

**Changes in Components of Children's Self-Reported Gender Identity over Time**

by

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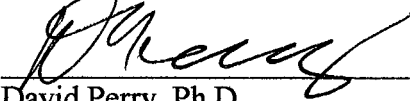
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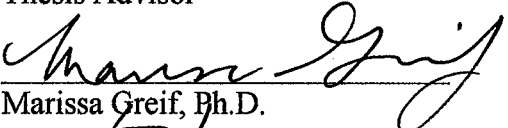
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This thesis was prepared under the direction of the candidate's thesis advisor, Dr. David Perry, Department of Psychology, and has been approved by the members of her supervisory committee. It was submitted to the faculty of the Charles E. Schmidt College of Science and was accepted in partial fulfillment of the requirements for the degree of Master of Arts.

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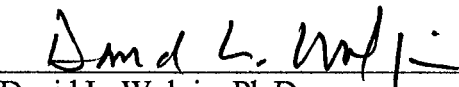
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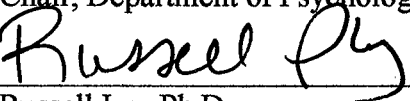
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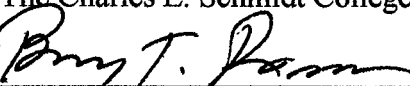
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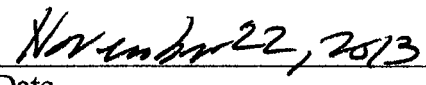
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## **Abstract**

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In past gender identity research, little attention has been paid to the determinants of the various dimensions of gender identity (felt pressure for gender differentiation, gender contentedness, and within-gender typicality). This study examined whether children's self-perceptions and social behaviors influence changes in gender identity over time. One hundred and ninety-five fourth- through seventh-graders completed self-report and peer-report questionnaires during the fall and spring of a school year. This study found that both felt pressure for gender differentiation and within-gender typicality are fluid, rather than stable, constructs during childhood. It also found that sex plays a significant role in not only which constructs influence gender identity, but which components of gender identity are influenced.

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## **Introduction**

Gender identity, the sense and experience of being one's gender, is currently best understood as an overarching construct comprised of several components. Although there has been considerable research examining the implications of various dimensions of gender identity for children's mental health, little attention has been paid to the determinants of the various dimensions of gender identity. The present research was designed to examine whether children's self-perceptions and social behaviors influence changes in gender identity over time.

## **Background**

Conceptualization of gender identity has a long history. Traditional definitions of gender identity incorporate the idea that it assesses a person's acceptance of, and sense of belonging to, his or her gender category (Tobin, Menon, Menon, Spatta, Hodges, & Perry, 2010). However, there have been exceptions to this model. For example, Kohlberg (1966) defined it simply as an understanding that one belongs to one sex rather than the other. For many years, researchers conceptualized people's gender identity as opposing dimensions on a single bipolar continuum with felt masculinity and felt femininity pitted as opposite poles. This model stood until Bem (1974) proposed a model emphasizing the need for a bidimensional model of gender identity, one separating the masculinity and femininity dimensions from each other. Bem stated that individuals could have both masculine and feminine traits, rather than one or the other, as previously understood.



Spence (1993) further expanded the idea of gender identity by proposing a multifactoral approach. She posited that, while one's basic gender identity (acceptance of one's maleness or femaleness) develops in early childhood, there are multiple attributes associated with each gender. Additionally, she asserted that people use whatever gender-congruent characteristics that they happen to possess to both verify and maintain their basic sense of gender identity. Thus, using her multifactoral model of gender identity, Spence took the traits from Bem's masculine and feminine scales and postulated that individuals choose which of the traits they find valuable to their own sense of gender identity, rather than assign equal importance to each of the traits.

Once again reforming the understanding of gender identity, Tobin et al. (2010) simplified its definition, while at the same time maintaining the complexity that gender identity entails. Tobin et al. (2010) accomplished this task by defining gender identity in terms of the quality and strength of the cognitive connections that a person makes between the self and a gender category.

Many researchers today agree that gender identity comprises multiple components, and that to adequately study the larger construct of gender identity, one must study the components that it encompasses. Egan and Perry (2001) broke gender identity into five major components, or sub-constructs, most of which continue to be used to assess gender identity today. These sub-constructs are: (1) gender typicality (perceived similarity to others of one's gender); (2) gender contentedness (satisfaction with one's gender assignment); (3) felt pressure for gender conformity (pressure felt from parents, peers, and the self to conform to gender stereotypes); (4) membership knowledge (knowledge of one's membership in a gender category); and (5) intergroup bias (the

belief that one's own sex is superior than the other). Importantly, and consistent with Spence (1993), these components allow for an individual to apply his or her own criteria for what it means to be male or female (Perry & Pauletti, 2011). By the time most children reach middle school-age, membership knowledge has long become concrete and intergroup bias tends to have faded (Tobin et al., 2010). Thus, this thesis will focus only on the first three components (i.e., gender typicality, gender contentedness, felt pressure for gender conformity [felt pressure]) with regard to their impact on gender identity development.

**Gender typicality.** Gender typicality is assessed as the degree to which people perceive themselves as similar to their gender group. Each person decides what is important, or not important, in determining what makes for a typical member of his/her sex. For example, one girl might think that having long hair and a nurturing personality is important for a typical girl, while another might think that being skilled in language arts and having a strong interest in art class are important. Both girls may classify themselves as being highly typical girls while using completely different criteria.

Feeling that one is gender typical is generally a favorable influence on children's and adolescents' adjustment (Carver, Yunger, & Perry, 2003; Yunger, Carver, & Perry, 2004). Higher gender typicality has been linked to higher self-esteem for both boys and girls (Egan & Perry, 2001). Carver et al. (2003) found high rates of gender typicality to be correlated with lower rates of internalizing problems for both boys and girls, higher agentic traits and global self-worth for boys, as well as higher communal traits, global self-worth, and self-perceived peer social competence for girls. They also found that children who reported low gender typicality not only felt that they were different from

their same-sex peers but also were perceived by peers as more depressed, anxious, self-deprecating, and victimized. Consequently, children who feel they are gender atypical may not feel like they fit in with their peer group (Kohlberg, 1969; Menon, 2011).

**Gender contentedness.** Gender contentedness is one's level of satisfaction with his or her gender assignment. Gender discontent, when taken to an extreme, is a significant factor associated with Gender Identity Disorder. High levels of gender contentment have been found to be positive influences on adjustment (Carver et al., 2003; Egan & Perry, 2001; Younger et al., 2004). Higher levels of gender contentedness have also been correlated with higher levels of global self-worth and self-perceived peer social competence in both boys and girls, as well as with lower levels of externalizing problems in girls (Carver et al., 2003). Further, Carver et al. (2003) observed that peers perceived gender-dysphoric girls to be more aggressive, disruptive, and argumentative than other girls.

**Felt pressure for gender differentiation.** Felt pressure is the pressure one feels from outside sources (e.g., peers, family, media) and from the self to conform to gender stereotypes. While these pressures come from different sources and may have different levels of significance for each child, they tend to inter-correlate into a single factor of felt pressure, which may suggest that children form a simplified rule about the permissibility of gendered conduct garnered from these varying sources (Egan & Perry, 2001; Tobin et al., 2010).

High felt pressure is correlated with problems in both sexes. However, girls who are experiencing strong felt pressure tend to have more significant difficulties than boys who are experiencing this pressure. For example, in girls, high felt pressure is

significantly correlated with lower levels of agentic traits, lower self-perceived peer social competence, lower global self-worth, and more internalizing problems (e.g., lower self-esteem, peer-reported sadness, and anxiety; Carver et al., 2003; Egan & Perry, 2001; Yunger et al., 2004). Fewer difficulties characterize boys who feel strong pressure, though they have sometimes been found to be aggressive (Carver, et al., 2003).

Gender typicality, gender contentedness, and felt pressure have all been shown to have low or modest correlations with each other. However, a combination of high felt pressure with either low gender typicality or low gender contentedness can lead to significant negative consequences (Carver et al., 2003; Egan & Perry, 2001; Tobin et. al, 2010). In one study, as felt pressure increased, low gender typicality and low gender contentedness became more strongly associated with internalizing problems, lower global self-worth, and lower self-perceived peer social competence (Carver et al., 2003). That is, felt pressure was a powerful moderator of the impact of both gender contentedness and gender typicality on internalized distress.

### **Developmental Considerations**

While each of these foregoing aspects of gender identity is fairly stable over time, there exist considerable individual differences among children with regard to gender typicality, gender contentedness, and felt pressure for gender conformity. While felt pressure wanes during the elementary school years for many children, some continue to view cross-gendered conduct as taboo for many years (Tobin et al., 2010). Sanchez and Crocker (2005) found that, even in adulthood, many said it was important to be similar to the ideal male (or female) and to be different from the other sex. At preschool age, most children feel strong pressures to conform to gender stereotypes and also report high

gender contentedness (Ruble & Martin, 1998), but children begin to differ in these dimensions of gender identity with time. The full range of gender identity cognitions is not completely consolidated until middle childhood or early adolescence. In particular, the cognitive ability to measure oneself against others is necessary in order to estimate one's gender typicality. Because of this, gender typicality emerges in middle childhood as a new aspect of gender identity (Yunger et al., 2004). Once in middle childhood, gender identity development undergoes changes, challenges, and scrutiny that it did not before (Yunger, et al., 2004). In the present study, it was hypothesized that gender identity is more fluid than originally understood, and during middle childhood a wide range of influences may affect the different components of children's gender identity.

### **Sex Differences**

Egan and Perry (2001) found evidence for sex differences in all four of the measures they used to evaluate gender identity (gender typicality, gender contentedness, felt pressure, and intergroup bias). Boys scored higher than girls on all four dimensions. Also, different self-perceptions and social behaviors were associated with gender typicality and contentedness for boys than for girls. Male-typed activities, agentic traits, heterosexual identity, and communal traits predicted gender typicality in boys, while in girls, gender typicality was predicted by female-typed activities, communal traits, liking for girls, heterosexual identity, and liking for boys. Agentic traits, heterosexual identity, and low scores on female-typed activities predicted gender contentedness in boys, while in girls, gender contentedness was predicted by female-typed activities and communal traits.

As informative as these results are, Egan and Perry's (2001) data were concurrent rather than longitudinal, and therefore inferences of causality cannot be drawn. However, Carver, Egan, and Perry (2004) found that one of the traits previously used by Egan and Perry (2001), heterosexual interest, did predict increases in preadolescents' gender typicality over time. Similarly, the current study hypothesized that other traits, beliefs, and behaviors also influence gender typicality and gender contentedness over time. The present study also examined the influences of self-perceptions and social behaviors on felt-pressure for gender differentiation.

### **The Present Study**

The purpose of the present study was to explore influences on change on gender identity over time. This was accomplished by analyzing influences on change over time in gender identity as a function of a number of self- and peer-reported variables, including: self-reported adjustment, self-efficacy perceptions, gender stereotypes, attachment styles, peer-rated adjustment, and self-reported emotional reactions to cross-gender behaviors by self or others. While individual children will give weight to the varying aspects of boy-typed and girl-typed behaviors differently, some key generalizations and hypotheses can be made about each group of variables. These will be presented in the following sections. Predictions for gender typicality and gender contentedness are the same and in the following sections will be referred to collectively as gender compatibility.

**Self-reported adjustment.** In previous studies, gender identity has been treated as a predictor variable, and variables addressing adjustment have been the outcome, as summarized in the results above. However, less is known regarding whether or how

adjustment might affect gender identity. In the present study, the following measures of self-reported adjustment were included as predictor variables: global self-worth, depression, and narcissism. Global self-worth measured how good or bad a child feels about him/herself in a broad way, rather than focusing on specific abilities or domains (e.g. “I feel good about myself,” rather than, “I am a good writer”), depression measured a child’s feelings of hopelessness (e.g. “Nothing will ever work out for me”), and narcissism measured a child’s grandiose view of him/herself (e.g. “Kids like me deserve to stand out”).

Higher global self-worth was expected to increase gender compatibility and to decrease felt pressure, thus having a positive overall influence on gender identity. Children with higher levels of self-worth feel better about themselves and should be more likely to view themselves as gender typical. It was also expected that, since depression is generally maladaptive for children, it will predict negative outcomes regarding gender identity. For example, children with high levels of depression would be expected to demonstrate decreased levels of gender compatibility and increased felt pressure, since depressed children think more negatively about themselves and would, therefore, be more likely to see themselves as different from their peers. Also, low self-esteem and depression may encourage children to pressure themselves for gender conformity, believing that doing so might make them feel better about themselves. A study by Younger, Carver, & Perry (2004) found that children with internalizing symptoms increased in felt pressure for gender conformity over a one-year period.

Morf and Rhodewalt (2001) found that one of the components of narcissism is an investment in gender roles, and that narcissistic people like to feel that they are being

admired by their peers for being a good member of their gender. Consequently, it was hypothesized that children with narcissistic traits would have increased gender compatibility along with increased felt pressure. However, there was also a consideration that, since narcissistic people may not see their behaviors as a problem, or feel that others are wrong when trying to correct their behavior, children who have high narcissistic traits may not acknowledge pressure from others to change behaviors. Thus, they might, in fact, report lower felt pressure.

**Self-efficacy perceptions.** Self-efficacy has been defined as the belief in one's self to perform well. The following measures of self-efficacy perceptions were included: dominance (i.e., dominating or controlling those around you), sports (i.e., being good at sports), appearance (i.e., being good looking), inhibition of tender emotions (i.e., not letting others see your emotions or weaknesses), and popularity (i.e., being popular or well-liked by your peers).

