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Students' Attitudes Towards Family-Work Benefits When Professors Act as a Third Party
Influence

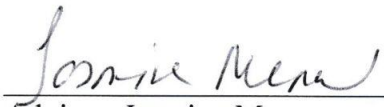
by

Crystal Dawn Snyder

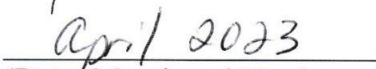
A Thesis

Presented to the Faculty of
Bucknell University
In Partial Fulfillment of the Requirements for the Degree of
Master of Science in Psychology

Approved:


Adviser: Jasmine Mena


Department Chairperson


(Date: Month and Year)

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Abstract

Family-work benefits in the workplace may help to promote a work-life balance, however the attitudes towards work-family benefits may not always be positive. Women are more likely to struggle to gain paid work, are less likely to be hired, promoted, or be up for management positions, and are seen as less committed when compared to men (Correll et al., 2007). The current study examined if professors can act as a third party to influence students' attitudes towards choosing companies that offer family-work benefits. The expectation for the current study was that participant egalitarianism attitudes would predict internship selection and would be moderated by gender (hypothesis 1), perceived fairness of family-work benefits attitudes would predict internship selection and would be moderated by gender (hypothesis 2), participants in the experimental condition would be more likely to select an internship with a company that provided family-work benefits (hypothesis 3), and the relationship between condition and internship selection would be moderated by participant gender (hypothesis 4).

Participants in this study were undergraduate students between the ages of 18-21 who completed surveys (egalitarianism, family-work benefits, & demographic) and were randomized into a condition (professor support for family-work benefits or not). Participants ranked possible internships with varying levels of family-work benefits. Results showed that women scored significantly higher than men on egalitarianism ($p < .001$) and family-work benefits ($p = <.001$). However, the relationship between egalitarianism and internship ranking did not vary by gender, women ($p = 0.57$), men ($p = 0.464$). Furthermore, the relationship between perceived fairness of family-work benefits and internship ranking did not vary by gender, women ($p = 0.063$), men ($p = 0.721$). The conditions participants were exposed to did not influence participants' internship selection ($p = 1.00$), and did not vary by gender, women ($p = .876$) and men ($p = 1.0$). Future

research should focus on creating positive attitudes towards using family-work benefits that may promote a healthy work-life balance.

Students' Attitudes Towards Family-Work Benefits When Professors Act as a Third Party Influence

Women, especially mothers, experienced major setbacks during the pandemic, such as reducing hours of labor to take on traditional roles of childcare responsibilities during the pandemic (Cox, 2021). With no other options when schools and daycares closed, mothers took on more childcare responsibilities, making women more financially dependent on men. Mothers took on the role of being childcare providers more than fathers and reduced their work hours during the pandemic. Amount of hours worked differed between mothers and fathers of younger children, with mothers reducing more hours of work while fathers' work hours received very little changes even when another source of childcare was available (Collins et al., 2021; Shockley et al., 2021; Zamarro & Prados, 2021). This pattern was sustained even when mothers with younger children six years and under worked remotely (Shockley et al., 2021). Notably, much of this research on the relationship of the COVID-19 pandemic on gender differences in parenting is based on a dominant compulsory heterosexual / heteronormative construction. In fact, the reality is that families come in all different gender combinations and this reality has received less attention in the literature about families.

When examining the gender gap in paid work during April 2020, Collins and colleagues (2021) found a gender gap of paid work differing by 6.2 hours for mothers and fathers with children ages 1-5. While fathers increased childcare and housework responsibilities during the start of the pandemic, mothers were still the main providers of housework and childcare. When administered surveys on their experiences of who did most of the housework and childcare during the pandemic, fathers reported doing 16.6% of the housework, while mothers reported doing 67.4% (Carlson et al., 2021). With children under six years of age, fathers reported doing

11.2% of childcare while mothers reported doing 59.7% (Carlson et al., 2021). Even when mothers were working remotely during the pandemic, they reported lower job performance and higher relationship tensions, with mothers working and doing all the childcare responsibilities reporting higher relationship tensions than those working and doing most of the childcare (Shockley et al., 2021).

While the pandemic created greater gender gaps in the division of unpaid work among parents, the inequalities among men and women have been previously documented (Hochschild & Machung, 2012). For example, Lee and Waite (2005) administered surveys to parents and found that women reported doing 26 hours of unpaid work compared to their husbands, who reported 17.7 hours of unpaid work. Offer and Schneider (2011) examined how parents differ in multitasking paid and unpaid work using questionnaires and time diaries, finding mothers in dual-earner families spent 10 more hours than fathers multitasking on unpaid work involving childcare and housework. With more supportive benefits in the workplace during the pandemic, perhaps mothers would not have had to reduce hours to meet the demands of unpaid work that caused greater gender inequalities within households. If mothers were to have benefits provided in the workplace that allowed them to work from home or take a paid leave from work then maybe they would not have been at risk of losing hours of paid work. Though the pandemic brought on gender inequalities with mothers losing hours to do unpaid work, this reflects an ongoing inequity. To change this pattern, more research that illuminates and changes the attitudes that maintain this inequity is needed.

Literature Review

A Note on Gender Constructions

Research on gender inequalities during the pandemic focused on heterosexuals in heterosexual relationships. As a result, more research is needed that examines diverse partnerships and families. Gender constructions in psychological science have generally been based on a binary gender view of men and women. While researchers continue to use this view, this is not consistent with the diversity of genders or sexuality. Society tries to use sexuality as a way to explain behavior, but sexuality is fluid, much like Jell-O, and is contained, or molded, by social forces (Teifer, 1995).

The idea of family has been based on the gender binary view of men and women and heteronormative constructions. These ideas informed how families are often defined and results in obscuring other gender, sexual orientations, and family combinations. Although many psychologists recognize this diversity, the methods, measures, and statistical analyses have not necessarily caught up to our conceptual and theoretical understandings. For example, intersectionality theory explores how multiple identities such as race, gender, and social class are targets of discrimination, not one identity alone (Cho et al., 2013). Research only highlighting the experiences of men and women does not account for what other identities of an individual are influencing their life. Despite this understanding, this study is examining the experiences of men and women (self-identified gender and not sex) with the understanding that examining intersections is necessary, but beyond the scope of this specific project.

Traditional Gender Roles and the Workplace

Women have historically been seen as caretakers and men as breadwinners which led to the default expectations that people fulfill those roles. Although women are in the workforce,

traditional societal gender roles including attitudes towards women as caretakers and men as financial providers still exist and have been documented in empirical research. Eagly and Steffen (1984) examined beliefs towards women and men in caretaker and employment roles. Men and women averaging 21 years of age read a brief description of a woman or man who is a homemaker, employee, or no occupation was given, and rated them for stereotypical attributes. The results found that women were stereotyped to be more communal than men while men were stereotyped to be more agentic than women (Eagly & Steffen, 1984). These stereotypes may stem from traditional views that mothers should be at home raising children while men are the breadwinners. In related research, Duetsch and Saxon (1998) interviewed parents to examine how they differed in praise and criticism, finding fathers reported being criticized for being involved at home and not involved at the workplace as much while mothers were criticized for being less involved at home and too involved at the workplace. Etaugh and Folger (1998) examined college students' attitudes towards working parents by having them read a brief description of a man or woman following parenthood and rate them on a scale for nurturance, job performance, and role overload. In line with the previous research, college students rated fathers as less competent if they reduced work hours to become childcare providers compared to fathers who worked full time. In contrast, mothers who worked full time were rated as less nurturing than fathers who worked full time (Etaugh & Folger, 1998).

Beliefs about gender and workforce issues vary based on egalitarian attitudes. Gaunt (2013) examined egalitarian and traditional attitudes and defined egalitarian attitudes as the beliefs that men and women are equals in society. Men and women averaging 18 to 59 years of age read a description of a mother or a father who was a caregiver or a breadwinner and rated them for competence and warmth. Participants with higher egalitarian attitudes rated women

breadwinners as more competent than men breadwinners, rated women breadwinners and caregiving men to be more hardworking than caregiving women and breadwinning men, and rated more positive emotions towards men caregivers than women caregivers. Those with traditional views rated caregiving women to be more hardworking than breadwinning women and rated breadwinning men and caregiving men equally (Gaunt, 2013). Taken together, the research involving gender roles and the workforce indicates that the research usually examined gender as binary and that women who conformed to traditional roles were seen more positively than those who took on roles traditionally reserved for another gender.

Gender Differences in the Workforce

Traditional roles where mothers are caretakers while fathers are the breadwinners may shape the attitudes that factor into gender inequalities in the workforce. In previous research, women reduced hours of paid work following motherhood, but this was not found for fathers (Sanchez & Thompson, 1997; Musick et al., 2022). Cha (2010) examined how women and men differed in employment hours using a longitudinal household survey. The results found that women were more likely to quit their jobs if their husbands worked longer hours, however when women had longer hours, on average their husbands' work schedule did not change.

Furthermore, compared to women without children, mothers with husbands working longer hours were more likely to quit their jobs (Cha, 2010).

Employer standards differ for mothers trying to find employment than the standards for fathers. Correll and colleagues (2007) examined college students' attitudes towards applications from mothers and fathers that were equal in background and skill. When college students were evaluating job applications, mothers were viewed as less committed to their work, given less flexibility for being late, and given a lower salary when compared to fathers (Correll et al.,

2007). Mothers were less likely to be hired, promoted, or be up for management positions, while fathers were viewed as more committed to their jobs, given more flexibility for being late, given higher salaries, and receiving more callbacks for being hired for jobs (Correll et al., 2007). In a similar vein, Güngör and Biernat (2009) found that when reviewing job applications of men and women, college students rated fathers who were married to be more available to work than mothers who were married. Cuddy and colleagues (2004) examined college students' perceptions of professional men and women, with and without children. College students rated women with children as warmer, but less competent than women without children while women without children were rated as colder, but more competent than women with children. Working men with children were rated as warmer than men without children, while both the working men with children and men without children were rated equally for competence (Cuddy et al., 2004). Participants showed a double standard in that working men with children were preferred over working men without children while working women with children were preferred less than working women without children (Cuddy et al., 2004). Using similar methodology as in prior research, Riggs (1997) examined college students' attitudes towards caregivers and breadwinners, by having them read a description of a father or mother, who was either employed or not employed, and if their current employment was motivated by personal fulfillment or financial fulfillment. After participants read the description, they rated the mother or father on approval, communality, and agency. When college students rated working parents, Riggs (1997) found mothers who quit their jobs to become childcare providers were favored over fathers who quit their jobs to become childcare providers. Men were more accepting of mothers quitting their jobs to become childcare providers while women were more accepting of fathers quitting their full time jobs to become childcare providers (Riggs, 1997). The research discussed above

indicates that the standards for women and men with children differ in that women with children are perceived less favorably in the workforce than men with children.

While traditional attitudes still exist, there is a decline in attitudes supporting traditional gender roles, with more egalitarian views endorsed by men and women (Mason & Lu, 1988; Wilkie, 1993; Donnelly et al., 2015). If there is a decrease in attitudes supporting traditional roles, more supportive workplace policies are needed for women with children to gain employment and keep employment while being a mother if that is their choice.

Family-Work Benefits and Gender Equity

Family-work benefits are institutional or national practices that provide accommodations to individuals with dependents which allow them to remain in the workforce while attending to family obligations. Family-work benefits has been defined as “any benefit, working condition, or personnel policy that has been shown to empirically decrease job–family conflicts among employed parents” (Glass & Fujimoto, 1995, p. 382). Family-work benefits may include parental leave, flexible work schedules, and assistance with childcare (Glass & Fujimoto, 1995).

