

Gender Roles and Helping Behavior

Research Thesis

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by

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Abstract

Gender roles are important in our society. Until recently gender roles have been relatively rigid, however currently many people are not tied to rigid gender roles. Helping behavior is a very important aspect of modern society. This research studied 3 hypotheses to examine the relationship of gender roles, life experiences, personality, and helping behavior intention. It was hypothesized regardless of sex, masculine individuals help more in dangerous helping situations, and feminine individuals help more in emotional situations. Also it was hypothesized students who are nontraditional or have more titles / life responsibilities will be more androgynous than traditional students with less life responsibilities. This causes them to help more and not show any difference in type of helping situation they participate in. Finally I hypothesized that personality is also a factor in our helping choices. The results show some statistical trends of behavior rather than outlining new behaviors. An interesting trend that was uncovered is that females are helped first in both dangerous and emotional situations, while men are helped last if it is an emotional based help. Better understanding gender roles and helping tendency could be beneficial to college students in several ways. First, knowledge of gender roles might help students understand themselves a little better. Second, helping is important for functioning of a society, and learning more about the variables that influence helping behavior would be beneficial to individuals as well as society in general.

Gender Roles and Helping Behavior

Gender is a big part of our lives. “What are you having”; “Oh I bet he will make a strapping young man, to carry on the family name”; “Oh she will be a little angel”. When we are born, society begins labeling and shaping us into categories in which we either fill the mold or we are considered deviant. In this mold, young girls are taught to be nurturing, caring, soft, and feminine, while boys are taught to be strong, courageous, competitive and aggressive. In these roles we find a place for the acting out of behaviors we have been taught. Gender plays a role in helping behavior, both of the person helping as well as the gender of the helpee. For example in helping behavior, men and women both may be more willing to help someone of the opposite sex (Basow & Crawley, 1982). Research has shown differing outcomes. For example there is evidence that shows men are more likely to help than are women (Feinman, 1978) and other research shows that women are more likely to help than are men (Bihm, Gaudet, & Sale, 1979), and even more research shows that there is no difference between men and women’s helping behavior, (Boice & Goldman, 1981). But the truth holds firm, we are social beings and we want others around (Maner & Gailliot, 2006), and this feeds our need to help others.

There are many factors that draw individuals in to help. One of these is the attractiveness of the person in need of help (Benson, Karabenick & Lerner, 1976). It is sometimes a characteristic of our personality; if individuals have a more altruistic or helpful personality they may be more prone to participate in a myriad of helping situations (Eisenberg, Guthrie, Murphy, Shepard, Cumberland, & Carlo, 1999), if the person in need of help is of the

same sex of helper (Salminen, & Glad, 2001), or if the person helping is in a positive mood (Isen, 1999). Men may help women more because of living their masculine gender roles of being chivalrous or heroic, whereas women may choose to help not because of the person in need of help but the type of help needed; for example, long term care of a loved one or an emotional type of help (Eagly & Crowley, 1986).

We are social beings and we want to have others around, hence our need to help others. Generally speaking, people help others because others may be in trouble or people want to have an impact on another person. This pro-social behavior refers to the voluntary actions that benefit another person or a group of people (Eisenberg & Mussen, 1989). The key to this kind of helping behavior is that it benefits the helpee not the helper (Eisenberg & Mussen, 1989). The altruistic trait is a traditional characteristic that can be found in many cultures and has been the root of “being good”. Some argue, however, that true selfless helping behavior does not exist, because helping others also helps us; thus it is not truly selfless (Ucho, Ogwuche, & Anhange, 2013). More specifically, people may come upon a choice and in the process of deciding whether or not to help they find that they are motivated to help because there is a benefit to them. If there is no benefit to them and the cost/risk of them helping them is low, that individual may be willing to risk it.

Situation does have a lot to do with whether a person will help another. For example a group of people chose not to help was in the historical case of Kitty Genovese (Collins, Levine & Manning, 2007; Hardie, 2010), when later questioned or while performing a self-account of the situation, individuals cite social cues that trigger one situation to be a dangerous situation while the same situation with different circumstances or people involved can trigger a safe helping

situation (Homant, 2010). For example an individual comes upon a situation in which they see a single female with car trouble. Normally this situation seems harmless, but change the woman's race, change the area the car is stalled in, add a passenger, add children or simply change her gender to a male with car trouble, the outcomes also changes. Several little factors come together into a situation that may deter or increase your chance of helping.

