AN ABSTRACT OF THE THESIS OF
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Title: AN EXAMINATION OF THE RELATIONSHIP BETWEEN ADOLESCENT GIRLS' AND BOYS' SELF-ESTEEM AND THEIR VIEWS OF EGALITARIANISM.
Abstract approved:

This study addressed the relationship between adolescents' self-esteem and their views of egalitarianism. The focus was primarily on girls, but race and gender were also examined as exploratory variables. Four hundred and fifty-one adolescents participated in the study. The average age was 15.88 years old. A Pearson product moment correlations were completed to evaluate the relationship between scores on the Coopersmith Self-Esteem Inventory (SEI) and the Sex Role Egalitarianism Scale (SRES). It was hypothesized that the scores on the SEI and the scores on the SRES would positively correlate. The results showed no positive correlations for any of the groups. Further analyses showed there was essentially no difference between the groups on the SEI but that the Caucasian participants scored significantly higher on the SRES than the African-American participants. It was also found that the girls had a stronger sense of egalitarianism than the boys. The implications of the results were discussed.
AN EXAMINATION OF THE RELATIONSHIP BETWEEN
ADOLESCENT GIRLS' AND BOYS' SELF-ESTEEM
AND THEIR VIEWS OF EGALITARIANISM

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CHAPTER 1

INTRODUCTION

No other social change has permeated society in recent years as deeply as the shift in gender roles. Changes in gender roles have impacted all aspects of modern life. Now one can see women in traditionally male roles, and to a lesser extent, men in traditionally female roles. Our institutions have faced, and continue to face, a demand for philosophical and structural adjustments away from the traditional perspective on female and male roles (King & King, 1993). Some are concerned that not enough has been done to facilitate changes in gender roles. Opportunities for women and men are still restricted on a gender basis. For example, in an era where women have the opportunity to travel in space, girls are still less likely to receive needed academic scholarships and less likely to enroll in higher level mathematics and science courses than boys (American Association of University Women, 1991).

With the apparent contradiction between professed changes and what many women actually experience, one wonders how adolescent girls perceive equality in society. Adolescence is a developmental period during which gender role development is of primary importance to personal adjustment (Renzetti & Curran, 1995). Adolescent girls
receive contradictory messages about appropriate gender role development. On one hand, they are told they should be feminine, yet being assertive and achievement oriented (traditionally masculine characteristics) are more often associated with success and are seen as more socially desirable (Broverman, Vogel, Broverman, Clarkson, & Rosenkrantz, 1972). They receive conflicting messages about achievement and popularity, wherein attaining the latter may mean sacrificing the former. According to Gilligan and Brown (1992), adolescent girls experience a fundamental conflict between staying in touch with their own feelings and beliefs and adjusting to the expectations of others.

Research has established that there is a relationship between gender role orientation and self-esteem. Hollinger and Fleming (1985), for example, reported a positive correlation between typically defined feminine characteristics such as communality and expressiveness and the problems of underachievement, fear of success, nonassertiveness, and low self-esteem. Much of this body of research has concentrated on adolescent girls’ views of the differences between masculinity and femininity and how they view those differences impacting their own lives. Typically, adolescent girls who adopt more traditionally masculine characteristics are better adjusted and have higher self-esteem (Bem, 1974). This current study also examined the
relationship between adolescent girls' self-esteem and their views of gender roles. Specifically, this study examined the relationship between adolescents' self-esteem and their views of egalitarianism, a construct similar to gender role orientation. This relationship will be examined on the basis of the race and gender of the participants. Egalitarianism is discussed in further detail below.

Definition of Constructs

Gender Role Orientation

Sex refers to the biological basis of being male or female, whereas gender refers to the social dimension of being male or female (Basow, 1992). Gender role orientation is defined as the extent to which people believe or perceive that they possess gender- or sex-typed characteristics (Mullis & McKinley, 1989). The traits can be viewed in terms of one of the following categories: femininity, masculinity, androgyny, or undifferentiated (Prager, 1983). Femininity is characterized as emotionally expressive and places an emphasis on interpersonal relationships. The masculine gender role is often characterized as an orientation towards action, accomplishment and leadership (Maccoby & Jacklin, 1974). A person who has an androgynous gender role has a combination of feminine and masculine traits and a person who is undifferentiated has not formed a defined gender role (Bem, 1974).
Feminine sex-typed individuals typically are less aggressive and assertive than masculine or androgynous individuals (Sadker & Sadker, 1985; Schwartz, 1980). Gender role development is affected by several social factors in one's personal life. These factors will be discussed in a later section of the paper.

