few communities which differed from each other in terms of the degrees of industrialization. The criteria used in ordering the degrees of industrialization of the four communi- ties were 1) the ratio of farm-households to the total households, 2) percentage of farm household by management patterns, 3) the rate of motor and electric power in agricultural implements and machines, 4) the number of industrial establishment, 5) length of road per square kilo-meter and 6) distribution of radio and television. These criteria were the same criteria used in the study of Rosen and LaRala, except the criteria 1, 2, and 3. The criteria 1, 2, and 3 were used specifically for the purpose of this study. Economists identify development and industrialization of a country by the decrement in percentages of agricultural and fishery workers and tne increment in percentages of manufacturing sector vorkers. However, Korean major economy was and still is agriculture, and therefore, eventhough Korea has achieved economic development and industrialization as high as it is well known, still significant proportion of Korean economy is dependent on agricultural and fishery productions. And the dependence

of Korean economy on the agriculture and fishery will be continuously high inspite of the fact that Korean economy will be highly industrialized, since Korea should produce rice which is Koreans' major diet. It would be much more appropriate and/or correct way of judgments of Korean socio-economic development, if we see the development of Korean economy and the industrialization of Korean society in terms of the ways in which Korean agriculture and fishery are implemented thereby establishing Korean specific indice of industrialization and economic development.

In descending order of industrialization, Seoul is the largest socio-economic, cultural, political and manufacturing center in Korea; Po-Hang is a much smaller city but in the rapid process of industrialization since Po-Hang Metal Industry Complex has been established; Soo-Ahm is a typical agricultural area in which many of persons depended largely on small-scale rice production for their living; and Jung-Suhn is a village of peasants located on a mountainary area and in which villagers make their living by corn production. 1920 people, 480 in each area, were sampled through five stages of sampling. The sampling stages and units are shown in Table-1. Since the process of the first stage of sampling was most important and considerably done, the process would be reported more detailly than the processes of the second, the third, and the fourth.

Table-1 Sampling Stages and Unit

Sampling Stages and Unit				
	First	Second	Third	Fourth
Degrees of Industrialization	Area by Kuhn or City	Area by Eup, Myun or Koo	Area by Lee or Dong	Individual by Household
Least industrialized Area	Jung-Suhn Kuhn	Jung-Suhn Eup	Ducksong 1,2 Lee Booksil 1,2 Lee Bongyan 1 to 6 Lee	480 persons
Agricultural Area	Si-Heung Kuhn	Soo-Ahm Myun	Yangsang Lee Jangha Lee Jangsang Lee Bookok Lee Jonam Lee Sooahm Lee	480 persons
Industrializing Area	Po-Hang City		Daesin Dong Ducksan Dong Sinheung Dong Songdo Dong Sangwon Dong Pochun Dong	480 persons
Industrialized Area	Seoul	Ma-Po Koo Kwan-Ak Koo Chongro Koo	Dae-Heung Dong Heuk-Suck Dong Hae-Hwa Dong	480 persons

1. The First Stage of Sampling

In the first stage of sampling, degrees of industrialization of four areas were quantitatively measured and compared, and the ordinatity of industrialization of four communities was tested. Quantitative natures of Seoul, Po-Hang, Si-Heung, and Jung-Suhn will be described according to each criterion of industrialization.

a. Rate of Farm Households to Total Households in the Four Areas

The rate of farm household to the total household was 0.44% in Seoul, 7.92% in Po-Hang, 28.21% in Si-Heung Kuhn, and 31.86% in Jung-Suhn Kuhn. Area, Dejure Population and number of households by area are shown in Table-2.

Table-2 Area, Dejure Population and Number of Households by Area

	Seoul	Po-Hang City	Si-Heung Kuhn	Jung-Suhn Kuhn
Area(sq.km)	627.06Km <sup>2</sup>	52.87Km <sup>2</sup>	326.06Km <sup>2</sup>	1,198.98Km <sup>2</sup>
Population total	6,541,500	134,404	266,736	138,541
Male	3,220,575	69,999	104,483	72,708
Female	3,320,925	64,405	102,253	65,833
Households	1,273,678	25,645	37,572	26,627
Farm Households (%)	5,666 (0.44)	2,033 (7.92)	10,600 (28.21)	8,486 (31.86)
Households	1,268,012	23,612	26,972	18,141

Source: Ministry of Agriculture and Fisheries Economic Planning Board, 1973.

The difference in the rate of farm household between Po-Hang city and Si-Heung Kuhn was larger than the differences in that between Seoul and Po-Hang, and between Si-Heung and Jung-Suhn. It was attempted to sample four areas which has equal intervals in terms of the gradation of the rate of farm households; however, it was not successful. For, it was not possible to find out a middle town which was equally possessing both the urban and rural natures. It seemed to us that the gap between the urban area and the rural area in Korean society was quite large.



b. Management Pattern of Farm Household in the Four Areas

Farm households in Korean society are currently in the process of change. Quite significant proportion of farm households in Korea is not genuine farming households, and the major source of family income of that proportion of farm households is other than farming. Genuine farm household, labeled "Agricultural Farming Only," is defined as the household when more than 50% of family income is from farming. First-Order Farming is the household in which more than farming, and Second-Order Farming is the household in which more than 75% of family income is made from other than farming.

In descending order of industrialization of four areas, the rate of Agricultural Farming Only was increasing, while the rates of First-Order Farm Household were decreasing. (See Table-3)

Table-3 Number and Percentate of Farm Household by Management

	Seoul	Po-Hang City	Si-Heung Kuhn	Jung-Suhn Kuhn
Farm Household				
Grand Total	5,666	2,033	10,600	8,486
Management Patterns				
Sub-Total	% -	1,599(78.65)	9,571(90.29)	8,246(97.17)
Agricultural	% -	1,309(81.86)	8,117(84.88)	8,126(98.54)
Farming Only	% -	290(18.14)	1,454(15.12)	120( 1.46)
	% -	434(21.35)	1,029( 9.71)	240( 2.83)

Source: Agricultural Administration Section, Bureau of Industry, 1975.

The rate of Agricultural Farming Only was calculated deviding the total of Agricultural Farming Only by Farm Households Sub-Total. Farm Households Sub-Total is obtained subtracting the Second-Order Farm Households from Farm Households Grand Total. In terms of the management pattern, residents in Jung-Suhn Kuhn were proportionately more heavily dependent on agricultural farming than residents in Si-Heung Kuhn or Po-Hang City.

c. Rate of Motor Power in Agricultural Implements in the Four Areas

Degrees of industrialization in Korean society, particularly in Korean rural society, can be more precisely measured using an index of farming mechanization. From various agricultural implements and machines, the cultivator was chosen particularly as an index of mechanization, because it was hypothesized than it would be an important forward step toward agricultural mechanization to cultivate soil by using a motor power cultivator instead of a plough. And considering the fact that "Farm size" and "Agricultural productivity" were significant modernity factors in Deutschmann's and Ascroft's study respectively, the use of motor power cultivater would be a basic prerequisite for modernization, development, industrialization or any kind of change in Korean farm households.

In descending order of industrialization, the rate of using motor power cultivator in farm households, is decreasing (See Table-4);

and, it was also shown that the rate of farm households possessing motor power cultivator was 32.1% in Seoul, while the rates in the rest of three areas were below 10%.

Table-4 Rate of Motor & Electric Power in Agricultural Implements and Machines by Area

Items	Cultivator		
	Total	Human Power	Motor Power
Jung Subn Puhn	100	91.5	8.5
Si-Peung Kuhn	100	90.6	9.4
Po-Hang City	100	90.1	9.9
Seoul	100	67.9	32.1

Source: Ministry of Agriculture and Fishery

d. Road in the Four Areas

It is a classical theory that road stimulates the modernization of a society: And "Cosmopolitaness" was found out to be a significant modernity factor both in Rahim's study of Pakistan agrarian society and Ponchew's study of Knox County, Kentucky, U.S.A. The total length of road per square kilometer in each area was calculated. It was hypothesized in the present study that the longer the total length of road per square kilometer of an area is, the more frequently the residents of the area will have formal and informal social contacts.

In descending order of industrialization, the total length of

road per square kilometer was 9024.48m, 2072.63m, 398.32m, and 227.65m.

(See Table-5)

Table-5 Roads

Road	Seoul	In: m						
		Po-Hang City	Si-Heung Kuhn	Jung-Suhn Kuhn				
Total Length of Road per Km <sup>2</sup>	5,658,895	9024.48	109,580	2072.63	129,879	398.32	272,950	227.65
Paved Road Rates to	2,635,497(46.57)	47,200(53.07)	11,060(8.5)	13,506(4.9)				
Graveled Road Total Roads (%)	3,023,398(53.42)	46,590(42.53)	114,069(87.9)	239,044(87.7)				
		15,790(14.4)	4,750(3.6)	20,400(7.4)				

Source: Ministry of Construction, 1974.

By the index of road, it was more clearly shown that the gap between more industrialized urban areas and less industrialized rural areas in Korean society was quite large. The gap became further larger, if the rate of the length of paved road to the total was compared. About 45% of the total length of road was paved road in Seoul and Po-Hang, while only 8.5% of and 4.9% of it was paved road in Si-Heung Kuhn and Jung-Suhn Kuhn respectively.

e. Number of Establishments by Division of the Industry in the Four Areas

In terms of the index of manufacturing industry, the degrees of industrialization of the four areas were tested. Economists identify the industrial development in a society by an index of the rate of manufacturing industry in the total industry. Aside from the problem

whether the index is a just index for Korean society or not, the degrees of industrialization of communities were tested in terms of the number of establishments in manufacturing industry sector. As it can be seen in Table-6, in descending order of industrialization, the total number of establishments in manufacturing is decreasing. Seoul is the largest in terms of the total number of establishments in manufacturing sector.

Table-6 Number of Establishments and Number of Workers  
by Division of Industry (1973)

Items	No. of Establishment				In: Person
	Jung-Suhn Kuhn	Si-Heung Kuhn	Po-Hang City	Seoul	
Manufacturing	33	193	567	5,832	
Manufacture of food, beverages and Tobacco	2	13	376	390	
Textile, wearing apparel and leather industries	2	18	78	2,081	
Manufacture of wood and wood products including furniture	-	-	21	309	
Manufacture of paper and paper products, printing and publishing	1	21	12	709	
Manufacture of chemicals petroleum, coal, rubber and plastic products	19	50	10	562	
Manufacture of non-metal- lic mineral products, except products of petroleum and coal	3	-	12	193	
Basic metal industries	-	-	28	97	
Manufacture of fabricated metal products, machinery and equipment	-	54	17	1,257	
Other manufacturing industries	6	37	13	234	

Source: Bureau of Statistics, Economic Planning Board.

f. Distribution of Radio and Television

Mass communication is an important agent in the modernization process. A growing body of research in less developed nations indicated the crucial, integral role of mass media in modernization. The distribution of radio and television was measured by the rate of households possessing radio and television to the total households. The rates of the distribution in Seoul and Po-Hang City were relatively higher as compared with the Si-Heung Kuhn and Jung-Suhn Kuhn (See Table-7).

Table-7 Distribution of Radio and Television

Items	Total	Radio		Television	Rate of Pervasion		
		Electricity	Battery		Total Households	Radio	Television
Jung-Suhn Kuhn	15,394	--	--	4,209	26,627	57.8	15.8
Si-Heung Kuhn	21,348	4,468	16,880	6,647	37,572	56.8	17.6
Po-Hang City	20,030	4,470	15,560	14,000	25,645	78.1	54.5
Seoul	1,146,544	538,520	608,024	591,201	1,273,678	90.0	46.4

Source: The Office of Public Information, Korea Broadcasting Cooperation.

The distributional gap of mass media between less industrialized rural areas and more industrialized urban areas was also shown to be quite large.

## 2. The Second of Stage of Sampling

On the basis of the same criteria of ordering areas, four communities were sampled by a purposeful-random sampling method, which were smaller than the areas sampled in the first stage in terms of the size of population. When there appeared several communities whose degrees of industrialization were representative of the areas, a community was randomly sampled among them. Jung-Suhn Eup was sampled as a representative community of Jung-Suhn Kuhn. Soo-Ahm Myoun was sampled as a representative community of Si-Heung Kuhn. Three Koo's, Mapo Koo, Kwanak Koo, and Chongro Koo, were sampled as the representative communities of Seoul. The second of stage of sampling was skipped in Po-Hang city, because Po-Hang city did not have the classification of residential district, "Koo", like Seoul city.

## 3. The Third Stage of Sampling

The size of community was one level lowered to "Lee" of "Dong" in this stage of sampling. Ten Lees were randomly sampled from Jung-Suhn Eup. Ten Lees had to be sampled in Jung-Suhn Eup, while 6 Lees were sampled in Soo-Ahm Myoun, since the density of population in Jung-Suhn area was higher than that of Soo-Ahm Myoun.

Six Dongs were sampled from Po-Hang city. In order to have more representative sample of Po-Hang city, Po-Hang city was divided into three sub-areas on the basis of the socio-economic status of the residents, and two Dongs in each area were randomly sampled.



Three Dongs were sampled in Seoul. Seoul was also divided into three sub-areas in terms of the socio-economic status of the residents and the history of the Dongs. Seoul is rapidly expanding currently, and therefore many newly established Dongs are appearing in the outskirts of Seoul City. Newly established Dongs were eliminated during the sampling, because it was more likely that migrants from other than Seoul area usually reside in the newly established areas. The differences in the numbers of Dongs between Po-Hang and Seoul was also due to the differences in the population density of Po-Hang and Seoul.

#### 4. The Fourth Stage of Sampling

According to the record of Residential Registration Card, 480 residents, aged 21 to 60, were randomly sampled in each area. One of the major independent variables was the residential history of individuals. Individuals who have stayed at the area for at least 15 years or longer were sampled only. It was impossible to control the variables of one's level of education or amount of monthly income, because only one's age and sex were recorded in the Residential Registration Card, and we only had to depend on the record of the card. The number of individuals sampled broken down sex and ages is shown in Table-8.

Table-8 Total and Sub-Total Population Sampled

Area	Jung-Suhn Eup		Soo-Ahm Myoun		Po-Hang City		Seoul		Total	
	m.	f.	m.	f.	m.	f.	m.	f.	m.	f.
Age 21-30	60	60	60	60	60	60	60	60	240	240
31-40	60	60	60	60	60	60	60	60	240	240
41-50	60	660	60	60	60	60	60	60	240	240
51-60	60	60	60	60	60	60	60	60	240	240
Total	240	240	240	240	240	240	240	240	1,920	

The representativeness of these samples has not been exactly known; though the selection procedures were as rigorous as they could be. No recent census data on the total population of Seoul, Po-Hang, Soo-Ahm, and Jung-Suhn exist at this point. (The census data of 1970 is too old to be used.) The objectives of our research was not to make any generalizations about the population of each area but to have some empirical evidences on the relationship of industrialization of Korean socio-economy to Koreans' sex-role linked social behaviors. In other words, the focus was not on the communities as such but on purposely-selected groups of men and women who were exposed to different kinds of socio-cultural settings, and was on the structural differences or similarities across the four areas, which was hypothesized to be obtained from the experiences of socio-economic settings. Our sample can't be called as a representative sample of the total population of Korea, but may be a representative sample to the extent which it represents the continuum of Korean industrialization.

During the four weeks of field work required to complete the interviewings, all of the interviewers and research staffs had the impressions of that the sampled population were not significantly exceptional but ones which conformed to the characteristics of representative Korean men and women. The first author of this research has stayed one week in each community and had extensive conversational

times with the residents on various social, political and cultural issues. These experiences enabled the author to appreciate their opinions and thoughts more thoroughly.

### C. Tools Used

A questionnaire included with 30 structured questions on the dimensions of individual modernity was used for the interview. This made the interviews be more structured procedures, and be carried out more systematic way. These 30 questions were the items which were suggested as significant with the loading of .25 or higher in Rosen and LaRala's study. Rosen and LaRala used the questions to extract women's modernity only, but we judged that they could be used for both men and women, if two test questions were modified to be used for both men and women respondents. Two times of pre-survey were carried in order to test the validity and applicability of the questions in Korean society; 89 KEDI researchers were invited to test the face-validity questions on sex-role-linked individual modernity index and to check the socio-cultural relevance of every item to Korean society and culture.

