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SEX-ROLE IDENTITY

IN THE AGED

by

Dana McDermott Murphy

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
of the Requirements for the degree of
Doctor of Philosophy

September

1976



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I wish to express my appreciation to the Senior Citizens of the Rogers Park area and other urban neighborhoods in Chicago for their interest, cooperation, and encouragement in this project. I would also like to thank the parents and friends of my husband's relatives who also cooperated in this study. A very special debt of gratitude goes to Miss Anna Burke who was not only a very interesting subject in this study, but who, on her own initiative, recruited numerous other subjects, assisted in interviews, and most importantly, displayed faith in this author's ability to complete this ambitious task.

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LIFE

The author, Dana McDermott Murphy, is the daughter of the late Daniel Edward McDermott and the late Rose (Morsovillo) McDermott. She was born April 5, 1945 in Chicago, Illinois.

Her elementary education was obtained primarily in Roman Catholic Schools in Chicago, Illinois and Michigan City, Indiana. Her secondary education was obtained primarily at Mother McAuley Liberal Arts High School, Chicago, Illinois where she was graduated in 1963.

In September 1967 she entered Loyola University of Chicago and in February 1971, received the degree of Bachelor of Science-Honors, magna cum laude, with a major in Psychology.

In September 1971 she began graduate work in psychology at Loyola University and was granted an assistantship. The following year together with a fellow classmate and Dr. James E. Johnson of Loyola's Psychology Department, she founded a Loyola Student Volunteer Organization serving the University community and the entire Chicago area. She also served on various committees of the Illinois Students for Voluntary Action. In 1972 she was elected President of the Loyola Chapter of Psi Chi, the National Honor Society of Psychology. She served in this function for two years. She then began a very lengthy and intense interview project with Senior Citizens of the Rogers Park area. This project continued throughout 1973. In September of the same year she married Dan-

iel E. Murphy. The following year she accepted an internship position as the Psychology Consultant for the 1974 Tutoring Work Program of the Voluntary Action Center, Council for Community Services in Metropolitan Chicago. Following this internship she submitted a full analysis of the program to the City of Chicago Urban Opportunity Project. She then completed data analysis of her Senior Citizens Interview project and obtained her Masters of Arts in February of 1975.

On April 15, 1975 she gave birth to her first child, Daniel Joseph Murphy. On the same day she was awarded a Fellowship from Loyola University to complete work on her dissertation. In May of 1975 she was inducted into Alpha Sigma Nu, the National Jesuit Honor Society.

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CHAPTER I

INTRODUCTION AND PROBLEM

A question that has inspired the direction of past research endeavors (Murphy, Note 1) and that still remains salient is the following: how do the aged view themselves in the light of society's somewhat simplistic conception of their needs, desires, and potential? Even certain theorists have reductionistic views of the aged. Cumming and Henry (1961) have described the aged in terms of a theory of disengagement. This theory posits a decrease in activity with chronological age which is positively associated with adjustment. These theorists maintain that a natural consequence of aging is a gradual withdrawal from the world of people, activities, and things, and a growth of relaxation, contentment with the present, and an innocent self-centeredness or introversion. The aged are seen to choose passivity and withdrawal; society does not impose it upon them.

One must reject this theory as inadequate in the light of the complexity of individual differences in the aged. It has been established (Busse, 1969; Eisdorfer, 1969; Neugarten, 1976) that people do not necessarily become more homogeneous over time as Cumming and Henry maintained. The aged differ among themselves in terms of basic motives, needs, attitudes, and values.

In a unique longitudinal study of 142 males and females interviewed in 1929 and again in the 1970s, Maas & Kuypers (1974) found

that their subjects manifested considerable diversity and uniqueness at both times of measurement. Most importantly, the majority of the aged subjects maintained a self-satisfying involvement and energetic commitment to life. The authors asserted that the stereotype of homogeneity in old age has no base in reality. They found a wide diversity of interests, capacities, and needs among aged persons. As a result, the authors were strongly critical of those theorists who suggest the removal of the aged from the mainstream of life as a solution to their possible adjustment problems.

Unfortunately, selective emphasis on the topics of adjustment, attitudes, interests, needs, and possible role changes in the aged, as seen in the above study, have only developed since the 1950s. These topics have been primarily investigated by Neugarten, Havighurst, and others at the University of Chicago. Neugarten feels that we are still lacking a data base in gerontological research. She notes that most of the studies of personality in the aged are based upon grossly inadequate sampling. The Maas and Kuypers study (1974), interesting as it was, only dealt with a very healthy, fairly high socio-economic status group. In addition, few studies have been controlled for cohort differences. How then, does one begin to develop a theory of personality adjustment in the aged? Neugarten (1973) feels that at this time the emphasis on research must be on descriptive studies of aged adults.

One of the many areas of personality research where descriptive data are wanting is in the area of sex-role identity. Why single out this particular construct? Broverman, Vogel, Broverman, Clarkson,

and Rosenkrantz (1972) have noted that psychopathologists consider sex-role identity to be a crucial factor in personality adjustment throughout the life span, with many disturbances in adjustment attributed to inadequate gender identity. The question remains as to whether this relationship between inadequate identity and emotional disturbance applies to the aged. Much of what is said regarding the applicability of sex-role theories to the aged is based on theoretical speculation (Broverman et al., 1972). After having devoted a great deal of time interviewing the aged, I believe that gender identity is a very relevant variable for this group. Unfortunately, research on gender identity in adults has been limited primarily to young or pre-retirement adult populations (e.g., Bardwick, 1971; Rosenkrantz, Vogel, Bee, Broverman, & Broverman, 1968). Since it has frequently been shown that the phenomenon of retirement can have a very significant negative impact upon a person's identity (Lowenthal, 1971; Prasad, 1964), it seems neither sufficient nor appropriate to apply data from young and middle-aged adult samples to an aged population of primarily postretirement status.

It was the intention of this investigator to gather information regarding sex-role identity, life-satisfaction, and self-concept in a sample of aged persons. The data were based on objective measures and interview techniques. The purpose of the study was threefold: (a) to determine current sex-role identity in a sample of aged males and females, (b) to determine the ideal sex-role identity that the aged would like to exhibit, and (c) to determine the relationship among the measures

of sex-role identity, life-satisfaction, self-concept, and other demographic and personality variables.

Theories of Sex-Role Identity in the Aged

With very little research to rely upon, the researcher turns to possibly relevant theories of sex-role identity in the aged in hopes of formulating some specific research proposals. Jung (1971) has stated that "man's values, and even his body...tend to change into their opposites" (p. 16). Jung has compared masculinity, femininity, and their psychic components to a store of substances of which unequal use is made in the first half of life. He further stated that a man consumes his supply of masculine substance and has left only a small amount of feminine substance which must be put to use. Jung hinted at the actual content of the substance by suggesting that the husband would discover his tender feelings and the wife would discover her sharpness of mind. Therefore, according to Jung, this transformation would be of a positive nature. Erikson (1963) and Maslow (1964) also imply that the healthy adult of either sex should incorporate characteristics generally designated as opposite sex-appropriate by the stereotype; for example, characteristics such as sensitivity in men and self-confidence in women. Jung suggested that both male and female aged persons may have problems acknowledging these opposite sex characteristics in themselves and having them accepted by others.

The idea of incorporation of opposite sex characteristics and possible resultant conflicts has been very thoroughly elaborated by

Block (1973). Block defined sexual identity as the "earning of a sense of self in which there is a recognition of gender secure enough to permit the individual to manifest human qualities our society, until now has labeled as unmanly or unwomanly" (p. 512).

In developing her conception of sex role, Block has made use of several very interesting theories. Reference is made, for example, to Gough's concept of the bipolar dimensions of initiation and conservation which are integral to the traditional ideas of masculinity and femininity (Gough, 1968). Block also referred to Guttman (1965) who has described the male not only as the "initiator" but as one who is impersonal, unpredictable, inconsistent, and allocentric. In addition to Gough's concept of "conservation" in the female, Guttman's theory contributed the idea that the female milieu may be described as familiar, personal, constant, and autocentric.

Finally, Block has drawn most heavily upon the work of Bakan (1966) who described human beings in terms of the modalities of "agency" and "communion." The former refers to the organism as an individual whose primary goals are self-protection, self-assertion, and self-expansion. The latter modality, communion, has been defined as the organism as it exists in a larger organism of which it is a part. Communion is attained when the organism feels a sense of oneness with other organisms. Bakan felt that one must strive for the successful integration of agency and communion. Block summarized his theory very well: "...his emphasis is on a balance and integration, the tempering of masculinity and femininity via development" (p. 515).

Sex differences begin emerging when Block delineates this process of integration for each sex. For males, the integration of agency and communion implies the tempering of self-assertion, self-interest, and self-extension with considerations of mutuality, interdependence, and joint welfare. For women, the process means that while concerns for mutuality, the welfare of others, and selflessness are maintained, aspects of agency, such as self-assertion and self-expression are not abandoned. It is at this point that we see how society differentially reinforces each sex in their attempt at integration.

Society tends to encourage males to develop this integration in sex-role identity. Men are encouraged to be conscientious and somewhat interdependent upon others. Men are also warned against what Bakan would refer to as "unmitigated agency" (p. 14). They are encouraged to avoid opportunism, restlessness, and self-centeredness. Unfortunately, women are encouraged to maintain negative aspects of their sex-role stereotype, for example, submissiveness and dependency. At the same time they are discouraged from developing positively valued masculine traits, such as assertiveness and independence. Consequently, the theories of sex-role identity become even more complex as these sociological factors are taken into consideration.

Emmerich (1973) also feels that there may be an especially close link between social norms regulating tolerated limits in expressing socially undesirable aspects of sex-role behaviors and the formation and maintenance of one's internal psychological controls. However, both Emmerich and Neugarten and Guttman (1968) believe that at older age

periods individuals may relax these controls somewhat and become more tolerant of tendencies in themselves which traditionally are associated with the opposite sex. Terman and Miles (1936) noted that this developmental shift appears to be greater in men than in women. Whether the increased tolerance of characteristics of the opposite sex for one's self is associated with satisfaction and adjustment remains to be clarified. For example, it would seem plausible with reference to desirable female traits, such as sensitivity, that the trait for men would be positively associated with adjustment. However, there are aspects of the female personality, such as dependency and passivity, that are not necessarily optimal, but are nevertheless factors that have been known to emerge for both sexes under conditions of retirement, old age, and ill health.

Guttman (1969, 1974, Note 2) has suggested a series of developmental changes in ego-mastery in males of several different cultures. He referred to (a) ego-mastery -- where the individual strives for autonomy, competence, and control; and where he is mistrustful of dependent wishes in the self, (b) passive-mastery -- where the individual adapts, complies and identifies with those who control, and where he focuses on nurturance to and from the self, and finally (c) magical-mastery -- where the boundaries between the self and others are nullified through real or symbolic acts of incorporation. Here defense mechanisms, such as denial, are very much in evidence. Guttman feels that as the individual ages he moves along a continuum from active to passive to magical-mastery. Guttman (1974) hypothesized that older men across cultures would give

priority to communion over agency, to receptivity over productivity and to mildness and humility over competition. It must be noted that Guttman's research dealt primarily with males from several cultures and cannot be generalized to the entire aged population. Guttman has also acknowledged the fact that this change in ego-mastery cannot as yet be attributed solely to age. There are also exigencies of illness, failing strength, approaching death, reduced opportunities and reduced hope that may be independent of developmental events.

Guttman's colleague, Neugarten (1968) hypothesized sex differences in the development of ego-mastery. She stated that for women the trend suggested by Guttman is reversed, that is, passive young women become more autonomous, assertive old women. Hoschild (1973) qualified this statement by saying that women may be more assertive with peers as they age; however, they seem to become more passive when interacting with their children.

A similar idea is reflected in the variable of "competence" which appears to be emerging as a central issue within sex-role identity. Moreover, research on sex roles (Broverman, Broverman, Clarkson, Rosenkrantz, & Vogel, 1970; Rosenkrantz et al., 1968) has appeared to link such roles with competence in a quite specific and consistent way. Their research has confirmed theories that males are more often perceived as being more competent than women. Females are frequently perceived as more passive, more dependent, and incompetent than males (Broverman et al., 1972). Conversely, females are perceived to be warmer and more sensitive than males.

The question that immediately arises is whether or not these stereotypic relationships stay the same for the aged. It appears that old age itself as perceived by society enters in as a variable of considerable import. Unfortunately, society has certain negative labels for old age. In addition, the aged may be particularly sensitive to this labeling. For example, as a person ages he experiences very significant role losses, specifically work-role losses. Bengston (1973) suggested that this role loss makes the aged person very susceptible to and dependent upon social labeling. He is seen as useless and obsolete in a society that stresses productivity. The aged are seen in terms of the negative female stereotypes of passivity and incompetence. Bengston feels that society must orient the aged towards competence, self-confidence, self-reliance and, most importantly, a sense of inner self-worth.

In summarizing theories of sex-role identity in adulthood, one finds that some changes in sex roles appear to be occurring with age. However, whether these changes tend to be positive, such as increased competence and warmth, or whether they tend to be negative, such as increased dependency and passivity, is still unclear. In addition, it may very well be that there is a distinct difference between what society considers as optimal adjustment and what sex-role attributes the aged themselves consider as optimal.

Summary and Statement of Issues

It seems appropriate at this point to determine whether aged persons deviate from the sex-role stereotypes of young and middle-aged

adults. It is also of interest to know the qualitative nature of this deviation if such a deviation exists; for example, have the aged males and females adopted what is currently described as either the positive or negative attributes of younger members of the opposite sex? With the possible change in sex roles that is suggested, the next question that would follow would be: Is the aged person satisfied with this new self? Is this change in roles something he or she has actively chosen and incorporated successfully to his/her self image?

It is very important to determine how the aged feel about their sex-role identity. Is there a large discrepancy between how the aged define themselves and how they would ideally like to see themselves? Do they wish to attain Bakan's integration of agency and communion? Finally, are there any demographic variables, such as work history, past and present hobbies and/or nonwork activities, marital status, socio-economic status, and health, that help to predict sex-role identity in the aged and its relation to life-satisfaction and self-concept?

In sum, in this investigation I propose (a) to review the meagre amount of experimental data available from studies that have explored sex-role identity in adult populations and that have shaped current theory in this area, (b) to relate these theories and methods to the constructs of competence, life-satisfaction, and self-perception in the aged, (c) to cite other demographic variables that may contribute to an understanding of sex-role identity in the aged, and (d) to employ appropriate psychological measures in an aged sample in order to

look at these variables individually and in interaction with each other.

CHAPTER II

REVIEW OF RESEARCH AND HYPOTHESES

Terman and Miles (1936) developed one of the first major "tests" of masculinity-femininity, which they called the Attitude Interest Analysis Test (M-F Test). The authors provided no definitions of this so-called "temperament trait" and admitted that the concept of masculinity-femininity was very vague. Selection of items for this measure was solely on the basis of the extent to which they yielded significant differences in the responses of the sexes. Therefore, the construct was defined in terms of sex differences. In relation to aged populations Terman and Miles found that old men tested more feminine than young men; however, they could not say whether the causal factor was experiential, physiological, or endocrinal. Clearly, their measure could not provide this information.

Strong (1943) in his Masculinity-Femininity (MF) Scale of the Vocational Interest Blank tapped only masculine-feminine items relevant to occupational interests. He also found that among males from age 18 on, there was an increasing willingness to endorse items commonly identified as feminine. His results were, however, not as strong as those of Terman and Miles.

Neugarten and Guttman (1968) tested sex-role identity in middle-aged (40-54) and older (55-70) adults. They employed a projective technique using a TAT card portraying an interaction between an old

man, old woman, young man, and young woman. Results showed that the perception of the old man's role by the older subjects, when compared to responses of the middle-aged subjects, shifted in the direction of increased submissiveness, and the perception of the old woman's role shifted from a subordinate to an authoritative position. The authors, as well as Kimmel (1974), in commenting on these data, rightfully pointed to the fact that projective data certainly do not imply actual changes in sex-role behavior among the aged. Nevertheless, it is very interesting that the old man and the old woman were consistently seen as playing reversed roles in regard to authority in the family. Neugarten and Guttman elaborated upon these results by suggesting that aged women seem to become more tolerant of their aggressive egocentric impulses while the aged men become more tolerant of their nurturant and affiliative impulses. These authors also suggested that both men and women as they age "become more constricted, more detached from the mastery of affairs and less in control of impulse life" (p. 71).

Guttman (1969) has also engaged in cross-cultural research that has supported the above hypotheses. He administered various TAT cards to 329 males (age 35-60+) of different cultures. One card portrayed a young man of considerable strength who conceivably could be climbing up or down a rope. Results showed that the young men perceived the rope climber to be competitive, rebellious, and productive; a man of initiative and boldness who looked for challenge, opportunity and assertion. The older men perceived the climber as somewhat active but no longer aggressive. Some older men perceived the climber as dead, asleep, or

penetrated by a spear. A second card, the "Heterosexual Conflict Card" depicted a young man turning away from a woman. The young male subjects felt the young man was restless, energetic, and assertive. He was going to some glorious mission and his fearful wife was trying to hold him back. For the older males the young woman was seen as a more dominant figure. The man and woman were joining together against some menacing agent. The couple was described as mildly affectionate. The older males were more often looking for affectional needs. In sum, Guttman found an age effect across cultures, with active-mastery decreasing with age and passive and magical-mastery increasing with age.