**Egalitarianism**

Egalitarianism is defined as an attitude that causes one to respond to another individual independently of the other individual's sex. One who possesses this attitude believes that the sex of an individual should not influence the perception of an individual's abilities or the determination of an individual's rights, obligations, and opportunities. Consequently, an individual who is high in sex-role egalitarianism does not discriminate against or relate differently to another on the basis of the other's sex (Beere, King, Beere, & King, 1984).

**Self-esteem**

The concept of self-esteem is defined as the evaluation individuals make and maintain with regard to themselves (Coopersmith, 1981). An attitude of approval or disapproval indicates the extent to which individuals believe themselves to be capable, significant, and worthy (Coopersmith, 1967). Attitudes toward the self, like other orientations and dispositions, may be either conscious or
unconscious. Presumably, attitudes toward the self are like other attitudes in that they carry positive and negative affective connotations and are intertwined with intellectual and motivational processes. Thus, people need not be aware of their attitudes toward the self, but these attitudes will nonetheless be expressed in the person's voice, posture, gestures, and performance (Coopersmith, 1981).

Self-esteem is usually divided into two different concepts, self-acceptance and self-regard. Self-acceptance refers to a passive willingness to accept oneself as one is despite any weaknesses and is generally thought to be more typical of women. Self-regard in contrast refers to an active affirmation of one's worth and capabilities and is typically associated with men (Monaco & Gaier, 1992).

Development of Gender Roles

The development of a gender role is affected by several social factors as a person matures. Research suggests that much of children's self-concept, especially their gender role identity, is derived from their interpretation of the attitudes and behaviors of those around them. Accordingly, children's gender role acquisition is to a large extent directed by modeling and imitation of the appropriate behaviors and traits for their sex (Parsons, Ruble, Hodges, & Small, 1972). Not all socializing forces promote traditional feminine characteristics in all girls, but
documented patterns indicate family, schools, and peers can and often do influence the development of particular gender roles.

Family

From the beginning parents influence how their children will act and what they will consider as being appropriate behavior. Typically, girl babies are treated differently than boy babies. For example, Rubin, Provenzano, and Luria (1974) interviewed 30 first-time parents within 24 hours after childbirth and found that parents of boys and girls had already begun to view their infants differently. Those with daughters saw their babies as softer, finer featured and more delicate than did those with sons; those with sons saw them as firmer, stronger, better coordinated, hardier and more alert.

Parents demonstrate the largest difference in treatment of boys and girls in areas specifically related to gender roles, such as clothing and chores. Parents give children different toys, dress them differently, and assign them different tasks according to the children's sex (McHale, Bartko, Crouter, & Perry-Jenkins, 1990). For example, a study of household tasks performed by boys and girls between the ages of 2 and 17 years found that boys were more likely to mow the lawn, shovel snow, take out the garbage, and do other yard work; girls were more likely to clean the house,

Differential treatment promotes the development of different qualities and characteristics in children. Chore assignment, for example, may affect the development of different personal qualities. Domestic chores, typically assigned to girls, facilitate the development of nurturing and prosocial behavior while chores more typically assigned to boys facilitate the development of independence and problem solving abilities (McHale et al., 1990).

Girls and boys are also given different toys. A study of the rooms of 120 boys and girls two years of age and younger revealed that girls were provided with more dolls, fictional characters, children's furniture, and the color pink; boys were provided with more sports equipment, action dolls (e.g., G.I. Joe and Power Rangers), tools, vehicles of all sizes, and the colors blue, red, and white (Pomerleau, Bolduc, Malcuit & Cossette, 1990). Different toys elicit different types of parent-child interactions: play with "feminine" toys elicits closer physical proximity and more verbal interactions; play with "masculine" toys elicits low proximity and low levels of questions and teachings (Caldera, Huston, & O'Brien, 1989). Thus, boys and girls may develop different patterns of interpersonal
interaction as a function of play with different toys. Parents also play a very large role in the development of gender roles simply through modeling. The most basic difference modeled by mothers and fathers is in respect to child care. Nearly all children are cared for primarily by a woman, signaling that child care and nurturance in general may be "women's work" regardless of whether both parents work outside the home (Basow, 1992). Children learn about the roles of women and men from observing their mothers and fathers. Employed mothers are likely to have less sex-role stereotyped children because the mothers have provided a less traditional model (Bem, 1974; Hoffman & Nye, 1974; Renzetti & Curran, 1995). Having an employed mother to serve as a role model is a strong predictor of high-level aspirations in daughters (Altman & Grossman, 1987; Frieze, 1975; Tangri, 1972). Furthermore, children whose parents hold strongly egalitarian beliefs and whose lifestyle reflects those beliefs tend to have greater knowledge of non-sex typed objects and occupations than do other children (Weisner & Wilson-Mitchell, 1990). Modeling may have a larger impact on girls' development for a significant amount of data suggests that girls rely more heavily on models and family support than do boys (Monaco & Gaier, 1992).

