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ROLE CONGRUENCE AND AFFECTIVE STATES

A Thesis

by

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Submitted to the Graduate School  
Appalachian State University  
in partial fulfillment of the requirements  
for the degree of  
MASTER OF ARTS

February 1984

Major Department: Psychology

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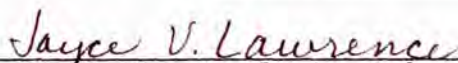


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ABSTRACT

ROLE CONGRUENCE AND AFFECTIVE STATES

(February 1984)

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A 2 x 2 factorial analysis of variance design was used to investigate the effects of role congruence and personality on depression, anger, psychological well-being, and attitude toward women. Measurements used as the dependent variables were the MMPI depression scale, Spielberger's Anger Expression Scale, the Affect Balance Scale, and the Attitude Toward Women Scale. One hundred and twenty-one female subjects on the campus of Appalachian State University were used. Subjects were classified as either traditional or nontraditional depending on their major and occupational choice; the majority of subjects were upperclassmen. Subjects were also classified as either low dependent or high dependent according to their score on the MMPI dependency

scale. Four groups resulted from this classification: traditional/low dependent, traditional/high dependent, nontraditional/low dependent, and nontraditional/high dependent.

There was no significance found between role congruence and affective state. No significant relationship was found between subjects' traditionality of role choice and their scores on depression, anger, psychological well-being, and attitude. The personality variable of dependency, however, was significantly related to depression, anger in, psychological well-being, and attitude. These relationships appear reliable since theoretically the directions of their correlations support the construct validity of the dependency measure.

## ACKNOWLEDGEMENTS

I gratefully acknowledge the support, encouragement, patience, and direction of Dr. Henry G. Schneider, my thesis chairman. I would also like to thank Drs. Susan Moss and Richard Levin for their time and consideration as members of my thesis committee. To those professors who graciously allowed me to survey their classes, I also extend my great appreciation. Finally, I would especially like to thank my family and fiancée for their unending support, patience, and love during this endeavor.

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## REVIEW OF LITERATURE

There is little debate that the female role in our society has changed in recent years; in a survey published in the American Sociological Review it was found that since 1964 women in every capacity were undergoing a role attitude change (Mason, Czajka, & Arber, 1976). Dowling has called it a "cultural shift" (Dowling, 1981). Society's perspective of women was changing and expectations of the feminine role were swinging in the extreme opposite direction. Women were made to feel that the traditional role that they had been brought up to believe in and value was "wrong." Success was no longer defined for women as having a good marriage and family. The attitude that was emerging now was that a woman should be ambitious, career-oriented and place self-success above everything else. Women were handed a new freedom but as Dowling states, they "were not trained for freedom at all, but for its categorical opposite \_\_\_\_\_ dependency" (Dowling, 1981). Basically two roles emerged for women to choose from: the traditional or the nontraditional.

Gysbers, Johnston and Gust (1968) conducted a longitudinal study of college women examining profiles



of the homemaker and career-oriented woman. From the Strong Vocational Interest Blank for Women they extracted the housewife scale and computed a correlation between it and the other occupational scales. Using this correlation with the various occupational scales, they suggested that office workers, teachers, and dieticians were occupations characteristic of the homemaker. Career-oriented women, they found would fall into occupations of psychologist, lawyer, or physician (Gysbers, Johnston, & Gust, 1968). Their apparent perspective was that traditionality was simply not a question of whether a woman did or did not work but what career she did choose.

Others have defined women's roles from a different perspective. O'Connell (1980) conducted a study of 87, middle-class, college-graduated women who were now wives and mothers. These 30 to 58 year old women were categorized according to traditional, neotraditional, and nontraditional life styles. Her criteria for each of these styles was:

"...traditional women left paid employment after marriage or the birth of their first child, were full-time homemakers and intended to remain so; neotraditional women returned to paid employment after a period of child-rearing; and nontraditional women

simultaneously combined a career with marriage and child-rearing. (p. 590)

O'Connell found that 66.7% of the nontraditional women chose an androgynous/masculine major, all had graduated from college. She neglected however, to identify her criteria for discriminating between feminine and non-feminine majors. Of even greater significance she found that 87% of the traditional group chose a feminine occupation and 65.2% of the nontraditional group chose an androgynous/masculine occupation. However, she failed to include her criteria for the feminine or nonfeminine occupation. This study suggests that there are a number of variables which can be used in assessing traditional versus nontraditional roles.

Yanico, Hardin, and McLaughlin (1978) have taken a closer look at sex roles and college majors. Female freshmen enrolled in the colleges of home economics and engineering were administered the Bem Sex-Role Inventory as well as rating scales of satisfaction with and certainty of college major and intended occupation. The women in engineering had higher scores on the masculine scale of the BSRI. Fifty-nine percent of the women in home economics were found to be feminine-typed. Those women who were in engineering and were feminine-typed were found to be significantly less satisfied with their choice of major as compared to the

other women in the engineering major. This suggests a conflict between subject's sex-role concept and personal, self-concept.

In their study, Gysber, Johnston and Gust (1968) found that from women's attitudinal reports the career-oriented woman was more apt to report less contentment with her level of emotional adjustment. In 1957, a study was conducted to assess criteria for men and women that contributed to good and poor adjustment (Beilin & Werner, 1957). Their prediction was that adjustment was strongly correlated with sex-role expectations. Using a variety of informants from the subjects' community they assessed 900, male and female, subjects of a rural community using responses to questions concerning the subjects' adjustment. The women were viewed as "well-adjusted" if they were seen as gracious, lady-like, happy, and successful as wives and mothers. Signs of good adjustment for the men included maturity, ambition, and possession of ability and interests (Beilin & Werner, 1957). This study appears to indicate that adjustment is possibly a factor of conforming to society's role expectations.

In 1970 a study was done to assess clinicians' judgments of mental health and how they related to sex-role stereotypes (Broverman, Broverman, Clarkson, Rosenkrantz, & Vogel, 1970). Seventy-nine clinically



trained, active professionals were divided into three groups. Each group was given different instructions. One group was asked to describe a healthy adult, one group a healthy male and the last group a healthy female. They found that the masculine and the adult concepts of mental health did not show a significant difference. It was more likely that the professionals would suggest that healthy women differ from healthy men by being less independent, less aggressive and by being more emotional. This did not parallel the healthy, mature individual. Again it appears judgment of mental health parallels stereotypic sex roles.