The test-retest reliability of the modernity scale was .89. The validity of the modernity index in Korean socio-cultural setting was positively checked. And for the purpose of getting cross-cultural data, we decided to be faithful to the original index. For, if the

dimensions, items, and procedures were too different from those employed in Rosen & LaRala's study, the intention to compare the set of Korean society specific attitudes, values, and ways of behaving that are associated with the modernization of Korean society with Brazilian's wouldn't be possible. Two items had to be, however, revised, not because they were irrelevant to Korean society, but because they were to be suitable questions both for female and male respondents. But the underlying themes of the two questions were untouched. (The questionnaire of 30 questions is in Appendix A.)

The Rosen and LaRala's women's Modernity Indexes are all based on a limited number of modernity factors extracted in Smith and Inkeles's study, which intended to be applicable across cultures. The fact that the scales are relatively easy to administer and uncomplicated in measurement increased the degrees of applicability for use in comparative research. In addition, the fact that the modernity indexes were the items tested to be significant in previous empirical researches operated in developing societies increases their relevances on Korean society which is also under the development and change. However, the procedure will also tend to produce a culture-specific measure of modernity even though items and dimensions remained the same across the two cultures, because the rationale of unidimensional continuum of individuals modernities in of all societies clearly does

not preclude cultural or individual variation; it merely emphasizes the proposition that certain common perspectives and behaviors or attitudes will be found among individuals who experience modern socio-cultural environments.

A premature attempt like to measure and compare the level of modernity in Koreans with the level of other nation's modernity will not be made. As discussed in the analysis of the previous studies on individual modernity, it would seem reasonable to explore first the structures of changing sex-role linked social behavior in Korean society, and to find differences in the kinds of modernity factors, not in the levels of modernity in Korean communities, by contrast with those obtained in other foreign communities.

#### D. Interview

In each community the interviewer explained first to the leader of each community what this study was and why this study should be undertaken. The interviewers visited the respondent's home, and interviewed the respondent in a conversational manner. Once the interviewer explained the purposes for the interview, most of the residents readily responded to the questions asked by the interviewer and seemed to forget the fact that they were interviewed. However, quite significant proportion of residents refused to answer the questions, or were reluctant to answer, or were too shy to answer the questions.

Those were excluded from the interviewing in order to keep higher level of objectiveness of the responses.

The interviewers were given a interview guide at the beginning of the survey, but the processes of interviewing was adopted according to specific situations pertaining to each community and to each individual. It was also necessary to adopt it to the personality of each respondent as well as one's level of education and particuly to the culture of each community. Residents in the remote area, young women residents at Jung-Suhn Eup in particular, were first very shy to the interviewer and hesitant to accept the presence of interviewers who were from Seoul and had different accents in a speech. Depending on the degree of shyness and hesitation, the interview was continued or stopped.

Certain questions were relatively easier to ask than others. Most of the respondents understood without difficulties the questions and talked with much interest about the topics of family relationships, sex-roles, child-rearing, and activistic values in life. The respondents who did not finish elementary level of education had a little bit hard time to understand the vocabularies like "financial." Therefore, only in the case of that kind, the interviewers were allowed to explain to them in more easier terms what the word means.

Twenty-four interviewers and three KEDI research staffs were grouped into four sub-groups, and each group was located in each area.

Each group was led by a head of the group, who had more experience for interviewing and field survey. About four weeks were spent in complete interviewing 1,390 Korean men and women. The total population broken down by Area is shown in Table-9.

Table-9 Number of Individuals by Area

	Absolute Frequency	Relative Frequency	Cumulative Frequency
Jung-Suhn	356	25.6	25.6
Soo-Ahm	350	25.2	50.8
Po-Hang	334	24.0	74.8
Seoul	350	25.2	100.0
	1,390	100.0	

In terms of the frequency of the respondents in the four areas, the degree of representativeness of each sub-sample is proportionately balanced.

Since independent variables of the individuals were not controlled except the variables of sex and age during the processes of sampling, the degree of representativeness of the total population was tested in terms of education and income. As it can be readily acknowledged in Table-10, and Table-11, in descending order of the degrees of industrialization of the communities, individuals' level of education is decreasing. The distinction between more industrialized areas and less industrialized areas became to be more clear when the total sub-population of college graduates is compared.

The level of education of female population is relatively lower than that of male.

Table-10 Crosstabulation of Education by Address Controlling for Sex (Male)

Count. Row Pct. Col Pct. Tot Pct.	Jung- Suhn	Soo-Ahm	Po-Hang	Seoul	Row Total
Below	56	11	8	1	76
Elementary	73.7 31.5 8.1	14.5 6.3 1.6	10.5 4.9 1.2	1.3 .6 .1	11.0
	66	72	19	12	169
Elementary	39.1 37.1 9.5	42.6 40.9 10.4	11.2 11.7 2.7	7.1 6.9 1.7	24.4
	24	46	20	18	108
Junior	22.2 13.5 3.5	42.6 26.1 6.6	18.5 12.3 2.9	16.7 10.3 2.6	15.6
	30	39	60	48	177
Senior	16.9 16.8 4.3	22.0 22.2 5.6	33.9 36.8 8.7	27.1 27.4 6.9	25.6
	2	8	56	96	162
College and Above	1.2 1.1 .3	4.9 4.5 1.2	34.6 34.4 8.1	59.3 54.9 13.9	23.4
Column Total	178	176	163	175	692
	25.7	25.4	23.6	25.3	100



Table-11 Crosstabulation of Education by Address  
Controlling for Sex (Female)

Count. Row Pct. Col Pct. Tot Pct.	Jung-Suhn	Soo-Ahm	Po-Hang	Seoul	Row Total
	65	21	13	3	102
Below	63.8	20.6	12.7	2.9	14.7
Elementary	36.7	12.1	7.6	1.7	
	9.3	3.0	1.9	.4	
	47	99	32	23	201
Elementary	23.4	49.3	15.9	11.4	28.9
	26.6	56.9	18.8	13.1	
	6.8	14.2	4.6	3.3	
	32	43	44	42	161
Junior	19.9	26.7	27.3	26.1	23.1
	18.1	24.7	25.9	24.0	
	4.6	6.2	6.3	6.0	
	33	10	62	65	170
Senior	19.4	5.9	36.5	38.2	24.4
	18.6	5.7	36.5	37.1	
	4.7	1.4	8.9	9.3	
College and	0	1	19	42	62
Above	0.0	1.6	30.6	67.8	8.9
	0.0	.6	11.2	24.0	
	0.0	.1	2.7	6.0	
Column	177	174	170	175	696
Total	25.4	25.0	24.4	25.1	100

The average monthly income of the household in the total population is 10986 won. The monthly income per household is decreasing, when the degrees of industrialization of the community decrease. (See Table-12) In terms of the monthly income distribution, the gap between less industrialized areas, Jung-Suhn and Soo-Ahm, and more industrialized areas, Po-Hang City and Seoul, is quite large also. The monthly income of the households in Po-Hang city is as twice high as that of Soo-Ahm.

Table-12 Crosstabulation of Income By Area

Count. Row. Pct. Col. Pct. Tot. Pct.	In: 1,000 won										In: Person		Monthly Income Per Household
	Lowest Thru 20	21-40	41-60	61-80	81-100	101-120	121-150	151-200	201-300	301 Thru. Highest	Row Total		
Jung-Suhn	64 35.95 81.01 9.20	44 24.71 42.71 6.33	34 19.10 33.66 4.89	17 9.55 20.0 2.44	10 5.60 8.40 1.43	7 3.9 8.9 1.00	2 1.12 3.22 0.28	0 0 0 0	0 0 0 0	0 0 0 0	178 25.61		
Soo-Ahm	13 7.42 16.45 1.97	50 28.57 48.54 7.19	43 24.57 42.57 6.18	31 17.71 36.47 6.46	25 14.28 21.00 3.59	1 0.57 5.55 0.14	4 2.28 6.45 0.57	8 4.57 12.30 1.15	0 0 0 0	0 0 0 0	175 25.17	64.02	
Po-Hang	1 0.59 1.26 0.14	5 2.89 7.88 0.57	8 9.58 15.84 2.30	17 11.97 23.52 2.87	38 27.54 38.65 6.61	2 4.79 44.44 1.15	39 10.17 27.41 2.44	29 16.76 43.07 4.02	23 11.37 45.23 2.73	19 4.79 38.09 1.15	167 24.02	157	
Seoul	1 0.57 1.26 0.14	5 2.85 4.85 0.71	8 4.57 7.92 1.15	17 9.71 20.00 2.44	38 21.71 31.93 5.46	2 1.14 11.11 0.28	39 22.28 62.90 5.61	29 16.57 44.61 4.17	23 13.14 54.76 3.30	13 1.42 61.90 1.87	175 25.17	173	
Column Total	79 11.36	103 14.82	101 14.53	85 12.23	119 17.12	18 2.58	62 8.92	65 9.35	42 6.04	21 3.02	695 100.0	109.86	

### E. Data Analysis

Thirty variables, selected with a view that they would cut across the universe of the features of sex-role-linked individual modernity and measured on a four-point-scale, were factor analyzed using the principal components method. The basis for the selection was justified before, and the variables were of the kind that other research validated. The primary purpose of this research was to reduce the variables under consideration to a lesser number of uncorrelated (orthogonal) predictors, which could be used as the indexes of the changes in Koreans' sex-role linked social behaviors. In other words, it was attempted to create that the principal components to describe as much of the variance in the variables as possible.

The rotation method was basically dictated by the primary purpose of this research. Since it was attempted to create orthogonal factors, the equimax criterion both for row and for column simplification was applied. Rationales of the four rotation methods were reviewed. The guiding principle of quartimax rotation is to make the complexity of a variable minimum and to simplify the rows of a factor matrix, and the varimax criterion centers on simplifying the columns of a factor matrix. Equimax can be thought of as a compromise solution of the preceding twos. Instead of concentrating either on simplification of the rows (variables) or on simplification of the columns (factors), it was tried to accomplish some of each.

However, it should be noted that the rotation does not affect the amount of variance explained by the factors taken collectively. Therefore, the values of communality remain exactly the same in spite of the rotation.

There could be as many factors as there could be variables, but the number of factors to be retained in the factor matrix was limited to seven. From the purely descriptive and data reduction point of view, the factor dimensions should be cut off at the point of seven or less than seven. In Rosen and LaRala's study seven factor dimensions were extracted, but the objective of this research was to reduce more completely the original 30 variables into simplified predictors which also could account for all of the variance.

The data collected from the interviews were almost complete, but on some of the variables, numerical values were missing. (Remind the fact that some respondent was too shy to answer some particular question.) To overcome the problem, the missing values were estimated by assigning mean values. But, if numerical values were missing on more than five variables, the subject with missing data was excluded.

## VI. Results

Four major questions were involved in the analysis of the data: First, it was to obtain the rotated dimensions of individual modernity, and to interpret the dimensions, second to find out the vari-

ables most accounted for by the factors computed, and third, to compare the levels of modernity of the four areas. The findings on the three questions will be presented in the order of question in this part.

#### A. Total Population

##### 1. Rotated Dimensions

When the dimensions are rotated, a factor matrix was generated which had considerably more value, from the view-point of the factor scores predicting the original variables, than in the case of the unrotated matrix. The rotated matrix is given in Table-13, and as before, the variables can be identified by the variable numbers given in Appendix A. It can be seen that, generally speaking, in contrast to the unrotated matrix, loadings tend to be either high or low. For instance, even on the seventh dimension, which explains only 3.5 per cent of the variance in the variables, at least two variables, MD08 and MD09, loads .60 and .67 respectively. In fact, on every dimension, at least one or more variables have substantial loadings. The matrix can be interpreted by the subjects with high factor scores concentraing on loadings  $\pm .50$  or above. The result is given in Table-14.

Table-13 Equimax Rotated Factor Matrix after Rotation with Kaiser Normalization:  
Total Population

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
MD01	.03954	-.01968	.40627	.10917	.13328	.16279	-.06938
MD02	.13819	-.11962	-.00439	.08932	-.00872	.10208	-.17886
MD03	.71131	.12065	.08009	.01027	.08711	.03891	.15456
MD04	.54427	.12405	-.00393	.09779	-.00614	.06055	.11030
MD05	.10595	-.06407	.01204	.03083	.08975	-.10874	.47339
MD06	.80886	.04011	.12210	.09342	.05966	.12873	.04494
MD07	.76969	.02717	.09289	.08771	.02007	.15083	-.01399
MD08	.16557	.15306	-.06419	-.00561	.13310	.21538	.60368
MD09	-.07542	-.17143	.12888	.02342	-.19379	.14642	.67726
MD10	.22122	.14584	.42171	.27086	-.21222	.16884	.03248
MD11	.12530	.18117	.51754	.22404	.28295	-.05200	.17099
MD12	.05209	-.05666	.63713	-.17118	.30671	-.05538	.10871
MD13	.00887	.15225	.33906	.39724	-.18095	.08207	.15200
MD14	.18358	.16750	.42442	.26698	-.02473	.18291	.11692
MD15	.09021	.31420	.42510	.15879	.24334	-.00638	.11965
MD16	.03267	.14425	.57883	.10840	.00506	.11917	-.03552
MD17	.13246	.15289	.08880	.16826	.20561	.75076	.04661
MD18	.13835	.04174	.04120	.12093	.13476	.79916	.08662
MD19	.10568	.16336	.15674	.66504	.22943	.08763	.11596
MD20	.03307	.19506	.14588	.69656	.13099	.07673	.10376
MD21	.13147	.17469	.13506	.52462	.35531	.25138	.09053
MD22	-.01013	-.06045	.08918	.15650	.64971	.08438	-.08540
MD23	.00415	-.09283	.25397	.05227	.63480	.13239	.05151
MD24	.12154	.21611	-.00428	.18019	.40951	.17065	.20935
MD25	.09267	.28889	-.11706	.05639	.41547	.20829	.21889
MD26	.14717	.60714	.01779	.35887	.04895	.17547	.05453
MD27	.10027	.57672	.04572	.22832	-.06164	.23848	-.05434
MD28	.12010	.66209	.17132	-.00997	.11523	.04273	.05606
MD29	.09421	.71575	.08437	.10593	.15138	.04345	-.02344
MD30	-.01695	.47389	.10589	-.13724	-.03729	.47822	.07978

Table-14 Interpretation of Rotated Loadings

- Factor 1: Decision-Making  
19.5% of variance accounted for in 30 original variables  
MD03 (.71), MD04 (.54), MD06 (.80), MD07 (.76)
- Factor 2: Activistic Value  
5.9% of variance accounted for in 30 original variables  
MD26 (.60), MD27 (.57), MD28 (.66), MD29 (.71)
- Factor 3: Perception of Sex-Role  
5.6% of variance accounted for in 30 original variables  
MD11 (.51), MD12 (.63), MD16 (.57)
- Factor 4: Socialization; Control  
4.9% of variance accounted for in 30 original variables  
MD19 (.66), MD20 (.69), MD21 (.52)
- Factor 5: Socialization; Protectiveness  
4.1% of variance accounted for in 30 original variables  
MD22 (.64), MD23 (.63)
- Factor 6: Social Aspiration  
4.1% of variance accounted for in 30 original variables  
MD17 (.75), MD18 (.79)
- Factor 7: Communication between Spouses  
3.5% of variance accounted for in 30 original variables  
MD08 (.60), MD09 (.67)

In this table the naming of factors becomes considerably easier because the clusters of the heaviest loading variables in many cases seem to be categorically similar. On the first factor dimension, named "Decision-Making," all of the four variables with the heaviest loadings seem to have decision-making characteristics in the family. Similarly, on the second dimension, named "Activistic Value," all of the heaviest loading variables may be categorized as the value orientations toward activities; on the third factor, three variables, seem to measure something concerning the perception of women's sex-role, and therefore, the factor was labeled as "Perception of Sex-Role." On the fourth dimension, the state with a high factor score tends to have the characteristics of value orientations to socialization, and because of the natures of the variables on this dimension, it might be called as a "Socialization: Control" dimension; and on the fifth factor, the variables of MD22 and of MD23 seems to have the characteristics of protective patterns of child socialization, it might be labeled as a "Socialization: Protectiveness" dimension. On the sixth factor, the variables of MD17 and of MD18 clearly show the characteristics of the expectation of one's upward social mobility, and therefore, it was labeled as a "Social Aspiration" dimension; on the seventh factor, labeled as a "Communication between Spouses" dimension, the two variables, MD08 and MD09, seem to have a communicational features.



Such labeling, however, should not confuse the really crucial point of the analysis. Factor scores on these dimensions predict original variables basically to the extent of their loadings. Every factor has some predictive power in respect to every variable, but each factor predicts certain variables much better than others.