Finally, parents also affect girls' self-perceptions of academic success. Parents may provide girls with too little
encouragement for independence, autonomy, and separation, too much over-protection, and not enough conflict and hostility (Hoffman, 1972). When these parental patterns occur, girls are more likely to develop lower self-confidence, lower personal expectancies, excessive dependency, and an over-developed affiliation need (Holland & Andre, 1994).

School

The education system may promote gender differences, especially during adolescence. Girls and boys are treated differently in the classroom (American Association of University Women, 1991). Brophy and Good (1974) found that boys in contrast to girls receive more positive and negative attention from teachers. Teachers asked boys more questions, gave them more individual instruction, provided more corrective feedback, praised and encouraged boys more than girls (Brophy, 1985; Leinhardt, Seewald, & Engel, 1979; Simpson & Erikson, 1983). While boys are more likely to be rewarded for independence and creativity, girls are more likely to be praised for obedience and compliance (Boudreau, 1986). Teachers also use more indiscriminate criticism with boys; they criticize both the academic quality of their work and also criticize their social actions. In comparison, over two-thirds of the negative evaluations of girls were
directed at the academic quality of the girls' schoolwork (Parsons, Ruble, Hodges, & Small; 1976).

The differences between teacher interactions with boys and girls may communicate that the teacher expects more and better thinking from boys. Thus, boys are more likely to learn to respond to unsolved problems as a challenge, while girls are given the message that failure is beyond their control (Basow, 1992). These differences produce relatively more feelings of control among boys and relatively more feelings of helplessness among girls (Dweck, Goetz, & Strauss, 1980).

Peers

Peers become one of the largest influences on behavior during the adolescent years. In many cases, peer pressure is stronger and more effective than parental or other adult pressure, particularly during adolescence (Basow, 1992). With these pressures being brought to bear, girls who are most susceptible to the influence of others, or more "other-directed," may modify their achieving behaviors to be more congruent with the values of their peers (Fitzpatrick, 1978). Bright female adolescents may find their peer group does not view academic achievement congruent with their gender hence girls who were high academic achievers may stop achieving because friends look down upon it (Stein & Bailey,
Similarly, Bakken, Hershey and Miller (1990) reported gifted female adolescents believe being identified as gifted will cause their peers to perceive them as being too serious and incapable of having a good time. Passivity, a typical feminine characteristic, may also be encouraged by peers. Connor, Serbin, and Ender (1978) found 9- to 14-year-old girls expect less disapproval from their peers for passive behavior and more disapproval for aggressive behavior than do their male classmates. In summary, children are strongly affected by socializing agents--parents, teachers, and peers--and generally learn gender roles early and well.

Development of Self-esteem

Many of the factors that affect gender role development also affect an adolescent girl's self-esteem. Studies consistently find a positive relationship exists between adolescents' perceptions of self-worth and the amount of support and positive regard provided in relationships with parents and friends (Camporo, 1995).

As stated earlier, the components that make up self-esteem differ for men and women. One reason may be that women and men use different standards by which to evaluate themselves. That is, women may compare themselves to the typical or ideal woman, and men may compare themselves to
the typical or ideal man. There is evidence that adolescents who feel successful in the realm they consider appropriate (sociability for many girls; achievement, leadership, and strength for many boys) have high self-esteem (Tucker, 1983). In addition, the basis of self-esteem for men and women may differ (Josephs, Markus, & Tafarod, 1992). Women are more likely to have a sociocentric or connected self schema in which relationships with other people are crucial and are included within the self. Men are relatively more likely to have an individualistic, separate schema with "other" distinct from the self. These differences are thought to arise from different sources—from boys' early experience of having to differentiate themselves from their mothers, while girls experience similarity and continuance with their mothers (Chodorow, 1978; Eagley, 1987). A third factor may be differences created from an imbalance in social power with women having to be attuned to dominate others who control their fate (Miller, 1986). Therefore, when adolescents are considering their future selves, girls and boys have different thoughts about their most probable and most promising selves (Curry, Trew, Turner, & Hunter, 1994). These gender-based thoughts could affect their self-esteem in a positive or negative manner depending on whether they see their futures selves as positive or negative.
Relationship Between Gender Roles and Self-Esteem