For all of these measures, if a child believes that he or she is effective at a trait at which his or her gender is expected to be proficient (e.g., sports for boys or appearance for girls), then this self-efficacy will increase his or her gender compatibility and decrease felt pressure. Conversely, if a child perceives that he or she is effective at a trait associated with the opposite gender, then gender compatibility will be decreased and felt pressure will increase. Therefore, the dominance, sports, and inhibition of tender emotions self-efficacies should increase gender compatibility and decrease felt pressure for boys and decrease gender compatibility and increase felt pressure for girls, while the appearance and popularity self-efficacies should increase gender compatibility and



decrease felt pressure for girls and decrease gender compatibility and increase felt pressure for boys.

**Gender stereotypes.** Gender stereotypes are the beliefs that children hold about how each gender should behave. This study used the following gender stereotypes: dominance (i.e., dominating or controlling those around you), sports (i.e., being good at sports), appearance (i.e., being good looking), inhibition of tender emotions (i.e., not letting others see your emotions or weaknesses), and popularity (i.e., being popular or well-liked by your peers).

Children who hold strong gender stereotypes (e.g. the belief that boys should be good at sports) should have increased felt pressure for gender conformity. For all of these measures, increased gender stereotypes should increase pressure on children to conform to these stereotypes. Simultaneously, increased gender stereotypes should lower gender compatibility. Increased stereotypes would make it harder for most children to meet the criteria for “typical boy” or “typical girl,” and thus both gender contentedness and gender typicality would decrease.

**Attachment styles.** Two types of insecure attachment to friends were measured: avoidant and preoccupied attachment styles. High levels of avoidance or preoccupation indicate unhealthy relationship styles, so children who score high in either of these domains should be more likely to have low gender compatibility and high felt pressure. Moreover, girls are more likely to have preoccupied friendship styles, and boys are more likely to have friendship styles that are avoidant (Menon, Schellhorn, & Lowe, 2012; Perry & Pauletti, 2012; Tobin et. al, 2010). Menon et. al. (2012) found that children who have a cross-gendered friendship style (i.e., girls who have avoidant friendship styles and

boys who have preoccupied friendship styles) report poorer well-being overall, which the authors conclude indicates distress over the self-perceived cross-gender friendship style. Thus, girls who have higher levels of avoidance should have lower gender compatibility and higher felt pressure, while boys who have higher levels of preoccupation should have lower gender compatibility and higher felt pressure, due to both of these conditions being gender atypical.

**Peer-rated adjustment.** Peer-report measures were used to determine how peers perceive each other. Peer perceptions can influence how children see, and feel about, themselves, and it is important to determine if peer perceptions influence changes in children's gender contentedness, gender typicality, and their felt pressure. Five categories of peer-rated adjustment about each child were created from these reports: social prominence (well known in the peer group), pro-social behavior (behaving in a way that benefits others), cross-gendered behavior (behaving in a way more fit for the other gender), coercion (influencing others to do what he or she wants), and internalizing (not reacting to negative outside forces).

Social prominence was expected to predict higher levels of gender compatibility since, at this age, socially prominent children should feel secure in their sense of belongingness to their gender collective. Social prominence was deemed likely to predict increased felt pressure, since socially prominent children are in the social spotlight with their peers and may feel more intense pressure to maintain, or increase, their gender typicality. However, like narcissism, social prominence may alleviate children's sense that they must conform to gender stereotypes.

Because pro-social behavior is generally seen as a girl-typical behavior, pro-social behavior was thought to vary by sex in terms of gender identity influence, with girls who are seen by their peers as more pro-social expected to increase in gender compatibility and to decrease in felt pressure, and boys who are seen as more pro-social having decreased gender compatibility and increased felt pressure.

It was expected that increased cross-gendered behavior would predict lower gender compatibility and increased felt pressure. It is likely that children who are high in peer-reported cross-gendered behavior perceive that they are atypical and may be somewhat discontent in their own gender and thus decrease in gender compatibility. Since these children are acting in obviously cross-gendered ways, those around them are more likely to pressure them to act according to their own gender.

Peer-reported coercion, or getting others to do what you want them to do, is a measure that encompasses many traits including dominance, aggression, and bullying. Because of the generally male-typed nature of these traits, coercion was predicted to interact with sex to influence the measures of gender identity. That is, boys found to be high in coercion would be likely to increase in gender compatibility and to decrease in felt pressure, while girls who are high in coercion would be likely to decrease in gender compatibility and to increase in felt pressure.

Internalizing (anxiety, sadness, fearfulness) may also affect gender identity. It is possible that boys who are high in internalizing would decrease in gender compatibility and increase in felt pressure, since these boys are not acting out, not fighting with others, and are quieter and more reserved overall, traits that are not boy-typical. Girls who are higher in internalizing, however, may be more likely to have increased gender

compatibility and decreased felt pressure since those are girl-typed traits. However, it is possible that internalizing would have similar effects for boys and girls. It may be children feel they are poor fits with their gender and as a consequence that they should try harder to conform to gender stereotypes.

**Self-reported anger for cross-gendered behavior.** Three measures were used to assess children's self-reported anger for cross-gendered behavior: Anger at boys (i.e., how angry I would get at a boy who acted like a girl), Anger at girls (i.e., how angry I would get at a girl who acted like a boy), and Anger at self (i.e., how angry I would get at myself for acting like the other gender). It was hypothesized that all three of these will have the same influence on the gender identity constructs: children who have more anger at others or at the self for cross-gendered behavior will have decreased gender compatibility and increased felt pressure. Thus, children who get angry at themselves when they act like the other gender are expected to be more likely to harshly judge themselves against the typical member of their own gender, thus reducing their gender compatibility. It is predicted that these children are likely to feel pressure on themselves to act like the perfect member of their own sex in order to reduce the anger they feel at themselves. Both boys and girls who get angry at others for exhibiting cross-gendered behaviors should be likely to feel the same decreased gender compatibility and increased felt pressure for similar reasons as the children who get angry at themselves do.

## Methods

There were 101 boys and 94 girls in this sample for a total of 195 fourth- through seventh-graders ( $M$  age = 10.1 years) enrolled in a university school in Florida.

Participants completed two testing sessions, one each in the Fall and Spring, over the school year. Testing was completed during group sessions, same-sex groups of 8-10 students, and individual sessions wherein participants completed several self- and peer-report questionnaires. Parental consent was obtained prior to the Fall semester and child assent was obtained at each testing session.

In addition to self-report questionnaires, participants completed a 23-item peer-report questionnaire in which they were asked to indicate which of their peers fit the descriptions provided by each item. Participants could nominate as many classmates as they saw fit for each item. Younger participants, fourth- and fifth-graders, were able to rate all of their classmates, while older participants, sixth- and seventh-graders, rated a random sampling of approximately half their peers. These questionnaires can be seen in Appendix A along with the measures they assess.

Cronbach's alphas for the seven felt pressure for gender conformity and five within-gender typicality items were .81 and .67, respectively. Because of the low reliability of the gender contentedness scale ( $\alpha = .59$ ), this measure was not used in further analyses.

## **Results**

### **Descriptive Statistics**

The mean and standard deviation of each measure at each time of testing (fall and spring) are given by participant sex in Table 1. Also given in Table 1 are the values for sex differences controlling for age for each variable ( $F$ ) and the standard error for within-gender typicality and felt pressure for gender conformity. Standard errors for within-gender typicality and felt pressure are shown in Table 2. Tables 3 and 4 are correlation matrices for each measure at Time 1 (Table 3) and Time 2 (Table 4).

Multiple regression analyses were used to explore the impact of 23 self- and peer-reported variables on change in each gender identity measure over time. On the first step of each regression analysis, participant age, sex, and the fall gender identity measure were entered as control variables. The second step tested the predictor variable in question, while the third step tested the interaction of the predictor with participant sex. This method of analysis was done for each of the variables for both felt pressure and within-gender typicality. This came to 46 analyses. In addition, analyses were also conducted for each sex separately, adding another 92 regression analyses.

### **Longitudinal Tests of Hypotheses: Findings for All Participants**

A list of all variables is found in Table 5. Columns 1 and 4 give the association of each predictor at Time 2 with within-gender typicality and felt pressure, controlling for age and sex and also controlling for Time 1 level of the dependent variable for the entire

Table 1  
*Mean, Standard Deviation, and F-Values for Fall and Spring*

Measure	Fall					Spring				
	Boys		Girls		F	Boys		Girls		F
	M	SD	M	SD		M	SD	M	SD	
<u>Gender identity</u>										
Within-gender typicality	3.05	.65	2.81	.68	1.25	3.30	.63	2.79	.77	3.10***
Felt pressure for gender conformity	2.54	.79	1.69	.50	33.56***	2.56	.82	1.60	.49	4.98***
<u>Self-reported adjustment</u>										
Global self worth	3.56	.47	3.60	.42	9.14***	3.62	.45	3.60	.54	1.45
Depression	1.20	.19	1.20	.19	.66	1.45	.31	1.43	.38	2.15**
Narcissism	1.71	.58	1.69	.54	1.70*	1.71	.59	1.71	.53	.65
<u>Self-efficacy perceptions</u>										
Dominance self-efficacy	2.66	.59	2.56	.59	1.15	2.77	.58	2.58	.61	1.47
Sports self-efficacy	3.35	.59	3.08	.73	1.83*	3.44	.64	3.16	.73	.93
Appearance self-efficacy	3.04	.76	3.21	.68	1.36	3.16	.73	3.26	.71	.87
Inhibition of tender emotions self-efficacy	2.97	.59	2.68	.61	1.49	2.99	.65	2.72	.61	1.23
Popularity self-efficacy	3.32	.61	3.29	.56	10.13***	3.41	.62	3.34	.56	1.18
<u>Gender stereotypes</u>										
Dominance stereotypes	3.57	.51	3.26	.46	1.54	3.56	.45	3.32	.53	1.20
Sports stereotypes	3.58	.60	3.28	.66	1.93*	3.66	.63	3.29	.65	1.53
Appearance stereotypes	2.55	.78	2.27	.73	.94	2.72	.72	2.28	.74	2.05*
Inhibition of tender emotions stereotypes	3.19	.58	3.03	.66	1.28	3.25	.63	3.11	.61	1.12
Popularity stereotypes	3.06	.49	2.69	.48	6.28***	3.06	.45	2.68	.53	1.89*
<u>Attachment styles</u>										
Avoidance	2.71	.55	2.25	.61	7.77***	2.73	.57	2.12	.57	2.40***
Preoccupied	2.60	.77	2.63	.73	5.27***	2.51	.78	2.43	.83	1.24
<u>Peer-rated adjustment</u>										
Social prominence	.31	1.04	-.32	.86	15.32***	-.37	.92	-.31	.93	10.61***
Pro-social behavior	-.36	.87	.42	.96	23.29***	.29	1.00	.40	.93	20.19***
Cross-gendered behavior	-.12	.97	.13	1.04	1.84	-.09	1.02	.10	.97	1.36
Coercion	-.21	.88	.21	1.04	5.02**	-.13	.94	.13	1.05	1.66
Internalizing	.06	1.04	-.06	.95	4.89**	.16	1.06	-.17	.90	2.85
<u>Self-reported anger for cross-gendered behavior</u>										
Anger at self	3.30	.73	2.77	.91	20.34***	3.25	.77	2.49	.93	5.14***
Anger at girls	1.46	.68	1.38	.57	6.56***	1.43	.72	1.21	.41	1.56
Anger at boys	1.66	.81	1.52	.79	8.79***	1.66	.82	1.35	.64	1.44

\*p < .05, \*\*p < .01, \*\*\*p < .001

Table 2  
*Standard Error for Within-Gender Typicality and Felt Pressure  
 for Gender Conformity*

	All		Boys		Girls	
	Fall	Spring	Fall	Spring	Fall	Spring
WGT	.05	.05	.06	.06	.07	.08
FPOG	.06	.06	.08	.08	.05	.05



Table 3  
Correlation Matrix for Time 1 Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1. Within-gender typicality	1																									
2. Felt pressure for gender conformity	.05	1																								
3. Global self worth	.44**	.07	1																							
4. Depression	-.34**	-.13	-.41**	1																						
5. Narcissism	.11	.18	.15	-.09	1																					
6. Dominance self-efficacy	.08	.19	.06	-.23*	.42**	1																				
7. Sports self-efficacy	.19	.23*	.09	-.38**	.24*	.44**	1																			
8. Appearance self-efficacy	.11	.10	.23*	-.31**	.44**	.40**	.45**	1																		
9. Inhibition of tender emotions self-efficacy	.04	.14	.21*	-.36**	.27**	.45**	.43**	.47**	1																	
10. Popularity self-efficacy	.17	.13	.19	-.42**	.43**	.23*	.49**	.62**	.49**	1																
11. Dominance stereotypes	-.16	-.00	.01	.12	.37**	.40**	.13	.29**	.14	.20*	1															
12. Sports stereotypes	.07	.21*	.10	-.05	.42**	.35**	.26*	.33**	.21*	.25*	.46**	1														
13. Appearance stereotypes	-.08	-.11	.01	-.07	.00	.05	.22*	.09	.09	.02	-.08	-.10	1													
14. Inhibition of tender emotions stereotypes	-.01	.13	.11	-.19	.20*	-.00	-.10	.04	.07	.10	.03	-.02	-.06	1												
15. Popularity stereotypes	.05	.04	.05	.02	.31**	.24*	.29*	.24*	.10	.18	.36**	.24*	.47**	.08	1											
16. Avoidance	-.07	.05	-.10	.05	-.17	.06	-.08	-.03	.07	-.20	-.02	.05	.10	.04	-.07	1										
17. Preoccupied	-.15	-.02	-.23*	.40**	.24*	-.07	.08	.05	-.04	-.08	.23*	.18	.13	-.14	.31**	.05	1									
18. Social prominence	.03	.03	.03	-.26**	.00	.30**	.46**	.29**	.23*	.36**	.01	.02	.01	-.05	-.03	-.01	-.09	1								
19. Pro-social behavior	-.11	-.11	.15	.10	.01	-.32**	-.07	-.03	-.14	.15	-.06	-.04	.09	.08	-.02	-.04	.10	.23*	1							
20. Cross-gendered behavior	.03	.03	-.01	.08	.14	-.17	-.22*	.02	-.09	-.02	-.02	.11	.00	.13	.11	-.10	.20*	-.32**	.13	1						
21. Coercion	-.08	.12	-.16	.02	.15	.22*	.13	.15	.12	.19	.23*	.09	-.04	-.04	.12	.03	.13	.19	-.13	-.03	1					
22. Internalizing	-.05	-.06	-.11	.36**	-.34**	-.32**	-.37**	-.46**	-.45**	-.43**	.10	-.14	-.20*	-.05	-.11	-.12	.17	-.05	.09	.16	.07	1				
23. Anger at self	-.08	.19	-.00	.14	.22*	-.01	-.02	-.01	-.06	.04	.30**	.20*	-.05	.12	.07	-.04	.18	-.16	.09	.13	.08	-.08	1			
24. Anger at girls	-.13	.42**	-.10	.10	.46**	.26**	.17	.23*	.11	.15	.30**	.35**	.15	.11	.28**	.07	.27**	-.04	-.13	.08	.09	-.31**	.29**	1		
25. Anger at boys	-.02	.40**	.10	.07	.34**	.22*	.22*	.19	.15	.17	.18	.39**	.07	-.04	.09	.12	.11	.02	.04	.03	.00	-.24*	.36**	.72**	1	

Note: Values above the diagonal represent scores for girls; values below the diagonal represent scores for boys.

