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GENDER ROLE AND FUTURE ORIENTATION
IN A UNIVERSITY-POPULATION

by

Anne Robinson

Honours B.A., University of Western Ontario, 1981

A Thesis
Submitted to the Faculty of Graduate Studies
through the Department of Psychology
in Partial Fulfillment of the
Requirements for the Degree
of Master of Arts at the
University of Windsor

Windsor, Ontario, Canada
1984

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ABSTRACT

This investigation examined the relationship between sex, gender roles and future orientation. Previous research (e.g., Ezekiel, 1968; Schmidt, Lamm & Trommsdorf, 1978) has documented sex differences in future orientation. Based on the conclusions of Bem and Lenny (1976) and Bem, Martyna and Watson (1976) that gender role influences subjects' degree of behavioural flexibility in situations requiring instrumental or expressive behaviours, it was hypothesized that gender role orientation would influence subjects' expectations regarding their future lives. Eighty-six male and 137 female undergraduate psychology students were given the Bem Sex Role Inventory (BSRI) and a future orientation questionnaire. Each subject was asked to describe his/her future life both five and 15 years from the present time. Subjects who were currently involved in a relationship were also asked to describe the future life of his/her current romantic partner in five and 15 years. Two independent raters assessed subjects' levels of differentiation in two life domains: career and home/family. Certainty levels in the career and home/family life domains were measured using a rating scale. Subjects were asked to indicate their level of certainty about specific aspects of their futures in five and 15 years. Subjects were asked to indicate their level of optimism regarding their own personal future and the future of the country (i.e., Canada) on a five-point scale. The results did not support the hypothesized relationship between gender role and future orientation. Females were more differentiated than males about home and family life. Androgynous and sex-typed females exhibited the greatest degree of differentiation regarding their partner in the home and family sphere. Androgynous and sex-reversed females

were more certain about their career plans than sex-typed females. Subjects exhibited a greater level of differentiation regarding their own career plans than about the career plans of their partners. However, females emphasized their partners' careers more than males emphasized their partners' careers. Subjects were more optimistic about their personal futures than the futures of the country. These findings thus appear to have practical implications for the vocational counselling of females, and theoretical implications regarding the measurement of gender role orientation.

ACKNOWLEDGEMENTS

I wish to express my appreciation to those people who contributed to the completion of this thesis.

I am greatly indebted to my Chairman, Dr. Stewart Page, for his generous assistance, enthusiasm and support.

I would also like to sincerely thank my committee members, Dr. Roland Engelhart and Dr. Devonna Purushotham, for their valuable suggestions and encouragement. I would like to thank Janice Murray, who helped score the data and support me throughout the development of this thesis. I am extremely grateful to the many students who completed the questionnaires and made the study possible. A note of thanks to Liz Duffin for the excellent typing of the manuscript.

Finally, I would like to extend a special appreciation to my family and friends for their love, moral support, and encouragement in this study.

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CHAPTER I

INTRODUCTION

The present study examined several possible determinants of personal future orientation in university students. Lewin (1948, 1951) emphasized the significance of the subjective experience of time as a variable in behaviour. An individual's psychological field included the psychological past, present and future as far as they are a dimension of a given life environment at a given time (Lewin, 1951). The "actions, emotions and certainly the morale of an individual at any instant depend upon his total time perspective" (1948, p. 104). In a narrower sense, the expectations that people hold regarding their future life influence, to some degree, their plans, preparations and attitudes toward their personal futures.

Females' Role Expectations

Rose (1951) discussed the inadequacy of women's expectations for adult roles. He concluded that, "there is a certain inconsistency, lack of definiteness and lack of realism about expectations for adult roles among a significant proportion of women college students." Rose claimed that the adequacy of expectations was a function of the definiteness and specificity of the roles themselves. Because the roles of middle class urban women have traditionally been relatively less specific and less definite than those of comparable men, the role expectations of adolescent females were less consistent, definite and

realistic. The results of his study revealed a considerable degree of uncertainty in the minds of college women. They were less able than college men to make definite plans regarding their future occupations. According to Rose, indefinite and inadequate adult role expectations may interfere with young girls' ability to make realistic future plans and obtain the necessary occupational training, thus leaving them ill-equipped to play a definite role successfully (Rose, p. 77).

Sex Differences in Future Orientation

Previous research (Ezekiel, 1968; Lehr, 1968, 1969; Schmidt, Lamm & Trommsdorf, 1978; Von Wright & Von Wright, 1977) has documented a pattern of sex differences in future orientation. Much of the early research on future time perspective (Barndt & Johnson, 1955; Davids & Parenti, 1958, for example) employed projective measures, such as story completion tasks, that were not explicitly related to the subject's personal future (Ezekiel, 1968). Ezekiel argued that, "... constructs of personal identity or personal action ... seem more readily approached through a more direct examination of the private formulation of the person's own future" (1968, p. 2). He analyzed the "mock autobiographies" of Peace Corps volunteers in terms of the degree of differentiation (complexity and detail), demand (personal effort required), and agency (whether the individual was the primary agent shaping his own destiny). Men had significantly higher autobiography scores than women. The autobiography scores for males were related to performance. High scorers were characterized as having a "complex, well-differentiated future and long term goals." They tended to be active rather than reactive, as well as self confident. Low scorers

appeared "uncertain of their identity ... let matters drift in times of trouble, finding support in times of trouble, finding support in personal relationships" (p. 19). However, the relations of the autobiography scores to performance were less clear for women than for men.

Lehr (1968b, 1969) found that the professional career held a central position in men's autobiographies, while women, even those who had a professional career, placed personal events at the centre of their autobiographies (Schmidt et al., 1968). Von Wright and Von Wright (1977), in a study of Finn adolescents, found that the extension of future time perspective, particularly in the personal (as opposed to "global") sphere, tended to be longer for boys than for girls. Schmidt, Lamm and Trommsdorf (1978) rejected the assumption of a general future orientation extending across all domains of life. They discovered that women had a longer future orientation in the personal sphere and men in the occupational sphere, and thus advocated separate analyses of future time perspective for different life domains.

Schmidt et al. (1978) emphasized the multi-dimensional character of future orientation. They examined the content structure (density), time structure (extension), and affective dimension of the future orientation of employed men and women in both public (economy, politics and environment) and private (family, occupation and personal development) spheres of life. Sex differences in the "density" of future orientation (the number of hopes and fears cited) showed that men listed more public events, and women more private events. Within the private sphere, the women were more concerned than men with future family developments. However, the expected sex differences concerning the number of

occupational events mentioned were not found, perhaps because all of the subjects were employed. One might expect a greater sex difference in the number of occupational events cited by university students, for instance, since male and female students may be anticipating differential degrees of involvement in the labour force.

With regard to the extension of future orientation, Schmidt et al., did find sex differences within the private sphere. Females showed a more extended future orientation in the family sphere than did men. While men and women had the same number of concerns in the occupational sphere, the women's concerns lay more in the immediate future, whereas men had a more long-term occupational future orientation. As Schmidt et al. pointed out, this pattern corresponded to the traditional conception of male and female roles. Men and women have traditionally been socialized to believe that women's primary familial responsibilities are child-rearing and homemaking, while men's responsibilities centre around the role of the provider. Within such a system, long-term career planning becomes more essential for males than for females, since it is expected that women's participation in the labour force may be rather sporadic due to child-raising activities.

Occupational Aspirations

Sex differences in future orientation are also reflected in research on the vocational aspirations of males and females. Looft (1971a, 1971b) concluded that children, particularly females, were aware of traditional sex-typed vocational expectations, and that this awareness was reflected in the lesser number and narrow variety of vocational aspirations of female as compared to male first and second grade children. Hewitt

(1975), in a study of children six to eight years of age, found that older boys aspired to broader range of aspirations than younger boys, whereas older girls aspired to similar or smaller range of vocations than do younger girls. Lerner, Benson and Vincent (1976) concluded that, "... females saw other females as having egalitarian opportunities, but they did not tend to personally associate themselves with such options" (p. 168). Kriedberg, Butcher and White (1978), in an extension of Looft's (1971a, 1971b) studies, found it necessary to distinguish between vocational aspirations and vocational expectations. The sample of sixth grade females nominated a wide range of vocational possibilities in contrast to Looft's sample. However, the two samples were similar with regard to future expectations. This finding suggested that girls may be more strongly influenced by traditional sex role norms than by the theoretical knowledge that numerous vocational directions are open to them. Girls' expectations about their futures reflected perceived limitations with regard to career. It appears therefore that sex role socialization acts to limit the future occupational expectations of females, which in turn, according to Rose (1951), may limit young women's ability to achieve in the occupational sphere.

O'Leary (1974) outlined several prevalent attitudes in contemporary society which act as barriers to women's occupational aspirations. Some of the factors were external to the women involved, such as societal attitudes towards female competence and management ability, but other attitudes may have acted as internal barriers to occupational achievement. Fear of failure, motives to avoid success, a negative self-concept and perceived role conflict were examples of such internal barriers (O'Leary, 1974). Stein and Bailey (1973), reviewed the literature on

achievement motivation in females, and concluded that "... the child-rearing practices that are conducive to feminine sex typing are often antagonistic to those that lead to achievement oriented behaviour" (P. 362). Fitzgerald and Crites (1980) pointed out that many counsellors working with women were still influenced by outdated and stereotypic notions of "woman's place" which seriously impeded meaningful and realistic career choices for females. They suggested that these counsellors should actively attempt to alter their attitudes and biases regarding the female role, as well as master the more cognitive aspects of the career psychology of women.

Gender Role

One of the purposes of the present study was to examine the relationship between the gender role orientation and the future orientation of university students. Bem (1974) classified subjects as "sex-typed," "sex-reversed" or "androgynous" based on their scores on the Bem Sex Role Inventory (BSRI). The BSRI requires that subjects rate themselves on a number of personality characteristics, including traits which are traditionally viewed as socially desirable for males, and others which are seen as socially desirable for females. Sex-typed individuals (masculine males and feminine females) describe themselves as exhibiting high levels of those characteristics associated with their own sex. Sex-reversed individuals (masculine females and feminine males) describe themselves as possessing high levels of characteristics traditionally attributed to the opposite sex. The term "psychological androgyny" denotes "the integration of both masculinity and femininity within a single individual" (Bem, Martyna & Watson, 1976). Androgynous individuals describe themselves as exhibiting high levels of both

traditionally masculine and traditionally feminine personality characteristics.