In a study by Gueguen and Fischer-lokou (2004), participants came across an actor hitchhiking. Researchers varied the situations. The only other change was that each confederate was told to smile for the first 20 cars and not the next 20 (Gueguen & Fischer, 2004). A person may help in these situations because the lack of perceived danger and people are willing to help attractive and happy people. In other situations people would not want to help if it were a dark and stormy night and the person hitchhiking is a male with ratty clothing and unpleasant body language. As stated in Homant's research, several situational cues go into bystander intervention and whether or not they will help. He believed that situation, not a person's values, traits or personality, went into determining when a helping situation occurred.

Situation is important to every helping situation, but the gender role they have chosen to accept is also very important. It is the goal of my research to examine gender role and situation as factors in helping behavior. Also the research examined whether certain personalities are more prone to helping regardless of gender.

Some theorists argue our minds are blank canvases and from the very moment we are born we begin the training process to become successful members of society. We are trained, manipulated, cajoled, coaxed, organized and disciplined to fit the mold before us (Turner, 1992). There is the argument that gender role rests not only in the surface of our bodies but it

becomes embodied, a deeper part of who we are both physically and psychologically (Young, 1990). Gender becomes everything we are and everything we do, as if we were actors on a stage. West and Zimmerman suggest that gender is “done”, as in a “gender performance” or “doing gender” (West and Zimmerman, 1987). The gendering that occurs in childhood is the foundation for gendering later in life (Martin, 1998). This gendering that occurs in youth makes a seamless transition into who and what paths they choose throughout their life.

The feminine gender role, which is normally associated with women, has been found to be encouraged to help, and at time to be expected to help and place the needs of others above their own needs (Eagly & Crowley, 1986). This follows the same idea that the female gender role comes with certain characteristics such as: caring, nurturing, responsibility and are more empathic and has more sympathy to others. These are key characteristics of their altruistic traits, the female gender role is expected to care for the personal and emotional needs of others, to deliver forms of personal service, and provide help with a genuine sense of eagerness and desire to help others meet their goals (Eagly & Crowley, 1986).

The masculine gender role on the other hand has traditionally been characteristic of heroism, helping others with some risk to oneself. Characteristics such as willingness to take risks, being adventurous, having the ability to remain calm in a high stress situation, and the ability to stand up under pressure are all assigned to the male or masculine gender role (Bem, 1974). The masculine gender role in comparison shows that it is also expected they perform at risk to their self; this is similar to the female gender role being “required” to help others with their needs above their own. Also, those who accept the masculine gender role are expected to risk their physical bodies whereas those who accept the female gender role are expected to risk

their physical “body”, both are taking risks at the expense of themselves. How value is assigned to the risk taken is still assigned to the audience who may have seen the helping situation or heard about it through media (Eagly & Crowley, 1986; Homant, 2010) . Gilligan suggests value is rooted in how each gender role thinks. Masculine people tend to think in a more abstract way, thinking in terms of justice, and rights of others whereas feminine people think in terms of care and responsibility for others (Gilligan & Attanucci, 1988; Karniol, Grosz, & Schorr, 2003).

We are instructed all our lives on how each gender role is to act and be interpreted but during adolescence the norms of gender are most strongly reinforced (Gilligan & Wiggins, 1988; Gilligan & Attanucci, 1988). Young girls are reinforced to foster nurturing and caring behaviors while young boys are reinforced to exhibit chivalrous behaviors such as heroics and strength (Bem, 1974; Eagly & Crowley, 1986). It is at this time in a young person’s life that the feminine and masculine gender roles are most evident and strongly reinforced (Bem & Lenney, 1976).

Many situations show males and females in their stereotypical roles. But, while these stereotypical roles have been for the most part rigid over time, it can be argued personality and traits of personality cross the gender roles. An individual could be an extrovert female who does heroic things or chooses a career in which she must do “masculine” things, i.e. firefighter, soldier, construction worker or truck driver. A male could also have a very introverted personality or have an emotional personality and choose a “feminine” career, (i.e. a nurse, preschool teacher or a househusband). Accordingly gender is not a conclusive factor but an important tool in helping; a female could do “masculine helps” and a male can do “feminine helps”.

In this study we address the factors of gender and helping with measurement tools of the Bem Sex Role Inventory (BSRI) and Ten Item Personality Inventory (TIPI), to identify through self-report how each participant rated themselves. The scenarios that participants were given were designed to measure what type of situation they would participate in and how much they would be willing to help.