Zanna and Pack (1975) conducted a study looking at expected role behavior and intrinsic role behavior. They divided a group of female college students into two separate groups. Each group was told that they would be interviewed by a male; in one group he was described in very traditional terms and to the other group he was described in a very nontraditional way. What they found was that the subjects role played what they believed was expected of them.

Orcult and Walsh (1979) examined traditionality of 101 female college students and found that there was a significant difference in level of dependency between the traditional group and nontraditional group.

Dependency appears to be a personality variable that significantly correlates to traditionality of lifestyle.

Dependency is a personality characteristic that has been measured in a variety of direct and indirect ways. Zuckerman, Levitt, and Lubin (1961) recognized this range of approaches and conducted a validity study of several assessment techniques used to measure dependency. Included in this study was the Navran Dependency Scale found on the Minnesota Multiphasic Personality Inventory. It was found to be among those measures demonstrating the greatest validity. It not only demonstrated concurrent validity but also construct validity. Navran (1954) reports reliability of this scale to be .91.

In O'Connell's (1980) study of 87 middle class women she administered the California Psychological Inventory. Across the three life styles she examined, traditional, neotraditional, and nontraditional, she found no significant differences among the subjects' sense of well-being.

Kaplan (1983) feels that women are experiencing subjective distress in today's society because of a double bind for women who feel faced with making a decision between being a "healthy adult...self sufficient and also in wanting to be a healthy woman... dependent on a man." She goes on to state that this

dilemma may cause unhappiness and depression. The effects of congruence of personality and chosen lifestyle (or role choice), will be examined in its relationship to sense of well-being in this study.



## STATEMENT OF THE PROBLEM

Women have a role choice today. They are now free to choose a lifestyle labeled as "healthy for adults," That has been identified by a career-oriented, nontraditional attitude and an independent personality as opposed to the traditional lifestyle identified by a home-oriented attitude and a dependent personality. It is the theory of this paper that women can be found in one of two categories: the role takers, those taking on the lifestyle that they identify with personally and the role players, those "playing" the lifestyle that they feel society expects them to play. This study will examine those role taking as opposed to role playing. To separate the role players from role takers, two independent variables have been employed: role identification and a personality factor, dependency. Role takers will consist of those who assume congruent role identification and dependency level; for example, high dependent/traditional and low dependent/nontraditional. The role players will be identified in the opposite fashion, that is, low dependent/traditional and high dependent/nontraditional.

In an attempt to assess the psychological well-being of the role takers versus the role players, three dependent variables will be examined: depression, anger, and life satisfaction. The hypothesis is that role takers will have lower scores on depression and anger and a higher score on life satisfaction as compared to role players.

It is hypothesized that the traditional role takers will have lower scores on depression, anger, and attitude toward women's rights and a higher score on life satisfaction than nontraditional role takers, regardless of their dependency status. Traditional women are predicted to score more conservatively on attitude toward women's rights than the nontraditional women.

In addition, four other instruments were employed. These four measures assessed levels of depression, anger, psychological well-being, and attitude toward women. To measure depression the Depression Scale of the MMPI was administered. It examined somatic, psychological, and mood indicators of depression. The 60 items reflect one's current self-concept and feelings of security and contentment (Duckworth, 1979). The ease of comprehension and difficulty in uncovering a trend in the answers were other reasons behind its choice.

To measure the subjects anger the Anger Expression Scale was employed (Spielberger, 1982). This instrument is a 20 item self-report, trait scale that yields a score of Anger Expression. It measured two aspects of anger, aggressiveness (anger out), as well as suppressed anger (anger in). Scores on the scale can range from 20 to 80. Its brevity as well as the design made it more difficult to look average; this added to the attractiveness of the instrument.

Psychological well-being was measured by the Affect Balance Scale. This instrument contains 10 items which relate to current, hedonistically relevant experiences (Kozma & Stones, 1978). Bradburn and Caplovitz developed this measure by making the assumption that well-being or happiness is the result of

positive and negative affective states. One of the advantages of this scale is that it distinguishes between well-being and adjustment in that the items related to one's current experiences (Graney & Graney, 1973). Its reported test-retest reliability varied from .80 to .97 (Bradburn, 1969). This along with its conciseness added to its desirability as an assessment instrument.

The Attitude Toward Women Scale was used to assess the respondent's attitude toward the rights and roles and privileges women have or should be permitted to have (Spence & Helmreich, 1978). The scale distinguishes between the liberal and conservative perspectives. The short form of the AWS and the original AWS were found to have a correlation of .91 (Spence & Helmreich, 1978).

#### Procedure

Approval from professors of the selected majors and courses was obtained before the questionnaires were distributed to their classes. The researcher distributed the background information questionnaire, the Attitude Toward Women Scale, the Dependency Scale, the Affect Balance Scale, the Depression Scale, and the Anger Expression Scale to all volunteer subjects in the selected courses. Subjects were informed that this was a study being done as part of thesis research. Instructions appeared on each scale. Questions from

subjects on the instructions were answered in the same terms that appeared in the directions. Data were collected over a period of two weeks.



## RESULTS

### Survey Procedure and Response Rate

From the 1975 Handbook on Women Workers (U.S. Department of Labor, 1975) a listing of the percentage of bachelor's degrees conferred to women in various areas of study was compared to majors on the Appalachian State University campus. Traditional majors were those where more than 70% of degrees conferred were to women and nontraditional majors were those where less than 30% of degrees conferred were to women. Twenty majors, resulting from this comparison, were sampled; there were 10 traditional majors and 10 nontraditional majors.

The second variable used to classify traditionality was the subject's response to proposed occupation. Each subject's occupational choice was compared to a percentile occupational listing as published in the 1975 Handbook on Women Workers (U.S. Department of Labor, 1975). Traditional occupations were those where more than 70% of those employed were women and nontraditional occupations were those where less than 30% of those employed were women. If the subject did not meet the criteria for both variables or there was a discrepancy



she was eliminated from the sample. Two subjects were eliminated from the sample for this reason.