Family-work benefits are a helpful tool to increase gender equity in the workforce. Historically, family-work benefits have conformed to dominant and universal constructions including, but not limited to gender and family structures that favor White, gender binary, cis-gender, heteronormative, middle-class status, and normative ability.

Family-work benefits are associated with positive outcomes. Allen (2001) examined employees' perceptions of how supportive their work environment is through surveys. Perceived supervisor support and family-supportive organization were significantly correlated with support of flexible work benefits arrangements (Allen, 2001). Cook (2009) conducted interviews with working employees ages 18 and older and found that availability of work-family policies were

significantly correlated with family-supportive organization perceptions and supervisory support perceptions. Flexible work schedules are beneficial as parents reported less stress when time flexibility was allowed (Halpern, 2005) and helped mothers, who are often caregivers, as they are better able to balance childcare without losing wages (Boushey, 2008). Perry-Jenkins and colleagues (2012) found that family leave was associated with improved mental health based on survey research with working parents of newborn children who reported their experiences with childcare and the policies their employment provided. The most reported benefits employers offered were flexible schedules and paid leave. As more benefits were available, fewer symptoms of depression were reported by mothers and fewer symptoms of anxiety were reported for both mothers and fathers (Perry-Jenkins et al., 2012).

To further explore the impact of family-work benefits, Singley and Hynes (2005) conducted interviews with mothers and fathers and found that mothers were more likely to use family-work benefits than fathers; however, many mothers do not take advantage of family-work benefits. Sallee and colleagues (2015) examined why family-work benefits are not used when available by conducting interviews with both mothers and fathers. The interviews revealed that parents do not use family-work benefits because they are unaware of their employment offering availability of benefits or they are concerned about the repercussions of using such benefits (Sallee et al., 2015). Specifically, the interviews also revealed that mothers were more reluctant to use family-work benefits because they feared they would be taken less seriously in the workplace (Sallee et al., 2015). The provision of family-work benefits and more supportive societal attitudes towards these policies may eliminate the gender gap in the workforce by allowing women to thrive as employees while being mothers. A possible way to increase support for mothers in the workforce could be to influence positive attitudes towards such policies.

Theoretical Framework

Third Party Influence

The third party prejudice effect occurs when individuals form attitudes by perceiving others' attitudes and stereotypes, which influences their decision making (Vial et al., 2019). For couples making decisions in a relationship, Klein and Milardo (2000) found that friends and family members acted as third parties influencing decisions made by offering support or criticism. In a series of studies, Vial and colleagues (2019) examined how decision makers were influenced by third parties' beliefs. First, participants were told to imagine working for a recruitment agency where they had to make a candidate selection for a vice-president position. Participants read a vignette about the CEO. In the experimental condition cues were present to signal negative attitudes about women. In the other condition no cues were present. Participants were asked to choose the best job candidate, male or female.¹ When cues were present suggesting discrimination against women, participants were more likely to choose the male candidate than the female candidate compared to the control condition (Vial et al., 2019).

In a second study conducted by Vial and colleagues (2019) the third party effect on the role of decision making was examined where participants were placed in the role of coordinating others to work together in an ultimate game. In this study, the third party would act as the proposers while participants were to choose players to be responders. In the experimental condition, the proposers offered cues to suggest discrimination against women, such as only working with smart people and women are not smart, while the control condition only included working with smart people; no cues towards women were given. The results showed that male players were chosen over female players to be the responders when prejudice cues against

¹ In this study, and many others examining gender, sex and gender were conflated and no mention made of nonbinary gender constructions.

women were presented. In contrast, when no cues were presented, female players were more likely to be chosen over male players (Vial et al., 2019).

In a third study, Vial and colleagues (2019) examined the effects of the third party on decision making. Participants were to choose a male or female chief negotiator to act as a mediator between two fighting countries; Country A and Country B. In the experimental condition, cues regarding prejudice against women were included where both Countries A and B would be unhappy if a woman was selected as a chief negotiator. When cues of prejudice against women were given, participants were more likely to choose a male candidate over a female candidate than in the control condition (Vial et al., 2019). The research on third parties from Vial and colleagues (2019) indicates that third parties influence decision making and may be a useful approach to increasing positive attitudes toward family-work benefits.

Social Role Theory

Social role theory indicates that individuals act according to the role they are given. The social role theory of sex differences proposed by Eagly and Wood (2016) suggests that women will engage in the motherhood role by being a housewife and childcare provider, while men will engage in the role of being the financial provider because they have been socialized into these roles. Despite greater understanding of intersections of identity, social roles in society for women often include women taking on the role as a homemaker, childcare provider, and working in a job where they provide caretaking. Social roles in society for men often include being the provider from their families and working full time in an environment where they use strength and can act as leaders. How roles are decided is determined by the societal expectations of men and women (Eagly & Wood, 2016). This theory explains that individuals' behavior will occur according to the role they believe is acceptable in society.

Using a framework to understand how the role of a third party may influence attitudes regarding support towards social policies can be explained through Vial and colleagues' (2019) research which examined how third parties with leadership roles influenced decision makers' beliefs. Their research builds off of role theory, where individuals will act according to the role in which they are placed, and the expectations of those given roles. To test how decision makers would meet the expected role from third party influencers, the decision makers were placed in the role of hiring male or female candidates for work, with the influence of a third party - the CEO, holding certain negative attitudes towards female candidates. When placed in the role of hiring, individuals were less favorable towards female candidates who were more qualified for the job when the third party suggested negative cues towards female candidates (Vial et al., 2019).

The Present Study

The purpose of this study was to understand if professor attitudes about family-work benefits would influence student attitudes towards those benefits. Specifically, if third parties (i.e., professors) expressed their support towards family-work benefits, would it influence students' decision making when choosing a company for an internship? In past work, cues within a syllabus have had an effect on students' perceptions of the instructor. Maimon and colleagues (2021) examined how identity safety cues included in an instructor's syllabus influenced students' perceptions of professors. College students read a syllabus about a social psychology course where four conditions were examined with identity safety cues versus none, and instructor gender of White man versus White woman as independent variables. Items included in the syllabus for the identity safety cues condition were gender pronouns, resources for students, and campus diversity information. As a manipulation check, participants were instructed to read the

syllabus and then complete a quiz about information in the syllabus. Participants then rated if the instructors were trying to create a class with inclusivity. Participants also rated if the instructor gave the impression that they were kind, fair and if they would be approachable and encouraging. Participants in the identity safety cues condition rated the instructor as more inclusive, kind, approachable, and encouraging than those in the control condition. However, no significant differences were found for fairness. Also, no differences were found for inclusivity, kindness, fairness, approachability, or encouragement based on the professor's gender (Maimon et al., 2021).

The present study also attempted to understand if men and women would differ in their attitudes towards family-work benefits. Waner and colleagues (2010) examined college students' perceptions of benefits and leave policies in the workplace and found gender differences when rating the importance of these policies. Students completed a survey indicating the importance of policies, such as sick-leave pay and family leave for children. Female students ranked benefits and leave policies as more important than male students. Both male and female students ranked family leave as the most important policy benefit (Waner et al., 2010).

Based on role theory and prior research, the following hypotheses were examined.

1. Participant egalitarian attitudes would predict internship selection and would be moderated by participant gender in that women in both conditions would report higher scores on each measure.
2. Participant family-work benefits attitudes would predict internship selection and would be moderated by participant gender in that women in both conditions would report higher scores on each measure.

3. Participants in the experimental condition would be more likely to select an internship with a company that provides family-work benefits.
4. The relationship between condition and internship selection would be moderated by participant gender where women would be more likely to select an internship with a company that provides family-work benefits compared to men regardless of the condition.

Method

Participant Characteristics

Participants in this study included 162 undergraduates from the PSYC 100 Introduction to Psychology subject pool. Participants ranged from ages 18 through 21 ($M = 18.80$, $SD = .71$) (Table 1). Participants' year of study included 58.6% first-year, 38.3% sophomore, 2.5% junior, and .6% senior. Gender demographics included 74.1% women, 25.9% men, and 0.6% selected another gender, but did not specify. Race and ethnicity demographics included 87.7% White, 9.3% Asian, 8.6% Hispanic or Latinx, 3.7% Black, 0.6% Mixed, and 2.5% indicated another race and ethnicity, but did not specify. Sexual identity and orientation demographics included 82.1% heterosexual (straight), 9.9% bisexual, 3.1% asexual, 1.9% queer, 1.9% gay, 0.6% heteroromantic, and 2.5% preferred not to answer.

Participants were asked if they were eligible for financial aid, 34.0% indicated eligibility for need-based aid, 22.8% indicated eligibility for merit-based aid, 7.4% indicated eligibility for athletic scholarship aid, 3.7% indicated eligibility for other types of financial aid, and 37.7% indicated no eligibility for financial aid. Participants were asked if they had ever been employed, where 89.5% responded "yes," while 10.5% responded "no." Participants were asked if they have ever completed an internship before, 24.7% responded "yes," while 75.3% responded "no."

Participants were asked about who their primary caregiver was, with 82.1% responding “mother,” 14.2% responding “father,” and 3.7% responding “other.” Participants were asked if their primary caregiver worked outside the home, 73.5% indicated “yes” and 25.9% indicated “no.” Participants were asked about who their secondary caregiver was, with 76.5% responding “father,” 11.7% responding “mother,” and 6.8% responding “other.” Participants were asked if their secondary caregiver worked outside the home, 87.0% indicated “yes” and 8.6% indicated “no.” Participants were also asked about their intention to have children, 74.7% responding “yes,” 6.2% responding “no,” and 9.9% responding “maybe.”

Procedures

This study was approved by the Institutional Review Board (IRB; #2122-133). Participants were recruited through the subject pool using SONA, an online research participation system, where they were directed to an online survey using Qualtrics. This study included minor deception. Participants were informed that the purpose of this study was to examine students' attitudes about taking courses in college that involve internships and to better understand the characteristics of internships that are desirable to students. Individuals first completed a consent form, see Appendix A, Figure 1. If they agreed to participate in this study, they were presented with a survey. No IP addresses were collected.

Participants completed measures of attitudes toward gender equity and perceived family-work benefits in the workplace. Participants were given a survey on satisfaction in the workplace, which served as a distraction task. After completing the baseline measures, participants were invited to complete the next part of the study. Participants were told to imagine that they were taking a course with Professor Smith which included an internship component. Participants were instructed to read a brief description of Professor Smith and to review the

course syllabus. Participants were randomly assigned to one of two conditions: experimental and control conditions. For the experimental condition, participants read a brief description of Professor Smith. Cues were embedded in the description about the Professor's support towards family-friendly social policies. For example, "I am really passionate about understanding the effects of family-centered benefits in the workplace because they help with work-family balance. Family-centered benefits are also important because they greatly improve job satisfaction and quality of life." For the control condition, participants read a brief description of Professor Smith that did not include cues about the Professor's support towards family-friendly social policies, but instead included information about the Professor's research interest in teamwork.

After reading the professor description and the course syllabus, participants completed a quiz about information in the professor's details and syllabus as a manipulation check. They were then given a choice of three companies to choose where they would like to complete their internship (with a possible chance of employment after graduation to increase the stakes in the decision). After making their final selection of the company in which they would like to complete their internship, participants answered an open-ended question that asked them why they chose the selected company. The purpose of this question was to ascertain how salient the family-friendly policies were to them. Participants then completed demographic measures and were debriefed. Participants were incentivized with a small amount of extra credit for their participation. Students in this study received extra credit for their participation which amounted approximately 5% or less of their total grade. Students were informed that if they chose not to participate in this study, they would still be able to earn extra credit by way of an alternative writing activity of similar duration.