Hypotheses

1. Regardless of sex masculine individuals help more in dangerous helping situations, and feminine individuals help more in emotional situations (Eagley and Crowley, 1986).
2. As people age they acquire life experience and mature. In college, students who are non-traditional, have different responsibilities or life roles. For example they could be a parent, a single parent, a student leader, an employee or a supervisor. They could have a job where they have great responsibility, or they could be a first responder/ military. Students who are nontraditional or have more titles/ life responsibilities will be more androgynous than traditional student with less life responsibilities. This will cause them to help more, and there is no difference in the type of helping situation they will help with.
3. Personality is also a factor in our helping choices. For example a person who is open may choose to participate in more dangerous helping situations due to their sense of adventure, unusual ideas and intellectual curiosity. A person who is more conscientious will probably help in non-dangerous helping situations over dangerous ones due to their self-discipline, dependable nature and planned behaviors. An extravert is more likely to

help in dangerous over non- dangerous situations due to their energy, assertiveness and stimulation being around others. A person who is agreeable will be more likely to help in non-dangerous due to their compassion. Also a person who is neurotic will be less likely to help in dangerous over a non-dangerous helping situation due to their sensitive nature.

Methods

Participants

The sample of college students included 214 people from The Ohio State University. There were 87 male participants and 127 female participants, the percentage of the sample to 40.7% male and 59.3% female. The mean age of the participants was 23.32 years. The ages of the participants ranged from 18 to 69. There were 151 participants who were between the ages of 18 to 22, forming 70.6% of the subject sample; these participants were labeled as traditional college age. There were 63 participants who were between the ages of 23 and 69, forming 29.4% of the subject sample; these participants were labeled as non-traditional college age.

Our sample population included 65 freshmen, 30.4% of the sample, 45 sophomores, 21.0% of the sample, 38 juniors, 17.8% of the sample, 66 seniors, 30.0% of the sample. The participants are all volunteers who received course credit for participation.

Materials

The 60 item Bem Sex Role Inventory (BSRI) was given to the participants (See Appendix), this scale is a measure of the participant's level of masculinity and/ or femininity gender role they most likely exhibit. Bem, the originator of the BSRI had as a goal to examine an

individual's androgyny and to give evidence of the advantages of a shared masculine and feminine personality versus the traditional no-cross over gender roles (Bem, 1975).

The participants were asked to rate themselves using a Likert scale on each character trait, ranging from 1 to 7. One indicated never or almost never true, while a seven indicated always or almost always true. The participants, when scored, were placed in one of four categories: masculine, feminine, androgynous and undifferentiated.

A TIPI personality test, Ten-Item Personality Inventory (Appendix) was used to assess the participant's personality type, on the Big-five personality scale. This survey is used to measure the participants self-reported personality traits to place them on a scale of the Big five personality domains (Gosling, Rentfrow, & Swann Jr., 2003).

Participants were asked demographic questions, including questions about their age, sex, marital status (or living status), number of children, career or job choice, level of education, leadership roles, involvement in college activities, and responsibilities.

The participants were presented a series of 40 situations. Each described a situation in which a person is in need of help. There were 20 dangerous situations and 20 emotional situations; each set of twenty was broken up into two groups; 10 with males needing help and 10 with females needing help. Each situation required the participants to answer if 1) they do nothing, 2) Call someone to help, or 3) Provide help themselves. In each situation the description designated if the person they are helping is male or female and a brief description of what is happening. This was to eliminate a participant from interpreting a situation differently than another participant. (See Appendix).

Procedure

The participants sat in a classroom, with the provided survey packet that includes a section for the BEM survey, TIPI survey, demographic questions, and the series of scenarios.

Results

From the sample of 214 college students, we found that 186 or 86.9% of the participants did not have any children. For the 28 students that did have children, it ranged from one child to six children, with a mean of .32 children. Also 11 participants or 5.1% of the participants had been in the military and 5 participants or 2.3% of the participants were or had been first responders.