Distribution was done by the researcher to subjects within the chosen majors. Subjects were given the questionnaire during one class period and were requested to return the questionnaire by the next class period. Those failing to return them during the following class period were given an envelope in which they could mail their questionnaire to the researcher. Collection of data continued until all four categories met their sample size of 20.

Subjects were assigned to dependency groups depending on whether their score fell below or above the total sample's dependency mean. This mean was 24.5. To be placed in the low dependency group the subject's score was 23 or below; to be placed in the high dependency group the subject's score was 26 or above. Five subjects with means between 23 and 26 were eliminated from the sample.

Two hundred and four questionnaires were distributed, of those 129 were returned; giving a response rate of 63%. Of the 129 subjects sampled, a total of 8 subjects were eliminated due to discrepancy found in traditionality variables, failure to meet dependency restrictions or improper answering of the questionnaires.

### Demographic Data

Of the 121 subjects surveyed, the mean age was 21.3 years with the total range from 19 to 36 years. Sophomores made up 4.6% of the 121 female subjects, 26.2% were juniors, and 69.2% were seniors. Declared major resulted in the following distribution: traditional majors, 20% elementary education; 8.5% secondary education; 3.1% special education; 0.8% bachelor technology education; 3.8% music education, 0.8% home economics; 2.3% speech pathology; 1.5% art education; nontraditional majors, 6.2% biology; 0.8% computer science; 16.9% management; 3.8% business; 12.3% accounting; 9.2% information systems; 1.5% economics; 2.3% finance; and 3.8% marketing. Of those sampled, 43.1% fell in the traditional category and 56.9% fell in the nontraditional category. Those falling in the low dependency category made up 46.9% of the sample and those in the high dependency category resulted in 46.9%. The majority, 97.7% stated they wanted to work after graduation, 0.8% stated they did not want to work, and 1.5% stated they possibly might want to work after graduation. The majority, 90.0% wanted to marry in the future with 1.5% stating that they did not want to marry, and 8.5% stating that they might possibly want to marry. Of the subjects 84.6% stated they wanted

children in the future, 5.4% did not want children, and 10.0% stated they might possibly want children.

#### Dependent Variables

Depression. The main effect of traditionality,  $F(1, 118) = 0.89$ ,  $p = .35$  and the two-way interaction of traditionality,  $F(1, 118) = 0.003$ ,  $p = .96$  were not significant. Table 1 (see Appendix D) contains the ANOVA summary data as well as the means and standard deviations for the groups.

The main effect of dependency was significant,  $F(1, 118) = 42.58$ ,  $p = .0001$ . The overall mean depression score was 19.87, compared to a standard norm for females of 19.26. The mean for the low dependency group was 17.00 and the high dependency group was 22.78. The high dependent group had a much higher level of depression than the low dependent group. This was true across both the traditional and nontraditional groups.

Anger. The Anger Expression Scale was used to measure Anger In and Anger Out of the groups sampled. For Anger Out the main effect of traditionality was nonsignificant,  $F(1, 118) = .82$ ,  $p = .37$  as was dependency factor,  $F(1, 118) = .54$ ,  $p = .47$ . The two-way interaction of traditionality and dependency group was also nonsignificant,  $F(1, 118) = .24$ ,  $p = .63$ . (ANOVA



summary data, means, and standard deviations are found in Table 2, Appendix D.)

The main effect of traditionality on Anger In,  $F(1, 118) = 1.77$ ,  $p = .19$  and the two-way interaction of traditionality and dependency,  $F(1, 118) = .67$ ,  $p = .42$  were not significant. However, there was a significant difference between dependency groups and Anger In,  $F(1, 118) = 13.94$ ,  $p = .0001$ . The overall mean Anger In score was 24.12 while the mean for the low dependency group was 25.48 and the high dependency group was 22.73. The low dependent group had a higher level of repressed anger as compared to the high dependent group. This was true for both the traditional and nontraditional groups. (ANOVA summary data, means, and standard deviations are presented in Table 3, Appendix D.)

Psychological Well-Being. The Affect Balance Scale was used to measure psychological well-being or happiness. The main effect of traditionality on psychological well-being,  $F(1, 118) = .049$ ,  $p = .83$  and the two-way interaction between traditionality and dependency,  $F(1, 118) = .29$ ,  $p = .59$  were both significant. However the main effect of dependency,  $F(1, 118) = 28.8$ ,  $p = .0001$  was significant. The overall mean on the ABS was 6.2 while the mean for the low dependency group was 6.92 and the mean for the high dependency

group was 5.48. (ANOVA summary data, means, and standard deviations are presented in Table 4, Appendix D.)

Attitude. The Attitude Toward Women Scale was used to measure liberal and conservative attitudes about women's rights for the dependent groups as related to their traditionality. Both the main effect of traditionality on attitude,  $F(1, 118) = .024$ ,  $p = .88$  and the two-way interaction between dependency and traditionality,  $F(1, 118) = .59$ ,  $p = .44$  proved to be nonsignificant. The main effect of dependency on attitude,  $F(1, 118) = 23.24$ ,  $p = .0001$  was significant. The overall mean on the ATW was 32.78 compared to a mean of 30.2 found on a standardized sample. The mean for the low dependency group was 35.20 and the mean for the high dependency group was 30.33. The high dependent group scored more conservatively than did the low dependent group. This was true for both the traditional and nontraditional groups. (ANOVA summary data, means, and standard deviations are found in Table 5, Appendix D.)

Dependency and Traditionality. While there were no two-way interactions between dependency and traditionality across the dependent variables of depression, anger, psychological well-being and attitude, there was a significant main effect of traditionality using dependency scores as the dependent variable

$F(1, 118) = 11.33, p = .001$ . The overall mean of dependency was 24.44 compared to a mean of 24.58 found on a standardized sample. The mean for the traditional group was 27.83 and the mean for the nontraditional group was 21.88. (ANOVA summary data, means, and standard deviations are found in Table 6, Appendix D.)