Singer (1963) tested 47 elderly males with a similar projective measure of sex-role identity. Like Neugarten and Guttman, he found that elderly men were seen as more submissive and elderly women were seen as more dominant and authoritative. Kimmel (1974), in summarizing these three studies noted a common theme of "interiority" or a shift with advancing age toward a decreased concern with external, social and environmental constraints toward an increased focus upon internal interests and inner dynamics. In my own research, as yet unreported, I tested aged subjects from 65-90 with the same projective measure used by Neugarten and Guttman and by Singer. I found that this lack of interest in external constraints was not always the case. My subjects were frequently preoccupied with their inability to successfully cope with their losses of power. More specifically, both aged males and aged females spoke of the disappointing relationships between the young and old couple which they saw depicted in the TAT card. Many aged subjects said

that the young couple listened to their advice but would probably not heed it. Other aged subjects were very concerned about possible illness of the mother in the picture and the possible financial burden that would be placed upon the young couple. The aged subjects identified very easily with the picture and referred to their own discomfort with the loss of influence and with the possible dependence associated with illness. I cannot, therefore, interpret the results of Neugarten and Guttman (1968) and of Singer (1963) as does Kimmel (1974). I believe that the aged do not always choose to be less influential than they were in the past in the lives of those they care for. It may be that they feel they are forced to do so by younger generations and by the societal structure.

Sex-Role Identity and Competence

Broverman and her colleagues (Broverman et al., 1970, 1972) have been engaged in sex-role research for some time. They developed a 122-item questionnaire designed to measure a person's current sex-role perceptions, which would, they hoped, be an improvement over the projective measure technique. In this type of self-report measure a trait, such as "competence," appeared at one pole of a 7-point rating scale and the opposite of this trait, "not at all competent," appeared at the other pole of the scale. The subjects in Broverman's normative sample placed a slash mark at any point on the 7-point scale which described the healthy male, the healthy female, and the healthy adult in general. After administration of this questionnaire to over 1000 subjects Broverman and her colleagues were able to derive normative in-

dices which established whether a trait, such as competence, was more often associated with males than females or vice versa. For example, it was found that it was more often the healthy male that was perceived as competent than the healthy female.

Broverman et al. (1972) found that those traits that were perceived as stereotypically masculine were more often considered socially desirable by both sexes than were stereotypically feminine traits. They also found that behavioral attributes which were regarded as healthy or ideal for adults in general were more often perceived by clinicians, psychiatrists, and social workers to be characteristic of men. Thus, healthy males were described as independent, objective, active, self-confident, and adventurous. In contrast, the healthy females were more often described in terms of items that were not socially desirable, for example, they were seen as submissive, dependent, unadventurous, easily influenced, nonaggressive, and noncompetitive. There were some positive traits attributed to healthy females. These items included gentleness, sensitivity, tactfulness, religiosity, neatness, tenderness, and ability to care for others.

After a factor analysis of the responses to a revised 82-item questionnaire developed by Broverman et al. (1972) two very interesting clusters emerged. The first cluster, similar to Bakan's (1966) concept of agency was labeled the male-valued competence cluster. This cluster consisted of 53 traits that were attributed to the healthy male (i.e., male-valued traits) and were simultaneously socially desirable. The second cluster, likened to Bakan's concept of "communion" was labeled the female-valued warmth-expressiveness cluster. This

cluster consisted of 26 traits that were attributed to the healthy female (i.e., female-valued traits) and simultaneously socially desirable. Three remaining items were analyzed separately. Note that twice as many of the masculine traits were considered socially desirable for the healthy adult.

When Broverman et al. (1972) asked female subjects to rate themselves on the 82-item questionnaire the results indicated that females tended to incorporate negative traits (for example, dependency and passivity) as well as the positive female-valued traits cited above (such as sensitivity and warmth). Males' self-ratings indicated that they scored very high on the cluster of positive male-valued traits, such as competence and assertiveness, but were lacking in the positive-valued female traits such as warmth and sensitivity.

The question of most importance to this author is, which attributes currently assigned to younger members of the opposite sex do the aged possess? Secondly, one might ask whether aged females in moving toward assertiveness, as research suggests, lose any of the positive female characteristics, such as concern for others, sensitivity, and ability to help others. A third question might be, does becoming more feminine for aged males mean becoming more feminine in the negative context, that is, more dependent or more passive? Or is the greater femininity for males in terms of more desirable qualities, such as tenderness, sensitivity, and recognition of the needs of others; or is it a combination of both of these processes? These questions are certainly relevant in considering the issue of mental health in the aged.

Neulinger (1968) questioned psychiatrists about indices of mental health. These doctors ranked dominance, achievement, autonomy, counteraction, and aggression as more indicative of mental health in men than in women. They ranked nurturance, play, succorance, deference, and abasement as higher for the female. They thought that these qualities described the "optimally integrated person" in each sex.

Broverman (Note 3) commented that among the oldest females she has studied (56 years of age) she did find a desire for more competence and more assertiveness. But in line with Neulinger (1968) and Block (1973), these women were thought to be most likely to have problems in terms of optimal integration into a society very much bound by traditional sex-role stereotypes which do not encourage assertiveness in women. Other researchers (Baruch, 1972; Goldberg, Note 4) have shown that females have frequently manifested attitudes which devalue competence in their own sex. Presumably this has been done in order to maintain society's sex-role proscriptions. Fernberger (1948) and McKee and Sheriffs (1959) have also attested to the strong impact of society in regard to the shaping of sex-role stereotypes.

An interesting longitudinal study undertaken at the University of California's Institute of Human Development indicated that men are not exempt from emotional problems related to sex-role identity. This study also suggested that males' and females' suppression of opposite sex traits may only be reinforced by society in young and middle-aged

adults. Livson (Note 5) has reported on this study of 200 11-year old boys and girls who were interviewed in 1932, and then again at age 40 and 50. Livson singled out 21 men and 24 women who seemed to act in the most psychologically healthy way at age 50. The most interesting finding was that nontraditional men and women who deviated from society's sex-role stereotypes as teenagers had more adjustment problems as adults. The 40-year-old males who were emotionally more expressive, gregarious, etc., but who suppressed these female-valued traits in order to pursue the traditional male values, such as ambition and self-control, were found to be more hostile and anxious than traditional males. Nontraditional females who had sacrificed careers and male-valued roles to take up traditional domestic roles also had problems at age 40. By age 50 Livson found that the nontraditional males had settled back to their warm personalities and were better adjusted. Nontraditional females, perhaps having finished many motherly duties, were looking forward to finding new outlets to express their need for accomplishment. Of interest to this research is the hypothesis that emerged from this study. Livson suggested that sex norms are less rigid for people at age 50 and above.

Sex-Role Identity and Satisfaction

A relevant issue that also needs to be explored is the relation between sex role and satisfaction. We should look more carefully at how content or satisfied the aged are with their sex roles and how much these sex-role choices relate to overall adjustment. One way to measure identity and satisfaction is to ask persons to declare how satisfied

they were with their past, how satisfied they are in the present, and how satisfied they expect to be in the future. Nouwen and Gaffney (1976) have conjectured that for the aged, the loss of self becomes most visible in those whose whole identity is absorbed by the past, who hardly have any satisfaction in the present, and who look to the future as into a thickening darkness. They added that there can hardly be a more alienating feeling than the belief that people remember and identify me as I was, not as I am.

A second way to measure satisfaction is to examine a person's current self-perception (real self) and a person's ideal self-perception (ideal self). Elman, Press, and Rosenkrantz (Note 6) used this test format with 104 male and female college students. They used a modified version of the Broverman Sex-Role Questionnaire. In addition, the students were asked to describe the "typical" male and female, and the "ideal" male and female. The authors hypothesized that (a) sex-role stereotypes (the typical male and female rating) would exert a stronger influence on one's real-self rating than on one's ideal-self rating and (b) sex-role ideals (the ideal male and female rating) would exert a greater influence on a person's ideal self than the stereotypes. These hypotheses were confirmed. In addition to choosing same-sex traits, males and females perceived ideal males and females in general and their own ideal selves as possessing many characteristics presently valued for the opposite sex. The authors were heartened to see a desire for an integration of positive male and female attributes.

This flexibility in sex-typing has been described in much more

detail. Bem (1974) has devised a new sex-role measure that treats masculinity and femininity as two independent dimensions, with adjectives representing desirable attributes for each sex. A classical masculine sex role in this measure would thus represent both an endorsement of masculine attributes and a simultaneous rejection of female attributes. A classical feminine sex role would indicate acceptance of female attributes and a simultaneous rejection of masculine attributes. Bem added the third concept of "androgynous" sex role which was defined as the equal endorsement of both masculine and feminine attributes. The author considered the androgynous person to possess a more human, self-satisfying and mentally healthy sex-role identity. The concept is praiseworthy; however, this author found that Bem's feminine attributes were still contaminated with undesirable traits such as "gullible," "flatterable," and "yielding."

This healthy trend in defining and assessing sex-role identity has not been clearly applied to aged populations. Research using the Broverman Sex-Role Questionnaire with an aged population is nonexistent. Gordon and Vinacki (1971) have looked at the real and ideal self-concept and the relevant variable of dependency in an aged sample. They did not use the Broverman Questionnaire, however, they did use a similar semantic differential format. The results suggested that the aged may still be influenced by sex-role stereotypes. Aged males who scored high in dependency held an unfavorable, negative self-concept as expected. On the other hand, females who scored high in dependency had a much more favorable and positive self-concept. The authors explained the females'

apparent satisfaction with dependency in terms of the differential social norms that would continue to encourage dependency in females. The females had more positive scores for both the real and ideal self-concept. At the same time there was more discrepancy between the real and ideal selves for the females than the males. These results can perhaps be understood in the light of Block's (1973) explanation of society's differential support of sex roles. Men have been encouraged to develop positive male-valued traits such as competence and independence. Unfortunately, women's sex-role stereotypes have not been traditionally rooted within the competence dimension. As a result the women appear to feel that they have a great deal of catching up to do.

Hess and Bradshaw (1970) also investigated the real and ideal self in persons up to and including the age of 65. They cited current theory suggesting that there are very small discrepancies between the real and ideal self for aged adults. They referred to theories of cognitive dissonance as a possible explanation. This theory would imply the following situation: The aged may have been motivated throughout their lives by high aspirations for self-improvement; the phenomenon of retirement, bringing with it all the associated losses of power, resources, and need for self-improvement, may bring about a certain uneasiness; the aged may lower their aspirations for self-improvement and self-expansion due to the prospect of failure that may appear to be likely. For example, they noted that Kirkpatrick (1959) found reduced levels of aspiration in older adults. Hess and Bradshaw (1970) tested subjects from high school age to age 65 with a measure

of real and ideal self-concept. The authors used the Adjective Checklist by Gough. They found that the ideal self was significantly higher than the real self for all age groups. Also, the oldest group had a significantly higher self and ideal rating than the adolescent groups tested. Unfortunately, this aged group was far from representative of the total population of the elderly (ages 55-65). These authors did note that their subjects had relatively higher education levels and higher socio-economic status than Kirkpatrick's subjects. It may very well be that these and other demographic variables are more meaningful than age in determining level of aspiration in persons over 65.

As the Hess and Bradshaw study did not test persons over 65, this author must rely upon Gordon and Vinacki (1971) to put forth a hypothesis regarding discrepancies between the real and ideal self in an aged sample. Based on their work it seems likely that there would be a larger number of discrepancies for aged women than aged men. In terms of comparisons between the aged and younger persons, the work of Kirkpatrick (1959) would suggest that there would be smaller discrepancies between the real and ideal self for aged persons than for younger persons. This author would agree with this hypothesis in reference to females. Aged females were less likely to be influenced by Women's Liberation Movements such as they exist today. As a result it is very likely that they are more content with their traditional female sex roles. However, I feel that in light of the phenomenon of retirement, with the possible losses of com-

petence and independence there will be as large or larger discrepancies between the real and ideal self for aged males than for younger males.

Sex-Role Identity and Other Variables

History of activity. Competence has often been associated with a person's sex-role identity as it relates to the work-role identity. Peck (1959) has devised a complex psychosocial theory of ego-identity in the aged. One crisis that must be resolved is what Peck calls "ego-differentiation versus work-preoccupation." Peck felt that the person who retires must reappraise and redefine his or her worth. Work-preoccupation implies an inability to foster a varied set of valued activities and a failure to find a sense of self-worth beyond one's job. Therefore, it seems important that information be gathered from the aged regarding a history of nonwork activities previously engaged in as well as a listing of current nonoccupation oriented activities in which the subjects engage. Maas and Kuypers (1974) found that fathers' simultaneous engagement in work, in family, and in other arenas which were neither occupational nor familial all through their earlier adult years, provided the kind of balanced contextual field which was more likely in old age to soften any overwhelming sense of loss in any one area. This kind of balanced experience in many arenas early in life was said to benefit the females also.

Lowenthal and Haven (1968) agree that we must look at life histories in order to better understand current activity levels and adjustment in the aged. Maddox (1964) noted that it was not enough to know the number of activities. He emphasized the fact that the

aged arrive at decreasing levels of activity by very different routes. We should therefore attempt to discover why a person chooses certain activities and roles and how content he or she is with the choice.

Employment history. Another variable useful in understanding the relationship between sex-role identity and satisfaction is employment history. It may very well be that males or females have a history of work that would differentially support or nurture either the male or female stereotype and, in fact, work-history rather than sex alone may be more predictive of sex-role identity.

Most research relating sex-role stereotypes to work history has been done with college age or young adult populations. Mothers' employment history has often been used as the independent variable. Maternal employment appears to be associated with less traditional sex-role concepts and an increased evaluation of female competence and male sensitivity in the offspring. Hartley (1964) noted that a woman's employment history does have a very significant effect on her sex-role identity and her children's perceptions of male and female roles. Vogel et al. (1970) found that children of employed mothers perceived significantly smaller differences between men and women than did children of homemaker mothers on both the competence and warmth clusters of Broverman et al.'s (1972) Sex-Role Questionnaire cited above. The effect of maternal employment was noteworthy in that it raised the estimation of one's own sex. That is, each sex added positive traits usually associated with the opposite sex. Daughters of

working mothers saw women as competent and effective, while sons of working mothers saw men as warm and expressive. Hoffman and Nye (1974) cited a number of studies across social classes indicating that working women do hold a less traditional notion of sex roles, although whether this is a cause or effect of employment is unknown. Birnbaum (Note 7) in a study of educated women, found that working women had a higher sense of competence. In sum, one might expect one's employment history to have an impact on sex-role identity.

Marital status. In the research of Neugarten and Guttman (1968) cited above, it was noted that when the older respondents described the old man and the old woman they tended to consistently describe them in terms of polarities. That is, if one was submissive, the other was dominant. It is important to remember that this projective measure says very little directly about how the subjects actually related to their own spouses. Nevertheless, it would be very interesting to look at the variables of marital status, assuming that there will be a likelihood that sex-role identity may be influenced by whether an aged person has a living spouse (intact family), is single, or has single status due to widowhood, separation or divorce.

Socio-economic status. Little data have been described that clearly point to an impact of socio-economic status upon sex-role identity. Constantinople (1973), in a review of demographic factors influencing sex roles, stated that there are aspects of the sex-role stereotype that may become less important as one moves up the social ladder, thus causing scores for males and females to become less ex-

treme. On the other hand, being financially well-off in our society is often related to high competence.

Health. Looft and Charles (1971) have shown that greater acceptance of dependency and a decrease in self-concept has been most frequently associated with ill-health. Murphy (Note 1) found that ill-health was strongly associated with a decrease in self-concept and with a decrease in life and self-satisfaction. Maas and Kuypers (1974) also found that health was a crucial correlate of total personality functioning in old age, with poor health associated with low adaptation. Huyck (1974) predicted that for men who felt that their core masculine identity was rooted in strength and independence, serious illness could be devastating to a sense of self. Thus, the influence of a society encouraging productivity would make poor health a predictor of lower feelings of competence.

Summary and Hypotheses

Theories and research in the area of sex-role identity in the aged have been briefly reviewed. Though the evidence is meagre, the indications are that there may be some changes in aged populations in terms of sex-role identity, with males becoming more "feminine" and females becoming more "masculine." Evidence indicates that aged males score more passive-dependent than younger males. Likewise, it has been indicated that aged females wish to become more competent and assertive than they actually are. Whether or not these changes are personal choices leading to ego-integrity and self-satisfaction remains to be determined. As has been noted, both male and female aged face a very

influential set of societal norms as well as personal and social expectations of what roles they should play in society; both aged males and females also live lives that are more similar than their preretirement lives were.