Kagan (1964) and Kohlberg (1966) argued that the highly sex-typed individual becomes motivated, through gender role socialization, to behave in ways consistent with an internalized gender role standard (Bem, 1975). Bem and Lenney (1976) found support for the hypothesis that cross-sex behaviour presented motivational problems for sex-typed individuals and that, therefore, they avoided it. The concept of psychological androgyny implies that an androgynous individual is able to behave in both masculine and feminine ways, depending upon the situational appropriateness of the behaviour. They are not as restricted in their behaviour as are the sex-typed or sex-reversed individuals. Hypotheses in this regard were supported by Bem (1975). Bem, Martyna and Watson (1976) also distinguish between androgynous and "undifferentiated" individuals, the latter being those who describe themselves as possessing only low levels of both the masculine and feminine characteristics. Undifferentiated individuals appear to suffer from low self esteem and some behavioural inhibition.

A consideration of Bem's findings lead to the conclusion that gender role orientation influences individuals' behavioural flexibility. A direct extension of the theory would predict, therefore, that people's expectations regarding their personal futures might also be influenced by their gender role orientation. Allgeier (1975), for example, found that androgynous females, when compared to sex-typed females, had parents of higher occupational status (both fathers and mothers), tended to have higher educational aspirations, desired fewer children, and placed more importance on competence at work. It appeared that an androgynous

gender role orientation was in some way related to less traditional expectations for the females in this sample. However, the male responses were not generally related to their sex role orientation. Sex-typed individuals may hold personal future expectations that correspond with traditional male and female roles. Androgynous and sex-reversed subjects may be less inclined to limit their future expectations to the traditional patterns of male/female behaviour. It might be expected that males and females would differ in the extent to which gender role orientation relates to future orientation, as the greater societal pressure placed on males to attain success in the labour force may override any influence of gender role orientation on future role expectations. In other words, men as a group have traditionally been more strongly socialized than women to concentrate on career planning questions.

The Present Study

The present study compared the personal future orientation of sex-typed, sex-reversed, and androgynous male and female university students. Recognizing the multi-dimensional nature of future orientation, the focus of the investigation was on the level of differentiation and certainty exhibited in the subjects' responses. The term "differentiation" is used here to denote the degree of detail and complexity in subjects' responses (see for example, Ezekiel, 1968). Streufert and Streufert (1978), in a review of the cognitive complexity literature, discuss differentiation as it relates to Kelly's (1955) theory of personal constructs. Within this framework, differentiation is described as the process of building a hierarchy of constructs, each

construct being a bipolar dimension which results from the individual's interpretation of events (Streufert & Streufert, 1978). For purposes of this study, the stimulus item "career," for example, could be considered to have a number of dimensions such as: employed/unemployed, full time/part-time, highly paid/adequately paid, self-employed/employed by another, working in a city/working outside a city. A highly differentiated response to the stimulus would encompass a consideration of these and other dimensions of "career"; whereas a less differentiated response would include fewer dimensions. Thus, it was possible to assign a rating of differentiation to subjects' responses for each area of future orientation of concern here: career and home/family.

Subjects were asked to describe what their life would be like in five years and in 15 years. If subjects were currently involved in a relationship, they then repeated the task by answering the same questions for the person with whom they were currently involved. This individual was referred to as a "partner." The inclusion of this measure represented an attempt to further explore the dynamics of females' future orientation. Philliber and Hiller (1978) found that females' prestige levels were tied to their husbands' occupations, even when the female's own occupation surpassed her husband's with regard to status. Males' prestige levels, however, were unaffected by their wives' occupational status. It was postulated that sex-typed females may therefore be less concerned about their own career plans than about their partners' career plans. The traditional female role dictates that the man's career be regarded as more important than career aspirations of the woman. Similarly, it was postulated that sex-type males will value their own career plans more highly than their partners' career

aspirations.

The differentiation task encompassed two life "spheres"--career and home/family. A short answer questionnaire was used to measure subjects' certainty level regarding their future lives.

Another goal of the study was to look at a specific aspect of the subjects' outlook on the future which Levine (1981) studied. He found that American university students were optimistic about their personal futures but pessimistic about the future of the country. He referred to students as feeling like "passengers on a sinking ship, a Titanic if you will, called the United States or the world" (p. 104). It was important to determine the generalizability of Levine's findings because the perceived fatalism of the country seems to fuel a spirit of justified hedonism. To assess if these attitudes were prevalent among Canadian students, two questions were included in the questionnaire to measure subjects' optimism levels regarding their own personal future and the future of the country (i.e., Canada).

Hypotheses

The following hypotheses were tested:

- (a) Feminine females will be more differentiated in the home/family domain than will be masculine males.
- (b) Feminine females who have a partner will be more differentiated regarding their partners' home/family lives than masculine males will be regarding their partners' home lives.
- (c) Masculine males will be more differentiated regarding their career plans than will feminine females.
- (d) Androgynous females will be more differentiated in the career area than feminine females.

(e) Masculine females will also be more differentiated in the career area than feminine females.

(f) Feminine females who have a partner will be less differentiated regarding their own career plans than regarding their partners' career plans.

(g) Masculine males who have a partner will be more differentiated regarding their own career plans than regarding the career plans of their partner.

(h) Masculine males will express more certainty about their future careers than will feminine females.

(i) Androgynous females will express more certainty about their future careers than will feminine females.

(j) Masculine females will express more certainty regarding their future careers than will feminine females.

(k) Canadian students, in general, will be optimistic about their personal futures but pessimistic about the future of the country.

It might be noted also that the relationship between sex, gender role and future orientation has particular relevance to our understanding of women's career development. Women's underrepresentation in prestigious careers in the Canadian labour force may in part be due to poor vocational planning. Rose (1951) and Ezekiel (1968) suggest that women are less able than men to outline detailed and realistic expectations regarding their personal future. It is hoped that studies of this kind will facilitate the success of career counselling, particularly within the educational system.

CHAPTER II

METHOD

Subjects

Subjects for the study were undergraduate psychology students in years 1 through 4 at the University of Windsor. Eighty-six males and 137 females volunteered to participate in return for two course credits. The subjects ranged in age from 18 to 25 ($M = 20$, $SD = 1.54$). Subjects older than 25 years were excluded from the study because many of them were already established in the home and career domains. Thirty-seven males and 68 females were involved in a relationship. The mean length of relationship was 19.16 months ($SD = 16.98$).

Procedure

Subjects were tested in groups of 50 students each.

Subjects were introduced briefly to the purpose of the study. They were told that the researcher was interested in examining how people think about their personal futures--what they think their life will be like a few years from now. The relevance of the study for university students was emphasized by the researcher, who remarked that the university years are a period when students must make important decisions regarding their futures. Subjects were also told that the researcher hoped that the results of the study could be used to assist in career counselling services within the university. The voluntary nature of their participation was clarified.

The Bem Sex Role Inventory (BSRI; Bem, 1974) and a future orientation questionnaire were given in a randomized order to each of the subjects. The future questionnaire also contained demographic

questions such as age, sex, year in university, faculty, citizenship, hobbies, interests or favourite activities. Hobbies, interests or favourite activities were rated separately by two blind raters as either masculine, feminine or neutral as a supplement to the BSRI. Subjects were asked to complete the questions in the order that they were presented. Upon completion of the experiment, subjects were given a printed page outlining the background and purpose of the study (see Appendix A).

Measuring Instruments

1) Bem Sex Role Inventory (BSRI). Briefly described by Beere (1979), the Bem Sex Role Inventory (Bem, 1974) is a self-administered adjective rating scale designed to measure four variables: masculinity, femininity, androgyny and social desirability. The test is comprised of 60 adjectives, which were selected originally on the basis of sex-typed social desirability, and includes 20 masculine (e.g., acts as a leader), 20 feminine (e.g., affectionate), and 20 neutral adjectives (e.g., adaptable). (See Appendix B for the complete scale). The BSRI is designed to measure the dimensions of masculinity and femininity independently. Subjects are asked to rate themselves on each adjective using a seven-point scale ranging from 1 ("never or almost never true") to ("always or almost always true"). The masculinity score is the sum of the subject's self-ratings on the 20 masculine items; the femininity score is the sum of the self-ratings on the 20 feminine items.

Subjects were classified according to sex role orientation using the procedure advocated by Bem (1976). After each subject's masculinity and femininity scores were computed, group medians for each of these

scores were calculated for the entire sample. Subjects were then individually classified according to whether their masculinity and femininity scores were above or below each of the two medians. In this sample, the masculinity median score was 95; the femininity median score was 98. Subjects who exhibited a masculinity score above 95 and a femininity score above 98 were classified as "androgynous." Subjects who had a masculinity score above 95 and a femininity score less than 98 were labelled "masculine." Subjects exhibiting the reverse pattern-- masculinity score lower than 95 and femininity score greater than 98 were labelled "feminine." Subjects with masculinity and femininity scores lower than the respective means were classified as undifferentiated. When scores fell exactly on a median, subjects were randomly classified.

Test-retest reliability scores were computed (Bem, 1974). The results for 28 college men and 28 college women were: masculinity = .90; femininity = .90; androgyny = .93; and social desirability = .89. (The latter two scores can be calculated using another method of scoring described by Bem [1974]). With regard to validity, in two groups of college students, males scored significantly higher than females on the masculinity scale ($p < .001$). Conversely, the college females scored significantly higher than the college males on the femininity scale ($p < .001$) (Bem, 1974).

