

AN INVESTIGATION OF IDENTIFICATION OF MALE
COLLEGE STUDENTS WITH THEIR FATHERS AS A
VARIABLE INFLUENCING VOCATIONAL INTERESTS
AND VOCATIONAL COUNSELING

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JOSHUA S. HULL III

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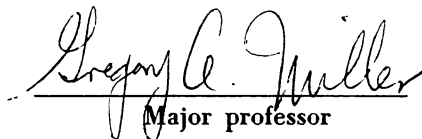
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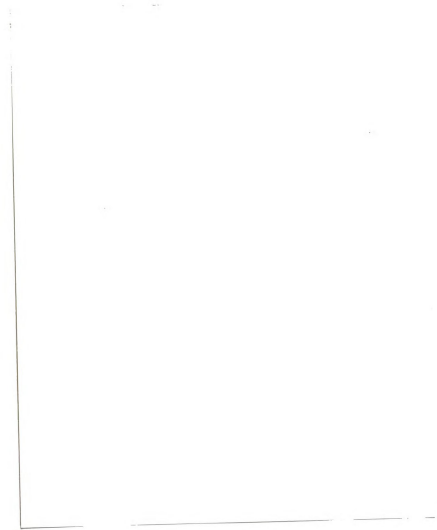
Joshua S. Hull, III

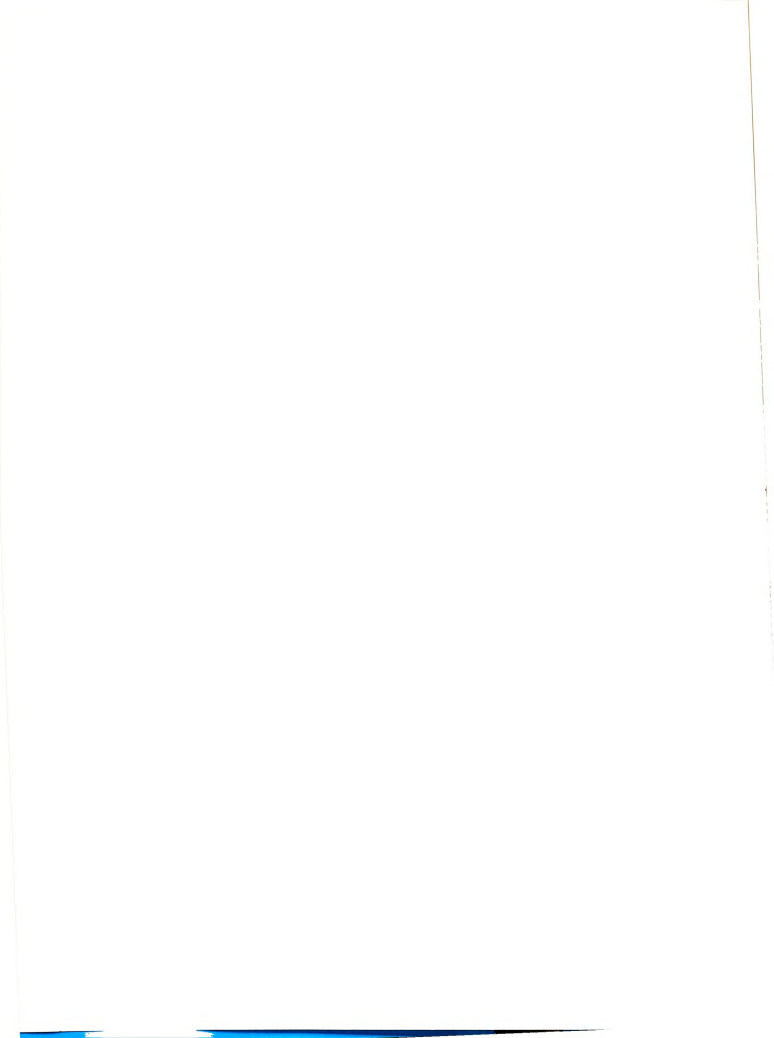
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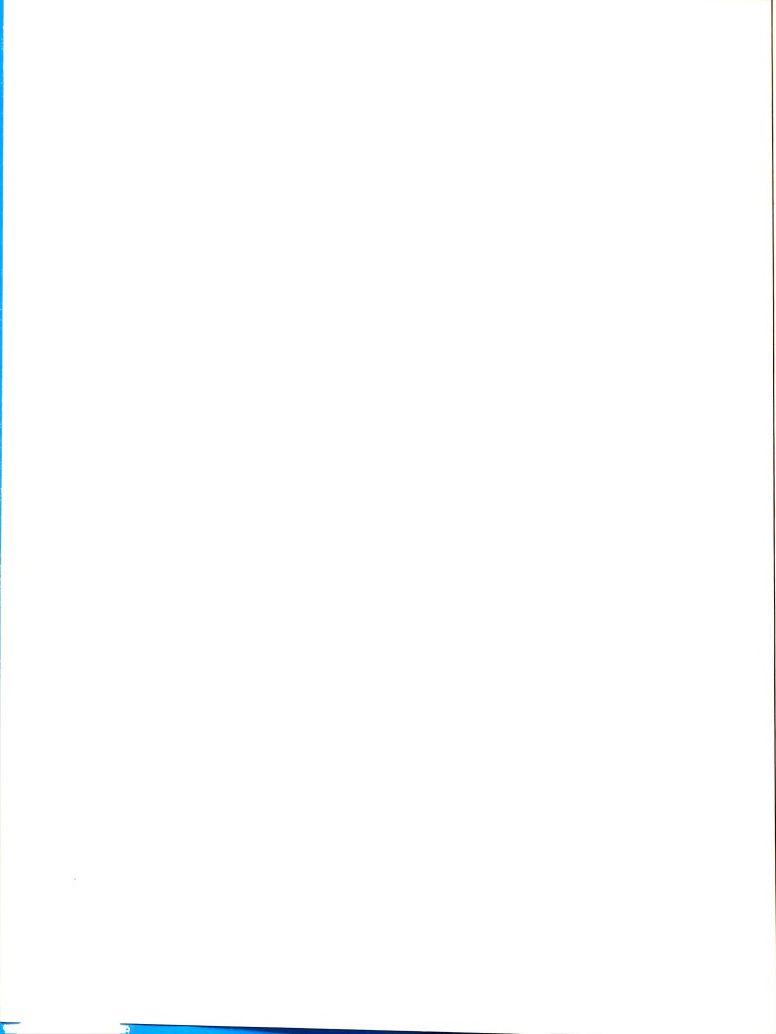
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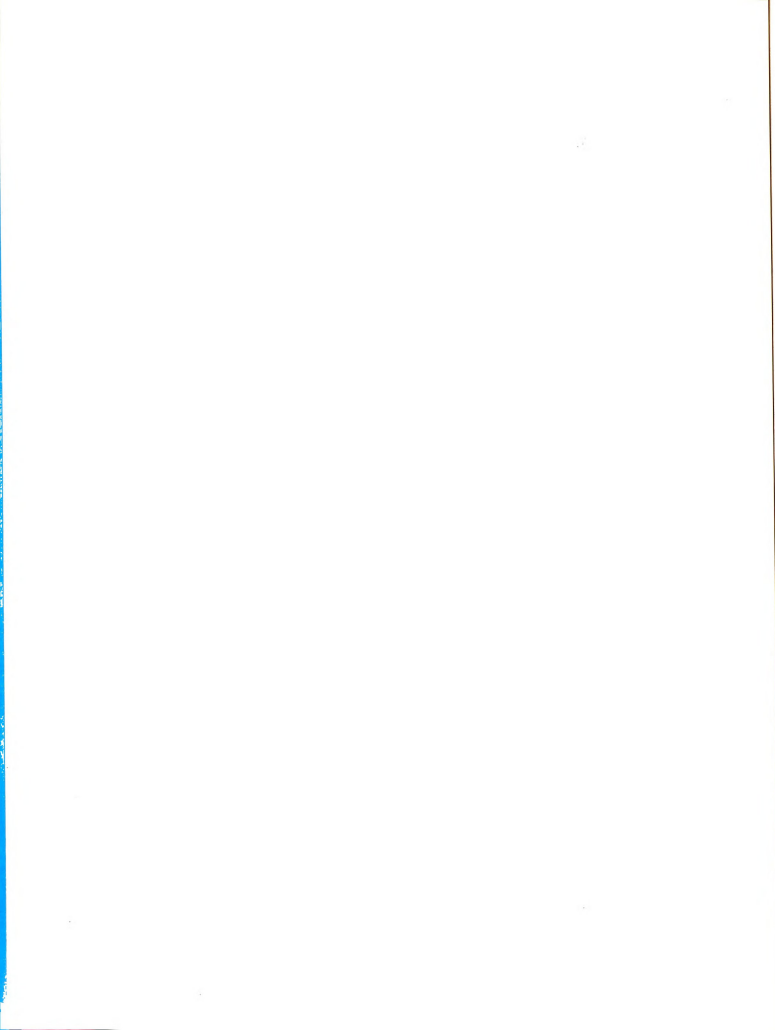