Measures

Participants were asked demographic questions about their major, year in college, race, ethnicity, gender, sexual orientation, and internship and work experience. Responses to these questions were used to describe the study sample and to conduct some of the analyses. In addition, participants provided responses to the measures described below.

Egalitarianism

The Sex-Role Egalitarianism Scale (SRES) short form (KK) is a 25-item measure used to measure attitudes toward the equality of women and men across content domains representing marital, parental, employment, social-interpersonal-heterosexual, and educational roles (King & King, 1990). Sample items include “Women are more likely than men to gossip about people they know” and “Fathers are not as able to care for their sick children as mothers are.” Responses are provided on a Likert-type scale running from 1 (strongly agree) to 5 (strongly disagree). The SRES is scored by summing item responses with higher scores indicating higher egalitarian beliefs. King and King (1990) examined the validity of the SRES short forms using factor analyses and established the validity of this unidimensional construct. They also reported Cronbach’s alphas as .92 for form KK.

Attitudes Towards Work-Family Benefits

The Perceived Fairness of Work/Family Benefit Scale (WFB) is a 10-item measure designed to measure how employees perceive the fairness of work/family benefits companies provide to individuals (Parker & Allen, 2001). Sample items include “Flextime is fair because it allows individual employees to schedule their day effectively” and “Companies should be willing to make special accommodations to help employees balance their work and family.” Responses are provided on a Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly

agree). Two items on this measure are reverse scored. This scale is scored by averaging the item responses with higher scores indicating a higher value for fairness perceptions. Parker and Allen (2001) evaluated the psychometric properties of this measure and established its validity. They also found Cronbach's alpha of .80 which reflects good internal reliability. Parker and Allen (2001) included a sample of employees with ages ranging 21 to 50 years old while the current study used undergraduate college students.

Third Party Influence

To measure third party influence on internship preferences for a company that provides family-work benefits, companies were rated on a ranking scale of one to three, with one being the top choice and three being the lowest choice with companies as the following: YHNA Incorporated which provides family-benefits and focuses on the employee, MXEB Incorporated which did not provide family-benefits, instead focuses on customer satisfaction, and an unqualified company where there were no internships available, ODMC Incorporated, which served as a foil. When researching gender differences in hiring, Vial and colleagues (2019) used a foil to disguise the candidates' gender, by making the choice more realistic, and to check if the participants were attentive to the characteristics of the candidates provided. In that same way, the third ineligible company served the purpose of checking for attentiveness to the stimulus and creating a more realistic condition that required better than chance selection. In essence, no one should have selected the ODMC Incorporated because there was no internship available with them.

Planned Analysis

Analyses were planned to describe the study sample and to check that the data met the assumptions of the tests selected to examine the study hypotheses. More specifically, descriptive

statistics were planned for each measure including means and frequencies, as appropriate. Cronbach's coefficient alpha was planned for each measure to assess internal consistency. T-tests were planned to examine preliminary group differences in egalitarianism and attitudes about work-family benefits between men and women. Correlations between continuous study measures were also planned to understand and report their relationship. To test the study hypotheses chi-square tests of independence were selected because of the characteristics of the variables. The assumptions for chi-square tests of independence include the characteristics of the variables randomness and independence. Specifically, the sample included in this data set met the assumptions of the chi-square test. The data analyzed included frequencies as required for chi-square tests. The variables were categorical nominal variables or, as previously mentioned, were split and dichotomized. The data also met criteria for random sampling, as there was an equal opportunity to be chosen from the data pool. The data in this sample met the criteria for independent observations, as each case was counted only once and did not appear in more than one group, and the variables were categorical (McHugh, 2013).

Results

All statistical analyses were conducted using SPSS 28.0. Before conducting analyses, the following variables were coded in SPSS 28.0: gender, condition, and internship ranking. Gender was coded as men = 0, and women = 1. The single participant who selected a gender other than *man* or *woman* was excluded from the analyses that compared these groups. However, this participant was included in other analyses not involving gender comparisons (e.g., overall means, internal consistency of measures, correlations, etc.). Type of condition was coded as control condition = 0 and experimental condition = 1. Internship ranking was coded as customer satisfaction internship = 0 and family-friendly internship = 1; the foil internship that was

unavailable was eliminated from the analysis. Data were cleaned and prepared for analysis by searching for values that were outside the range of possible values by checking the minimum and maximum values and checking the number of missing cases. Participants' data were eliminated from this study if participants did not complete this study ($n = 27$) or did not agree to have their data used in this study ($n = 2$).

Preliminary Analyses

Cronbach alpha coefficients were calculated for the SRES and WFB scale (Table 3). According to King and King (1990) the SRES short form KK has good internal consistency, with a Cronbach alpha coefficient reported of .92. In the current study, the Cronbach alpha coefficient was .89 which represents good reliability. According to Parker and Allen (2001) the WFB scale has good internal consistency, with a Cronbach alpha coefficient of .80. In the current study, the Cronbach alpha coefficient was .75 which represents acceptable reliability. The relationship between egalitarianism (as measured by the SRES) and perceived fairness towards family-benefits (as measured by the WFB) was investigated using Pearson product-moment correlation coefficient. There was a moderate, positive correlation between the two variables, $r = .39$, $n = 162$, $p < .001$, with high egalitarianism positively associated with high levels of fairness towards family-work benefits (Table 4).

The relationship between gender and egalitarianism and perceived fairness of family-work benefits scores was examined with independent-samples t-tests. There was a significant difference in egalitarianism scores for women ($M = 113.86$, $SD = 8.01$) and men ($M = 107.61$, $SD = 12.11$; $t(159) = -3.75$, $p < .001$, two-tailed (Figure 2). The magnitude of the differences in the means (mean difference = -6.25 , 95% CI : -9.54 to -2.96) was moderate (eta squared = .08). An independent-samples t-test was conducted to compare the perceived fairness

of family-work benefits scores between men and women. There was a significant difference in scores for women ($M = 41.18$, $SD = 4.31$) and men ($M = 38.78$, $SD = 4.44$; $t(159) = -3.06$, $p = .003$, two-tailed (Figure 3). The magnitude of the differences in the means (mean difference = -2.40 , 95% CI : -3.96 to $-.85$) was moderate (eta squared = $.06$). The results of the means comparisons suggest that women endorsed higher egalitarianism and family-work benefits scores compared to men.

Primary Analyses

To examine the first hypothesis that participants' egalitarianism would predict internship ranking and that women in both conditions would report higher scores on each measure (test of moderation) a chi-square test of independence was conducted. Internship ranking was defined as the dependent variable. Egalitarianism served as the independent variable and participant gender was the moderator. For this analysis, the SRES (the measure of egalitarianism) was coded into low, medium, and high. Values ranging from 108 and below were coded as low, values ranging from 109 through 117 were coded as medium, and values ranging from 118 and above were coded as high. The relationship between egalitarianism and internship ranking was examined separately for men and women. There was no significant association between men, egalitarianism and internship ranking, $\chi^2(2, n = 36) = 1.54$, $p = 0.464$, $\phi = 0.21$ (Figure 4). A chi-square test for independence (with Pearson Chi-Square) indicated no significant association between women, egalitarianism and internship ranking, $\chi^2(2, n = 99) = 1.3$, $p = 0.57$, $\phi = -.011$ (Figure 5). The results suggest this hypothesis was not supported. That is, the relationship between egalitarianism and internship ranking did not vary by gender.

To examine the second hypothesis that participants' perceived fairness of work-family benefits attitudes would predict internship ranking and that women in both conditions would

report higher scores on each measure (test of moderation) a chi-square test of independence was conducted. Perceived fairness of family-work benefits served as the independent variable and participant gender was the moderator. For this analysis, the WFB was coded into low, medium, and high. Values ranging from 37 and below were coded as low, values ranging from 38 through 41 were coded as medium, and values ranging from 42 and above were coded as high. As with the previous analysis, the relationship between egalitarianism and internship ranking was examined separately for men and women. There was no significant association between men, perceived fairness of work-family benefits, and internship ranking, $\chi^2(2, n = 36) = 0.66, p = 0.721, \phi = 0.14$ (Figure 6). A chi-square test for independence (with Pearson Chi-Square) indicated no significant association between women, perceived fairness of work-family benefits and internship ranking, $\chi^2(2, n = 99) = 5.54, p = 0.063, \phi = -.024$ (Figure 7). The results suggest this hypothesis was not supported.

To examine the third hypothesis, that participants in the experimental condition would be more likely to select an internship with a company that provided family-work benefits, a chi-square test for independence was conducted (Table 2). The independent variable in this hypothesis was the type of condition and the dependent variable was internship ranking. A chi-square test for independence (with Yates' Continuity Correction as recommended for a 2 x 2 table) indicated no significant association between condition and internship ranking, $\chi^2(1, n = 136) = 0.00, p = 1.00, \phi = -.001$ (Figure 8). The results suggest that this hypothesis was not supported, thus the experimental condition did not influence internship selection.

To examine the fourth hypothesis, that the relationship between condition and internship selection would be moderated by participant gender, women would be more likely to select an internship with a company that provided family-friendly benefits compared to men regardless of

the condition a chi-square test was conducted. The independent variable in this hypothesis was the type of condition, the dependent variable was the internship ranking, and the moderating variable was the participants' gender. A chi-square test for independence (with Pearson Chi-Square) indicated no significant association between women, condition, and internship ranking, $\chi^2 (1, n = 99) = .02, p = .876, phi = .02$ (Figure 9). The results suggest this hypothesis was not supported. A chi-square test of independence (with Pearson Chi-Square) indicated no significant association between men, condition, and internship ranking, $\chi^2 (1, n = 36) = .00, p = 1.0, phi = -.00$ (Figure 9). The results suggest that the effect of condition did not differ for men and women, thus this hypothesis was not supported.

Responses to Open-Ended Question

In the open-ended questions that participants were asked to complete following ranking companies, participants indicated various reasons for choosing the preferred company to complete their internship with. For one participant who chose the family-work benefits company to complete their internship with, they indicated that their reason for choosing this company was that "YHNA appears to care the most about the employees and interns in their care, as opposed to MXEB who seems to only care about clients." Another participant chose the company that does not provide work-family benefits to complete their internship with, indicating their reason for choosing was "I chose MXEB because they are dedicated to customer relations and satisfaction, which is what I would value in a job." This open-ended question provides some understanding of what students are valuing when looking at potential companies to gain employment with.

Discussion

During the COVID-19 pandemic, mothers lost hours of paid work to care for children compared to fathers (Collins et al., 2021). With family-work benefits, mothers are able to balance childcare without losing wages (Boushey, 2008). Third parties have been shown to influence decision makers' choices (Vial et al., 2019). Professors acting as a third party may positively influence students' attitudes towards family-work benefits which may weaken the gender gap in paid work. If students, who are future decision makers, develop more supportive attitudes towards family-work benefits it may help to eliminate the gender gap in the workforce and produce a healthier work-life balance. The current study examined if a professor acting as a third party would enhance supportive attitudes towards family-work benefits in the workforce, if perceived fairness of family benefits and egalitarianism would predict internship selection, and if men and women would differ on their internship selection. In contrast to what was expected, the findings of this study showed that egalitarianism and perceived fairness of family-work benefits did not predict internship selection, professors did not influence students' decision making, and women and men were not different when choosing an internship.