Though these life roles are heavily related to the issue of competence it nevertheless seems profitable to look at the aged in terms of sex-role identity. The justification for this is the fact that the masculinity-femininity construct is still very much entangled within the construct of competence and its opposite. As this study was not longitudinal, all that can be obtained are the aged's current perceptions of their real self and ideal self in terms of sex-role identity. Based on the research to date, the following hypotheses are put forth:

1. The relationship between the real-self ratings and the ideal-self ratings in terms of sex role for aged males and females are expected to be as follows:

- 1a. Aged males score significantly higher than aged females on the male-valued competence items. Aged females score significantly higher than aged males on the female-valued warmth-expressiveness items.

- 1b. The discrepancy between real and ideal-self ratings is significantly greater for aged females than for aged males.

2. In reference to comparisons of the aged sample and the normative sample on the measure of sex-role identity the following hypotheses are put forth:

2a. Aged males score significantly lower on the male-valued competence items (real self) than younger males. They score significantly higher than younger males on the female-valued warmth-expressiveness items (real self).

2b. Aged females score higher than younger females on the male-valued competence items (real self). There is no difference in scores on the female-valued warmth-expressiveness items (real self).

2c. The discrepancy between real and ideal-self ratings on both the competence and warmth clusters is significantly greater for aged males than for younger males.

2d. The discrepancy between real and ideal-self ratings on both the competence and warmth clusters is significantly greater for younger females than for aged females.

3. The relationship between real-self ratings and ideal-self ratings and other relevant personality variables are expected to be as follows:

3a. For males, high satisfaction and high self-concept are related positively and significantly to scores on male-valued competence and female-valued warmth-expressiveness.

3b. For females, low scores on the male-valued competence items and the female-valued warmth-expressiveness items are not significantly related to low self-concept or low satisfaction scores.

4. The following demographic variables are expected to be positively associated with sex-role identity for both sexes:

4a. Married persons maintain traditional sex-role stereotypes.

That is, they score higher on the same-sex traits than persons of single status.

4b. Involvement in leisure activities is positively related to scores on the male-valued competence cluster for both sexes.

4c. The type of previous work (work-role score) is positively associated with sex-role scores. For example, those men or women whose occupations called for feminine qualities score higher on warmth-expressiveness items. Likewise, those persons whose work called for more masculine qualities score higher on the male-valued competence cluster. Finally, women who worked outside of the home score higher on the competence items.

4d. Socio-economic status has a significant effect with persons of higher socio-economic status scoring higher on both clusters.

4e. Poor health is associated with lower self-concept, lower satisfaction, and lower scores on the male-valued competence cluster.

CHAPTER III

METHOD

Subjects

The subjects were 65 females and 37 males most of whom lived in Rogers Park, an urban neighborhood in Chicago. A small proportion (12%), though not from Rogers Park, lived in similar urban settings. The proportion of females and males (64% females and 36% males) was roughly equivalent to the national population of persons 65 and over (59% females and 41% males). Subjects lived fairly independently in their own home, or apartment. There was no ceiling regarding chronological age as this author agrees with Adams (1971) who stated that age cannot singly provide any predictions regarding sex-role identity and adjustment, since it is too gross an index of a group characteristic. The age of 65, however, was the minimum age as this is presently fairly inclusive of a postretirement population.

The choice of a primarily postretirement group is appropriate if one is to attempt to investigate the theories presented earlier (Peck, 1959). Retirement appears to be the phenomenon that most often differentiates persons of middle age from persons of old age. At the same time, one must not forget Lowenthal's (1964) justifiable plea for the allowance of at least a two-month transition period after retirement or any other major loss, such as death of a spouse or relocation before an aged person is tested. In this study one year was

the minimum time lapse between a serious loss and testing.

With so little research in this area it also appeared appropriate to concentrate on a relatively healthy sample in order to avoid the systematic influence of such variables as a stifling nursing home environment or gross deterioration of the subjects. Holt (1965) has stated that the concept of mental health is a normative one; therefore, he encouraged researchers to derive some ideas of adjustment before examining failure and maladjustment.

Although recruitment was primarily through volunteers, this author was able to obtain a fairly heterogenous sample. Though few subjects were badly physically disabled, there was a wide diversity in terms of health status ranging from subjects with serious health problems to subjects in apparently perfect health. Despite the fact that a high percentage of the subjects were mobile, activity levels ranged from minimally active to totally involved. Subjects also represented a wide range of socio-economic status, education level, ethnic background, and life history. It is interesting to note that because of the initiative and enthusiasm of one female subject who assisted in the recruitment of other subjects, several otherwise reluctant or hesitant aged persons were persuaded to participate.

Measures

The measures were selected on the basis of relevance for the study and interest to the subjects. It was intended that the tests and/or questionnaires be workable and valid for persons who were almost totally unfamiliar with a testing situation. It was also intended that the tests be suitable for persons with possible psychomotor problems.

The goal of this investigator was enlightenment. Nouwen and Gaffney (1976) feel that statistics, surveys and questionnaires seldom reveal the virtues of the aged. They see psychologists as revealing the darkneses of old age rather than the light or the positive aspects of old age. This investigator endeavored to select measures that would not be unduly affected by handicaps and a relative lack of education.

Interview. This instrument was designed by the investigator to obtain basic information on the subjects, such as age, sex, education, marital status, living arrangement, religion, past and present occupation of self and spouse, and past occupation of parents. (This questionnaire is reproduced in Appendix A.) In addition to this general interview, each subject filled out (or was helped to complete) checklists indicating past and present leisure activities. Through past experience (Murphy, Note 1) it was found that a structured rating sheet listing as many hobbies as possible provided more accurate data than a blank form asking the subjects to list activities. Thus, the activity list included 45 different activities as well as blank spaces for any other activities not listed. The checklist was scored on the basis of two clusters: those activities engaged in alone (for example, reading) and interpersonal activities (for example, social clubs). Subjects checked whether they engaged in the activities rarely (0 points), regularly (1 point), or very often (2 points). The subject also answered questions regarding health status. This list was composed of 20 illnesses with ratings ranging from no problem (6 points) to total disability (1 point). (Both the activity and health checklists are

reproduced in Appendix A.)

Finally, ratings of occupational status were based on Coleman's occupational rating scales (1959). Coleman devised a scale ranging from lower class (7) to upper class (1). For convenience, these numbers were reversed in the present study, so that the lowest rating of 1 indicated lower class and the highest rating of 7 indicated upper class.

To obtain a determination of the degree to which one's occupation was oriented towards competence or towards warmth-expressiveness, the investigator submitted the list of occupations of the 102 subjects to 27 psychologists in the Department of Psychology of Loyola University of Chicago. Each occupation was rated as requiring high (3 points), medium (2 points) or low (1 point) competence and warmth-expressiveness. Along with the list of occupations was a list of the items of Broverman's competence and warmth-expressiveness clusters. The professor's ratings yielded a score for each of the two clusters for each occupation. (These scores are reproduced in Appendix A.)

Satisfaction measures. Multiple measures of satisfaction were obtained. The first measure of current satisfaction consisted of a 10-item questionnaire tapping satisfaction in the following areas: health, family, spouse, friends, ability to cope with life, leisure activities, housing, financial status, occupational status, and worthwhileness as a person. The checklist ranged from very dissatisfied (1 point) to very satisfied (5 points). (This questionnaire is reproduced in Appendix A.)

The second measure of satisfaction, Life-Time Perspective, was developed by Bortner and Hultsch (1972). Satisfaction is defined in

terms of a person's evaluation of the past and expectancies for the future in relation to perceived status at the present time. (This questionnaire is reproduced in Appendix A.)

This test consists of a page containing a simple 11-point ladder design. The subjects responded to the questions regarding past, present, future, and best lives on the 11-point scale where a score of zero was equal to the "worse life" and a score of 10 was equal to the "best life." The rating of past life referred to where a person placed himself five years prior to testing, and the rating of future referred to where a person would expect to be five years hence. The ratings were then used to define the two dependent measures of personal time perspective, "retrotension" and "protension." Retrotension was defined as the subject's past rating minus his present rating; protension was defined as the future rating minus the present rating. In the case of retrotension a negative score indicates that the present was rated higher than the past while a positive score indicates that the present was rated lower than the past. For protension, a positive score indicates that the future was rated higher than the present and a negative score indicates that the future was rated lower than the present. For purposes of the data analysis a constant of 10 was added to each of these two scores to avoid negative values.

Bortner and Hultsch (1972) tested 681 males and 728 females ranging in age from 20-88. Age differences were found as follows: (a) through their 50s, subjects thought they had made and would continue to make progress, (b) in the 60s, past, present and future were equal, but

(c) by the 70s the past seemed better than the present and the present seemed better than the future.

Sex-role questionnaire. Broverman et al. (1970,1972) intended that their questionnaire would determine which traits and behaviors were currently assigned to men and women. They asked 100 males and females from three undergraduate psychology classes to list all of the characteristics, attributes, and behaviors on which they felt men and women differed. From these lists, all items that occurred at least twice were included in their questionnaire. Because the authors wanted to evaluate the degree to which men and women were perceived to possess any particular trait, they arranged their questionnaire into bi-polar form with the two poles separated by 60 points.

The original questionnaire was administered to approximately 1000 subjects (aged 17-56) providing normative indices regarding the content of sex-role standards. Initially, all of Broverman's subjects completed the 122-item form under standard instructions. The subjects were asked to indicate whether each trait was more often associated with men than women or vice versa. This yielded a new 82-item form. Seventy-six items in the new form included those items on which agreement among subjects that a term reflected masculine rather than feminine behavior or vice versa differed from chance at the .02 level of confidence in at least four of the six subgroups within the 1000 subjects. Six new items were added to these 76 items. This investigator employed the shorter 82-item form.

A factor analysis of the 82-item form yielded two distinct clusters of items: the competence cluster and the warmth-expressiveness

cluster. The 53 competence items reflected a fairly unitary group of items. Correlation of odd with even items was .81 for the male responses and .83 for the female responses. These items included those traits considered to be of value to the healthy male and socially desirable at the same time. There was a little more variation in the 26 warmth-expressiveness items. The correlations were .80 and .58 for the male and female responses respectively. These 26 items included those traits of value to the healthy female and socially desirable at the same time.

With one exception, the questionnaire was administered and scored according to the standard procedure described by the authors (Broverman, Note 8). The instruction sheet was modified slightly in this study. (The questionnaire and this author's scoring procedure are included in Appendix A.) The test yielded a score for each trait ranging from not socially desirable (10 points) to most socially desirable (70 points). There was a mean score for each of the two clusters of traits for both the real self and the ideal self.

Broverman and her colleagues (Note 3) noted that because the questionnaire had not been designed as a test but as an index of current perception they did not concern themselves with questions of validity and reliability. However, the fact that there was a high consistency of responses across individuals of varied backgrounds as to how they perceived men and women suggests that the questionnaire taps meaningful dimensions. The authors also found that variation in perceived sex differences and self-concepts related in meaningful ways to the following variables: number of children planned by high school and

college students, number of children born to women 45 years and older, plans to pursue graduate education and plans to combine employment with childrearing.

Tennessee-Self Concept Scale. This measure, developed by Fitts (1965), is a 100-item test of self-concept which is multi-dimensional. It contains subscales related to the attitudes toward the physical self, personal self, family self, moral self, and social self. Each of these subscales is further divided in terms of identity, self-satisfaction, and actual behavior. This test consists of 100 items with five response options ranging from completely false to completely true. The original answer sheet appeared too confusing for a pilot group of aged persons. Therefore, a mimeographed listing of items was made which was less demanding and which allowed adequate space for answers. With the above exception the test was administered and scored according to the manual.

The test was designed to be an inventory of personality integration and of perceived behavioral competence. In addition to the five scores of self-esteem mentioned above, the test assesses defensiveness, conflict, confusion, self-perception, variability, and integration. The validity of the measure has been clearly established (Fitts, 1972). There has been less research dealing with reliability. Test-retest reliability after two weeks with 60 college students was .92 for the total scale (Fitts, 1965).

Procedure

The investigator recruited subjects primarily on a volunteer basis. Arrangements for testing were made at each subjects' convenience.

Testing was on an individual basis in order to provide assistance when needed. Approximately 25% of the subjects preferred self-administration of all questionnaires and tests. The remaining 75% of the subjects were interviewed individually by the investigator in a single session. Those subjects who were interviewed personally by the investigator were assisted in completing various rating sheets and tests. For the subjects preferring self-administration, an additional instruction sheet was devised providing the introductory comments used by the interviewer in the individual administration setting. (This instruction sheet is reproduced in Appendix A.)

The demographic interview was the first measure administered by the investigator. The activity, health, and satisfaction measures were administered next. The subjects were then given the Sex-Role Questionnaire. The investigator thoroughly explained the semantic differential format and gave practice items that served a clarification function; for example, "on a 7-point scale ranging from short (1) to tall (7) where would you place yourself in terms of height?" The test was administered twice. The first time the subjects described themselves as they were, and the second time they described themselves as they would like to be. The interviewer read each question aloud and allowed the subjects time to record their answers; or if necessary the interviewer read the item and recorded the answer that the subject indicated.

Finally, the Tennessee Self-Concept Scale was administered. When necessary the investigator read each item and recorded the subjects' answers. The majority of the subjects answered this 100-item checklist themselves.

CHAPTER IV

RESULTS

Descriptive Statistics

The descriptive statistics for the variables of age, years of education, socio-economic status (SES), health, activity level, and life-satisfaction are presented in Table 1. These are reported separately for males and females. A one-way analysis of variance (by sex) for each of the variables (see Table 1) indicated that the subjects were essentially the same in the following categories: age, education level, SES, and health status. The subjects ranged in age from 65-85 ($\underline{M} = 71.42$, $\underline{SD} = 5.08$). Males ranged in age from 65-85 and females ranged in age from 65-83. In terms of education, the ratings ranged from 1 (some grammar school or equivalent, for example, one year of English in night school for foreigners) to 8 (Ph.D., D.D.S., L.L.D. or equivalent). The rating of 4 indicated some college and the rating of 5 indicated graduation from college. Scores for subjects in this study ($\underline{M} = 4.30$, $\underline{SD} = 1.95$) indicated a relatively high level of educational experience.

The results for health status indicated that this aged sample had maintained an above average health status ($\underline{M} = 111.58$, $\underline{SD} = 7.06$ with 120 indicating an absence of any health problems). The scores for health status ranged from 85-120. Ratings of socio-economic status were based on a 7-point scale ranging from lower lower-class (1) to

TABLE 1

Descriptive Statistics for Demographic and Interview Variables

Variables	Males ^a		Females ^b		
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>F</u>
Age	71.78	4.80	71.78	5.28	<1.00
Education	4.14	2.30	4.40	1.74	<1.00
SES	4.50	1.48	4.57	1.01	<1.00
Health Status	110.59	7.32	112.14	6.90	1.13
Activity-Past					
Solitary	5.27	2.35	7.68	3.66	12.94**
Interpersonal	8.25	6.18	10.40	5.99	2.92
Total	13.57	7.78	18.75	9.26	8.27*
Activity-Present					
Solitary	4.22	2.33	6.51	3.56	11.95**
Interpersonal	4.91	2.93	6.49	4.78	3.02
Total	8.72	4.46	12.80	7.35	9.18*
Life-Satisfaction					
Past	7.60	2.29	7.16	2.47	<1.00
Present	7.30	2.15	8.40	1.77	7.65*
Future	6.77	2.35	7.98	1.95	6.56*
Retrotension	10.30	2.50	8.74	2.54	8.78*
Protension	8.66	2.50	9.10	1.82	<1.00
Best	3.36	1.06	3.67	1.30	1.18
Best Rating	8.03	2.61	8.63	1.59	1.99

a N = 37 *p < .01b N = 65 **p < .001

upper class (7). The subjects in this sample ranged from 1 to 7 with a mean of 4.54 ($SD = 1.21$) indicating an average rating of lower to intermediate middle class.

Differences were observed in the area of marital status. The basic structure of the sample was such that more males were married (24 out of 37) and more females were single (49 out of 65).

Clear differences between the sexes were observed in the area of activity level. Females scored significantly higher than males in amount of past solitary activities ($F = 12.94$, $p < .001$) and the amount of total past activities ($F = 8.27$, $p < .005$). Females also scored significantly higher in the amount of present solitary activities ($F = 11.95$, $p < .001$) and the amount of total present activities ($F = 9.18$, $p < .003$).

The Life Time Perspective Inventory showed similar results for the sex groups in the rating of best time of life. The mean score was 3.53 of a possible score of 5 ($SD = 1.20$). This rating ranged from early childhood (1) to retirement (5). The mean score indicated a preference for middle to late adulthood as the best time of life. For the ratings of past, present, and future life the subjects could score a maximum of 10 points which indicated the best possible life at that time period. For the rating of past life there was no significant difference between males and females. However, females were significantly higher in the rating of present life than males ($F = 7.65$, $p < .007$). They were also significantly higher in their ratings of future life ($F = 6.56$, $p < .01$). When measuring preference for the past (5 years prior) rather than the present (retroversion) males preferred the past to the present significantly more than females ($F = 8.78$, $p < .004$).

When measuring expectancies for the future (5 years hence) rather than the present (protension) there was no significant difference for the sexes. Note that with the constant of 10 added to the retrotension and protension scores a subject with the most extreme discrepancy between the present and either the past or the future could score as high as 20 points. As can be seen, the subjects in the present study did not exhibit a large discrepancy in satisfaction level for different time periods.