Sex and Gender Roles

Participants took the Bem Sex Role Inventory (BSRI). There were 20 masculine and 20 feminine items that participants rated as strongly disagree to strongly agree (1 to 7). Thus their scores could range from 20 to 140. The mean masculine and feminine score for each participant was obtained. Then the median for the sample (including both males and females) was found. The gender role for each participant was then assigned by observing where each participant's masculine and feminine score fell for the median scores. Specifically, for each participant, if the masculine score was above the median and the feminine score was below the median, the participant was classified as masculine. If the masculine score was below the median and the feminine score was above the median, the participant was classified as feminine. If the participant's masculine score was above the median and the feminine score was above the median, the participant was classified as androgynous (see Figure 2). If the masculine score was below the median and the femininity score was below the median, the participant was

classified as undifferentiated. The masculine median was 4.85 and the feminine median was 4.80.

Overall, with both sexes combined, 69 participants (32.2%) were classified as having a masculine gender role, 68 (31.8%) as having a feminine gender role, 41 (19.2%) had an androgynous gender role, and 36 (16.8%) had an undifferentiated gender role. Results showed that 48 (55.2%) of the males had a masculine gender role, 9 (10.3%) had a feminine gender role, 16 (18.4%) had an androgynous gender role, and 14 (16.1%) had an undifferentiated gender role. Results also found that 21 (16.5) of the females had a masculine gender role, 59 (46.5%) had a feminine gender role, 25 (19.7%) had an androgynous gender role, and 22 (17.3%) of the females had an undifferentiated gender role. A chi square test on sex by gender role was significant, $\chi^2(3) = 45.19, p < .001$. Thus for this sample, significantly more males had masculine gender roles and significantly more females had feminine gender roles.

Sex and Helping Situations

Participants read 40 helping scenarios, and responded to each by indicating whether they would 1) do nothing, 2) call someone else to help, or 3) provide help themselves. This provided a measure of intensity of expected helping response. There were 10 situations in which a male was in a dangerous situation (MD), 10 in which a male was in an emotional situation (ME), 10 in which a female was in a dangerous situation (FD), and 10 in which a female was in an emotional situation (FE). The helping score for each participant for each type of scenario was the sum of the intensity of responding (1 = not helping, 2 = calling someone else, 3 = help themselves). The helping score for each type of situation (MD, ME, FD, FE) could range from 10 to 30.

Overall, the participants scored a mean of 22.38 ($SD=3.09$) in the male dangerous situations, 21.01 ($SD=4.80$) in the male emotional situations, 23.61 ($SD=2.87$) in the female dangerous situations, and 22.44 ($SD=4.60$) in the female emotional situations. Thus, overall, participants were most likely to help females in dangerous situations, followed by females in emotional situations, males in dangerous situations, and males in emotional situations.

As shown in Table 1 males were most likely to help females in dangerous situations, followed by males in dangerous situations, females in emotional situations, and finally males in emotional situations.

As shown in Table 1 females were most likely to help females in dangerous situations, followed by females in emotional situations, males in dangerous situations, and finally males in emotional situations.

Both male and female participants showed similar helping preferences. Participants were more likely to help in dangerous situations than emotional situations, and more likely to help females than males.

A 2 (sex: male, female) x 4 (helping situations: male dangerous, male emotional, female dangerous, female emotional) factorial analysis of variance (ANOVA) was run, with sex the between groups variable and helping situation as the repeated variable. Overall, there was not a significant sex effect. There was however a significant helping situation effect $P<.01$. The helping situation X sex interaction was nonsignificant. Thus overall the participants helped females most, with helping of males less.

Gender Roles and Helping Situations

Hypothesis 1 predicted that participants who had a masculine gender role would be more likely to help dangerous situations, and that participants who had a feminine gender role would be more likely to help in emotional situations.

As shown in Table 2, participants with a masculine gender role were most likely to help females in dangerous situations, followed by males in dangerous situations and females in emotional situations, and least likely to help males in emotional situations. Participants with a feminine gender role were most likely to help females in dangerous situations, followed by females in emotional situations, males in dangerous situations, and least likely to help males in emotional situations. Participants with androgynous gender role were most likely to help females in emotional situations, followed by females in dangerous situations, and males in emotional situations, and least likely to help males in dangerous situations. Participants with an undifferentiated gender role were most likely to help females in dangerous situations, followed by males in dangerous situations, and females in emotional situations, and were least likely to help males in emotional situations.

A 4 (gender role: masculine, feminine, androgynous, undifferentiated) x 4 (helping situations: male dangerous, male emotional, female dangerous, female emotional) factorial analysis of variance (ANOVA) was run, with gender role the between groups variable and helping situation as the repeated variable. Overall, there was a significant gender role effect, $F(3, 210) = 6.47, p < .001$. There was a significant helping situation effect, $F(3, 210) = 28.99, p < .001$. The helping situation x gender role interaction was significant, $F(9, 210) = 6.86, p < .001$. Thus gender role is important when looking at probability of helping others.