ABSTRACT

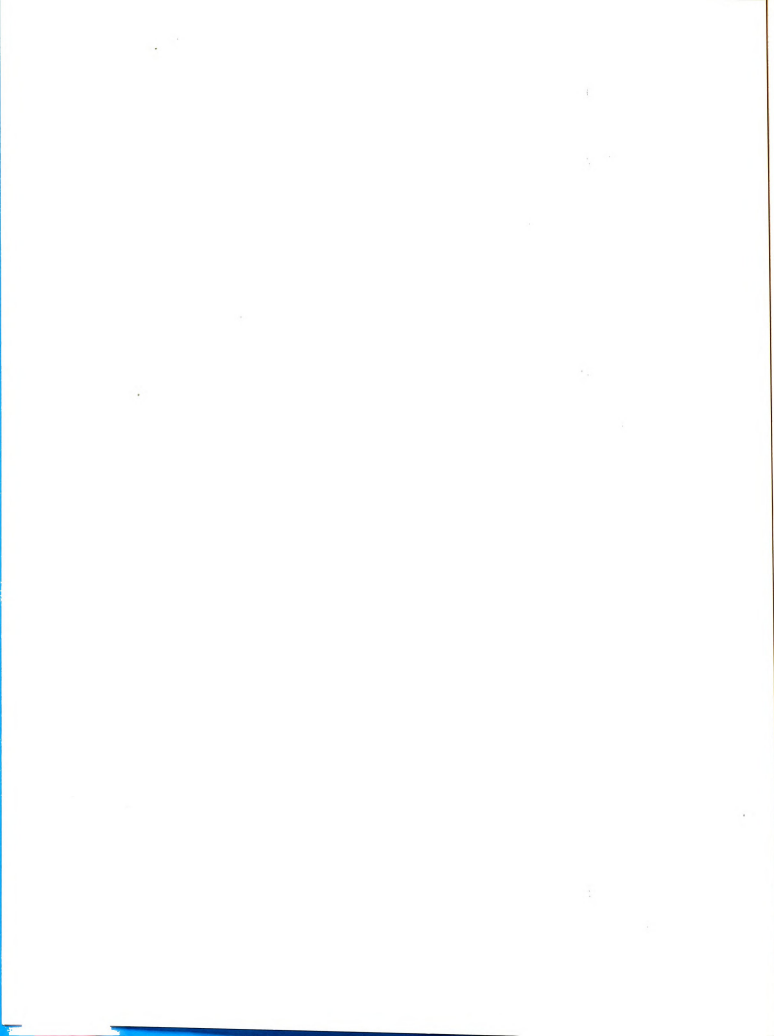
AN INVESTIGATION OF IDENTIFICATION OF MALE COLLEGE STUDENTS WITH THEIR FATHERS AS A VARIABLE INFLUENCING VOCATIONAL INTERESTS AND VOCATIONAL COUNSELING

By

Joshua S. Hull

The study was designed for the twofold purpose of investigating the relationship between father identification and the structure of vocational interests, and the relationship between father identification and vocational counseling in a group of male college students. The basis for the study was largely theoretical since no previous research dealt directly with the relationship of identification to interest structure or counseling process. The present study was based on the assumption that degree of father identification would be a variable influencing both vocational interests and vocational counseling of male college students.

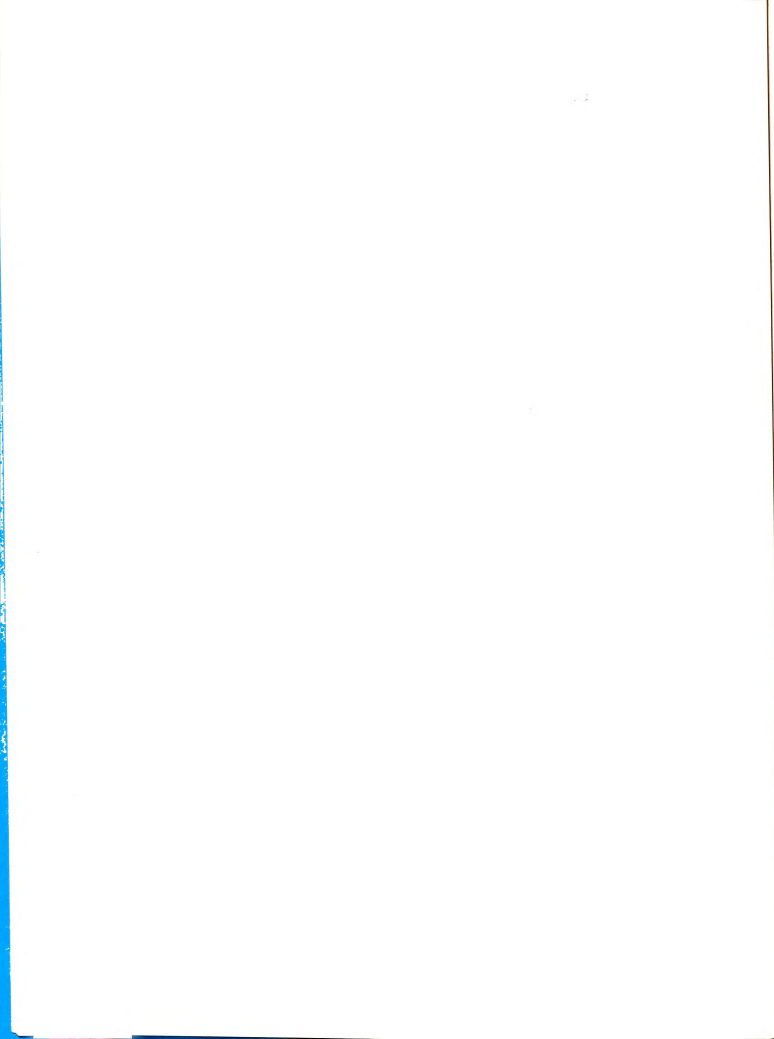
The investigation follows a current orientation to the study of vocational development as an integral part of the total development of personality. Extrapolations from psychoanalytic theory concerning the influence, on his personality, of the young male's identification with his father served as the theoretical framework from which the following hypotheses were drawn:



- (1) Intensity of vocational interests for males is related to a degree of father identification.
- (2) Range of vocational interests for males is related to degree of father identification.
- (3) Types of vocational interests for males is related to degree of father identification.
- (4) Realism of vocational interests for males is related to degree of father identification.
- (5) The manner of relating of male vocational clients to their counselors is related to degree of father identification.

A strong masculine identity via a high degree of father identification is assumed to account for good personal adjustment, and a heightened interest in the real world. Tyler (1955), in a longitudinal study of vocational development, found that awareness and acceptance of male sex role was a precursor of scientific interests in young boys. The present study assumes that a strong sense of masculine identity will be reflected in intensity, range, and types of interest, that good adjustment will be reflected in more realistic vocational interests, and finally that the better adjustment of the high father identifiers will be reflected in their manner of relating to their vocational counselors.

Participants who volunteered for the study were twenty-eight freshmen and sophomore males who requested vocational counseling at the Michigan State University Counseling Center. Subjects completed the Strong Vocational Interest Blank (SVIB), the Leary Interpersonal



Check List (ICL), and they agreed to have all subsequent counseling sessions tape recorded. The SVIB profiles were pattern analyzed according to the objective method outlined by Stephenson (1961). The intensity, range and types of interest were determined on the basis of the distribution of primary, secondary, and reject patterns. A measure of fantasy was defined as a discrepancy score between the Occupational Level (OL) scale and the Academic Achievement (AA) scale on the SVIB.

A composite distance score between conscious description of real self and father on the ICL for each subject was computed. The group was divided into high and low father identifiers on the basis of the D scores. The final procedures involved presenting in random order five minute taped segments from the counseling interviews from each subject to two trained judges in order to rate the client's manner of relating on the Relationship Scale of Gendlin (1967). Three segments, one from the beginning, middle, and end of each subject's total number of counseling sessions were scored in this manner, and an overall score for each subject on the Relationship Scale was computed.

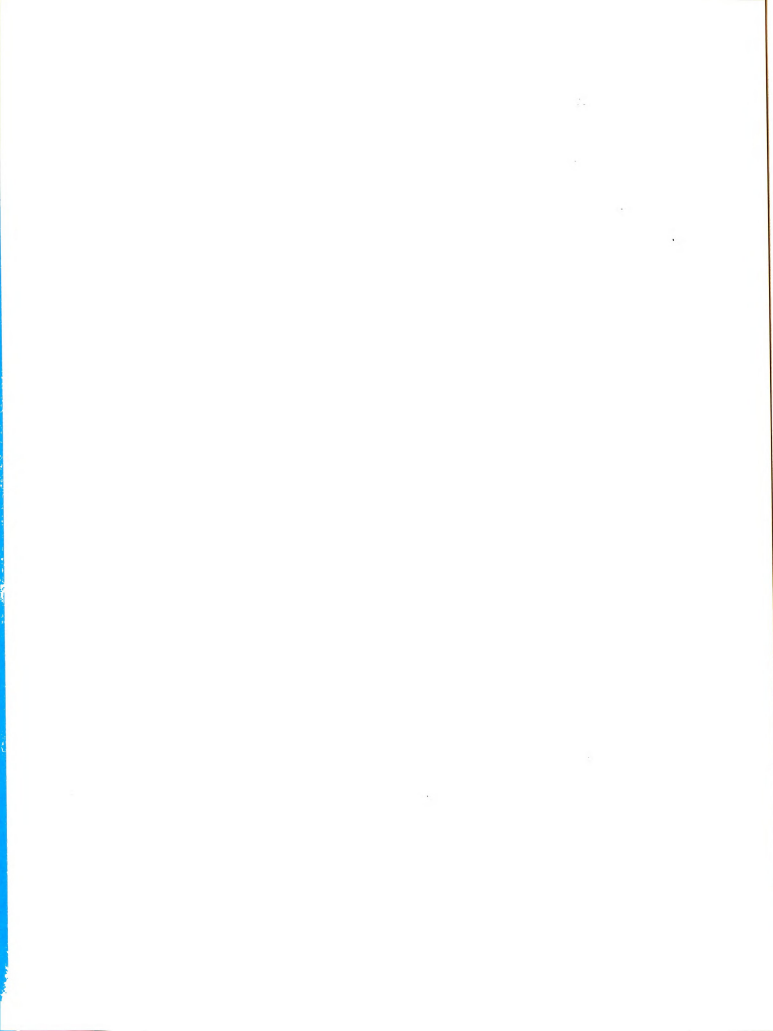
The null form of hypotheses one, four and five were tested by a t Test, while hypotheses three and four were tested with a chi-square statistic. The .05 level was set as the region of rejection of the null hypotheses.

The findings of this study indicated that high and low father identifiers did not differ in the intensity or range of their vocational interests, nor was there a significant difference between the two groups on types of interest. There was, however, a marked trend for subjects in the technical and skilled trades area to be highly identified with their fathers, while subjects with interests in social service were more likely to be less identified with their fathers.

Contrary to prediction high father identifiers scored higher on an assumed measure of fantasy, while no difference was found between the high and low father identifiers on their manner of relating to their male vocational counselors.