B. Jung-Suhn Eup

1. Rotated Dimensions of Individual Modernity

The rotated matrix is given in Table-15, and as before, the variables can be identified by the variable number given in Appendix A. Variables with the loading of  $\pm .50$  or higher on the seven dimensions are given in Table-16.

In this case the naming of factors also became considerably easier, because the cluster of the heaviest loading variables in many cases seemed to be categorically more similar. On the first factor dimension, the variables with the heaviest loading seemed to be a "Decision-Making" dimension. On the second factor dimension, the variables of MD28, 29 and 30 with the heaviest loading seemed to be a "Activistic Value" dimension. On the third factor dimension, the heaviest loading variables might be categorized as a "Communication-Aspiration" dimension. This dimension is quite Jung-Suhn Eup specific in the sense that the variables originally categorized as separate two factors were clustered together. The fourth factor was labeled as a "Perception of Sex-Role" dimension; and the fifth factor

Table-15 Equimax Rotated Factor Matrix after Rotation with Kaiser Normalization:  
Jung-Suhn Eup

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
MD01	.01758	-.15635	-.11528	.22686	.51270	.18957	.20615
MD02	.08155	-.07697	.13855	-.13462	.65312	.00281	-.13263
MD03	.71868	.18936	.16073	.13942	-.02783	.09977	.06362
MD04	.59369	.19335	.13012	-.07287	.14700	.15581	.06814
MD05	.04189	-.07591	.05786	.08071	-.02269	.58763	-.04477
MD06	.81006	.02115	.12807	.13775	.11060	.17822	.08511
MD07	.79939	.05679	.08103	.10247	.15246	.02914	.12624
MD08	.19885	.11510	.52206	.20384	-.14492	.30067	.00884
MD09	-.04982	-.13201	.53279	.26722	.03899	.06521	-.13070
MD10	.28668	.18821	.20807	.43562	.42221	-.04677	.05112
MD11	.15758	-.04109	.10548	.40890	.06706	.39242	.04214
MD12	.05617	-.11223	.12107	.61886	-.26930	-.01853	.22522
MD13	.06001	.29239	.07237	.43011	.17904	.22746	-.13320
MD14	.23055	.24839	.29675	.51465	.11728	-.01084	.01910
MD15	.20237	.25766	-.16236	.36269	.17643	.27874	.15245
MD16	-.04817	.07980	-.06358	.60584	.17735	.27844	.15476
MD17	.14615	.15182	.67615	-.00290	.18185	-.03819	.23584
MD18	.23080	.08198	.73065	-.02978	.14034	.06078	.10617
MD19	.21196	.11008	.22219	.08723	.30165	.55358	.21297
MD20	.11696	.26222	.02587	.14761	.31676	.59324	.14334
MD21	.30000	.13351	.15783	.21445	.15252	.47082	.38171
MD22	-.02043	.06376	-.01630	-.05608	.08528	-.05191	.76375
MD23	.11746	-.02269	.06616	.16851	-.05208	.09684	.68854
MD24	.11127	.18104	.11415	.01346	.03760	.44327	.42709
MD25	.04286	.36791	.44018	-.19456	-.09578	.30603	.00483
MD26	.18967	.47941	.05318	.03696	.46432	.19836	.13206
MD27	.07068	.43906	.08929	.16018	.51112	.03512	.18788
MD28	.16580	.65745	.00019	.22136	-.07814	.01073	-.01865
MD29	.10696	.69153	.03240	-.01157	.16647	.13087	.12066
MD30	.10324	.63297	.22986	.03932	-.00483	-.01807	.06146

Table-16 Interpretation of Rotated Loadings  
in Jung-Suhn

- Factor 1: Decision-Making  
22.2% of variance accounted for in 30 original variables  
MD03 (.79), MD04 (.59), MD06 (.81), MD07 (.79)
- Factor 2: Activistic Value  
6.3% of variance accounted for in 30 original variables  
MD28 (.65), MD29 (.69), MD30 (.63)
- Factor 3: Communication-Aspiration  
5.7% of variance accounted for in 30 original variables  
MD08 (.52), MD09 (.53), MD17 (.67), MD18 (.73)
- Factor 4: Perception of Sex-Role  
4.8% of variance accounted for in 30 original variables  
MD12 (.61), MD14 (.51), MD16 (.60)
- Factor 5: Extended-Ties  
4.6% of variance accounted for in 30 original variables  
MD01 (.51), MD02 (.65), MD27 (.51)
- Factor 6: Socialization; Control  
4.3% of variance accounted for in 30 original variables  
MD05 (.58), MD19 (.51), MD20 (.59)
- Factor 7: Socialization; Protectiveness  
3.7% of variance accounted for in 30 original variables  
MD22 (.76), MD23 (.68)

was labeled as a "Extended-Ties" dimension. The sixth factor was labeled as a "Socialization: Control" dimension, while the seventh factor was labeled as a "Socialization: Protectiveness" dimension. Appearance of the sixth and the seventh factor is quite Korean society specific phenomenon. In Brazilian society, the variables of control and protective clustered together.

C. Soo-Ahm Myoun

1. Rotated Dimension of Individual Modernity

The rotated matrix is given in Table-17. On the first factor dimension, the variables of 3, 4, 6, and 7 with the heaviest loadings may be categorized as a "Decision-Making" dimension. The second factor was labeled as a "Activistic Value" dimension. The third factor was labeled as a "Perception of Sex-Role I" dimension; and the fourth factor, labeled as a "Social Aspiration" dimension. The fifth factor was labeled as a "Sex-Role Perception II" dimension. The dimension of sex-role perception is divided into two separate factors in the case of Soo-Ahm. The sixth and the seventh factor were labeled as a "Socialization: Control" dimension and a "Socialization: Protectiveness" dimension respectively. The dimension of socialization was divided into two separate factors also. Table-18 contains the result.

Table-17 Equimax Rotated Factor Matrix after Rotation with Kaiser Normalization:  
Seo-Ahm Myoun

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
MD01	-.07879	.02947	.37592	.18902	.40605	-.10037	.11191
MD02	.12320	.07263	.17545	.02329	.32485	.03931	-.12773
MD03	.65252	.17542	.01734	.08988	.86773	.08166	.19585
MD04	.55944	.05347	.16732	.16069	.13152	-.04680	-.21545
MD05	.06134	-.13281	.08762	.14094	.01052	-.17144	.55331
MD06	.21412	.05747	-.03244	.01788	.09586	.13138	.03993
MD07	.03319	.04582	.00712	.03225	.05827	.04299	.02707
MD08	.19851	.28925	.15596	.30227	-.19592	.07660	.22251
MD09	-.05704	.05373	.39347	.26388	-.00404	-.34769	-.27497
MD10	.13331	.13306	.02669	.07225	.66353	-.00322	-.01646
MD11	.09727	.19081	.58602	-.03105	.11257	.27900	.13649
MD12	.10247	-.02342	.70155	-.05075	-.09146	.08324	.01923
MD13	.00574	.00443	-.18682	-.03076	.62770	.81753	.16030
MD14	.21111	.07301	.09900	.10616	.46432	.36022	.18632
MD15	.12237	.40215	.30307	-.11090	.15072	.18723	.31326
MD16	.03129	.03426	.07770	.22819	.12681	.35305	.23979
MD17	.18422	.03733	.00695	.62905	.03669	.23891	.13315
MD18	.08777	-.05439	.00292	.72531	.11309	.04543	.13286
MD19	.06380	.30297	.31150	-.07713	.13503	.55900	.13652
MD20	-.10254	.16210	.15363	.12892	.21850	.55282	-.18931
MD21	.12991	.14252	.07189	.16991	-.00476	.70150	.03287
MD22	-.05719	.15246	.17833	-.05262	-.06355	.28184	.57423
MD23	-.09297	-.11431	.56814	.02971	.10955	.17876	.31474
MD24	.03176	.32313	-.01788	.18067	.21771	-.10478	.58909
MD25	.16924	.32115	.27373	.05569	.11516	.02176	.17713
MD26	.10488	.55852	.03847	.24386	.20456	.32869	-.08712
MD27	.04276	.66136	-.14354	.17509	.20822	-.04352	-.02396
MD28	.21764	.52464	.09626	.10259	.02604	.27367	.13399
MD29	.07317	.70365	.02361	.01717	.01320	.23967	.11227
MD30	-.02760	.21380	-.06746	.57311	-.01071	-.00324	-.06906

Table-18 Interpretation of Rotated Loadings  
in Soo-Ahm

- Factor 1: Decision-Making  
17.1% of variance accounted for in 30 original variables  
MD03 (.65), MD04 (.55), MD06 (.81), MD07 (.83)
- Factor 2: Activistic Value  
7.0% of variance accounted for in 30 original variables  
MD26 (.55), MD27 (.66), MD28 (.52), MD29 (.70)
- Factor 3: Perception of Sex-Role I  
5.5% of variance accounted for in 30 original variables  
MD11 (.58), MD12 (.70), MD23 (.56)
- Factor 4: Social Aspiration  
51.7% of variance accounted for in 30 original variables  
MD17 (.62), MD18 (.72), MD30 (.57)
- Factor 5: Perception of Sex-Role II  
4.3% of variance accounted for in 30 original variables  
MD10 (.67), MD13 (.62)
- Factor 6: Socialization; Control  
4.0% of variance accounted for in 30 original variables  
MD19 (.55), MD20 (.65), MD21 (.70)
- Factor 7: Socialization; Protectiveness  
3.9% of variance accounted for in 30 original variables  
MD05 (.55), MD22 (.54), MD24 (.50)

D. Po-Hang City

1. Rotated Dimension of Individual Modernity of Population

The rotated matrix is given in Table-19. In the case of Po-Hang, the naming of factors also became considerably easier except the dimension of "Sex-Role Perception." On the fifth and the sixth factor, the variables which originally categorized as a sex-role perception dimension were further divided into separate dimensions of sex-role perception. It was difficult to analyze the fifth factor of Po-Hang, but the sixth factor had the same variables which were heavily loaded and clustered together on the third factor dimension of Soo-Ahm. It seems very clear that the variables of 11 and 12 measure some similar states of sex-role perception. Interestingly enough, on the first factor dimension of Po-Hang, the variables of MD17 and MD18 were clustered which seem to measure something concerning one's expectation of upward social mobility, and the dimension was labeled as a "Social Aspiration" dimension. On the second factor dimension, labeled as a "Decision-Making" dimension, the variables of MD03, 06, and 07 with the heaviest loadings were clustered. The variable of MD04 did not appear on the dimension of decision-making at this time. The third factor was labeled as a "Socialization: Control" dimension, and the seventh factor was labeled as a "Communication between Spouses" dimension. The fifth and the sixth factor were labeled as a "Sex-Role Perception III" dimension and a "Sex-Role Perception I" dimension respectively. Table-20 contains the results.

Table-19 Equimax Rotated Factor Matrix after Rotation with Kaiser Normalization:  
Po-Pang City

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
MD01	-.04236	.06437	.07506	-.01700	.62984	.08881	-.09315
MD02	.15654	.00982	.00220	.16770	-.07766	.49880	-.32490
MD03	.16612	.77720	-.07178	.07183	.07877	-.04707	.03521
MD04	.20881	.44083	.16386	-.01922	.10582	.06740	-.20091
MD05	.12033	.11149	.07528	-.16086	-.19311	.61464	-.01689
MD06	-.05552	.84268	-.06617	.00637	.04002	.00581	.02933
MD07	-.02352	.72771	.00330	-.02470	-.01131	.07592	.02690
MD08	.25571	.21584	.17063	.01703	-.15629	-.13258	.50800
MD09	-.04365	-.10841	-.13829	.03995	-.01165	.02435	.65250
MD10	-.04178	.22030	.19519	.14051	.30739	.07194	.28186
MD11	-.08713	.05488	.06160	.28653	.28733	.58878	.08169
MD12	-.09859	-.08028	-.08760	.12833	.31690	.52962	.17358
MD13	-.14379	.02860	.13292	.55390	.05046	.07512	.30724
MD14	.15494	.15375	.22197	.11870	.52035	.06174	.06604
MD15	.02237	-.02829	.24316	.22869	.34743	.10830	.27215
MD16	.14372	.02011	-.01099	.05457	.70056	-.06244	.03973
MD17	.76227	.00027	-.01227	.05734	.01571	.09895	.13719
MD18	.76150	.00456	.10036	-.00458	.12103	.00779	-.05926
MD19	.15092	-.00965	.11259	.73036	.06610	.10100	-.06348
MD20	.13358	.03121	.07168	.33677	.05623	.07462	-.02694
MD21	.49147	.01243	.17552	.44385	.13296	.06888	-.08274
MD22	.36475	-.02998	.10504	.23313	.23204	-.21515	-.14077
MD23	.35699	-.06142	-.15013	.32823	.23667	.19117	.14446
MD24	.38163	.19414	.22030	.28220	-.02092	-.16706	.16192
MD25	.46290	.02640	.42267	.00350	-.14269	.18626	.09386
MD26	.12025	.07478	.70163	.22448	.10163	-.05060	-.02171
MD27	.12581	.02571	.53072	.02583	.15551	-.10906	-.05258
MD28	-.03702	-.01851	.68660	.03441	.01503	.12345	.17932
MD29	.09542	-.04897	.67678	.13447	.16834	.06698	.02627
MD30	.19113	-.05440	.21093	-.26312	.25274	.10714	.38500



Table-20 Interpretation of Rotated Loadings  
in Po-Hang

- Factor 1: Social Aspiration  
14.8% of variance accounted for in 30 original variables  
MD17 (.76), MD18 (.76)
- Factor 2: Decision-Making  
7.4% of variance accounted for in 30 original variables  
MD03 (.77), MD06 (.84), MD07 (.72)
- Factor 3: Activistic Value  
6.4% of variance accounted for in 30 original variables  
MD26 (.70), MD27 (.63), MD28 (.68), MD29 (.67)
- Factor 4: Socialization; Control  
5.8% of variance accounted for in 30 original variables  
MD13 (.55), MD19 (.73), MD20 (.73)
- Factor 5: Perception of Sex-Role III  
4.6% of variance accounted for in 30 original variables  
MD01 (.62), MD14 (.53), MD16 (.70)
- Factor 6: Perception of Sex-Role 1  
4.4% of variance accounted for in 30 original variables  
MD05 (.61), MD11 (.58), MD12 (.52)
- Factor 7: Communication between Spouces  
MD08 (.50), MD09 (.65)

E. Seoul City

1. Rotated Dimension of Individual Modernity of Seoul

The rotated matrix is given in Table-21. In the case of Seoul, the dimension of decision-making was further divided into two separated factors. On the fifth factor dimension, the variables of MD06 and 07, which seemed to measure some state of decision-making activity on more important matters in a family, were clustered together; and therefore, the factor was labeled as a "Decision-Making in Particular" dimension. On the seventh dimension, the variables of MD04 and 05 were clustered together, which seemed to measure some state of decision-making activity on less important matters like grocery-shopping; and therefore, the factor was labeled as a "Decision-Making in General" dimension. The first factor was labeled as a "Sex-Role Perception" dimension. Five variables out of the total seven variables were clustered in Seoul, which were categorized as the sex-role perception dimension. Variable of MD20 was clustered on the dimension of sex-role perception, which seemed to measure some state of socialization. The second factor was labeled as a "Activistic Value" dimension. Five variables out of six variables were clustered together. The third factor was labeled as a "Socialization: Control" dimension; the fourth factor, labeled as a "Communication between Spouses" dimension, and the sixth factor, labeled as a "Social Aspiration" dimension. The fifth factor was labeled as a "Decision-Making: On External Matter" dimension and the seventh factor was

labeled as a "Decision-Making: On Internal Matter" dimension.  
Table-22 contains the results.

