

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

AN APPRAISAL OF SEX-ROLE DEVELOPMENT IN NEW ZEALAND BOYS

A Dissertation
Presented to
the Faculty of Social Science,
Massey University
New Zealand

In Partial Fulfilment
of the Requirements for the Degree
Doctor of Philosophy

by

H.S. Houston.

Professor C.G.N. Hill, Dissertation Supervisor.

NOTE :

Product-moment correlations and t-tests were the main statistical techniques used in this study. The analyses were run on the Massey University IBM 1620 Model 2 Computer using the programmes IBM Australia File No. 6.O.096 (t-test) and IBM Australia File No. 6.O.089 (correlations)

TABLE OF CONTENTS

	<u>Pages</u>
CHAPTER I INTRODUCTION	1
Part A	1
Part B	3
Part C	4
Conclusion	4
CHAPTER II THEORY IN SEARCH OF AN OPERATIONAL DEFINITION	5
Introduction	5
The Term in Use	6
Freud	6
Balint	8
Solomon and others	9
Interpretative Difficulties	10
Theoretical Variants of the Freudian View	11
Mowrer	12
Sears	13
Parsons	15
(i) Identification in the Oral Stage	16
(ii) Identification in the Oedipal Stage	17
(iii) Post-Oedipal Identification	18
Johnson	19
Kagan	19
Towards an Operational Definition	20
Sex-role Identification	21
CHAPTER III THE FORMULATION OF A DEVELOPMENTAL POSITION	24
Introduction	24
Some Relevant Views on Development	24
Psychoanalytic Theory	24
Parsons	25
Gesell	25
Werner	26
Sears	27
Piaget	27
A Developmental Perspective on Sex-role Identification	29
Psychosexual Development in Boys	33
The Present Study	36
CHAPTER IV SOME RELATED ISSUES	38
Introduction	38
The Family, The Child and Sex-role Development	40
The Evolution of Language Communities	41
The Phenomenological Approach	44

Relationships with the Family	46
1. Conceptual Problems	46
2. Mother-child Interaction	48
3. The Role of the Father	48
4. Sibling Interaction	49
Determinants of Sex-role Development: A New Zealand Perspective	51
Changes with Age	55
Conclusion	56
CHAPTER V THE DEPENDENT VARIABLES: A SURVEY OF THE LITERATURE	58
Introduction	58
The Acquisition of Sex-role Identity	58
Age-Specific Manifestations in Boys	61
The Literature	63
1. Studies in Similarities to Parents	64
(i) Similarities on Personality Tests	64
(ii) Child-Parent Similarities as Perceived by the Child Himself	65
(iii) Studies Using Projective Tests	68
2. Toy Choice, the ITS scale and Game Preference Studies	69
3. Figure-Drawing Studies	77
4. Doll-Play Studies	78
Conclusion	80
CHAPTER VI THE INDEPENDENT VARIABLES	83
Family Size	83
Ordinal Position	83
Introduction	83
Recent Literature Reviewed	86
Conclusion	94
Father-Absence	94
Introduction	94
The Literature Reviewed	95
Conclusion	98
Social Class	98
Introduction	98
The Literature Reviewed	102
Conclusion	103
Intelligence	103
Introduction	103
The Literature Reviewed	105
Conclusion	108
CHAPTER VII THE ANALYTICAL FRAMEWORK	110
Introduction	110
Family Composition	112
Age	114

	Family Relationships	117
	A. Vertical Relationships	119
	B. Structural Variables	121
	C. Horizontal Relationships	122
	Socioeconomic Status	124
	Intelligence	125
	The Data	126
	Hazards	126
	Preliminary Work	127
	Selection of Research Sample	129
	(a) Levels I and II	129
	(b) Level III	130
	Collection of Data	130
	Data Analysis	131
	Product-Moment Correlations	131
	Critical-Ratio for Differences between Percentages	132
	Sign Test	132
CHAPTER VIII	DESCRIPTION OF MEASURES USED	133
	The IT Scale for Children	133
	The Play and Games List	135
	The Opposite-Sex Scale	136
	The FM Diametric	137
	The Family Relations Test	139
	Introduction	139
	Validation	140
	Procedure	143
	Results	144
	Conclusion	146
	Reliability	146
	Socioeconomic Status of Parents	148
	The Lorge-Thorndike Intelligence Tests	149
	Validity and Reliability	151
	For New Zealand Use	151
CHAPTER IX	THE TEST POPULATION	153
	Family Size and Ordinal Position	154
	Socioeconomic Level	156
	Intelligence	159
CHAPTER X	ANALYSIS OF RESULTS	164
	Family Relationships	164
	A. Vertical Relationships	164
	I Parent-child Relationships and Sex-role Development in Two-Child Families	165
	a. Mother-son correlates	165
	b. Father-son correlates	167