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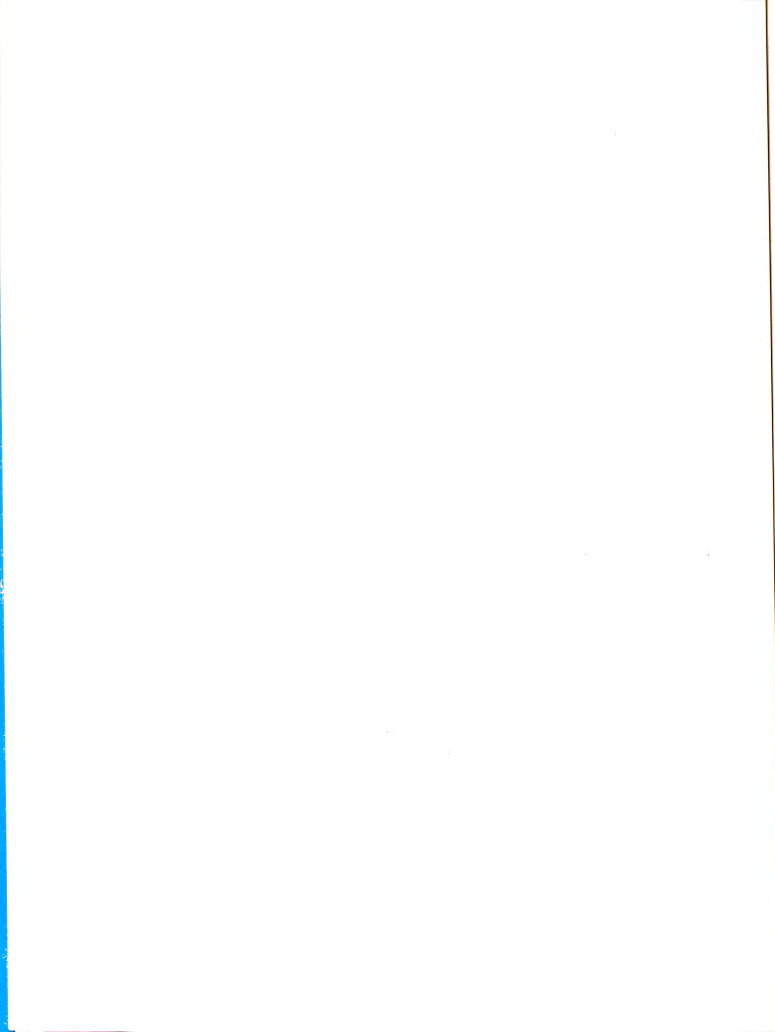
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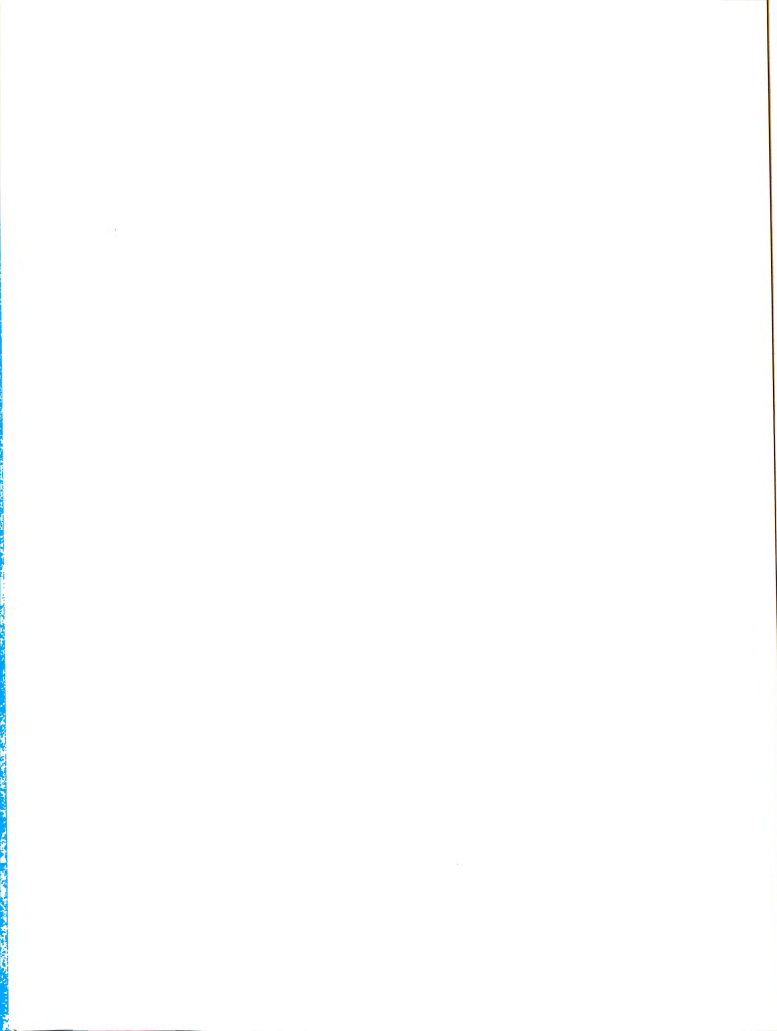


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Thanks to Dr. Robert Hunt whose influence has remained with me as an inspiration.

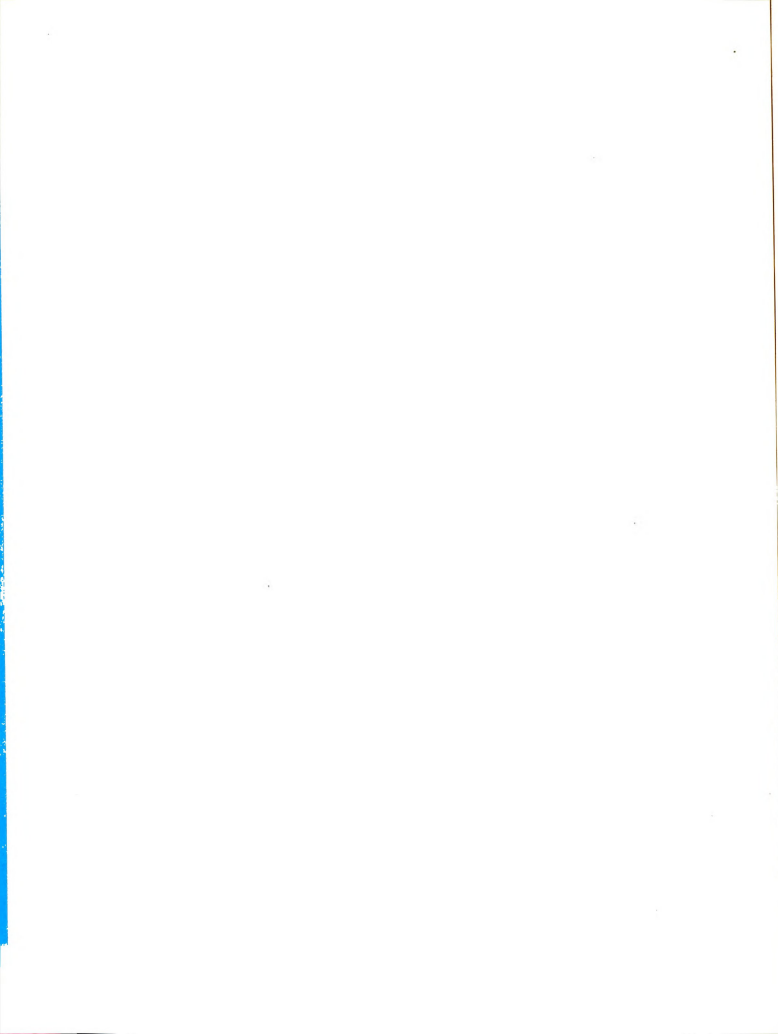


DEDICATION

To My Wife, Diane

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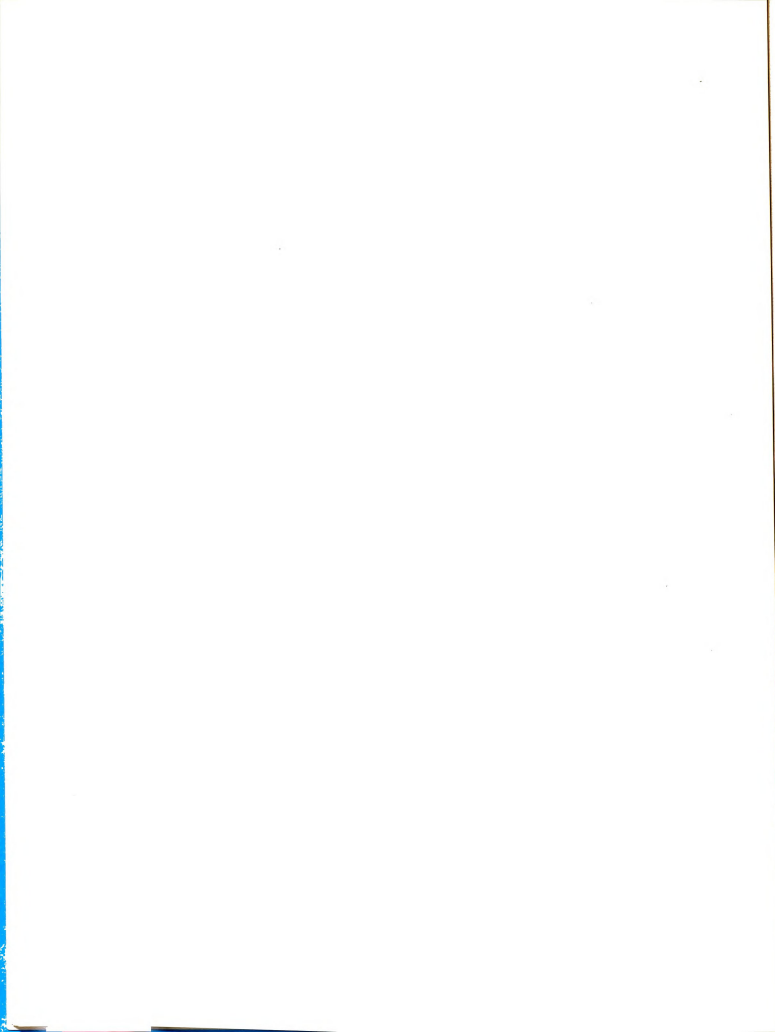
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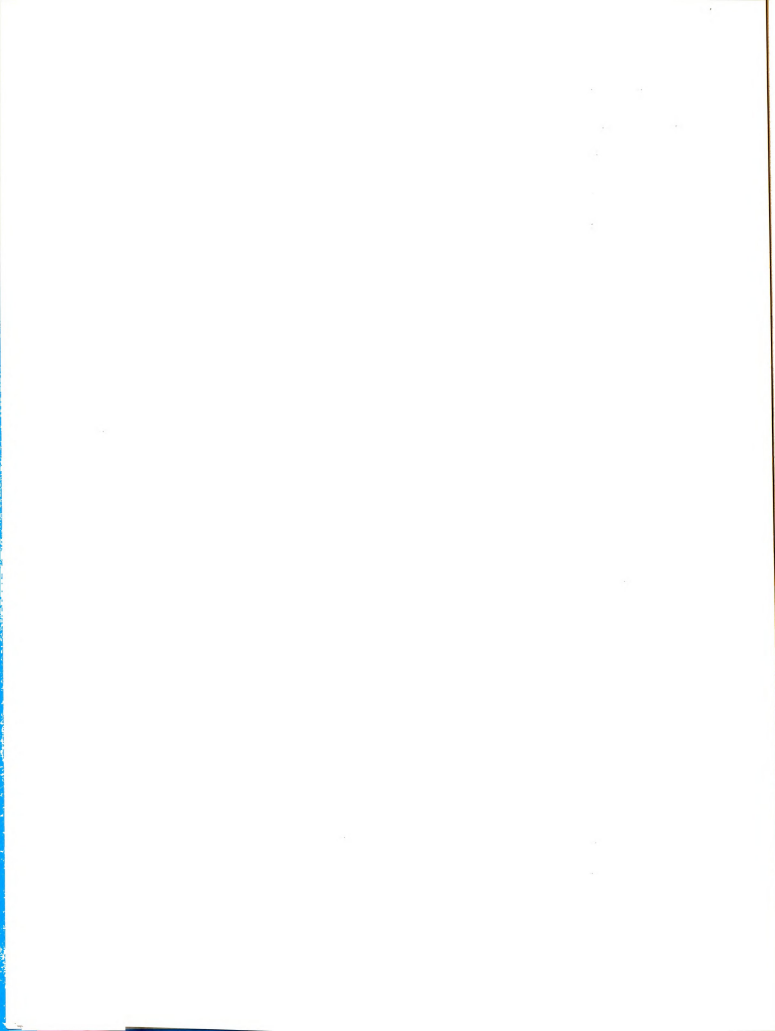