2) Future Orientation Questionnaire. The future orientation questionnaire was composed of three principle sections: The first was designed to assess subjects' level of differentiation with regard to their personal futures (i.e., family and career); the second was designed to measure certainty levels regarding future plans; the third

was designed to measure optimism levels regarding personal future and future of the world. (For the questionnaire, see Appendix C).

a. Level of Differentiation

Within the differentiation section, subjects were presented with questions. All subjects were asked to answer questions i and ii. Only those subjects who were currently involved in a relationship were asked to answer questions iii and iv.

- (i) I would like you to write down, in as much detail as possible, what your life will be like five years from now. Consider the following in your response: career activities, marriage and children.
- (ii) I would like you once again to write down, in as much detail as possible, what your life will be like in fifteen years from now. Consider once again: career activities, marriage and children.
- (iii) In this section, I am interested in examining how you perceive the future life of the person with whom you are currently involved. Please write down in as much detail as possible what this individual's life will be like in five years. Again consider career activities, marriage and children.
- (iv) Please write down in as much detail as possible what the future of the person whom you described in the previous answer will be like fifteen years from now. Once again, consider career activities, marriage and children in your response.

These questions were presented in the order given above and a large blank space was left below each question.

b. Levels of Certainty

The next section was designed to measure subject's certainty levels regarding their personal futures. Subjects were asked more specific questions regarding their future plans and were instructed to respond based on what they expect to be doing in the future. Two identical sets of 17 questions were presented--the first set inquired into the

subject's future five years from the present; the second set inquired into the subject's life 15 years from the present. Each of the questions required a specific response and was followed by a seven-point certainty scale ranging from "very uncertain" to "very certain." Subjects were asked to indicate their level of certainty for each response given. The questions were designed to cover two principle spheres of life: career, for example, "What field or line of work will you be in?"; and home/family life, for example, "Will you own your own home?"; "Will you be married?"; "Will you have any children?"

c. Level of Optimism

In the third section, subjects were asked two questions designed to measure their optimism levels regarding their own personal future and the future of the country (i.e., Canada). The subjects responded using five-point scales ranging from "very pessimistic" to "very optimistic."

Scoring of the Responses

1) Level of Differentiation. The first section of the future orientation questionnaire was independently scored for differentiation by two blind raters. Kastenbaum (1961) rated the "density" of subjects' future orientation by totalling the number of events expected by the subject. Schmidt et al. (1978) redefined this variable by measuring it in different domains of life, such as family, occupation and personal development. (This constituted an adaptation of Cantril's [1965] rating scheme). Schmidt used two independent raters to categorize the data. For each subject, he then compared the proportions of cited events which fell into the various life domains.

The rating system for the present study was developed using the

Schmidt et al. scheme as a general model. Two raters, one of whom was the researcher, were provided with a rating manual which included specific instructions and scoring examples. (See Appendix D for the rating manual). Inter-rater reliability was calculated ($r = .83$). Differentiation was defined for the raters as the degree of complexity, detail or depth exhibited in the responses. For example, when asked to describe future career activities, a person showing a low level of differentiation in this area might have said, "I will be working within the field of medicine." Another person exhibiting a greater degree of differentiation might have responded, "I will become a highly paid doctor, hopefully a pediatrician, and plan to work particularly with handicapped children." This later person mentioned not only a field of work but a specific occupation, some notion of their activities on the job, as well as the financial aspect of their future occupation. This individual appears to be thinking about his/her future career along several different dimensions, as opposed to the first individual, who only discussed his field of work in the broadest sense.

Various dimensions within a life domain, such as those listed above, were referred to as "categories" of response. A person might have provided a very lengthy response, but not necessarily have utilized more than one category of discussion. Such an individual would not be described as highly differentiated since she/he had only addressed one dimension of the life domain. For example, a subject's response in the career area may have focused on the dimension of salary. A person might address the financial aspects of working in great detail-- salary level, reasons why she/he expected a high salary, the social status that she/he expected to be associated with a high salary, and

the material possessions that could be purchased once a high salary level was attained. However, this person might not have discussed any other aspect of her/his future future career. Thus, they did not, overall, exhibit a high degree of career differentiation.

It was emphasized to the raters that the key to rating the responses was the number of different "categories" which a subject utilized in describing each life domain. The degree of detail that the subjects provided within various categories was not significant--the differentiation score was based solely on the number of categories that a subject covered in his or her response.

The responses that each subject provided were each scored separately, that is, own future in five years, own future in 15 years, and only if applicable, partner's future in five years, and partner's future in 15 years. Two ratings of differentiation were assigned to each of the responses to correspond with two life domains: career and home/family. (Marriage, children and other domestic concerns, such as type of home, were all included in the home/family domain for the purpose of rating the responses). The following were the specific criteria (categories) used in assigning differentiation scores. One point was assigned for each category mentioned within the life domain in question.

- (a) Career: working/not working, full time versus part-time, field(s) of work, specific occupation(s), level within an occupation/advancement in job or field, job activities, job satisfaction, number of years in the occupation, further education relevant to the job or education attained, money matters/salary, geographical questions, change of jobs.
- (b) Home and Family: marital status, length or time frame of marriage, reasons for or against marriage, descriptions of marriage relationship, children,

number of children, spacing and timing of children, boys and/or girls, possibility of adoption, allocation of responsibility regarding child-rearing and/or housework, children's activities, living arrangements, type of home, financing of home or personal activities of family, geographical location, specific acquisitions.

(See Appendix D for examples of responses in each of these categories).

2) Level of Certainty. The second section of the future orientation questionnaire was also scored by the researcher. The certainty scores were assigned to each subject by summing the numerical certainty levels that she/he had indicated in response to each question. If a question was left blank the mean certainty level for that question was used. Separate certainty scores were calculated for the career and for the home/family domains.

CHAPTER III

RESULTS

The main statistical analyses were univariate analyses of variance (ANOVAs) on the dependent variables of career differentiation, home/family differentiation, career certainty and certainty regarding home, and family concerns. The independent variables were sex, gender role and time period (five years and 15 years).

Additional ANOVAs were computed with demographic variables (year in university, faculty, citizenship, hobbies, interests or favourite activities, relationship, personal optimism, and country optimism) as independent variables.

In addition, t-tests were used to analyze the specific hypotheses regarding the relationships between sex, gender and differentiation level in the home/family and career domains, as well as the specific hypotheses concerning certainty scores. T-tests were also used to examine the relationship between optimism level for personal future and future of the country.

The significant results of this study are organized in the following sections: 1) distribution of gender role classifications; 2) analyses by entire sample; 3) analyses by specific hypotheses; 4) analyses by citizenship; 5) analyses by year in university; 6) analyses by relationship; 7) analyses by demographic variables; and 8) analysis by optimism level.

1) Distribution of Gender Role Classifications

Subjects were designated as androgynous, masculine, feminine, or undifferentiated based on their scores from the BSRI. The percentage of subjects classified according to their gender role in this sample was similar to the percentage in the sample used by Bem, Martyna and Watson (1976). However, there was a somewhat higher percentage of sex-typed subjects in the present study. The percentage of subjects classified as androgynous, masculine, feminine, and undifferentiated are presented in Table 1 for Bem et al.'s study and in Table 2 for the present study. In the sample of foreign subjects from this study, there was a lower percentage of androgynous and a higher percentage of undifferentiated subjects than in Bem et al.'s sample. There was also a higher percentage of feminine females. Table 3 presents the percentage of subjects classified as androgynous, masculine, feminine, and undifferentiated as a function of citizenship.

2) Analyses by Entire Sample

Two three-way ($2 \times 4 \times 2$) analyses of variance (ANOVAs), with sex of subject and gender role (androgynous, high masculine/low feminine, low masculine/high feminine and undifferentiated) as between-subjects factors and time period (five and 15 years) as a within-subjects factor were conducted for each of the dependent measures, that is, career differentiation, home/family differentiation, career certainty, and certainty regarding home and family concerns. The significant results of these ANOVAs are summarized in Tables 4 and 5. Mean ratings of career differentiation (self and partner), home/family differentiation (self and partner), career certainty and home/family certainty according to

Table 1

Percentage of Subjects Classified as Androgynous, Masculine, Feminine
and Undifferentiated for Bem, Martyna and Watson's (1976) Study

	Gender Role			
	<u>Androgynous</u>	<u>Masculine</u>	<u>Feminine</u>	<u>Undifferentiated</u>
Sex				
Females				
(n = 290)	29% (85)	16% (47)	34% (99)	21% (59)
Males				
(n = 375)	20% (77)	37% (138)	16% (60)	27% (100)

Table 2

Percentage of Subjects Classified as Androgynous, Masculine, Feminine
and Undifferentiated for the Present Study

	Gender Role			
	<u>Androgynous</u>	<u>Masculine</u>	<u>Feminine</u>	<u>Undifferentiated</u>
Sex				
Females				
(n = 137)	25% (34)	18% (24)	42% (58)	15% (21)
Males				
(n = 86)	16% (14)	45% (39)	13% (11)	26% (22)

Table 3

Percentage of Subjects Classified as Androgynous, Masculine, Feminine
and Undifferentiated as a Function of Citizenship

Canadian Subjects				
Gender Role				
	<u>Androgynous</u>	<u>Masculine</u>	<u>Feminine</u>	<u>Undifferentiated</u>
Sex				
Females (n = 110)	27% (30)	20% (22)	42% (46)	11% (12)
Males (n = 68)	18% (12)	48% (33)	13% (9)	21% (14)
Foreign Subjects				
Gender Role				
	<u>Androgynous</u>	<u>Masculine</u>	<u>Feminine</u>	<u>Undifferentiated</u>
Sex				
Females (n = 27)	15% (4)	7% (2)	45% (12)	33% (9)
Males (n = 18)	11% (2)	33% (6)	11% (2)	45% (8)

Table 4

Summary of Significant Analyses of Variance

Dependent variable	Source of variation	df	F
Career differentiation	time	(1,215)	44.37***
Home differentiation	sex	(1,215)	6.60**
	time	(1,215)	24.92***
Career certainty	sex*time	(1,215)	7.26**
Home certainty	time	(1,215)	31.65***

** $p < .01$

*** $p < .001$

Table 5

Summary of Significant Analyses of Variance for Partner

Dependent variable	Source of variation	df	F
Partners' career differentiation	sex	(1,97)	6.59**
	time	(1,96)	4.45*
Partners' home differentiation	sex*gender*time	(3,96)	3.11*

* $p < .05$ ** $p < .01$ *** $p < .001$

sex, gender and time are presented in Table 6.

a) Home and Family Differentiation. A significant effect for sex was obtained in the home/family domain ($F(1,215) = 6.60, p < .01$). Females indicated a greater degree of differentiation regarding home and family concerns ($M = 5.58$) than males ($M = 4.78$). A significant effect for time was also obtained in the home/family domain ($F(1,215) = 24.92, p < .001$). Subjects exhibited a greater degree of differentiation regarding their own home/family futures in 15 years ($M = 5.74$) than in five years ($M = 4.81$). A significant sex x gender x time interaction was found for the partners' level of differentiation in the home/family domain ($F(3,96) = 3.11, p < .03$). This interaction is illustrated in Figure 1.

