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Lei Chang & Catherine McBride-chang

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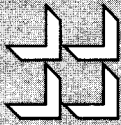


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## Cross-Cultural Notes



Under this heading are brief reports of studies that provide comparable data from two or more societies, using a standard measuring instrument. These Notes consist of a summary of the study's procedure and as many details about the results as space allows. Additional details concerning the results can be obtained by communicating directly with the author.

# Self- and Peer-Ratings of Female and Male Roles and Attributes

LEI CHANG

*Department of Educational Psychology  
Chinese University of Hong Kong*

CATHERINE McBRIDE-CHANG

*Department of Psychology  
Chinese University of Hong Kong*

IN THIS STUDY, we sought to answer three questions: (a) whether U.S. college students stereotype others more consistently than they do themselves (Innes, Dormer, & Lutkins, 1993; Kovach, 1990; Spence, Helmreich, & Stapp, 1975), (b) whether male students have more stereotyped ideas than female students about gender roles, and (c) whether students perceive their male peers as more likely than others to stereotype (Moxon, Keenan, & Hine, 1993).

Participants were undergraduates, 47 men and 94 women ranging in age from 18 to 26, from a metropolitan university in the southeastern United States. All participants completed questionnaires containing 18 questions about appropriate behaviors for both men and women. They also assessed the extent to which their male and female peers would agree with each item; then, they ranked each item on a 9-point Likert-type scale (1 = *strongly disagree*; 9 = *strongly agree*).

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*Address correspondence to Lei Chang, Department of Educational Psychology, Chinese University of Hong Kong, Shatin, N. T., Hong Kong.*

Afterwards, we used factor analyses and previous research to create four scales:

*Ambition Scale:* Men/women should (a) have a career, (b) be bread winners, (c) receive the highest education possible, (d) be in charge at home, (e) attend to appearance, (f) be independent, and (g) be intelligent. Its internal consistency (measured by Cronbach's alpha) was .48 for men and .53 for women.

*Affiliative Scale:* Men/women should be (a) neat, (b) kind, and (c) patient. This scale had an internal consistency of .73 for men and .65 for women.

*Control Scale:* Men/women should (a) not use foul language, (b) not have premarital sex, (c) control their emotions, and (d) be calm. This scale had an internal consistency of .54 for men and .52 for women.

*Home Life Scale:* Men/women should (a) help children with their homework, (b) help children develop sports interests, (c) be faithful to their spouses, and (d) do housework. This scale had an internal consistency of .54 for men and .49 for women.

The students believed that, on all scales, their male peers' views about the roles of men would differ significantly ( $p < .01$ ) from their views about the roles of women. The participants judged that their male peers would rate men and women as 7.9 and 6.2, respectively, on the Ambition Scale; as 6.5 and 8.4, respectively, on the Affiliative Scale; as 4.8 and 6.3, respectively, on the Control Scale; and as 6.9 and 7.7, respectively, on the Home Life Scale. The students believed that their female peers would perceive differences between men and women only on the Home Life Scale, with men rated as 8.2 and women as 7.6,  $p < .01$ .

On all four scales the students believed themselves significantly less likely ( $p < .01$ ) to stereotype than their male peers. Participants' rankings on these scales for themselves and for their male peers were, respectively, 7.3 and 7.9 on the Ambition Scale, 8.4 and 6.5 on the Affiliative Scale, 5.6 and 4.8 on the Control Scale, and 8.3 and 6.9 on the Home Life Scale.

The students rated their female peers as significantly less likely than they were to stereotype on three of the scales,  $p < .01$ . They rated themselves and their female peers as 7.1 and 7.5, respectively, on the Ambition Scale; as 8.5 and 8.2, respectively, on the Affiliative Scale; and as 8.2 and 7.6, respectively, on the Home Life Scale.

Finally, the ratings differed according to the gender of the respondent. Men and women differed significantly ( $p < .05$ ) in their perceptions of appropriate male behavior on all four scales. The men's ratings of both male and female participants were 8.1 and 8.5, respectively, on the Affiliative Scale; 8.0 and 8.5, respectively, on the Home Life Scale; 6.0 and 5.5, respectively, on the Control Scale; and 7.6 and 7.2, respectively, on the Ambition Scale. In their ratings of suitable female behavior, men and women differed ( $p < .05$ ) on only two scales: 7.8 and 8.3, respectively, on the Home Life Scale and 6.2 and 5.6, respectively, on the Control Scale.

These data suggest three trends among a sample of U.S. college students in 1994. First, they perceived men as more conservative than women with regard to

gender roles, perhaps a reflection of the contemporary society. Second, our participants considered their own ideas of gender roles more liberal than those of their male peers but less liberal than those of their female peers. Third, these particular U.S. male and female college students perceived their own roles differently: Men considered themselves more achievement oriented and less affiliative/home centered than did women.

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