CHAPTER I

NATURE OF THE PROBLEM

Father identification, defined as the degree to which a son by self report perceives himself as being similar or dissimilar to his own father, may be a psychological variable of central importance common to the two processes of vocational development and vocational counseling.

Ginzberg et al. (1951) suggested that "too strong" or "too weak" an identification would of necessity impede the process of vocational choice, but that "partial" identification would be best for reaching a mature decision since it provides guidelines, but also gives freedom and flexibility in making a choice. Brunkan (1966) tested the Ginzberg position by hypothesizing that problems of indecision in vocational choice would be accompanied by a high degree of father identification, whereas no problem in choice would be accompanied by an average degree of father identification. The results of the study undertaken by Brunkan indicated that the hypothesis proposed by Ginzberg may need to be reversed. Contrary to prediction, Brunkan found that his group of vocationally undecided subjects were less closely identified with their



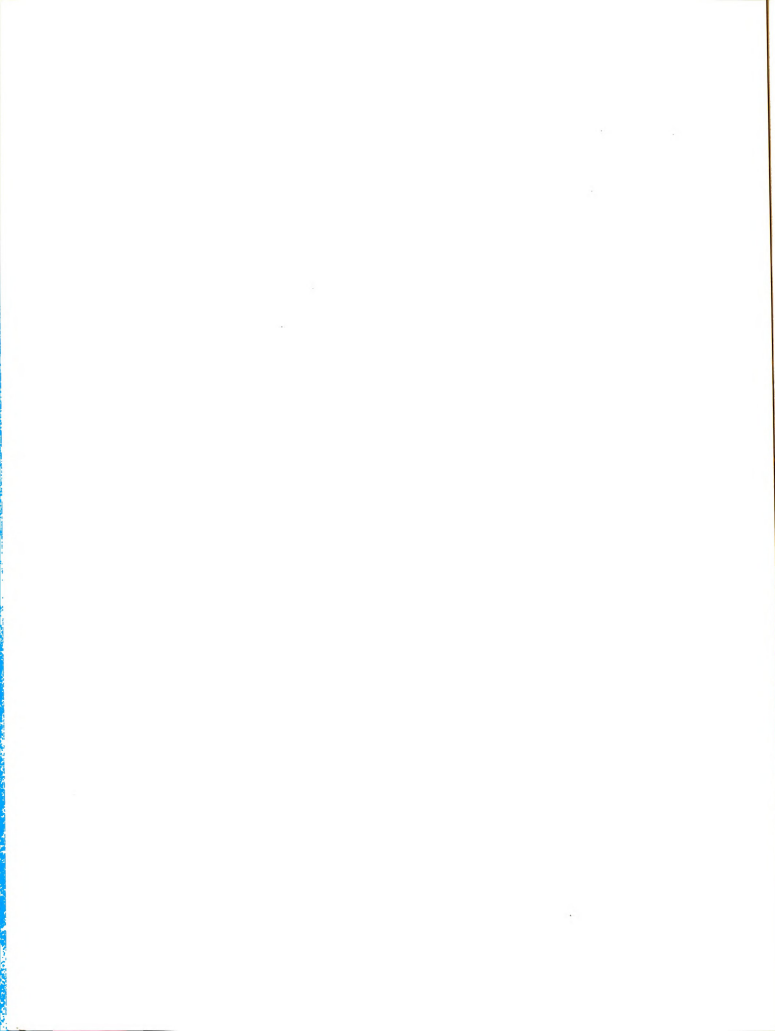
fathers than the group of subjects who were vocationally decided. He found that high father identifiers fell into a category entitled "unfulfilled" rather than "undecided." The author suggested that dependency and fear of failure may be useful explanatory concepts in seeking further understanding of the high father identifier. If then, as is suggested by these findings, the low father identifier is the one more likely to be experiencing difficulty in vocational decision making and career planning, vocational counselors need to be cognizant of the possible relationship and influence of father identification as a variable in the vocational development process. Any such implications of this variable affecting vocational development demands the theoretical attention and practical concern of the counselor. The ability of counselors to assist male students in the resolution of vocational uncertainty may be aided by an understanding of the dynamics of identification generally, and more specifically by a knowledge of any possible relationship between father identification on the one hand and the structure of vocational interests and the process of vocational counseling on the other.

It has been the personal observation of those working with clients that students experiencing vocational uncertainty often request vocational interest testing when presenting themselves for help at the college counseling

service. This request may serve the purpose of giving an external focus to the students' confusion and difficulties. It has been noted, however, that test information alone is not always sufficient for the resolution of the vocational indecision. The counselor-client relationship in vocational counseling remains a variable of notable significance in facilitating the vocational decision making process of the client. The willingness of the client to become involved in an affective relationship with his vocational counselor may be crucial in the facilitation of this process and the resolution of the vocational indecision.

Maes (1962) found that "successful" father identifiers demonstrated less defensiveness in situations reminiscent of the paternal relationship than "unsuccessful" father identifiers. Since the vocational counseling of male subjects by male vocational counselors is likely to be reminiscent of the paternal relationship, a transfer of emotions from the former relationship to the latter might be expected.

Hill (1967) has pointed to the increasing realization that vocational counseling is an "interpersonal relationship" which promotes self exploration and greater self awareness via a focus on the intra-psychic life of the client. Thus a need for defensiveness on the part of the client vis a vis his vocational counselor could be

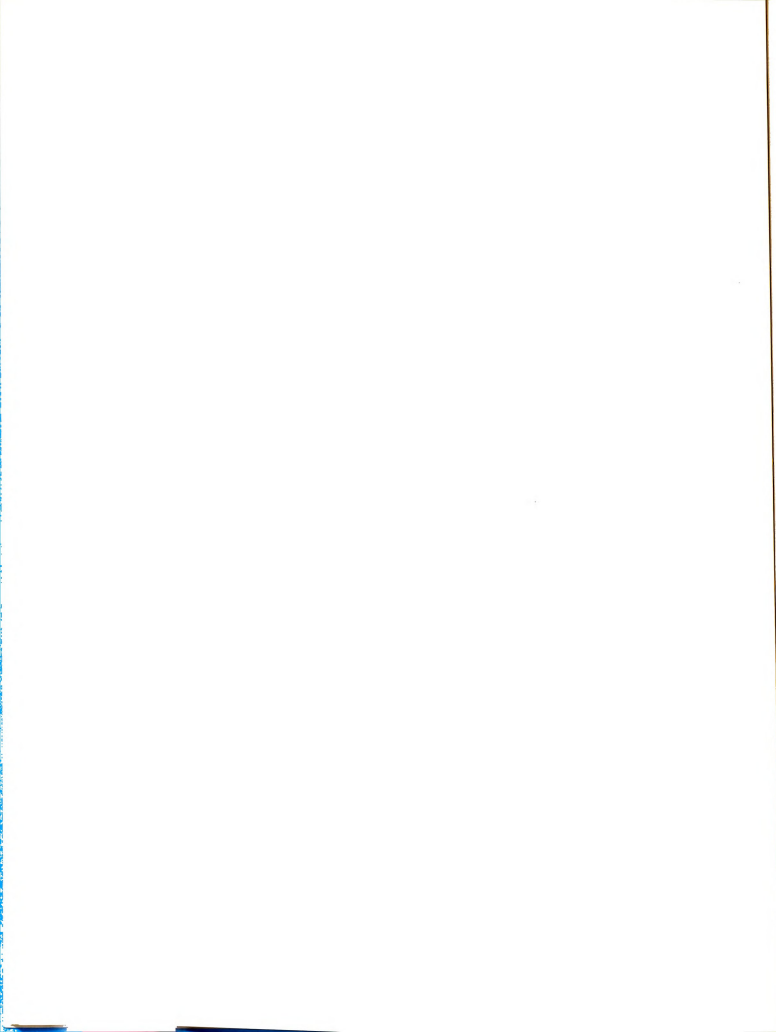


expected to reduce the effectiveness of the counseling process.

In light of the foregoing discussion the present investigation was designed to study the possible relationship between father identification and vocational interests and between father identification and the process of vocational counseling. More specifically, the investigation attempted to demonstrate empirically that the variable of father identification affects the range of interests, types of interests, and realism of interests as reflected in psychometric data and will also affect the process of vocational counseling by influencing the degree of affective response of the male client towards his counselor, as revealed in process ratings of taped counseling sessions in a group of vocationally undecided freshmen and sophomore college males.