Pleck (1975) theorized that early adolescence is a period during which conformity to traditional gender role norms results in positive social adjustment. However, others have proposed that adolescent preference for masculine traits (regardless of gender) is a better predictor of personal adjustment (Lerner, Sorell, & Brackney, 1981; Massad, 1981; Orlofsky & O’Heron, 1987). This latter position is best exemplified by Lerner et al. (1981) who suggested an individual’s self-definition should be compatible with the demands of society. Lerner et al. (1981) have indicated masculine traits and behaviors in American culture are more highly valued and rewarded than are feminine traits. Consequently, individuals who have demonstrated effective functioning (e.g., high self-esteem) in society would possess both masculine and feminine traits with greater value placed on masculine traits for both women and men.

Current research utilizing adolescent subjects has provided some support the Lerner et al. position (1981). Lamke (1982), for example, examined the relation between gender role orientation and self-esteem in 12 to 15-year-old adolescents and concluded masculinity significantly predicted self-esteem, especially for early adolescent girls. In addition, Massad (1981) reported higher levels
of masculinity in both younger and older high school students were associated with increased self-esteem and peer acceptance for boys, whereas both high levels of masculinity and femininity were associated with higher self-esteem and peer acceptance for girls.

Bem (1974) proposed that men and women who are balanced in masculinity and femininity (androgynous) tend to be better adjusted than men high in masculinity and women high in femininity. For Lubiniski, Tellegen, and Butcher (1983), Bem’s proposition suggested a relationship between masculine and feminine traits for higher levels of personal adjustment. Payne (1987) examined this relationship between masculine and feminine traits and found a lack of support for this view in predicting personal adjustment of young adults. Thus for Payne, masculinity did not emerge as more important than femininity in terms of personal adjustment, especially when adjustment was assessed with a broad array of self-report measures.

In summary, with respect to gender role orientation, individuals who display masculine characteristics are more likely to be ‘socially adjusted’ in our culture. This is true for boys and girls. The highest levels of adjustment, though seem to be among those whose gender role orientation is one of androgyne.
Development of Self-Esteem in Adolescent Girls

Research has shown children’s self-esteem decreases during the transition from childhood to adolescence (Basow, 1991). However, the drop appears to be greater for girls. A national study of more than 3000 4th through 10th grade students found gender differences in self-esteem increase once students leave elementary school (American Association of University Women, 1991). A survey of 2400 girls and 600 boys in the 4th through 10th grades suggested the gender gap continues to widen during adolescence (Freiberg, 1991). At the ages of eight and nine, 60% of the girls and 67% of the boys reported feeling confident and positive about themselves. Among high schoolers, however, the percentage who reported feeling positive about themselves had dropped to 29% for girls and 46% for boys, leaving a considerably larger gap between the two groups.

During adolescence and early adulthood, boys have higher self-esteem than girls (Keltikangas & Juhasz, 1991; Richards, Gitelson, Petersen, & Hurtig, 1991). Adolescent girls consistently report more unhappiness and emotional distress than do adolescent boys. More specifically, adolescent girls describe themselves as sadder, more lonely, and more vulnerable than adolescent boys, as well as having more crying spells and temper outbursts. They also report
more shame and less satisfaction about their bodies and the physical changes of adolescence than do adolescent boys (Gleser, Seligman, Winget, & Rauh, 1977; Offer, Ostrov, & Howard, 1981; Rauste-von Wright, 1989; Simmons & Rosenberg, 1975).