\*p < .05. \*\*p < .01

Table 4  
Correlation Matrix for Time 2 Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1. Within-gender typicality	--	.16	.25*	-.05	.07	-.11	-.20	.26*	-.12	.16	.02	.11	.04	.27**	.05	-.20	-.15	-.18	.00	-.15	.23*	-.10	.28**	.01	-.08
2. Felt pressure for gender conformity	.16	--	-.36**	.31**	.05	-.20	-.41**	.01	-.05	-.23*	.15	.22*	-.03	.12	-.06	.19	.28*	-.14	-.04	-.04	.07	.07	.39**	.37**	.43**
3. Global self worth	.25*	-.36**	--	-.49**	.10	.08	.20*	.27**	-.01	.49**	.02	-.17	.16	.09	.08	-.47**	-.48**	.04	.16	.07	.14	-.34**	-.14	-.19	-.16
4. Depression	-.05	.31**	-.49**	--	.14	.03	-.17	-.28**	-.06	-.49**	.10	.32**	-.03	.05	.04	.18	.32**	-.01	-.18	-.19	.00	.26*	.20	.18	.18
5. Narcissism	.07	.05	.10	.14	--	.20	-.06	.27**	.04	.21*	-.16	-.03	-.25*	.09	-.15	-.04	.16	.05	.13	-.03	.02	-.04	.18	.12	.07
6. Dominance self-efficacy	-.11	-.20	.08	.03	.20	--	.40**	.21*	.39**	.30**	.29**	.16	-.10	-.18	.00	-.04	-.04	.36**	.06	.11	.19	-.11	-.29**	-.13	-.11
7. Sports self-efficacy	-.20	-.41**	.20*	-.17	-.06	.40**	--	.07	.12	.27**	.09	-.46**	.04	-.23*	-.09	-.09	-.10	.60**	.11	.21*	.06	-.10	-.27**	-.01	-.10
8. Appearance self-efficacy	.26*	.01	.27**	-.28**	.27**	.21*	.070	--	.04	.54**	-.01	.04	-.15	.19	-.05	-.11	-.22*	.03	.09	-.22*	.24*	-.13	.12	-.05	.02
9. Inhibition of tender emotions self-efficacy	-.12	-.05	-.01	-.06	.04	.39**	.12	.04	--	.25*	-.17	-.11	-.07	.01	.13	.05	-.27**	.01	-.07	.03	.07	-.18	-.06	-.08	-.08
10. Popularity self-efficacy	.16	-.23*	.49**	-.49**	.21*	.30**	.27**	.54**	.25*	--	.20	-.16	-.06	.03	.03	-.25*	-.47**	.09	.13	-.05	.20	-.38**	-.13	-.10	-.14
11. Dominance stereotypes	.02	.15	.02	.10	-.16	-.29**	-.09	-.01	-.17	-.20	--	.49**	.01	.18	.14	-.05	.02	-.05	-.11	-.15	-.28**	.00	.26*	.18	.12
12. Sports stereotypes	.11	.22*	-.17	.32**	-.03	-.16	-.46**	.04	-.11	-.16	.49**	--	-.03	.16	.16	.10	.03	-.16	.02	-.09	-.09	-.01	.24*	.13	.14
13. Appearance stereotypes	.04	-.03	.16	-.03	-.25*	-.10	.04	-.15	-.07	-.06	.01	-.03	--	-.04	.41**	-.13	-.11	-.13	-.09	.03	.13	-.03	-.14	-.12	-.10
14. Inhibition of tender emotions stereotypes	.27**	.12	.09	.05	.09	-.18	-.23*	.19	.01	.03	.18	.16	-.04	--	.33**	.08	-.18	-.04	-.15	-.01	-.01	-.02	.36**	-.03	-.12
15. Popularity stereotypes	.05	-.06	.08	.04	-.15	-.00	-.09	-.05	.13	.03	.14	.16	.41**	.33**	--	.00	-.37**	-.10	-.09	-.07	.11	-.16	.01	.02	-.14
16. Avoidance	-.20	.19	-.47**	.18	-.04	-.04	-.09	-.11	.05	-.25*	-.05	.10	-.13	.08	.00	--	.34**	.06	-.06	.13	-.11	.18	.09	.16	.18
17. Preoccupied	-.15	.20*	-.48**	.32**	.16	-.04	-.10	.22*	-.27**	-.47**	.02	.03	-.11	-.18	-.37**	.34**	--	.05	-.09	.08	-.12	.31**	.15	.24*	.32**
18. Social prominence	-.18	-.14	.04	-.01	.05	.36**	.60**	.03	.01	.09	-.05	-.16	-.13	-.04	-.10	.06	.05	--	.02	.49**	-.45	.12	-.15	.00	-.09
19. Pro-social behavior	.00	-.04	.16	-.18	.13	.06	-.11	.09	-.07	.13	-.11	.02	-.09	-.15	-.09	-.06	-.09	-.02	--	-.18	-.02	.02	-.03	.04	-.07
20. Cross-gendered behavior	-.15	-.04	.07	-.19	-.03	.11	.21*	-.22*	.03	-.05	-.15	-.09	.03	-.01	-.07	.13	.08	.49**	.18	--	-.12	.02	-.16	-.05	-.07
21. Coercion	.21*	.07	.14	.00	.02	.19	.06	.24*	.07	.20	-.28**	-.09	.13	-.01	.11	-.11	-.12	-.15	-.02	-.12	--	-.06	.28**	-.08	-.03
22. Internalizing	-.10	.07	-.34**	.26*	-.04	-.11	.10	-.13	-.18	-.38**	.00	-.01	-.03	-.02	-.16	.18	.31**	.12	.02	.02	-.06	--	.16	-.05	.05
23. Anger at self	.28**	.39**	-.14	.20	.18	-.29**	.27**	.12	-.06	-.13	.26*	.24*	-.14	.36**	.01	.09	.15	-.03	-.16	.28**	.16	--	.27**	.19	
24. Anger at girls	.01	.37**	.19	.18	.12	.13	-.01	-.05	-.08	-.10	.18	.13	-.12	-.03	.02	.16	.24*	.00	.04	-.05	-.08	-.06	.27**	--	.53**
25. Anger at boys	-.08	.43**	-.16	.18	.07	-.11	-.10	.02	-.08	-.14	.12	.14	-.10	-.12	-.14	.18	.32**	-.09	-.07	-.07	-.03	.05	.19	.53**	--

Note: Values above the diagonal represent scores for girls; values below the diagonal represent scores for boys.

\*p < .05, \*\*p < .01

Table 5  
*Reliability of Each Predictor and Correlation with Each Gender Identity Variable for the Total Sample, for Boys, and for Girls*

	WGT			FPOG			$\alpha$
	All	Boys	Girls	All	Boys	Girls	
<u>Self-reported adjustment</u>							
Global self worth	-.01	.01	.02	-.08	-.06	-.17	.73
Depression	-.11	-.06	-.20	-.02	.01	-.05	.58
Narcissism	-.01	-.12	.09	-.01	.10	-.21*	.79
<u>Self-efficacy perceptions</u>							
Dominance self-efficacy	-.04	.15	-.22*	-.17*	-.16	-.22*	.78
Sports self-efficacy	-.01	.09	-.08	-.02	.06	-.21*	.83
Appearance self-efficacy	.13	.06	.21*	.00	.01	-.02	.86
Inhibition of tender emotions self-efficacy	.02	.04	.01	-.06	-.02	-.13	.73
Popularity self-efficacy	.07	.05	.11	.00	.05	-.12	.84
<u>Gender stereotypes</u>							
Dominance stereotypes	.07	.04	.07	-.03	-.10	.09	.73
Sports stereotypes	.09	.02	.14	.01	-.02	.07	.77
Appearance stereotypes	.02	-.16	.20	.16*	.15	.19	.75
Inhibition of tender emotions stereotypes	-.05	-.14	-.01	.08	.09	.06	.63
Popularity stereotypes	.08	.01	.17	.10	.09	.09	.71
<u>Attachment styles</u>							
Avoidance	-.07	-.15	-.00	.02	.04	.00	.80
Preoccupied	-.18*	-.17	-.21*	.11	.22*	.01	.84
<u>Peer-rated adjustment<sup>†</sup></u>							
Social prominence	-.04	.17	-.29**	-.05	-.03	-.10	--
Pro-social behavior	-.06	-.09	-.02	.09	.08	.12	--
Cross-gendered behavior	-.16	-.05	-.26*	-.01	.02	-.07	--
Coercion	.13	.05	.17	.10	.14	.07	--
Internalizing	-.02	-.02	-.01	.02	.01	.08	--
<u>Self-reported anger for cross-gendered behavior</u>							
Anger at self	.01	-.17	.29**	.13	.21*	.09	.82
Anger at girls	-.01	-.11	.08	.18*	.21*	.12	.71
Anger at boys	-.02	-.08	.04	.09	.17	-.02	.83

\*  $p < .05$ , \*\*  $p < .01$

WGT = Within-Gender Typicality, FPOG = Felt Pressure for Gender Typicality

† Compiled by factor score, not scaled

sample. Summarized here are results for all the participants. That is, this section reports results for the main effects of the predictor variables as well as for interactions between the predictor variables and sex. Following this section are main effect results for each sex, excluding those reported in this section.

**Within-gender typicality.** Two significant main effects were found for the total sample when analyzing changes over time in within-gender typicality. Higher reported preoccupied traits at Time 1 predicted reduced within-gender typicality at Time 2 ( $p = .011$ ) and children whose peers nominated them as the most cross-gender typed in the peer group at Time 1 had reduced within-gender typicality at Time 2 ( $p = .026$ ).

When predicting within-gender typicality, three significant interactions with sex were found. First, sex interacted with dominance self-efficacy to influence within-gender typicality at Time 2 ( $p = .016$ ). When the association was examined individually by sex, dominance self-efficacy had a significant negative association for girls ( $p = .034$ ) and was not significant for boys. Anger at self for exhibiting cross-gendered behaviors also interacted with sex to influence within-gender typicality at Time 2 ( $p = .002$ ). When examined individually for each sex, anger at self for exhibiting cross-gendered behaviors was significantly associated with increased within-gender typicality for girls ( $p = .004$ ) and was not significant for boys. Peer-perceived social prominence interacted with sex to influence within-gender typicality at Time 2 ( $p = .002$ ) as well. When examined individually by sex, peer-perceived social prominence was significantly associated with decreased within-gender typicality at Time 2 for girls ( $p = .004$ ) and was not significant for boys.

**Felt pressure for gender conformity.** Two significant main effects were found for the total sample for changes over time in felt pressure for gender conformity. Children who got angriest at girls who acted like boys at Time 1 had more felt pressure at Time 2 ( $p = .013$ ). Children who had high dominance self-efficacy at Time 1 had less felt pressure at Time 2 ( $p = .019$ ).

Additionally, two significant interactions with sex were found for felt pressure. Narcissism at Time 1 interacted with sex to influence felt pressure at Time 2 ( $p = .035$ ). When examined individually for each sex, narcissism was significantly associated with decreased felt pressure for girls ( $p = .043$ ) and was not significant for boys. Anger at boys for exhibiting cross-gendered behavior at Time 1 interacted with sex to influence felt pressure at Time 2 ( $p = .048$ ), but was not significant for either girls or boys individually.

### **Tests of Hypotheses: Additional Findings for Boys**

In this section, only additional findings not associated with interaction effects for the entire sample for boys are reported. Columns 2 and 5 in Table 5 give the association of each predictor with within-gender typicality and felt pressure, controlling for age and Time 1 level of the dependent variable for the sample of boys.