II Parent-Child Relationship and Sex-role Development in Father-Absent Families	169
III Parent-Child Relationships and Sex-role Development in Only-Child Families	172
B. Structural Variables	180
First-born vs. Second-born	180
Discussion	184
Sex-Composition	190
Discussion	194
C. Horizontal Relationships	200
Socioeconomic Status	211
Discussion	216
Intelligence	223
Discussion	230
Affectional Correlates of Masculinity and Femininity	231
Fathers and Mothers	231
Siblings	231
Affectional Correlates of Femininity	234
Fathers and Mothers	234
Siblings	235
Conclusion	236
CHAPTER XI CONCLUDING OBSERVATIONS	238
Parental Correlates of Sex-role Development in the Two-Child Family	239
(i) Mother-son correlates of sex-role development	239
(ii) Father-son correlates of sex-role development	239
The Father-Absent Family	242
The Singleton	246
Birth-Order and Sex Composition	248
Birth Order	249
Sex Composition	249
Intelligence	250
Socioeconomic Status	253
Sibling Correlates of Sex-role Development	255
(i) Masculinity	255
(ii) Femininity	256
(iii) Sex-role Preference	256
Developmental Discontinuity: A Speculation	257
Conclusion	260
APPENDIX I THE NEW ZEALAND FAMILY: ITS ANTECEDENTS AND ORIGINS	263
Introduction	263
Disintegration or Reallocation?	265
English Antecedents of the New Zealand Family Life	266
The New Zealand Case	268
Origin of the New Zealand Family	271
Population and Sex Ratio in Early New Zealand	273
The New Zealand Family: Rural or Urban?	279

APPENDIX II	CHRONOLOGICAL SUMMARY OF RESEARCH FINDINGS IN THE DEVELOPMENT OF SEX-ROLE IDENTITY IN BOYS	286
APPENDIX III	ITEMS IN ADAPTATION OF THE FAMILY RELATIONS TEST	292
	PLAY AND GAMES LIST	293
	LETTERS TO PARENTS	296
	Levels I and II	296
	Level III	298
APPENDIX IV	TABLES OF CORRELATIONS FOR RELATIONSHIPS BETWEEN AFFECTIONAL FEELINGS AND THE DEPENDENT VARIABLES IN TWO-CHILD FAMILIES	299
APPENDIX V	THE FM DIAMETRIC. PERCENTAGES OF BOYS IN HIGH FEMININE AND HIGH MASCULINE ZONES (TOTAL SAMPLE)	304
BIBLIOGRAPHY		305

LIST OF TABLES

<u>Table</u>		<u>Page</u>
IV.1.	Urban and Rural Population of New Zealand 1926-1966	52
IV.2.	Percentages of Employed Persons, 1936-1956	52
IV.3.	Classification of Pupils Receiving Special Education at Public Primary Schools, 1965	53
VII.1.	Summary of Preliminary Data	128
VII.2.	Mean Scores on ITS Scale in Two Schools	129
VIII.1.	Mean Allocations of 40 Messages for Boys in Two-Child Families	142
VIII.2.	Mean Allocations of 40 Messages for Singletons and Father-Absent Boys	143
VIII.3.	Four-Group Comparisons in Two-Child Families	144
VIII.4.	Analyses of Subcategory Data for Levels I-II	145
VIII.5.	Analyses of Two-Group Comparisons: Like-Sex (LS) v. Opposite-Sex (OS); 1 (first-born) v. 2 (second born)	145
VIII.6.	Coefficients of Reliability: Younger Children's Totals	148
VIII.7.	Coefficients of Reliability: Ages 5-12 (n = 75)	148
IX.1.	Test Population: Family Characteristics by Level	155
IX.2.	Distribution of Socioeconomic Rating Levels I-III	157
IX.2.(a)	Comparison of Socioeconomic Ratings	157
IX.3.	Distribution of Intelligence	159
X.1.	Correlations Between Affectional Feelings with Parents in Two-Child Families and Masculinity, Femininity and Sex-role Preference	175
X.2.	Correlations Between Affectional Feelings with Parents in Father-Absent Families and Masculinity, Femininity and Sex-role Preference	176
X.3.	Correlations Between Affectional Feelings with Parents in One-Child Families and Masculinity, Femininity and Sex-role Preference	177
X.4.	Correlations Between Parent-Child Affections and Masculinity, Femininity and Sex-role Preference	178
X.5.	Differences Between Means on Femininity for First-born (1st) and Second-born (2nd) Boys	181