Statement of Purpose

The purpose of this investigation is twofold. It seeks to determine whether there is a relationship between father identification and vocational interests on the one hand and father identification and the process of vocational counseling on the other, in a group of vocationally undecided freshmen and sophomore college males who requested vocational testing and counseling at a college counseling center.

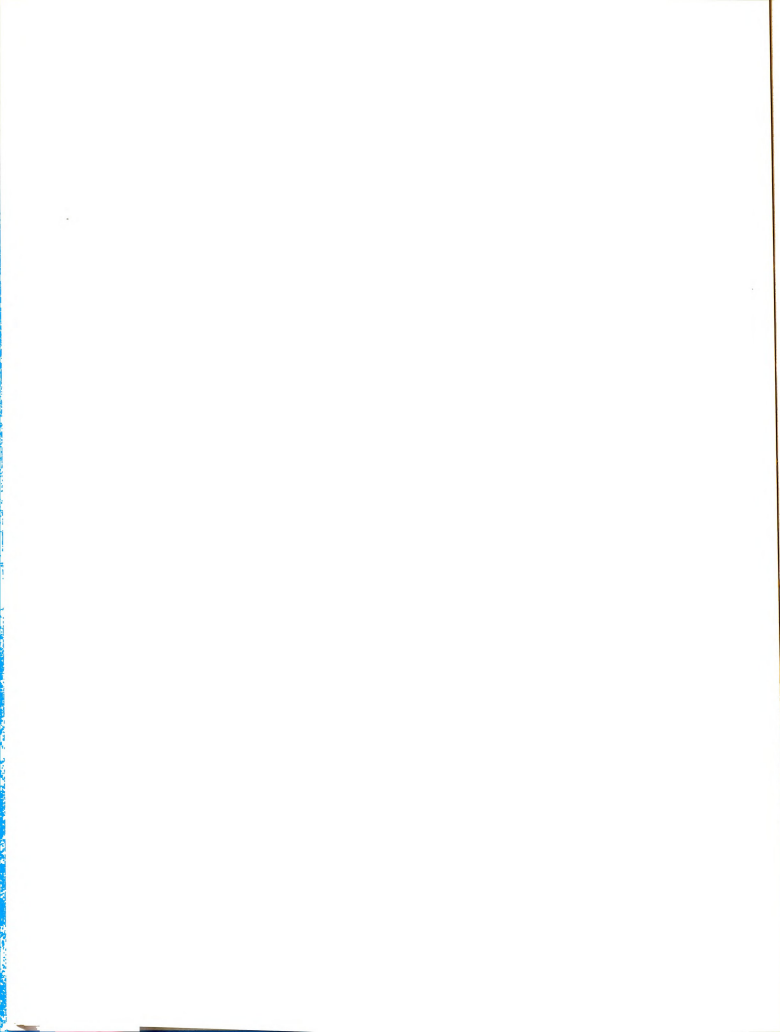


Theory

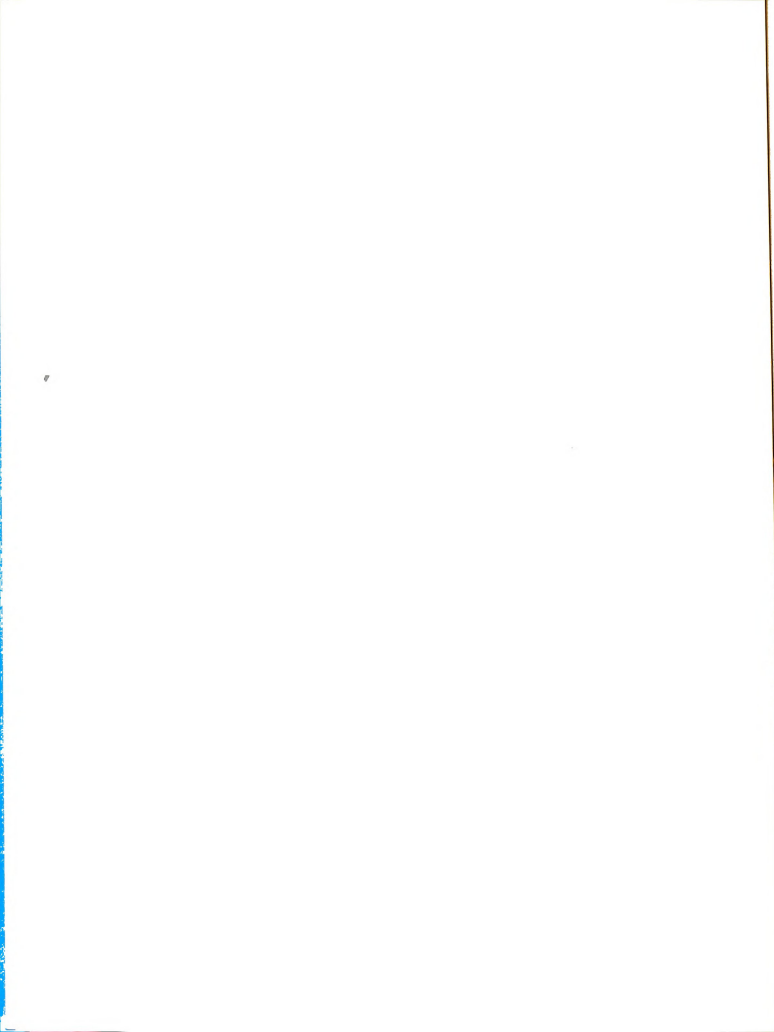
Psychoanalytic theory has posited that the ability of an individual to be productive in love and work is a measure of emotional maturity. Thus, identification with his father, which for the young male is thought to be crucial to his emotional maturation, might be expected to influence the emergence of interests in future love or work roles.

The major theoretical basis for this study grew out of certain assumptions derived from the psychoanalytic framework on the nature and process of identification of young males with the same sexed parent. The orthodox psychoanalytic position holds that if the process of the identification of the male child with his father or father surrogate is successful, there are results and benefits to the child culminating in a resolution of the oedipus complex with concomitant relinquishment of the mother as a sex object; incorporation of parental values and attitudes, permitting greater autonomy to the child; reduction of anxiety and a more comfortable relationship with the parents specifically and with authority figures in general.

The general line of reasoning in translating these benefits into the vocational developmental area as proposed here is that strong father identification will result in a sense of freedom and autonomy which the young

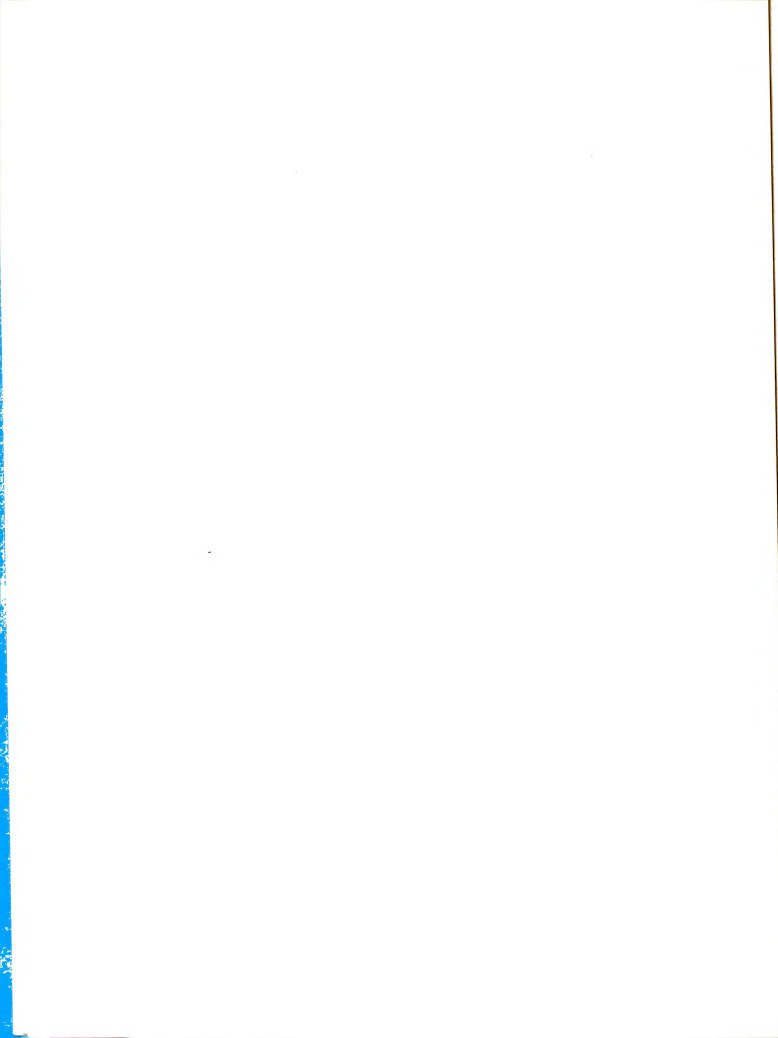


male can employ in his exploration of the real world. This freedom and autonomy within the personality should lead to a broadened range of interests which will be reflected in more diverse and well defined patterns of interest on structured interest inventories such as the Strong Vocational Interest Blank (SVIB). The vocational interests of low father identifiers will reflect neurotic confusions, disturbances, and relationships to the real world. It is believed that interest patterns of the low father identifier will be less well defined and will be restricted in range, tending to cluster in the social service and cultural areas. The heightened person orientation, that is social service clustering, of the vocational interest of the low father identifiers could be interpreted according to psychoanalytic theory to have either a defensive or a reparative aim. Defensively such an orientation towards persons may be used, for example, to bolster a damaged sense of self esteem by placing the subject in a supposedly superior position or relationship to those he would help, or may serve to prove to the person that he is loveable and worthwhile because he helps other people. Reparatively, orientation towards persons could be used as a genuine effort to work out in relationship to others the deprivations experienced in the father-son relationship, which originally led to the failure in identification.



The low father identifier may also be blocked in his reality testing capacity. The failure to resolve the oedipal complex with its hostile-competitive and sexually-aggressive feelings prevents the low father identifier from forming a comfortable relationship with the parents. In the absence of a good relationship with the parents the low father identifier is not as free to learn from his environment since it is not "safe" for him to subject his values to social scrutiny and to verify or to change the values accordingly. Thus blocked in his learning from the real world, the low father identifier may be tempted to take refuge in an inner world of fantasy and accomplish in his mind the great deeds that he cannot effect in reality. This tendency of the low father identifier to have recourse to a world of fantasy, if it exists, should be reflected in his vocational interests and also reflected in a structured inventory of vocational interests.