For the preliminary analysis, a t-test was conducted to determine if there were gender differences for the SRES, which found that women scored higher than men, which is what King and King (1990) found in their prior research. A t-test was also conducted to see if there were gender differences for the WFB scale, finding that in the current study women scored higher for perceived fairness of work-family benefits than men, which is what Parker and Allen (2001) found. These findings provided preliminary bivariate support for differences between men and women which were explored further in subsequent analyses.

The first two hypotheses tested in this study were that participant egalitarianism and perceived fairness of family-work benefits attitudes would predict internship selection and would be moderated by participant gender, where women in both conditions would report higher scores on each measure. These hypotheses were tested using a chi-square test of independence, finding that egalitarianism and perceived fairness of family-work benefits did not predict internship selection, nor were the results moderated by gender which was unexpected and in contrast to prior research.

The nonsignificant finding may be attributed to the stimulus used for the study. An internship with a company that provides family-friendly benefits to employees would allow individuals to have families and a career. It would be expected that those with higher egalitarian beliefs would be more likely to choose companies that enable women to become breadwinners, however this was not found in the current study. This may not have been due to egalitarian attitudes, but instead due to the internship itself. More specifically, students were to imagine that they were choosing an internship with a company that upon being an intern, would increase the chance of being hired. Perhaps if students were thinking about the skills to be gained that were included with the internship such as “gaining knowledge about graduate programs in research,” and not imagining what it would be like to be hired and receive benefits that employees has access to such as “work-life balance for their employees” then they were not thinking about what kinds of companies would promote a work-life balance. In other words, the stimulus might have not captured the hiring due to the instruction to focus on being an intern.

The stimulus used in the study as discussed above may have also been a possible reason why hypothesis two was not supported, as perceived fairness of work-family benefits did not predict outcome for choosing an internship selection. Perhaps participants were only reading the

internship skills they would gain, not the characteristics of the company itself. Parker and Allen (2001) found that women were higher in perceived fairness of work-family benefits when compared to men, which was found in the current study as well, as noted above. However, attitudes towards work-family benefits did not predict internship selection at a statistically significant level, although for women it was approaching significance ($p = 0.063$).

The third hypothesis for this study was that participants in the experimental condition would be more likely to select an internship with a company that provides work-family benefits which was tested using a chi-square test for independence. The results indicated that participants were not influenced by a professor to choose a company with family-friendly benefits. In prior research from Vial and colleagues (2019), when third party cues were present suggesting discrimination against women, participants were more likely to choose the male candidate than the female candidate compared to the control condition, when choosing a job candidate. A possible explanation as to why the professor was not an influence and that the control condition was choosing a company with family-work benefits is that students' values were already seeking a company with family-work benefits. In the research from Vial and colleagues (2019), women were the most preferred candidate, however when a third party was present suggesting discrimination against women, men were chosen as the most preferred candidate. In the current study, if students were already supportive of family-work benefits, then it would not matter which condition they were in, as neither professor was negative towards benefits. The internship with a company that provides family-friendly benefits was ranked highest in both conditions, experimental ($n = 46$) and control ($n = 47$). Parker and Allen (2001) found that younger participants viewed companies offering family-work benefits as more fair than older participants; and in fact, the participants in this study were young. The majority of participants in this study

indicated they would like to have children in the future ($n = 121$), which could indicate that participants may have already been thinking about companies that offer family-work benefits that would allow them to thrive in the workplace if they would choose to have children, and the type of condition had no effect on them.

Another possibility as to why the professor did not influence students is that perhaps students view other individuals with whom they have a closer relationship with as more influential. As research from Klein and Milardo (2000) indicated, family members and friends acted as third parties in relationships. Perhaps using a more related individual as a third party would be more effective in influencing college students. Prior research from Glynn et al. (2009) examined what influences college students' intent to vote. College students were given a questionnaire about their intentions to vote, then after a brief time period were exposed to conditions where they were given information about rates of voting among other college students. The results showed that there was a positive association for participants intent to vote and the perceived voting behaviors of friends and family members. There was a positive association for similarity to others students who vote and participants intent to vote. The research from Glynn et al. (2009) suggests that when it comes to important political views, attitudes may be influenced by family, friends, and peers, which may be a stronger influence than a professor. Future research should consider using someone other than a professor as a third party influence.

Social disruption may be another possible explanation towards why there were no differences in internship selection for the group that was exposed to a professor's support towards family-work benefits and the group that was not. The COVID-19 pandemic is a social disruption to college students, affecting their mental health including depression, anxiety, and loneliness. This social disruption led to uncertainties about the future, as college students were concerned

about continuing education, about having a job after graduation, and about finances (Lee et al., 2021). This may be why both groups were higher for the company with family-work benefits, as individuals may have been thinking about a company that would provide them with security if workplaces closed again and they needed to work from home, which the company with family-work benefits would provide. Future research should examine the importance of social disruption on how students' attitudes have changed towards important issues such as policies.

The fourth hypothesis for this study was that the relationship between condition and internship selection would be moderated by participant gender where women would be more likely to select an internship with a company that provides family-work benefits compared to men regardless of the condition. The finding was that there was no difference in internship selection between men and women in this study. Waner (2007) had participants rank family-work policies, finding that both men and women ranked parental leave as the most important policy. In the current study, no gender differences were found on the type of internship chosen. A possible explanation as to why there were no gender differences on the internship ranking is because the family-friendly company offered parental leave, which prior research from Waner (2007) shows to be the most important type of leave policy for both men and women. This type of leave policy appears to have been attractive to both men and women, regardless of whether they were exposed to a professor who supported the family-work benefits in the workplace rendering the intervention ineffectual.

Limitations

There are limitations to this study that may have influenced the results, such as the sample used in this study. Limitations of this study include that 89.9% identified as White, 83.1% identified as heterosexual, and 73% identified as women because of the characteristics of

the population sampled. The participants in this study were younger, with an age range of 18-21 years of age. The population for this study included mostly Western, educated, industrialized, rich, and democratic (Henrich et al., 2010). Because the population sample in this study included mostly WEIRD participants, future studies should include more diverse samples to see if differences occur among groups of participants, other than or in addition to gender differences as was the focus of this study. Future studies should also consider researching students with more age diversity, to see if differences would occur among the different age groups. An intersectional perspective is also needed since identities intersect and produce different effects.

Another limitation of this study is the types of measures used. An issue with the Sex-Role Egalitarianism Scale is that the questions are based on a heterosexual view. Questions such as “Both the husband's and wife's earnings should be controlled by the husband” are only showing viewpoints that married couples are only husbands and wives, and do not account for other types of marriages (King & King, 1990). Perhaps future research should focus on updating the SRES to capture views that marriages are not only husbands and wives.

The SRES, which is high in reliability, was chosen as a way to capture gender egalitarianism. This scale asks questions about the equality of men and women and their roles in society, such as “Women ought to have the same chances as men to be leaders at work” (King & King, 1990). While this scale is meant to capture attitudes towards the differences between men and women, this scale is only capturing a binary view of gender. This same problem can be found for the Perceived Fairness of Work/Family Benefit Scale, as the scale is meant to capture attitudes towards the fairness of companies providing family-work benefits. While the WFB scale asks questions such as “Job sharing is a fair policy because it allows employees to balance their work and nonwork lives” which is not gender specific, it does ask the questions “It is fair

for companies to offer fathers paid parental leave” and “It is fair for companies to offer mothers paid parental leave” (Parker & Allen, 2001). Perhaps the participants in this research study do not view gender as binary, and therefore the measures used to capture attitudes towards egalitarianism and perceived fairness does not apply to the sample used. Perhaps future research should focus on measures for attitudes towards gender egalitarianism and work-family benefits that does not only capture a binary view.

Future Directions

The findings in this study show that participants were not influenced by a professor acting as a third party. This study focused on changing participants' attitudes towards choosing workplaces that offer benefits that may help families in the workforce, however participants were choosing family-work benefits, even when a professor showed no views towards work-family benefits. Future research could consider that perhaps students support companies that offer family-work benefits, however there may be hesitancies to use family-work benefits once hired. For example, Sallee and colleagues (2015) found that parents are often unaware of family-work benefits offered or they fear the repercussions of using benefits, such as mothers fear they will not be taken seriously if they use family-work benefits. Perhaps instead of research focusing on creating positive attitudes towards companies that provide work benefits, research should also focus on changing positive attitudes towards using family-work benefits.

Future research could also consider using qualitative research as a way to capture attitudes towards family-work benefits in this workplace. As the current study findings suggest, students prefer companies that have work-family benefits, yet prior research from Sallee and colleagues (2015) suggest families fear using those types of benefits. Perhaps designing a study

using qualitative research may help to understand better how to create positive attitudes towards the use of family-work benefits.

Future research could think about changing attitudes towards family-work benefits using nudges. Nudge theory proposes using messages to influence individuals decision making. Nudging can occur when there are alerts, reminders, or warnings to influence behaviors towards decision making (Thaler & Sunstein, 2008). Prior research has shown that nudging has been shown to influence college students. Research from Castleman and Page (2015) examined if using nudges would increase college students' rates of renewing their Federal Student Aid to maintain financial assistance. Students were first years from Boston and Springfield, Massachusetts. Students and their parents received “nudges,” which were in the form of text messages sent approximately every couple of weeks, reminding students to renew their Federal Student Aid. The results showed that when nudged, those enrolled at community college, rates were high for renewal for financial aid. However, the effects are complex and should be better understood since, for those enrolled at a four-year university, nudging was not effective for renewing financial aid. Nudging may be another possible way to influence students towards policies.

Conclusion

In the current study, professors did not act as a third party to influence students' attitudes towards more supportive benefits in the workplace. Interestingly, students in this sample endorsed a high level of egalitarianism and support for family-work benefits regardless of professor perspectives, and this was the same for men and women. While no differences were found for the type of internship selection, the results are important as they indicate that perhaps students' attitudes towards supporting family-work benefits were not the sole problem. Research

could further investigate why family-work benefits are not used more often in the workforce. It is important to change students' attitudes towards the use of family-work benefits, as students will become future employees and decision makers. If students develop more supportive attitudes towards family-work benefits being used in the workforce, it may help to eliminate the gender gap in the workforce and produce a healthier work-life balance.