Males were less differentiated than females regarding their partners' home/family sphere. Undifferentiated subjects (of both sexes) were significantly more differentiated than masculine and androgynous subjects. Feminine subjects were significantly more differentiated than androgynous subjects regarding their partners' home/family life. Subjects were more differentiated about their partners' home/family life in five years than in 15 years. Androgynous and sex-typed females were the most differentiated in the home/family sphere across both time periods.

b) Career Differentiation. A significant effect for time was obtained in the career domain ($F(1,215) = 44.37, p < .001$). Subjects indicated a greater degree of differentiation regarding their own career plans in five years ($M = 4.26$) than in 15 years ($M = 3.12$). Lower levels of differentiation were exhibited for partner in five years ($M = 2.71$) and for partner in 15 years ($M = 2.32$), ($F(1,215) = 31.65, p <$

Table 6
 Mean Ratings of Career Differentiation (Self and Partner), Home/Family Differentiation (Self and Partner),
 Career Certainty and Home/Family Certainty According to Sex, Gender and Time

Independent variables	Dependent Variables				
	Career Differentiation	Partners' Career Differentiation	Home Differentiation	Partners' Home Differentiation	Home/Family Certainty
	Mean				
	S.D.				
Sex					
Male	3.77 (1.90)	1.89 (1.28)	4.78 (2.28)	3.87 (1.75)	42.15 (7.82)
Female	3.64 (2.01)	2.87 (1.62)	5.58 (2.44)	4.24 (1.89)	43.55 (7.13)
Gender					
Androgynous	3.84 (1.93)	2.56 (1.65)	4.85 (2.39)	3.55 (2.05)	43.83 (6.11)
Masculine	3.75 (2.06)	2.11 (1.70)	4.88 (2.51)	3.95 (1.63)	42.32 (8.52)
Feminine	3.55 (1.82)	2.86 (1.39)	5.83 (2.20)	4.36 (1.61)	43.51 (7.43)
Time					
Undifferentiated	3.64 (2.11)	1.58 (1.36)	5.43 (2.43)	5.04 (2.05)	42.31 (6.96)
Five years	4.26 (2.01)	2.71 (1.62)	4.81 (2.26)	3.93 (1.69)	41.55 (6.72)
Fifteen years	3.12 (1.75)	2.32 (1.52)	5.74 (2.47)	4.28 (1.98)	44.47 (7.81)

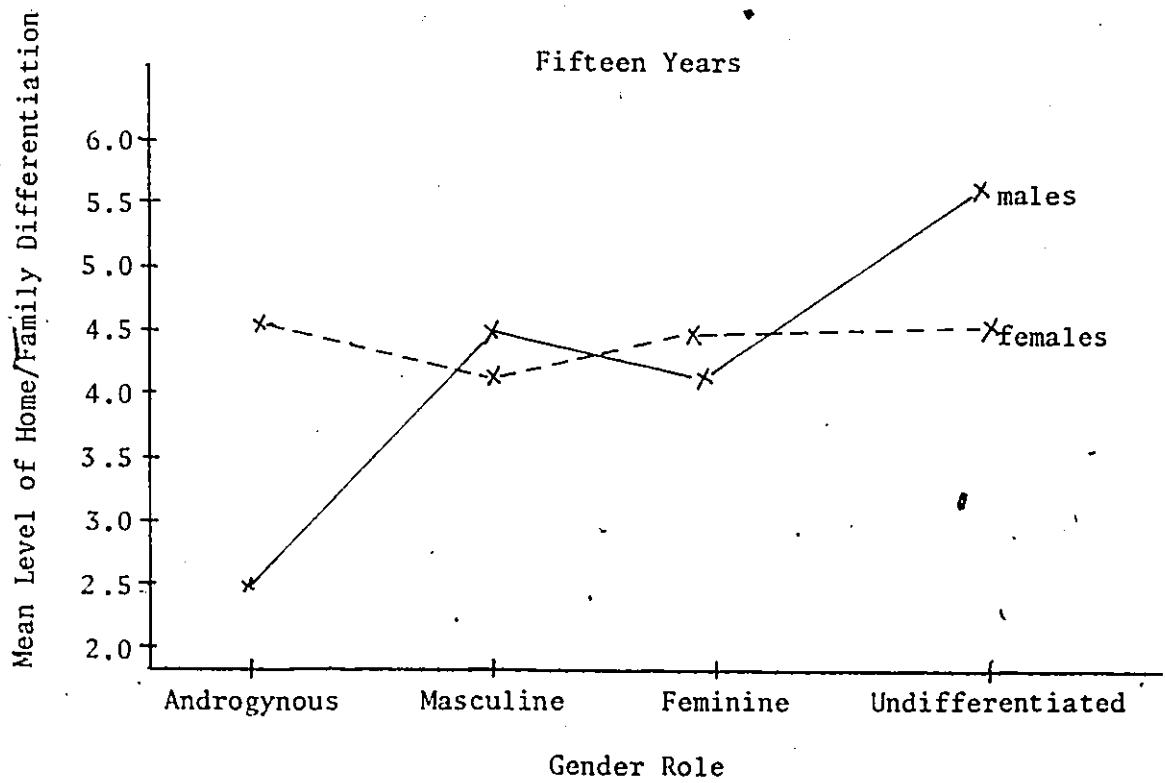
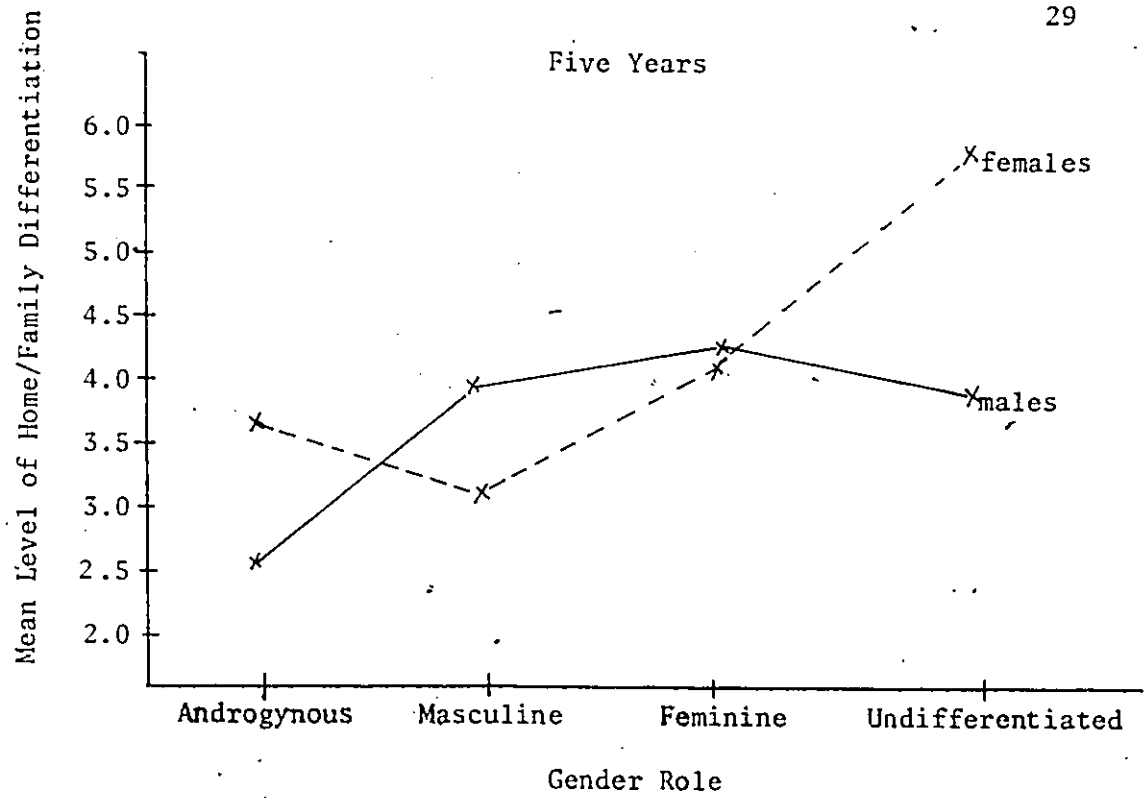


Figure 1. Home/family differentiation of partners as a function of sex, gender role, and time period.

.001). A significant effect for sex was obtained for the partner's level of differentiation in the career domain. Males indicated less differentiation regarding their partners' career plans ($M = 1.89$) than females ($M = 2.87$), ($F(1,97) = 6.59, p < .01$).

c) Home and Family Certainty. A significant main effect for time period was obtained ($F(1,215) = 31.65, p < .001$). Subjects indicated significantly more certainty about future home life in 15 years ($M = 44.47$) than in five years ($M = 41.55$). No other significant main effects or interactions were obtained for this variable.

d) Career Certainty. The only significant result obtained for the career certainty variable was a sex by time interaction ($F(1,215) = 7.26, p < .01$). Males were most certain about their future career plans in 15 years ($M = 46.83$), while females were most certain about their future career plans in five years ($M = 46.08$).