**Within-gender typicality.** There were no additional significant findings for within-gender typicality for boys.

**Felt-pressure for gender conformity.** Three additional significant main effects were found for felt pressure in boys. Higher levels of anger at girls for exhibiting cross-gendered behaviors, anger at self for exhibiting cross-gendered behavior, and

preoccupied traits at Time 1 all increased felt pressure in boys at Time 2 ( $p$ s = .033, .035, and .031, respectively).

### **Tests of Hypotheses: Additional Findings for Girls**

In this section, only additional findings not associated with interaction effects for the entire sample for girls are reported. Columns 3 and 6 in Table 5 give the association of each predictor with within-gender typicality and felt pressure, controlling for age for the sample of girls.

**Within-gender typicality.** Three additional significant effects were found for within-gender typicality for girls: (1) girls whose peers rated them as more cross-gender typed at Time 1 had lower within-gender typicality at Time 2 ( $p$  = .012); (2) girls who had higher preoccupied traits also had decreased within-gender typicality at Time 2 ( $p$  = .046); and (3) girls with more appearance self-efficacy at Time 1 had higher within-gender typicality at Time 2 ( $p$  = .046).

**Felt pressure for gender conformity.** Two additional significant main effects were found for felt-pressure for girls. Sports self-efficacy and dominance self-efficacy at Time 1 both predicted decreased felt pressure at Time 2 for girls ( $p$  = .050 and .031, respectively).

## **Discussion**

The results of this study generally supported the hypothesis that gender identity is fluid and that a wide range of influences during middle childhood affect the components of children's gender identity. However, these results also revealed that, while the two components of gender identity investigated (i.e., within-gender typicality and felt pressure for gender conformity) were fluid in middle childhood, they are not equally fluid for each of the sexes. For boys, only felt pressure for gender conformity was dependent on Time 1 variables. However, girls' within-gender typicality scores were more dependent on Time 1 variables (e.g., appearance self-efficacy and peer-rated social prominence) than felt pressure scores were. This finding is intriguing given that Egan & Perry (2001) found that the negative effects of felt pressure on adjustment were more pronounced for girls than they were for boys. They theorized that girls may internalize felt pressure in the forms of self-limiting social sanctions since girls generally have a stronger desire than boys to maintain interpersonal relationships. Given that the three items that reduced felt pressure in girls (i.e., narcissism, sports self-efficacy, and dominance self-efficacy) may have also played significant roles in girls' friendships, these findings may be very much in line with their theorizing.

While only a few of the items measured were significant, the results illustrated that variables from many different areas affect gender identity, rather than simply one or

two areas of influence. Results from each of the samples (i.e., the total sample, boys only, girls only) will be discussed further.

### **Findings for All Participants**

**Within-gender typicality.** With respect to the total sample, some expected results emerged. Children who were nominated by their peers as being cross-gender typed (i.e., girls who act more like boys and boys who act more like girls) at Time 1 were more likely at Time 2 to have lower levels of within-gender typicality. Although there was no significant interaction with sex, when analyzed separately for boys and girls, this finding was also significant for girls. This result is not unusual, since peers recognize cross-gendered behavior in others and cross-gender typed children are less likely to feel like they are a typical member of their gender.

Interestingly, it is worth noting that children who had more preoccupied traits at Time 1 had significantly reduced within-gender typicality at Time 2. While there were no interaction with sex, when analyzed separately for boys and girls, this finding was also significant for girls. This may be because children who are preoccupied see that their peers are not as immediately emotionally intimate as they (the preoccupied child) would like to be. A significant trait of a preoccupied person is that he or she becomes very attached to another person very quickly (Bartholomew & Horowitz, 1991). A preoccupied child may see that others in his or her peer group do not have the same intense attachments that he or she does and note their atypicality. Further study is needed to know if preoccupied children's feelings of atypicality are within their own gender only (gender atypicality) or if these children feel atypical from their peers in other domains as well.



For all participants, sex interacted with dominance self-efficacy to influence within-gender typicality. When analyzed further, dominance self-efficacy was found to significantly negatively influence within-gender typicality at Time 2 for girls. Thus, girls with more dominance self-efficacy, those who believed themselves to be in control or in charge of their peers, at Time 1 had lower within-gender typicality at Time 2. Since dominance is generally seen as a masculine trait, it is understandable that girls who rate themselves as highly dominant are less likely to see themselves as gender typical.

Peer-perceived social prominence also interacted with sex to significantly influence Time 2 within-gender typicality. When analyzed further, peer-perceived social prominence only significantly influenced within-gender typicality for girls. Interestingly, girls whose peers rated them as more socially prominent at Time 1 had lower within-gender typicality at Time 2. Conventional thought would be that girls who were the most socially prominent would be the girls who were highly gender typical. However, social prominence may not necessarily have positive associations – cross-gender typed girls could be socially prominent because they are different from the other girls.

For the total sample, anger at self for exhibiting cross-gendered behaviors interacted with sex to influence within-gender typicality at Time 2. When analyzed for each sex individually, only the relationship for girls was found to be significant. Unexpectedly, girls who expressed more anger at self for exhibiting cross-gendered behaviors at Time 1 had increased within-gender typicality at Time 2. One would expect that a girl who has more anger at herself for violating gender norms would feel less gender typical. However, it may be that because these girls get so angry at themselves for acting any way other than very girl-like, they then feel like they are typical girls. In

other words, a girl like this would normally only infrequently violate gender typical behavior and would see this as a very important step for “being a girl.” If she did exhibit a cross-gendered behavior, then she would get very mad at herself, since acting like a typical girl is important to her. For a girl like this, acting like a girl makes her feel like a girl and violating this would cause her cognitive distress.

**Felt pressure for gender conformity.** For all participants, children with more dominance self-efficacy, those who believed themselves to be in control or in charge of their peers, at Time 1 had lower felt pressure at Time 2. Although there was no interaction effect, when analyzed separately by sex, the same finding was observed to be significant for girls as well. This will be further discussed in the section pertaining to findings for girls. These children likely see themselves as dictating the standards of their peer group and, thus, do not feel like their peers have the authority to pressure them into changing. Future research should analyze whether these dominant children feel like their peers have an influence over other areas in their lives, or if they feel lower felt pressure for any kind of conformity.

Additionally, children who got angrier at girls who exhibited cross-gendered behavior at Time 1 had more felt pressure at Time 2. Although there was no interaction effect, when analyzed separately by sex, the same finding was observed to be significant for boys as well. This will be further discussed in the following section. Children with increased felt pressure see others exhibiting cross gender behavior as more threatening than do children with lower felt pressure. Therefore, it stands to reason that children who feel more pressure to conform to gender roles would get angry at girls who do not. However, the fact that only anger at girls who exhibit cross-gendered behavior is

significant and not anger at boys or anger at self is puzzling and cannot be explained within the parameters of this study.

For the total sample, sex and narcissism interacted to significantly predict felt pressure. When analyzed for each sex separately, there were no significant results for boys, but girls with higher narcissism at Time 1 had decreased felt pressure at Time 2. Narcissistic girls may be aware of the influence from others to change their gendered behaviors; however, these girls may not be likely to feel this is “pressure” for them to change. Narcissists often do not see their behaviors as a problem or feel others are wrong when challenging or contradicting them. These narcissistic girls likely do not care what others think and, thus, do not feel pressured by it. Similarly, girls who think they are dominant may not feel pressured by others to do many things, including conform to gender norms.

Lastly, sex and anger at boys for exhibiting cross gendered behaviors significantly interacted to predict felt pressure for the total sample. However, when analyzed further, there were no significant results for either boys or girls.

### **Additional Findings for Boys**

There were two additional significant findings for boys, and both increased felt pressure for gender conformity. First, boys who have higher levels of anger at self for exhibiting cross-gender typed traits at Time 1 had increased felt pressure at Time 2. As previously mentioned, boys who get angrier at girls for exhibiting cross-gender typed traits at Time 1 also had increased felt pressure at Time 2. Presumably, boys who felt pressure to conform to their own gender would be angry at girls who did not conform to their gender. Interestingly, anger at boys for exhibiting cross-gender typed traits was not

significant. This finding is in direct conflict with past research which has found that boys tend to tease and reject other boys who behave in cross-gendered ways (Moller, Hymel, & Rubin, 1992). However, past studies did not study felt pressure. High felt pressure interacts with other negative traits to produce increased negative outcomes for children (Yunger, et. al, 2004). Thus, it may be that boys who get angry at themselves or at girls for violating gender norms also have lower gender typicality or lower self-esteem than other boys. These two traits would, at the same time, interact with high felt pressure to increase distress and lead these boys to strive to be more like the other boys in the peer group. This combination might make these boys react less harshly when other boys violate gender norms.

Second, boys who had higher levels of preoccupied traits at Time 1 had increased felt pressure at Time 2. Since boys' relationship styles are generally more avoidant than preoccupied (Tobin, et. al, 2010), boys who have preoccupied traits may see that they are not like others in the peer group and note their own atypicality. As was stated earlier, children who are preoccupied see that their peers are not as immediately emotionally intimate as they (the preoccupied child) would like to be. This may be especially significant for boys, as boys' relationships tend to be even less emotionally intimate than girls' relationships normally are. A preoccupied boy may see that others in his peer group do not have the same desire for intense attachments that he does which increases pressure to be more like a typical boy. Similar to what was stated previously, with regard to the total sample, future research should look into whether preoccupied boys' feelings of discomfort related to gender is specific to their feelings about their own gender, or is generalized to other areas as well.

### **Additional Findings for Girls**

Along with the previously stated findings, there were two additional significant findings for girls. First, girls with higher self-efficacy regarding appearance at Time 1 had increased within-gender typicality at Time 2. This finding should not come as a surprise, since at this age girls place a large premium on how they look (Jones, Vigfusdottir, & Lee, 2004) and, thus, girls who consider their appearance a high priority should feel more gender typical.

Second, girls who had increased sports self-efficacy at Time 1 had decreased felt pressure at Time 2. This is an interesting, and important, finding. The decrease in felt pressure for girls who consider themselves to be good at sports could be due to a few different possible explanations. First, playing sports has been shown to increase self-esteem for children (Pedersen & Seidman, 2004). Girls who play sports, and demonstrate proficiency, may have better overall self-esteem than their non-sports-playing peers, which could lead to mitigation of any outside pressure they receive regarding gender conformity. Additionally, girls' friend groups are comprised of the peers with whom they spend the most time, so girls who play sports are more likely to have friend groups comprised of girls who also play sports. These girls, as a group, may not be as likely to influence each other into becoming more "girl-like", since they all may have high sports efficacy, a traditionally boy-typed trait, in common.

### **Limitations and Future Directions**

This study begins to scratch the surface of gender identity research. This study is only able to draw conclusions about the fluidity of gender identity over a short period of time. In order to get a fuller picture of the fluidity of gender identity, these measures

need to be assessed over a greater timeframe. Assessing these measures over several years would provide more understanding of the ways in which children's gender identity fluctuate.

### **Conclusion**

It is clear from these findings that children's gender identity is fluid and ever-evolving. This study is an important first step in conceptualizing the ways in which children's beliefs, attitudes, and cognitions affect the components of gender identity.

## **Appendix**

### Instruments and Questionnaires Social Development in Children 2010 Table of Contents

#### **Questionnaires to be Administered in a Group Setting (presented in order)**

1. About Me Part I (page 33) – Self Efficacy
2. What I Am Like With My Friends (page 43) - Attachment
3. What I Believe Part I (page 48) - Sexism
4. What I Am Like Part I (page 53) – Anger Situations
5. About Me Part II (page 59) - Narcissism
6. How Important Is It (page 62) - Stereotypes

#### **Questionnaires to be Administered in an Individual Session (presented in order)**

1. About My Classmates Part I (page 71) - PNI
2. About My Classmates Part II (page 77) - DAVI
3. What I Am Like Part II (page 79) – Felt pressure for gender conformity
4. What I Am Like Part III (page 83) – Self-esteem, gender typicality, and gender contentedness
5. About Me Part III (page 91) - Depression
6. About My Classmates Part III (page 92) – Like/Dislike Classmates
7. About My Classmates Part IV (page 95) – Similarity with Classmates
8. About My Friends (page 96) – Best Friends and Very Best Friends

About Me Part I  
Instructions

This questionnaire assesses children's perceptions of self-efficacy for 28 behaviors in five domains (see key on next page). The behaviors are the same as those used in the prescriptive stereotypes importance ratings. The girls' form and the boys' form are the same except for item 19 ("pretty" vs. "handsome").

Instructions to Child:

For this questionnaire, we want you to tell us how hard or easy it is for you to do various things. You are to read each question carefully and imagine that you are doing what it says. Then circle how hard or how easy it would be for you to do the activity in question.

This is not a test. There are no right or wrong answers. Just try to answer as honestly as possible.

OK, look at this practice item.

When you are playing baseball (or softball), running the bases fast is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

If running the bases fast is very hard for you, then circle **HARD!** in big letters and with the exclamation mark. If doing this is hard for you but not very hard, then circle **hard** in little letters. If doing this is easy for you but not very easy, then circle **easy** in little letters. If doing it is very easy for you, then circle **EASY!** in big letters and with the exclamation mark. Do you understand?

OK, go ahead and circle your answer and then go on to do the rest of the items.