What is responsible for girls' drop in self-esteem and self-confidence during the transition to adolescence? Gilligan and Brown (1992), who have interviewed many girls making this transition, argue that as girls move from childhood to adolescence, they become aware that there is a conflict between the way they see themselves and the way others (teachers, authorities) view them. They suddenly confront a message of female inferiority, exclusion and subordination. They receive conflicting messages about achievement and popularity, wherein attaining the latter may mean sacrificing the former. The fundamental conflict is between staying in touch with their own feelings and beliefs and adjusting to expectations of others. They often respond to this conflict by submerging their own feelings and accepting the view of reality conveyed by adult authorities. By discrediting their own feelings they experience increased self-doubt, which often leads to lowered self-esteem.

From the literature reviewed previously, girls, especially during adolescence, struggle more with self-esteem. The previously reviewed literature also shows
there is a positive correlation between masculinity and self-esteem in women. This research displays a potential conflict for girls because socialization forces support adherence to feminine gender roles, but at the same time girls recognize that success is gained through masculine characteristics. Traditional gender role prescriptions have been noted in the self-descriptions of adolescent girls and boys, and the feminine gender role has been implicated in the poor emotional control, low self-esteem, and negative body image that characterizes adolescent girls in comparison to adolescent boys (Offer et al., 1981). For women, the range and type of experiences during high school take on a special significance because during this period they often weigh their various roles and adjust their aspirations accordingly. If the social environment is successful in reducing the discrepancy between what are often seen as conflicting roles, women may place greater emphasis on achievement and set higher levels of aspirations.

One note of caution is that much of this research is based on the development of Caucasian girls. Adolescent African-American girls have higher self-esteem than Caucasian girls (American Association of University Women, 1991).
Egalitarianism and Self-Esteem

In conclusion, the literature is replete with data suggesting a relationship between gender role orientation and self-esteem. Generally, the more feminine-typed a girl is, the lower her self-esteem is likely to be. Highly egalitarian individuals do not ascribe to traditional gender roles for themselves or others; low or non-egalitarian individuals do. No research has been conducted that explores the relationship between egalitarianism and self-esteem.

The purpose of this study was to determine the relationship between egalitarianism and self-esteem in adolescents. The focus is primarily on girls. Race was examined because of the documented differences between African-American and Caucasian girls. Gender was also examined as an exploratory variable to determine whether the relationship is the same or different for boys. Self-esteem was measured using the Coopersmith Self-Esteem Inventory (SEI, 1981) and egalitarianism was measured using the Sex Role Egalitarianism Scale (SRES, 1993). The SRES was chosen because it measures a more global perspective of gender roles while other measures, such as the Bem Sex Role Inventory, evaluate gender roles on the more personal and less social level. It is hypothesized that scores on the SEI and the SRES will be positively correlated for Caucasian
girls and the African-American participants. Secondly, it is hypothesized that the scores on the SEI and the SRES will show no correlation for the Caucasian boys.
Participants

Four hundred and fifty-one adolescents participated in this study. The average age was 15.88 years old (range of 13 to 19 years of age, SD = .96). Thirty-seven percent ($N = 170$) of the participants were male while 63% ($N = 281$) were female. For the follow-up studies only the Caucasian and African-American participants were utilized. There were 65 Caucasian boys, 52 African-American boys, 112 Caucasian girls and 84 African-American girls.

The adolescent participants were attending ANYTOWN camps. ANYTOWN is a program wherein teens address issues of oppression, prejudice, and multiculturalism. Each camp is a week long program that offers human relations workshops and experiential learning activities on how to live and work with people from diverse backgrounds. The nature of the camp ANYTOWN, which addresses issues of racism and sexism, may have adolescents attending who have been expose to issues about gender and race and therefore are more aware of these issues in our society. Participants were from a geographically diverse area: Birmingham, AL; Charlotte, NC; Des Moines, IA; Detroit, MI; Greensboro, NC; Jacksonville, FL; Kansas City, MO; Nashville, TN; St. Louis, MO; and Tulsa, OK.
Each participant went through a selection process before being able to attend the camp. The selection process began in the respective state departments of education. Each department sent flyers about the camp and applications for the school counselors and educators to distribute to each district. Interested students then completed the application and included two letters of reference. Applications were then evaluated by a selection committee.

**Instruments**

The participant surveys consisted of several measures as well as demographic information. The measures used in the current study included the Coopersmith Self-Esteem Inventory and the Sex Role Egalitarianism Scale.