The hypothesis that masculine men and women help more in dangerous helping situations, and feminine men and women help more in emotional situations was partially supported by the data.

Participants with a masculine gender role helped both males and females in dangerous situations more than males and females in emotional situations. Participants with a feminine gender role were likely to help females in emotional situations and females in dangerous situations more than males in either situation. Participants with an androgynous gender role help females in dangerous situations, and females in emotional situations before males in emotional or dangerous situations. Participants with an undifferentiated gender role were more likely to help both females and males in dangerous situations before females and males in emotional situations.

Age and Helping Situations

Hypothesis 2 predicted that people with more life experiences, age, maturity, and responsibilities would more androgynous, and would be more likely to help in all situations.

The participants were divided into traditional and nontraditional age groups. Those who were between 18 and 22 were considered traditional age, while those who were between the ages of 23 and 69 were considered nontraditional age. There were 151 (70.6%) participants in the traditional age group, and 63 (29.4%) participants in the nontraditional age group.

As shown in Table 3, the traditional age group scored highest in the female dangerous situation, followed by the female emotional situation, male dangerous situation, and male emotional situation.

AS shown in Table 3, the nontraditional age group (those 23 and older) helped most in the female dangerous situation, followed by the male dangerous situation, female emotional situation, and the male emotional situation.

A 2 (age level: traditional, nontraditional) x 4 (helping situation: male dangerous, male emotional, female dangerous, female emotional) factorial analysis of variance (ANOVA) was run, with age level the between groups variable and helping situation as the repeated variable. There was a significant helping situation effect, $F(3, 212) = 30.22, p < .001$. The helping situation x age level interaction was nonsignificant.

Because there were so few students who had experience in the military, or were first responders, the hypotheses dealing with these variables could not be tested.

Personality and Helping Situations

There are 5 personality factors in the Big 5 personality theory: extraversion, agreeableness, conscientiousness, emotional stability, and openness. For each personality factor, participants received a score between 2 and 14. For each personality factor, the participants were divided into high and low groups. The low group scored between 2 and 7 and the high group scored between 8 and 14.

A 4 (personality factor: extraversion, agreeableness, conscientiousness, emotional stability, openness) x 4 (helping situation: male dangerous, male emotional, female dangerous, female emotional) factorial analysis of variance (ANOVA) was run, with personality factor the between groups variable and helping situation as the repeated variable. Personality as a main variable was nonsignificant for all factors.

The extraversion X helping behavior situation interaction was significant, $F(3,593) = 4.40, <.005$. The emotional stability X helping behavior situation interaction was significant, $F(3,593) = 2.91, p<.05$. Other interactions were nonsignificant.

As shown in Table 4, low extraversion participants helped females in danger, followed by males in danger, females in emotional situations, and finally males in emotional situations. As shown in Table 4, high extraversion participants scored highest in the female dangerous helping situations, followed by the female emotional situation, the male dangerous situation, and the male emotional situation. As shown in Table 4, low agreeableness participants scored highest in the female dangerous situation, followed by the female emotional situation, the male dangerous situation, and the male emotional situation. As shown in table 4, high agreeableness participants scored highest in the female dangerous situation, followed by the female emotional situation, the male dangerous situation, and finally the male emotional situation.

As shown in Table 4, there were some difference among participants in terms of conscientiousness, emotional stability, and openness, but none of the differences were significant. Thus personality difference among the participants did not reliably predict helping behavior in the situations used in this study.

Discussion

Overall the hypotheses were partially supported by the data. There were trends in the helping behavior of college students, rather than new evidence that behaviors have changed drastically since Bem did her work in the 1970s. With the number of participants, we found it

not possible to test whether Military experience or the experience of being a first responder was related to helping behavior.

The results showed that some participants of both sexes identified with masculine gender role while others identified with the feminine gender role. While there was a cross over with some males accepting or identifying with the feminine gender role and some females accepting or identifying with the masculine gender role, but for the most part females tested as feminine and males tested as masculine. This provides some evidence that gender roles are still socially stable and there is not a great deal of crossover.