When mean scores for each time period are seen for each group (Figure 1) males were not only lower than females in appraisal of present and future life but also indicated a steady decrease in satisfaction from past to future life. For the females there was an increase in satisfaction from past to present with only a slight decrease for future life. Despite these trends it should be noted that the scores for this group are still fairly positive.

Sex-Role Questionnaire -- Real and Ideal Self

Descriptive statistics for the sex-role variable are presented in Table 2. Analyses were in terms of the following subgroups: For both the real and ideal-self ratings there were separate mean scores for the competence and the warmth clusters. Each subject could obtain a maximum score of 70 on each cluster. A high score on the competence cluster indicated that the subject described himself or herself as stronger in the positive-valued traits more often attributed to the healthy male, for example, traits such as competence, assertiveness, and independence. A higher score on the warmth cluster indicated that the subject described himself or herself as stronger in the positive-valued traits more often

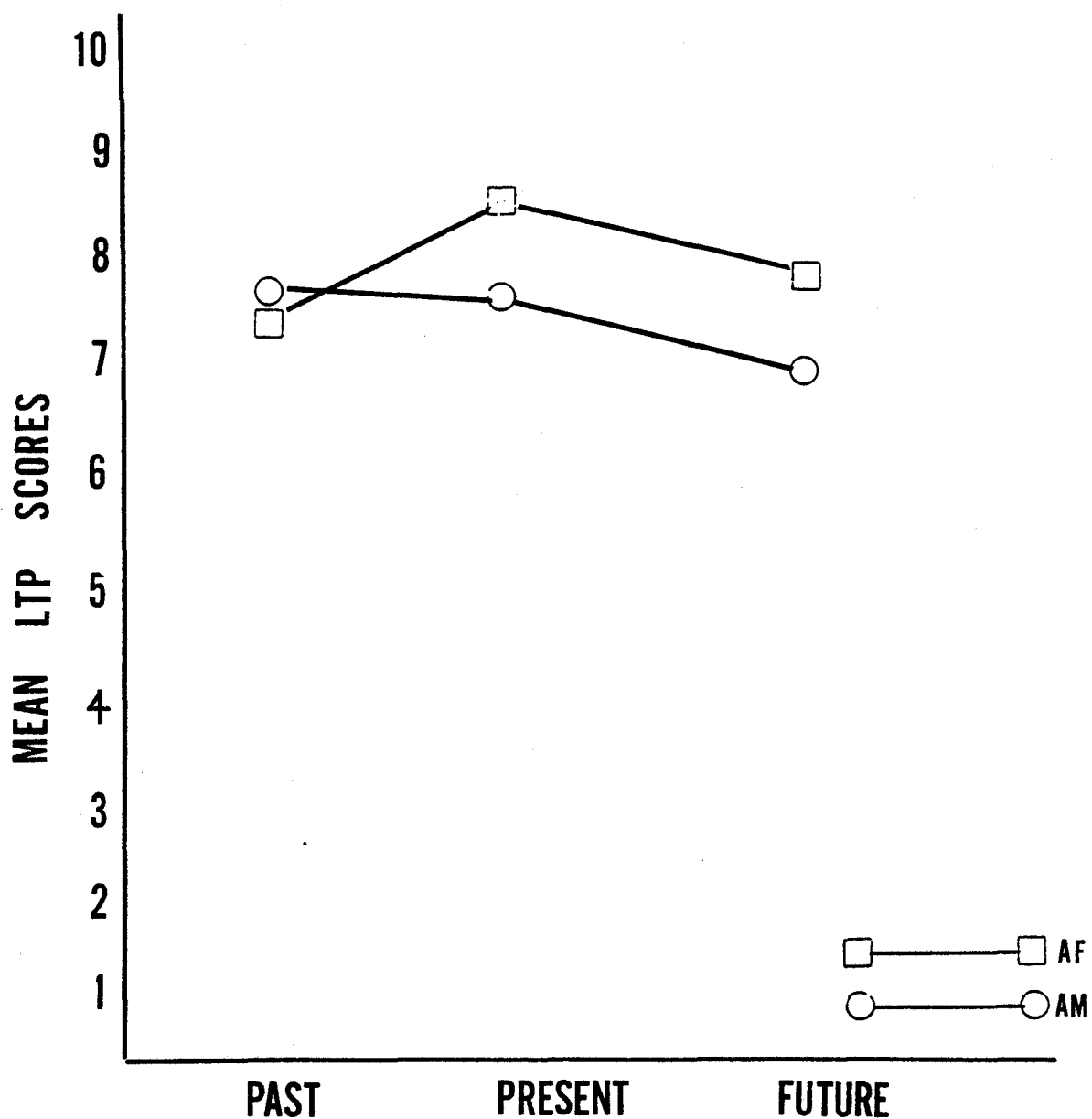


Fig. 1. Mean scores for the Life Time Perspective Inventory based on the two groups composing the total aged sample; Aged Females (AF) and Aged Males (AM).

TABLE 2

Descriptive Statistics for Broverman Sex-Role Questionnaire
for Aged Subjects

Variables	Males ^a		Females ^b		
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>F*</u>
Male-Valued Competence Cluster (Self-Rating)	45.61	6.15	45.68	4.71	<1.00
Female-Valued Warmth-Expressiveness Cluster (Self-Rating)	49.69	5.57	50.65	5.94	<1.00
Male-Valued Competence Cluster (Ideal-Rating)	51.28	4.68	49.19	4.53	4.94*
Female-Valued Warmth-Expressiveness Cluster (Ideal-Rating)	53.79	5.33	53.52	5.88	<1.00
Masculine (Self-Rating)	54.78	14.66	17.62	11.09	208.65***
Masculine (Ideal-Rating)	59.05	15.27	15.35	9.21	325.85***
Feminine (Self-Rating)	18.70	12.35	57.75	11.94	245.84***
Feminine (Ideal-Rating)	18.22	11.36	62.03	9.88	415.86***
Men Superior (Self-Rating)	32.60	18.11	29.35	16.07	<1.00
Men Superior (Ideal-Rating)	30.11	18.60	27.29	15.04	<1.00

a N = 37*p < .05b N = 65**p < .01***p < .001

attributed to women, for example, traits such as sensitivity, warmth and concern for others. Equally high scores on both clusters indicated that the subjects were strong in the positively-valued traits of both sexes.

Hypothesis 1a suggested that there would be significant differences between aged males and females in these four scores with aged males scoring significantly higher on the competence cluster and aged females scoring significantly higher on the warmth cluster. Results indicated that there were no significant differences between males and females on the competence cluster (real self) or on the warmth cluster (real self and ideal self). The males and females both moved towards an integration of the positive traits assigned to both sexes. The only case where this was not true was the male's rating of the ideal self. Here, males wanted to attain a significantly higher level of competence than females ($F = 4.94$, $p < .02$).

The possibility that the mean scores failed to reflect the anticipated differences between the sexes was investigated by comparing the scores of men and women on the individual items. These analyses revealed that there were very few items of the 82-item questionnaire that differentiated the sexes. In terms of specific items within the competence and warmth clusters, the following significant differences were noted: For the real self, females scored significantly higher than males for the variables labeled "rational" ($F = 13.13$, $p < .001$), "tactful" ($F = 9.02$, $p < .003$), "religious" ($F = 4.87$, $p < .02$), and "enjoys art and literature" ($F = 10.70$, $p < .002$). Interestingly, males scored higher than females on the two self-ratings labeled "neat" ($F = 5.88$, $p < .01$). and "quiet" ($F = 7.71$, $p < .007$).

In terms of the ideal self, as indicated, males wanted to be more competent, specifically in terms of the following variables: significantly more than females, they wanted to "think before acting" ($\underline{F} = 9.04$, $\underline{p} < .003$), to be more "competent" ($\underline{F} = 3.70$, $\underline{p} < .05$), to be "quieter" ($\underline{F} = 4.22$, $\underline{p} < .04$), "more careful" ($\underline{F} = 4.13$, $\underline{p} < .04$), "more direct" ($\underline{F} = 9.69$, $\underline{p} < .003$) and "able to separate feelings from ideas" ($\underline{F} = 6.04$, $\underline{p} < .01$). Females differed on only one ideal-rating. They wanted to be able to "enjoy art and literature" ($\underline{F} = 5.20$, $\underline{p} < .02$). In sum, Hypothesis 1a was not confirmed. Aged males and females were equally competent and warm-expressive. Hypothesis 1b was not confirmed either. It had been suggested that there would be more discrepancies between the real and ideal self for females. Results indicated that there was a large number of discrepancies for both sexes, with aged males having a slightly higher, though not significant, number of discrepancies than aged females.

To be more specific regarding these discrepancies, a greater proportion of discrepancies occurred on the competence cluster than on the warmth-expressiveness cluster. Based on Elman's data (which were used in comparing the aged to a sample of young subjects) there were 20 specific competence items and 17 specific warmth items common to both studies. These items were selected for further examination and comparison. (These items are reproduced in Table A of Appendix B.) Aged male subjects showed a significant discrepancy between real and ideal self for 14 of the 20 competence items and 10 of the 17 warmth items whereas aged females showed a significant discrepancy for 12 of the 20 competence items and 9 of the 17 warmth items.

Descriptive Statistics--Aged Sample and Broverman Norms (Hypothesis 2)

Hypothesis 2 dealt with the comparison between the aged subjects of the study and the normative sample. Broverman (Note 8) provided mean scores for young and middle-aged subjects (ages 17-56) for both the competence and warmth clusters of the Sex-Role Questionnaire. These scores were only for the real-self condition. The comparisons of the Broverman norms and the aged sample are presented for males (Table 3) and for females (Table 4). Results indicated that hypothesis 2a was only partially confirmed. It had been hypothesized that aged males would score lower than younger males on the competence cluster and higher than younger males on the warmth cluster. Though slightly lower, the aged males did not differ significantly from young or middle-aged males in terms of the competence scores. However, the aged males did have significantly higher warmth scores than both the young males ($t = 6.11$, $p < .001$) and the middle-aged males ($t = 4.84$, $p < .001$).

Hypothesis 2b had suggested that the aged females would have higher competence scores and equally high warmth scores as younger females. This hypothesis was confirmed. Aged females had significantly higher competence scores than both the young females ($t = 5.86$, $p < .001$) and the middle-aged females ($t = 4.49$, $p < .001$). Though slightly higher than all other females, the aged females did not differ significantly from younger females in terms of warmth-expressiveness.

These data are very interesting in respect to the hypotheses of this study. As can be clearly seen in Figure 2, older males scored somewhat lower in competence and significantly higher in warmth than younger males; whereas older females scored significantly higher in

TABLE 3

Means and Standard Deviations for Male Self-Ratings-

Broverman Normative Sample and Aged Sample

Variables		Young Men ^a	Old Men ^b	<u>t</u>	Middle-Aged Men ^c	Old Men ^b	<u>t</u>
Male-Valued Competence Cluster	<u>M</u>	46.81	45.61	1.48	46.98	45.61	1.56
	<u>SD</u>	4.59	6.15		4.97	6.15	
Female-Valued Warmth Expressiveness Cluster	<u>M</u>	44.63	49.69	6.11*	45.43	49.69	4.84*
	<u>SD</u>	5.31	5.57		5.04	5.57	

a N = 397, Age = 17-34

*p < .001

b N = 37, Age = 65-85c N = 333, Age = 35-54

TABLE 4

Means and Standard Deviations for Female Self-Ratings-

Broverman Normative Sample and Aged Sample

Variables		Young Women ^a	Old Women ^b	<u>t</u>	Middle-Aged Women ^c	Old Women ^b	<u>t</u>
Male-Valued Competence Cluster	<u>M</u>	42.34	45.68	5.86*	42.67	45.68	4.49*
	<u>SD</u>	4.42	4.71		5.03	4.71	
Female-Valued Warmth Expressiveness Cluster	<u>M</u>	49.75	50.65	1.27	49.96	50.65	<1.00
	<u>SD</u>	5.42	5.94		5.78	5.94	

a N = 681, Age = 16-35

*p < .001

b N = 65, Age = 65-83

c N = 339, Age = 36-54

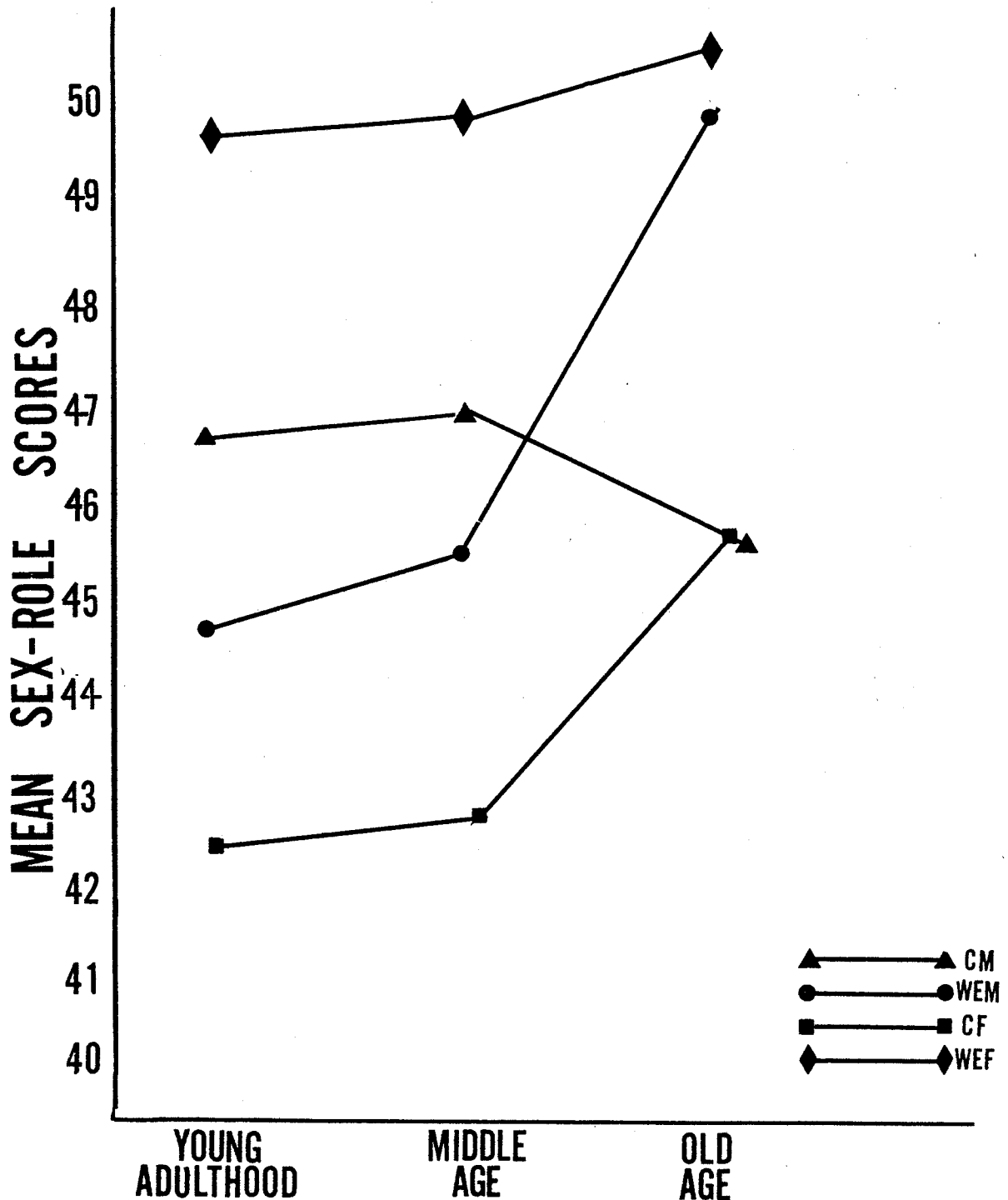


Fig. 2. Mean scores for the Broverman Sex-Role Questionnaire based on the following two subscales for each sex: Competence cluster-Males (CM), Warmth-expressiveness cluster-Males (WEM); Competence cluster-Females (CF) and Warmth-expressiveness cluster-Females (WEF).

competence than their younger counterparts and maintained equally high warmth scores. Note the convergence of the scores of the aged men and women in terms of both competence and warmth.

Norms are not available for ideal-self ratings in young populations. However, Elman, Press, and Rosenkrantz (Note 6) provided mean scores for 52 males and 52 females for real and ideal self scores for many of Broverman's sex-role items. It had been hypothesized that more significant discrepancies would occur between real and ideal self on specific competence and warmth items for older males than younger males and for younger females than older females. To evaluate this speculation, chi-square tests were performed on the number of significant discrepancies between real and ideal self for each sex and each age group. Results as seen in Table 5 did not support the speculations cited above.

In order to further examine items that were significantly discrepant for each subgroup, discrepancy scores have also been reproduced in Appendix B. Discrepancy scores for males are reproduced in Table B (competence items) and in Table D (warmth items). Discrepancy scores for females are reproduced in Table C (competence items) and Table E (warmth items).