About Me Part I  
Key

1. DOM (Macho Dominance)
2. SPORTS (Sports)
3. APP (Appearance)
4. DOM
5. ITE (Macho – Inhibition of Tender Emotions)
6. POP (Popularity)
7. DOM
8. APP
9. SPORTS
10. ITE
11. DOM
12. POP
13. SPORTS
14. DOM
15. APP
16. ITE
17. POP
18. DOM
19. APP
20. SPORTS
21. POP
22. ITE
23. DOM
24. SPORTS
25. POP
26. DOM
27. POP
28. ITE

DOM (Macho Dominance): 1, 4, 7, 11, 14, 18, 23, 26

SPORTS (Sports): 2, 9, 13, 20, 24

APP (Appearance): 3, 8, 15, 19

ITE (Macho Inhibition of Tender Emotions): 5, 10, 16, 22, 28

POP (Popularity): 6, 12, 17, 21, 25, 27

About Me Part I (Girls' Form)

1. Fighting back when challenged is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

2. Throwing a ball far is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

3. Feeling attractive is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

4. Forcing others to do things is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

5. Hiding your worries from others is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

6. Having a lot of friends is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

7. Doing risky activities is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

8. Looking good in a bathing suit is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

9. Winning at sports is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

10. Acting tough when afraid on the inside is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

11. Making others feel like I am in charge is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

12. Being well-known is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

13. Learning a new sport quickly is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

14. Doing cool and dangerous stunts is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

15. Being good looking is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

16. Hiding your weaknesses and fears is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

17. Being liked by my classmates is \_\_\_\_\_ for me.

- HARD!**                      **hard**                      **easy**                      **EASY!**
18. Trying exciting but dangerous activities is \_\_\_\_\_ for me.
- HARD!**                      **hard**                      **easy**                      **EASY!**
19. Being pretty is \_\_\_\_\_ for me.
- HARD!**                      **hard**                      **easy**                      **EASY!**
20. Being good at sports is \_\_\_\_\_ for me.
- HARD!**                      **hard**                      **easy**                      **EASY!**
21. Being sociable is \_\_\_\_\_ for me.
- HARD!**                      **hard**                      **easy**                      **EASY!**
22. When I am sad or my feelings are hurt, it is \_\_\_\_\_ for me to hide it.
- HARD!**                      **hard**                      **easy**                      **EASY!**
23. Bossing others around is \_\_\_\_\_ for me.
- HARD!**                      **hard**                      **easy**                      **EASY!**
24. Enjoying talking about sports is \_\_\_\_\_ for me.
- HARD!**                      **hard**                      **easy**                      **EASY!**
25. Being popular is \_\_\_\_\_ for me.
- HARD!**                      **hard**                      **easy**                      **EASY!**
26. Getting even with people you're mad at is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

27. Being cool is \_\_\_\_\_ for me

**HARD!**                      **hard**                      **easy**                      **EASY!**

28. Keeping from crying when sad is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

About Me Part I (Boys' Form)

1. Fighting back when challenged is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

2. Throwing a ball far is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

3. Feeling attractive is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

4. Forcing others to do things is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

5. Hiding your worries from others is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

6. Having a lot of friends is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

7. Doing risky activities is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

8. Looking good in a bathing suit is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

9. Winning at sports is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

10. Acting tough when afraid on the inside is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

11. Making others feel like I am in charge is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

12. Being well-known is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

13. Learning a new sport quickly is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

14. Doing cool and dangerous stunts is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

15. Being good looking is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

16. Hiding your weaknesses and fears is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

17. Being liked by my classmates is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

18. Trying exciting but dangerous activities is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

19. Being handsome is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

20. Being good at sports is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

21. Being sociable is \_\_\_\_\_ for me.

**HARD!**

**hard**

**easy**

**EASY!**

22. When I am sad or my feelings are hurt, it is \_\_\_\_\_ for me to hide it.

**HARD!**

**hard**

**easy**

**EASY!**

23. Bossing others around is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

24. Enjoying talking about sports is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

25. Being popular is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

26. Getting even with people you're mad at is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**

27. Being cool is \_\_\_\_\_ for me

**HARD!**                      **hard**                      **easy**                      **EASY!**

28. Keeping from crying when sad is \_\_\_\_\_ for me.

**HARD!**                      **hard**                      **easy**                      **EASY!**



## What I Am Like With My Friends

This questionnaire contains two scales measuring anxious and avoidant attachment styles with friends.

### Instructions to Child:

This questionnaire asks about what you are like with your friends – like how you act and feel around and about them. On this questionnaire, you should base your answers on how you feel concerning your friends. Let's try a practice question. Remember, this is not a test and there are no right or wrong answers.

### PRACTICE QUESTION

I do not like it when my friends try to help me with my problems.

Disagree  
Strongly!

Disagree  
a little

Neither agree  
nor disagree

Agree  
a little

Agree  
Strongly!

If this is not at all how you feel, circle Disagree Strongly! with the exclamation mark. If this sounds a lot like how you feel, circle Agree Strongly! with the exclamation mark. Do you understand?

Go ahead and circle your answer and then go on to the rest of the items.

What I Am Like With My Friends  
Key

1. AVO (Avoidance)
2. AVO\*
3. ANX (Anxiety)
4. ANX
5. AVO
6. ANX
7. AVO\*
8. AVO
9. ANX
10. ANX
11. AVO\*
12. ANX
13. AVO
14. AVO\*
15. ANX
16. ANX
17. ANX\*
18. ANX
19. AVO
20. AVO
21. AVO
22. ANX
23. ANX
24. AVO\*
25. ANX
26. AVO
27. AVO
28. ANX
29. AVO
30. ANX

AVO (Avoidance): 1, 2\*, 5, 7\*, 8, 11\*, 13, 14\*, 19, 20, 21, 24\*, 26, 27, 29

ANX (Anxiety): 3, 4, 6, 9, 10, 12, 15, 16, 17\*, 18, 22, 23, 25, 28, 30

\* = reverse-scored item

### What I Am Like With My Friends

1. I do not like to show my friends how I feel deep down.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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2. I like being close to my friends.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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3. I need my friends to tell me they like me.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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4. My friends don't want to get as close as I would like.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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5. I do not like to be too close to my friends.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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6. I worry a lot about my friendships.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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7. I talk to my friends about my problems

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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8. I want to get close to my friends, but I keep pulling away.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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9. I worry about losing my friends.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
-----------------------	----------------------	-------------------------------	-------------------	--------------------

10. I get upset when my friends are not around as much as I'd like them to be.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
-----------------------	----------------------	-------------------------------	-------------------	--------------------

11. I find it easy to get close to my friends.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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12. I want to be close to my friends and this sometimes scares them away.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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13. I do not like it when my friends want to be very close.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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14. I tell my friends just about everything.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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15. I feel insecure when my friends aren't around.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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16. I worry that my friends won't care about me as much as I care about them.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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17. I do not worry about losing my friends.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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18. I get upset or angry when my friends don't want to hang out with me.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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19. When my friends start to get close to me, I pull away from them.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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20. I find it hard to depend on my friends.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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21. I find it uncomfortable sharing my private thoughts and feelings with my friends.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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22. Sometimes I wish my friends liked me as much as I like them.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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23. I worry about having no friends.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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24. I don't mind asking my friends for comfort or help.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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25. Sometimes I feel like I force my friends to be closer to me than they want to be.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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26. I get nervous when my friends get too close to me.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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27. I try to avoid getting too close to my friends.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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28. I do not like it when my friends spend time away from me.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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29. I do not like opening up to my friends.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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30. I worry that my friends will stop being my friends.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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What I Believe  
Instructions

This instrument assesses Traditional Attitudes Toward Sex Roles (24 items, with three subscales of 8 items each).

Instructions to Child:

This questionnaire contains a lot of statements about boys and girls and about men and women. Your job is to read each statement and decide how much you agree with it or disagree with it.

If you look on the front page of your questionnaire, you will see a practice item.

PRACTICE ITEM: Girls usually make a better babysitter than boys do.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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Now, your job is to tell how much you agree or disagree with this statement. For each statement, you circle one (and only one) answer, depending on how you feel about it. Let's read the five answers you can choose from. If you disagree strongly with the statement you circle the first answer. If you disagree a little with the statement, you circle the second answer. If you neither agree nor disagree with the statement (or if you can't make up your mind about it), you circle the middle answer where it says neither agree nor disagree. If you agree a little with the statement, then you circle that answer. And if you agree strongly with the statement, then you circle the last answer choice over on the right side.

OK, do you understand how to do these? Now, it's important to understand something: There are no right or wrong answers to these statements. Different children have different feelings about each of these statements. You almost certainly will agree with some statements and disagree with others, and the statements that you agree or disagree with may very well be different from the statements that other children agree or disagree with, AND THAT IS OK. The most important thing is that you honestly tell for each statement your true feelings about how much you agree with it or disagree with it.

## What I Believe Key

1. WS (Work Sexism)
2. PS (Parenting Sexism)
3. DS (Dating Sexism)
4. WS\*
5. DS
6. PS
7. DS\*
8. WS
9. PS\*
10. WS\*
11. PS
12. DS
13. WS
14. PS
15. DS\*
16. WS\*
17. DS
18. PS\*
19. WS\*
20. PS\*
21. DS\*
22. PS\*
23. WS
24. DS\*

WS (Work Sexism): 1, 4\*, 8, 10\*, 13, 16\*, 19\*, 23

PS (Parenting Sexism): 2, 6, 9\*, 11, 14, 18\*, 20\*, 22\*

DS (Dating Sexism): 3, 5, 7\*, 12, 15\*, 17, 21\*, 24\*

\* = reverse-scored item



## What I Believe

1. Because women are so sensitive and caring, only women should be grade school teachers or nurses.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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2. In a marriage, it is more important for the husband to have a job than for the wife to have a job.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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3. On a date, the girl should let the boy decide where to go and what to do.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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4. A woman can run a business just as well as a man.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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5. A girl should treat her boyfriend like he's the boss.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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6. Important family decisions should be made by the husband rather than the wife.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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7. On a date, the girl should not allow the boy to make all the decisions.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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8. Some jobs should only be open to men, like joining the army or being a firefighter.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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9. A wife has the same right as her husband to take a job outside the home.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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10. A woman could do just as good a job being President of the U.S. as a man.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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11. A woman's place is in the home.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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12. It is OK for a boy to be mean to his girlfriend if she doesn't listen to him.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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13. Men should be chosen over women when being hired or promoted for a job.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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14. A wife should do what her husband says.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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15. On a date, the girl should have as much say as the boy in deciding on the activity.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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16. Just about any job can be done equally well by both men and women.

Disagree Strongly!	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly!
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17. On a date, the girl should go along with whatever the boy decides.

Disagree	Disagree	Neither agree	Agree	Agree
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Strongly!            a little            nor disagree            a little            Strongly!  
18. Cooking and taking care of children are jobs that should be done by both husbands and wives.

Disagree            Disagree            Neither agree            Agree            Agree  
Strongly!            a little            nor disagree            a little            Strongly!

19. Women can make just as much money as men.

Disagree            Disagree            Neither agree            Agree            Agree  
Strongly!            a little            nor disagree            a little            Strongly!

20. It is fine if a wife earns as much money as her husband.

Disagree            Disagree            Neither agree            Agree            Agree  
Strongly!            a little            nor disagree            a little            Strongly!

21. It is OK for a girl to disagree with her boyfriend.

Disagree            Disagree            Neither agree            Agree            Agree  
Strongly!            a little            nor disagree            a little            Strongly!

22. It is OK for a wife to disagree with her husband's decisions.

Disagree            Disagree            Neither agree            Agree            Agree  
Strongly!            a little            nor disagree            a little            Strongly!

23. There are some jobs that only men should do and some jobs that only women should do.

Disagree            Disagree            Neither agree            Agree            Agree  
Strongly!            a little            nor disagree            a little            Strongly!

24. On a date, the boy should not make all the important decisions.

Disagree            Disagree            Neither agree            Agree            Agree  
Strongly!            a little            nor disagree            a little            Strongly!

## What I am Like Part I Instructions

This questionnaire measures how angry children feel in five different circumstances (narcissistic violations, gender violations in the self, gender violations in others, anxious attachment violations, and avoidant attachment violations).

Instructions to child:

This questionnaire contains some statements that describe things that might make you mad. This is a survey, not a test. There are no right or wrong answers. Since kids are very different from one another, and some things make some kids mad, while other things make other kids mad, each of you will be putting down something different.

First let me explain how these questions work. There is a sample question on the first page marked PRACTICE QUESTION. I'll read it aloud and you can follow along with me. (Researcher reads practice question.)

### PRACTICE QUESTION

How mad does it make you when a kid makes fun of you for something you say?

Not at all!

A little

Quite a bit

A lot!

If this wouldn't up set you at all, circle Not at all! with the exclamation mark. If this would only make you a little mad, make sure to circle A little. If this would make you pretty made, circle Quite a bit. If this would make you very mad, select A lot! with the exclamation mark.

Okay, now let's go on to the rest of the items.

What I Am Like Part I  
Key

1. GenderAngS (Gender Violation Anger - Self)
2. GenderAngG (Gender Violation Anger – Girl Violates)
3. AvoAng (Avoidant Attachment Anger)
4. GenderAngS
5. NarcAng (Narcissistic Anger)
6. GenderAngerB (Gender Violation Anger – Boy Violates)
7. GenderAngerG
8. AnxAng (Anxious Attachment Anger)
9. AvoAng
10. NarcAng
11. GenderAngS
12. AnxAng
13. GenderAngB
14. AvoAng
15. GenderAngB
16. GenderAngG
17. AnxAng
18. NarcAng

NarcAng (Narcissistic Anger): 5, 10, 18

AvoAng (Avoidant Attachment Anger): 3, 9, 14

AnxAng (Anxious Attachment Anger): 8, 12, 17

GenderAngB (Gender Violation Anger – Boy Violates): 6, 13, 15

GenderAngG (Gender Violation Anger – Girl Violates): 2, 7, 16

GenderAngS (Gender Violation Anger – Self): 1, 4, 11

What I Am Like Part I (Girls' Form)

1. How mad would it make you if **a kid said you were acting like a boy?**

Not at all!                      A little                      Quite a bit                      A lot!