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Appendix A

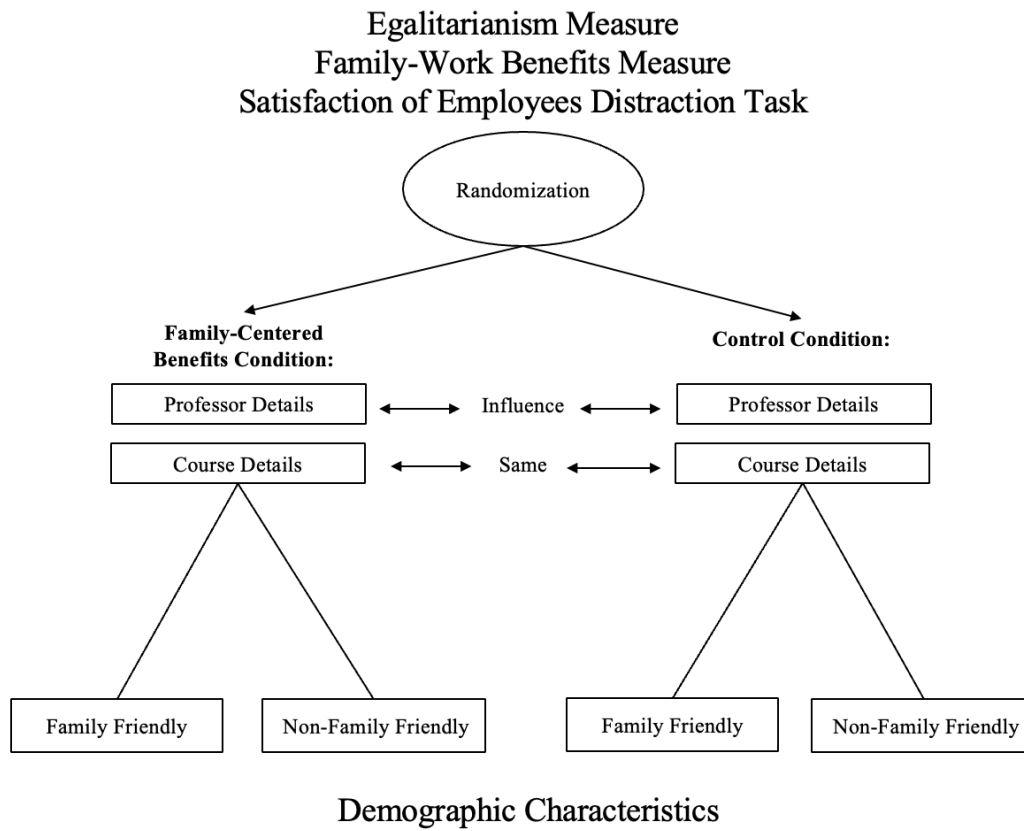


Figure 1. Visual representation of study procedures. First, participants will complete measures of egalitarianism and family-centered benefits. Next participants will be randomized into the intervention and control conditions resulting in four distinct subgroups.

Table 1

Participant Characteristics

	Percent
Age (Mean/SD)	18.80 (.71)
Year	
First-year	58.6%
Sophomore	38.3%
Junior	2.5%
Senior	.6%
Race/Ethnicity	
White	87.7%
Black/African American	3.7%
Asian	9.3%
Hispanic/Latinx	8.6%
Mixed	.6%
Other	2.5%
Gender Identity	
Man	25.9%
Woman	74.1%
Other	.6%
Sexual Identity/Sexual Orientation	
Asexual	3.1%
Bisexual	9.9%
Gay	1.9%
Straight (Heterosexual)	82.1%
Queer	1.9%
Heteroromantic	.6%
Prefer not to answer	2.5%
Financial Aid	
Need-based	34.0%
Merit-based	22.8%
Athletic Scholarship	7.4%
Other	3.7%
None	37.7%
Employment	
Yes	89.5%
No	10.5%
Internship Experience	
Yes	24.7%

No	75.3%
Primary Caregiver	
Father	14.2%
Mother	82.1%
Other	3.7%
Primary Caregiver Employment	
Yes	73.5%
No	25.9%
Secondary Caregiver	
Father	76.5%
Mother	11.7%
Other	6.8%
Secondary Caregiver Employment	
Yes	87.0%
No	8.6%
Other Source of Caregiver	
Yes	18.5%
No	80.9%
Other Source of Caregiver Employment	
Yes	8.6%
No	15.4%
Future Children	
Yes	74.7%
No	6.2%
Maybe	9.9%

Table 2

Percentages of condition and internship ranking.

	Experimental	Control	Total
Customer Satisfaction	48.5%	51.5%	26.5%
Family Centered	53.3%	46.7%	57.4%

Table 3

Means, Standard Deviations, and Internal Consistency of Study Variables

	<i>M</i>	<i>SD</i>	α	Range
SRES	112.17	9.63	.88	1-5
WFB	40.52	4.48	.75	1-5

SRES = Sex-Role Egalitarianism Scale; WFB = Perceived Fairness of Work/Family Benefit Scale.

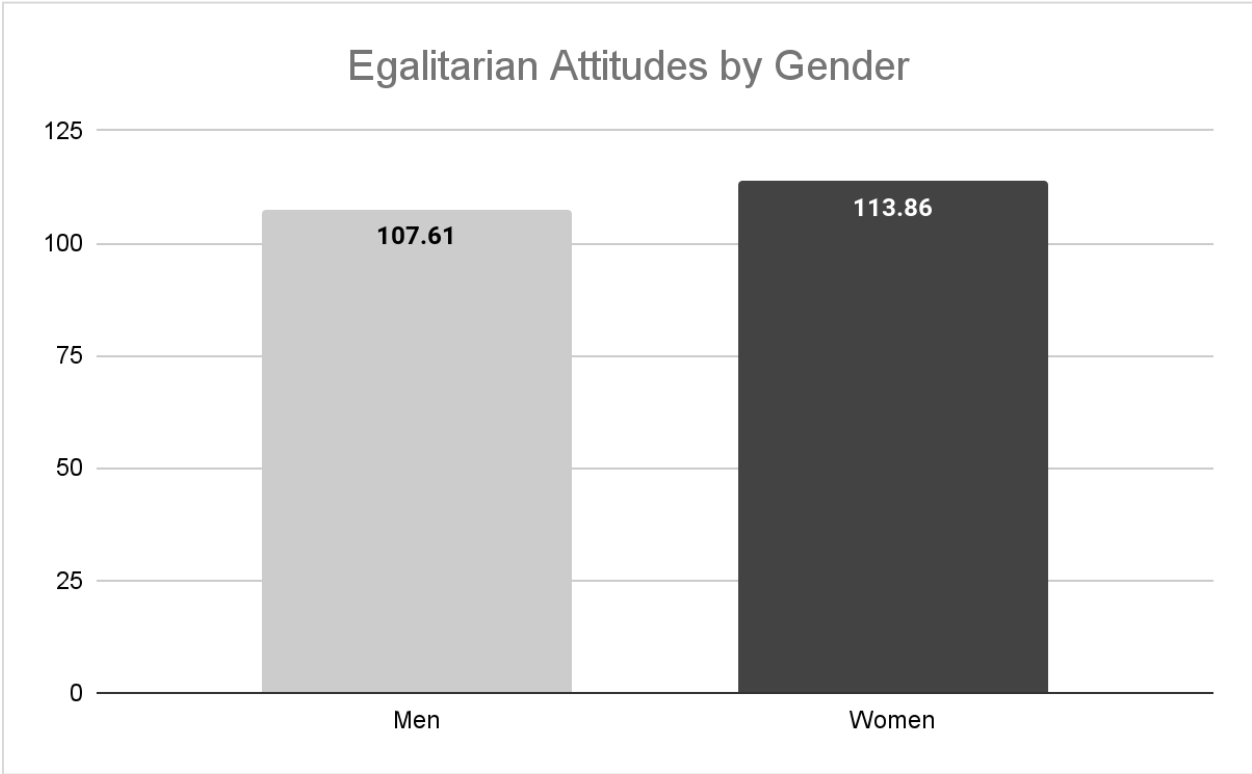
Table 4

Correlations

	1	2
1. SRES	-	.39**
2. WFB	.39**	-

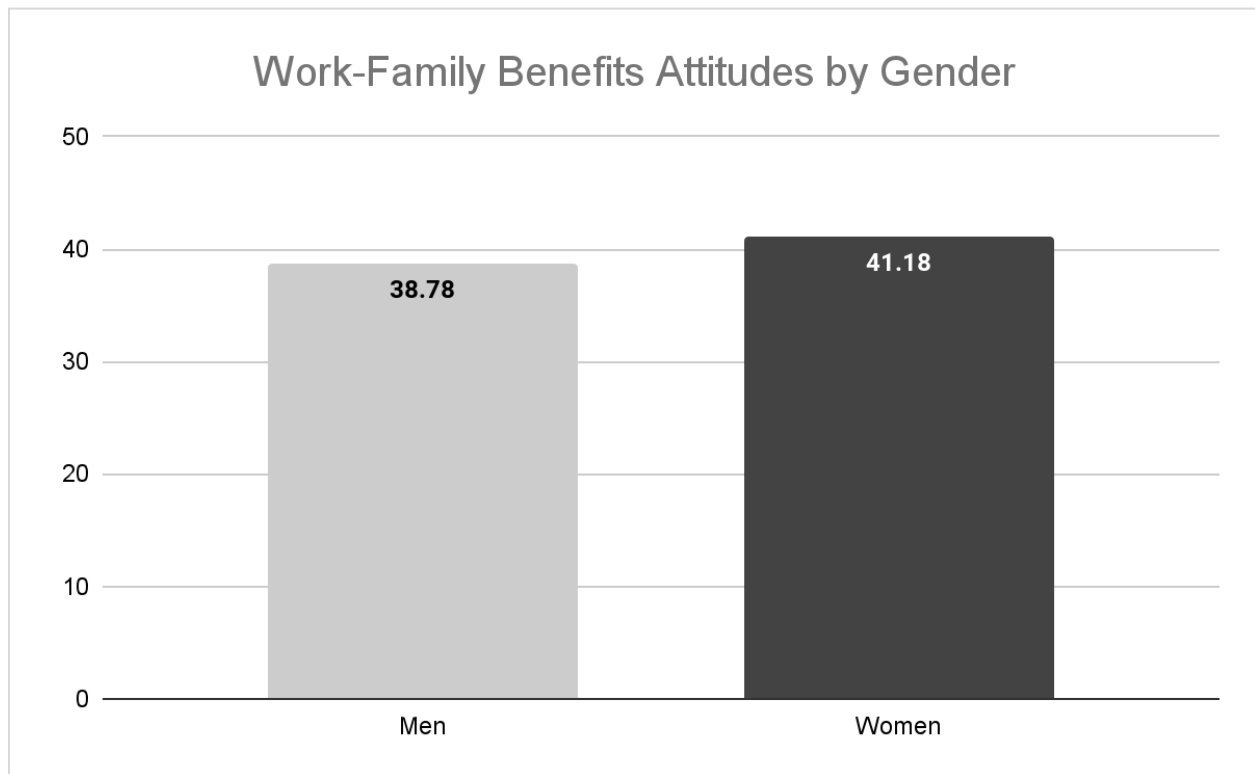
Note. ** $p < .01$. SRES = Sex-Role Egalitarianism Scale; WFB = Perceived Fairness of Work/Family Benefit Scale.