Table-21 Equimax Rotated Factor Matrix after Rotation with Kaiser Normalization:  
Seoul

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
MD01	.05350	-.04715	.15506	-.07902	.00467	.35448	-.07268
MD02	.00194	-.30093	-.14893	.16774	.50488	-.06377	-.02105
MD03	.11272	.26637	.01146	-.24219	.38987	.34286	.32956
MD04	.04852	.07892	.01055	-.07639	.19988	.15241	.58622
MD05	-.03031	-.06130	.00820	.10319	-.00087	-.16525	.73787
MD06	.03059	.15037	.05059	-.04600	.68947	.29031	.09243
MD07	.07564	.02305	.10129	.11357	.67984	-.14332	.06844
MD08	-.16568	.00181	-.03793	.26612	.09644	.68939	.04875
MD09	.21366	-.14833	-.18213	.11351	-.20202	.58223	.34660
MD10	.62934	-.09744	.00377	.09939	.13620	.06231	-.04698
MD11	.51397	.17413	.29076	-.21674	.01986	.04909	.10385
MD12	.38987	.03466	.51265	-.39300	-.04231	.00686	.10259
MD13	.61120	-.07189	-.09736	.32602	-.14722	.15955	.03952
MD14	.68267	.05961	.03256	.01553	.06818	-.06598	.06782
MD15	.46597	.22241	.04720	.11814	-.08161	.29354	.20637
MD16	.52197	.16855	.14623	-.00478	.25142	-.06839	.13916
MD17	.09274	.19077	.12692	.67976	.11728	-.02515	.00143
MD18	.05684	.18675	.18932	.60253	.03747	.16924	.08890
MD19	.44264	.23939	-.09772	.26631	.12348	-.05215	-.21011
MD20	.51573	.14421	-.05668	.27118	.14043	.07807	-.15353
MD21	.31751	.13765	.16419	.55149	.16068	.07283	-.26497
MD22	.00802	-.06912	.71400	.13161	.01797	.06928	-.11569
MD23	-.06601	-.15352	.70529	.16457	.05927	-.01163	.01603
MD24	.0071	.28011	.29801	.82511	.08902	.47553	-.30456
MD25	-.06115	.27307	.48784	.25500	-.00482	.22422	.27703
MD26	.14212	.61533	-.02480	.31811	.05873	.17823	-.00106
MD27	.09466	.61944	.02495	.33689	.16169	-.05460	.04651
MD28	.1107	.68121	.00655	.02816	-.03233	.10083	-.04398
MD29	.04691	.68617	-.08563	.07187	.09932	-.07982	.00506
MD30	-.00365	.55690	.20325	.40547	-.13908	.00349	.11885

Table-22 Interpretation of Rotated Loadings in Seoul

- Factor 1: Perception of Sex-Role  
15.4% of variance accounted for in 30 original variables  
MD10 (.62), MD11 (.51), MD13 (.61), MD14 (.68), MD16 (.52)  
MD20 (.51)
- Factor 2: Activistic Value  
7.6% of variance accounted for in 30 original variables  
MD26 (.61), MD27 (.61), MD28 (.68), MD29 (.68), MD30(.55)
- Factor 3: Socialization: Protectiveness  
6.2% of variance accounted for in 30 original variables  
MD13 (.51), MD22 (.71), MD23 (.70)
- Factor 4: Social Aspiration  
5.9% of variance accounted for in 30 original variables  
MD17 (.67), MD18 (.66), MD21 (.55)
- Factor 5: Decision-Making on External Matter  
5.1% of variance accounted for in 30 original variables  
MD06 (.68), MD07 (.67)
- Factor 6: Communication between Spouces  
5.0% of variance accounted for in 30 original variables  
MD08 (.66), MD09 (.58)
- Factor 7: Decision-Making on Internal Matter  
4.1% of variance accounted for in 30 original variables  
MD04 (.58), MD05 (.73)

F. Communalities

The communalities indicate the degree to which the thirty variables have been accounted for by the factors computed. In Table-23 the variables are listed in rank order in terms of their communality.

Table-23 Communalities of Variables of Total and Sub-Total Population

Variable	Total Communality	Jung-Suhn Twp Communality	Soo-Ahm Myoun Communality	Po Hang City Communality	Seoul Communality
MD01	.22207	.43080	.37161	.42519	.16633
MD02	.22748	.49351	.18333	.41312	.40029
MD03	.56002	.51248	.50935	.62838	.52061
MD04	.33707	.46268	.43135	.32392	.42045
MD05	.25982	.36521	.38598	.47381	.58715
MD06	.79165	.74362	.69550	.72014	.60173
MD07	.63375	.69928	.70343	.53735	.51682
MD08	.48595	.47837	.33253	.44280	.53086
MD09	.55080	.39813	.42711	.46101	.61361
MD10	.40350	.53373	.48196	.28723	.44010
MD11	.45233	.36478	.49940	.53825	.43959
MD12	.55025	.53699	.52322	.45137	.59004
MD13	.35702	.38086	.50244	.44855	.54322
MD14	.40584	.48201	.45109	.39471	.48449
MD15	.38660	.39732	.43675	.31990	.41819
MD16	.37725	.51270	.25844	.52041	.40491
MD17	.66463	.59174	.50723	.61342	.53769
MD18	.70153	.62939	.56825	.61690	.55084
MD19	.57848	.55267	.53089	.58748	.39708
MD20	.57943	.57771	.58685	.57623	.41553
MD21	.53890	.56935	.56444	.49878	.54965
MD22	.45143	.60518	.44074	.34117	.55046
MD23	.49844	.58553	.48851	.48851	.55791
MD24	.33461	.43868	.45591	.37492	.55791
MD25	.37284	.47166	.25491	.36607	.47471
MD26	.55555	.54239	.54136	.45749	.46295
MD27	.46018	.52918	.54120	.57609	.51743
MD28	.50049	.51531	.43593	.45381	.53795
MD29	.56486	.55023	.57714	.52194	.49032
MD30	.52880	.46982	.38448	.52114	.50179
				.37680	.54935

In the case of total population, variables 6, 18, 17, and 7 are best accounted for by the factors computed, and variables 1, 2, and 5 are least accounted for by the factors computed. In the case of Jung-Suhn Eup, variables 6, 7, 3 and 22 are best accounted for by the factors computed, and variables 13, 11, and 5 are least accounted for by the factors computed. In the case of Soo-Ahm Myoun, variables 7, 6, 20 and 29 are best accounted for, and variables 2, 16, and 25 are least accounted for by the factors computed. In the case of Po-Hang, variables 6, 3, 18, and 17 are best accounted for and variables 10 and 15 are least accounted by the factors computed. In the case of Seoul, variables 9, 6, 12, and 5 are best accounted for, and variables 1 is least accounted for by the factors computed.

#### G. Means of the Raw Scores of Variable (Modernity Indexes)

Modernity scores for the four communities were obtained in a simpler manner. Using the thirty variables, the responses in order to facilitate comparison, all the responses of variables have been transformed into numerical values setting the theoretical minimum modernity score equal to 1 and the theoretical maximum modernity score equal to 4. Thus, if an individual gave the most modern responses possible to each of the thirty items, his or her modernity mean score would be equal to 4.00. The means, standard deviations of the distributions on each item are contained in Table-24. The higher the mean score is, the more modern or egalitarian an individual's sex-role linked social

behavior is. Although it would be arbitrary, level 3.00 is chosen as a satisfactory level of individual modernity.

One major difference in scoring modernities employed in other studies should be noticed. In other modernity studies, the factor weighted responses of individuals instead of raw scores of responses of individuals were summed. This method of scoring may allow more theoretically valid measures of modernity; however, the unidimensional continuum of modernism across the four communities has not been fully tested in Korean society yet, and so without weighting each responses of individuals, raw scores of responses are used.

In descending order of industrialization, the level of individual modernity was decreasing. The differences in the levels of modernity in the four areas were significant at .01 level of total population was 2.59, the level of which was quite below the level 3.00. Less industrialized areas were below the level of total mean while more industrialized areas were above the total mean.



Table-24 Means, Standard Deviations and Number of Cases of 30 Modernity Indexes

Variable	Jung-Suhn Eup			Soo-Ahm Myoun			Po-Hang City			Seoul			Total Population		
	Mn.	S.D.	N	Mn.	S.D.	N	Mn.	S.D.	N	Mn.	S.D.	N	Mn.	S.D.	N
MD01	2.39	.87	356	2.23	.87	350	2.56	.81	334	2.62	.69	350	2.45	.81	1390
MD02	3.25	1.04	356	3.13	1.17	350	3.32	.88	334	3.33	.83	350	3.25	.99	1390
MD03	2.90	1.39	356	2.96	1.30	350	3.20	1.29	334	3.26	1.17	350		1.30	1390
MD04	2.17	1.22	356	2.56	1.21	350	2.50	1.18	334	2.56	1.21	350	2.45	1.17	1390
MD05	2.16	.59	356	2.16	.51	350	2.06	.35	334	2.21	.57	350	2.15	.52	1390
MD06	2.79	1.37	356	2.95	1.33	350	3.42	1.08	334	3.51	.94	350	3.16	1.23	1390
MD07	2.83	1.38	356	3.11	1.25	350	3.40	1.10	334	3.55	.94	350	3.22	1.21	1390
MD08	1.59	.77	356	1.45	.63	350	1.54	.64	334	1.68	.58	350	1.57	.87	1390
MD09	1.79	.81	356	2.04	.97	350	1.97	.95	334	2.17	.81	350	1.99	.90	1390
MD10	2.56	.79	356	2.76	.80	350	2.82	.73	334	2.89	.58	350	2.75	.74	1390
MD11	1.92	.75	356	1.76	.75	350	2.17	.70	334	2.33	.65	350	2.04	.75	1390
MD12	1.77	.69	356	1.65	.72	350	1.91	.69	334	2.01	.66	350	1.83	.70	1390
MD13	2.81	.83	356	2.99	.82	350	3.05	.69	334	3.08	.60	350	2.98	.75	1390
MD14	2.25	.75	356	2.29	.87	350	2.42	.67	334	2.66	.61	350	2.40	.75	1390
MD15	2.23	.79	356	1.92	.78	350	2.41	.74	334	2.44	.70	350	2.25	.78	1390
MD16	2.53	.82	356	2.57	.86	350	2.67	.69	334	2.62	.66	350	2.60	.76	1390
MD17	3.22	.79	356	3.16	.64	350	3.64	.58	334	3.80	.50	350	3.45	.69	1390
MD18	3.14	.98	356	3.23	.74	350	3.59	.74	334	3.73	.81	350	3.42	.86	1390
MD19	2.04	.86	356	2.35	.92	350	2.35	.78	334	2.87	.68	350	2.40	.87	1390
MD20	2.33	.85	356	2.57	.90	350	2.63	.76	334	2.93	.68	350	2.61	.83	1390
MD21	2.33	.85	356	2.37	.90	350	2.65	.78	334	2.97	.63	350	2.58	.84	1390
MD22	2.37	.78	356	2.06	.85	350	2.30	.71	334	2.47	.83	350	2.30	.81	1390
MD23	1.83	.69	356	1.50	.64	350	2.09	.73	334	1.96	.75	350	1.84	.74	1390
MD24	2.12	1.08	356	1.89	.93	350	2.29	1.11	334	2.55	1.09	350	2.21	1.08	1390
MD25	2.51	.84	356	2.26	.96	350	2.56	.86	334	2.62	.95	350	2.48	.92	1390
MD26	2.88	.97	356	3.04	.95	350	3.26	.76	334	3.26	.70	350	3.11	.87	1390
MD27	3.00	.80	356	3.22	.74	350	3.24	.67	334	3.30	.68	350	3.19	.73	1390
MD28	2.60	1.00	356	2.45	1.01	350	2.86	.88	334	2.81	.82	350	2.68	.95	1390
MD29	2.48	.95	356	2.54	1.01	350	2.79	.86	334	2.75	.81	350	2.64	.92	1390
MD30	2.68	.67	356	2.79	.54	350	2.82	.59	334	2.79	.62	350	2.77	.61	1390
Total	2.44			2.46			2.61			2.70			2.59		

## II. Discussions

Three questions are posed in this part of discussion: To what extent the seven dimension extracted in Brazilian society will be retained in Korean society, what variables included to measure individual modernity will be best accounted for by the factors computed, and are there really differences in the levels of modernity of the four communities?

### A. Factor Dimensions Retained

The present discussion is based on the factor matrices, which are presented in the section VI. The ultimate goal of this research was obtain some theoretically meaningful and statistically significant factors and if possible, the simplest fact structure. Therefore, the matrices of rotated factor loadings, which were conceptually simpler than that of the unrotated ones, were used as our major evidences for the creation and interpretation of the modernized structure of Koreans' sex-role linked social behaviors.

It was hypothesized that the factor dimensions which were originally extracted in Rosen and LaRala's study would be retained in our study also. However, from inspection of the factor matrices, it is obvious that the seven factor dimensions were not universally present across the Korean four communities. Three out of seven dimensions were further divided into separate dimensions, and some factor dimensions were combined together.

The dimension of goals and values of socialization factor was divided into two separate factor dimensions in such a way that control and protectiveness appeared to be orthogonal to each other. In the case of Jung-Suhn and of Soo-Ahm (See Tables-13, 15, and 17), the variables included to measure the goals of socialization were clustered in two different ways. The variables 19, 20, and 21 went together, and the variables 22, 23, and 24 went together. However in Rosen and LaRala's study the six variables were clustered together across the five Brazilian communities. In Po-Hang city, the variables 19, 20, and 21 included to measure the dimension of "control in socialization" were not significantly loaded, while in Seoul, the variables 22, 23, and 24 included to measure the dimension of "protectiveness" in socialization were not significantly loaded.

The factor of decision-making dimension was also divided into two separate factor dimensions in Seoul; variables 4 and 5 went together, and variables 6 and 7 went together. Variables 4 and 5 were included to test who usually makes decisions on some ordinary household affairs such as "Who will do grocery shopping or who will keep the money?": Variables 6 and 7 were included to test who makes decision on solving some important household affairs such as "who decides to buy or sell something valuable?" or "who decided to give financial help to relatives or friends?" The fact that a decision-making dimension was divided into two separate dimensions in Seoul indicates that the

extent to which Korean women in Seoul can participate as an independent person in making decisions on household affairs is dependent on the degrees of the importance of the problems. This finding is a particularly valuable index which shows how sex-role is differentiated in Korean urban household.

In the case of Po-Hang, the decision-making dimension seemed to be divided into separate two dimensions in the same way it was in Seoul: The pattern of variable clustering in Po-Hang appeared to be more distinct than that in Seoul, only variables 3, 6, and 7 went together, and rest of the variables included to measure the level of women's participation in making decisions in the family were not significantly loaded. It seemed that in the case of Po-Hang the variables 4 and 5 were not accounted for by the decision-making dimension. However the dimension was retained as a singled factor in the case of both Jung-Suhn and Soo-Ahm.

Sex-role perception dimension was not retained as a single factor in the cases of Soo-Ahm and Po-Hang. The patterns the variables were clustering tended to be very unclear, and it was hard to interpret the factor dimensions. In Soo-Ahm, the variables 11, 12 and 23 went together, while in Po-Hang the variables 11, 12 and 5 went together. Variable 23 were originally included to identify some kind of socialization goals and variable 5 were included to identify some pattern of decision-making activities rather than some state of sex-

role perception; however, they went together with the variables 11 and 12. It was discussed before that variable 5 as an index to identify decision-making activity was appeared to be irrelevant to Po-Hang socio-culture. The discussion could be more supported by the fact that variables 5 went together with variables 11 and 12, which seemed to indicate that the question like "who will do grocery shopping?" was perceived in Po-Hang community rather as a matter of women's role than as a matter of decision-making.

Comparison of the factor dimensions of more industrialized urban areas with those of less industrialized rural areas show that the extend-ties factor dimension was not retained in Seoul, Po-Hang and Soo-Ahm, while it was retained in Jung-Suhn. Soo-Ahm is an agricultural rural area, but the questions on the relationship with the extended-ties appeared not to be accounted for by any kind of distinct factor dimension. It seemed to be because Soo-Ahm is located close to a town Ahn-Yang.

Communication between spouses dimension was not retained in Soo-Ahm, which seemed to indicate that the variables were irrelevant to Soo-Ahm socio-culture. This fact could be interpreted in two probable ways: What variables 8 and 9 intended to measure might be so foreign to Soo-Ahm people's general pattern of social behaviors that some senses could not be derived out of them, and/or the variables would be accounted for by other unknown factor.