While the measures used for dependency, depression, anger, psychological well-being, and attitude toward women showed a limited amount of significance in the analysis of variance, they were significantly correlated. Significant positive correlations were found between Dependency and Depression ( $r = .70, p = .001$ ), Anger In and Affective Balance ( $r = .31, p = .001$ ), and Affective Balance and Attitude ( $r = .25, p = .01$ ). Significant negative correlations were found between Dependency and Anger In ( $r = -.46, p = .001$ ), Dependency and Affective Balance ( $r = -.52, p = .001$ ), Dependency and Attitude ( $r = -.43, p = .001$ ), Depression and Anger In ( $r = -.32, p = .001$ ), and Depression and Affective Balance ( $r = -.35, p = .001$ ). These relationships support the construct validity of the dependency measure. (The correlational coefficients for Dependency, Depression, Anger In, Anger Out, Affective Balance, and Attitude are presented in Table 7, Appendix D.)



## DISCUSSION

Contrary to prediction of this study there were no significant differences between the role takers, Groups I and IV, and the role players, Groups II and III, on any of the dependent variables. It was hypothesized that the role takers would have significantly lower scores on depression and anger expression while having a higher score on life satisfaction when compared with the role players.

Traditionality grouping did not reveal any significant differences on depression, anger, psychological well-being, and attitude. O'Connell's (1980) study of traditionality reflected no significant differences between traditional lifestyle and nontraditional lifestyle when she examined sense of well-being.

Psychological well-being appears to be independent of traditional or nontraditional role. The personality variable of dependency did demonstrate some significance in the analysis of data. The low dependent group scored significantly lower on depression while scoring significantly higher on psychological well-being and anger in. This data supports the general theory that most mentally healthy adults will be less dependent

than mentally ill adults (Duckworth, 1979; Broverman, Broverman, Clarkson, Rosenkrantz, & Vogel, 1970). The personality variable of dependency was a better predictor of affective state than role choice. Various personality variables have been found to reflect similar correlations to psychological well-being (George, 1978; Kozma & Stones, 1978). The significant correlations found between the dependency scores and affective state scores provides further evidence to support the validity of the MMPI Dependency Scale. While the scale correlated with other direct dependent measures it also correlated significantly with role identification. As one would expect the traditional group scored higher on dependency than the nontraditional group. Orcult and Walsh (1979) reported similar results when they examined traditionality of college females; those categorized as traditional were more dependent than the nontraditional group.

The traditional groups' scores did not differ from the nontraditional groups' scores on the AWS. These findings were similar to those of O'Connell (1980) who reported the traditional woman's attitude of the female role is typically more liberal than the role she chooses. Like O'Connell's findings this may be a reflection of the role attitude change that has been taking place. Women as a whole appear to hold a more

liberal attitude on the rights, roles, and privileges they should be able to have; regardless of the lifestyle they choose for themselves.

Interestingly enough there was some significance between dependency group and attitude toward women. The low dependent group scored significantly more liberal than their counterpart, the high dependent group. This is as one would expect since the questions from the Attitude Toward Women's Scale reflect an independent attitude; for example, "A woman should be as free as a man to propose marriage."

On all variables it is evident that traditionality played no significant role. One possible explanation for this may lie in the probability that there are some androgynous subjects in both the traditional and non-traditional groups whose scores may confound possible differences. The variables of traditionality used in this study, major choice and occupational choice, may have not been restrictive enough to exclude those who would have best been labeled as androgynous. The use of major and occupational choice have been used a great deal to define role choice (Yanico, Hardin, & McLaughlin, 1978; Gysbers, Johnston, & Gust, 1968; Orcult & Walsh, 1979) and it was felt that by employing percentile limitations on both of these variables there would be a clear distinction between the traditional and



nontraditional groups. The most recent, available, percentile listings of women with specific degrees and in specific occupations was in the 1975 Handbook on Women Workers (U.S. Department of Labor, 1975). Since this was not a current listing an even smaller percentile limitation may have yielded more significant results.

Another possibility in this question of traditionality may lie in characteristics of the total sample. All were female students on the ASU campus and 95.4% of them were juniors and seniors. On questions about future life choices the majority of subjects responded in the same fashion. When asked if they planned to work after completing school, 97.7% stated they did plan to work, 90% stated they wanted to marry in the future, and 84.6% stated they wanted to have children. The homogeneity in this sample may make it difficult to distinguish traditionality. For this study it may have been beneficial to have employed a sample of women who were already involved in their chosen lifestyle rather than using proposed lifestyle. This would have revealed a commitment to a particular style of life that female college students have probably yet to experience.

#### Suggestions for Future Research

In examining role players and role takers in the future, it may be beneficial to look for certain characteristics in the total sample before conducting the

research. One characteristic as mentioned earlier might be a commitment to a chosen lifestyle, whether it be traditional or nontraditional. Another characteristic one might employ to restrict the sample would be intellectual functioning limitations. To rule out any effects of intellectual functioning on career choice or psychological well-being limits could be set for the sample on this characteristic. Another characteristic which might prove interesting would be strict limitations on age within the sample. By placing narrow limitations on age one could assume that each subject had been exposed to basically the same time span and broad cultural experiences as others with the sample, as well as assume they are at the same general point in major life decisions. Factors behind a woman's chosen lifestyle could be more informative if examined in further detail. Type of parental upbringing, spouse's perspective of the woman's role, and family economic conditions could be indicative of "chosen" lifestyle.

A third category should also be employed in future research on traditionality. While there are some distinctive characteristics of traditional and nontraditional groups there are some subjects that have characteristics of both. O'Connell (1980) made this distinction and she called this third group neotraditional; others have labeled it androgynous. Authors

such as Gilbert (1981) have heralded the benefits of psychological androgyny, claiming that possessing the best characteristics of masculinity and femininity is more conducive to good mental health as opposed to one of the extremes. While it appears that society's perspectives are shifting in this direction with respect toward woman's role today, it is questionable as to what the actual reality women are experiencing at present. To track this so called "cultural shift" it would be interesting to replicate the Broverman, Broverman, Clarkson, Rosenkrantz, and Vogel (1970) study. In light of this new perspective toward women's role, clinicians' judgments may reflect a higher correlation between healthy adults and healthy females.