Figure 2



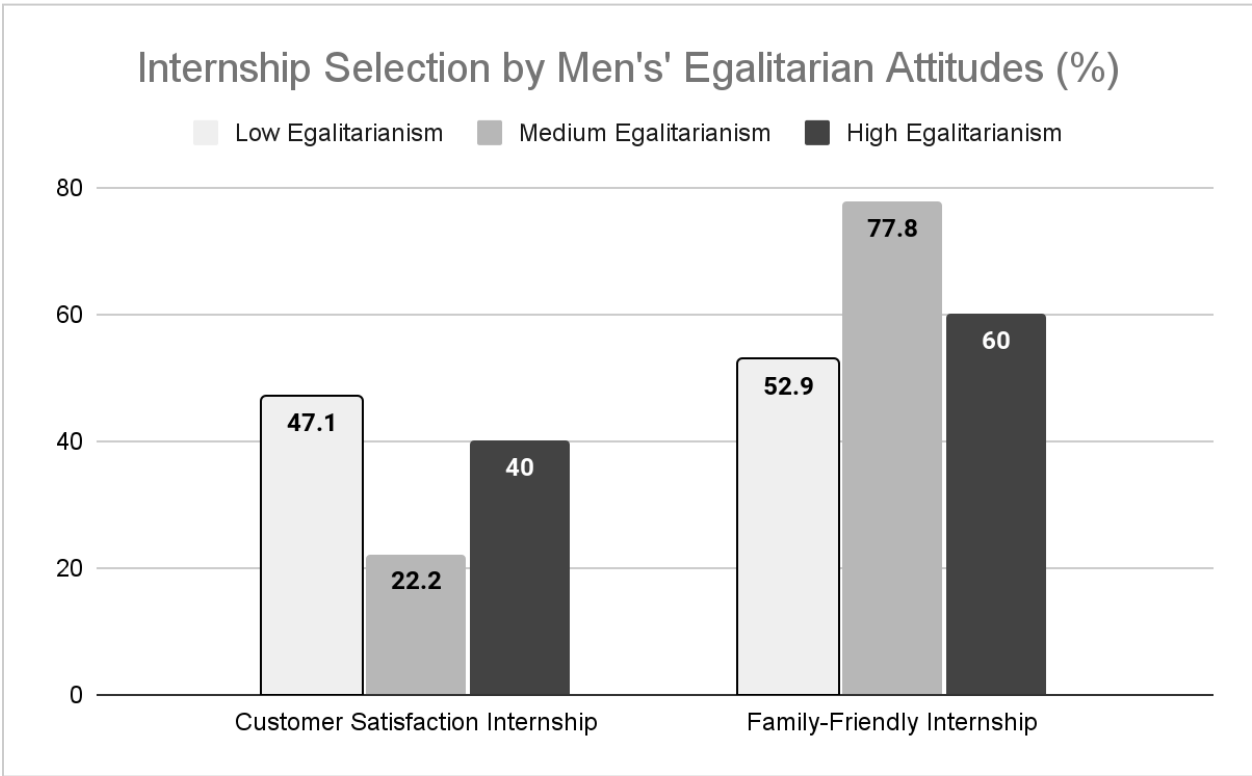
Note: This figure shows the differences in mean egalitarianism scores between men and women for the Sex-Role Egalitarianism Scale ($N = 161$).

Figure 3



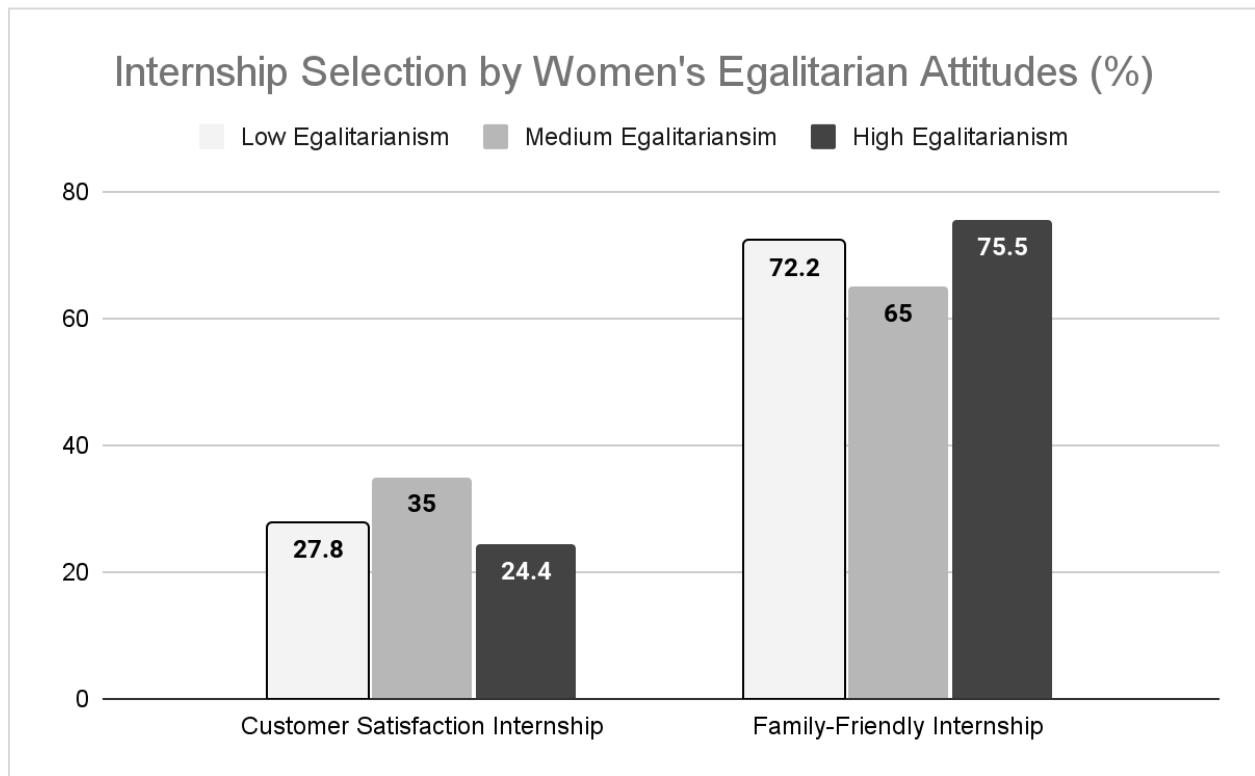
Note: This figure shows the differences in mean perceived fairness of work-family benefit scores between men and women for the Perceived Fairness of Work-Family Benefits scale ($N = 161$).

Figure 4



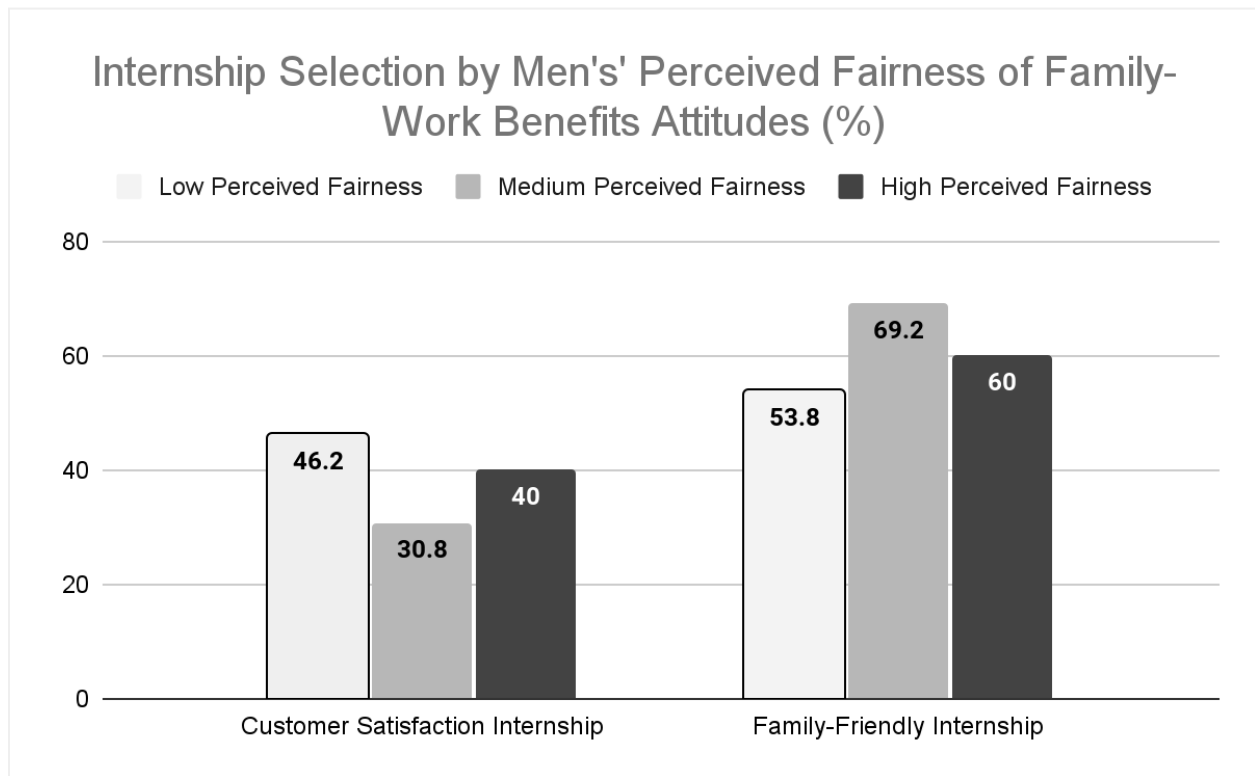
Note: This figure shows the differences in internship selection frequency scores for men and egalitarianism ($N = 36$).

Figure 5



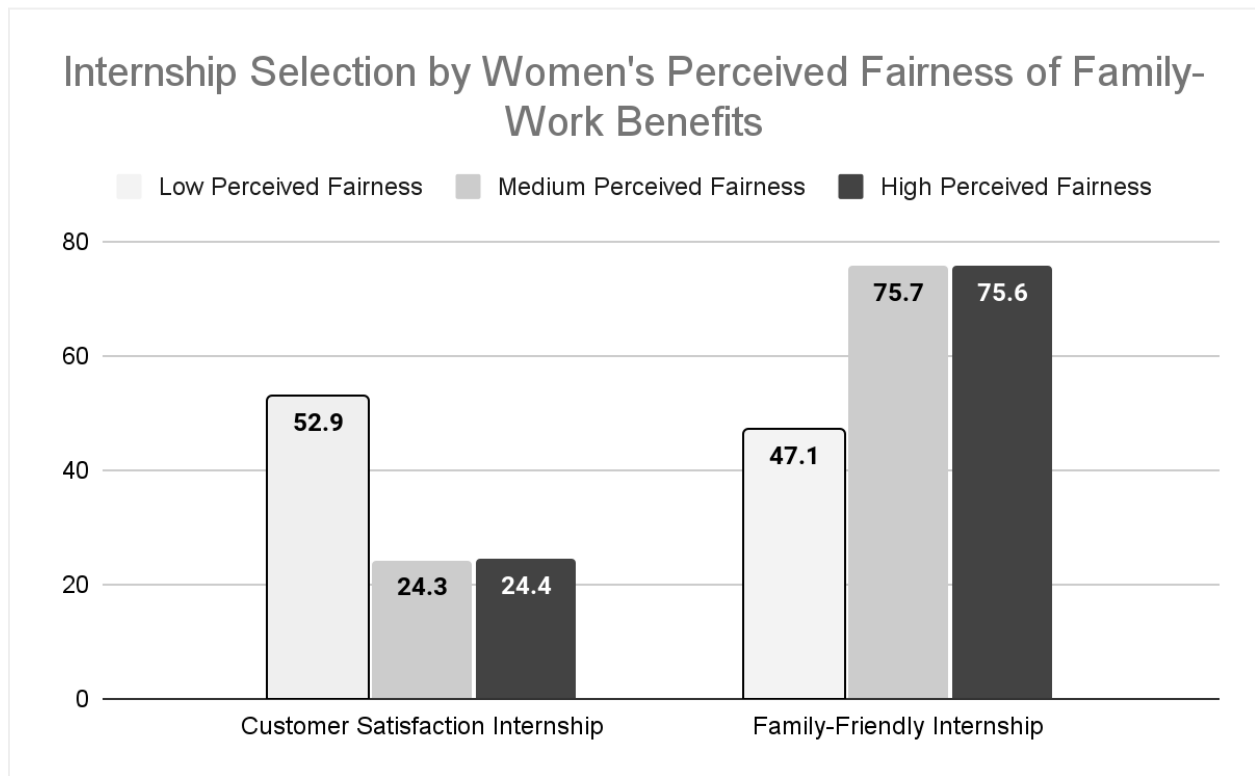
Note: This figure shows the differences in internship selection frequency scores for women and egalitarianism ($N = 99$).