## B. Communalities Test

A detailed examination of the communalities of the variables show what variables were particularly well accounted for by the modernity factors across the four Korean communities. When the variables with the communality value of .50 or above were to be selected, variables 3, 6, 7, 17, 18, 26 and 29 were best accounted for by the factors of individual modernity computed in all of the four areas. It is interesting to notice that when the four communities were analyzed as a whole, more variables (variables 9, 12, 20, 31, 28 and 30) appeared also to be accounted for by the factors computed than when the four communities were analyzed as four separate groups. This finding indicates that 1390 Korean men and women as a group think can not always predict what 256 Jung-Suhn people or 350 Seoulites think, behave or believe. The issue of the discrepancy between what a society intends to achieve and what an individual wants to pursue is well elaborated in many of sociological and philosophical discussions. It should be thought of in the very same way, that is an aggregate of 1390 or more individuals is qualitatively different not only from an individual but also from 1390 individuals. For instance, variable 9 appeared to be moderately well accounted for by the factors computed in the analysis of an aggregate of 1390 men and women, however, the degrees to which variable 9 was accounted for in Jung-Suhn, Soo-Ahm and Po-Hang were relatively low. (See the

communality scores on variable 9 in Table-23). Therefore, rigorously speaking, only seven variables (3,6,7,17,18,26 and 29) should be evaluated as the significant indexes of individual modernity in Korean society, in the four Korean communities in particular, which were well accounted for by the factors computed not only in the aggregate analysis but also in the unit analysis. That is, modernity in Koreans, sex-role linked social behaviors in particular, can be best measured by the indexes "Who makes the final decisions in the family about where to live, who decides to buy or sell something valuable, who decides to give financial help to relatives or friends, to what extent a Korean, regardless of what he or she would like, thinks his or her children will be able to complete schooling, regardless of what he or she would like, what occupation he or she think probably his or her son will have, to what degree a person believes in faith in leading one's life, and to what degree a person believes in luck in getting far in this world."

### C. Modernity Level

There have been some highly critical evaluations of the concept of individual modernity. Psychologists argue that the socio-psychological changes in adults are always random and the processes of change or development appears to be associated logically and empirically with changes in other aspects of social organization and individual behavior. With respect to changes in beliefs, values and

attitudes, still no clear-cut explanation is present. While acknowledging the plausibility of many critiques regarding the causal nexus of industrialization and changes in an individual's social behaviors, the existence of some factors, labeled modernity factors, under some socio-economic and cultural conditions appeared to be real.

Various researches show remarkable consistent relationships of individual modernity to formal education, industrial experience, and urban life. However, no direct empirical attempt to test the relationship was made in this research, since the evidences in this study on the dimension of individual modernity factor called for more extensive examination of Inkeles's (and others) notion of the unidimensionality in societal and individual modernization.

Leaving the difficulties in defining modernity factors aside for a while, it would be reasonable to examine more closely the means of variables and the aggregated means of the four groups. It is clear from inspection of the means of the four areas that the scores are slightly higher than the scale midpoint but quite lower than the score 3.00, indicating that they (respondents) still remains to be relatively traditional.

A more detailed examination of the means of each variable can be made. With respect to one's relationship with relatives, the respondents in this study were not so tied to their kin's that they could not pursue their own career independently. (Refer the mean of



MD02 across the four areas.) What was most salient and significant to the respondents was the issue of social aspiration, and the levels were also quite above the score 3.00. (Refer the means of MD17 and MD18.) Social aspiration dimension was appeared even as the first factor in Po-Hang society. It indicates that regardless of the levels of social aspiration of individuals, a matter of social aspiration tends to be the first important concern of Po-Hang people.

Examination of the variables 8 and 9 show the scores are closer to the traditional pole and below the scale midpoint and much more below the score 3.00. Mean score of variable 8 is the lowest among 30 variables across the four areas, indicating that neither husband nor wives talk frequently to their counterparts about the politics. It has the lowest standard deviation (.52) in the Seoul data. It is surprising in view of the highest group mean score of modernity in Seoul.

It is also apparent from the mean scores of variable 9 that husbands in the four Korean communities seldom tell to their wives what happened on the day when they return to home after work. These evidences indicates that there exists no meaningful communication at all between spouses in Korean families, and it is more clear from the relatively lower standard deviations of variables 8 and 9 that the respondents in the four communities homogeneously seldom have verbal interactions with their spouse.

From the decision-making points of view, women in Po-Hang and Seoul appeared to enjoy more egalitarian relationship with their counterparts than women in Jung-Suhn and Soo-Ahm. Mean scores of variables 6 and 7 were above 3.00 in Seoul and Po-Hang data. It means depending on the kind of problem and the importance of problem women respondents in Seoul and Po-Hang make decisions on an equal standing with their husbands, but more often women by themselves make decisions on buying or selling valuable things or giving financial help to friends and relatives. This tendency to make decision of financial matters in the household was more strongly showed in Jung-Suhn and Soo-Ahm. These findings are reasonable and all consistent with the Korean specific women's role expectation in Korean rural household like Jung-Suhn where women are expected to contribute to family-income by engaging actively in farming or other kinds of labor, by contrast with the urban household in which women are carrying on only a consumptive role.

Variables 10 to 16, which measured some level of woman's sex-role perception, were particularly examined with keen interests. All of the cases except the case of Po-Hang and Seoul on variable 13 levels of sex-role perception were below the level 3.00. That means that most of the respondents in our survey, regardless of their sex, did not perceive a woman as a worth, independent and able person.

Most of the respondents, regardless of their sex, did not disagree with an opinion that women are less intelligent than men; they even agreed with the opinion that a man has the right to be the "head of the household" and the woman has the duty to obey him; they also agreed with the opinion that a woman's place is in the home, and the less time she spends outside the house, the better; people in Jung-Suhn and Soo-Ahm did not disagree with the opinion that a wife will not respect her husband if he doesn't order her around of "boss" her, and people in Po-Hang and Seoul disagreed, but did not strongly disagree with the opinion; they agreed with the opinion that as a rule, women are less capable than men of making important decisions; they agreed with the opinion that it is better for a woman to keep silent than to argue with her husband when she disagrees with him; and they agreed with the opinion that women should not participate more actively in the community's affairs. In a word, the fact that most of the respondents, regardless of their sex, agree with the opinion that a woman's place is in the home, and the less time she spends outside the house, the better tells us the nucleus of Koreans' perception of women's role.

Examination of the variables 12 and 23 reveals typically how women and children are treated in Korean society, the four areas in particular. With the lower variations, the mean scores for the four communities are close to the traditional pole and below or just on

the mid-point on the scale. It is clear from these findings that women are imprisoned in the house, and children are overprotected by the parents.

The importance of values and goals of socialization in the context of social change generates a wave of socio-educational discussion about the pedagogical role of family in a system of society. It is a real truth that, in some respect at least, diverse human cultures assign most important roles and responsibilities to the family to help and train youngsters to be persons. A body of literature on cross-cultural studies of socialization has emphasized the importance of ecological and economic factors in the socialization of children. There is also a widespread pattern of greater pressure toward independence and achievement in children in Korean society.

Given these premises, we were led to ask about two questions. To what extent the importance of independence in a socialization is actually emphasized, and to what extent Korean parents value a more democratic way of child-rearing practice? Variables 19, 20, and 21 measured the extent to which the value of autocratic control in socialization is emphasized, and variables 22, 23, and 24 measured the extent to which the goal of protectiveness in socialization is emphasized. Across the four areas mean scores of variables from 19 to 24 were below the score 3.00, indicating that children in the four Korean communities have been trained to be dependent on the adults, while the

parents tend to relate themselves with their children in a more autocratic way.

In spite of the autocratic way of child socialization in Korean family, Korean parents expect their children to achieve higher educational and social success. Our data indicate that there exists across the four communities a strong tendency to regard education as a means of getting ahead of others. Therefore, most of the respondents in our survey seemed to believe strongly that education is a kind of investment which will bring about the benefits of social success. The parents in Jung-Suhn Eup, whose monthly income was less than 4,000 Won, answered that they would send their children to a senior high school and even to a college. It is not just their wishful thinking: They really do.

Mean score of variable 27 is above 3.00 and close to 4.00, indicating that actually there was not a single person in the four communities who will not send their children to a high school. However, differential treatments of sons and daughters in sending schools seemed to be dominant in Jung-Suhn and Soo-Ahm. More often they responded that elementary education would be quite enough for daughters, but sons must complete at least a senior high school. By our scale, it was difficult to measure the degrees of differential treatment in the four areas. This is the one point which should be further studied in a follow-up study.

The average level of expectation of socio-economic status was above the scale point 3.00. Variable 18 only was measured on a five-point scale. It seemed from expectation of the score that the respondent think that their son will attain at least a middle class status in future. It is hard to define exactly the notion of middle-class which the respondents have in their mind. And the definition of middle-class of Jung-Suhn residents would be different from that of the respondents in this survey was neither extremely lower nor extremely higher. The fact they expect their youngersters to complete higher level of education seemed to indicate Koreans are not that fatalistic any longer.

Fatalism, which has created so diverse shamanistic rituals, was and still has been deeply rooted in the psychic structure of Koreans, that of Korean women in particular. Fortune-telling, or the ancient Chinese Joo-Yuk, which is like Western horoscope, have dictated the life of Koreans for so long time. The ideology of Joo-Yuk in which the inferiority of women were asserted with sophistication, has made Koreans be subjected to the nature. Returning to the nature and being obedient to the nature are the ultimate concerns in the ideology of Joo-Yuk. From the perspectives of Joo-Yuk, lives are supposed to be governed by the laws of nature, and furthermore, men shouldn't or can not go against the laws. It seems to be a reasonable thinking, in considering all the problems of environmental pollutions in the 20th

century. However, it might have hinder the development of science and medicine in Far Eastern civilization, and made us ignore one important point such that human beings can transform the laws without necessarily violating the laws and operate the transformed laws to enhance the levels of the conditions of human life.

It is expected not that Koreans are expected now to overcome all the obstacles to Korean national development; but fatalistic attitudes toward life would be one of the most harmful elements embeded in Koreans' mind to achieve what we now plan. A good number of reports reported even highly educated Korean women knock at the door of fortuneteller's house.

Variables 25 to 30 were included to measure fatalistic attitudes of Koreans. Data in Jung-Suhn indicates that the population in Jung-Suhn, regardless of one's sex, still seemed to believe in not only one's fate but also one's luck. (Exactly speaking, the tendency to believe in luck is closer to shamanistic beliefs rather than fatalistic attitude. However, both fatalism and shamanism have been categorized as a "Activistic Value" dimension in this study.) Data in Soo-Ahm indicates that the population in Soo-Ahm, regardless of one's sex also seemed to believe in both one's fate and one's luck. Data in Po-Hang indicates that the population in Po-Hang is quite close to the modernized pole, but they are not so quite liberated from the traditional fatalism yet. Data in Seoul indicates that the population of Seoul is close to the modernized pole, but the tendency to believe

in fate and luck is not weakened enough to level the population in Seoul as the most modernized population.

#### VIII. Conclusion

A major focus of this research was to identify and measure sex-role linked individual modernity, or the set of individual values and beliefs that theoretically are associated with modernization of a Korean society. Underlying most research in this area are premises that a single dimension of modernism exists along which societies can be distributed, that societies at each point along this continuum tend to share certain social and cultural patterns, and that these socio-cultural patterns lead to, result from, or occur concomitantly with patterns in values, beliefs, and behaviors of individuals.

The overall result of this study seem to support our general assumption about modernity in Koreans. Furthermore, data in this study enable us to reconsider Korean educational system and to expand the foundation for an educational follow-up for adults.

With respect to our measures of modernity, we have attempted to replicate the original modernity scales in Rosen and LaRala's study as closely as possible and have revised only two items that did not appear to be suitable to male respondents. It was assumed that the dimensions of women's modernity extracted in Brazilian society would



be retained across the four Korean communities. This assumption is based on Inkeles and Smith's premise that modern men will have to a certain set of beliefs, attitudes, and behaviors wherever modernization takes place regardless of socio-cultural differences of every society. However, the dimensions of sex-role linked individual modernity seemed to be dependent on each socio-cultural features.

The variables included to measure the relationship with extended ties did not cluster together at all in Soo-Ahm, Po-Hang, and Seoul. Furthermore, three categories of modernization variables seemed to be rather gross dimensions. The socialization dimension, the decision-making dimension, and the sex-role perception dimension were divided into two separate dimensions. It seemed that the three clusters of variables should be further divided into uncorrelated dimensions through subsequent finer analysis. What was most interesting in this study was that variables of "control" and variables of "protectiveness" were not clustered together at all; but all of them were clustered together in Brazilian society.

Within the limits set by the sampled population, it might be said, that the respondents' sex-role linked behaviors were basically shaped by their actual living experiences and socio-cultural situations, which form their point of reference when considering their own life.

The applicability of modernity scale across cultures and societies should be further explored. This result is consistent with other finding in which there was a preliminary indication that the modernity scales were not applicable to urbanized sectors of a society or developed countries. That is, the universality of modernities should be subjected to more finer empirical analysis.

In less industrialized rural areas, Jung-Suhn and Soo-Ahm, a "decision-making" factor was the first factor which accounted for most the sex-role linked modernity of the residents in the two areas. This finding implies that any effort to make rural population in Korean society be modern and their sex-roles be egalitarian should first consider their decision-making activities, and at the same time any kind of scale to measure modernity in rural population should contain enough items to measure decision-making dimension.

In an industrializing area, Po-Hang, a "social aspiration" factor was the first factor which accounted for most the sex-role linked modernity of the residents in Po-Hang. This indicates any effort to make population in an industrialization area be modern and their sex-roles be egalitarian should first take into account the dimension of social-aspiration, and at the same time, enough items to measure social aspirational aspects should be contained in modernity scales.

In the most industrialized area of Korean society, Seoul, a "sex-role perception" factor was the first factor which accounted for most the sex-role linked modernity of the Seoulites. This finding indicates that any effort to make Seoulite be modern and their sex-

roles be egalitarian should first consider the sex-role perception dimension, and items to measure some state of sex-role perception should be contained enough in any kind of modernity scales.

The "decision-making" dimension seemed to be significantly important factor across the four areas. This finding is particularly valuable in relation to the problems of women's status in Korean society.

As far as our data can say, it could be concluded that every possible strategies should be devised to help Korean women be equipped with knowledges, abilities, and confidences required to take an independent part in making decision on internal and external household affairs.

The family system in Korean society is still authoritarian and patriarchal. In this system the husband is dominant and superior; the position of the wife is distinctly inferior and subordinated to her husband, both socially and economically. As wife and mother, her world centers exclusively upon providing services for her husband and parents-in-law and, child rearing. Toward her children she is expected to be protective; toward husband and parents-in-law deferential and submissive. Where decisions of importance are concerned the husband's judgement is dominant and final. Woman for the most part accept this, perhaps, because they lack in social and economic alternatives but also because they believe that men are by better equipped by character, intelligence and experience to cope with important problems. This is

the traditional structures of sex-role perception, deeply rooted in Korean culture, but data in this study indicates that Koreans are changing even though they are still far from the modernized pole.

The data in this study shows that husbands and wives in Seoul and Po-Hang participate on more equal standing in family decision making, have a higher opinion of their sex, encourage more independence in their children, and are more activistically oriented toward their environment than are people in less industrialized Jung-Suhn and Soo-Ahm.

Still, the level of modernity is relatively lower, but with socio-economic changes in Korean society the trend is toward greater equality between the sexes and the emergence of a new orientation among Koreans that has tentatively evaluated as modern.

Effects of an Integrated Subject of Home Economics  
and Vocational Arts on Students'  
Sex-Role-Linked Attitudes

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## I. Introduction

This experiment is intended to know whether an integrated subject of Home Economics and Vocational Arts affects sex-biased attitude in 7th graders or not, and to know whether an integrated class room situation, integrated in terms of sex, affects the level of achievement in the integrated subject of Home Economics and Vocational Arts. The integrated subject is tentatively named "Learning Basics for Life" in this study.

Korean society is under the rapid development, and the development has called for better educated and trained labor force. To meet the increasing demand for the labor force in Korean industry, Korean education has undertaken an innovative task to develop a new curriculum which will give students more up-to-date informations, knowledges and skills of industry. However, the effort is going to be made for junior high school boys only.

It is very unfortunate for Korean national development that the half of junior high school students are purposely excluded from the stream of development, being deprived of the equal educational opportunities to receive same quality of education with the other half of the population. Obviously, to develop a newly revised and devised Vocational Arts for boys with such a gross national funds is to violate constitutionally specified principles of equality of educational opportunities between the the two sexes. Why are not the same amount

of quantitative and qualitative investments given to the junior high school girls? However, it will be a futile argument, as long as Korean educational decision-makers are going to cover the inequality in Korean educational system by an artfully articulated phrase, that Korean tradition and culture do not allow girls or woman to pick up hammers and nails.

This study aims at rejecting so naturally taken for granted differential treatment for boys and girls in Korean educational society. In order to do that, scientific evidences are necessarily required, which will prove empirically an integrated curriculum of Home Economics for Girls and Vocational Arts for Boys are more educational than the separated twos. It is further attempted in this study that not only an integrated curriculum but also an integrated educational system, integrated in terms of sex, is better than the present segregated system.