It is possible the survey that was used identified the genders in an unfair light. For example, looking at the items in the BSRI, the masculine items appeared to be showing the masculine gender as more acceptable to have with more positive identifiers compared to the feminine gender role. Specifically, it identified characteristics of the feminine gender role as more negative in today's world. It is possible that if we used a new version of the BEM BSRI inventory or formulated one with less negative connotations we would get different results. The original Bem survey used items such as: "yielding", "gullible" and "childlike" for the feminine gender role whereas characteristics like "self-reliant", "self-sufficient", "willing to take a stand", "independent" and "act as a leader" all were considered masculine. If the characteristics were more positive for all gender types, the participants may have felt freer to select differently. If the gender survey had been designed differently I feel the gender identity outcome may have been different, participants might have been more apt to score themselves more honestly. Further testing on gender identity is recommended, to see how participants react or identify each of the genders. I suggest further testing done with single sex group not

mixed sex groups. For example a sample of only men and a sample of only women, this would be to show how each sex group reacts to the gendered characteristics.

It was found that overall, the participants were most likely to help females in dangerous situations, followed by females in emotional situations, males in dangerous situations, and males in emotional situations. It was shown that females receive more help than males and that a situation where a man was in need of emotional help was chosen last. With each gender role they chose to help men in emotional situations last. It is interesting that the undifferentiated gender role, which does not identify with an either gender was the gender role that least helped in male emotional situations. Further testing on the background on why the undifferentiated gendered individuals identified more with no gender other than one of the designed gender roles. This may also show why they had a deeper aversion to helping in situations where a male was dealing with an emotional issue. This suggests that both gender roles have large negative connotations that are still considered socially unacceptable to most. The masculine gender group chose to help females in dangerous situations first then help males in dangerous situations; this confirms that the masculine gendered people accept masculine helping situations. The feminine gender group chose to help in feminine dangerous situations then in feminine emotional situations then male dangerous situations and lastly male emotional situations. This shows that this gender group is still working with the social stigma that women should receive help before men. This could be because it is still believed women are weaker and in need of more help than do men. This idea goes further into the androgynous group; they chose to help females in emotional situations then females in danger then males in

emotional situations and lastly males in danger. This suggests the idea more so that women receive help first then men receive help.

When testing life experience and helping it was found that hypothesis 2 was not supported by the data. The results suggest the opposite occurs, non-traditional students were more defined as masculine or feminine rather than androgynous. Traditional students on the other hand were slightly more androgynous. This showed that non-traditional students held to the traditional social gender beliefs, whereas the traditional students were more accepting of non-traditional gender roles. I was unable to test Military and First Responder students because there were too few participants. If further testing was done with more students or across more of the Ohio State University and Marion Technical College Campus, I believe that with the programming currently at the Marion Technical College with the Police Academy we could have a larger sample of First responders and Military.

Personality as a major factor in the decision to help was not statistically significant in this research but, we did find a trend in personality and helping behavior, especially with extraversion. While personality is not the only factor in what situation we choose to help it is a component of what helps us decide which situation we will help in. As the research shows, gender role choice, life experience and personality all are components in how and why we choose to help and which situations we allow ourselves to participate in.

It is possible that TIPI might not have been as effective in measuring personality variables in this current study, because it was a brief scale (only 10 items). Even though the original TIPI scale showed good reliability and validity, our participants might not have responded as carefully as they might have, and this could have reduced the validity. Or, it is

possible that personality variables (other than extraversion) are not major contributors to whether a person is willing to help.

While only trends were shown with the overall results and not new clear cut evidence of a change in behavior, the results also inspire further research about gender roles and how we identify and interact with each other. As we are social beings, how we behave is very important in how we interact. Further research is needed to better understand how we define and create genders as well as how we accept gender interactions with others.

The challenges encountered while this study came to fruition were numerous, but, overcoming each challenge taught me so much more than the intended study research. Of course study design and running an experiment are all things you naturally learn while doing undergraduate research, but I also learned how interesting trying to answer why can be and how inspiring other researchers work can be. I hope to do further research on gender and how we interact.