Correlation of Sex-Role Scores and Relevant Subject Variables

Pearson correlations of the sex-role scores and the variables of self-concept and satisfaction are helpful in further evaluating Hypothesis 3 which suggested the following relationships: For males high satisfaction and high self-concept scores are related positively to mean scores on the competence and warmth clusters. For females, low

TABLE 5

Frequencies of Significant Discrepancies between Real and
Ideal Self on 37 selected Competence and Warmth Items

Subject's Sex	Subject's Age	
	Young	Older
Male	25	24
Female	26	21

Note $\chi^2 = .18, ns.$

scores on the competence and warmth clusters are not significantly related to low self-concept or low satisfaction scores. Results only partially confirmed these hypotheses. Total self-concept scores were positively and significantly related to sex-role scores for both sexes (see Table 6). The self-concept scales of identity, personal self, and behavior correlated highest with competence scores. While these scales also correlated significantly with warmth scores, the scales of moral self, and social self correlated even higher. Although every subscale of the self-concept measure was significantly and positively related to female sex-role scores a small but impressive number of self-concept scores were also significantly and positively related to male sex-role scores. Correlations between sex-role scores and all but two of the self-concept subscales were higher for the females than for the males. Only on the subscales of identity and personal self did the correlations for males exceed those of females.

Satisfaction scores were not all positively related to sex-role scores as the hypothesis had suggested. For males, only worth as a person, coping ability, and housing (satisfaction ratings) were significantly positively related to competence scores. For females, in addition to coping ability, satisfaction ratings of health, family, and leisure activities were significantly and positively correlated with competence ratings. These results do not support the hypothesis that low competence scores would not imply low satisfaction scores for females. Their competence score was related positively to their degree of satisfaction. It was found, however, that satisfaction level was not as strongly associated with warmth scores for either sex. Evi-

TABLE 6

Matrix of Pearson Correlations Between Real Self Ratings of Sex-Role
Identity and Self-Concept and Satisfaction Ratings

Variables	Males - Real Self*		Females - Real Self**	
	Competence Cluster	Warmth Cluster	Competence Cluster	Warmth Cluster
Self-Concept				
Total Positive Score	.36 ^b	.37 ^b	.38 ^c	.47 ^c
Identity	.51 ^c	.48 ^c	.40 ^c	.43 ^c
Self-Satisfaction	.13	.17	.25 ^a	.39 ^c
Behavior	.31 ^a	.30 ^a	.40 ^c	.45 ^c
Physical Self	.21	.19	.35 ^b	.23 ^a
Moral Self	.06	.38 ^b	.16	.45 ^c
Personal Self	.58 ^c	.14	.40 ^c	.40 ^c
Family Self	.25	.08	.29 ^b	.30 ^b
Social Self	.23	.54 ^c	.31 ^b	.53 ^c
Satisfaction				
Health	.07	-.22	.38 ^c	.02
Family	-.15	-.19	.21 ^a	-.04
Spouse	-.04	.01	-.01	-.05
Friends	.08	.01	.12	.18
Coping Ability	.39 ^c	-.21	.44 ^c	.08
Leisure Activities	.22	.19	.46 ^c	.18
Housing	.32 ^a	-.17	.34 ^b	-.11
Financial Status	.14	-.08	.12	-.07
Occupational Status	.24	-.02	.22 ^a	.07
Worthwhileness as person	.54 ^c	.26	.15	.08

*N = 37

^ap < .05

**N = 65

^bp < .01^cp < .001

dently problems in various arenas of life were unrelated to the subject's ability to show concern for others.

It should be noted that the ideal-self ratings of competence and warmth have more significance in terms of the measurement of the discrepancy between the real and ideal self reported earlier. Scores for the ideal self that yielded significant correlations were primarily for females (see Table 7). Self-concept scores were positively related to ideal-self scores for females for the warmth ratings. Females with higher levels of aspiration regarding the warmth items had higher self-concepts.

In terms of the ideal-self scores and the satisfaction ratings it was found that satisfaction with one's spouse related significantly negatively to ideal scores on a person's same-sex cluster. That is, for males, satisfaction with one's spouse was related significantly and negatively to scores on the male-valued competence cluster whereas for females, satisfaction with one's spouse was related significantly and negatively to scores on the female-valued warmth expressiveness cluster.

Correlation of Sex-Role Scores and Interview and Demographic Variables

Hypothesis 4a, stating that single persons of both sexes would have less extreme scores on the same-sex cluster (real and ideal self) and on the same-sex items entitled "very masculine" or "very feminine" was partially confirmed. Descriptive statistics on the following groups have been included: single males, married males, single females, and married females. In this comparison, single status incorporates those persons who have always been single, widows, widowers, those who are separated and those who were divorced. Thus, if sex-roles had been esta-

TABLE 7

Matrix of Pearson Correlations Between Ideal Self-Ratings of Sex-
Role Identity and Self-Concept and Satisfaction Ratings

Variables	Males - Ideal Self*		Females - Ideal Self**	
	Competence Cluster	Warmth Cluster	Competence Cluster	Warmth Cluster
Self-Concept				
Total Positive Score	.01	.11	.12	.34 ^b
Identity	.02	.25	.15	.31 ^b
Self-Satisfaction	.02	.03	.01	.23 ^a
Behavior	-.02	.00	.18	.40 ^c
Physical Self	.02	.17	.05	.12
Moral Self	-.25	.06	.10	.39 ^c
Personal Self	.04	-.12	.06	.21 ^a
Family Self	-.02	-.08	.07	.28 ^b
Social Self	.23	.27 ^a	.16	.41 ^c
Satisfaction				
Health	-.01	-.16	.26 ^b	.08
Family	-.18	-.00	-.03	-.06
Spouse	-.44 ^c	-.13	-.27	-.45 ^a
Friends	-.09	-.05	.06	.20 ^a
Coping Ability	-.09	-.26	.08	-.00
Leisure				
Activities	-.02	-.00	.15	.21
Housing	-.10	-.15	.11	-.00
Financial				
Status	.13	.12	.08	-.04
Occupational				
Status	.14	.14	.06	.15
Worthwhileness				
As Person	.03	.15	-.11	-.08

*N = 37

^a p < .05

**N = 65

^b p < .01^c p < .001

blished quite permanently in those persons who at one time had been married, any differences between subjects currently of single or married status might be somewhat clouded. If status was changed from married to single in this sample there was at least a one-year period before testing. The scores (see Table 8) indicated the following: married males scored the highest on the competence cluster (real and ideal self); the ideal self-rating for competence was significantly higher for married males than single males ($t = 2.05$, $p < .05$); married females scored the highest on the warmth cluster (real self) but were slightly surpassed by single males on the ideal rating. In terms of the additional three items of the questionnaire not evaluated in the two clusters the following results were found: married males rated themselves more masculine than single males and they wanted to be more masculine than single males ($t = 2.23$, $p < .05$). Married women were slightly more feminine and wanted to be more feminine than single females. Females were practically identical in thinking men were not superior to women; however, single males scored significantly higher than married males in thinking that men are superior to women ($t = 2.09$, $p < .05$).

Hypothesis 4b which suggested that involvement in leisure activities was positively associated with scores on the competence cluster for both sexes was confirmed. Past activity level was more positively and significantly associated with competence scores for males than for females whereas present activity level was more positively and significantly associated with competence scores for females than for males (see Table 9). Both past and present activity level correlated very positively and significantly with warmth scores for males. For females

TABLE 8

Means and Standard Deviations for Sex-Role Scores

Variables	Males					Females				
	Single ^a		Married ^b			Single ^c		Married ^d		
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>t</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>t</u>
Competence (Self-Rating)	44.18	5.10	46.39	6.62	1.02	45.96	4.66	44.85	4.91	<1.00
Warmth-Expressive- ness (Self-Rating)	50.65	6.62	49.16	4.99	<1.00	50.30	6.17	51.73	5.19	<1.00
Competence (Ideal-Rating)	49.18	4.64	52.42	4.38	2.05*	49.35	4.49	48.69	4.77	<1.00
Warmth-Expressive- ness (Ideal-Rating)	54.10	5.88	53.62	5.13	<1.00	53.47	6.05	53.67	5.52	<1.00
Real Self-Ratings										
"Masculine"	51.69	18.66	56.46	12.09	<1.00	17.25	10.95	18.75	11.82	<1.00
"Feminine"	18.31	10.55	18.92	13.43	<1.00	57.25	12.12	59.31	11.64	<1.00
"Men Superior"	36.39	15.81	30.54	19.25	<1.00	29.14	16.23	30.00	16.11	<1.00
Ideal Self-Ratings										
"Masculine"	51.62	21.49	63.08	8.70	2.23*	15.23	8.91	15.75	10.36	<1.00
"Feminine"	17.62	11.06	18.54	11.74	<1.00	61.74	10.51	62.94	7.85	<1.00
"Men Superior"	38.62	18.16	25.50	17.51	2.09*	27.39	15.97	27.00	12.20	<1.00
<hr/>										
a <u>N</u> = 13	c <u>N</u> = 49									
b <u>N</u> = 24	d <u>N</u> = 16									
	*p < .05									

TABLE 9

Matrix of Pearson Correlations between Sex-Role
Scores and other relevant Variables

Variables	Males - Real Self*		Females - Real Self**	
	Competence Cluster	Warmth Cluster	Competence Cluster	Warmth Cluster
Activity - Past				
Solitary	.09	.25	.15	.06
Interpersonal	.34 ^a	.50 ^c	.16	.02
Total	.28 ^a	.46 ^c	.19	.04
Activity - Now				
Solitary	.02	.10	.22 ^a	.09
Interpersonal	.17	.53 ^c	.43 ^c	.28 ^b
Total	.13	.49 ^c	.39 ^c	.20 ^a
Occupation				
Competence	.30 ^a	.10	.22 ^a	-.06
Warmth-Expressiveness	-.03	-.12	.06	-.01
SES	.31 ^a	.07	.25 ^a	.05
Health	.18	-.14	.36 ^c	.17

*N = 37 a $p < .05$

**N = 65 b $p < .01$

c $p < .001$

only the present activity level was significantly and positively associated with warmth scores.

Hypothesis 4c suggested that those subjects whose jobs called primarily for competence would score higher on the competence cluster whereas those whose jobs called primarily for warmth would score higher on the warmth cluster. This hypothesis was only partially confirmed. A past occupation demanding high competence correlated significantly and positively with the competence score for males and females. There were no correlations for either sex between an occupation demanding warmth-expressiveness and actual warmth scores on the sex-role measure. It had also been hypothesized that female subjects with a history of work outside the home would score higher on the competence cluster than females who had not worked outside the home. These correlations did not approach significance.

Hypothesis 4d which suggested high SES to be positively associated with scores on the warmth and competence clusters was only partially confirmed. Like work status SES correlated significantly and positively only for the competence scores for males and females. Evidently SES was unrelated to the female-valued warmth scores.

Finally, Hypothesis 4e suggested that poor health was associated with lower self-concept, lower satisfaction, and lower scores on the competence clusters for both sexes. Results indicated that health was positively associated with competence scores for males and females but only significantly positively associated with competence scores for females. The hypotheses regarding the relationship between health and the measures of self-concept and satisfaction will be examined in

detail in the following section.

Additional Demographic Variables of Interest

Murphy (Note 1) found that good health was very positively associated with self-concept scores, satisfaction and personality adjustment. These results were duplicated in the present study (see Table 10). In addition, favorable health status was positively associated with competence. In past research (Murphy, Note 1), age per se was not a significant predictor of positive self-concept or of any other related measure of life-satisfaction or personality adjustment. In this study, however, increasing age was shown to correlate significantly negatively with several satisfaction measures and activity variables (see Table 10).

Finally, a variable not dealt with in Murphy's first study (Note 1) was that of mother's past occupation. No hypotheses were put forth regarding the relationship between this variable and the main sex-role score. It was anticipated that 60 or 70 years ago very few women worked full-time outside the home once they had become mothers. Therefore, with so few mothers of working status for the subjects in this study correlations would not be very meaningful.

There are a few correlations, however, with this variable and the self-concept and satisfaction measures that might be worth noting. The overall trend found was that subjects whose mothers had part-time or full-time work outside the home were less satisfied and had lower self-concepts than subjects whose mothers did not have work outside the home. Separate analyses of these results by sex indicated that this was more often the case for females than for males. There was

TABLE 10

Matrix of Pearson Correlations between Age, Health, Mother's
Occupation and other relevant variables*

Variables	Age	Health	Mother's Past Occupation
Satisfaction			
Health	-.19 ^a	.61 ^c	-.07
Family	.07	.40 ^c	-.05
Spouse	-.05	.24	-.06
Friends	-.15	.48 ^c	-.24 ^b
Coping Ability	-.29 ^b	.64 ^c	-.16 ^c
Leisure Activities	-.19 ^a	.36 ^c	-.32 ^c
Housing	-.08	.35 ^c	-.07
Occupational Status	-.35 ^c	.26 ^b	-.04
Financial Status	-.24 ^b	.07	.00
Worth as Person	.04	.42 ^c	-.16
Self-Concept			
Total Positive Score	.10	.42 ^c	-.19 ^a
Identity	.01	.50 ^c	-.17 ^a
Self-Satisfaction	.16	.29 ^b	-.15
Behavior	.06	.35 ^c	-.18 ^a
Current Activity Level			
Solitary Activities	-.25 ^b	.26 ^b	-.04
Interpersonal Activities	-.19 ^a	.09	-.17
Total	-.27 ^b	.28 ^b	-.11
Male-Valued Competence Score	-.07	.28 ^b	.02

*N = 102

a $p < .05$ b $p < .01$ c $p < .001$

one significant correlation between mother's work status and one of the three items not included in the Broverman scoring of the two clusters. A mother's past occupation and a female's rating of how "masculine" she would like to be correlated significantly and positively ($r = .41$, $p < .001$). This indicated that female children of women who worked outside the home wished to be more masculine than female children whose mothers did not work outside the home.

Multiple Regression-Subject Variables and Sex-Role Scores

Multiple regression analyses were performed on the self-ratings for both the competence and warmth clusters in order to determine which variables of all those mentioned above contributed most significantly to actual sex-role scores. Analyses were performed for males (Table 11) and for females (Table 12) in order to determine whether the same or different variables would predict high scores for competence and warmth-expressiveness for each sex. As anticipated, some very interesting differences emerged.

For males, one of the satisfaction ratings entitled "worthwhileness as a person" was the best predictor of competence. Along with this satisfaction rating, the self-concept scale of identity was the next most salient predictor of competence. A very interesting third predictor of competence was the number of interpersonal activities that a man had engaged in throughout his past life. On the warmth cluster identity again emerged as a salient predictor. However, an even more significant predictor of this cluster was the actual number of current interpersonal activities that the males were involved in. Finally, poor health was associated with high scores on this cluster.

TABLE 11

Regression Analysis of Male Sex-Role Scores (Self-Ratings)*

Dependent Variable	Multiple Regression	Independent Variable	Beta	$\frac{F}{(N = 36, df = 1, 35)}$
Male-Valued Competence Cluster	.66(df = 3,33)	Satisfaction-Worth as Person	.38	6.93
		Identity	.32	4.99
		Number of Past Interpersonal Activities	.24	3.21
Female-Valued Warmth-Expressiveness Cluster	.74(df = 3,33)	Number of Present Interpersonal Activities	.49	15.13
		Identity	.36	7.91
		Health	-.30	6.15

*N = 36

TABLE 12

Regression Analysis of Female Sex-Role Scores (Self-Ratings)*

Dependent Variable	Multiple Regression	Independent Variable	Beta	$\frac{F}{(N = 64, df = 1, 63)}$
Male-Valued Competence Cluster	.66(df = 2, 62)	Number of Present Interpersonal Activities	.36	11.33
		Satisfaction-Coping Ability	.36	11.02
Female-Valued Warmth-Expressiveness Cluster	.60(df = 4, 60)	Positive Total Self-Concept	.71	27.24
		Satisfaction-Worth as Person	-.29	4.72
		Number of Present Interpersonal Activities	.27	4.15
		Satisfaction-Health	-.23	3.74

*N = 64

For the females, the best predictor of competence scores was the number of present interpersonal activities. Coping ability was the next most salient predictor of competence. Alternately, on the same-sex valued warmth-expressiveness score total positive self-concept accounted for most of the variance. Number of present interpersonal activities was again a predictor of this cluster as it was for competence. Finally, and more puzzling is the fact that low scores on the satisfaction rating entitled "worthwhileness as a person" and poor health status were predictors of high warmth-expressiveness.

In reviewing these results it is interesting to note that a positive self-concept score was salient in predicting high scores in one's same-sex valued cluster. Number of present interpersonal activities best predicted high scores for the opposite-sex valued cluster.

CHAPTER V

DISCUSSION

The major focus of this study was on sex-role identity in the aged -- how they perceive themselves, how they would like to be, and the relationships between these sex-role scores and variables associated with adjustment, such as self-satisfaction and self-concept. In discussing the obtained findings, it must be stressed that the difficulties inherent in assessing sex-role identity are legion (Constantinople, 1973), that all the measures used were self-reports, and that the sample consisted of a single cohort of aged persons living in a particular urban community.