## II. Theoretic Framework

In the field of science of human behavior, various theories of attitude change have been formulated, and their applicability in learning situations have been tested extensively. We worked under a few theories of attitude-change in planning and designing our integrated educational program.\* We are to present here synthesis of the

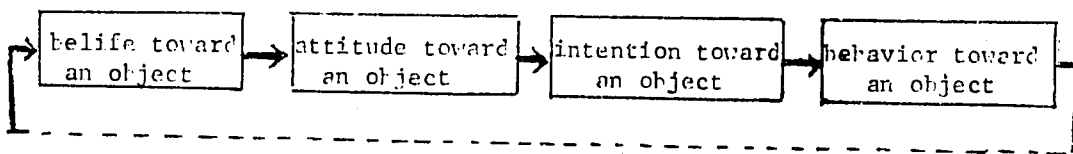
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\* We used the term "integrated" instead of "compensatory", because the former connoted more exactly what we thought.



theories of attitude change, and will work under the theoretical framework in developing the integrated educational curriculum

According to Fishbein and Azjen, attitude is defined as a kind of behavioral and psychological tendency, which is learned, to respond to a certain object in a consistent manner.<sup>1/</sup> There are many other theories and definitions of attitude, which are also useful (Abelson, 1972; Rosenberg & Fovland, 1960; Rosnow & Robinson, 1967); however, we are in Fishbein's theoretic system, and will consider other theories as much as they could be applied in steering our research. Fishbein & Azjen developed a system of model for attitude change, which, we think, well explicates the processes of internal changes of human behavior.



Bem, in a more behavioristic term, emphasized the importance of actual acting in attitude change. According to him, people realize their own attitude toward an object on the basis of their behavior to that object.<sup>2/</sup> Thus, the better way to change one's attitude is to make him or her behave along the line of intended directions, even though it requires rather coercive methods.

1/ Fishbein, M. & I. Azjen, Belief, Attitude, Intention and Behavior, Massachusetts: Addison-Soxley, 1975.

2/ D. J. Bem, Self-Perception Theory, In L. Berkowitz (Ed.), Advances in Experimental Social Psychology, Vol.6, New York; Academic Press, 1972, pp. 1-62.

Bem's self-perception theory shares a common point with Fishbein and Azjen's learning theory in the sense that the changes in attitude are identified by appeared overt behaviors. Therefore, we tentatively hypothesize that, in developing curriculum and teaching-learning materials intended to change some attitudes in students, actual training and active participation on the part of students in learning situations are a key factor which will control the students' attitude. Under this theoretical framework, detailed procedures for our treatment program have been established; and the procedures are shown in Figure-1.

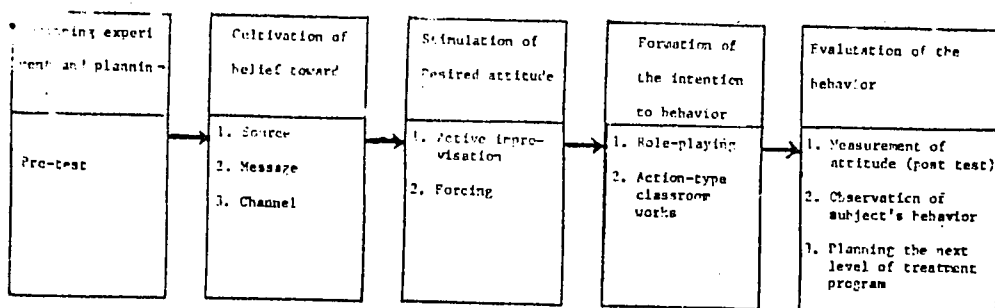


Figure-1

III. Development of the Integrated Curriculum; "Learning Basics for Life"

A. Instructional Objectives of "Learning Basics for Life"

"Learning Basics for Life" aims at helping both boys and girls in 7th grade acquire following eleven socio-psychic behaviors, which have been specifically chosen as a set of behavioral attributes required to acquire to be an independent citizen in a democratic Korean society.

First, Learning Basics for Life asks the students to learn the meaning of Korean national development and to identify the role of each student as an individual.

Second, it asks the students to learn the meaning of economic development and of technical labor force, and the kinds of technical professions in an industrialized society.

Third, it asks the students to understand, on an elementary level, the principles of egalitarianism between men and women and to be able to justify his or her own sex-role-linked attitude.

Fourth, it asks the students to understand why I, regardless of my own sex, ought to learn to do basic stitches.

Fifth, it asks the students to be able to do six different ways of stitch.

Sixth, it asks the students to understand why I, regardless of my own sex, ought to learn the ways in which we treat guests.

Seventh, it asks the students to be able to make a cup of hot tea and to make an assorted dish of cookies and cake.

Eighth, it asks the students to understand why I, regardless of my own sex, ought to wash fruits and help myself.

Ninth, it asks the students to understand why I, regardless of my own sex, ought to be able to handle electric implements

Tenth, it asks the students to be able to construct and electric contact apparatus.

Eleventh, it asks the students to understand why I, regardless my own sex, ought to be able to tend the garden, and to be able to plant a rose sapling.

#### IV. Hypotheses

The main purpose of this study was to see whether an integrated subject "Learning Basics for Life" affects 7th graders' sex-role-linked attitudes. It if affects, the attitudes of students who have received our treatment program will be changed significantly to the direction of sex-role integration than those of students who have not received it.

To validate this assumption, we formulated a statistical null-hypothesis that there will be no differences between the experimental groups which have received our treatment program and the control groups which have not received it. (Hypothesis-1)

The second aim of this study was to know whether there is any difference in the levels of achievement of the unit of "Learning Basics for Life" between a co-educational class situation and a segregated class situation. If, as Minuchin<sup>3/</sup> pointed out, a co-educational class is more effective than a segregated class in forming egalitarian sex-role perception and enhancing academic achievement, the levels of achievement of co-educational groups will be higher than those of segregated groups.

To validate this second assumption, we also formulated a statistical null-hypothesis that there will be no difference between the two learning conditions on students' achievement of the unit. (Hypothesis-2)

## V. Methods & Procedures

### A. Sampling

Four junior high schools were sampled in Seoul: A junior high school for all boys, a junior high school for all girls, a co-educational junior high school but in which boys and girls study separately and a co-educational junior high school in which boys and girls learn together in a same classroom. Within each school, two

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<sup>3/</sup> P. Minuchin, Sex role concepts and sex typing in childhood as a function of school and home environment. In Bardwick, J. M. (Ed.), Readings on the psychology of women, New York: Harper & Row, 1972.

classes, which are an experimental and a control group respectively, were selected on the basis of their degrees of representativeness. The representativeness of the classes were tested by their mean scores of IQ test and other achievement scores.

Table-1 shows the number of students and the mean scores of IQ test both of the experimental groups and the control groups.

Group School \ Sex		Experimental group		Control group	
		number of students	means of IQ	number of students	means of IQ
Co-education junior high school in which boys and girls learn together (E Junior High School)	boys	35	103.18	34	102.00
	girls	35	101.40	34	101.24
	sum	70	102.29	68	101.62
Co-education Junior high school which boys and girls learn seperately (B Junior High School)	boys	67	102.69	65	102.77
	girls	67	101.18	65	101.34
Junior high school for all boys (D Junior High School)	boys	70	99.74	69	99.89
Junior high school for all girls (H Girls' Junior High School)	girls	70	102.43	68	102.07
Total	boys	172	101.59	171	101.45
	girls	172	101.73	167	101.62
	Total Sum	344	101.66	338	101.53

## B. Tools

Scales to measure sex-role-linked attitude of junior high school students were developed by KEDI research staffs, which aim at measuring 1) Self-Other Perception, 2) Problem-Solving Attitude, 3) Attitude toward Home-Making Activity, 4) Attitude toward Earning a Living, 5) Attitude toward the Equality between Male and Female, and 6) Attitude toward under Estimate of Women. Each of these attitude scale has two forms; A-Form and B-Form.

In addition to these attitude scales, a summative test was developed by the authorities in the field of Home Economics and Vocational Arts to measure the achievement level of every lesson. And, to survey opinions of students and their parents on this integrated program, questionnaires for students and parents were prepared.

1. Attitude Scale toward Underestimate of Women: This scale aims at measuring the attitude toward underestimate of women. It has 38 items; 19 items were developed by KEDI research staffs, and other 19 items were originally developed by Cha, Jae Ho.<sup>4/</sup> The lower the score is on this scale, the stronger the attitude toward under estimate of women is, and vica versa. The alternate-form reliability of this scale was .86.

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<sup>4/</sup> Cha, Jae Ho and others, Boy Preference in Korea, Seoul: KIRBS, "75.

2. Attitude Scale Toward Equality between Men and Women: This scale aims at measuring the attitude toward equality between men and women. It was developed by KEDI research staffs, and has 20 items. The higher the score is on this scale, the stronger the attitude toward equality between male and female is, and vica versa. The alternate-form reliability of this scale was .81.
3. Attitude Scale toward Earning a Living: This scale aims at measuring independent attitudes in economic activities. It was a revision of the attitude scale made by H. E. Miller.<sup>5/</sup> It has 20 items. The higher the score is on this scale, the stronger the attitude toward independence in economic activity is, and vica versa. The alternate form reliability of this scale was .82.
4. Problem Solving Attitude Scale: This scale aims at measuring problem solving attitude. It was originally made by G.L. Carey<sup>6/</sup>. It is revised to meet Korean school setting, and has 18 items. The higher the score is on this scale, the stronger the attitude toward problem solving is. The alternate-form reliability of this scale was .86.
5. Attitude Scale toward Home Making Activity: This scale aims at measuring attitudes toward household affairs and helping housekeep-

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<sup>5/</sup> H.E. Miller, The Construction and Evaluation of a Scale of Attitudes toward Occupations, Purdue Univ., Studies in Higher Education, XXVI, 1934, 35, 68-76.

<sup>6/</sup> G.L. Carey, Sex Differences in Problem-Solving Performance as a Function of Attitude Differences, J. of Abnormal Social Psychology, 1958, 56, 356-260.



ing. This scale was originally made by B. Kellar.<sup>7/</sup> It is revised to meet Korean school setting. The higher the score is on this scale, the more favorable one's attitudes toward household affairs and helping housekeeping is. The alternate-form reliability of this scale was .88.

6. Self-Other Perception Scale: This scale aims at measuring the degrees of positive estimation toward self and others. It has 22 items; 11 items were included to measure the degrees of self acceptance and 11 items, the degrees of other acceptance. This scale was originally made by E. L. Phillip.<sup>8/</sup> It is revised to meet the conditions of Korean school setting. The higher the score is on this scale, the more positively he accepts himself and others. The alternate-form reliability of this scale was .81 for the part of self-perception, and .75 for the part of other-perception.

7. Summative Test: This test aims at measuring the level of achievement of experimental groups. This test has 11 multiple-choice questions.

8. Questionnaires: Questionnaires aim at surveying opinions of students' in the experimental groups, and their parents' on our integrated program. Both of the questionnaire for students and that for parents have 10 structured questions.

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<sup>7/</sup> B. Keller, The Construction and Validation of a Scale for Measuring Attitude toward Any Home-Making Activity, Purdue Univ., Studies in High Edu., XXVI, 1934, 35, 47-63.

<sup>8/</sup> E. L. Phillips, Attitudes toward self and others: A Brief Questionnaire report., J. of Consult. Psychol., 1951, 15, 79-81.

### C. Teaching-Learning Materials Developed

The teaching-learning materials used in this experiment were developed by a committee, in which a professor in education, and two researchers in KEDI who were working in the Vocational Education Research Section worked collaborately. Teacher's guide contains guidelines for teaching and students' activities for each lesson. Student's workbook is designed primarily to provide students with new values, attitudes and knowledges on Home Economics and Vocational Arts.

### D. Procedures for Treatment

The program has been operated from the 1st week of April, 1977 to the last week of June, 1977, for 12 weeks, by KFDI research staffs, being responsible for executing tests and teaching the experimental groups. The schedule for treatment is shown in Table-2.

Table-2 Schedule for Treatment

Week	Title of Program	Specific Contents
1st week	Pre-Test (A battery of Attitude Scales in A-Form)	1. Executing pretests (The battery of attitude scales) in experimental and control groups.
2nd week	National Development and My Role	1. Discussion on the meaning of national development, 2. Discussion on modernized mentality, 3. Writing a short paper on the topic of "My Role"

Week	Title of Program	Specific Contents
3rd week	National Development and Technical Labor Force	<ol style="list-style-type: none"><li>1. Lecture about the meaning of technical labor force and the kinds of it</li><li>2. Discussion on the relationship of the cooperation of men and women in designing Korean national development.</li></ol>
4th week	Egalitarianism in Sex-Role Functioning	<ol style="list-style-type: none"><li>1. Discussion on the prejudices toward men and women.</li><li>2. Discussion and presentation on the principles equality between men and women.</li><li>3. Presentation on one's logic of sex-role integration.</li></ol>
5th week	"I Know How to Sew."	<ol style="list-style-type: none"><li>1. Discussion on the reason why I ought to learn the basics of sewing.</li><li>2. Lecture on the theory of sewing and sewing up an invisible inseam.</li><li>3. Actual sewing and sewing up with an invisible inseam.</li></ol>
6th week	"Let's button!"	<ol style="list-style-type: none"><li>1. Discussion on why I ought to know the way how to button.</li><li>2. Explaining and showing how to.</li><li>3. Actual putting on a button.</li></ol>
7th week	"Welcome, My Friend!"	<ol style="list-style-type: none"><li>1. Discussion on why ought to treat my friend by myself.</li><li>2. Lecture how to make a cup of hot tea.</li><li>3. Actual making a cup of hot tea and an assorted dish of cookies and cakes.</li></ol>
8th week	"Going to Have Strawberries All By Myself!"	<ol style="list-style-type: none"><li>1. Discussion on why I ought to wash strawberries by myself.</li><li>2. Lecture how to wash strawberries.</li><li>3. Actual washing strawberries.</li></ol>

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Week	Title of Program	Specific Contents
9th week	"Let's Contact This and That!"	<ol style="list-style-type: none"><li>1. Discussion on why I ought to know how to contact an electric apparatus.</li><li>2. Lecture on the procedures of contacting electric apparatus.</li></ol>
10th week	"I Made This."	<ol style="list-style-type: none"><li>1. Demonstration of contacting an electric contact apparatus.</li><li>2. Actual making an electric contact apparatus.</li><li>3. Presenting one's opinions about making an electric contact apparatus.</li></ol>
11th week	"Rose Garden"	<ol style="list-style-type: none"><li>1. Discussion on the reason why I ought to know how to tend a garden.</li><li>2. Lecture on selecting and planting a rose sapling.</li><li>3. Actual planting a rose sapling.</li><li>4. Discussions on how to tend the planted rose sapling.</li></ol>
12th week	Post-Test (A battery of Attitude Scales in B-Form)	<ol style="list-style-type: none"><li>A. For Experimental Groups:<ol style="list-style-type: none"><li>1. Executing Post Tests</li><li>2. Executing a summative test of achievement for the ten lessons.</li><li>3. Executing the questionnaire.</li></ol></li><li>B. For Control Groups:<ol style="list-style-type: none"><li>1. Executing Post Tests.</li></ol></li></ol>

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## VI. Results and Discussions

### A. The Effectiveness of Experimental Treatment

One of the main objectives of this study was to validate the effectiveness of "Learning Basics for Life" subject on students' sex-role-linked attitude change.

Six attitude scales, whose scores could be aggregated as egalitarianism in sex-role-linked attitude, were given to both experimental and control groups at the beginning of the experiment and at the end of experiment. Students' attitude scores on both experimental and control groups are contained in Table-3.

Table-3 shows that in all the cases except one, there are no differences between experimental groups and control groups on pre-test scores, and none but one were statistically significant (see Table-4). This indicates that experimental groups and control groups had same degrees of attitudes toward underestimation of woman, equality between men and women, home making activities, earning a living, problem-solving, and self-and other-preception before our treatment program for experimental groups began. That is, they were not different in their sex-role-linked attitudes until they received the pre-test scales.