Finally the more successful resolution of the oedipal complex and the diminution of castration anxiety on the part of the high father identifier will be reflected in his becoming more affectively involved with his male counselor, while the low father identifiers due to excessive castration anxiety will be inhibited from relating affectively with this presumably more powerful male and will tend to hold him to a more distant relationship.



Research Hypotheses

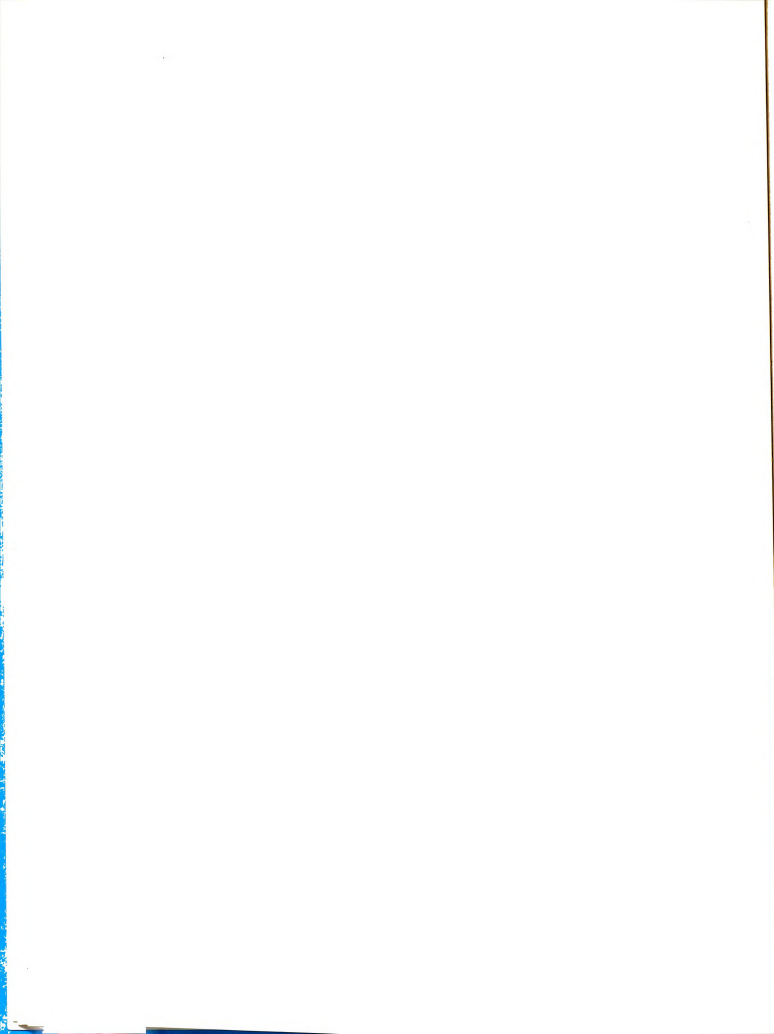
The foregoing discussion of the psychoanalytic conception of the process of identification and its influence on the development of the total personality served as the basis for the research hypotheses that were developed and tested in this study.

The five hypotheses were:

1. Intensity of vocational interests for male subjects is related to degree of father identification.
2. The range of vocational interests for male subjects is related to the degree of father identification.
3. Types of vocational interests for male subjects is related to degree of father identification.
4. Realism of vocational interests for male subjects is related to degree of father identification.
5. The manner of relating to male vocational counselors is related to the degree of father identification of male subjects.

Definition of Terms

Identification is defined for purposes of this study as a measure of the similarity of the conscious description



of self and the conscious description of father by a subject on the Leary Interpersonal Check List (ICL).

High and Low Father Identifiers refers respectively to the two halves of the total group of subjects who describe themselves on the ICL as being more or less similar to their fathers.

Vocational Interests, as referred to in this study, means the interests as empirically defined and measured by the separate scales of the SVIB.

Vocationally Undecided is a term which refers equally to all subjects of this study. The assumption of vocational indecision is made by virtue of the fact that all subjects came to the Counseling Center seeking vocational testing and counseling. This assumption was supported categorically in the initial screening interview of each subject.

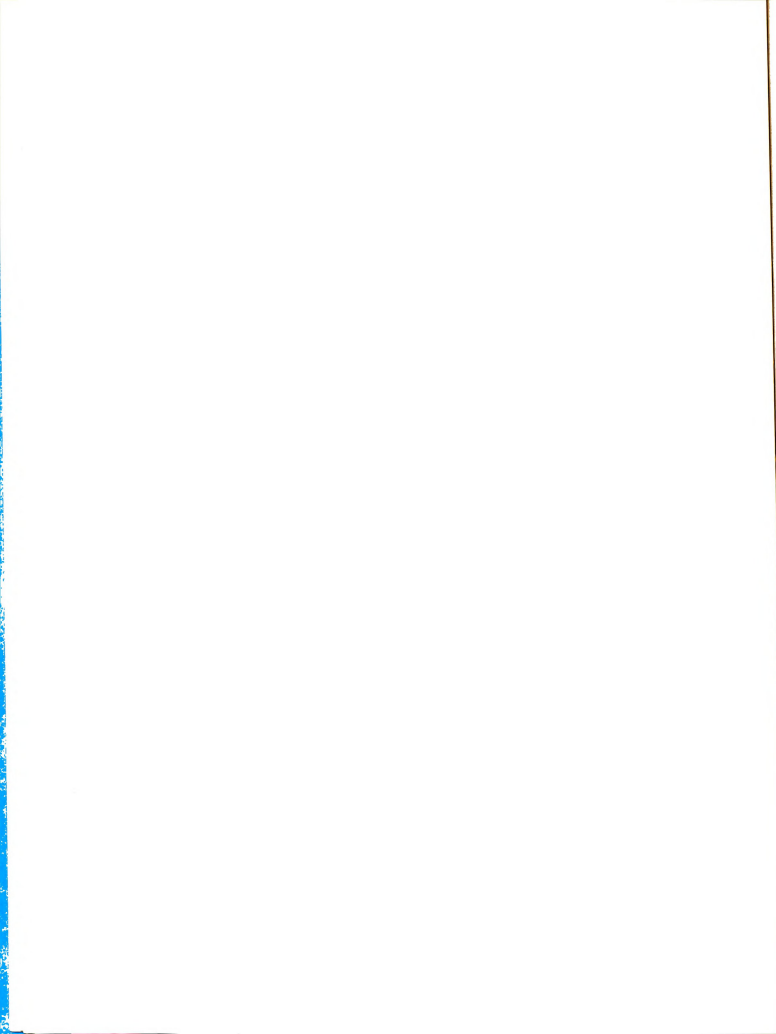
Intensity of Interest connotes the extent to which a subject's scale scores on the SVIB profile sheet deviate from the "men in general" zones on these same scales. Intensity of interest is inferred from the relative number of objectively defined primary, secondary, and reject patterns according to Stephenson's (1961) method of pattern analysis resulting from these deviations. Thus subjects with a greater number of such patterns are said to have more intense interests than those subjects with fewer patterns.

No attempt has been made to give differential weights to the various types of patterns. Tyler (1955) has warned that scale scores indicate the direction of interests but not the degree of interest. Thus primary, secondary, and reject patterns are all weighted equally in measuring intensity of interests.

Unclassified Pattern of Interest refers to any of the eleven occupational groupings on the SVIB profile sheet of a subject which was not analyzed as a primary, secondary, or reject pattern according to Stephenson's (1961) technique of objective pattern analysis.

Range of Interests is used to refer to the distribution of primary and secondary patterns of interest according to Stephenson's (1961) objective pattern analysis on the SVIB profile sheet of a subject. The range of interests is defined in a relative sense so that those subjects with primary and secondary patterns occurring in a greater number of occupational groupings on the SVIB profile sheet will be defined as having a wider range of interests than those subjects with fewer primary and secondary patterns.

Fantasy Measure in this study is defined in the relative sense that those subjects with a greater difference score between the Occupational Level (OL) scale and the Academic Achievement (AA) scale ($OL > AA$ only), on the SVIB profile sheet will be assumed to have a



larger component of fantasy in their occupational interests than subjects with a smaller difference score between OL and AA.

Manner of Relating refers in this study to the degree of willingness of a subject to become affectively involved with his counselor by revealing himself in words and actions. This variable is measured by the Gendlin Relationship Scale.*

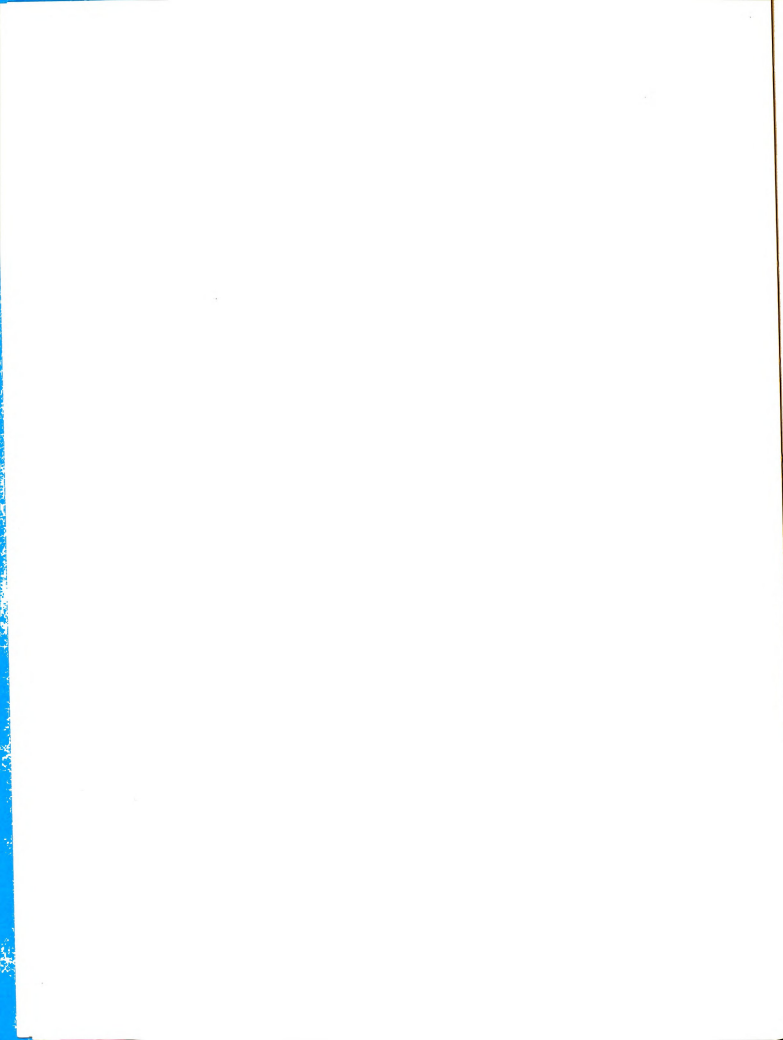
Process in this study is used interchangeably with "manner of relating."