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APPENDIX A  
Data Questionnaire



Data QuestionnaireInformation

Age \_\_\_\_\_

Class \_\_\_\_\_ Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_

Junior \_\_\_\_\_ Senior \_\_\_\_\_

Major \_\_\_\_\_

1. Do you want to work after graduation?

Yes \_\_\_\_\_ No \_\_\_\_\_ Possibly \_\_\_\_\_

2. What kind of job do you want to have?

\_\_\_\_\_

\_\_\_\_\_

3. Do you want to marry in the future?

Yes \_\_\_\_\_ No \_\_\_\_\_ Possibly \_\_\_\_\_

4. Would you like to have children in the  
future?

Yes \_\_\_\_\_ No \_\_\_\_\_ Possibly \_\_\_\_\_

APPENDIX B

Self-Report Personality Measure:  
MMPI Dependency Scale

Self-Report Personality Measure: MMPI Dependency Scale

Read each of the following statements and decide whether it is true as applied to you or false as applied to you. Do not leave any unanswered if you can avoid it. Give your own opinion of yourself.

- \_\_\_\_\_ 1. I am about as able to work as I ever was.
- \_\_\_\_\_ 2. When I take a new job, I like to be tipped off on who should be gotten next to.
- \_\_\_\_\_ 3. At times I have very much wanted to leave home.
- \_\_\_\_\_ 4. No one seems to understand me.
- \_\_\_\_\_ 5. I have had periods of days, weeks, or months when I couldn't take care of things because I couldn't "get going."
- \_\_\_\_\_ 6. I have had no difficulty in starting or holding my bowel movement.
- \_\_\_\_\_ 7. I wish I could be as happy as others seem to be.
- \_\_\_\_\_ 8. I used to like drop-the-handkerchief.
- \_\_\_\_\_ 9. My feelings are not easily hurt.
- \_\_\_\_\_ 10. I am easily downed in an argument.
- \_\_\_\_\_ 11. I am certainly lacking in self-confidence.
- \_\_\_\_\_ 12. I believe in the second coming of Christ.
- \_\_\_\_\_ 13. I have met problems so full of possibilities that I have been unable to make up my mind about them.
- \_\_\_\_\_ 14. I am happy most of the time.
- \_\_\_\_\_ 15. Criticism or scolding hurts me terribly.
- \_\_\_\_\_ 16. My conduct is largely controlled by the customs of those about me.
- \_\_\_\_\_ 17. I cry easily.
- \_\_\_\_\_ 18. I do not tire quickly.
- \_\_\_\_\_ 19. I like to know some important people because it makes me feel important.
- \_\_\_\_\_ 20. What others think of me does not bother me.
- \_\_\_\_\_ 21. I find it hard to make talk when I meet new people.
- \_\_\_\_\_ 22. I feel weak all over much of the time.
- \_\_\_\_\_ 23. I do not have spells of hay fever or asthma.
- \_\_\_\_\_ 24. I wish I were not so shy.
- \_\_\_\_\_ 25. My people treat me more like a child than a grown-up.
- \_\_\_\_\_ 26. I brood a great deal.
- \_\_\_\_\_ 27. I have been disappointed in love.
- \_\_\_\_\_ 28. I have difficulty in starting to do things.
- \_\_\_\_\_ 29. I am entirely self-confident.
- \_\_\_\_\_ 30. When in a group of people I have trouble thinking of the right things to talk about.

- \_\_\_\_\_ 31. In school I found it very hard to talk before the class.
- \_\_\_\_\_ 32. Even when I am with people I feel lonely much of the time.
- \_\_\_\_\_ 33. I am easily embarrassed.
- \_\_\_\_\_ 34. I feel anxiety about something or someone almost all the time.
- \_\_\_\_\_ 35. I have certainly had more than my share of things to worry about.
- \_\_\_\_\_ 36. I usually have to stop and think before I act even in trifling matters.
- \_\_\_\_\_ 37. I have several times given up doing a thing because I thought too little of my ability.
- \_\_\_\_\_ 38. I am inclined to take things hard.
- \_\_\_\_\_ 39. I am more sensitive than most other people.
- \_\_\_\_\_ 40. Religion gives me no worry.
- \_\_\_\_\_ 41. When I am feeling very happy and active, someone who is blue or low will spoil it all.
- \_\_\_\_\_ 42. I wish I could get over worrying about things I have said that may have injured other people's feelings.
- \_\_\_\_\_ 43. People often disappoint me.
- \_\_\_\_\_ 44. I have often felt badly over being misunderstood when trying to keep someone from making a mistake.
- \_\_\_\_\_ 45. I frequently ask people for advice.
- \_\_\_\_\_ 46. I have sometimes felt that difficulties were piling up so high that I could not overcome them.
- \_\_\_\_\_ 47. I often think, "I wish I were a child again."
- \_\_\_\_\_ 48. I am apt to hide my feelings in some things, to the point that people may hurt me without their knowing about it.
- \_\_\_\_\_ 49. I am apt to pass up something I want to do because others feel that I am not going about it in the right way.
- \_\_\_\_\_ 50. I feel like giving up quickly when things go wrong.
- \_\_\_\_\_ 51. I pray several times every week.
- \_\_\_\_\_ 52. I feel sympathetic towards people who tend to hang on to their griefs and troubles.
- \_\_\_\_\_ 53. I sometimes find it hard to stick up for my rights because I am so reserved.
- \_\_\_\_\_ 54. People can pretty easily change me even though I thought that my mind was already made up on a subject.
- \_\_\_\_\_ 55. I shrink from facing a crisis or difficulty.
- \_\_\_\_\_ 56. If I were an artist I would like to draw children.
- \_\_\_\_\_ 57. I am apt to pass up something I want to do when others feel that it isn't worth doing.



APPENDIX C

Affective State Measures:

MMPI Depression Scale

Spielberger Anger Expression Scale

Affect Balance Scale

Attitude Toward Women Scale

Affective State Measures: MMPI Depression Scale

Read each of the following statements and decide whether it is true as applied to you or false as applied to you. Do not leave any unanswered if you can avoid it. Give your own opinion of yourself.