2. How mad would it make you if **you saw a girl doing an activity that boys usually like?**

Not at all!                      A little                      Quite a bit                      A lot!

3. How mad would it make you if **a friend kept bugging you to be their very best friend?**

Not at all!                      A little                      Quite a bit                      A lot!

4. How mad would it make you if **a kid said you were dressing like a boy?**

Not at all!                      A little                      Quite a bit                      A lot!

5. How mad would it make you if **a kid got an award that you think you deserve?**

Not at all!                      A little                      Quite a bit                      A lot!

6. How mad would it make you if **a boy did something girlish?**

Not at all!                      A little                      Quite a bit                      A lot!

7. How mad would it make you if **a girl talked or acted like a boy?**

Not at all!                      A little                      Quite a bit                      A lot!

8. How mad would it make you if **a friend wanted to spend more time with their other friends?**

Not at all!                      A little                      Quite a bit                      A lot!

9. How mad would it make you if **a friend tried to get you to talk about your feelings?**

Not at all!                      A little                      Quite a bit                      A lot!

10. How mad would it make you if **a kid ignored you when you expected their attention?**

Not at all!                      A little                      Quite a bit                      A lot!

11. How mad would it make you if **a kid teased you for acting like boy?**

Not at all!                      A little                      Quite a bit                      A lot!

12. How mad would it make you if **a friend didn't notice that you were sad and lonely?**

Not at all!                      A little                      Quite a bit                      A lot!

13. How mad would it make you if **a boy talked or acted like a girl?**

Not at all!                      A little                      Quite a bit                      A lot!

14. How mad would it make you if **a friend asked you to talk about something that you wanted to keep private?**

Not at all!                      A little                      Quite a bit                      A lot!

15. How mad would it make you if **you saw a boy doing an activity that girls usually like?**

Not at all!                      A little                      Quite a bit                      A lot!

16. How mad would it make you if **a girl wore something boyish?**

Not at all!                      A little                      Quite a bit                      A lot!

17. How mad would it make you if **a friend didn't help you when you needed it?**

Not at all!                      A little                      Quite a bit                      A lot!

18. How mad would it make you if **a kid said they could do something better than you?**

Not at all!                      A little                      Quite a bit                      A lot!

What I Am Like Part I (Boys' Form)

1. How mad would it make you if **a kid said you were acting like a girl?**  
Not at all!                      A little                      Quite a bit                      A lot!
  
2. How mad would it make you if **you saw a girl doing an activity that boys usually like?**  
Not at all!                      A little                      Quite a bit                      A lot!
  
3. How mad would it make you if **a friend kept bugging you to be their very best friend?**  
Not at all!                      A little                      Quite a bit                      A lot!
  
4. How mad would it make you if **a kid said you were dressing like a girl?**  
Not at all!                      A little                      Quite a bit                      A lot!
  
5. How mad would it make you if **a kid got an award that you think you deserve?**  
Not at all!                      A little                      Quite a bit                      A lot!
  
6. How mad would it make you if **a boy did something girlish?**  
Not at all!                      A little                      Quite a bit                      A lot!
  
7. How mad would it make you if **a girl talked or acted like a boy?**  
Not at all!                      A little                      Quite a bit                      A lot!
  
8. How mad would it make you if **a friend wanted to spend more time with their other friends?**  
Not at all!                      A little                      Quite a bit                      A lot!
  
9. How mad would it make you if **a friend tried to get you to talk about your feelings?**  
Not at all!                      A little                      Quite a bit                      A lot!



10. How mad would it make you if **a kid ignored you when you expected their attention?**

Not at all!                      A little                      Quite a bit                      A lot!

11. How mad would it make you if **a kid teased you for acting like girl?**

Not at all!                      A little                      Quite a bit                      A lot!

12. How mad would it make you if **a friend didn't notice that you were sad and lonely?**

Not at all!                      A little                      Quite a bit                      A lot!

13. How mad would it make you if **a boy talked or acted like a girl?**

Not at all!                      A little                      Quite a bit                      A lot!

14. How mad would it make you if **a friend asked you to talk about something that you wanted to keep private?**

Not at all!                      A little                      Quite a bit                      A lot!

15. How mad would it make you if **you saw a boy doing an activity that girls usually like?**

Not at all!                      A little                      Quite a bit                      A lot!

16. How mad would it make you if **a girl wore something boyish?**

Not at all!                      A little                      Quite a bit                      A lot!

17. How mad would it make you if **a friend didn't help you when you needed it?**

Not at all!                      A little                      Quite a bit                      A lot!

18. How mad would it make you if **a kid said they could do something better than you?**

Not at all!                      A little                      Quite a bit                      A lot!

## About Me Part II Instructions

This is the Childhood Narcissism Inventory (Thomaes, Stegge, Bushman, Olthof, Dennisen, 2008)

### Instructions to Child:

OK, now this questionnaire asks you to tell some more things about yourself. There are 10 statements in this questionnaire. For each statement, tell us how true or not true the statement is for you. If the statement is never true, circle Not At All True! with the exclamation mark. If the statement is definitely true, circle Completely True! with the exclamation mark. Remember, this is not a test, but a survey. There are no right or wrong answers.

About Me Part II

1. I think it's important to stand out.

Not At All True!	Not Really True	Sort of True	Completely True!
0	1	2	3

2. Kids like me deserve something extra.

Not At All True!	Not Really True	Sort of True	Completely True!
0	1	2	3

3. Without me, our class would be much less fun.

Not At All True!	Not Really True	Sort of True	Completely True!
0	1	2	3

4. It often happens that other kids get the compliments I actually deserve.

Not At All True!	Not Really True	Sort of True	Completely True!
0	1	2	3

5. I love showing all the things I can do.

Not At All True!	Not Really True	Sort of True	Completely True!
0	1	2	3

6. I am very good at making other people believe the things I want them to believe.

Not At All True!	Not Really True	Sort of True	Completely True!
0	1	2	3

7. I am a very special person.

Not At All True!	Not Really True	Sort of True	Completely True!
0	1	2	3

8. I am a great example for other kids to follow.

Not At All True!	Not Really True	Sort of True	Completely True!
0	1	2	3

9. I often succeed at getting admiration.

Not At All True!	Not Really True	Sort of True	Completely True!
0	1	2	3

10. I like to think about how incredibly nice I am.

Not At All True!	Not Really True	Sort of True	Completely True!
0	1	2	3

How Important Is It?  
Instructions

This questionnaire is the Importance Ranking Questionnaire (assessment of stereotypes) and assesses how important the child believes each of 28 attributes to be for members of their own sex relative to members of the other sex.

Instructions to Child

OK, now this next questionnaire lists a whole lot of activities that kids your age sometimes do. This time we want you to tell us, for each activity, whether it is more important for boys to do this activity, whether it is more important for girls to do this activity, or whether it is equally important for boys and girls to do this activity. Here is a practice item:

Is it more important for BOYS or GIRLS to **Keep their hair combed and neat?**

More important  
for  
GIRLS!!

Equally  
important for  
boys and girls

More important  
for BOYS!!

1

2

3

4

5

If you think this behavior is more important for girls, circle the “1” underneath, MORE IMPORTANT FOR GIRLS!! If you think this behavior is more important for boys, circle the 5 under MORE IMPORTANT FOR BOYS!! If you think that it is equally important for boys and girls to do this behavior, circle the 3 under EQUALLY IMPORTANT FOR BOYS AND GIRLS. Try not to think too hard about your answer. We just want to know your first impression. Do you understand?

Before you start answering these, it is important to know that there are no right or wrong answers. Different kids will have different ideas about how important each activity is for boys or girls.

OK, do you have any questions? Then go ahead and answer the practice item.

OK, let's go on to the rest of the items.

How Important Is It?  
Key

1. DOM (Macho Dominance)
2. SPORTS (Sports)
3. APP (Appearance)
4. DOM
5. ITE (Macho – Inhibition of Tender Emotions)
6. POP (Popularity)
7. DOM
8. APP
9. SPORTS
10. ITE
11. DOM
12. POP
13. SPORTS
14. DOM
15. APP
16. ITE
17. POP
18. DOM
19. APP
20. SPORTS
21. POP
22. ITE
23. DOM
24. SPORTS
25. POP
26. DOM
27. POP
28. ITE

DOM (Macho Dominance): 1, 4, 7, 11, 14, 18, 23, 26

SPORTS (Sports): 2, 9, 13, 20, 24

APP (Appearance): 3, 8, 15, 19

ITE (Macho Inhibition of Tender Emotions): 5, 10, 16, 22, 28

POP (Popularity): 6, 12, 17, 21, 25, 27

How Important Is It

1. Is it more important for BOYS or GIRLS to **Fight back when challenged?**

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

2. Is it more important for BOYS or GIRLS to **Throw a ball far?**

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

3. Is it more important for BOYS or GIRLS to **Feel attractive?**

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

4. Is it more important for BOYS or GIRLS to **Force others to do things?**

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

5. Is it more important for BOYS or GIRLS to **Hide their worries from others?**

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

6. Is it more important for BOYS or GIRLS to **Have a lot of friends?**

More important  
for  
GIRLS!!

Equally  
important for  
boys and girls

More important  
for BOYS!!

1

2

3

4

5

7. Is it more important for BOYS or GIRLS to **Do risky activities?**

More important  
for  
GIRLS!!

Equally  
important for  
boys and girls

More important  
for BOYS!!

1

2

3

4

5

8. Is it more important for BOYS or GIRLS to **Look good in a bathing suit?**

More important  
for  
GIRLS!!

Equally  
important for  
boys and girls

More important  
for BOYS!!

1

2

3

4

5

9. Is it more important for BOYS or GIRLS to **Win at sports?**

More important  
for  
GIRLS!!

Equally  
important for  
boys and girls

More important  
for BOYS!!

1

2

3

4

5

10. Is it more important for BOYS or GIRLS to **Act tough when afraid on the inside?**

More important  
for  
GIRLS!!

Equally  
important for  
boys and girls

More important  
for BOYS!!

1

2

3

4

5



11. Is it more important for BOYS or GIRLS to **Make others feel like they are in charge?**

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

12. Is it more important for BOYS or GIRLS to be **Well-known?**

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

13. Is it more important for BOYS or GIRLS to **Learn a new sport quickly?**

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

14. Is it more important for BOYS or GIRLS to **Do cool and dangerous stunts?**

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

15. Is it more important for BOYS or GIRLS to **Be good looking?**

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

16. Is it more important for BOYS or GIRLS to **Hide their weaknesses and fears?**

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

17. Is it more important for BOYS or GIRLS to be **Liked by their classmates?**

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

18. Is it more important for BOYS or GIRLS to **Try exciting but dangerous activities?**

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

19. Is it more important for BOYS or GIRLS to **Be good-looking?**

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

20. Is it more important for BOYS or GIRLS to **Be good at sports?**

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

21. Is it more important for BOYS or GIRLS to be **Sociable**?

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

22. Is it more important for BOYS or GIRLS to **Hide it when they're sad or their feelings are hurt**?

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

23. Is it more important for BOYS or GIRLS to **Boss others around**?

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

24. Is it more important for BOYS or GIRLS to **Enjoy talking about sports**?

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

25. Is it more important for BOYS or GIRLS to be **Popular**?

More important for GIRLS!!		Equally important for boys and girls		More important for BOYS!!
1	2	3	4	5

26. Is it more important for BOYS or GIRLS to **Get even with people they're mad at?**

More important  
for  
GIRLS!!

Equally  
important for  
boys and girls

More important  
for BOYS!!

1

2

3

4

5

27. Is it more important for BOYS or GIRLS to be **Cool?**

More important  
for  
GIRLS!!

Equally  
important for  
boys and girls

More important  
for BOYS!!

1

2

3

4

5

28. Is it more important for BOYS or GIRLS to **Keep from crying when sad?**

More important  
for  
GIRLS!!

Equally  
important for  
boys and girls

More important  
for BOYS!!

1

2

3

4

5

## Introduction to Child Individual Testing Session

To following should be read to the child at the beginning of the individual testing session:

This study is about how kids your age get along with each other. One of the things we want to learn about is why it is that some kids sometimes pick on other kids or do other mean things to them. We are hoping that by asking you kids to tell us what you see the kids around you doing, and who is picking on whom, we will be able to learn about bullying and other school behaviors and it may help us to figure out ways to get kids to be nicer to other kids. We are also interested in what makes kids do nice things for each other. So we will be asking you questions about which kids do various things when they are around other kids. OK? We will be giving you several questionnaires. By the way, everyone's answers are secret, and are just to help us understand what makes kids tick. Nobody here at the school will find out what you put down. We start with this first questionnaire. OK, ready?

## About My Classmates Part I Instructions

This is the Peer Nomination Inventory. It contains items measuring a wide range of social behaviors children exhibit in the peer group.

### Instructions to child:

(First give the child a ruler, to help the child to keep track of the item he/she is working on.) Read the following to the child:

Here is a ruler that you can use to help you do this next questionnaire. Don't turn over the paper until I tell you to. We have been having boys and girls in school describe things they do. Now we want to know how many boys and girls here at (name the school) do the same sorts of things. So we have written down lots of things that kids do. I want you to check which boys (girls) in your class do these things.

Everything is private and we will not show anybody else what any of you has put down on your paper, and none of you will find out what other kids have put down. If you have any questions about what the items mean, just ask me.