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Appendix

Gender Roles and Helping Behavior Survey

This is a survey on gender roles and helping behavior. Please answer all the questions honestly. **DO NOT** put your name on this survey, your responses are confidential. Thank you for helping me with my research. Bobbi Hupp-Wilds (hupp.86@osu.edu)

Rate yourself on each item, on a scale from: 1 never or almost never true) to 7 (always or almost always true)

- | | |
|---|--|
| 1. ____ self-reliant | 31. ____ makes decisions easily |
| 2. ____ yielding | 32. ____ compassionate |
| 3. ____ helpful | 33. ____ sincere |
| 4. ____ defends own beliefs | 34. ____ self-sufficient |
| 5. ____ cheerful | 35. ____ eager to soothe hurt feelings |
| 6. ____ moody | 36. ____ conceited |
| 7. ____ independent | 37. ____ dominant |
| 8. ____ shy | 38. ____ soft-spoken |
| 9. ____ conscientious | 39. ____ likable |
| 10. ____ athletic | 40. ____ masculine |
| 11. ____ affectionate | 41. ____ warm |
| 12. ____ theatrical | 42. ____ solemn |
| 13. ____ assertive | 43. ____ willing to take a stand |
| 14. ____ flatterable | 44. ____ tender |
| 15. ____ happy | 45. ____ friendly |
| 16. ____ strong personality | 46. ____ aggressive |
| 17. ____ loyal | 47. ____ gullible |
| 18. ____ unpredictable | 48. ____ inefficient |
| 19. ____ forceful | 49. ____ acts as a leader |
| 20. ____ feminine | 50. ____ childlike |
| 21. ____ reliable | 51. ____ adaptable |
| 22. ____ analytical | 52. ____ individualistic |
| 23. ____ sympathetic | 53. ____ does not use harsh language |
| 24. ____ jealous | 54. ____ unsystematic |
| 25. ____ has leadership abilities | 55. ____ competitive |
| 26. ____ sensitive to the needs of others | 56. ____ loves children |
| 27. ____ truthful | 57. ____ tactful |
| 28. ____ willing to take risks | 58. ____ ambitious |
| 29. ____ understanding | 59. ____ gentle |
| 30. ____ secretive | 60. ____ conventional |

Here are a number of personality traits that may or may not apply to you. Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement. You should rate the extent to which the pair of traits applies to you, even if one characteristic applies more strongly than the other.

**1 = Disagree strongly, 2 = Disagree moderately, 3 = Disagree a little
4 = Neither agree nor disagree, 5 = Agree a little, 6 = Agree moderately
7 = Agree strongly**

I see myself as:

1. _____ Extraverted, enthusiastic.
2. _____ Critical, quarrelsome.
3. _____ Dependable, self-disciplined.
4. _____ Anxious, easily upset.
5. _____ Open to new experiences, complex.
6. _____ Reserved, quiet.
7. _____ Sympathetic, warm.
8. _____ Disorganized, careless.
9. _____ Calm, emotionally stable.
10. _____ Conventional, uncreative.

Please respond with the answer you would normally do, please respond on the line provided. Answer 1 response for each scenario: A. you do nothing, B. call someone else to help, C. you provide help yourself

Scenario 1: _____ You see a male hitchhiker on the side of the road

Scenario 2: _____ You see a male parent on a "charitable donation"

Scenario 3: _____ You come upon a female outside a burning building

Scenario 4: _____ A female asks you for a loan of a sum of money

Scenario 5: _____ You see a female hitchhiker on the side of the road

Scenario 6: _____ You see a male outside a burning building

Scenario 7: _____ You see an embarrassed male classmate

Scenario 8: _____ You see a female being mugged

Scenario 9: _____ You see a female dealing with storm damage to her home

Scenario 10: _____ A male asks you for a loan of a sum of money

Scenario 11: _____ A female is ill and needs care

Scenario 12: _____ You come across a male who appears to be lost and disoriented

How many children do you have: _____

What do you do for a living: _____

Are you now or ever been in the military: _____

If yes how long were you in: _____

Are you now or ever been a "first responder": _____

If yes how long were you in: _____

List your major responsibilities or life experiences:

(For example: Mother, Father, Head of household, leader on campus, oldest sibling, manager, assistant manager, Only paycheck in home)

Table 1***Sex and Helping Situation Mean Scores***

	Male Participants	Female Participants
Male Dangerous	22.89 (3.47)	22.04 (2.76)
Male Emotional	20.10 (5.51)	21.64 (4.16)
Female Dangerous	24.60 (2.85)	22.93 (2.70)
Female Emotional	22.08 (4.97)	22.69 (4.34)