Limitations of the Study

Since this study was dealing only with the relationship between variables as they existed at a single point in time, no cause and effect relationship in a strictly scientific sense can be established. This study dealt with a single psychological variable (viz. father identification) which has been judged a priori to have a possible relationship to the structure of vocational interests and the process of vocational counseling. The choice of this single variable was in no way intended to suggest that it is either the only determinant or even necessarily the primary determinant of structure or process.

This study was limited by its sample. The participants are university students, all freshmen and sophomore

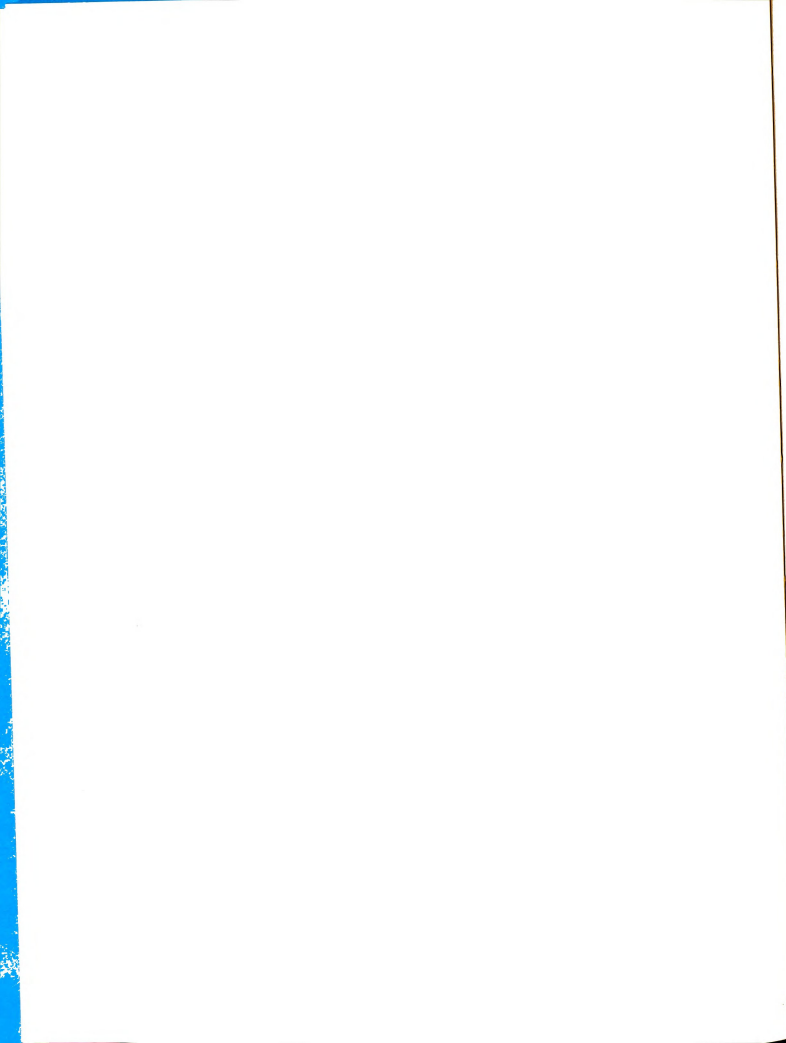
* See Appendix A.



males, who sought vocational testing and counseling. No information was available on a similar group of vocationally undecided students who do not volunteer for counseling. A final limitation of this study was that all subjects expressed vocational indecision and volunteered for counseling service; therefore, no generalizations can be made concerning the student population at large based upon the sample in this investigation.

Organization of the Study

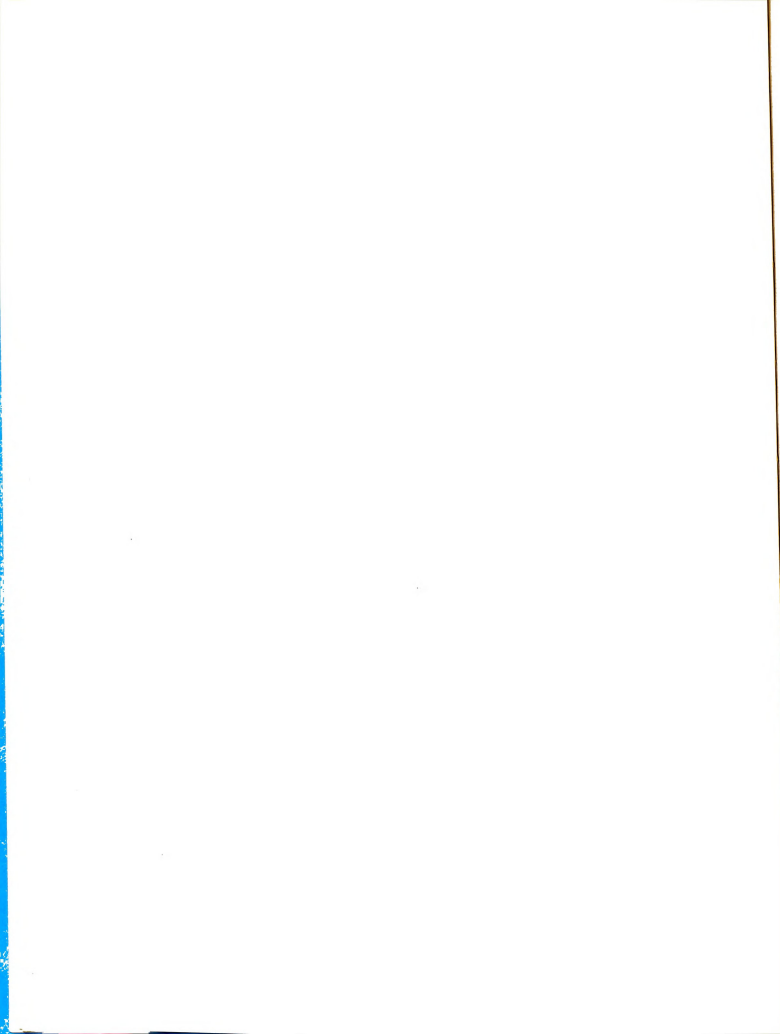
The following chapter will include a review of the literature related to this study. Chapter III will contain a restatement of the hypotheses in testable form, a description of the sample, and a report of the methodology employed. The results along with some discussion will be reported in Chapter IV. Chapter V will contain a summary of the study, conclusions, and implications for further research.



CHAPTER II

REVIEW OF RELATED LITERATURE

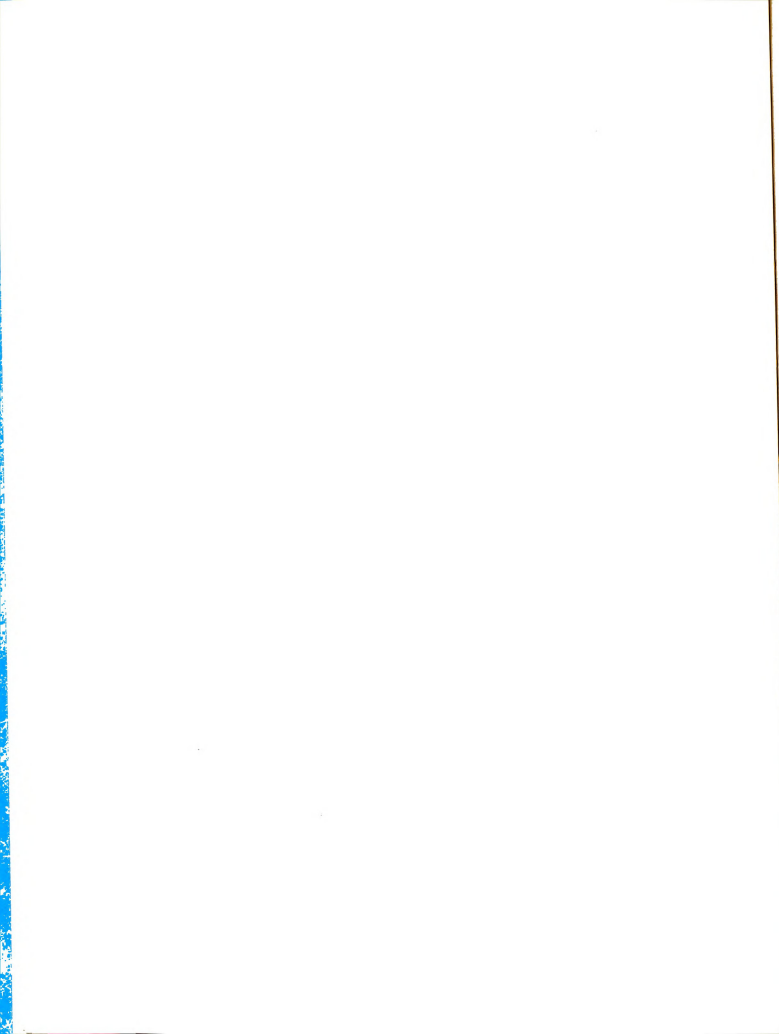
As was stated in Chapter I, this investigation was designed to study the relationship between the identification of male college students with their fathers and the variables of intensity, range and types of vocational interests, degree of realism of interests, and the variable of "process" in vocational counseling. This chapter is divided into four main sections. In the first section a brief historical overview of the psychoanalytic concept of identification is given. In the next section the findings of some research studies on the relationship of identification to vocational development are presented. Section three presents the findings of some studies dealing with reality orientation as a personality variable and vocational interests and contains some information on the Occupational Level (OL) scale of the Strong Vocational Interest Blank (SVIB). The fourth and final section reviews the literature on client expectations of vocational counseling and elaborates on the concept of "Process" or "Manner of relating" in counseling.