**The Coopersmith Self-Esteem Inventory - Adult Form.** The Coopersmith Self-Esteem Inventory (SEI) (Coopersmith, 1981) consists of 25 items adapted from the short form of the SEI (see Appendix B). Items include statements such as, "I can make up my mind without too much trouble" or "Most people are better liked than I am." For each of the statements listed, respondents indicate whether the statement is "Like Me" or "Unlike Me." Two general rules are used when scoring the SEI. First, negative items are scored **correct** (for example, "I get upset easily at home") if they have been answered "Unlike Me." Second, positive items are scored **correct** (for example, "I'm pretty sure of myself") if they
have been answered "Like Me." To arrive at a Total Self Score, the number of self-esteem items answered correctly is summed and multiplied by the total raw score by four. This results in a maximum possible Total Self Score of 100. The short form was developed based on an item analysis of the School Form and includes the 25 School Form items that showed the highest item total score correlations. Because the abbreviated form was used, there are no subscales or a lie scale. The Adult Form is used with persons over 15 years of age. The total score correlation of the School Form and the Adult Form exceeds .80 (Coopersmith, 1981).

The Sex Role Egalitarianism Scale. Sex role attitudes were assessed using the short form (BB) of the Sex Role Egalitarianism Scale (SRES) (King & King, 1993). The SRES was developed to measure attitudes toward equality of men and women and contains items that require judgements about both men and women assuming non-traditional roles (see Appendix C).

It consists of five domain subscales:

Marital Roles: the items address beliefs about men and women in their spousal roles.

Parental Roles: the items address beliefs about maternal and paternal roles.

Employment Roles: the items address beliefs about men and women in their workplace roles.

Social-Interpersonal-Heterosexual Roles: the items address beliefs about men and women in a variety of social relationships.
Educational Roles: the items address beliefs about educational alternatives available to men and women.

The short form consists of 25 items selected from those appearing on the full form with an equal representation of five items from each of the five SRES domains. For each SRES item, respondents read a statement and indicated on a five-point Likert scale the degree to which they agreed (1) or disagreed (5). The scale's possible score range is 25 to 125. Higher scores indicate a more egalitarian position.

The short version of the SRES scale was chosen for two reasons. First, using the long scale would significantly lengthen the survey and hence increase the probability that participants would not earnestly complete it. Second, psychometric analysis indicates the short form has high reliability and correlates well with the long form. An analysis of factorial validity has yielded evidence that the short form egalitarianism construct is unidimensional for samples of men and women separately and combined, and various estimates of reliability (internal consistency, test-retest, and alternate forms) have been uniformly high. The coefficient alpha for internal consistency was .94 and for stability, .88. Finally, performance on the short form correlates highly with performance on the long form (r = .95) (King & King, 1993).
Procedure

All participants completed a demographic questionnaire (see Appendix A), an informed consent document (see Appendix D) and a questionnaire containing the SEI and the SRES.
CHAPTER 3

RESULTS

Several Pearson-Product moment correlation coefficients were used to assess the relationship between egalitarianism and self-esteem. Initially the data were analyzed only by gender. Then the data were broken down further and gender by race (Caucasian or African-American) was examined. The results for each correlation are summarized in Table 1.

Possible scores for the SEI range from 100 to 200. A higher score is reflective of a higher self-esteem. The mean of the SEI scores was 169.85 for all participants with a standard deviation of 19.2. The possible scores for the SRES ranged from 25 to 125. A larger score indicates more egalitarian views with respect to gender roles. The mean of the SRES scores was 96.75 for all participants and the standard deviation was 10.6.

Results indicated a non-significant relationship between self-esteem and views of egalitarianism for either boys or girls. There was no correlation between the two measures for African-American participants and there was no correlation between the two variables for the Caucasian participants, therefore the null hypothesis cannot be rejected.
<table>
<thead>
<tr>
<th>Gender</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td></td>
<td>n</td>
<td>r</td>
<td>n</td>
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<tr>
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<td>112</td>
<td>.02</td>
<td>65</td>
</tr>
<tr>
<td>African-American</td>
<td>84</td>
<td>.01</td>
<td>52</td>
</tr>
<tr>
<td>Total participants</td>
<td>281</td>
<td>.02</td>
<td>170</td>
</tr>
</tbody>
</table>
The groups were further broken down to assess any correlation between race and gender. Caucasian and African-American girls showed a correlation of .02 and .01, respectively, between the two measures. Caucasian and African American boys displayed correlations of -.05 and .25, respectively, between the two measures. None of the correlations were significant at the .05 level so no relationships were found. Therefore, the hypothesis which stated there would be a positive correlation between self-esteem and egalitarianism was not supported.