Summary of Analyses Regarding Differentiation and Certainty Levels for Entire Sample

Analyses of variance for the home and family domain revealed that females were more differentiated about home and family life than males. Subjects were more differentiated and more certain about their home life in 15 years than in five years. Subjects were also more differentiated regarding their partners' home life in 15 years than five years. However, subjects were more differentiated regarding their own and their partners' future careers in five years than 15 years. Females were most certain about their careers in five years, while males were most certain about their careers in 15 years. It appears that subjects exhibited a greater degree of differentiation for self than for partner in the career

domain. Males exhibited less differentiation than females regarding partners' career plans. The main effect for sex indicated that females were more differentiated regarding their home/family life than were males. A sex x gender role x time period interaction for the partners' level of differentiation in the home/family domain suggested a complicated interrelationship between these variables. It appears that the subjects were more differentiated regarding their partners' home/family life in 15 years than in five years. With respect to the influence of sex and gender role, it appears, overall, that androgynous females and sex-typed females were most differentiated for partners in the home/family sphere.

3) Analyses by Specific Hypotheses

The t statistic was used to test the specific hypotheses regarding the relationships between sex, gender role and differentiation level exhibited in the home/family and career domains for self and partner. In addition, specific hypotheses concerning subjects' certainty scores were tested. The results of the specific hypotheses are summarized in Appendix E.

a) Home and Family Differentiation. Feminine females were predicted to be more differentiated in the home/family domain than masculine males. Tests of the differences between the means of feminine females' and masculine males' differentiation levels revealed a significant difference in the home and family sphere for female versus male sex-typed subjects. Feminine females exhibited significantly more differentiation ($M = 5.98$) regarding their own home and family life than masculine males ($M = 4.71$), ($t(95) = 2.65, p < .005$). However, they did not differ significantly in the level of differentiation used to describe their partners' future home and family life.

b) Career Differentiation. Contrary to prediction, masculine males and feminine females did not differ in the degree of differentiation expressed about their future careers. However, as expected, masculine males exhibited significantly less differentiation ($M = 1.58$) regarding their partners' future careers than did feminine females ($M = 3.00$) regarding their partners' career plans ($t(46) = 3.84, p < .0005$). In comparing gender role differences in the female subjects' responses, contrary to expectations, no significant differences in career differentiation were found between androgynous females and feminine females, or between masculine females and feminine females.

Contrary to prediction, a significant difference was found between feminine females' level of career differentiation for self ($M = 3.83$) and partner ($M = 3.00$), ($t(57) = 1.84, p < .025$). In other words, feminine females were more differentiated about their own future career than they were regarding their partners' career plans. Masculine males exhibited a significantly greater degree of differentiation regarding their own careers ($M = 3.50$) than regarding their partners' careers ($M = 1.58$), ($t(36) = 4.47, p < .0005$). The former finding was not consistent with the prediction, while the latter finding was consistent with the prediction that masculine males who have a partner will be more differentiated regarding their own career plans than regarding their partners' career plans.

c) Career Certainty. No significant differences were found between the career certainty levels of sex-typed subjects. However, the certainty levels between androgynous females and feminine females and between masculine females and feminine females regarding future career plans were significantly different ($t(90) = 2.14, p < .025, t(80) =$

1.67, $p < .05$). As predicted, androgynous females and masculine females were found to be more certain about future career related questions ($M = 47.94$, $M = 47.56$) than were feminine females ($M = 44.33$).

Summary by Analyses of Specific Hypotheses

Overall, the t-test analyses revealed a significant difference in the home and family sphere between male and female sex-typed subjects. Feminine females were more differentiated about their own future home lives than masculine males; however, they did not differ in level of differentiation regarding their partners' home lives. Several interesting findings were generated in the career domain. Although sex-typed male and female subjects did not differ with respect to career differentiation for self, masculine males showed significantly less differentiation with respect to partners' career plans than did feminine females. Both masculine males and feminine females exhibited significantly more differentiation regarding their own careers than toward their partners' careers. Correspondingly, masculine males and feminine females were equally certain about their future career plans. Androgynous and sex-reversed females were more certain about their career plans than sex-typed females. Contrary to prediction, no significant differences were found in level of career differentiation between sex-typed and androgynous females, or between sex-typed and sex-reversed females.

4) Analyses by Citizenship

Data were analyzed separately by citizenship. The significant results of these ANOVAs for citizenship

are summarized in Tables 7 and 8.

a) Home and Family Differentiation. Canadian males and females did not differ in the degree of differentiation expressed about home/family life; however, foreign males and females were significantly different ($F(1,37) = 9.27, p < .004$). Foreign females indicated a greater degree of differentiation regarding home and family concerns ($M = 5.72$) than foreign males ($M = 4.08$). There was a significant effect for time in the home/family domain for the Canadian subjects, but not for the foreign subjects ($F(1,170) = 22.13, p < .000$). Canadian subjects exhibited a greater degree of differentiation regarding home life in 15 years ($M = 5.83$) than in five years ($M = 4.82$). A significant gender effect was found only for the Canadian partners' level of differentiation in the home and family domain ($F(3,82) = 2.83, p < .04$). Canadian feminine subjects (of both sexes) were more differentiated ($M = 4.38$) than Canadian androgynous ($M = 3.49$) and masculine subjects ($M = 3.93$) regarding their partners' home life. A significant sex by gender interaction was also found only for the Canadian partners' level of differentiation in home life ($F(3,82) = 3.04, p < .03$). Canadian feminine females were more differentiated ($M = 4.37$) than Canadian androgynous ($M = 4.09$) and masculine females ($M = 3.55$) and Canadian feminine males were more differentiated ($M = 4.50$) than Canadian androgynous ($M = 2.13$) and masculine males ($M = 4.18$) regarding their partners' home/family life.

b) Career Differentiation. Foreign males and females did not differ in the level of differentiation expressed about their partners' career plans. However, Canadian males and females were significantly different on this variable ($F(1,82) = 4.65, p < .03$). Canadian females indicated

Table 7

Summary of Significant Analyses of Variance for Canadian Subjects

Dependent variable	Source of variation	df	F
Home differentiation	time	(1,170)	22.13***
Career certainty	time	(1,170)	5.29*
	sex*time	(1,170)	7.18**
Partners' career differentiation	sex	(1,82)	4.65*
	time	(1,81)	4.95*
Partners' home differentiation	gender	(3,82)	2.83*
	sex*gender	(3,82)	3.04*

*p < .05

**p < .01

***p < .001

Table 8

Summary of Significant Analyses of Variance for Foreign Subjects

Dependent variable	Source of variation	df	F
Home differentiation	sex	(1,37)	9.27**
Career certainty	time	(1,37)	5.00*

* $p < .05$ ** $p < .01$

a greater level of differentiation regarding their partners' career plans ($\underline{M} = 2.94$) than Canadian males ($\underline{M} = 1.86$). A significant effect for time was found only for the Canadian partners' level of career differentiation ($\underline{F}(1,81) = 4.95, p < .03$). Canadian subjects indicated a greater degree of differentiation regarding their partners' career plans in five years ($\underline{M} = 2.78$) than in 15 years ($\underline{M} = 2.34$).

Certainty. There was a significant effect for time for both the Canadian and foreign subjects' level of certainty about career plans ($\underline{F}(1,170) = 5.29, p < .02, \underline{F}(1,37) = 5.00, p < .03$). Canadian subjects indicated significantly more career certainty in 15 years ($\underline{M} = 46.01$) than in five years ($\underline{M} = 45.53$), while foreign subjects indicated more career certainty in five years ($\underline{M} = 47.02$) than in 15 years ($\underline{M} = 44.62$). A sex by time interaction was obtained in career certainty for the Canadian subjects, but not for the foreign students ($\underline{F}(1,170) = 7.18, p < .008$). Canadian males were most certain about their future careers in 15 years ($\underline{M} = 46.34$), while Canadian females were most certain about their future career plans in five years ($\underline{M} = 46.29$).

5) Analyses by Year in University

Data were analyzed separately by year. Only the significant results are reported.

a) Home and Family Differentiation. A significant effect for time was obtained in the home and family domain for subjects in first year, but not for subjects in fourth year university ($\underline{F}(1,147) = 26.61, p < .000$). Subjects in first year exhibited a greater degree of differentiation regarding home life in 15 years ($\underline{M} = 5.71$) than in five years ($\underline{M} = 4.62$).

b) Career Differentiation. There was a sex by gender interaction in the career domain for subjects in fourth year, but not for subjects in first year university ($\underline{F}(2,6) = 6.86, p < .03$). Females in fourth year

indicated a greater level of differentiation regarding career plans ($M = 5.21$) than males in fourth year university ($M = 4.00$) and from highest to lowest level of career differentiation were androgynous, masculine, feminine and undifferentiated subjects. There was also a sex by gender interaction for the partners' level of career differentiation of subjects in fourth year with feminine females ($M = 3.50$) and undifferentiated males ($M = 4.00$) exhibiting the greatest degree of career differentiation ($F(1,3) = 10.59, p < .05$). A significant effect for sex was found for the partners' level of career differentiation of first year subjects ($F(1,60) = 5.81, p < .02$). Females in first year indicated a greater degree of differentiation ($M = 2.90$) than males in first year university ($M = 1.63$) regarding their partners' career plans.

a) Certainty. There was a sex by gender interaction in career certainty for subjects in fourth year, but not for subjects in first year university ($F(2,6) = 6.66, p < .03$). Sex-reversed subjects indicated the most certainty about their career plans (feminine males $M = 53.00$, masculine females $M = 49.50$).

6) Analyses by Relationship

Data were analyzed separately by relationship, that is, whether or not subjects were involved in a relationship. Only the significant results are reported.

a) Home and Family Differentiation. A significant effect for sex was obtained in the home and family domain for those subjects involved in a relationship, but not for those subjects not involved in a relationship ($F(1,97) = 5.40, p < .02$). Females involved in a relationship indicated a greater degree of differentiation regarding home and family concerns ($M = 5.60$) than males involved in a relationship ($M = 4.51$). A significant effect for gender was also obtained in the home and family domain for those subjects involved in a relationship ($F(3,97) = 4.65, p$

< .005). From highest to lowest levels of home/family differentiation were undifferentiated, feminine, masculine and androgynous subjects.