- \_\_\_\_\_ 1. I am about as able to work as I ever was.
- \_\_\_\_\_ 2. I have a good appetite.
- \_\_\_\_\_ 3. I am easily awakened by noise.
- \_\_\_\_\_ 4. My daily life is full of things that keep me interested.
- \_\_\_\_\_ 5. I am very seldom troubled by constipation.
- \_\_\_\_\_ 6. I have had periods of days, weeks, or months when I couldn't take care of things because I couldn't "get going."
- \_\_\_\_\_ 7. At times I feel like swearing.
- \_\_\_\_\_ 8. I find it hard to keep my mind on a task or job.
- \_\_\_\_\_ 9. I wish I could be as happy as others seem to be.
- \_\_\_\_\_ 10. I seldom worry about my health.
- \_\_\_\_\_ 11. At times I feel like smashing things.
- \_\_\_\_\_ 12. My sleep is fitful and disturbed.
- \_\_\_\_\_ 13. My judgment is better than it ever was.
- \_\_\_\_\_ 14. I am certainly lacking in self-confidence.
- \_\_\_\_\_ 15. I am in just as good physical health as most of my friends.
- \_\_\_\_\_ 16. I believe in the second coming of Christ.
- \_\_\_\_\_ 17. I prefer to pass by school friends, or people I know but have not seen for a long time, unless they speak to me first.
- \_\_\_\_\_ 18. I am a good mixer.
- \_\_\_\_\_ 19. I am happy most of the time.
- \_\_\_\_\_ 20. Everything is turning out just like the prophets of the Bible said it would.
- \_\_\_\_\_ 21. Criticism or scolding hurts me terribly.
- \_\_\_\_\_ 22. I sometimes keep on at a thing until others lose their patience with me.
- \_\_\_\_\_ 23. I sometimes tease animals.
- \_\_\_\_\_ 24. I cry easily.
- \_\_\_\_\_ 25. It takes a lot of argument to convince most people of the truth.
- \_\_\_\_\_ 26. I go to church almost every week.
- \_\_\_\_\_ 27. I don't seem to care what happens to me.
- \_\_\_\_\_ 28. I seem to be about as capable and smart as most others around me.
- \_\_\_\_\_ 29. I have never vomited blood or coughed up blood.
- \_\_\_\_\_ 30. I feel weak all over much of the time.

- \_\_\_\_\_ 31. I do not worry about catching diseases.
- \_\_\_\_\_ 32. I do not have spells of hay fever or asthma.
- \_\_\_\_\_ 33. I certainly feel useless at times.
- \_\_\_\_\_ 34. I wish I were not so shy.
- \_\_\_\_\_ 35. At times I feel like picking a fist fight with someone.
- \_\_\_\_\_ 36. Most nights I go to sleep without thoughts or ideas bothering me.
- \_\_\_\_\_ 37. I brood a great deal.
- \_\_\_\_\_ 38. During the past few years I have been well most of the time.
- \_\_\_\_\_ 39. I have never had a fit or a convulsion.
- \_\_\_\_\_ 40. I have difficulty in starting to do things.
- \_\_\_\_\_ 41. I am neither gaining nor losing weight.
- \_\_\_\_\_ 42. I cannot understand what I read as well as I used to.
- \_\_\_\_\_ 43. I have never felt better in my life than I do now.
- \_\_\_\_\_ 44. My memory seems to be all right.
- \_\_\_\_\_ 45. I am afraid of losing my mind.
- \_\_\_\_\_ 46. Sometimes, when embarrassed, I break out in a sweat which annoys me greatly.
- \_\_\_\_\_ 47. I enjoy many different kinds of play and recreation.
- \_\_\_\_\_ 48. I like to flirt.
- \_\_\_\_\_ 49. I have at times stood in the way of people who were trying to do something, not because it amounted to much but because of the principle of the thing.
- \_\_\_\_\_ 50. I dream frequently about things that are best kept to myself.
- \_\_\_\_\_ 51. I believe I am no more nervous than most others.
- \_\_\_\_\_ 52. Sometimes without any reason or even when things are going wrong I feel excitedly happy, "on the top of the world."
- \_\_\_\_\_ 53. I sweat very easily on cool days.
- \_\_\_\_\_ 54. When I leave home I do not worry about whether the door is locked and the windows closed.
- \_\_\_\_\_ 55. I do not blame a person for taking advantage of someone who lays himself open to it.
- \_\_\_\_\_ 56. At times I am full of energy.
- \_\_\_\_\_ 57. Once in a while I laugh at a dirty joke.
- \_\_\_\_\_ 58. I am troubled by attacks of nausea and vomiting.
- \_\_\_\_\_ 59. I work under a great deal of tension.
- \_\_\_\_\_ 60. I have periods in which I feel unusually cheerful without any special reason.

## Self-Analysis Questionnaire (AX)

**DIRECTIONS:** A number of statements which people have used to describe themselves when they feel angry or furious are given below. Read each statement and then darken the appropriate circle on the answer sheet to indicate how often you feel or act in the manner described. There are no right or wrong answers. Do not spend too much time on any one statement. For each item darken the circle which seems to best describe how you generally act or feel when you are angry or furious.

| WHEN ANGRY OR FURIOUS, ...  | <u>Almost<br/>Never</u> | <u>Some-<br/>times</u> | <u>Often</u> | <u>Almost<br/>Always</u> |
|---|-------------------------|------------------------|--------------|--------------------------|
| 1. I control my temper.....   | 1                       | 2                      | 3            | 4                        |
| 2. I express my anger.....  | 1                       | 2                      | 3            | 4                        |
| 3. I keep things in.....  | 1                       | 2                      | 3            | 4                        |
| 4. I make threats I don't really mean to<br>carry out.....          | 1                       | 2                      | 3            | 4                        |
| 5. I pout or sulk.....  | 1                       | 2                      | 3            | 4                        |
| 6. I withdraw from people.....                                      | 1                       | 2                      | 3            | 4                        |
| 7. I make sarcastic remarks to others.....                          | 1                       | 2                      | 3            | 4                        |
| 8. I keep my cool.....  | 1                       | 2                      | 3            | 4                        |
| 9. I do things like slam doors.....                                 | 1                       | 2                      | 3            | 4                        |
| 10. I boil inside, but I don't show it.....                         | 1                       | 2                      | 3            | 4                        |
| 11. I argue with others.....  | 1                       | 2                      | 3            | 4                        |
| 12. I tend to harbor grudges that I don't<br>tell anyone about..... | 1                       | 2                      | 3            | 4                        |
| 13. I strike out at whatever infuriates me.....                     | 1                       | 2                      | 3            | 4                        |
| 14. I am secretly quite critical of others.....                     | 1                       | 2                      | 3            | 4                        |
| 15. I am angrier than I am willing to admit.....                    | 1                       | 2                      | 3            | 4                        |
| 16. I calm down faster than most other people...                    | 1                       | 2                      | 3            | 4                        |
| 17. I say nasty things.....   | 1                       | 2                      | 3            | 4                        |



| WHEN ANGRY OR FURIOUS, ...   | <u>Almost<br/>Never</u> | <u>Some-<br/>times</u> | <u>Often</u> | <u>Almost<br/>Always</u> |
|--|-------------------------|------------------------|--------------|--------------------------|
| 18. I am irritated a great deal more than<br>people are aware of.....    | 1                       | 2                      | 3            | 4                        |
| 19. I lose my temper.....  | 1                       | 2                      | 3            | 4                        |
| 20. If someone annoys me, I am apt to tell<br>him or her how I feel..... | 1                       | 2                      | 3            | 4                        |