Ok, now turn over your paper. Girls, across the top are the names of the girls in your class. (Boys, across the top are the names of the boys in your class.) I will read them aloud, and I want you to read them out loud with me, so that you are sure you know who each one is. (Read names.) Now find your own name and then mark a line through the column that has your name on it, because you won't put any "X"s under your own name.

Now look down the side of the page. See Number 1. (Have them use the ruler for a guideline.) "He is good at sports." OK, now look across the names. Who is good at sports? Put an "X" under their name. Who else likes to play sports? Put an "X" under their name too. Put an "X" under the name of every kid who likes to play sports. (Pause.) Through with that one? OK, we'll go on to the next one. Remember, for each item you can put an "X" under as many names as you want to. (Read items one by one.)

About My Classmates Part I  
KEY

- |                            |                     |
|----------------------------|---------------------|
| 1. SP (Sports)             | 15. GT              |
| 2. AGG (Aggression)        | 16. DOM (Dominance) |
| 3. RA (Receives Attention) | 17. INT             |
| 4. INT (Internalizing)     | 18. PRO             |
| 5. ATT (Attractiveness)    | 19. GT              |
| 6. PRO (Prosocial)         | 20. DOM             |
| 7. POP (Popularity)        | 21. POP             |
| 8. SP                      | 22. GT              |
| 9. PRO                     | 23. RA              |
| 10. GT (Gender Typing)     |                     |
| 11. POP                    |                     |
| 12. ATT                    |                     |
| 13. VIC (Victimization)    |                     |
| 14. SP                     |                     |

SP (Sports): 1, 8, 14  
AGG (Aggression): 2  
RA (Receives Attention): 3, 23  
ATT (Attractiveness): 5, 12  
PRO (Prosocial): 6, 9, 18  
POP (Popularity): 7, 11, 21  
VIC (Victimization): 13  
GT (Gender Typing): 10, 15, 19, 22  
DOM (Dominance/Control): 16, 20  
INT (Internalizing): 4, 17

### About My Classmates Part I (Girls' Form)

GIRLS' FORM	Name of Female Classmate	Name of Female Classmate	Name of Female Classmate										
1. She is good at sports.													
2. She is mean to other kids.													
3. Other kids enjoy watching her show off.													
4. She is afraid to do things.													
5. She always looks nice.													
6. She tries to help kids who are sad or afraid.													
7. She is a cool kid.													
8. She catches a ball well.													
9. She is good to have in a group because she shares things and gives other people a turn.													
10. She'd rather play with boys than with girls.													
11. She is popular.													
12. She's a good-looking kid.													



13. Other kids are mean to her.													
14. She learns a new sport quickly.													
15. She likes to do things that boys usually do.													
16. She's good at getting others to do what she wants them to do.													
17. She seems unhappy and looks sad often.													
18. She helps other kids solve their problems.													
19. She acts like a boy.													
20. She always manages to get her way.													
21. She is well-liked by her classmates.													
22. She always plays with boys.													
23. She makes other kids laugh.													

About My Classmates Part I (Boys' Form)

BOY'S FORM													
	Name of Male Classmate	Name of Male Classmate	Name of Male Classmate										

1. He is good at sports.														
2. He is mean to other kids.														
3. Other kids enjoy watching him show off.														
4. He is afraid to do things.														
5. He always looks nice.														
6. He tries to help kids who are sad or afraid.														
7. He is a cool kid.														
8. He catches a ball well.														
9. He is good to have in a group because he shares things and gives other people a turn.														
10. He'd rather play with girls than with boys.														
11. He is popular.														
12. He's a good-looking kid.														
13. Other kids are mean to him.														
14. He learns a new sport quickly.														
15. He likes to do things that girls usually do.														
16. He's good at getting others to do what he														

wants them to do.														
17. He seems unhappy and looks sad often.														
18. He helps other kids solve their problems.														
19. He acts like a girl.														
20. He always manages to get his way.														
21. He is well-liked by his classmates.														
22. He always plays with girls.														
23. He makes other kids laugh.														

About My Classmates Part II (Formerly Part III)  
Instructions

This instrument assesses peer ratings of aggression between dyads.

Instructions to child:

In this section, we want to find out which kids sometimes do mean things to other kids, and who they are doing it to. There are many different ways to be mean to other kids. For example, a kid could hit or punch someone, tease someone or say something mean about them, or do something mean over the cell phone or the internet. For each kid, we want you to tell us whether he or she is sometimes mean to each other kid on the list. Take a look at the practice item.

SAMPLE ITEM:

Is Billy Smith mean to Tommy Jones?     Yes         No

If you thought Billy was mean to Tommy, you would put a check mark in the YES box. If you didn't think Billy was mean to Tommy, you would put a check mark in the NO box. Remember to put a check mark in one and only one of the boxes each time. Don't think about this too much. Just tell us the first impression that comes to your mind. Whenever you see your name, go ahead and cross it out. We only want to know about everybody else. We're going to ask you about some of your classmates now and we'll ask you about the rest of them in a few minutes.

Remember, everything is private and we will not show anybody else what any of you has put down on your paper, and none of you will find out what other kids have put down. If you have any questions about what the items mean, just ask me.

About My Classmates Part II (Formerly Part III) - SAMPLE

Remember, make sure to check either YES or NO for every kid.

Is Suzie mean to.....	<b>YES</b>	<b>NO</b>
John?		
Sara?		
Tommy?		
Dave?		
Robby?		
Amy?		
Alex?		
Ashley?		
Chelsie?		

What I am Like Part II  
Instructions

This questionnaire measures and felt pressure to avoid other-gender behavior (7 items).

Instructions to child:

This questionnaire contains some statements about how you, your parents, or your friends might feel about some things that concern you. Again, there are no right or wrong answers. Since kids are very different from each other, each of you may be putting down something different.

First let me explain how these questions work. There is a sample question on the first page marked PRACTICE QUESTION. I'll read it and you can follow along with me. (Researcher reads practice question.)

PRACTICE QUESTION:

My parents would get upset if I didn't do well in school.	Not at all true for me	A little true for me	Pretty true for me	Very true for me
---	---------------------------	-------------------------	-----------------------	---------------------

Now, your job is to circle how true that statement is for you. You have four choices (read them to the child), and you circle the one closest to how true that statement is for you. OK, can you try this? Any questions? Remember, only the researcher will see your answers. So please answer as honestly as you can. OK, let's begin with the real questions now.

What I am Like Part II  
Key

- |                                       |          |
|---------------------------------------|----------|
| 1. FPOG (Felt Pressure: Other Gender) | 6. FPOG* |
| 2. FPOG                               | 7. FPOG  |
| 3. FPOG                               |          |
| 4. FPOG                               |          |
| 5. FPOG                               |          |

\* = reverse scored

FPOG: 1, 2, 3, 4, 5, 6\*, 7

What I am Like Part II (Girls' Form)

1.	The girls I know would be upset if I wanted to play with boys' toys.	Not at all true for me	A little true for me	Pretty true for me	Very true for me
2.	My parents would be upset if they saw me acting like a boy.	Not at all true for me	A little true for me	Pretty true for me	Very true for me
3.	I think it would be wrong for me to play with boys' toys or do boys' activities.	Not at all true for me	A little true for me	Pretty true for me	Very true for me
4.	The girls I know wouldn't like it if I wanted to learn an activity that boys usually do.	Not at all true for me	A little true for me	Pretty true for me	Very true for me
5.	I wouldn't like myself if I heard myself talking or laughing like a boy.	Not at all true for me	A little true for me	Pretty true for me	Very true for me
6.	I would still like myself if I saw myself acting like a boy.	Not at all true for me	A little true for me	Pretty true for me	Very true for me
7.	My parents wouldn't like it if I wanted to learn an activity that only boys do.	Not at all true for me	A little true for me	Pretty true for me	Very true for me



What I am Like Part II (Boys' Form)

1.	The boys I know would be upset if I wanted to play with girls' toys.	Not at all true for me	A little true for me	Pretty true for me	Very true for me
2.	My parents would be upset if they saw me acting like a girl.	Not at all true for me	A little true for me	Pretty true for me	Very true for me
3.	I think it would be wrong for me to play with girls' toys or do girls' activities.	Not at all true for me	A little true for me	Pretty true for me	Very true for me
4.	The boys I know wouldn't like it if I wanted to learn an activity that girls usually do.	Not at all true for me	A little true for me	Pretty true for me	Very true for me
5.	I wouldn't like myself if I heard myself talking or laughing like a girl.	Not at all true for me	A little true for me	Pretty true for me	Very true for me
6.	I would still like myself if I saw myself acting like a girl.	Not at all true for me	A little true for me	Pretty true for me	Very true for me
7.	My parents wouldn't like it if I wanted to learn an activity that only girls do.	Not at all true for me	A little true for me	Pretty true for me	Very true for me

What I am Like Part III  
Instructions

This questionnaire contains three scales measuring Within-Gender Typicality (5 items), Gender Contentedness (5 items), and Global Self-Worth (6 items).

Instructions to child:

This questionnaire contains some statements that describe things about kids, such as who they are, what they like to do, and how they feel about various things. As you can see from the top of your sheet where it says, “What I Am Like,” we are interested in what each of you is like, what kind of person you are like. This is a survey, not a test. There are no right or wrong answers. Since kids are very different from one another, each of you will be putting down something different.

First let me explain how these questions work. There is a sample question on the first page marked PRACTICE QUESTION. I’ll read it aloud and you can follow along with me. (Researcher reads practice question.)

PRACTICE QUESTION

Some kids are good at playing cards		<b>BUT</b>	Other kids aren’t good at playing cards.	
Very true for me	Sort of true for me		Sort of true for me	Very true for me

This question talks about two kinds of kids, and we want to know which kids are most like you.

1. So, what I want you to decide first is whether you are more like the kids on the left side who are good at playing cards or are you more like the kids on the right side who aren’t good at playing cards. Don’t mark anything yet, but first decide which kind of kid is most like you and go to that side of the sentence.
2. Now, the second thing I want you to think about, now that you have decided which kind of kid is most like you, is to decide whether that is only sort of true for you, or very true for you. If it’s only sort of true for you, then circle “sort of true for me”; if it’s very true for you, then circle “very true for me”.
3. For each question, you only circle one statement. Sometimes it will be on one side of the page, and other times it may be on the other side of the page. You can only circle one statement per question. You don’t circle one on both sides, just the one side most like you.
4. OK, that one was just for practice. Now we have some more questions which I’m going to read aloud. For each one, just circle the statement, the one that goes with what is true for you, what you are most like. Remember that no one else at the school will see your answers, and it is very important that you answer each question honestly.

What I Am Like Part III  
Key

1. GSW (Global self-worth)
2. GC (Gender contentedness)\*
3. WGT (Within-gender typicality)\*
4. GSW\*
5. GC
6. WGT
7. GSW
8. GC\*
9. WGT\*
10. GSW
11. GC
12. WGT\*
13. GSW\*
14. GC\*
15. WGT\*
16. GSW\*

GSW (Global self-worth): 1, 4\*, 7, 10, 13\*, 16\*

GC (Gender contentedness): 2, 5, 8\*, 11, 14\*

WGT (Within-gender typicality): 3, 6, 9\*, 12\*, 15\*

\* = reverse-scored item

What I Am Like Part III (Girls' Form)

- |    |  |                        |  |
|----|--|------------------------|--|
| 1. | Some kids are often <u>unhappy</u> with themselves   | <b>BUT</b>             | Other kids are pretty <u>pleased</u> with themselves.  |
|    | Very true<br>for me  | Sort of<br>true for me | Sort of<br>true for me   |
|    |  |                        | Very true<br>for me  |
| 2. | Some girls are happy that they were born a girl  | <b>BUT</b>             | Other girls are not happy they were born a girl.   |
|    | Very true<br>for me  | Sort of<br>true for me | Sort of<br>true for me   |
|    |  |                        | Very true<br>for me  |
| 3. | Some girls feel that the things they like to do in their spare time are <u>similar</u> to what most girls like to do in their spare time | <b>BUT</b>             | Other girls feel that the things they like to do in their spare time are <u>different</u> from what most girls like to do in their spare time. |
|    | Very true<br>for me  | Sort of<br>true for me | Sort of<br>true for me   |
|    |  |                        | Very true<br>for me  |
| 4. | Some kids are <u>happy</u> with themselves as a person   | <b>BUT</b>             | Other kids are often <u>not</u> happy with themselves.   |
|    | Very true<br>for me  | Sort of<br>true for me | Sort of<br>true for me   |
|    |  |                        | Very true<br>for me  |
| 5. | Some girls wish they didn't have to be a girl all their life   | <b>BUT</b>             | Other girls are glad they'll be a girl all their life.   |
|    | Very true<br>for me  | Sort of<br>true for me | Sort of<br>true for me   |
|    |  |                        | Very true<br>for me  |
| 6. | Some girls feel they are <u>different</u> from other girls   | <b>BUT</b>             | Other girls feel they are <u>similar</u> to other girls.   |
|    | Very true<br>for me  | Sort of<br>true for me | Sort of<br>true for me   |
|    |  |                        | Very true<br>for me  |
| 7. | Some kids are <u>not</u> very happy with the way they do things  | <b>BUT</b>             | Other kids think the way they do things is <u>fine</u> .   |

	Very true for me	Sort of true for me		Sort of true for me	Very true for me
8.	Some girls are glad they'll grow up to be a woman		<b>BUT</b>	Other girls wish they could grow up to be a man.	
	Very true for me	Sort of true for me		Sort of true for me	Very true for me
9.	Some girls have the same feelings that other girls have		<b>BUT</b>	Other girls <u>don't</u> have the same feelings that other girls have.	
	Very true for me	Sort of true for me		Sort of true for me	Very true for me
10.	Some kids <u>don't</u> like the way they're leading their life		<b>BUT</b>	Other kids <u>do</u> like the way they're leading their life.	
	Very true for me	Sort of true for me		Sort of true for me	Very true for me
11.	Some girls don't like being a girl		<b>BUT</b>	Other girls don't mind being a girl.	
	Very true for me	Sort of true for me		Sort of true for me	Very true for me
12.	Some girls like to play with the same toys that other girls do		<b>BUT</b>	Other girls <u>don't</u> like to play with the same toys that other girls do.	
	Very true for me	Sort of true for me		Sort of true for me	Very true for me
13.	Some kids like the kind of person they are		<b>BUT</b>	Other kids often wish they were someone else.	
	Very true for me	Sort of true for me		Sort of true for me	Very true for me
14.	Some girls feel lucky that they are a girl		<b>BUT</b>	Other girls don't feel lucky that they are a girl.	
	Very true for me	Sort of true for me		Sort of true for me	Very true for me

15. Some girls have the same interests that other girls have **BUT** Other girls don't have the same interests that other girls have.