7) Analyses by Demographic Variables

A one-way analysis of variance (ANOVA) with each of the demographic variables (year in university, faculty, citizenship, hobbies, interests or favourite activities, relationship, personal optimism, and country optimism) as factors were conducted for each of the dependent measures-- career differentiation, home/family differentiation, career certainty and certainty regarding home/family concerns.

Year in university, faculty, citizenship and country optimism were not significantly related to the dependent measures.

Subjects listed four hobbies and the number of masculine, feminine and neutral hobbies was recorded for each subject. The number of masculine hobbies was significantly related to career differentiation ($F(4,216) = 2.68, p < .03$). Subjects with a greater number of masculine hobbies indicated a greater degree of career differentiation ($M = 4.67$) than subjects with a lower number of masculine hobbies ($M = 3.87$). Feminine hobbies were significantly related to home/family differentiation ($F(4,216) = 2.82, p < .03$). Subjects with a greater number of feminine hobbies indicated a greater degree of home/family differentiation ($M = 8.00$) than subjects with a lower number of feminine hobbies ($M = 5.28$). "Neutral" hobbies were significantly related to career certainty ($F(4,215) = 2.63, p < .04$). Subjects with a greater number of neutral hobbies indicated less certainty regarding career plans ($M = 41.38$) than subjects with a lower number of neutral hobbies ($M = 47.32$). There was a significant effect for relationship on home/life certainty $F(1,221) = 5.08, p < .03$ with subjects involved in a relationship indicating a greater certainty level

regarding home/family life ($\underline{M} = 44.02$) than those subjects not involved in a relationship ($\underline{M} = 42.11$). Personal future optimism was significantly related to certainty about career and home/family life ($\underline{F}(4,216) = 11.42$, $\underline{p} < .001$, $\underline{F}(4,216) = 5.10$, $\underline{p} < .001$). Subjects who were more optimistic about their personal futures indicated more certainty regarding their career ($\underline{M} = 48.46$) and home life ($\underline{M} = 42.23$) than subjects who were less optimistic about their personal futures ($\underline{M} = 44.00$ and $\underline{M} = 38.10$).

8) Analysis by Optimism Level

The t-statistic was used to test the prediction regarding the optimism level for personal future and future of the country. The optimism levels of subjects regarding their personal future and the future of the country were significantly different ($\underline{t}(439) = 8.33$, $\underline{p} < .001$). Subjects were more optimistic about their personal futures ($\underline{M} = 4.20$) than the future of the country ($\underline{M} = 3.70$).

Summary of Results for Entire Sample

a) Home and Family. The results indicated that females were more differentiated than males about home and family life. Hypotheses concerning gender role were not supported in the home and family domain. Subjects were more differentiated and certain about their future home lives in 15 years than in five years. A three-way interaction was obtained for sex x gender role x time period for partner. Androgynous and sex-typed females exhibited the greatest overall degree of differentiation regarding their partner in this sphere.

b) Career. Masculine males and feminine females did not differ in the degree of differentiation expressed about future career plans. Hypotheses concerning gender role were not, for the most part, supported;

but some of the predictions regarding sex-typed subjects were confirmed. Androgynous and sex-reversed females were more certain about their career plans than sex-typed females. And although sex-typed males and females exhibited similar levels of differentiation for themselves; these groups did differ with respect to career differentiation for partner. As predicted, masculine males were less differentiated about their partners' career plans than were feminine females. Also confirmed was the hypothesis that masculine males would be more differentiated regarding their own career plans than regarding the career plans of their partners.

Feminine females were also more differentiated regarding their own careers than the career plans of their partners. Overall, males exhibited less differentiation about the career aspirations of their partners than females.

Further results in the career domain indicated that the subjects were more differentiated about their own and their partners' occupations in five years than in 15 years. Males were most certain about their future careers in 15 years while females were most certain about their future career plans in five years.

c) Optimism. Subjects were more optimistic about their personal futures than the future of the country.

CHAPTER IV

DISCUSSION

This investigation was designed to examine the relationship between sex, gender role and future orientation. Future orientation was assessed by the level of differentiation and certainty exhibited in responses. Enquiries were made regarding two life domains: career and home/family.

A major goal of the study was to determine whether gender role orientation in any way mediated the relationship between sex and future orientation that has been documented in previous research. A second goal was to examine the perceptions of subjects who were currently involved in a relationship, that is, what their own life would be like in the future, as compared with their expectations regarding the future lives of their current romantic partners. A third goal of the study was to note differences in certainty and differentiation levels between future orientation in the immediate future (five years) and in a more long-term sense (15 years). Major findings in each life domain will be discussed. A fourth goal of the study was to examine the subjects' optimism levels regarding their own personal future and the future of Canada. These optimism levels will also be discussed.

1) Distribution of Gender Role Classification

There was a somewhat higher percentage of sex-typed subjects in this sample than the sample used by Bem et al. (1976). This may be due to the influence of traditional sex roles in an industrialized city such as

Windsor, from which a large proportion of the students originated. It is likely, therefore, that a larger proportion of students at Stanford University may have come from communities with less traditional sex role norms.

2) Home and Family Domain

It was hypothesized that sex-typed females would be more differentiated in the home and family domain than sex-typed males. As well, it was predicted that the same relationship would apply regarding subjects' differentiation about their partners' future. Feminine females were more differentiated about their own future home lives than masculine males; however, the two groups did not differ in level of differentiation regarding their partners' home and family lives. Schmidt et al. (1978) found that women showed a greater number of concerns in the family domain than did men. The trend towards a more egalitarian sharing of child-raising and household responsibilities between husbands and wives might account for the similarity of male/female differentiation levels of their partners in the home sphere. Also, the use of a student sample may have an effect here. Younger age groups may be more liberal regarding male or female aspects of their partners' roles.

The finding that subjects were generally more differentiated regarding their own home life than that of their partners appears to make intuitive sense. One would expect that people would be more familiar with their own aspirations regarding marriage and children than other peoples' aspirations. Also, couples who had been dating for a relatively short period may not have felt comfortable enough with one another to discuss aspects of marriage.

A three-way interaction effect on the home and family domain between sex, gender role and time period is suggestive of an intricate relationship between these variables. Androgynous and sex-typed females exhibited the greatest degree of differentiation for partner overall. This finding is interesting since traditionally it has been thought to be the case that feminine females were more concerned with home and family matters for their partners than androgynous females. Thus the results of this study suggest future concerns in the family realm are as central to androgynous females as they are to feminine females.

Further results indicated that people were more differentiated and more certain about their future home life in 15 years than in five years. The nature of the sample may have contributed to this finding. Most students are probably not very certain about where and with whom they will be living shortly after graduation. However, most would have aspirations about what their future lifestyle will be like after they have gained employment. It is possible that while future orientation for five years might be correctly termed as "expectations"; future orientation for 15 years may reflect a greater degree of "aspiration" than of realistic expectations.

3) Career Domain

The results of the present study indicated that males and females did not differ with respect to career differentiation. This may reflect a weakening of a perceived role conflict on the part of women between the demands of the traditional female role and the desire to pursue a career. Today, such a perceived role conflict may no longer be an internal attitudinal and motivational barrier to women's occupational aspirations.

This contrasts with the conclusions of O'Leary (1974). Women are currently able to raise a family, as well as pursue a career. An alternate explanation might be that women in this university sample were interested in pursuing a career, and were, therefore, making definite vocational plans.

The results also indicated that males and females did not differ with respect to certainty regarding future career plans. The certainty on the part of the women in this study does not parallel that documented by Rose (1951), who found that females were uncertain about future occupations. Rose attributed this lack of certainty to middle class urban women's roles being traditionally less specific and less definite than those of comparable men. However, it is possible that women's lack of uncertainty was due to their beginning to enter the work force rather than to any inherent ambiguity of the traditional female role. During this transitional phase, women's roles were widening and unclear. Currently, one could describe the female sex role as widely, but clearly defined; it is common, almost expected, to find women in the position of fulfilling a dual role. Not only do women frequently share the provider role with their husbands, they often share responsibility for household duties as well.

Androgynous and masculine females exhibited a higher level of career certainty than feminine females, but this result was not duplicated in the differentiation data. A possible explanation for this relates to the "expectations" versus "aspirations" question discussed earlier. If the differentiation task questions were approached in terms of future aspirations, then feminine females could be expected to have a degree of career differentiation equivalent to that of androgynous and masculine

females. However, feminine females' level of certainty regarding the likelihood of achieving such aspirations may be lower than androgynous and masculine females. Certainty levels probably measure "expectations," rather than aspirations.

Subjects exhibited a greater level of differentiation regarding their own future career than regarding the career plans of their partner. Contrary to prediction, sex-typed females showed greater levels of career differentiation for self than partner. Feminine females may no longer view their partners' career plans as being just as important as their own. If this is the case, feminine females who are involved in a serious relationship are not likely to postpone making definite career plans until they know the career direction of their partner. It was noted in many of the responses that females were not planning their futures based on what they thought their partner would be doing in five years. An example of this type of response would be, "I hope to go to school in Toronto, while my boyfriend plans to finish his schooling here."

Although males and females did not differ with respect to being more differentiated regarding their own careers than their partners' careers, females emphasized their partners' careers more than males emphasized their partners' occupational aspirations.

Further results in the career domain indicated that subjects were more differentiated about their future occupations in five years than in 15 years. This relationship is opposite to that found in the home domain where subjects were more differentiated regarding their future in 15 years. It may be difficult to predict specifics regarding one's career in 15 years. Home life, on the other hand, may be regarded by some as more predictable. Females were most certain about their careers in five

years, while males were most certain about their career plans in 15 years. Females' career concerns seem to be more in the immediate future, whereas males seem to have long-term occupational future orientation. Subjects were more certain regarding their partners' careers in 15 years than five years.