Figure 6



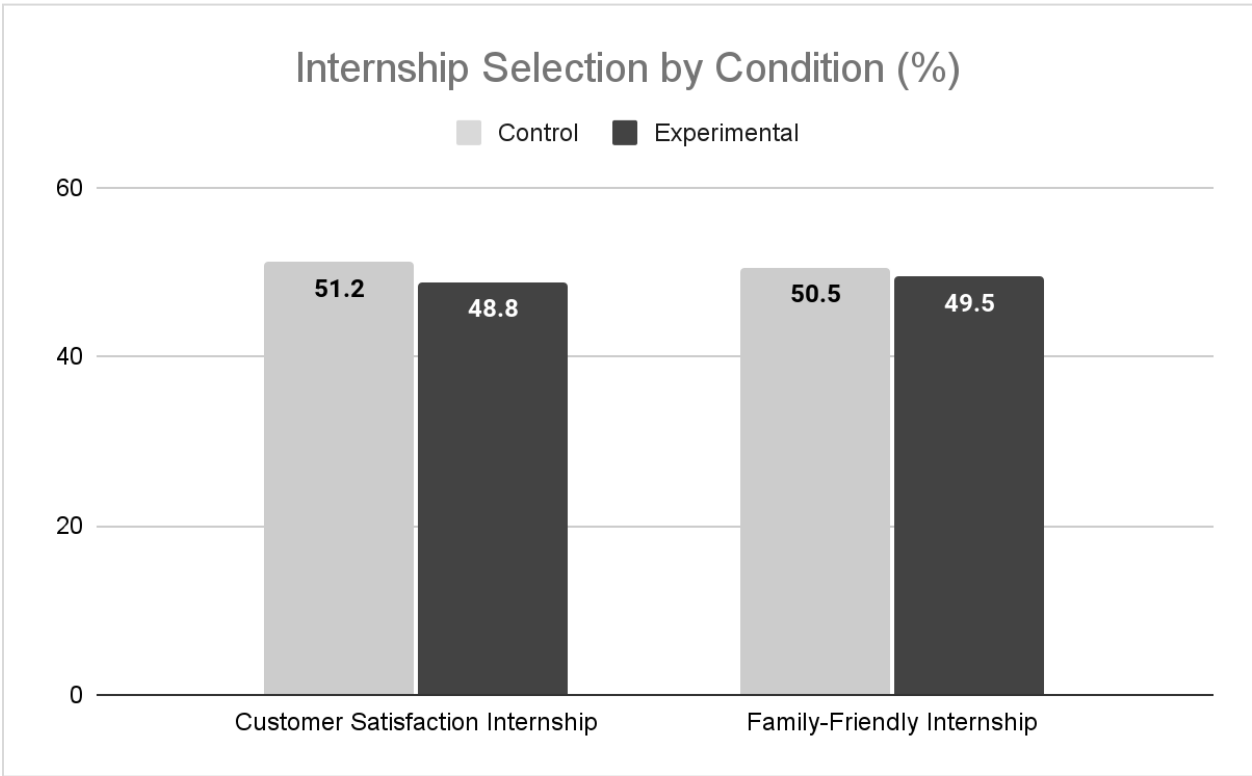
Note: This figure shows the differences in internship selection frequency scores for men and perceived fairness of family-work benefits ($N = 36$).

Figure 7



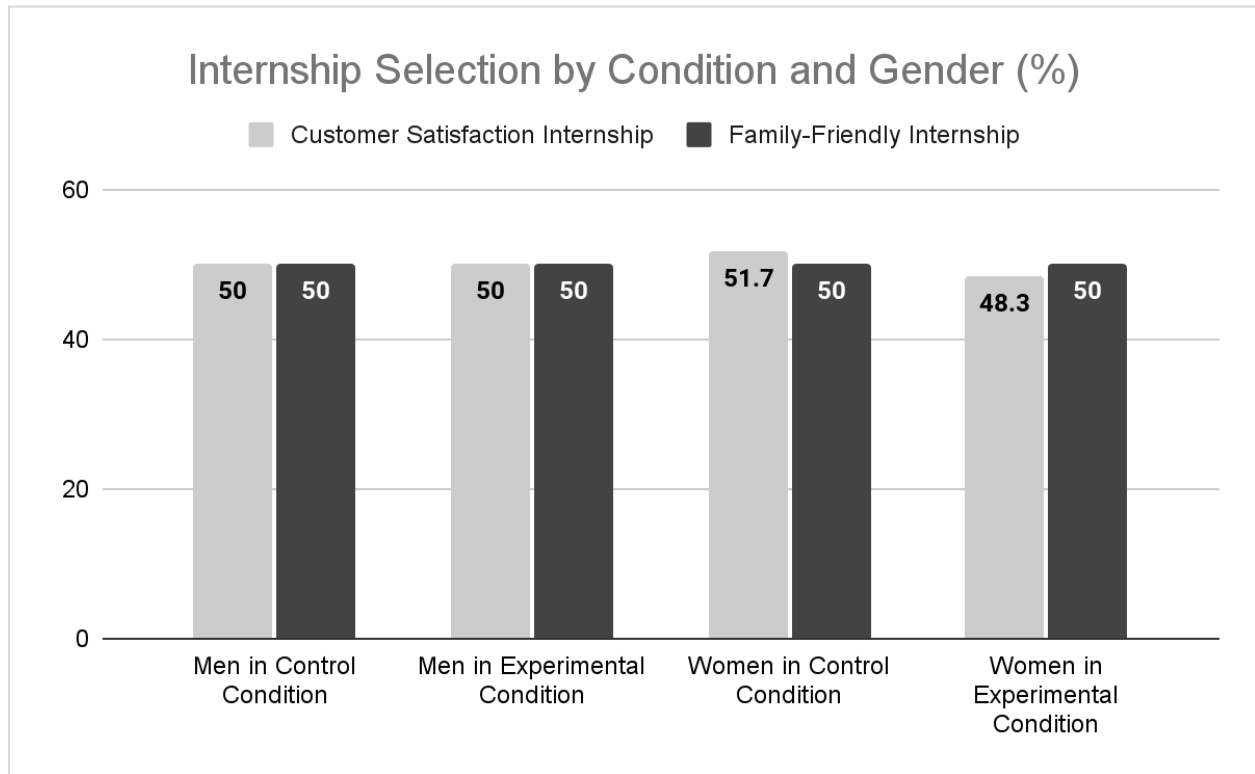
Note: This figure shows the differences in internship selection frequency scores for women and perceived fairness of family-work benefits ($N = 99$).

Figure 8



Note: This figure shows the differences in internship selection frequency scores between control condition and experimental condition ($N = 136$).

Figure 9



Note: This figure shows the differences in internship selection frequency scores between men and women and control condition and experimental condition ($N = 135$).

CONSENT FORM FOR RESEARCH

You have been invited to take part in the research project described below. You must be at least 18 years old and a student at Bucknell University to participate.

1. Project name: Attitudes Toward Internship Courses in College
2. Purpose of the research: The purpose of this study is to examine students' attitudes about taking courses in college that involve internships. This study also aims to better understand the characteristics of internships that are desirable to students.
3. General plan of the research: If you decide to take part in this study, you will be asked to complete an online survey. The survey will ask you questions about your demographic characteristics including gender, race/ ethnicity, and work experience. It will also ask about your attitudes about common issues in workplaces.
4. Estimated duration of the research: The survey is estimated to take about 15 minutes to complete.
5. Estimated total number of subjects: We plan to include 100 participants in this study.
6. You are encouraged to ask any questions at any time about the study and its procedures, or your rights as a participant.
7. You will be provided with the investigator's contact information. You may contact the investigator if you have any study related problems. The investigator will do everything possible to prevent or reduce discomfort and risk, but it is not possible to predict everything that might occur. If you have unexpected discomfort or think something unusual or unexpected is occurring you should contact the investigator, Crystal Snyder ([cgs027@bucknell.edu](mailto:cds027@bucknell.edu)) or Jasmine Mena, Associate Professor, at (570) 577-3151. If you have any general questions or concerns about the research and your rights as a participant, you may also contact Matthew Slater, Professor of Philosophy and IRB Chair, at (570) 577-2767.
8. Participation is voluntary. If you agree to participate in this research you may change your mind at any time. You may refuse to answer any questions and/or withdraw from the study at any time without penalty or loss of benefits to which you are otherwise entitled.
9. You may not be permitted to participate in this study if you are not over 18, if you are not a student, or if you are not able to consent to participate in this research.

10. There is no direct benefit to you as a participant. However, your participation may contribute to psychological science.

You will be compensated for your time by receiving credit or extra credit in a psychology course for participating in this research.

11. No identifying information will be collected. Also, IP addresses from your computer will not be collected. Your responses will be stored securely. There will be no way to link your responses to your name. The deidentified data will be made available only to persons conducting the study unless you specifically give permission, in writing, to do otherwise. No reference will be made in oral or written reports which would link you to the study.

12. The possible discomforts of the study are minimal, though when completing the questionnaires, you may find a question or response that you may find to be unpleasant.

13. There are no known risks to participating in this study.

14. Minors are not eligible for this study.

15. Some of the components of this study cannot be explained to you at this time, but they will be explained fully at the conclusion of the experiment.

Please print this form if you would like to keep a copy for your records.

If you agree to participate in this study, please click on the "I agree to participate in this study" button below. Completion and submission of the survey implies your consent to participate in this study.

- I agree to participate in this study
- I do not agree to participate in this study

Sex-Role Egalitarianism Scale

Instructions: Read each statement and decide how much you agree or disagree. We are not interested in what society says. We are interested in *your personal opinions*. For each statement, please indicate the response that describe(s) your opinion. Please *do not omit* any statements.

Remember to choose *only one* of the five choices for each statement: **SA = Strongly agree** **A = Agree** **N = Neutral or undecided or no opinion** **D = Disagree** **SD = Strongly disagree**

1. Women should have as much right as men to go to a bar alone.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. Clubs for students in nursing should admit only women.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. Industrial training schools ought to admit more qualified females.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. Women ought to have the same chances as men to be leaders at work.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. Keeping track of a child's activities should be mostly the mother's task.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. Things work out best in a marriage if the husband stays away from housekeeping tasks.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. Both the husband's and wife's earnings should be controlled by the husband.

Strongly Agree Agree Neutral Disagree Strongly Disagree

8. A woman should not be President of the United States.

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. Women should feel as free to "drop in" on a male friend as vice versa.

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. Males should be given first choice to take courses that train people as school principals.