To illuminate the null result, two 2 (gender) X 2 (race) analyses of variance were conducted on the SEI and SRES scores respectively. For the SEI, neither of the effects nor the interaction were statistically significant. For the SRES, the main effects for gender and race were significant, $F(1, 278) = 30.71, p < .001$, and $F(1, 278) = 7.53, p < .01$, respectively. Girls ($M = 99.17, SD = 8.15$) were more egalitarian than the boys ($M = 91.97, SD = 13.02$). Caucasian participants ($M = 98.02, SD = 10.73$) were more egalitarian than the African-American participants ($M = 94.20, SD = 10.58$).
CHAPTER 4
DISCUSSION

The present study was an attempt to understand the relationship between adolescent girls' and boys' self-esteem and their views of egalitarianism. The research did not support the hypothesis that there would be a positive correlation between self-esteem and egalitarianism for Caucasian girls and African-American participants. The hypothesis which stated that there would be no correlation between the scores for Caucasian boys was supported.

Theoretical Implications

The results clearly show that in the three groups, the first hypothesis was not supported by the data. Based on the participants of this sample, gender role egalitarianism plays no role in personal self-esteem. This is surprising, yet there may be a variety of reasons for this result.

Most of the research on the subject of gender role orientation and self-esteem cited in this study has been appraised using as the Bem Sex Role Inventory, which assesses a person's gender role orientation on a personal level (Bem, 1974). In this research project, gender role orientation was evaluated on a more global or social level. That is, unlike the Bem Sex Role Inventory, the SRES assesses a participant's general beliefs about men and women and not their beliefs about themselves. On a personal level
each person (especially girls) may acknowledge differences in gender roles, but when thinking about roles on a social level they are more likely to say all people should be treated as equals.

The type of participants may also have affected the results. These are a group of adolescents who choose to attend a camp that addresses issues of sexism and racism. Compared to the general population of adolescents, these persons may already be comfortable with their gender role or have higher self-esteem. Both of those factors would reduce variability in the data and reduce the size of the correlation between the variables. African-American and Caucasian girls appeared to have equal self-esteem scores that counters the research literature (American Association of University Women, 1991) and may have also affected the results. Finally, gender role egalitarianism may play no role in personal self-esteem.

The results also showed that there was a significant difference between the Caucasian participants’ scores on the SRES and the African-American participants’ scores on the SRES. That the Caucasian participants SRES scores should be higher than the African-American participants SRES scores because the Caucasian participants have not experienced discrimination to the extent the African-American participants probably have. The girls also had a stronger
sense of egalitarianism than boys. These girls may have this stronger sense because they have yet to experience gender discrimination and therefore, at this time in their lives, believe that all people are treated equal.

Research Implications

A limitation of this study was the non-random sample. The sample was derived from a group of 10 camps and there was no way to control for all of the personal characteristics of each participant.

The second limitation of this study is linked to the data collection. No controls were in place to keep participants from fabricating the answers on the questionnaire and since many of the questions were about socially acceptable or unacceptable behavior some of the participants may have tried to portray their beliefs in a way they considered to be socially acceptable. For further research the long forms of the SEI and the SRES should be used so the lie scales will be in place to control for fabrication.

The unexpected results of this study were interesting in many ways. Further research should be done to better determine if a relation between gender role orientation and self-esteem exists and what the nature of that relationship may be.
REFERENCES


APPENDICES
Appendix A: Demographic Information
Demographic Information

1. What is your age? ______

2. What is your gender? _____Male _____Female

3. What kind of community do you live in:
   _____Urban   _____Suburban   _____Rural/Small Town

4. What is your race/ethnic heritage? (Please check all that apply.)
   _____African American
   _____Hispanic/Latino/a
   _____Caucasian/European American
   _____Native American
   _____Asian/Pacific Islander
   _____Middle Eastern
   _____Southeast Asian/Indian/Pakistani
   _____Multiracial - please tell us: _______________________
   _____Other - please tell us: _______________________