X.6.	Differences Between Means on Masculinity for First-born (1st) and Second-born (2nd) Boys	181
X.7.	Differences Between Means on Sex-role Preference for First-born (1st) and Second-born (2nd) Boys	182
X.8.	Differences Between Percentages of First-Born (1st) and Second-born (2nd) Boys in High Feminine and High Masculine Zones of the FM Diametric	183
X.9.	Mean Scores and Rank Positions of Boys in Two-Child Families	188
X.10.	Mean Scores and Ranked Positions by Family Type on IT Scale Scores	189
X.11.	Means and Standard Deviations for First-born and Second-born Boys on Masculinity, Femininity and Sex-role Preference	190
X.12.	Differences Between Means on Femininity Scores of Boys with Like-Sex (LS) and Opposite-Sex (OS) Siblings	191
X.13.	Differences Between Means on Masculinity Scores of Boys with Like-Sex (LS) and Opposite-Sex (OS) Siblings	192
X.14.	Differences Between Means on Sex-role Preference Scores of Boys with Like-Sex (LS) and Opposite-Sex (OS) Siblings	192
X.15.	Differences Between Percentages of Boys with Like-Sex (LS) and Opposite-Sex (OS) Siblings in the High Feminine (HMF) and High Masculine (HMM) Zones of the FM Diametric	193
X.16.	Mean Scores and Standard Deviations for Boys with Like-Sex Sibling and Opposite-Sex Sibling on Masculinity, Femininity and Sex-role Preference	195
X.17.	Correlations Between Like-Sex and Opposite-Sex Sibling Relationships and the Dependent Variables Femininity, Masculinity and Sex-role Preference	199
X.18.	Ranks and Mean Scores on Three Sex-role Measures by Family Type and by Level	200
X.19.	Mean Scores and Rank Ordering on Three Sex-role Measures by Level, Sex and Status of Sibling	201
X.20.	Correlations Between Affectional Relationships with Siblings on Masculinity, Femininity and Sex-role Preference	209
X.21.	Correlations Between Sibling Bonds and Masculinity, Femininity and Sex-role Preference	210

X.22.	Differences Between Means on Sex-role Preference for Boys from High and Low Social Classes	212
X.23.	Correlations Between T-Scaled Occupational Ratings and Masculinity, Femininity and Sex-role Preference	212
X.24.	Differences Between Means on Femininity for Boys from High and Low Social Classes	214
X.25.	Differences Between Means on Masculinity for Boys from High and Low Social Classes	215
X.26.	Differences Between Percentages Between Boys in High Feminine and High Masculine Zones of FM Diametric: High Social Class v. Low Social Class	215
X.27.	Correlations Between Intelligence and Masculinity, Femininity and Sex-role Preference	223
X.28.	Differences Between Percentages of High Intelligence and Low Intelligence Boys in High Masculine and High Feminine Zones of the FM Diametric	225
XI.1.	Mean IT Scale Scores by Level and Family Composition	243
XI.2.	Mean Scores on Masculinity (M) and Femininity (F) Scales. Father-Absent Boys Compared with All Others by Level	244
XI.3.	Mean Scores on Sex-role Measures by Level and Ordinal Position	246
APP.I.1.	Estimated European Population in 1843	275
APP.I.2.	European Population of New Zealand 1854	276
APP.I.3.	European Population of New Zealand 1874	276
APP.I.4.	Sex Ratios Since 1851	278
APP.I.5.	Percentages of Urban-Rural Population (Excluding Maori Population) 1881-1911	280
APP.I.6.	Urban-Rural Population Growth 1926-1966	281
APP.IV.1-4.	Correlations Between Affectional Feelings and Masculinity, Femininity and Sex-role Preference in Two-Child Families	
	1. Positive Outgoing Feelings	299
	2. Positive Incoming Feelings	300
	3. Negative Outgoing Feelings	301
	4. Negative Incoming Feelings	302
	5. Total Feelings	305

LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
VIII.1.	The FM Diametric	138
IX.1.	Total Test Population	155
IX.2.	Characteristics of Test Population by Level and Ordinal Position	156
IX.3.	Distribution of Socioeconomic Levels for Test Population	157
IX.4.	Distribution by Level and Socioeconomic Class	158
IX.5.	Distribution by Ordinal Position and Socioeconomic Class	158
IX.6.	Distribution of Intelligence for Total Sample	160
IX.7.	Distribution of Intelligence by Level	161
IX.8.	Distribution of Intelligence by Ordinal Position	162
IX.9.	Distribution of Intelligence in Intact Families, Total Sample	163
X.1.	Comparison of First-born and Second-born Boys at Levels I, II and III on (a) Femininity and (b) Masculinity	185
X.2.	Percentages of First-born and Second-born Boys in HiF and HiM Zones of FM Diametric at (a) Level I, (b) Level II, (c) Level III	186
X.3.	(i) Comparison of Boys with Brothers (LS) and Boys with Sisters (OS) at Level I, II and III on Femininity Scale	196
	(ii) Comparison of Boys with Brothers (LS) and Boys with Sisters (OS) at Level I, II and III on Masculinity Scale	196
	(iii) Percentages of Boys with Brothers (LS) and Boys with Sisters (OS) in the HiF and HiM Zones of FM Diametric at Levels I, II and III	197
X.4.	Comparison of Boys of High (Hi) and Low (Lo) Socioeconomic Status on Femininity and Masculinity at Three Levels	217
X.5.	(Set 1) Percentages of Boys of High (Hi) and Low (Lo) Socioeconomic Status in HiF and HiM Zones of the FM Diametric (by Levels)	218
	(Set 2) Percentages of Boys of High (Hi) and Low (Lo) Socioeconomic Status in HiF and HiM Zones of the FM Diametric (by Levels)	220

X.6.	Comparison of Boys with High (Hi) and Low (Lo) Intelligence on Femininity and Masculinity Scales (Levels I, II and III)	226
X.7.	Percentages of Boys of High (Hi) and Low (Lo) Intelligence in HIF and HIM Zones of the FM Diametric	227
X.8.	Line Chart to Show Consistent Increments and Decrements for Level I to Level III and Family Affectional Correlates of Masculinity and Femininity	229

Acknowledgements

I would like to acknowledge with gratitude the assistance received from many sources during the course of this study. In particular, I wish to express my thanks to the following:

- To the many children who participated;
- to the headmasters and teachers in the schools of Palmerston North for their cooperation;
- to Professor B.I. Hayman for his advice on the statistical analyses, to Miss Nola Gordon and Mr. L.K. Thomas for their assistance with the computer analyses;
- to Professors Biller, Landreth, Lansky and Sutton-Smith who have encouraged this work through their correspondence;
- to my colleagues in the Department of Education, Massey University, who have borne my preoccupations with forbearance;
- to Dr. G.S. Fraser for his perceptive comments and appraisal in the concluding stages;
- to Mrs. Kirsten Morgan for her meticulous care and patience in the typing of this manuscript;
- to my supervisor, Professor C.G.N. Hill for the many hours he devoted in discussion and for his painstaking guidance and assistance at considerable personal cost;
- to my children Ainalie, Jennifer and John who have foregone countless activities with no hint of rancour or denial;
- and finally, to my wife Christine for the unfaltering support and encouragement she has given. Her assistance and unassuming concern have been of inestimable worth.

H. Stewart Houston