The Broverman Sex-Role Questionnaire was selected as the central measure because it provided the two scales of competence and warmth-expressiveness rather than the single scale of masculinity versus femininity that is seen more frequently in other sex-role measures. This choice permitted a closer examination of what appear to be the two basic components of sex-role identity. Such an analysis seemed warranted based on the sample selected for testing. To this author's knowledge, aged persons had rarely been tested in terms of sex-role identity. Therefore, it seemed necessary to obtain as much information as possible regarding their current self-perceptions and their formulation of future goals in terms of self-definition. The Broverman Questionnaire was designed so that this could be done. As this was a self-

report measure, certain precautions were taken to minimize the tendency of the subject to report the socially desirable response. As the investigator, I approached the aged with the emphasis on understanding rather than on evaluation or judgment. It may have been anticipated that the aged person's need to present the self as integrated (Erikson, 1963; Peck, 1959) would have resulted in a certain amount of defensiveness in responding to the Questionnaire. At the same time, it has not been clearly established that the aged are unable to handle possible discrepancies between their real self and their ideal self.

Despite this author's confidence in the strengths of the aged, there still remained a certain amount of insecurity regarding a measure never before used with an aged sample. Therefore, measures of life-history, life-satisfaction, and self-concept were employed with the hope of converging upon a clearer conception of personality adjustment in the aged.

Sex-Role Findings

The first hypothesis of this study dealt with the scores of the aged females and males on the competence and warmth clusters of the Broverman Sex-Role Questionnaire. Based on the findings of younger groups it was anticipated that aged males would still be significantly more competent than aged females and that aged females would still be more warm-expressive than aged males. However, in this aged sample males and females perceived themselves as equally competent and warm-expressive in terms of having practically identical scores on the real-self measure. Females were not more dominant than males; and males were not more submissive than females, as the research of Neugarten and Gut-

tman (1968) and Singer (1963) had suggested. Likewise, the females were not more tolerant of aggressive impulses. They did not describe themselves as very aggressive nor did they want to be significantly more aggressive than they already were. Males described themselves as slightly more dominant than females. There were only a few significant differences between males and females on the warmth-expressiveness cluster with women perceiving themselves as more tactful, religious, and more interested in art and literature. Males scored significantly higher than females on the female-valued warmth scores entitled "neat" and "quiet."

This finding gains meaning when one compares these results to scores of young and middle-aged groups (see Figure 1). Comparisons were based on data by Broverman (Note 3). It was very encouraging to see that the aged males were not significantly less competent than younger males as Hypothesis 2a had suggested. It was also interesting to see that older men had acquired significantly more positive qualities of the warmth cluster than younger males. The aged males were not significantly concerned about being more aggressive, more unemotional, or more dominant than they actually were. Perhaps these traits were less important as their work roles and parental roles changed. In this regard there may be parallels with Guttman's suggestion (1969) of a movement in values with aging that he feels is from the pragmatic to the sacred. However, Guttman's suggestion that the aged males give priority to communion over agency was not fully substantiated. The aged males were still motivated to be more active and more competent than they were, and to seek out new experiences.

With regards to females, both hypotheses were confirmed. The aged females had a significantly higher sense of competence than younger women, while they maintained the socially desirable warmth traits. The subjects had indeed moved farther away from the stereotypes and closer together in terms of sex-role identity and in terms of positive characteristics of both sexes.

It is realistic to note here that these data have not been replicated with other young and aged samples. Broverman's subjects were tested at a different time and setting than the aged subjects in this present study. It may be that the aged subjects tended to report less systematically than the younger subjects. Nevertheless, if these results are replicated it would support the present finding of greater androgyny for older adults.

Satisfaction and Self-Concept Measures

The satisfaction measures of this study contributed further to the understanding of the above results. The findings regarding the discrepancies between the real and ideal self were the first estimates of satisfaction for consideration. The results of this study do not support Kirkpatrick (1959) who had found low levels of aspiration in the aged. The results of this study do support Hess and Bradshaw (1970) who found discrepancies between the real and ideal self for all ages. It had been hypothesized that although females have high self-concept scores, they would still have more discrepancies between the real and ideal self than aged males. There were few noteworthy discrepancies between the real and ideal scores for the warmth-expressiveness cluster for either sex. Males and females seemed to describe them-

selves as adequately responsive to others. Interestingly, the aged males wanted to be even more gentle, careful, helpful, understanding, tender, and devoted to others than aged females. Possibly, they have some catching up to do. There was no indication that in their attempt at self-assertion the females had decided to abandon these positive female-valued qualities. However, it is worth noting that aged females were not as interested in increasing the time spent helping others as were the aged males and the younger females. However, these data did not indicate that the aged females were shirking these duties in preference for the attainment of male-valued traits. Their real-self score for the item "devoted to others" was higher than the scores of all other young and old subjects. In addition, their ideal score for this item was lower than those of the younger females and older males. It may well be that after a life of devotion to others the aged females felt a desire for fulfillment of personal needs.

The differences that emerged for the discrepancies between real and ideal self on the competence cluster for the aged were greater in number than on the warmth cluster. They did not support the above hypothesis that there would be more discrepancies for aged women than for men. Aged males had slightly but not significantly more discrepancies for the overall score for competence items. Single items where there was a significant discrepancy between the real and ideal self for males were: rational, independent, consistent, direct, and seeks new experiences. In each case the males wished to score higher in the characteristic. Interestingly, both aged males and females had significant discrepancies between their real and ideal selves on the following very

important variables: thinks before acting, strong personality, active, competent, intelligent, makes decisions easily, never gives up easily, never worried, and separates feelings from ideas. These very important aspirations offer strong evidence against the "disengagement theory" of Cumming and Henry (1961). It is very encouraging to see that the aged still aspire towards qualities associated with competence. Their responses also offer evidence that they were reporting fairly accurate self-perceptions. The males did not describe themselves as totally competent. There was a significant discrepancy between their real and ideal self on the competence cluster. If they had been "reporting good" this discrepancy would not have emerged. Likewise, if the aged males had conformed to the male stereotype they would not have reported significantly higher aspirations for female-valued warmth traits than younger males. It is difficult to estimate the accuracy and meaning of these responses until the aged are asked more specific and related questions. For example, in addition to asking the aged about their ideal self, future research projects should measure the aged's estimate of the likelihood of their achievement of these ideals.

In terms of comparisons of the discrepancies between the real and ideal self for the aged sample and for the sample of young adults, (Elman et al., Note 6) there were no significant differences in the frequency of discrepancies for the two groups. After examining individual items, one sees that different traits were more desirable for different age groups. For example, young males were significantly more concerned about being rational, independent, consistent, unemotional, able to make decisions easily and able to seek out new experiences.

Neither age group was concerned about being more aggressive, more conceited, or about thinking that men were superior to women.

There still remain several unanswered questions that merit further exploration. Why do the aged females not desire to be more rational or more independent? Is this primarily a generational problem? Have they been so reinforced to think this way that no other options seem possible? Will middle-aged and young females of this present generation think the same way as they age? Why are the aged males less concerned with dominance? Does dominance really lose its appeal or is the older person resigning himself to a situation he feels he cannot alter? Though the present research design did include related measures of satisfaction that hoped to answer some of these questions, I am left with the feeling that questions regarding satisfaction must be much more specific if they are to be answered. This must be done even if it means asking the person to rate each Broverman item in terms of the following questions: Do you think that you can achieve this goal of, for example, being more competent? What does competent mean for you? How would you go about achieving this goal? What resources would you turn to? What support would you get from society, from your spouse, from your family, etc.? List in order of importance which traits you would try to improve first. Why are some traits not important? If society would change and give you the option of working would you choose to do so on a full or part-time basis or would you choose retirement? These are just some of the questions that this investigator plans to incorporate into future research.

The satisfaction ratings designed by this author were the next

measure of satisfaction examined. There were no correlations between these satisfaction ratings and the sex-role scores of warmth-expressiveness; however, there were significant correlations between satisfaction and the sex-role scores of competence for both sexes. For males, poor health, and for females, low satisfaction with health, predicted high scores for warmth-expressiveness. This author suggests that with poor health one would welcome the care and sensitivity of others and likewise aspire to possess these traits oneself. The one predictor that appeared confusing at first glance was the females' satisfaction rating for worthwhileness as a person. Low scores on this variable predicted high warmth-expressiveness scores. One can speculate that for a number of different reasons one could think little of oneself and still think a great deal of others. This author's own clinical judgment based on the testing situation for the question regarding one's worth as a person is the following: The subjects tended to think of worth as a person in terms of (a) one's contribution to society or one's productivity or (b) in terms of how important they themselves were to the success and happiness of their children. They did not seem to feel that they were making any major contributions to society. As a result, they did not rate themselves high on the worth-as-a-person variable. It is this author's feeling that the homogeneity in the aged's interpretation of worth and the resulting responses may have generated the negative correlation here which might not have occurred with a broader definition of self-worth.

It might also be suggested that this attitude of the aged might be somewhat akin to Horney's (1942) neurotic need of "moving toward

people." This would imply that the aged person's needs to be wanted, accepted, appreciated, needed, and important are not being fulfilled. Perhaps an examination of the specific questions cited earlier, for example, the question regarding support from one's family and society, can help to establish or deny the presence of neurotic conflicts in the aged.

The third measure of satisfaction was the Life-Time Perspective Inventory. Bortner and Hultsch (1971) had hypothesized that in the 70-year-old and above age group past satisfaction would be better than present or future satisfaction. In this study results indicated that for males, satisfaction with the past was indeed greater than satisfaction with the present and future. However, for females the trend was reversed; with the present and future being better than the past. Murphy (Note 1) had previously administered this measure of life-satisfaction to 54 aged subjects. A number of these subjects were of immigrant status. It seemed that their life situation had actually improved after retirement, in terms of residence in an attractive but low-income housing facility, in terms of a decrease in child-rearing expenses, and in terms of an increase in available and interesting leisure activities. Hence, the present and future might understandably have been better than the past. In the present study, however, very few subjects were immigrants to this country. Therefore, the impact of immigrant status and associated problems were not a factor in the evaluation of these results.

Perhaps, for the present sample of aged subjects and in particular for males, it was work role and productivity that were still

strongly related to identity and self-fulfillment. Nouwen and Gafney's (1976) suggestion of the "I am who I was" phenomenon may be somewhat applicable here. In this instance women were not as affected by these societal norms. This may be due to the fact that there may not have been as drastic a change in work-role status for most females as for males. Even women who worked full-time may likely have had other areas where they were productive, for example, cooking, pride in maintaining a nice home, etc. If this is the case, aged males' satisfaction might be improved by showing the men of this particular generation ways in which they could be productive and useful after retirement. A more basic and long-term answer to continued satisfaction and feelings of self-worth might be a reeducation for all age groups stressing an intrinsic worth in everyone irrespective of what one does or does not do. The responsibility for this affirmation of personal worth would be in the hands of all people, from one's spouse, to one's family and friends, one's employer, and from the societal structure. Finally, once society knows some of the areas where the aged want to develop and grow it can help to make the present and future more desirable for them.

In this study a measure of self-concept was employed in order to investigate its relationship to the competence and warmth scores of the sex-role measure. The self-concept scores correlated more significantly and more often for females than males on both the competence and warmth clusters. These results were the exact opposite of what had been hypothesized. However, there were some significant positive correlations for males. In particular, the identity and the personal self

subscales of the Tennessee Self-Concept Scale were very important in terms of males' perception of their competence as Peck (1959) had hypothesized.

It is interesting to note the pattern of correlations between the two clusters of the sex-role measure and the self-concept measure, especially as these results appear to offer evidence of the concurrent validity of the Broverman Questionnaire. It was found that the sex-role measure correlated significantly and positively with the criterion related measure of self-concept. Specifically, the self-concept subscales of identity, behavior, and the personal self, correlated more significantly and positively with competence; whereas the moral self and social self self-concept subscales correlated more significantly and positively with warmth-expressiveness. The administration of both tests in the study help to further establish that the items of the sex-role measure were related to basic components of a person's self-concept. The correlations indicated that the warmth-expressiveness cluster was more significantly associated with the interpersonal self or the moral self; whereas the competence cluster was more significantly associated with the personal self, with identity and with behavior.

Demographic Variables

There were several demographic variables that added to the understanding of sex-role identity. Activity level was the first to be considered.

Peck (1959) and Maas and Kuypers (1974) had stressed the importance of fostering a varied set of valued activities earlier in life and maintaining these activities at retirement. Results of this study

indicated that females had significantly higher numbers of solitary activities and total activities for both the past and present. However, it is interesting to note that there were no differences between the sexes in regards to interpersonal activities. Evidently, this was of advantage to males. Specifically, it was this variable that emerged as a very salient predictor of high scores for competence and warmth-expressiveness, especially for males. It seems likely that having developed interpersonal activities and encounters in the past contributes to males' feelings of competence while having interpersonal activities in the present is associated with higher scores for warmth-expressiveness. For the females, number of present interpersonal activities predicted high scores for both sex-role clusters.

These results are especially useful in helping to prepare males or females who had full-time jobs outside the home for successful retirement. It may be that building up and maintaining interpersonal exchanges contributes to adjustment for both sexes. At the same time, this author feels that solitary activities should not be ignored. Retirement often brings with it many hours of free time which cannot always be filled with interpersonal activities. Although solitary activities were not significantly positively related to sex-role scores, it would seem that having established significantly more solitary activities in the past, as the females in this study have, might be an advantage to them at retirement. Somehow a person that can enjoy such activities should not be as overwhelmed by the addition of so much free time that is often associated with retirement.

In terms of work role, the hypotheses were only partially con-

firmed. As hypothesized, a male's or a female's high score for competence was positively and significantly correlated with the fact that his or her occupation called for high competence. Work status was, however, unrelated to a person's warmth-expressiveness for either sex. The hypothesis suggesting higher competence scores for female subjects who worked outside the home was not confirmed. This suggests that work status may not have been as related to a women's sense of competence as are other variables, possibly societal norms and expectations.

It had also been hypothesized that high socio-economic status would be correlated significantly and positively with both clusters of the sex-role measure for both sexes. Results indicated that high socio-economic status correlated only with a males' and a females' competence score for the real self. Again, possessions and financial security may have been more significantly related to a person's sense of competence than to a person's warmth and expressiveness.

In regards to marital status, the hypothesized higher scores for competence for single females in contrast to married females were not obtained. It might be noted here that single status included those persons who had been married but were currently single due to divorce, separation, or widowhood. This may have clouded the results somewhat. At the same time, one might expect that a widow or a woman that was divorced or separated would have to meet the same type of responsibilities as the woman who had been single throughout her life. It might also be suggested that societal norms were still more influential in determining a woman's sex-role identity than was marital status.

Married males, however, did want to score significantly higher on the male-valued competence cluster than single males, and they wanted to be significantly more "masculine" than single males. Therefore, the hypothesis regarding more extreme stereotypic responses for married males was confirmed. Single males, however, were significantly higher in wanting men to be superior to women. One might suggest that marital status brings with it a certain "enlightenment" which would render such a posture questionable, untrue, and possibly dangerous.

The final variable considered was health status. It had been hypothesized that health would be significantly and positively associated with a person's feeling of competence. Results indicated that health was positively associated with a males' sense of competence and it was positively and significantly associated with a females' sense of competence. It might be recalled that number of present interpersonal activities had been the best predictor of competence for females. It is suggested that good health would be a factor in the aged females' ability to maintain current levels of participation in interpersonal activities.

Overview and Future Considerations

Having briefly reviewed the findings of this study, I am left with the following impressions: Most importantly, I believe that the aged are indeed desirous of the union of agency and communion via development as suggested by Bakan (1966). The aged still have agentic concerns such as self-protection, self-assertion, and self-expansion. At the same time they display a strong desire for oneness and interdependence.

As this study was both descriptive and exploratory it resulted in a large number of variables and interrelationships that are difficult to summarize. One can only suggest that an aged person's sex-role identity is positively related to his/her self-concept, satisfaction level, activity level, health, and age. These and other variables cited in this study should be further investigated so that we may help the aged to meet their aspirations, to maintain their ego-integrity, and to attain their fullest potential as human beings. I have suggested areas that sociologists, business executives, educators, psychologists, and others can focus upon in order to help the aged maintain a secure and satisfying sex-role identity throughout their lives.

I feel that the self-report techniques employed in this study are an improvement over the projective techniques often employed by sex-role researchers. The former add to one's knowledge of specific self-perceptions and specific areas where higher aspirations in sex-role identity in the aged are most evident. I also feel that such measures need to be employed with many more samples of young and aged adults. Following these necessary descriptive explorations, the pursuit of more experimental designs would become more meaningful. At the same time, more longitudinal projects of a descriptive nature, using a common sex-role measure, could be undertaken for all age groups. With longitudinal designs one could better determine whether the self-reports of the aged in terms of sex-role identity are a generational phenomenon that would differ for the aged of future generations or whether these sex-role perceptions might be fairly similar for future aged samples.