Very true      Sort of  
for me      true for me

Sort of      Very true  
true for me      for me

16. Some kids are very happy being the way they are **BUT** Other kids wish they were different.

Very true      Sort of  
for me      true for me

Sort of      Very true  
true for me      for me

What I Am Like Part III (Boys' Form)

- |    |  |            |  |
|----|--|------------|--|
| 1. | Some kids are often <u>unhappy</u> with themselves   | <b>BUT</b> | Other kids are pretty <u>pleased</u> with themselves.  |
|    | Very true for me      Sort of true for me  |            | Sort of true for me      Very true for me  |
| 2. | Some boys are happy that they were born a boy  | <b>BUT</b> | Other boys are not happy they were born a boy.   |
|    | Very true for me      Sort of true for me  |            | Sort of true for me      Very true for me  |
| 3. | Some boys feel that the things they like to do in their spare time are <u>similar</u> to what most boys like to do in their spare time | <b>BUT</b> | Other boys feel that the things they like to do in their spare time are <u>different</u> from what most boys like to do in their spare time. |
|    | Very true for me      Sort of true for me  |            | Sort of true for me      Very true for me  |
| 4. | Some kids are <u>happy</u> with themselves as a person   | <b>BUT</b> | Other kids are often <u>not</u> happy with themselves.   |
|    | Very true for me      Sort of true for me  |            | Sort of true for me      Very true for me  |
| 5. | Some boys wish they didn't have to be a boy all their life   | <b>BUT</b> | Other boys are glad they'll be a boy all their life.   |
|    | Very true for me      Sort of true for me  |            | Sort of true for me      Very true for me  |
| 6. | Some boys feel they are <u>different</u> from other boys   | <b>BUT</b> | Other boys feel they are <u>similar</u> to other boys.   |
|    | Very true for me      Sort of true for me  |            | Sort of true for me      Very true for me  |
| 7. | Some kids are <u>not</u> very happy with the way they do things  | <b>BUT</b> | Other kids think the way they do things is <u>fine</u> .   |

- |     |   |                        |            |  |                     |
|-----|---|------------------------|------------|--|---------------------|
|     | Very true<br>for me   | Sort of<br>true for me |            | Sort of<br>true for me   | Very true<br>for me |
| 8.  | Some boys are glad they'll<br>grow up to be a man                 |                        | <b>BUT</b> | Other boys wish they could grow<br>up to be a woman.                           |                     |
|     | Very true<br>for me   | Sort of<br>true for me |            | Sort of<br>true for me   | Very true<br>for me |
| 9.  | Some boys have the same<br>feelings that other boys have          |                        | <b>BUT</b> | Other boys <u>don't</u> have the same<br>feelings that other boys have.        |                     |
|     | Very true<br>for me   | Sort of<br>true for me |            | true for me  | Very true<br>for me |
| 10. | Some kids <u>don't</u> like the way<br>they're leading their life |                        | <b>BUT</b> | Other kids <u>do</u> like the way they're<br>leading their life.               |                     |
|     | Very true<br>for me   | Sort of<br>true for me |            | Sort of<br>true for me   | Very true<br>for me |
| 11. | Some boys don't like being a<br>boy                               |                        | <b>BUT</b> | Other boys don't mind being a<br>boy.  |                     |
|     | Very true<br>for me   | Sort of<br>true for me |            | Sort of<br>true for me   | Very true<br>for me |
| 12. | Some boys like to play with the<br>same toys that other boys do   |                        | <b>BUT</b> | Other boys <u>don't</u> like to play with<br>the same toys that other boys do. |                     |
|     | Very true<br>for me   | Sort of<br>true for me |            | Sort of<br>true for me   | Very true<br>for me |
| 13. | Some kids like the kind of<br>person they are                     |                        | <b>BUT</b> | Other kids often wish they were<br>someone else.                               |                     |
|     | Very true<br>for me   | Sort of<br>true for me |            | Sort of<br>true for me   | Very true<br>for me |
| 14. | Some boys feel lucky that they<br>are a boy                       |                        | <b>BUT</b> | Other boys don't feel lucky that<br>they are a boy.                            |                     |
|     | Very true<br>for me   | Sort of<br>true for me |            | Sort of<br>true for me   | Very true<br>for me |



15. Some boys have the same interests that other boys have **BUT** Other boys don't have the same interests that other boys have.
- Very true for me      Sort of true for me      Sort of true for me      Very true for me
16. Some kids are very happy being the way they are **BUT** Other kids wish they were different.
- Very true for me      Sort of true for me      Sort of true for me      Very true for me

About Me Part III  
Instructions

This questionnaire is the short Children's Depression Inventory (Kovacs). Each item is scored on a 3-point scale, with reverse scoring for items 2, 4, 5, 6, and 10.

Instructions to Child:

OK, this next questionnaire asks you to tell how you feel about yourself. For each item, pick the one statement that describes you best.

About Me Part III

1. <input type="checkbox"/> I am sad once in a while. <input type="checkbox"/> I am sad many times. <input type="checkbox"/> I am sad all the time.	6. <input type="checkbox"/> Things bother me all the time. <input type="checkbox"/> Things bother me many times. <input type="checkbox"/> Things bother me once in a while.
2. <input type="checkbox"/> Nothing will ever work out for me. <input type="checkbox"/> I am not sure if things will work out for me. <input type="checkbox"/> Things will work out for me OK.	7. <input type="checkbox"/> I look OK. <input type="checkbox"/> There are some bad things about my looks. <input type="checkbox"/> I look ugly.
3. <input type="checkbox"/> I do most things OK. <input type="checkbox"/> I do many things wrong. <input type="checkbox"/> I do everything wrong.	8. <input type="checkbox"/> I do not feel alone. <input type="checkbox"/> I feel alone many times. <input type="checkbox"/> I feel alone all the time.

<p>4.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I hate myself.</li> <li><input type="checkbox"/> I do not like myself.</li> <li><input type="checkbox"/> I like myself.</li> </ul>	<p>9.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I have plenty of friends.</li> <li><input type="checkbox"/> I have some friends, but I wish I had more.</li> <li><input type="checkbox"/> I don't have any friends.</li> </ul>
<p>5.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I feel like crying some days.</li> <li><input type="checkbox"/> I feel like crying once in a while.</li> <li><input type="checkbox"/> I never feel like crying.</li> </ul>	<p>10.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nobody loves me.</li> <li><input type="checkbox"/> I am not sure anybody loves me.</li> <li><input type="checkbox"/> I am sure that someone loves me.</li> </ul>

About My Classmates Part III (Formerly Part IV)  
Instructions

This instrument assesses how much each child likes each other child and how much each child feels they are liked by each other child.

Instructions to child:

(First give the child a ruler, to help the child to keep track of the item he/she is working on.) Read the following to the child:

Here is a ruler that you can use to help you do this next questionnaire. Don't turn over the paper until I tell you to. We are interested in finding out how much you like each other kid in your class and how much you think they like you. Everything is private and we will not show anybody else what any of you has put down on your paper, and none of you will find out what other kids have put down. If you have any questions about what the items mean, just ask me.

If you look down the side of the paper, you can see each kid's name in your class. Put your ruler under the first kid's name. Now look at the top of the paper. Do you see the question? How much do you like each kid? Now think about how much you like that first kid? If it's NOT AT ALL!, circle the 1. If it's a little, circle the 2. If it's quite a bit, circle the 3. If it's A LOT!, circle the 4. Now do this for each other kid in you class. Remember, you can use your ruler to keep your place.

On the next piece of paper, there is another question. See it? It says, How much do you think each kid likes you? Now mark 1, 2, 3, or 4 to tell us how much you think each kid in your class likes you.

About My Classmates Part III (Formerly Part IV)

	<b>How much do you like each kid?</b>			
	Not at all!	A little	Quite a bit	A lot!
<b>Suzie</b>	1	2	3	4
<b>John</b>	1	2	3	4
<b>Dave</b>	1	2	3	4
<b>Pat</b>	1	2	3	4
<b>Rachel</b>	1	2	3	4
<b>Jim</b>	1	2	3	4
<b>Steve</b>	1	2	3	4
<b>Amanda</b>	1	2	3	4
<b>Ashley</b>	1	2	3	4
<b>Arian</b>	1	2	3	4
<b>Chelsea</b>	1	2	3	4
<b>Alex</b>	1	2	3	4
<b>Lindsey</b>	1	2	3	4
<b>Matt</b>	1	2	3	4
<b>Amy</b>	1	2	3	4
<b>Chris</b>	1	2	3	4
<b>Ryan</b>	1	2	3	4
<b>Chrissi</b>	1	2	3	4
<b>Kara</b>	1	2	3	4
<b>Staci</b>	1	2	3	4

<b>Ricky</b>	1	2	3	4
	<b>How much do you think each kid likes you?</b>			
	Not at all!	A little	Quite a bit	A lot!
<b>Suzie</b>	1	2	3	4
<b>John</b>	1	2	3	4
<b>Dave</b>	1	2	3	4
<b>Pat</b>	1	2	3	4
<b>Rachel</b>	1	2	3	4
<b>Jim</b>	1	2	3	4
<b>Steve</b>	1	2	3	4
<b>Amanda</b>	1	2	3	4
<b>Ashley</b>	1	2	3	4
<b>Arian</b>	1	2	3	4
<b>Chelsea</b>	1	2	3	4
<b>Alex</b>	1	2	3	4
<b>Lindsey</b>	1	2	3	4
<b>Matt</b>	1	2	3	4
<b>Amy</b>	1	2	3	4
<b>Chris</b>	1	2	3	4
<b>Ryan</b>	1	2	3	4
<b>Chrissi</b>	1	2	3	4
<b>Kara</b>	1	2	3	4
<b>Staci</b>	1	2	3	4

<b>Ricky</b>	1	2	3	4
--------------	---	---	---	---

About My Classmates Part IV (Formerly Part V)  
Instructions

This instrument assesses how much each child feels that they are similar to each other child.

Instructions to child:

(First give the child a ruler, to help the child to keep track of the item he/she is working on.) Read the following to the child:

Here is a ruler that you can use to help you do this next questionnaire. Don't turn over the paper until I tell you to. We are interested in finding out how you think you are similar to every other kid in your class. Everything is private and we will not show anybody else what any of you has put down on your paper, and none of you will find out what other kids have put down. If you have any questions about what the items mean, just ask me.

If you look down the side of the paper, you can see each kid's name in your class. Put your ruler under the first kid's name. Now look at the top of the paper. Do you see the question? How similar are you to each kid? Now think about how similar you are to that first kid? If it's NOT AT ALL!, circle the 1. If it's a little, circle the 2. If it's quite a bit, circle the 3. If it's A LOT!, circle the 4. Now do this for each other kid in your class. Remember, you can use your ruler to keep your place.

On the next piece of paper, there is another question. See it? It says, How much do you think each kid likes you? Now mark 1, 2, 3, or 4 to tell us how much you think each kid in your class likes you.

About My Classmates Part IV (Formerly Part V)

	<b>How similar are you to each kid?</b>			
	Not at all!	A little	Quite a bit	A lot!
<b>Suzie</b>	1	2	3	4
<b>John</b>	1	2	3	4
<b>Dave</b>	1	2	3	4
<b>Pat</b>	1	2	3	4

<b>Rachel</b>	1	2	3	4
<b>Jim</b>	1	2	3	4
<b>Steve</b>	1	2	3	4
<b>Amanda</b>	1	2	3	4
<b>Ashley</b>	1	2	3	4
<b>Arian</b>	1	2	3	4
<b>Chelsea</b>	1	2	3	4
<b>Alex</b>	1	2	3	4
<b>Lindsey</b>	1	2	3	4
<b>Matt</b>	1	2	3	4
<b>Amy</b>	1	2	3	4
<b>Chris</b>	1	2	3	4
<b>Ryan</b>	1	2	3	4
<b>Chrissi</b>	1	2	3	4
<b>Kara</b>	1	2	3	4
<b>Staci</b>	1	2	3	4
<b>Ricky</b>	1	2	3	4

### About My Friends

Below is a list of your classmates. Please circle the names of your **three best friends** in your class. Make sure not to circle more than three people.

**Suzie**

**Rachel**

**Amanda**

**Ashley**

**Chelsea**

**Lindsey**

**Amy**

**Chrissi**

**Kara**

**Staci**

Below is a list of your classmates. Please circle the name of your one **VERY BEST** friend. Make sure to only circle one name.

**Suzie**

**Rachel**

**Amanda**

**Ashley**

**Chelsea**

**Lindsey**

**Amy**

**Chrissi**

**Kara**

**Staci**



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