Table 3. Student Attitude Scores of Experimental and Control Groups on Pre- and post-tests

School	Attitude scales		Underestimate of women		Equality between male & female		Home Making Activities		Earning a Living		Problem Solving		Self-Other Perception			
	Test	Groups M & SD	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Self		Other	
			Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.		
Co-ed. School Studying in the same class	PRE	M	73.0	74.8	72.7	73.0	71.8	72.2	74.2	73.7	65.1	66.3	26.1	26.8	28.9	28.2
		SD	9.10	12.90	7.71	10.02	13.27	12.32	5.92	8.69	7.86	7.73	3.00	4.16	5.80	4.79
	POST	M	79.7	75.8	80.9	72.9	82.2	78.8	78.9	74.9	69.1	65.2	30.3	28.0	31.6	31.9
		SD	8.43	7.38	8.88	9.34	11.49	8.44	7.76	4.30	12.84	9.72	6.07	6.31	5.57	4.61
Co-ed. School but Studying Separately (Girls)	PRE	M	75.3	77.9	74.2	73.6	75.0	75.0	76.6	76.7	63.8	62.0	25.6	25.4	30.6	29.4
		SD	4.48	12.24	10.48	9.93	12.46	13.79	8.38	5.32	10.98	9.63	4.26	6.08	2.67	5.03
	POST	M	81.0	75.3	88.0	73.6	79.6	77.4	77.8	78.0	64.0	60.6	30.9	26.7	33.8	33.6
		SD	7.15	7.38	8.18	7.17	11.83	10.30	9.83	4.43	3.69	11.58	8.47	6.54	5.91	7.09
Co-ed. School but Studying Separately (Boys)	PRE	M	61.1	63.1	64.2	63.8	61.2	64.3	76.4	76.9	66.0	67.8	28.8	29.1	28.6	31.5
		SD	8.82	11.00	10.75	11.35	11.25	11.46	7.89	3.31	11.51	9.95	3.31	3.30	3.48	5.89
	POST	M	74.8	65.2	73.1	68.6	75.9	63.3	81.3	77.1	70.5	66.3	33.7	29.1	32.2	31.8
		SD	3.63	13.73	9.48	7.36	11.14	13.93	13.71	12.85	10.42	4.82	3.78	4.08	6.29	3.40
School for all Girls	PRE	M	77.7	76.1	77.5	77.5	77.1	78.0	76.0	77.7	63.0	63.0	27.7	26.4	29.1	28.4
		SD	8.75	10.89	11.28	9.30	11.62	13.26	3.96	4.95	9.26	9.01	7.98	3.80	4.28	3.60
	POST	M	87.6	78.1	87.9	80.2	79.3	75.5	81.3	78.0	67.3	62.4	34.3	30.1	35.0	31.7
		SD	10.09	9.06	7.84	6.67	10.83	7.09	3.19	4.65	7.79	2.37	3.84	7.99	2.77	6.52
School for all Boys	PRE	M	62.7	60.3	62.2	62.2	61.1	62.8	76.8	77.5	66.4	67.2	28.5	28.1	28.5	28.3
		SD	10.19	9.60	8.03	11.01	14.23	15.33	3.62	13.14	9.44	6.48	4.23	3.69	3.80	5.23
	POST	M	68.3	62.0	73.6	64.3	65.0	61.0	81.0	76.6	67.5	66.2	28.7	27.7	32.3	33.0
		SD	7.16	10.88	8.39	13.39	11.37	16.59	72.3	8.48	12.62	7.31	7.31	8.20	5.20	4.19

Table-4. Results of ANOVA between Experimental and Control Groups on Pre-Test (F Scores)

Attitude scales	Underestimate of women	Equality between male & female	Home making activities	Earning a Living	Problem solving	Self-other perception	
						Self	Other
Schools							
Co-education School studying in the same class	.39	.06	.04	1.14	.03	.20	.52
Co-education School but studying separately (Girls)	1.84	.68	1.17	.01	.33	.21	2.85
Co-education School but studying separately (Boys)	.23	.42	1.11	.74	1.03	.20	8.74**
School for all Girls	.69	.00	.02	.95	.01	1.77	.53
School for all Boys	.98	.00	.31	.73	1.41	.28	2.39

\*\* ; Significant at .01 level

Table 3. Results of ANOVA between Pre-and Post-test in Experimental and Control Groups(F Scores)

Schools	attitude scales		underestimate of women	Equality between male & female	Home making activities	Earning a Living	Problem Solving	Self-other perception	
								self	other
Co-education School studying in the same class	Exp.		6.98**	17.06**	23.67**	13.25**	5.36*	30.76**	7.61**
	Cont.		.14	.01	11.94**	2.59	.01	.97	20.94**
Co-education School but studying separately(Girls)	Exp.		13.23**	384.44**	5.53*	.56	.45	5.55*	13.27**
	Cont.		2.80	.57	.21	.59	.56	.91	44.47**
Co-education School but studying separately(Boys)	Exp.		157.97**	30.05**	24.56**	5.41*	6.12*	31.82**	12.57**
	Cont.		.25	2.75	.58	.56	.11	0.01	.11
School for all Girls	Exp.		37.87**	94.68**	.47	11.65**	6.62*	20.29**	59.06**
	Cont.		.23	2.25	.57	.42	.07	.50	21.90**
School for all Boys	Exp.		7.88**	50.78**	8.58**	9.25**	.16	.04	12.17**
	Cont.		.46	2.08	.45	.25	.08	.12	64.92**

\* Significant at .05 level

\*\* Significant at .01 level



On the basis of this result, the first hypothesis can be tested. If our treatment program were effective on changing students' attitudes, differences between pre-tests and post-tests of experimental groups would be statistically significant, but those of control groups would not. Our results supported this hypothesis with statistical significance. Table-5 shows that there were significant changes in experimental groups on all attitude scales but one (Other-perception), while there were no changes in control groups. One possible explanation why there was no attitude change on Other-perception scale is that 7th graders tend to perceive other critically, because they have to make new friends in a Junior High School.

As a whole, it might to be said that the experimental program was very effective in changing students' sex-role-linked attitudes. It was not significant, however, in changing attitudes toward Other-perception. It is more clear from examination of differences between the post-test scores of experimental groups and those of control groups, which is shown in Tabl-6.

Results of ANOVA between Experimental and Control Groups on Post-test(F Scores)

Schools	attitude scales	underestimate of women	Equality between male & female	Home making activities	Earning a Living	Problem Solving	Self-other perception	
							self	other
Co-education School studying in the same class		2.06**	9.03**	5.64*	5.56*	4.82*	5.22*	.17
Co-education School but studying separately(Girls)		29.40**	321.43**	1.92	.02	4.95*	4.67*	.14
Co-education School but studying separately(Boys)		19.38**	20.06**	83.79**	5.41*	5.23*	27.21**	.30
School for all Girls		30.33**	31.80**	5.40*	6.87**	9.14**	10.92**	3.25
School for all Boys		9.14**	22.53**	4.83*	12.50**	.96	.53	1.66

\* Significant at .05 level

\*\* Significant at .01 level

Table-6 shows that experimental groups and control groups are significantly different in all attitudes except one (Other Perception) after the completion of the treatment program. But, there was no differences between them at the beginning of the treatment program (See Table-4). From these results, it can be tentatively concluded that the integrated subject was successful in changing students' sex-role-linked attitudes. (See Table-7 and Table-8)

Table-7 ANOVA test of Total Attitude Scores of Experimental and Control groups on Pre-tests and Post-test

	Pre-test	Post-test
Co-ed. School studying in the same class	.20	11.61**
Co-ed. School but studying separately (Girls)	.01	7.48**
Co-ed. School but studying separately (Boys)	.14	5.46*
School for all Girls	.03	10.23**
School for all Boys	.15	4.64*

\* ; Significant at .05 level

\*\* ; Significant at .01 level

Table-8 ANOVA test of Attitude Scores on the Pre-tests and the Post-tests in Experimental and Control groups

	Exp.	Cont.
Co-ed. School studying in the same class	14.20**	3.35
Co-ed. School but studying separately (Girls)	5.72*	.21
Co-ed. School but studying separately (Boys)	13.38**	3.66
School for all Girls	15.26**	.33
School for all Boys	7.01**	.99

\* : Significant at .05 level

\*\* : Significant at .01 level

Table-7 shows that there was no difference between experimental groups and control groups in the total scores of six attitude scales on pretest, but there was significant differences between experimental groups and control groups on post-tests. Table-8 indicates that there was significant differences between the total scores on pretests and posts-tests in experimental groups, but no differences in control groups. Therefore, it can be tentatively concluded that Table-7 and Table-8 indicated our integrated subject was very effective in changing students' sex-role-linked attitudes.

B. Differences in Academic Achievement

To test whether there is any differences in the levels of achievement scores between an integrated class-room and a segregated class-rooms, students' level of achievement was measured by summative test given to experimental groups at the completion of the experimental program. Table-9 contains the results of the summative test.

Table-9 Students' Achievement in Experimental Groups on Summative Test

	Co-ed. school studying in the same class	Co-ed. school but studying separately (Girls)	Co-ed. school but studying separately (Boys)	School for all Girls	School for all Boys
M*	9.33	9.08	8.86	9.06	8.76
SD	.56	.96	.39	.87	.84
Achieve- ment Level	85%	83%	81%	83%	80%

As shown in Table-9, the achievement level reached the mastery learning standard (80%), but the average scores of students who were studying our program in a co-educational class was quite higher than those of students who were studying in a segregated class situation.

To test relative effectiveness of co-educational environment on students' level of achievement in "Learning Basics for Life", a simple one-way ANOVA test was tried. The result is contained in Table-10.

Table-10 ANOVA on Four Conditions of Learning

	Sum of Squares	df	Mean Square	F	p-value
Between	13.66	4	3.42	6.45	p .01
Within	169.23	321	.53		
Total	182.89	325			

As shown in Table-10, the differences in a summative test were statistically significant. The result indicates that a co-educational class situation is more effective in boosting students' level of achievement in "Learning Basics for Life" subject than the segregated class situations.

#### C. Students-Parents' Reaction on Integrated Program

It has been shown that 85% of students in experimental groups reported that an integrated program was interesting, while 7% of them reported that it was not interesting. And 94% of the students agreed that the contents they learned in experimental sessions were useful knowledges and skills. Furthermore, 89% of boys thought that boys ought to learn domestic or housekeeping skills such as sewing, serving a cup of hot tea or washing fruits, while 90% of girls thought that girls ought to learn skills to construct an electric contact apparatus. The result is shown in Table-11. These findings also indicate that students want an integrated program of Home Economics

and Vocational Arts. As shown in Table-11, 89% of students and 77% of the parents supported for an integrated program.

Table-11 Percentage of Positive Reaction on An Integrated Program

	Responses of Students(%)	Responses of Parents (%)
Highly Agree	58	32
Moderated Agree	31	45
Undecided	5	11
Moderately Disagree	4	6
Highly Disagree	2	6

An open-ended question was included to know why the students and parents agree, if they did agree, with an integrated subject: In general, the following four kinds of answers were obtained (See Table-12), and those reasons seemed to be consistent with our original intention to integrate the two subjects.

Table-12 Percentage of Responses on the Reasons Why Students and Parents agree with.

Categories of Reason	Responses of Responses of	
	Students(%)	Parents (%)
Because they are necessary in a life situation,	40.5	27.3
Because we should have more egalitarian sex-roles	18.6	13.2
Because men and women can supplement each other's deficiency if they learn both	12.3	12.3
Because men and women can cooperate and understand each other better	4.6	4
Others	7	7
No. Response	5.5	13.2

\* Percent of students who agreed were 87%

\*\* Percent of parents who agreed were 77%

In addition, it was shown that 54% of the parents wanted that the integrated subject should contain such contents that are basically required to acquire in the present society. However, with regard to the issue whether an integrated subjects should be taught in an integrated educational system, the respondents' attitude was not so clear that any distinctive conclusion could be drawn. The results of Pros and Cons for an intergrated educational system is shown in Table-13.

Table-13 Percentage of Pros and Cons for an Integrated Educational System

Kinds of Condition	Responses of Students (%)	Responses of Parents (%)
In co-ed. School studying in the same class	44	29
In co-ed. School but studying separately	33	38
In School for all boys or girls	23	33

This finding indicates that both students and parents in this study want to integrate Home Economics and Vocational Arts, but are not quite sure that they also want an integrated classroom situation, integrated in terms of sex.



## VII. Conclusion

This experimental study was intended to find out whether an integrated subject of Home Economics and Vocational Arts affects sex-role-linked attitudes of 7th graders or not, and whether an integrated classroom condition, integrated in terms of sex, affects the level of achievement of students in the integrated subject of Home Economics and Vocational Arts.

In order to verify the aims, two null-hypotheses were formulated. The statistical analysis of the results from the experiment justifies rejection of the two null-hypotheses, and therefore, the alternative hypotheses can be accepted as supported by the data in this study. Therefore, the followings can be concluded that: The integrated subject, "Learning Basics for Life," was effective to change sex-role-linked attitudes of 7th graders, and the integrated classroom condition was more effective than the three segregated classroom conditions to learn the integrated subject of Home Economics and Vocational Arts.

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Appendix A

Sex-Role-Linked Modernity Index

1. A person should seek a job near his parents even if it would mean losing an opportunity.  
1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree
2. As a rule, how often do you visit with your relatives"  
1) Daily 2) Weekly 3) Monthly 4) Few Times a Year  
5) Less or Never
3. As a rule, who makes the final decisions in your family about where to live?
4. Who controls the money?
5. Who does the grocery shopping?
6. Who decides to buy or sell something valuable?
7. Who decides to give financial help to relatives or friends?  
1) Always Husband 2) Always Wife 3) Husband More or Wife More  
4) Husband and Wife Equally
8. How much do you talk to your husband (wife) about politics?
9. When your husband returns from his job, how often does he tell you about the day's happenings?  
1) Never 2) Seldom 3) Sometimes 4) Often 5) Always
10. As a rule, women are less intelligent than men.
11. A man has the right to be the "head of the household" and the woman has the duty to obey him.
12. A women's place is in the home. The less time she spends outside the house, the better.
13. A wife will not respect her husband if he doesn't order her around of "boss" her.

14. As a rule, women are less capable than men of making important decisions.
15. It is better for a woman to keep silent than to argue with her husband when she disagrees with him.
16. Women should not participate more actively in the community's affairs.
  - 1) Strongly Agree 2) Agree 3) Disagree 4) Strongly Disagree
17. Regardless of what you would like, how much schooling do you think your children will be able to complete?
  - 1) Grade School 2) Grade Plus Vocational School
  - 3) High School 4) High School Plus Vocational School
  - 5) University
18. Regardless of what you would like, what occupation do you think most probably your son will have?
  - 1) Low- 6) High Status
19. It is good that children fear their parents. Without fear there is no respect.
20. Children are like little animals: one cannot trust them to behave unless they are strictly controlled.
21. Children should never question their parents' opinions.
22. Instead of fighting, children should learn to go to their parents or teachers when there is a disagreement with other children.
23. Good parents try to protect their children from all any difficulty in life.
  - 1) Strongly Agree 2) Agree 3) Disagree 4) Strongly Disagree
24. When your son is playing with other children of the same age and there is a quarrel or a fight, what do you usually do?
  - 1) Make Son Come in 2) Make Him Stop Fighting

25. As that a man should wish in life is a secure job, not very difficult, that would enable him to purchase a home.
26. When a person is born, his fate is already determined, there is nothing he can do to change this.
27. Making plans only makes a person unhappy because one's plans hardly ever work out anyway.
28. Without "pull" or influence the common man has very little chance to get ahead.
29. Hard work is important, but without luck, no one will get far in this world.
  - 1) Strongly Agree
  - 2) Agree
  - 3) Disagree
  - 4) Strongly Disagree
30. As you see how things are going, do you think that your future will present.
  - 1) No opportunity to improve your life
  - 2) Few opportunities
  - 3) Some opportunities
  - 4) Many opportunities

Appendix B

Attitude Toward Underestimate of Woman

Directions: Followings are some commonly expressed opinions concerning women. Please indicate whether you agree or disagree with each of these opinions.