LOOKING AT YOUR PRESENT LIFE SITUATION, HAVE YOU  
EVER FELT:

|   | YES | NO  |
|---|-----|-----|
| 1. Particularly excited or interested in something?                     | ___ | ___ |
| 2. So restless you couldn't sit long in a chair?                        | ___ | ___ |
| 3. Proud because someone complimented you on<br>something you had done? | ___ | ___ |
| 4. Very lonely or remote from other people?                             | ___ | ___ |
| 5. Please about having accomplished something?                          | ___ | ___ |
| 6. Bored?   | ___ | ___ |
| 7. On top of the world?   | ___ | ___ |
| 8. Depressed or very unhappy?   | ___ | ___ |
| 9. That things were going your way?                                     | ___ | ___ |
| 10. Upset because someone criticized you?                               | ___ | ___ |

Attitudes Toward Women

The statements listed below describe attitudes toward the roles of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you (A) agree strongly, (B) agree mildly, (C) disagree mildly, or (D) disagree strongly.

1. Swearing and obscenity are more repulsive in the speech of a woman than a man.

| A                 | B               | C                  | D                    |
|-------------------|-----------------|--------------------|----------------------|
|                   |                 |                    |                      |
| Agree<br>strongly | Agree<br>mildly | Disagree<br>mildly | Disagree<br>strongly |

2. Under the modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.

| A                 | B               | C                  | D                    |
|-------------------|-----------------|--------------------|----------------------|
|                   |                 |                    |                      |
| Agree<br>strongly | Agree<br>mildly | Disagree<br>mildly | Disagree<br>strongly |

3. It is insulting to women to have the "obey" clause remain in the marriage service.

| A                 | B               | C                  | D                    |
|-------------------|-----------------|--------------------|----------------------|
|                   |                 |                    |                      |
| Agree<br>strongly | Agree<br>mildly | Disagree<br>mildly | Disagree<br>strongly |

4. A woman should be as free as a man to propose marriage.

| A                 | B               | C                  | D                    |
|-------------------|-----------------|--------------------|----------------------|
|                   |                 |                    |                      |
| Agree<br>strongly | Agree<br>mildly | Disagree<br>mildly | Disagree<br>strongly |

5. Women should worry less about their rights and more about becoming good wives and mothers.

| A                 | B               | C                  | D                    |
|-------------------|-----------------|--------------------|----------------------|
|                   |                 |                    |                      |
| Agree<br>strongly | Agree<br>mildly | Disagree<br>mildly | Disagree<br>strongly |

6. Women should assume their rightful place in business and all the professions along with men.

A B C D

-----  
 Agree Agree Disagree Disagree  
 strongly mildly mildly strongly

7. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.

A B C D

-----  
 Agree Agree Disagree Disagree  
 strongly mildly mildly strongly

8. It is ridiculous for a woman to run a locomotive and a man to darn socks.

A B C D

-----  
 Agree Agree Disagree Disagree  
 strongly mildly mildly strongly

9. The intellectual leadership of a community should be largely in the hands of men.

A B C D

-----  
 Agree Agree Disagree Disagree  
 strongly mildly mildly strongly

10. Women should be given equal opportunity with men for apprenticeship in the various trades.

A B C D

-----  
 Agree Agree Disagree Disagree  
 strongly mildly mildly strongly

11. Women earning as much as their dates should bear the expense when they go out together.

A B C D

-----  
 Agree Agree Disagree Disagree  
 strongly mildly mildly strongly

12. Sons in a family should be given more encouragement to go to college than daughters.

| A                 | B               | C                  | D                    |
|-------------------|-----------------|--------------------|----------------------|
| -----             | -----           | -----              | -----                |
| Agree<br>strongly | Agree<br>mildly | Disagree<br>mildly | Disagree<br>strongly |

13. In general, the father should have greater authority than the mother in the bringing up of children.

| A                 | B               | C                  | D                    |
|-------------------|-----------------|--------------------|----------------------|
| -----             | -----           | -----              | -----                |
| Agree<br>strongly | Agree<br>mildly | Disagree<br>mildly | Disagree<br>strongly |

14. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.

| A                 | B               | C                  | D                    |
|-------------------|-----------------|--------------------|----------------------|
| -----             | -----           | -----              | -----                |
| Agree<br>strongly | Agree<br>mildly | Disagree<br>mildly | Disagree<br>strongly |

15. There are many jobs in which men should be given preference over women in being hired or promoted.

| A                 | B               | C                  | D                    |
|-------------------|-----------------|--------------------|----------------------|
| -----             | -----           | -----              | -----                |
| Agree<br>strongly | Agree<br>mildly | Disagree<br>mildly | Disagree<br>strongly |



APPENDIX D

Tables

Table 1

ANOVA Summary Tables and Means and Standard Deviations for  
Depression

---

a. ANOVA Summary

| Source           | Sum of Squares | DF  | Mean Square | F      |
|------------------|----------------|-----|-------------|--------|
| Dependency Level | 955.61         | 1   | 955.61      | 43.73* |
| Traditionality   | 22.83          | 1   | 22.83       | 1.04   |
| D x T            | .007           | 1   | .007        | .0001  |
| Error            | 2578.83        | 118 | 21.85       | -      |

\* $p < .01$

---

b. Means and Standard Deviations

|                | Degree of Dependency |                |
|----------------|----------------------|----------------|
|                | Low Dependent        | High Dependent |
| Traditional    | 17.57 (2.92)         | 23.28 (5.45)   |
| Nontraditional | 16.70 (3.50)         | 22.38 (5.99)   |
| Group Mean     | 17.00                | 22.78          |