Strongly Agree Agree Neutral Disagree Strongly Disagree

11. When both husband and wife work outside the home, housework should be equally shared.

Strongly Agree Agree Neutral Disagree Strongly Disagree

12. Women can handle job pressures as well as men can.

Strongly Agree Agree Neutral Disagree Strongly Disagree

13. Male managers are more valuable to a business than female managers.

Strongly Agree Agree Neutral Disagree Strongly Disagree

14. A woman should have as much right to ask a man for a date as a man has to ask a woman for a date.

Strongly Agree Agree Neutral Disagree Strongly Disagree

15. The father, rather than the mother, should give teenage children permission to use the family car.

Strongly Agree Agree Neutral Disagree Strongly Disagree

16. Sons and daughters ought to have an equal chance for higher education.

Strongly Agree Agree Neutral Disagree Strongly Disagree

17. A marriage will be more successful if the husband's needs are considered first.

Strongly Agree Agree Neutral Disagree Strongly Disagree

18. Fathers are better able than mothers to decide the amount of a child's allowance.

Strongly Agree Agree Neutral Disagree Strongly Disagree

19. The mother should be in charge of getting children to after-school activities.

Strongly Agree Agree Neutral Disagree Strongly Disagree

20. A person should be more polite to a woman than to a man.

Strongly Agree Agree Neutral Disagree Strongly Disagree

21. Women should feel as free as men to express their honest opinion.

Strongly Agree Agree Neutral Disagree Strongly Disagree

22. Fathers are not as able to care for their sick children as mothers are.

Strongly Agree Agree Neutral Disagree Strongly Disagree

23. An applicant's sex should be important in job screening.

Strongly Agree Agree Neutral Disagree Strongly Disagree

24. Wives are better able than husbands to send thank you notes for gifts.

Strongly Agree Agree Neutral Disagree Strongly Disagree

25. Choice of college is not as important for women as for men.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Family-Work Benefits

Instructions: Read each statement and decide how much you agree or disagree. We are not interested in what society says. We are interested in *your personal opinions*. For each statement, please indicate the response that describe(s) your opinion. Please **do not omit** any statements.

Remember to choose **only one** of the five choices for each statement: **SA = Strongly agree A = Agree N = Neutral or undecided or no opinion D = Disagree SD = Strongly disagree**

1. It is not a company's responsibility to provide work/family benefits.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. Work/family benefits are not fair to employees without families.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. Having a child is a strain on parents and they deserve the aid of work/family benefits.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. Companies should be willing to make special accommodations to help employees balance their work and family.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. Children are a necessary part of society and it is the responsibility of large institutions (companies) to help in the effort.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. It is fair for companies to offer fathers paid parental leave.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. It is fair for companies to offer mothers paid parental leave.

Strongly Agree Agree Neutral Disagree Strongly Disagree

8. Flextime is fair because it allows individual employees to schedule their day effectively.

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. Job sharing is a fair policy because it allows employees to balance their work and nonwork lives.

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. It is fair when companies provide on-site day care facilities for employees' children.

Strongly Agree Agree Neutral Disagree Strongly Disagree

Satisfaction of Employees in Health Care Scale - Distraction Task

Instructions: Read each statement and decide how much you agree or disagree. We are interested in *your personal opinions* based on your prior experiences. For each statement, please indicate the response that describe(s) your opinion. Please *do not omit* any statements.

Remember to choose *only one* of the five choices for each statement: **SA = Strongly agree A = Agree D = Disagree SD = Strongly disagree NA = Not Applicable**

1. I receive the right amount of support and guidance from my direct supervisor.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

2. I am provided with all the training necessary for me to perform my job.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

3. I feel encouraged by my supervisor to offer suggestions and improvements.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

4. The management makes changes based on my suggestions and feedback.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

5. I am appropriately recognized when I perform well at my regular work duties.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

6. The organization rules make it easy for me to do a good job.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

7. I am satisfied with my chances for promotion.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

8. I have an accurate written job description.

Strongly Agree Agree Disagree Strongly Disagree Not Applicable

**No Image
Available**

Professor Smith

Professor of Psychology

Education

- Ph.D. University of Pennsylvania, Psychology (2014)
- M.S. Montana State University, Psychology (2010)
- B.A. University of Minnesota, Social Science (2007)

Teaching

- PSYC 100: Introduction to Psychology
- PSYC 216: Research Methods in Psychology
- PSYC 288: Industrial/Organizational Psychology
- PSYC 300: Psychology Internship

Interests

- I am a broadly trained psychologist whose research interests bridge the areas of social, community and industrial/organizational psychology. I am interested in understanding how our social relationships, organizational and community contexts influence cognition, affect and behavior.
- I am really passionate about understanding the effects of family-centered benefits in the workplace because they help with work-family balance. Family-centered benefits are also important because they greatly improve job satisfaction and quality of life.

**No Image
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- I am really passionate about understanding what leads to effective teamwork because it is an important part of most workplace environments. Effective teamwork may make the difference between a strong or weak performance at work.

PSYC 300: Psychology Internship Syllabus

Course Instructor: Professor Smith

Office: O'Leary 300

Course Description

Internships are off-campus experiential learning activities designed to provide students with opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional work environment. Internships offer the opportunity to “try out” a career while gaining relevant experience and professional connections. Internships are completed under the guidance of an on-site supervisor and a faculty sponsor (Prof. Smith), who in combination with the student will create a framework for learning and reflection. This internship will start in the summer after you have completed at least 8 course credits.

Course Objectives

- Understand how liberal arts coursework ties to professional careers of interest
- Gain insight into a possible career path of interest while learning about the industry in which the organization resides, organizational structure, and roles and responsibilities within that structure.
- Develop professional connections and identify a strategy for maintaining those connections
- Reflect on the internship experiences, including:
 - Ability to articulate what was learned and how it will be apply to your professional career goals
 - Identification of professions that may be of interest as a result of this experience
 - Identification of additional skills that will need to be developed to ensure career readiness. This might include learning a new technology, developing a broader network, additional coursework, etc.

Grading Process and Criteria

Assignments will be graded by Professor Smith based on satisfactory completion of each by the deadlines.

Professor Smiths' Role

- Approve, oversee, and grade academic assignments
- Serve as primary contact for Site Supervisor regarding concerns with student performance.
- Help intern to get the most from their experience through regular check-ins with intern
- Submit final grade for internship

Course Requirements and Documentation of Internship Activity (may be edited/alterd by Professor Smith)

Assignment	Description	Due Date/Time
Daily journal	Write down your experiences and identify skills being developed by writing in a daily journal or blog. Submit to Professor Smith.	Weekly
Conduct an informational interview	Conduct an informational interview with an individual at your organization other than your site supervisor to explore a profession of interest and summarize your findings. Submit to Professor Smith.	Week 2
Midterm assignment	Identify what you have learned to date and how this will be relevant to your career goals. Establish goals for the remainder of your internship and actions to achieve those goals. Submit to Professor Smith.	Week 4
Final assignment	Analyze your internship experience, reflecting on lessons learned and how your liberal arts education prepared you for the internship. Address whether the profession you learned about is still of interest (why or why not) and actions you will need to take to effectively pursue your chosen career. Submit to Professor Smith.	Week 8
Submit an updated resume	Add details about your experience including new skills developed and results obtained during the internship. Submit to Professor Smith.	Week 8
Supervisor's assessment of student	Should be submitted directly from the site supervisor to Professor Smith.	Week 9

Internship with YHNA Incorporated

About Us

YHNA Inc. is known for providing a work-life balance for their employees. YHNA Inc. provides a flexible work schedule so their employees are able to finish their work and feel the satisfaction of their accomplishments. YHNA Inc. is concerned with enhancing the well-being of both employees and their families. The YHNA Inc. environment has been rated highly positive by employees for factors such as work-family balance, happiness, and personal development. YHNA Inc. provides their employees with excellent family-centered benefits that are focused on creating the best work-family balance. If hired, YHNA Inc. provides their employees (this does not include interns) with benefits that include, but are not limited to, extensive individual and family healthcare coverage, parental leave, child and elder care, paid sick days, flexible work schedules, on-site wellness centers, and employee and family tuition reimbursements. Students who complete an internship with YHNA Inc. will be considered for a job opportunity after graduation from college.

About the Internship

The mission of YHNA Inc. is to expand opportunities for training and mentorship to students who are interested in research and methods. Students will be matched with a mentor in the student's field of interest. Participating students will conduct research and research-related activities with a participating mentor for eight weeks. Interns' responsibilities include data collection (in the lab and in the field). Interns will be encouraged to complete a poster session at the close of the program summarizing the project.

Internship Benefits

- Gaining knowledge about graduate programs in research
- Clarify and develop their research interests
- Expand their network of faculty, graduate students, and peer scholars
- Develop skills in the research process and academic writing

Internship with MXEB Incorporated

About Us

MXEB Inc. is concerned with making sure their customers are satisfied. MXEB Inc. is dedicated to maintaining direct relationships with their customers. MXEB Inc. seeks employees who are motivated about company expansion and serving customers. As the company continues to grow, MXEB Inc. works with employees to perform at their best so the company can succeed. MXEB Inc. collects customer feedback to help their business improve. MXEB Inc. has been highly rated for keeping clients happy and meeting their needs. Employees (not interns) who are hired at MXEB Inc. are offered a range of employee benefits, such as complete healthcare coverage that includes health, dental, and vision insurance, quarterly staff outings, a peer-to-peer recognition program, employee discounts, employee tuition reimbursements, and more. Following graduation, students who have interned with MXEB will increase the likelihood of gaining employment with the company.

About the Internship

MXEB Inc. offers an internship which includes students working on research projects designed by a participating mentor to help acquire valuable research skills while developing insight into the scientific process for eight weeks. With the guidance of a mentor in their matched area of interest, interns' duties will include data entry and analysis. Interns will have the opportunity to present their results in a poster session that concludes the program.

Internship Benefits

- Increase the knowledge in the social, behavioral, and economic sciences
- Provide an opportunity to learn about graduate studies
- Provide experience that enhances basic research knowledge and skills;
- Provide mentoring and networking opportunities for students to advance their training in area of interest

Internship with ODMC Incorporated

About Us

NOTE: Internships are unavailable at this time.

About the Internship

Internships with ODMC Inc. are currently unavailable. Internships previously with ODMC Inc. provided an intensive, eight-week internship for undergraduates. This internship is designed to provide research experience and mentorship for students interested in research. Under the guidance of a faculty mentor that is matched with students' interest, interns will complete an independent research project and present their findings at a competitive poster session. The ideal candidate is a motivated undergraduate or recent graduate with a keen interest in the research field. Internships are highly competitive.

Internship Benefits

- Provides training for undergraduates interested in pursuing a graduate degree
- Develop basic research skills for graduate school
- Prepares students for their selected field of interest

Internship Ranking

1. Please rank the following companies, with 1 being your top choice for an internship.

To rank the listed items drag and drop each item.

① Company A

② Company B

③ Company C

2. Please indicate why you chose the selected internship as your preferred choice.

Demographic Characteristics

Please answer the following questions.

1. What is your age?

2. What year are you?

First-year Sophomore Junior Senior 5th year

3. What is your major?

4. What is your race/ethnicity? Select all that apply.

White Black or African American American Indian or Alaska Native Asian

Native Hawaiian or Pacific Islander Hispanic or Latino Other

5. What is your gender identity?

Agender Gender Queer Man Non-binary Woman Other (please specify)

I prefer not to say

6. What is your sexual identity/sexual orientation?

Asexual Bisexual Gay Lesbian Straight (Heterosexual) Queer Other

identity/orientation: I prefer not to answer

7. What type of financial aid are you eligible for at Bucknell?

Need-based (financial aid given to students on the basis of financial need)

Merit-based (often due to high GPA or other qualifications) Athletic scholarship (given to students to play a sport) Other Don't know

8. Have you ever been employed?

Yes No

9. Have you ever completed an internship before?

Yes No

10. Who was your primary caregiver?

Father Mother Other (please specify)

11. Did this caregiver work outside the home?

Yes No

12. Who was your secondary caregiver?

Father Mother Not applicable Other (please specify)

13. Did this caregiver work outside the home?

Yes No

14. Did you have another source of caregiver?

Yes No

15. Please indicate your other source of caregiving.

16. Did this caregiver work outside the home?

Yes No

17. Do you plan on having children?

Yes No Maybe I do not know