Form A

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
No property should be inherited to daughters.	_____	_____	_____	_____	_____
What a woman should do is to stay in the house and look after her husband.	_____	_____	_____	_____	_____
It is only natural that a barren woman is divorced.	_____	_____	_____	_____	_____
A wife must put up with her husband even when he takes up with other women.	_____	_____	_____	_____	_____
If I have to hire someone, I will rather get a man than a woman.	_____	_____	_____	_____	_____
A woman must endure even if she is treated unfairly.	_____	_____	_____	_____	_____
It is fair and just that women get paid less than men.	_____	_____	_____	_____	_____
A woman is not equipped with talents necessary to make discoveries or invent things.	_____	_____	_____	_____	_____
It is not natural and against moral principles that a woman becomes the head or leader of men.	_____	_____	_____	_____	_____

10. A woman must remain ignorant of the world or politics. \_\_\_\_\_
11. A woman's judgemental power is decidedly inferior to that of a man. \_\_\_\_\_
12. A husband may address to his wife in derogatory terms but the wife may not with respect to the husband. \_\_\_\_\_
13. A wife must be obedient to her husband. \_\_\_\_\_
14. It is unnecessary for girls to be educated in universities or colleges. \_\_\_\_\_
15. Only sons among children can support parents in old age. \_\_\_\_\_
16. To educate girls in to spend money in vain. \_\_\_\_\_
17. Women are generally less trustworthy in almost of all areas. \_\_\_\_\_
18. Women are decidedly inferior to men in their abilities necessary to work in society. \_\_\_\_\_
19. It is natural for parents to bring sons more deliberately than daughters. \_\_\_\_\_

Form B

1. Because of their inborn limitations, women have contributed but little to the discoveries and inventions of civilization. \_\_\_\_\_
2. Women seem to be inherently less capable than men of logical and scientific thinking. \_\_\_\_\_
3. It goes against nature to have a woman as foreman or boss over men. \_\_\_\_\_

4. Because men are strong and women are weak, it is only right that this be a man's world. \_\_\_\_\_
5. Although women play a part in many important jobs today, woman's proper place is still in the home. \_\_\_\_\_
6. Men are naturally more capable than women is financial matters. \_\_\_\_\_
7. It must be admitted that the average woman has a rather narrow sense of justice. \_\_\_\_\_
8. It seems to be a law of nature that men are dominant and women are submissive. \_\_\_\_\_
9. Women should not receive equal remuneration with men in industry. \_\_\_\_\_
10. The father rather than the mother should be regarded in law and custom as the natural guardian of offspring. \_\_\_\_\_
11. Men are much better fitted to run business enterprises or direct the building of bridges than are women. \_\_\_\_\_
12. A woman should "love, honor, and obey" her husband in the full sense of the phrase. \_\_\_\_\_
13. Women are too emotional and impractical to be good judges at attorneys. \_\_\_\_\_
14. Women should give up their false ideal of intellectual equality with men. \_\_\_\_\_
15. Sons in a family should in general be given training for careers in preference to the daughters. \_\_\_\_\_



- 16. Women do not belong in politics. \_\_\_\_\_
- 17. Training for educational and cultural leadership should be largely restricted to men. \_\_\_\_\_
- 18. Any property should be inherited to sons. \_\_\_\_\_
- 19. It is the right of husband to bid his wife in almost of all matters. \_\_\_\_\_

Appendix C

Attitude Toward Feminism Belief Patterns Scale

Answer each item by writing one letter (A,B,C,D, or E) in the space provided. The meaning of these letters is:

- A. Rarely or almost never true for me
- B. Sometimes but infrequently true for me
- C. Occasionally true for me
- D. Very often true for me
- E. True for me all or most the time

Form A

1. Women have the right to compete with men in every sphere of economic activity.
2. As head of the household the father should have final authority over his children.
3. Women have as much right to sow wild oats as do men.
4. The influx of women into the business world in direct competition when men should be discouraged.
5. There should be a strict merit system of public appointment and promotion without regard to sex.
6. Women should not be permitted to hold political offices that involve great responsibility.
7. A woman who continues to work outside the home after marriage is shirking her fundamental duty to home and children.
8. Only the every exceptional woman is justified in attempting participation in civic affairs.
9. Women should be given equal opportunities with men for vocational and professional training.
10. No woman is too cultured to take responsibility for house work.
11. Regardless of sex, there should be equal pay for equal work.

12. A husband has the right to expect that his wife be obliging and dutiful at all times.
13. It is absurd to regard obedience as a wifely virtue.
14. It is only fair that male workers should receive more pay than women even for identical work.
15. Acceptance by women of an inferior economic status is disgraceful.
16. On the average women should be regarded as less capable of contributing to economic production than are men.
17. A woman should not expect to go to the same places or to have quite the same freedom of action as a man.
18. It is insulting to women to have the "obey" clause remain in the marriage service.
19. Women should accept the intellectual limitations of their sex.
20. It is foolish to question the intellectual equality of woman with man.

Form B

1. Women should assume their rightful place in business and the professions along with men.
2. It is a disgrace to have one's wife working outside the home in competition with men.
3. Women should not be expected to subordinate their careers to home duties to any greater extent than men.
4. Women should be concerned with their duties of child-rearing and house-tending, rather than with foolish desires for professional and business careers.
5. The intellectual leadership of a community should be largely in the hands of men.
6. Women should express their views more frequently from the platform and through the press and radio.

7. To take the husband's name after marriage implies unwarranted loss of individuality.
8. It is unfair for schools which offer vocational or professional training to limit the enrollment of women students in favor of males.
9. Expensive vocational and professional training should be given only to men.
10. The principles of economic justice make it apparent that workers doing equivalent work should receive equal remuneration, regardless of sex.
11. Women certainly do not deserve equal pay for equal work with men.
12. Women should have equal privileges in regard to guardianship of children.
13. Women should recognize that it is foolish to attempt to equal men in business and the professions.
14. The time-worn argument that women are too unstable emotionally to be successful in certain vocations such as surgery or law is false.
15. The "obey" clause in the marriage service should be retained as indicating the spirit of a true marriage.
16. It is unjust to deny the intellectual equality of women with men.
17. It would be improper for women to enter certain occupations that detract from feminine charm.
18. Family allowances should be granted to mothers in recognition of the value of children to the community.
19. Every person of normal mentality should have the right to make a will, regardless of sex.
20. Girl children should be made to feel that they are fully equal to the boys in the family.

Appendix D

Attitude Toward Earning A Living

Answer each item by writing one letter (A,B,C,D, or E) in the space provided. The meaning of these letters is;

- A Rarely or almost never true for me
- B Sometimes but infrequently true for me
- C Occasionally true for me
- D Very often true for me
- E True for me all or most of the time

Form A

1. The highest responsibility a man has is towards his job-his earning a living.
2. There is not enough work to go around; therefore I'll let the government feed me.
3. The responsibility of making a living should not weigh on a person's shoulders so much that he has no time for anything else.
4. I am trying to hold my job.
5. The world owes me a living.
6. The right thing to do is to work hard, earn your own living and not expect to have what you can't pay for.
7. My dream is for a job combining a minimum amount of labor with a maximum amount of wage.
8. A man should do all in his power to earn his own living.
10. I want to work to keep the family out of debt.
11. I always have made my own living, but my responsibility in that matter is weakening.
12. My inability during the last few years to earn a living has made me firmly resolve that I will never waste any time trying to earn a living.
13. Work is something to be avoided if possible.

14. Since I have a family to support, I am never lazy.
15. I have lost faith with the creed that makes me personally responsible for my own living.
16. You should earn your living by honest toil.
17. The man who helps himself need never worry.
18. We owe it to the very principles of democracy on which our country is founded to earn a living.
19. I don't mind supporting myself.
20. I think I have to save even a moment to earn my own living.

Form B

1. It pays to do nothing and depend on the community for a living.
2. The first and most important duty of every man is to earn a living.
3. I have resigned myself to earning a living.
4. I think I want to earn my own living.
5. Being idle has made me want to keep on being idle.
6. I claim the right to work and share in the economic benefits of that work.
7. I never worry about material things such as food and clothing.
8. I will try to hold my job to earn my own living at any rate.
9. One must do his best in job.
10. Sometimes I doubt the fact that I have to earn my own living.
11. To earn my own living is my responsibility, so, I must work hard.
12. I want to put on new dress and eat good dinner even though I have no money with me.

13. Parents are always in charge of supporting my living.
14. Men who depend on others for their own living are worthless to live in this world.
15. I think it most important to earn my own living.
16. It is better to enjoy life rather than to try to make more money than one's use.
17. It is desirable attitude toward life to work hard for his own living.
18. Work is something worthwhile to be absorbed in.
19. The community owes us a living.
20. When I am trying to get a job, I think more about my right as an individual than my duty to earn a living.

Appendix E

Problem Solving Attitude Scale

Answer each item by writing one letter (A,B,C,D, or E) in the space provided. The meaning of these letters is:

- A Rarely or almost never true for me
- B Sometimes but infrequently true for me
- C Occasionally true for me
- D Very often true for me
- E True for me all or most of the time

Form A

1. I would prefer a job involving technical responsibility to a job involving supervisory responsibility.
2. Chess is a game that appeals to me.
3. I like to solve equations.
4. When a question is left unanswered in class I continue to think about it afterwards.
5. I would rather have been Thomas Edison than John Rockefeller.
6. As a child I liked arithmetic better than spelling.
7. I would rather be an engineer than a doctor.
8. I enjoy being the score keeper when playing bridge or canasta.
9. I would rather listen to a comedy than to a "Facts Forum" type of radio program.
10. I wish I had taken more math courses than I have.
11. Once I pick up a puzzle book I find it hard to put it down.
12. In elementary school I preferred arithmetic to Korean language.
13. For me the most important thing about a job is the opportunity for independent thinking.



14. I would rather have someone tell me the solution to a difficult problem than to have to work it out for myself.
15. It is hard for me to concentrate on what I'm doing.
16. I like games which involve intellectual problems.
17. I would like to major in mathematics or physical sciences.
18. I would rather participate in a spelling contest than in a multiplication contest.

Form B

1. I am more interested in the applied than the theoretical aspects of my major field.
2. I like to play anagrams.
3. Mathematics is one of my favorite subjects.
4. When a problem arises that I can't immediately solve I stick with it until I have the solution.
5. I would rather be Einstein than the president of General Motors.
6. I like to try new games.
7. I am more interested in the physical sciences than the moral subject.
8. I find it helpful to count on my fingers when doing arithmetic.
9. I prefer fiction to non-fiction.
10. Every middle school student should take at least one math course.
11. I like puzzles.
12. English is one of my favorite subjects.
13. I would like to do scientific research.
14. I am challenged by situations I can't immediately understand.

15. I enjoy problem solving of many kinds.
16. I avoid games which involve intellectual problems.
17. I would rather be a scientist than an artist.
18. I am as good at solving puzzles as most of my friends are.

Appendix F

Attitude Toward Any Home-Making Activity

Directions: Following is a list of statements about home-making activities. Answer each item by writing one letter (A,B,C,D, or E) in the space provided. The meaning of these letters is:

- A Rarely or almost never true for me
- B Sometimes but infrequently true for me
- C Occasionally true for me
- D Very often true for me
- E True for me all or most of the time

Form A

1. I like to do this better than anything else I can think of.
2. The most lasting satisfactions in life come to me in doing this.
3. I really enjoy doing this.
4. It is a pleasure to do this.
5. The more I do this the better I like to do it.
6. I like to do this because it is very interesting.
7. I like to spend my spare time in learning more about this.
8. I like to do this even though I think it is terribly hard.
9. This task is character building.
10. I think it is a good thing for a girl to know how to do this.
11. This is not hard, yet I have taken a dislike to it.
12. I get tired of doing this.
13. I think this takes up too much time.
14. This seems to make one's time drag.
15. There are many more disadvantages than advantages in doing this.

16. It makes me tired to even think of doing this.
17. This has no place in the modern world.
18. When I have a home of my own, I'll never do this myself.
19. I get angry every time anyone mentions doing this.
20. This is hard to do and I hate it.

Form E

1. I love to do this.
2. I adore doing this.
3. I wouldn't mind doing this seven days a week.
4. I get great pleasure out of doing this.
5. The more I do this, the better I like it.
6. My enthusiasm remains great all the time I am doing this.
7. I like to do this by myself.
8. I think everyone should know how to do this.
9. I like to do this pretty well.
10. I like to do this because it isn't so exerting as other tasks.
11. This is all right, but I wouldn't want to do it.
12. I dislike doing this if there is no one to help me.
13. Why should one work on this when there are so many more pleasant things to do?
14. This must be done, but why should I have to do it?
15. I get out of doing this whenever I can.
16. This benefits no one.

17. Only a very stupid person would enjoy doing this.
18. I wish I had never heard of this.
19. I certainly hate to do this.
20. I absolutely refuse to do this.

## Appendix G

### The Self-Others Questionnaire

Answer each item by writing one letter (A,B,C,D, or E) in the space provided. The meaning of these letters is:

- A Rarely or almost never true for me
- B Sometimes but infrequently true for me
- C Occasionally true for me
- D Very often true for me
- E True for me all or most of the time

#### Form A

1. My own decisions regarding problems I face do not turn out to be good ones.
2. When others make an error in my presence I am almost certain to point it out to them.
3. When others fail to agree with me on some topic I know well, I am somewhat "taken back" by this.
4. I change my opinion (or the way I do things) in order to please someone else.
5. Some of my friends consistently do things of which I disapprove.
6. I have to be careful at parties and social gatherings for fear I will do or say things that others won't like.
7. I think that a large share of the world's ills are due to certain groups of people who are basically stubborn, dishonest, or inferior.
8. One cannot be too careful in his efforts not to hurt others because some people are just naturally hard to deal with.
9. Becoming a close friend to another person always involves a risk and may turn out to the detriment of one of the persons.
10. I feel that I might be a failure if I don't make certain change in my behavior (or my life).
11. It takes me several days or longer to get over a failure that I have experienced.

12. On the whole, college students are not very mature socially or emotionally.
13. Some people whom I know become conceited or "hard to live with" when they experience some success or receive some honor.
14. When meeting a person for the first time, I have trouble telling whether he (or she) likes (or dislikes) me.
15. At least one of my friends depends upon me for advice and help with decisions he has to make.
16. One cannot afford to give attention to the opinions of others when he is certain he is correct.
17. I become panicky when I think of something I have done wrong (or might do wrong in the future).
18. Although people sometimes compliment me, I feel that I do not really deserve the compliments.
19. I regard myself as different from my friends and acquaintances.
20. I keep still, or tell "little white lies" in the company of my friends so as not to reveal to them that I am different (or think differently) from them.
21. The "success" of most people whom I know stems primarily from the breaks they got.
22. My feelings are easily hurt.

Form P

1. Find it easy to exert considerable influence over some of my friends.
2. If someone criticizes me to my face it makes me feel very low and worthless.
3. I find it hard to take a genuine interest in the activities of some of my friends.
4. I regret my own past action I have taken when I find that my behavior has hurt someone else.

5. I am critical of the dress, manner, or ideas of some of my friends.
6. It worries me to think that some of my friends or acquaintances may dislike me.
7. I feel inferior as a person to some of my friends.
8. It bothers me because I cannot make up my mind soon enough or fast enough.
9. Students who get elected to honor societies are mostly grinds of people with the right sort of pull.
10. As I think about my past there are some point about which I feel shame.
11. The success and social standing of others means little to me unless they can prove themselves to be loyal, personal friends.
12. I am not concerned with the opinions of others as long as I am fairly certain I am headed toward my goals.
13. I doubt if my plans will turn out the way I want them to.
14. I think that I am too shy.
15. I class, or in a group, I am unlikely to express my opinion because I fear that others may not think well of it (or of me).
16. I find it hard to sympathize with people whos mistortunes I believe are due mainly to their own shortcomings.
17. Some people are always trying to get more than their share of the good things in life.
18. People who fail to work hard toward the attainment of respectable goals can depend upon no help from me when they are in trouble.
19. I criticize myself afterwards for acting silly or inappropriately in some situations.
20. Strikers, extreme conservatives, or extreme radicals have only a nuisance value as far as I am concerned.
21. If I hear that someone expresses a poor opinion of me, I do my best the next time I see this person to impress him (or her) as favorably as I can.
22. One soon learns to expect very little of other people.



Women in an Industrializing Korea: Film

The ways in which Korean women integrate their ego and contribute to Korean national development are pictured in a 20-minutes-long 16mm film. This non-fiction educational film is made for both male and female population, aged 13 or older.

It starts with grandiose scenes of Korean industrial plants. Women working in the field of various professions are introduced: women working as a teacher, a doctor, a businessman, a musician, a pilot, an architect, a computer programmer, an engineer, a politician, an administrator, a driver, a soldier, a skilled worker and so on. How excellently they are carrying out their professional works are explained.

A more detailed explanation is made about the working conditions of skilled and semi-skilled female workers in the industrial site. Problems of working hours, wages, privileges, nutrition, health, childcare and others are explicated.