(Standard deviations are presented in parentheses)

---

Table 2

ANOVA Summary Tables and Means and Standard Deviations forAnger Out

## a. ANOVA Summary

| Source           | Sum of Squares | DF  | Mean Square | F    |
|------------------|----------------|-----|-------------|------|
| Dependency Level | 5.29           | 1   | 5.29        | .382 |
| Traditionality   | 9.11           | 1   | 9.11        | .658 |
| D x T            | 4.27           | 1   | 4.27        | .309 |
| Error            | 1632.19        | 118 | 13.83       | -    |

## b. Means and Standard Deviations

|                | Degree of Dependency |                |
|----------------|----------------------|----------------|
|                | Low Dependent        | High Dependent |
| Traditional    | 14.86 (3.80)         | 15.72 (3.63)   |
| Nontraditional | 14.70 (3.08)         | 14.79 (4.49)   |

(Standard deviations are presented in parentheses)

Table 3

ANOVA Summary Tables and Means and Standard Deviations for  
Anger In

## a. ANOVA Summary

| Source           | Sum of Squares | DF  | Mean Square | <u>F</u> |
|------------------|----------------|-----|-------------|----------|
| Dependency Level | 195.13         | 1   | 195.13      | 14.03*   |
| Traditionality   | 24.39          | 1   | 24.39       | 1.75     |
| D x T            | 9.65           | 1   | 9.65        | .694     |
| Error            | 1640.96        | 118 | 13.906      | -        |

\*p &lt; .01

## b. Means and Standard Deviations

|                | Degree of Dependency |                |
|----------------|----------------------|----------------|
|                | Low Dependent        | High Dependent |
| Traditional    | 24.48 (4.56)         | 22.56 (4.03)   |
| Nontraditional | 26.00 (2.92)         | 22.93 (3.73)   |
| Group Mean     | 25.48                | 22.73          |

(Standard deviations are presented in parentheses)



Table 4

ANOVA Summary Tables and Means and Standard Deviations for Psychological Well-Being

a. ANOVA Summary

| Source           | Sum of Squares | DF  | Mean Square | F      |
|------------------|----------------|-----|-------------|--------|
| Dependency Level | 62.18          | 1   | 62.18       | 29.44* |
| Traditionality   | .078           | 1   | .078        | .037   |
| D x T            | .551           | 1   | .551        | .261   |
| Error            | 249.17         | 118 | 2.112       | -      |

\*p < .01

b. Means and Standard Deviations

|                | Degree of Dependency |                |
|----------------|----------------------|----------------|
|                | Low Dependent        | High Dependent |
| Traditional    | 6.86 (1.68)          | 5.56 (1.24)    |
| Nontraditional | 6.95 (1.68)          | 5.38 (1.12)    |
| Group Mean     | 6.92                 | 5.48           |

(Standard deviations are presented in parentheses)

Table 5

ANOVA Summary Tables and Means and Standard Deviations for Attitude

a. ANOVA Summary

| Source           | Sum of Squares | DF  | Mean Square | F      |
|------------------|----------------|-----|-------------|--------|
| Dependency Level | 653.67         | 1   | 653.67      | 20.84* |
| Traditionality   | 4.2            | 1   | 4.2         | .134   |
| D x T            | 28.58          | 1   | 28.58       | .911   |
| Error            | 3701.869       | 118 | 31.372      | -      |

\* $p < .01$

b. Means and Standard Deviations

|                | Degree of Dependency |                |
|----------------|----------------------|----------------|
|                | Low Dependent        | High Dependent |
| Traditional    | 34.76 (4.96)         | 31.19 (6.92)   |
| Nontraditional | 35.43 (4.86)         | 29.86 (5.36)   |
| Group Mean     | 35.20                | 30.33          |

(Standard deviations are presented in parentheses)

Table 6

ANOVA Summary Tables and Means and Standard Deviations for  
Dependency and Traditionality

---

a. ANOVA Summary

| Source | Sum of Squares | DF  | Mean Square | F       |
|--------|----------------|-----|-------------|---------|
| D x T  | 1026.16        | 1   | 1026.16     | 11.329* |
| Error  | 11594.13       | 128 | 90.58       | -       |

\* $p < .01$

---

b. Means and Standard Deviations

|                | Degree of Dependency |                |
|----------------|----------------------|----------------|
|                | Low Dependent        | High Dependent |
| Traditional    | 18.24 (4.36)         | 34.28 (6.65)   |
| Nontraditional | 14.75 (4.44)         | 31.72 (5.66)   |
| Group Mean     | 27.83                | 21.88          |

(Standard deviations are presented in parentheses)

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Table 7

Correlation Coefficients for Dependency, Depression, Anger In,  
Anger Out, Affective Balance, and Attitude Measures

|          | Depen. | Depress. | AI     | A0 | AB     | Att.   |
|----------|--------|----------|--------|----|--------|--------|
| Depen.   | -      | .70**    | -.46** | -  | -.52** | -.43** |
| Depress. | -      | -        | -.32** | -  | -.35** | -      |
| AI       | -      | -        | -      | -  | .32**  | -      |
| A0       | -      | -        | -      | -  | -      | -      |
| AB       | -      | -        | -      | -  | -      | .25*   |
| Att.     | -      | -        | -      | -  | -      | -      |

\* $p < .01$ . \*\* $p < .001$ .



## VITA

Lisa Ann Stallings was born on April 17, 1959. She grew up the oldest of two children in Lenoir, North Carolina, her family's hometown. She attended Whitnel Elementary School and graduated from Hudson High School in June 1977, second in her class. The following August she entered The University of North Carolina at Chapel Hill and in May 1981, she received a Bachelor of Arts degree in Psychology.

In August 1981 she entered Appalachian State University in the Master of Arts degree program in Clinical Psychology. Her internship was done in Adult Services at Foothills Mental Health Center of Lenoir. While attending Appalachian State University, Ms. Stallings became a charter member of Psi Chi and was the Chapter's first Vice-President. In February 1984 she completed the requirements for the Master of Arts degree in Clinical Psychology.

Ms. Stallings currently resides in Lenoir, North Carolina.