4) Optimism Level

It was hypothesized that Canadian university students would be more optimistic about their personal future than about the future of Canada. The present subjects were more optimistic about their personal futures than the future of the country. This finding supports that of Levine (1981). Levine found American university students were optimistic about their personal futures but pessimistic about the future of the country. Today's university students seem to be of the "me" generation, with a major focus on their own futures and a minor focus on improving the future of Canada. For example, students seem to be concerned with pursuing higher education in order to gain employment in the midst of the current difficult economic situation. There seems to be less political activism among students than in the 1960s, when students fought for many issues. Some subjects did not answer the question asking how optimistic they were about the country because, as they commented, "the declining economy will destroy the country!" or "what country, a nuclear war will end it all!"

5) Demographic Variables

The results of these analyses indicated that Canadian females and males did not differ in the degree of differentiation indicated about home/family life. However, foreign females indicated a greater degree of

differentiation about home/family life than foreign males. This finding suggests that culture may play an important role in the development of male/female values. The vast majority of foreign students were Chinese. In China females are likely socialized to be more concerned with family events than males. Canadian sex-typed females were more differentiated than Canadian androgynous and masculine females regarding their partners' home life. Perhaps the importance of gender role is stronger in Canada than in foreign countries. Also, Canadian females were more differentiated than Canadian males regarding their partners' career plans. Philliber and Hiller (1978) found females' prestige level tied to their husbands' occupations. Perhaps the foreign females in the sample were not typical of all foreign females because they were attending a Canadian university, probably with hopes of pursuing a career, and thus were equally concerned as males regarding their partners' career plans.

Females in fourth year indicated a greater degree of differentiation regarding career plans than males in fourth year. Fourth year students are probably more differentiated and more certain about future career concerns than are students in first year of university, and especially fourth year female students who have resisted the traditional female role of homemaker. Androgynous and masculine fourth year students exhibited the greatest degree of career differentiation. Females in fourth year university are likely pursuing a career and are very concerned with their own career plans. In contrast, females in first year university are not as concerned with their own career plans as males in first year university. This may be due to a greater tendency for first year females to emphasize their partners' careers more than first

year males. Sex-reversed subjects were most certain about their career plans. Feminine females and undifferentiated males exhibited the greatest degree of career differentiation. An explanation for feminine females and undifferentiated males having low levels of career certainty again may be due to a greater tendency for them to emphasize their partners' career more than their own occupational aspirations.

Females and males not involved in a relationship did not differ in the degree of differentiation indicated regarding home/family life. However, females involved in a relationship indicated a greater degree of differentiation regarding home/family concerns than males involved in a relationship. This finding suggests that females become more concerned with home/family life when they are involved in a relationship and see family events more probable than when they are not involved in a relationship. Also, subjects not involved in a relationship may be pushing aside domestic matters and keenly pursuing their career goals so much so that they did not allow themselves to become romantically involved. Feminine and undifferentiated subjects involved in a relationship seem to make family concerns central in their future orientation.

The nature of the sample chosen for this investigation may have presented difficulties for the generalizability of results in the career domain. The bulk of the data was from first year students who are not as differentiated or as certain about future career concerns as students in later years of university. Although an attempt was made to gather data from students in later years of university, very few responded. One might also expect to obtain different results using a sample of employed individuals who might have higher levels of career

differentiation and certainty than university students.

6) Theoretical Implications

Hypotheses concerning gender role were, for the most part, unconfirmed. The lack of support for a relationship between gender role and future orientation may thus call into question some of the assumptions associated with the measurement of gender role. Spence and Helmreich (1980) pointed out that people's willingness to ascribe instrumental (masculine) and expressive (feminine) characteristics to themselves may not be related to other gender role related behaviours. Bem's conclusions with respect to the relationship between gender role and behavioural flexibility were based on subjects' performance in specific tasks requiring instrumental or expressive behaviours. The future orientation measures used in the present study appear to be measuring attitudes that may not be directly related to the personality characteristics of instrumentality and expressivity. Other factors accounting for the lack of support for the gender role hypotheses may have been associated with the use of the BSRI itself. (See Jackson and Paunonen, 1978). It is interesting to note that masculinity/femininity ratings of the hobbies, interests or favourite activities appear to be measuring gender role related behaviours. Subjects with a high number of masculine hobbies indicated a high degree of career differentiation, while subjects with a high number of feminine hobbies indicated a high degree of home/family differentiation. Perhaps this method is a better way of assessing gender role related behaviours than many of the commonly used gender role questionnaires.

7) Practical Implications

The results of this investigation have some implications for the vocational counselling of females. The fact that females emphasized their partners' careers, more than males emphasized their partners' occupational aspirations suggests that counsellors should be aware of the complicating factor of romantic involvement in the vocational planning strategies of some female students. Females involved in relationships tend to be quite concerned about domestic matters. The possibility that females themselves may not be aware of the reasons for their domestic interest and their lack of specific career planning makes it more crucial that counsellors be aware of this phenomenon.

8) Summary

In summary, the findings of this investigation did not support most of the hypotheses regarding the relationship between gender role and future orientation. However, several hypotheses were supported by the study. Females were more differentiated than males about home and family life. Androgynous and sex-typed females exhibited the greatest degree of differentiation regarding their partner in the home and family sphere. Androgynous and sex-reversed females were more certain about their career plans than were sex-typed females. Subjects exhibited a greater level of differentiation regarding their own future career than regarding the career plans of their partner. However, females emphasized their partners' careers more than males emphasized their partners' occupational aspirations. Subjects were more optimistic about their personal futures than the future of the country. These findings have practical implications for vocational counselling. Theoretical implications of the study for the measurement of gender role orientation were discussed.

APPENDIX

APPENDIX A
HANDOUT FOR SUBJECTS

Future Perceptions

Women's underrepresentation in well-paying, high prestige jobs in the Canadian labour force may in part be due to difficulties in vocational planning. There is some evidence to suggest that women are less able than men to outline detailed and realistic expectations regarding their personal future (e.g., Ezekiel, 1968; Rose, 1951). From birth through adulthood, males and females are encouraged to behave in different ways. For the most part, boys receive more rewards than girls for instrumental behaviour (acting on the environment), while girls are more encouraged to behave in expressive (emotional, social) ways. It is through these and other socialization practices that children acquire a "sex-role identity"--they learn what it means to be a male or a female in the particular society to which they belong. A person's sex role identity includes a perception of which behaviours are appropriate and which are inappropriate for an individual of either sex. Sex role orientation varies among individuals, but does appear to influence behaviour. It seems reasonable to expect, then, that it will also influence people's perceptions of their future lives.

The purpose of this investigation is to examine students' expectations about their personal futures in two areas of life: career activities and home and family. It is predicted that females will provide less detailed responses in the career area than in the marriage and children dimensions of their personal futures. Furthermore, it is predicted that females who are involved in relationships with male partners will be able to articulate the career dimension of their partners' personal futures in more detail than their own. However, individual differences in sex role orientation are expected to moderate the results somewhat. In addition, university students' increased awareness in recent years of sex role stereotyping and its implications can alter the pattern of results. It is hoped that studies of this kind will facilitate the success of career counselling, particularly within the educational setting.

Thank you again for your participation.

If you have any questions or would like to know the results when the study is completed, drop by my office--SWH Room 262.

Anne Robinson

APPENDIX B
BEM SEX ROLE INVENTORY (BSRI)

BSRI

Sex: _____ / Age: _____

Year in School: _____ Faculty: _____

On the back you will be shown a large number of personality characteristics. We would like you to use those characteristics in order to describe yourself. That is, we would like you to indicate, on a scale from 1 to 7, how true of you these various characteristics are. Please do not leave any characteristic unmarked. Example:

sly

Mark a 1 if it is NEVER OR ALMOST NEVER TRUE that you are sly.Mark a 2 if it is USUALLY NOT TRUE that you are sly.Mark a 3 if it is SOMETIMES BUT INFREQUENTLY TRUE that you are sly.Mark a 4 if it is OCCASIONALLY TRUE that you are sly.Mark a 5 if it is OFTEN TRUE that you are sly.Mark a 6 if it is USUALLY TRUE that you are sly.Mark a 7 if it is ALWAYS OR ALMOST ALWAYS TRUE that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly," never or almost never true that you are "malicious," always or almost always true that you are "irresponsible," and often true that you are "carefree," then you would rate these characteristics as follows:

Sly	3
Malicious	1

Irresponsible	7
Carefree	5

1	2	3	4	5	6	7
Never or almost never true	Usually not true	Sometimes but infrequently true	Occasionally true	Often true	Usually true	Always or almost always true

Self-reliant	
Yielding	
Helpful	
Defends own beliefs	
Cheerful	
Moody	
Independent	
Shy	
Conscientious	
Athletic	
Affectionate	
Theatrical	
Assertive	
Flatterable	
Happy	
Strong personality	
Loyal	
Unpredictable	
Forceful	
Feminine	

Reliable	
Analytical	
Sympathetic	
Jealous	
Has leadership abilities	
Sensitive to the needs of others	
Truthful	
Willing to take risks	
Understanding	
Secretive	
Makes decisions Easily	
Compassionate	
Sincere	
Self-sufficient	
Eager to soothe hurt feelings	
Conceited	
Dominant	
Soft-spoken	
Likeable	
Masculine	

Warm	
Solemn	
Willing to take a stand	
Tender	
Friendly	
Aggressive	
Gullible	
Inefficient	
Acts as a leader	
Childlike	
Adaptable	
Individualistic	
Does not use harsh language	
Unsystematic	
Competitive	
Loves children	
Tactful	
Ambitious	
Gentle	
Conventional	

APPENDIX C

FUTURE ORIENTATION QUESTIONNAIRE

Future Perceptions Questionnaire

In this study, I am interested in examining how university students view their own future plans. This area of research has important implications for academic and occupational counselling within the university setting. Please consider your responses to the questionnaire very carefully. Remember, there are no right or wrong answers and your responses will be kept confidential.