Appendix B: Coopersmith Self-Esteem Inventory
Coopersmith Self-Esteem Inventory

Like Me  Unlike Me

1. Things usually don’t bother me.
2. I find it very hard to talk in front of a group.
3. There are lots of things about myself I’d like to change if I could.
4. I can make up my mind without too much trouble.
5. I’m a lot of fun to be with.
6. I get upset easily at home.
7. It takes me a long time to get used to anything new.
8. I’m popular with persons my own age.
9. My family usually considers my feelings.
10. I give in easily.
11. My family expects too much of me.
12. It’s pretty tough to be me.
13. Things are all mixed up in my life.
14. People usually follow my ideas.
15. I have a low opinion of myself.
16. There are many times when I would like to leave home.
17. I often feel upset with my work.
18. I’m not as nice looking as most people.
Like
Me

Unlike
Me

____ 19. If I have something to say, I usually say it.
____ 20. My family understands me.
____ 21. Most people are better like than I am.
____ 22. I usually feel as if my family is pushing me.
____ 23. I often get discouraged with what I am doing.
____ 24. I often wish I were someone else.
____ 25. I can't be depended on.
Appendix C: Sex Role Egalitarianism Scale
Sex Role Egalitarianism Scale

Indicate how you feel about the following statements by circling your answer.

1=Strongly Agree 2=Agree 3=Unsure 4=Disagree 5=Strongly Disagree

1 2 3 4 5 Home economics courses should be as acceptable for male students as for female students.

1 2 3 4 5 Women have as much ability as men to make major business decisions.

1 2 3 4 5 The husband should decide whether a couple will go to a party.

1 2 3 4 5 High school counselors should encourage qualified women to enter technical fields like engineering.

1 2 3 4 5 A woman should be careful not appear smarter than the man she is dating.

1 2 3 4 5 Cleaning up dishes should be the shared responsibility of husbands and wives.

1 2 3 4 5 A husband should leave the care of young babies to his wife.

1 2 3 4 5 Men and women should be treated equally when applying for student loans.

1 2 3 4 5 Women are more likely than men to gossip about people they know.
1 2 3 4 5 The family will run better if the father, rather than the mother, sets the rules for the children.

1 2 3 4 5 A husband should not have many household responsibilities.

1 2 3 4 5 It is a mother's responsibility, not a father's, to plan a child's birthday party.

1 2 3 4 5 When a child wakes at night, the mother should take care of the child.

1 2 3 4 5 When men and women date, it is best if they base their social life around the man's friends.

1 2 3 4 5 Men and women should be given an equal chance for professional training.

1 2 3 4 5 It is more appropriate for a mother to change a baby's diaper.

1 2 3 4 5 It is worse for a woman to get drunk than a man.

1 2 3 4 5 When it comes to planning a party, women are better judges of whom to invite.

1 2 3 4 5 Women are just as capable as men to run a business.

1 2 3 4 5 The entry of women into traditionally male jobs should be discouraged.

1 2 3 4 5 Expensive job training should be given mostly to men.

1 2 3 4 5 It is wrong for a man to enter a traditionally female career.
Important career decisions should be left to the husband.
Appendix D: Participation Consent Form
Participation Consent Form

Please read this consent form. If you have any questions ask the experimenter and he or she will answer your questions.

You are invited to participate in a study investigating the relationship between self-esteem and views of egalitarianism. You will be completing a questionnaire about your views concerning other people. Please be as honest as you can, all information is confidential.

Information obtained in this study will be identified only by code number. Your name will be used only to indicate that you participated in the study. Your participation in this study is completely voluntary. Should you wish to terminate your participation, you are welcome to do so at any point in the questionnaire. There is no risk or discomfort involved in completing the study.

If you have any questions or comments about this study, feel free to ask the experimenter. If you have any additional questions, please contact Chelsa Hunter, 316-341-5801.

Thank you for your participation.

I, ___________________________, have read the above information and have decided to participate (please print name). I understand my participation is voluntary and I may withdraw at any time without prejudice after signing this form should I choose to discontinue participation in this study.

Signature of Participant                        Date

THIS PROJECT HAS BEEN REVIEWED BY THE EMPORIA STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD FOR TREATMENT OF HUMAN SUBJECTS FOR THE PROTECTION OF HUMAN SUBJECTS.
I, Chelsa A. Hunter, hereby submit this thesis to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available to use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching) and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author.

Chelsa A. Hunter  
Signature of Author  
5/1/96  
Date

An Examination of the Relationship Between Adolescent Girls and Boys' Self-Esteem and Their Views of Egalitarianism  
Title of Thesis

Mary Logan  
Signature of Graduate Office Staff  
May 6, 1996  
Date Received