Note. N=214; Standard deviations are in parentheses

Table 2***Gender Roles and Helping Situation Mean Scores***

	Masculine Gender Role	Feminine Gender Role	Androgynous Gender Role	Undifferentiated Gender Role
Male Dangerous	22.74 (3.38)	22.24 (2.93)	23.07 (2.82)	21.19 (2.85)
Male Emotional	19.65 (5.31)	21.85 (4.19)	23.59 (3.79)	19.11 (4.35)
Female Dangerous	24.26 (2.81)	23.24 (2.74)	23.95 (2.79)	22.67 (3.07)
Female Emotional	21.74 (5.08)	23.09 (4.24)	24.49 (2.95)	20.25 (4.78)

Note. N= 214; Standard deviations are in parentheses

Table 3***Age and Helping Situation Mean Scores***

	Traditional Students	Nontraditional Students
Male Dangerous	22.05 (2.93)	23.17 (3.34)
Male Emotional	20.91 (4.49)	21.25 (5.51)
Female Dangerous	23.27 (2.79)	24.41 (2.93)
Female Emotional	22.45 (4.14)	22.43 (5.89)

Not. N=214; Standard deviations are parentheses

Table 4

Personality and Helping Situation Mean Score

	Male Dangerous	Male Emotional	Female Dangerous	Female Emotional
High Extraversion	22.47 (3.10)	21.60 (4.66)	23.76 (2.79)	23.12 (4.35)
Low Extraversion	22.18 (3.08)	19.70 (4.88)	23.27 (3.05)	20.92 (3.07)
High Agreeableness	22.48 (2.92)	21.37 (4.64)	23.57 (2.83)	22.55 (4.51)
Low Agreeableness	21.98 (3.73)	19.51 (5.23)	23.76 (3.08)	22.00 (5.02)
High Conscientiousness	22.34 (3.05)	21.00 (4.82)	23.60 (2.83)	22.51 (4.63)
Low Conscientiousness	23.09 (3.86)	21.27 (4.65)	23.73 (3.69)	21.18 (4.06)
High Emotional Stability	22.45 (3.01)	21.02 (4.80)	23.67 (2.81)	22.41 (4.47)
Low Emotional Stability	22.14 (3.42)	20.98 (4.87)	23.36 (3.14)	22.57 (5.15)
High Openness	22.49 (3.05)	21.11 (4.77)	23.71 (2.79)	22.56 (4.52)
Low Openness	21.45 (3.35)	20.14 (5.08)	22.73 (3.45)	21.45 (5.26)

Note. N= 214; Standard deviations are in parentheses

Figure 1

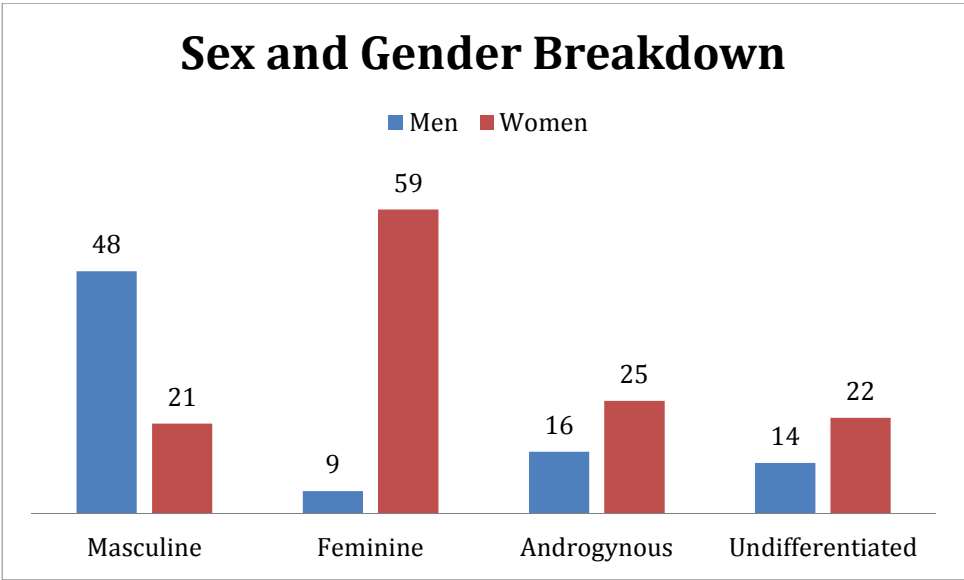


Figure 2

Determination of Classification of Gender Roles

		Masculinity Score	
		Above Median	Below Median
Femininity Score	Above Median	Androgynous	Feminine
	Below Median	Masculine	Undifferentiated