I believe that all modes of testing should eventually be employed with aged samples in the area of sex-role identity. Currently, projective techniques need to be supplemented by interviews with various degrees of structure and by self-report measures possessing high degrees of face validity for the aged. In addition, ratings by others (interviewer, friends, families), and unobtrusive measures might also be useful in determining sex-role identity and sex-role behavior in the aged.

SUMMARY

Theories of sex-role identity in the aged were reviewed. With the virtual absence of research in this area, reference was made to research on sex-role identity in the general adult population and to research with aged samples in respect to related constructs of self-concept and life-satisfaction. This study measured the sex-role identity of 102 healthy, active aged males and females (aged 65-85) of the Rogers Park Area in Chicago. The Broverman Sex-Role Questionnaire was the central measure. It provided the two scales of competence and warmth-expressiveness. Subjects completed this questionnaire twice. The first time they described themselves as they were (real self) and the second time as they would like to be (ideal self). The Tennessee Self-Concept Scale was the measure of self-concept. In addition, estimates of satisfaction level, activity level, health status, and life-history were obtained.

It was hypothesized that: Aged males describe themselves as significantly more competent than aged females and aged females describe themselves as significantly more warm-expressive than aged males. In reference to comparisons to a normative sample of young and middle-aged adults it was hypothesized that aged males rate themselves significantly lower in competence and significantly higher in warmth-expressiveness than younger males and aged females rate themselves significantly higher in competence than younger females and equally as warm-

expressive.

In terms of various satisfaction and self-concept measures it was hypothesized that: the discrepancy between the real and the ideal self is significantly greater for aged females than for aged males, significantly greater for aged males than for younger males and significantly greater for younger females than for aged females. It was also hypothesized that satisfaction level and self-concept are related positively and significantly to sex-role scores for aged males but not for aged females. In relation to demographic variables the following hypotheses were put forth for both sexes: in the aged sample married persons score higher than single persons on what is currently perceived as their same-sex factor (competence for males, warmth for females); a previous work role demanding high competence or high warmth is positively associated with sex-role scores for that factor; persons of higher socioeconomic status score higher on competence and warmth-expressiveness; involvement in leisure activities is positively related to competence and warmth-expressiveness; and poorer health is associated with lower competence scores.

Contrary to expectations, results indicated that aged males and females did not differ significantly from each other in their current sex-role identity. A difference emerged for ideal sex-role identity with aged males wanting to be significantly more competent than aged females. Aged males were not significantly different from younger males on the competence factor. However, they scored significantly higher than younger males on the warmth factor. Aged females viewed themselves as significantly more competent than younger females and

equally as warm-expressive.

There were no differences between young or aged, males or females in terms of discrepancies between the real and ideal self. Satisfaction level and self-concept were positively and significantly related to sex-role scores for both sexes in the aged sample. Married males, but not married females, scored significantly higher on their same-sex factor than their single counterparts. A previous job demanding high competence was significantly and positively related to males' and females' high competence scores. Higher socio-economic status was significantly and positively related to a males' and females' competence score. Finally, health was positively related to a males' competence score and positively and significantly related to a females' competence score.

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APPENDIX A

DEMOGRAPHIC INTERVIEW

1. NAME _____ NUMBER _____ (1,2,3,4)

2. AGE _____ (5,6,)

3. SEX MALE(1) _____ FEMALE (2) _____ (7)

4. EDUCATION (8)

_____ 1. Some Grade School

_____ 2. Grade School

_____ 3. High School

_____ 4. Some College

_____ 5. College Graduate

_____ 6. Some Graduate School

_____ 7. M.A.

_____ 8. Ph.D.

_____ 9. Other _____

5. MARITAL STATUS (9)

_____ 1. Single

_____ 5. Divorced

_____ 2. Married

_____ 6. Living with someone

_____ 3. Remarried

_____ 7. Widow

_____ 4. Separated

_____ 8. Widower

6. LIVING ARRANGEMENTS (10)

_____ 1. With family or spouse (Room, Apartment, House)

_____ 2. With Others (Room, Apartment, House)

_____ 3. Alone (Room, Apartment, House)

_____ 4. Other _____

7. Family Constellation (living)

- _____ Parents (11)
_____ Spouse (12)
_____ Sibs (13)
_____ Cousins (14)
_____ Aunts and Uncles (15)
_____ Children (16)
_____ Others (17)

8. Religious Background (18)

- _____ 1. Protestant
_____ 2. Catholic
_____ 3. Jewish
_____ 4. Other

9. Present Occupation or occupations (19)

- _____ 1. Retired
_____ 2. Working-Part Time
_____ 3. Working-Full Time

10. Past Occupations - List: (20)

11. Present Occupation - Spouse (21)

- _____ 1. Not Applicable
_____ 2. _____

12. Past Occupation (s) - Spouse

- _____ 1. Not Applicable
_____ 2. _____

13. Past Occupation (s) - Father (23)

14. Past Occupation (s) - Mother (24)

(1:11-24)

LEISURE TIME ACTIVITIES

Activity	PAST			PRESENT		
	Rarely	Regularly	Very Often	Rarely	Regularly	Very Often
1. Bridge						
2. Card Games						
4. Other games						
5. Shuffleboard						
6. Bowling						
7. Swimming						
8. Tennis						
9. Golf						
10. Baseball						
11. Basketball						
12. Football						
13. Volleyball						
14. Fishing						
15. Boating						
16. Skating						
17. Skiing						
18. Attend A Sport Activity						
19. Gardening						
20. Carpentry						
21. Cooking						

Activity	PAST			PRESENT		
	Rarely	Regularly	Very Often	Rarely	Regularly	Very Often
22. Reading						
23. Knitting						
24. Crocheting						
25. Sewing						
26. Crafts						
27. Ceramics						
28. Painting						
29. Macrame						
30. Movies						
31. Plays						
32. Night Clubs						
33. Dancing						
34. Opera						
35. Television						
36. Travel						
37. Education Classes						
38. Discussion Groups						
39. Fraternal Organizations						
40. Social Organizations						

LTA-3

Activity	PAST			PRESENT		
	Rarely	Regularly	Very Often	Rarely	Regularly	Very Often
41. Community Organizations						
42. Church Clubs						
43. Physical Fitness						
44. Interior Decorating						
45.						
46.						
47.						
48.						
49.						
50.						
51.						
52.						

(2:21-54)

HEALTH STATUS

(2:57-80)

	No Problem	Very Mild Problem	Mild Problem	Serious Problem	Very Serious Problem	Total Disa- bility	Comments
1. Eyesight							
2. Hearing							
3. Speech							
4. Heart							
5. Liver- Kidney							
6. Stomach- Intestinal							
7. Teeth							
8. Respira- tory-Lungs							
9. Blood Pressure							
10. Blood Count							
11. Circu- lation							
12. Arthritis							
13. Diabetes							
14. Cancer							
15. Tumor							
16. Memory							
17. Mobility							
18. Stroke							
19. Edema							
20. Other							

MEAN SCORES FOR OCCUPATIONS (RATINGS OF 27 LOYOLA PSYCHOLOGISTS)*

<u>OCCUPATION</u>	<u>COMPETENCE</u>	<u>WARMTH-EXPRESSIVENESS</u>
Accountant	2.52	1.04
Artist	2.15	2.59
Attorney	2.89	2.07
Beauty Operator	1.67	2.30
Building Manager	2.00	1.52
Business Advertiser	2.48	1.82
Cashier	1.74	1.52
Choir Master	2.15	2.52
Clinical Psychologist	2.56	2.82
Credit Manager	2.52	1.33
Dietician	2.26	1.37
Doctor	2.85	2.30
Educational Psychologist	2.37	2.41
Engineer	2.82	1.15
Farmer	2.04	1.37
Fireman	2.11	1.44
Florist	1.67	2.04
Fund Raiser	2.44	2.44
Housewife	2.04	2.67
Insurance Broker	2.41	1.82
Inspector	2.22	1.26
Janitor	1.37	1.37
Jeweler	2.26	1.44
Laborer	1.33	1.15
Maid	1.30	1.59
Military Officer	2.44	1.37
Minister, Priest, Rabbi	2.11	2.85
Mortician	1.96	1.82
Musician	2.26	2.37
Newspaper Reporter	2.44	1.85
Nurse	2.48	2.63
Policeman	2.37	2.04
Police Sergeant	2.63	1.93
Real Estate Broker	2.11	1.96
Restaurant Owner	2.19	1.85
Restaurant Manager	2.44	2.04
Repairman	2.07	1.41
Retailer (15-50 employees)	2.33	1.96
Small Store Owner	2.19	2.26
School Clerk	1.67	1.67
School Administrator	2.52	2.22
Supervisor	2.44	2.11

*Possible range = 1-3

<u>OCCUPATION</u>	COMPETENCE	WARMTH-EXPRESSIVENESS
Secretary	1.89	1.85
Sales Manager	2.41	1.96
Salesman/Saleslady	1.82	2.22
Social Worker	2.07	2.78
Elementary School Teacher	2.07	2.82
Teacher - Higher Education	2.48	2.22
Vocational Counselor	2.11	2.52
Volunteer Worker	1.56	2.52

ASSESSMENT OF CURRENT SATISFACTION

ASC-1
(3:5-7)

Question	Very Dissatisfied	Somewhat Dissatisfied	Undecided	Somewhat Satisfied	Very Satisfied
1. How do you feel about your health? _____ _____ _____					
2. How do you feel about your relationship with your family? (Do you see them enough?) _____ _____					
3. If applicable, how do you feel about your relation- ship to your spouse? (Do you get along well, sup- port each other, have mutual interests?) _____ _____ _____					

Question	Very Dissatisfied	Somewhat Dissatisfied	Undecided	Somewhat Satisfied	Very Satisfied
4. How do you feel about friends? (Enough who care?) _____ _____ _____					
5. How do you feel about yourself? (Able to cope with life adequately?) _____ _____ _____					
6. How do you feel about your leisure activities? (Free time a problem?) _____ _____ _____					

Question	Very Dissatisfied	Somewhat Dissatisfied	Undecided	Somewhat Satisfied	Very Satisfied
7. How do you feel about your housing arrange- ment? _____ _____ _____					
8. How do you feel about your financial status? _____ _____					
9. How do you feel about your occupational status? _____ _____					
10. How do you feel about own worthwhileness as a person? _____ _____ _____					

PERSONAL TIME PERSPECTIVE

S# _____

SEX _____

CODE _____

On a scale from zero to ten with zero indicating worse possible life and ten indicating the best possible life please indicate;

- (a) Where you were five years ago (P)
- (b) Where you are now (N)
- (c) Where you will be five years from now (F)

10

0

(2:55)

PERSONAL TIME PERSPECTIVE

S# _____

SEX _____

CODE _____

Please indicate what would be considered the best time of your life _____

Now on a scale from zero to ten please indicate where you would categorize this time of your life. Please recall that ten indicates best possible life and zero indicates worse possible life.

10

0

Please try to describe yourself in terms of the following items: For example, if you are given the choice

Short 1.....2.....3.....4.....5.....6.....7 Tall

First, ask yourself if you are basically a short or tall person. If you are basically a short person you will use the half of the line closer to the word "short." Then ask yourself are you basically a very short, moderately short or slightly short person? Place a slash on the short half of the line which tells how short you are. For example, if you are slightly short it might look like this:

Short 1.....2.....3../.....4.....5.....6.....7 Tall

If you are basically a tall person put a slash on the tall half of the line and show if you are slightly, moderately or very tall. For example, if you are moderately tall the line might look like this:

Short 1.....2.....3.....4.....5.....6/.....7 Tall

HERE IS ANOTHER EXAMPLE:

Strong dislike
for the color
red

Strong liking
for the color
red

1.....2.....3.....4.....5.....6.....7

Ask yourself if you have a strong liking for the color red, dislike for the color red or if you are undecided. For example, if you had a strong dislike for the color red your answer would look like this:

1/.....2.....3.....4.....5.....6.....7

If you had a slight liking for the color red your answer would look like this:

1.....2.....3.....4../.....5.....6.....7

Finally, if you are undecided your answer would look like this:

Strong dislike
for the color
red

Strong liking
for the color
red

1.....2.....3.....4/.....5.....6.....7

On the following pages are a number of scales like the ones above. Read each line carefully and then indicate where you would place yourself along this line. You may put a slash anywhere on the scale, not just on the numbers. PLEASE BE SURE TO MARK EVERY ITEM.

- | | | |
|----------------------------------|---------------------------------------|------------------------------|
| 1. Not at all aggressive | 1.....2.....3.....4.....5.....6.....7 | Very aggressive |
| 2. Very irrational | 1.....2.....3.....4.....5.....6.....7 | Very rational |
| 3. Very practical | 1.....2.....3.....4.....5.....6.....7 | Very impractical |
| 4. Not at all independent | 1.....2.....3.....4.....5.....6.....7 | Very independent |
| 5. Not at all consistent | 1.....2.....3.....4.....5.....6.....7 | Very consistent |
| 6. Very emotional | 1.....2.....3.....4.....5.....6.....7 | Not at all emotional |
| 7. Very realistic | 1.....2.....3.....4.....5.....6.....7 | Not at all realistic |
| 8. Not at all idealistic | 1.....2.....3.....4.....5.....6.....7 | Very idealistic |
| 9. Does not hide emotions at all | 1.....2.....3.....4.....5.....6.....7 | Almost always hides emotions |
| 10. Very subjective | 1.....2.....3.....4.....5.....6.....7 | Very objective |

- | | | |
|---|---------------------------------------|---|
| 11. Mainly interested
in details | 1.....2.....3.....4.....5.....6.....7 | Mainly interested
in generalities |
| 12. Always thinks
before acting | 1.....2.....3.....4.....5.....6.....7 | Never thinks before
acting |
| 13. Not at all easily
influenced | 1.....2.....3.....4.....5.....6.....7 | Very easily influ-
enced |
| 14. Not at all
talkative | 1.....2.....3.....4.....5.....6.....7 | Very talkative |
| 15. Very grateful | 1.....2.....3.....4.....5.....6.....7 | Very ungrateful |
| 16. Doesn't mind at
all when things
are not clear | 1.....2.....3.....4.....5.....6.....7 | Minds very much when
things are not
clear |
| 17. Very dominant | 1.....2.....3.....4.....5.....6.....7 | Very submissive |
| 18. Dislikes math
and science very
much | 1.....2.....3.....4.....5.....6.....7 | Likes math and sci-
ence very much |
| 19. Not at all reck-
less | 1.....2.....3.....4.....5.....6.....7 | Very reckless |
| 20. Not at all excit-
able in a major
crisis | 1.....2.....3.....4.....5.....6.....7 | Very excitable in a
major crisis |
| 21. Not at all excit-
able in a minor
crisis | 1.....2.....3.....4.....5.....6.....7 | Very excitable in a
minor crisis |

22. Not at all strict 1.....2.....3.....4.....5.....6.....7 Very strict
23. Very weak person- 1.....2.....3.....4.....5.....6.....7 Very strong personality
ality
24. Very active 1.....2.....3.....4.....5.....6.....7 Very passive
25. Not at all able to 1.....2.....3.....4.....5.....6.....7 Able to devote self
devote self com- completely to other
pletely to others
26. Very blunt 1.....2.....3.....4.....5.....6.....7 Very tactful
27. Very gentle 1.....2.....3.....4.....5.....6.....7 Very rough
28. Very helpful to 1.....2.....3.....4.....5.....6.....7 Not at all helpful
others to others
29. Not at all 1.....2.....3.....4.....5.....6.....7 Very competitive
competitive
30. Very logical 1.....2.....3.....4.....5.....6.....7 Very illogical
31. Not at all com- 1.....2.....3.....4.....5.....6.....7 Very competent
petent
32. Very wordly 1.....2.....3.....4.....5.....6.....7 Very home oriented

33. Not at all skilled in business 1.....2.....3.....4.....5.....6.....7 Very skilled in business
34. Very direct 1.....2.....3.....4.....5.....6.....7 Very sneaky
35. Knows the way of the world 1.....2.....3.....4.....5.....6.....7 Does not know the way of the world
36. Not at all kind 1.....2.....3.....4.....5.....6.....7 Very kind
37. Not at all willing to accept change 1.....2.....3.....4.....5.....6.....7 Very willing to accept change
38. Feelings not easily hurt 1.....2.....3.....4.....5.....6.....7 Feelings easily hurt
39. Not at all adventurous 1.....2.....3.....4.....5.....6.....7 Very adventurous
40. Very aware of the feelings of others 1.....2.....3.....4.....5.....6.....7 Not at all aware of the feelings of others
41. Not at all religious 1.....2.....3.....4.....5.....6.....7 Very religious
42. Not at all intelligent 1.....2.....3.....4.....5.....6.....7 Very intelligent
43. Not at all interested in own appearance 1.....2.....3.....4.....5.....6.....7 Very interested in own appearance