Please indicate:

Your age _____

Your sex M _____ F _____

Were you born in North America? Yes _____ No _____

If you were not born in North America, how long have you been here? _____

Your year in university _____

Your major subject _____

List four main hobbies, interests or favourite activities:

Are you currently involved in a relationship, that is, a marriage, a dating relationship, etc.? (Note: If you are involved in a number of relationships at the present time, please answer in terms of the most significant of these involvements).

Yes _____ No _____. If yes, how long have you been involved in the relationship? _____

Section 1

- a. In the space below, I would like you to write down, in as much detail as possible, what your life will be like five years from now. Consider the following in your response: career activities, marriage, children and other domestic concerns. (Please ensure you fill at least half the page).

- b. On this page I would like you once again to write down, in as much detail as possible, what your life will be like fifteen years from now. Consider once again: career activities, marriage, children and other domestic concerns. (Please ensure you fill at least half the page).

- c. Only complete this question if you are currently involved in a relationship. I am interested in examining how you perceive the future life of the person with whom you are currently involved. Please write down in as much detail as possible what this individual's life will be like in five years. Again, consider career activities, marriage, children and other domestic concerns in your response. (Please ensure you fill at least half the page).

- d. Only complete this question if you are currently involved in a relationship. In the space below, please write down in as much detail as possible what the future of the person whom you described in the previous answer will be like fifteen years from now. Once again, consider career activities, marriage, children and other domestic concerns. (Please ensure you fill at least half the page).



Section 2

The following pages contain some specific questions regarding your future plans. Please answer the questions as best you can, although I realize that you may be unable to predict completely some aspects of your future life. I am interested in what you expect to be doing.

After each question there is a certainty scale from 1 to 7. Please indicate on each scale the level of certainty you feel about each answer you give. A score of one reflects that you are "very uncertain", and a score of seven indicates that you are "very certain."

Answer the following questions in terms of what your life will be like five years from now.

1. Will you be employed? Yes _____ No _____

1	2	3	4	5	6	7
very uncertain			very certain			

2. If yes, will you be working part-time or full-time? _____

1	2	3	4	5	6	7
very uncertain			very certain			

3. What field or line of work will you be in? _____

1	2	3	4	5	6	7
very uncertain			very certain			

4. What will be your principle activity on the job? _____

1	2	3	4	5	6	7
very uncertain			very certain			

5. How long will you have been working in this field? _____

1	2	3	4	5	6	7
very uncertain			very certain			

13. If yes, for how long will you have been married? _____

1	2	3	4	5	6	7
very uncertain						very certain

14. Will you have any children? Yes _____ No _____

1	2	3	4	5	6	7
very uncertain						very certain

15. If yes, how many children will you have? _____

—	—	—	—	—	—	—
very uncertain						very certain

16. Will you own your own home? Yes _____ No _____

1	2	3	4	5	6	7
very uncertain						very certain

17. If renting a home, what type will it be? Apartment _____

Townhouse _____ House _____ Other _____

1	2	3	4	5	6	7
very uncertain						very certain

In the following section please answer the questions in terms of what your life will be like fifteen years from now.

1. Will you be employed? Yes _____ No _____

1	2	3	4	5	6	7
very uncertain						very certain

2. If yes, will you be working part-time or full-time? _____

1	2	3	4	5	6	7
very uncertain						very certain

3. What field or line of work will you be in? _____

1	2	3	4	5	6	7
very uncertain						very certain

4. What will be your principle activity on the job? _____

1	2	3	4	5	6	7
very uncertain						very certain

5. How long will you have been working in this field? _____

1	2	3	4	5	6	7
very uncertain						very certain

6. What level of education or specific training will you have obtained? _____

1	2	3	4	5	6	7
very uncertain						very certain

7. What will your salary be? _____

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
very uncertain						very certain

8. If you are married or living with a partner, what do you expect your combined income to be? _____

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
very uncertain						very certain

9. In what town or city will you be living? _____

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
very uncertain						very certain

10. Will you be living alone? _____

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
very uncertain						very certain

11. If you will be living with others, what type of living arrangement will you have (e.g., marriage, living with a lover, living with your parents, living with a roommate). _____

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
very uncertain						very certain

12. Will you be married? Yes No

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
very uncertain						very certain

13. If yes, for how long will you have been married? _____

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
very uncertain						very certain

Section 3

How optimistic are you about your own personal future?

12345

very
pessimistic

very
optimistic

How optimistic are you about the country in general (i.e., Canada)?

12345

very
pessimistic

very
optimistic

APPENDIX D
RATING MANUAL

Rating Instructions: Future Perceptions Questionnaire (Section 1)

I am interested in examining how university students conceptualize their personal futures, five and 15 years from the present time. Also I am interested in how students view the futures of their current "dating" or "romantic" partners, if they have one, five and 15 years from now. The subjects in this experiment have been asked to respond to questions about their future lives in terms of: career activities; marriage, children and other domestic concerns.

In rating the responses, I am primarily concerned with degree of "differentiation" exhibited in the subjects' answers. "Differentiation" refers to the degree of complexity, detail or depth in the responses given. For example, when asked about their future career, one person may simply say that she/he will be working within the field of medicine. However, another person might say that she/he plans to become a doctor, specializing in psychiatry, and wants to work with the criminally insane. Obviously, the second individual has responded with considerable more depth, detail and "differentiation" in her/his answer than the first respondent.

Each questionnaire contains either two or four separate responses given by a particular subject. The two responses include:

1. future life in 5 years (self)
2. future life in 15 years (self)

The four responses include the two above plus:

3. partner's future life in 5 years
4. partner's future life in 15 years

For each of the responses I would like you to give two ratings of differentiation.

1. rate the career domain
2. rate the home/family domain

In other words, you will be assigning a total of 4 ratings of differentiation for each subject with two responses, and a total of 8 ratings of differentiation for each subject with four responses.

Rating Procedure

The first step is to read through the whole page before beginning to rate the response. You will have to tease out which statements belong to the two domains: career and home/family.

Criteria for Scoring and Some Examples

Career

Assign one point for each of the following categories mentioned in the subject's response.

- if they will be working, for example, "I suspect I will be into a permanent career" (see also the full-time, part-time category)
- full-time vs. part-time, for example, "I will only be working part-time for awhile" or "it depends on age of child"
- if they mention a field or fields of work, for example, "teaching," "public relations," "music," "business," "still in school studying psychology"
- specific occupation within a field(s), for example, "physiotherapy," "nursing," "accounting," "hotel management," "pianist"
- level within occupation or advancement in job/field, for example, "manager," "owner," "have been promoted," "have advanced in my career" ("established" or "secure" does not count)
- job activities, for example, "job involving travelling and meeting people," "coordinating fitness programs"
- job satisfaction, for example, "enjoying my job"
- number of years they have been in the occupation, for example, "several years," "four years"
- further education relevant to job, or education attained, for example, "acquired further on-the-job training," "will have degree in medicine"
- money matters and salary, for example, "financially secure," "well-paid," "materially happy," "\$3,000 a month," "over \$20,000"
- geographical location (only included if associated with job), for example, "I will work in California if I can get employment there"
- change of jobs
- general features of job environment, for example, "low pressure," "challenging," "high status"

Note: Do not worry too much about plurals within categories (for example, "I hope to be working in a bank, or an accounting firm or for the government, or in restaurant management." In this example you would simply count the categories that are mentioned, that is, working, fields of work, specific occupation; therefore, the score would be three.

Home/Family Domain

Assign a point for each of the following categories mentioned.

- marital status, for example, "single," "married," "divorced," (if they list more than one possibility still give only one point, for example, "I may be married or divorced")
- length or time frame of marriage, for example, "have been married for three years," "may marry when I graduate"
- reasons for or against marriage, for example, "want to get good job before marrying," "want to wait until boyfriend graduates," "want to remain single because"
- descriptions of marriage relationship or of potential spouse, for example, "happy," "fulfilling," "perhaps unhappy," "hope it will be happy but you never know," "will marry someone rich"
- children, for example, "will or won't have any," "to follow marriage"
- number of children, for example, "I will have two kids," "three," "several," "a few"
- spacing and timing of children, for example, "three children, each a few years apart," "don't want any kids until I've worked a few years"
- boys and/or girls, for example, "two girls and one boy," "three boys, hopefully," "doesn't matter if they are boys or girls"
- possibility of adoption, for example, "after two children of my own, we may adopt a child"
- allocation of responsibility regarding childrearing and/or housework
- children's activities, for example, "would like them to enroll in ballet," "would like them to be involved in sports"
- living arrangement (relationships), for example, "with my husband," "with a lover," "with my parents," "with a roommate," "alone"
- type of home, for example, "apartment," "condominium," "house," "townhouse"
- financing of home or personal activities of family, for example, "renting," "own our own home," "paying off a mortgage," "saving for home," "saving to buy a cottage," "saving for kids' education," "bills to pay"
- geographical location, for example, "in Windsor," "out West," "in Europe," "I will be going back to Hong Kong," "out in the country," "near a lake," "not in a city," "away from home"

- specific acquisitions, for example, "I'd like to own a horse," "house with a swimming pool," "farm property," "have a cottage in Northern Ontario," "investments," "have a pet"

APPENDIX E

SUMMARY OF SPECIFIC HYPOTHESES AND THE SIGNIFICANT RESULTS

Summary of Specific Hypotheses and The Significant Results

Hypotheses

Home differentiation

Feminine females > masculine males t(95) 2.65**
 Feminine females' partners > masculine males' partners

Career

Masculine males > feminine females
 Masculine males' partners < feminine females' partners t(46) 3.84***
 Androgynous females > feminine females
 Masculine females > feminine females
 Feminine females' partners > self t(57) 1.84*
 (contrary to hypothesis: feminine female's self > partner)
 Masculine males' self > partner t(36) 4.47***

Career certainty

Masculine males > feminine females
 Androgynous females > feminine females t(90) 2.14*
 Masculine females > feminine females t(80) 1.67*

* $p < .05$

*** $p < .001$

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