- | | | |
|---|---------------------------------------|--------------------------------------|
| 44. Can make decisions easily | 1.....2.....3.....4.....5.....6.....7 | Has difficulty making decisions |
| 45. Gives up very easily | 1.....2.....3.....4.....5.....6.....7 | Never gives up easily |
| 46. Very shy | 1.....2.....3.....4.....5.....6.....7 | Very outgoing |
| 47. Always does things without being told | 1.....2.....3.....4.....5.....6.....7 | Never does things without being told |
| 48. Never cries | 1.....2.....3.....4.....5.....6.....7 | Cries very easily |
| 49. Almost never acts as a leader | 1.....2.....3.....4.....5.....6.....7 | Almost always acts as a leader |
| 50. Never worried | 1.....2.....3.....4.....5.....6.....7 | Always worried |
| 51. Very neat in habits | 1.....2.....3.....4.....5.....6.....7 | Very sloppy in habits |
| 52. Very quiet | 1.....2.....3.....4.....5.....6.....7 | Very loud |
| 53. Not at all intellectual | 1.....2.....3.....4.....5.....6.....7 | Very intellectual |
| 54. Very careful | 1.....2.....3.....4.....5.....6.....7 | Very careless |

55. Not at all self-confident 1.....2.....3.....4.....5.....6.....7 Very self-confident
56. Feels very superior 1.....2.....3.....4.....5.....6.....7 Feels very inferior
57. Always sees self as running the show 1.....2.....3.....4.....5.....6.....7 Never sees self as running the show
58. Not at all uncomfortable about being aggressive 1.....2.....3.....4.....5.....6.....7 Very uncomfortable about being aggressive
59. Very good sense of humor 1.....2.....3.....4.....5.....6.....7 Very poor sense of humor
60. Not at all understanding of others 1.....2.....3.....4.....5.....6.....7 Very understanding of others
61. Very warm in relations with others 1.....2.....3.....4.....5.....6.....7 Very cold in relations with others
62. Doesn't care about being in a group 1.....2.....3.....4.....5.....6.....7 Greatly prefers being in a group
63. Very little need for security 1.....2.....3.....4.....5.....6.....7 Very strong need for security
64. Not at all ambitious 1.....2.....3.....4.....5.....6.....7 Very ambitious

- | | | |
|---|---------------------------------------|---|
| 65. Very rarely takes
extreme positions | 1.....2.....3.....4.....5.....6.....7 | Very frequently takes
extreme positions |
| 66. Able to separate
feelings from
ideas | 1.....2.....3.....4.....5.....6.....7 | Unable to separate
feelings from ideas |
| 67. Not at all depen-
dent | 1.....2.....3.....4.....5.....6.....7 | Very dependent |
| 68. Does not enjoy art
and literature at
all | 1.....2.....3.....4.....5.....6.....7 | Enjoys art and litera-
ture very much |
| 69. Seeks out new ex-
perience | 1.....2.....3.....4.....5.....6.....7 | Avoids new exper-
ience |
| 70. Not at all rest-
less | 1.....2.....3.....4.....5.....6.....7 | Very restless |
| 71. Very uncomfortable
when people ex-
press emotions | 1.....2.....3.....4.....5.....6.....7 | Not at all uncomfort-
able when people
express emotions |
| 72. Easily expresses
tender feelings | 1.....2.....3.....4.....5.....6.....7 | Does not express tender
feelings easily |
| 73. Very conceited
about appearance | 1.....2.....3.....4.....5.....6.....7 | Never conceited about
appearance |
| 74. Retiring | 1.....2.....3.....4.....5.....6.....7 | Forward |
| 75. Thinks men are
superior to women | 1.....2.....3.....4.....5.....6.....7 | Does not think men are
superior to women |

76. Very sociable 1.....2.....3.....4.....5.....6.....7 Not at all sociable
77. Very affectionate 1.....2.....3.....4.....5.....6.....7 Not at all affectionate
78. Very conventional 1.....2.....3.....4.....5.....6.....7 Not at all conventional
79. Very masculine 1.....2.....3.....4.....5.....6.....7 Not at all masculine
80. Very feminine 1.....2.....3.....4.....5.....6.....7 Not at all feminine
81. Very assertive 1.....2.....3.....4.....5.....6.....7 Not at all assertive
82. Very impulsive 1.....2.....3.....4.....5.....6.....7 Not at all impulsive

NOW WE WOULD LIKE TO KNOW YOUR FEELINGS ABOUT HOW YOU WOULD LIKE TO BE. PLEASE GO THROUGH THESE SCALES FOR A SECOND TIME. READ EACH ITEM AND PUT A SLASH ON EACH SCALE ACCORDING TO HOW YOU WOULD LIKE TO BE. PLEASE BE SURE TO MARK EVERY ITEM.

BROVERMAN SCORING PROCEDURE

(82-ITEM QUESTIONNAIRE)

1. Identify those items which are both male-valued and socially desirable (53 items) and those items which are both female-valued and socially desirable (26 items).

Male-Items = 1,2,3,4,5,7,10,11,12,13,16,17,18,20,21,22,23,24,29,30,31,32,33,34,35,37,38,39,42,44,45,46,47,48,49,50,53,56,58,59,62,63,64,65,66,67,69,70,73,74,78,81.

Female-Items = 6,8,9,14,15,19,25,26,27,28,36,40,41,43,51,52,54,57,60,61,68,71,72,76,77,82.

(Note: I usually put a slash through female-valued items).

2. As the 70 pole was not always the socially desirable pole, the attached scoring sheet is enclosed to facilitate scoring all 79 items. (Three items were not included in the Broverman scores: Items, 75, 80, 81.) Once each item is scored, sum the male-valued competence cluster scores and divide by 53; then sum the female-valued warmth-expressiveness scores and divide by 26. These mean scores can then be compared to the Broverman norms.
3. If referring to research on "Real" and "Ideal" scores, the comparisons were made with Elman et al. (Note 6) items, select out the following items #'s: 1,2,4,5,6,12,14,17,19,23,24,25,26,27,28,31,34,36,37,40,41,42,44,45,50,51,52,54,60,61,63,66,68,69,72,73,75.

These were then recorded individually and compared to Elman's mean scores. Elman's scores were based on 60 items, some of which were added to original Broverman items. Therefore, I could not make comparisons with Elman's total scores.

BROVERMAN SCORING - Based on social desirability

<u>Item</u>	<u>70 Pole</u>	<u>Item</u>	<u>70 Pole</u>	<u>Item</u>	<u>70 Pole</u>
1.	70	19.	10	37.	70
2.	70	20.	10	38.	10
3.	10	21.	10	39.	70
4.	70	22.	70	40.	10
5.	70	23.	70	41.	70
6.	10	24.	10	42.	70
7.	10	25.	70	43.	70
8.	70	26.	70	44.	10
9.	10	27.	10	45.	70
10.	70	28.	10	46.	70
11.	70	29.	70	47.	10
12.	10	30.	10	48.	10
13.	10	31.	70	49.	70
14.	70	32.	10	50.	10
15.	10	33.	70	51.	10
16.	70	34.	10	52.	10
17.	10	35.	10	53.	70
18.	70	36.	70	54.	10

<u>Item</u>	<u>70 Pole</u>	<u>Item</u>	<u>70 Pole</u>
55.	70	80.	X
56.	10	81.	10
57.	70	82.	70
58.	10		
59.	10	Separate Scoring	
60.	70	75.	10
61.	10	79.	10
62.	10	80.	10
63.	10		
64.	70		
65.	70		
66.	10		
67.	10		
68.	70		
69.	10		
70.	70		
71.	70		
72.	10		
73.	70		
74.	70		
75.	X		
76.	10		
77.	10		
78.	70		
79.	X		

ADDITIONAL INSTRUCTIONS FOR SELF-ADMINISTRATION OF QUESTIONNAIRE IN PACKET

Please answer the questionnaires in the following sequence:

1. Demographic Interview -- Please place a check mark (✓) on the line that best describes you.
2. Health Status -- Please place a check mark (✓) in the one box (for each of the 20 categories) which best describes your physical condition. Feel free to include additional comments when you think a response requires further explanation. Use the reverse side if necessary.
3. Leisure Time Activities -- Here, each item involves two responses: one for your past life and one for your present life. If you have never engaged in an activity, mark the box labeled "rarely". You may include an "N" to indicate never.
4. Assessment of Current Satisfaction -- Mark one box for each of the ten questions. Feel free to use the extra lines under each statement to further explain your response.
5. Personal Time Perspective -- Please indicate how satisfied you were five years ago by placing a "P" (past) in the appropriate box; and indicate how satisfied you are presently by placing an "N" (now) in the appropriate box; and indicate how satisfied you feel you will be five years from now by placing an "F" (future) in the appropriate box. Finally, indicate the best time of your life and place that time on a scale from worse to best possible life.
6. Tennessee Self-Concept Scale -- Please place a check mark (✓) in the box that best describes you. Please answer every item.
7. Yellow Questionnaire -- Please read the directions very carefully and place a slash mark for every item.

Thank you very much for participating in this study. If there are questions, please feel free to call me at any time. (If Long Distance, please call collect). The number is (312) 973-7744.

Dana Murphy, M.A.
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Loyola University of Chicago

APPENDIX B

TABLE A

Mean Real Self and Ideal Self Responses for the Total Aged Sample

Significant Results Group	Male- Valued Items	Males (N=36)			Females (N=65)		
		<u>Real Self</u>	<u>Ideal Self</u>	<u>p</u>	<u>Real Self</u>	<u>Ideal Self</u>	<u>p</u>
Males and Females	Thinks before acting	47.53	60.56	.001	47.71	53.11	.05
	Strong personality	49.33	56.22	.001	51.35	57.29	.001
	Active	47.72	55.03	.01	48.37	53.48	.02
	Competent	54.14	62.61	.001	53.88	58.85	.001
	Intelligent	49.61	60.11	.001	52.32	60.28	.001
	Decisions made easily	50.06	60.25	.01	45.86	56.86	.001
	Never gives up easily	47.97	53.53	.05	48.57	55.11	.001
	Separates feelings from ideas	49.67	60.06	.001	46.75	52.72	.01
	Never worried	41.25	53.94	.001	39.69	49.05	.001
	Rational	46.61	58.89	.001	56.79	60.28	.02
	Consistent	55.22	60.17	.05	54.46	57.62	.02
Males	Independent	54.19	59.22	.05	55.60	57.08	N.S.
	Direct	60.14	64.89	.01	56.40	57.86	N.S.

Significant Results Group	Male- Valued Items	Males (N=36)		p	Females(N=65)		p
		<u>Real Self</u>	<u>Ideal Self</u>		<u>Real Self</u>	<u>Ideal Self</u>	
Males	New experiences	41.31	49.56	.01	45.99	49.11	N.S.
Females	Accepts change	54.50	55.92	N.S.	51.43	56.68	.001
Not Significant	Aggressive	43.31	47.75	N.S.	40.48	43.99	N.S.
	Not emotional	40.97	42.81	N.S.	41.18	42.46	N.S.
	Not conceited	44.22	46.33	N.S.	48.97	49.25	N.S.
	Dominant	41.94	45.69	N.S.	40.51	40.57	N.S.
	Men superior	33.22	30.92	N.S.	29.35	27.34	N.S.
	Female- Valued Items						
Males and Females	Tactful	44.31	57.97	.001	52.40	58.38	.001
	Gentle	49.78	59.61	.001	53.46	57.11	.01
	Helpful	57.03	62.50	.001	54.17	58.83	.01
	Kind	58.47	63.11	.01	57.45	62.57	.001
	Religious	49.00	55.36	.01	54.80	57.65	.01
	Understanding	55.03	61.28	.01	57.40	60.59	.05

Significant Results Group	Male- Valued Items	Males (N=36)		p	Females (N=65)		p
		<u>Real Self</u>	<u>Ideal Self</u>		<u>Real Self</u>	<u>Ideal Self</u>	
Males and Females	Enjoys art and literature	44.39	53.03	.01	54.74	59.42	.001
	Expresses tenderness	43.03	53.81	.001	49.05	54.42	.01
Males	Devotes self to others	47.03	56.14	.001	52.20	53.42	N.S.
	Careful	55.89	60.89	.01	53.34	55.75	N.S.
Females	Neat	56.11	60.47	N.S.	49.28	57.51	.001
Not Significant	Talkative	43.75	46.81	N.S.	46.48	43.83	N.S.
	Not reckless	55.81	54.86	N.S.	52.69	51.86	N.S.
	Aware of others feelings	56.47	58.50	N.S.	53.46	56.37	N.S.
	Quiet	51.08	48.89	N.S.	44.43	44.94	N.S.
	Warm	51.14	56.22	N.S.	51.31	54.37	N.S.
	Needs security	37.69	40.61	N.S.	34.20	34.75	N.S.

TABLE B

Discrepancy Scores between Real Self and Ideal Self

For Young and Older Males-Competence items

Variables	Young Males ^a	<u>p</u>	Older Males ^b	<u>p</u>
Aggressive	.20	N.S.	4.44	N.S.
Rational	3.97	.025	12.28	.001
Independent	7.58	.001	5.73	.05
Consistent	6.63	.001	4.95	.05
Not emotional	3.87	.05	1.84	N.S.
Thinks before acting	9.19	.001	13.03	.001
Dominant	4.46	.025	3.75	N.S.
Strong personality	10.50	.001	3.89	.001
Active	9.04	.001	7.31	.01
Competent	4.79	.01	8.47	.001
Direct	2.21	N.S.	4.75	.01
Accept change	1.21	N.S.	1.42	N.S.
Intelligent	5.17	.01	10.50	.001
Decisions made easily	7.44	.01	10.19	.01
Never gives up easily	5.17	.01	5.56	.05
Never worried	8.79	.001	12.69	.001
Separates feelings-ideas	6.78	.001	10.39	.001
New experiences	5.27	.01	8.25	.01
Not conceited	.55	N.S.	2.11	N.S.
Men superior	1.44	N.S.	2.30	N.S.

a N = 52b N = 36

TABLE C

Discrepancy Scores between Real Self and Ideal Self

For Young and Older Females-Competence items

Variables	Young Females ^a	<u>p</u>	Older Females ^b	<u>p</u>
Aggressive	3.12	N.S.	3.51	N.S.
Rational	5.47	.01	3.49	N.S.
Independent	5.26	.025	1.48	N.S.
Consistent	8.03	.001	3.16	N.S.
Not emotional	4.05	.01	1.28	N.S.
Thinks before acting	11.43	.001	5.40	.05
Dominant	1.38	N.S.	.06	N.S.
Strong personality	5.59	.001	5.94	.001
Active	4.92	.01	5.11	.05
Competent	3.97	.05	4.97	.02
Direct	1.07	N.S.	1.46	N.S.
Accept change	2.69	N.S.	5.25	.01
Intelligent	5.79	.01	7.96	.001
Decisions made easily	12.10	.001	11.00	N.S.
Never gives up easily	10.67	.001	6.54	.02
Never worried	12.86	.001	9.36	.01
Separates feelings-ideas	7.42	.001	5.97	.02
New experiences	4.36	.01	3.12	N.S.
Not conceited	1.41	N.S.	.28	N.S.
Men superior	1.34	N.S.	2.01	N.S.

a N = 52b N = 65

TABLE D

Discrepancy Scores between Real Self and Ideal Self

For Young and Older Males-Warmth-

Expressiveness Items

Variables	Young Males ^a	p	Older Males ^b	p
Talkative	2.57	N.S.	4.06	N.S.
Not reckless	5.40	.02	-.95	N.S.
Devotes self to others	6.04	.001	9.11	.001
Tactful	5.45	.05	13.66	.001
Gentle	.68	N.S.	9.83	.001
Helpful	5.06	.01	5.47	.001
Kind	2.54	.05	4.64	.01
Aware of others feelings	.67	N.S.	2.03	N.S.
Religious	4.83	.02	6.36	.01
Neat	5.78	.01	4.36	N.S.
Quiet	.30	N.S.	-2.19	N.S.
Careful	5.71	.01	5.00	.01
Understanding	1.13	N.S.	6.25	.01
Warm	5.08	.01	5.08	N.S.
Needs security	-4.56	.02	2.92	N.S.
Enjoys art and literature	4.64	N.S.	8.64	.01
Expresses tenderness	1.29	N.S.	10.78	.001

a N = 52b N = 36

TABLE E

Discrepancy Scores between Real Self and Ideal Self

For Young and Older Females-Warmth-

Expressiveness Items

Variables	Young Females ^a	<u>p</u>	Older Females ^b	<u>p</u>
Talkative	1.16	N.S.	-2.65	N.S.
Not reckless	6.36	.01	-.83	N.S.
Devotes self to others	4.67	.001	1.22	N.S.
Tactful	8.76	.001	5.98	.001
Gentle	4.35	.01	3.65	.01
Helpful	5.46	.001	4.66	.01
Kind	5.41	.001	5.12	.001
Aware of others feelings	.28	N.S.	2.91	N.S.
Religious	2.13	N.S.	2.85	.01
Neat	6.74	.001	8.23	.001
Quiet	1.14	N.S.	.51	N.S.
Careful	3.50	.05	2.41	N.S.
Understanding	3.73	.01	3.19	.05
Warm	4.21	.01	3.06	N.S.
Needs security	-7.07	.001	.55	N.S.
Enjoys art and literature	5.00	.01	4.68	.001
Expresses tenderness	1.71	N.S.	5.37	.01

a N = 52b N = 65