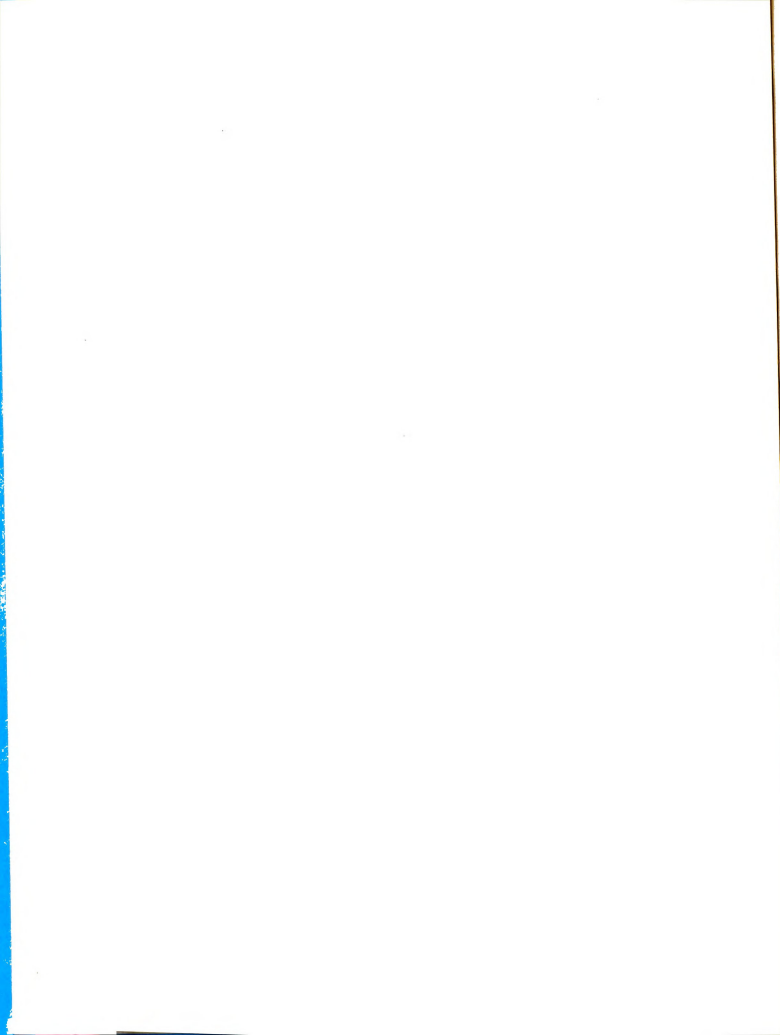
The Concept of Identification in
Psychoanalytic Theory: A Brief
Historical Overview

Freud has generally been credited with introducing the term "identification" into the psychological literature (Tolman, 1943; Stoke, 1950). Throughout his writings Freud employed the term "identification" but with a variety of meanings, and some confusion and vagueness has surrounded the term ever since. Part of the ambiguity arises from the dual use of the term made by Freud himself in referring to both normal and pathological aspects of personality development. Despite the lack of clear cut agreement the term "identification" in psychoanalytic literature most commonly connotes an "unconscious process wherein a transformation of the self occurs as a result of introjection and whereby the self adopts certain characteristics of the external object" (Sommers, 1956). Further differentiation has been given to the term by classifying it as primary or secondary, partial or total, positive or negative, early or late, and as ego or superego identification. The distinction between primary or secondary identification is of some considerable importance in understanding personality development.

As will be pointed out in the discussion below, primary identification takes place to reduce tensions at the physiological level of the organism, while secondary



identification takes place at a time when the individual is becoming aware of himself as a social being in relation to others and serves to reduce tensions at the psychological level. The importance of secondary identification in the total development of personality is apparent when it is realized that the personality is the sum of all the roles the individual has adopted, and the acceptance of all roles is subsequent to and dependent upon the adequacy of the identification of the individual with and as a sexual being. Thus the roles adopted in the world of social relations, such as son, husband and father, are dependent on the sexual identification which they imply. The male individual's functioning in his various roles is directly related to the degree of adequacy of the masculine identification which for the son most often comes through his father. Also in the world of work, the division of labor is most often made along lines of sexual identification, so that most societies recognize "man's" work and "woman's" work. Here again it is assumed in analytic theory that interest in and adequacy of role performance in the world of work comes as a corollary to the strength of the sexual identification. A more formal distinction between primary and secondary identification follows.

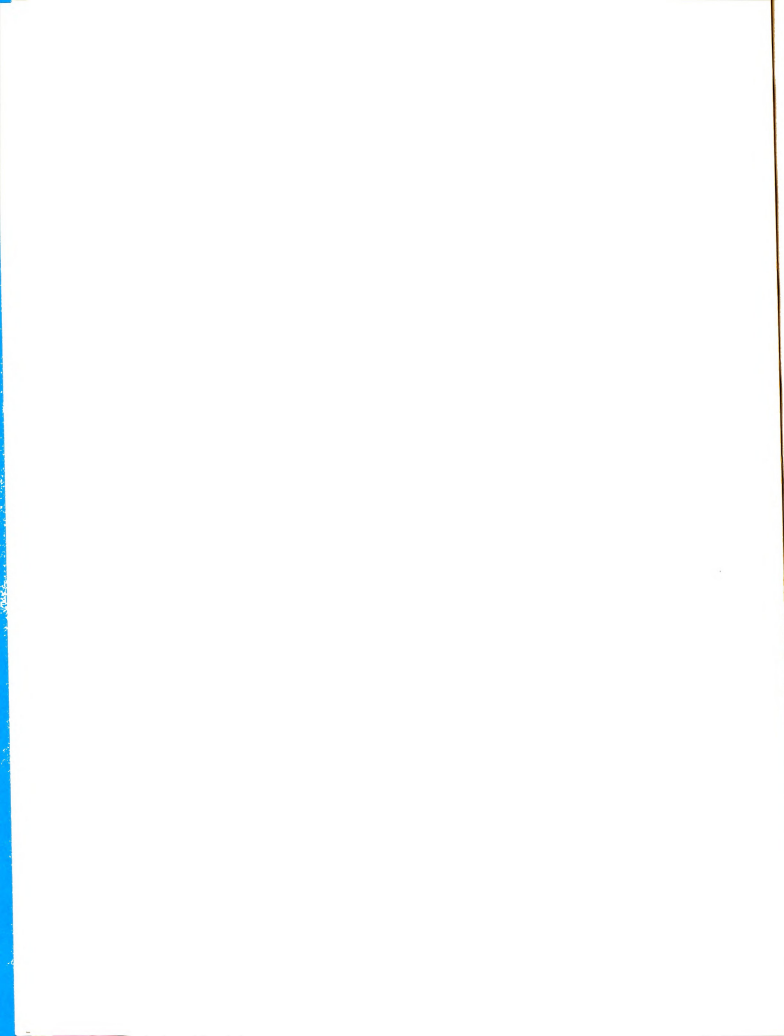


Primary Identification

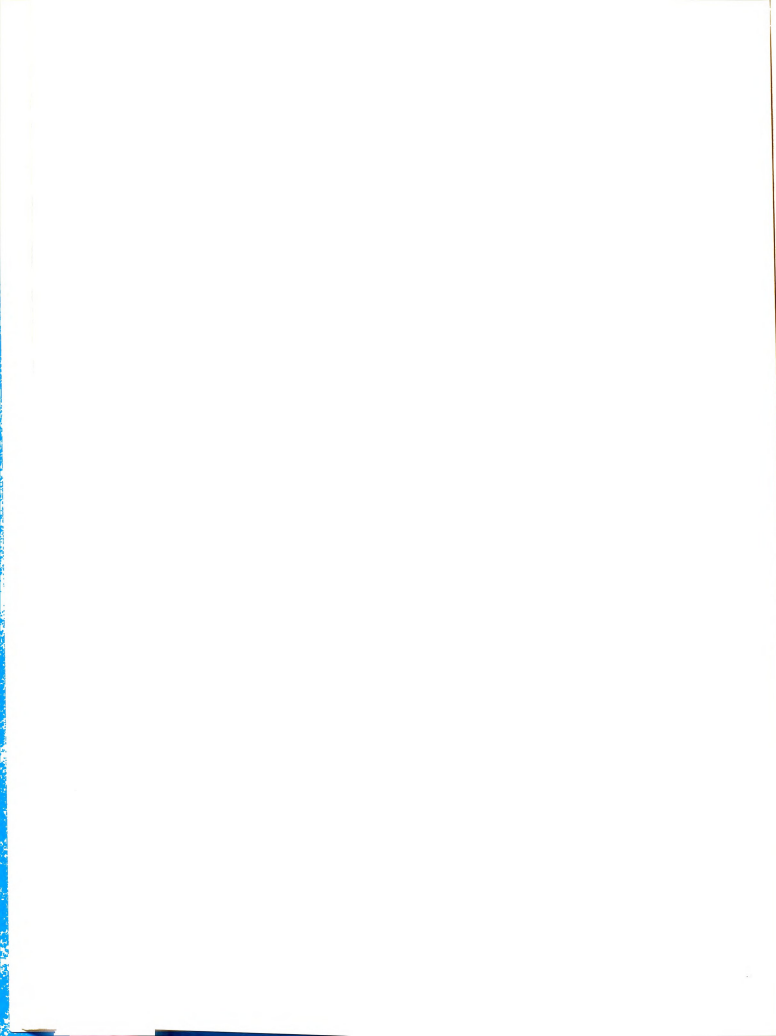
The earlier writings of Freud employed the term "identification" to refer to the undifferentiated perceptions of the young infant. The use of this term to connote the infant's lack of distinction between himself and the external world has come to be called "primary identification." The prototypical occurrence of this phenomenon takes place with the incorporation of the mother's breast. The reduction of physiological tensions through the attainment of oneness with the parent is the aim of this type of identification. The present study does not deal with primary identification, but rather it deals with the process of "secondary identification" as Freud's subsequent and more frequent usage of the term has come to be known.

Secondary Identification

Like primary identification, secondary identification aims at the reduction of tension within the organism. The tension at this stage of development arises from non-physiological sources and is a product of the child's interreaction with the "significant others." The struggle for biological survival has been mastered, and the child's energies are now invested in mastering the struggle for survival at the psychological level.



As the child develops a sensitivity to the nuances of his relationships with "significant others," he develops a dependence on these powerful figures (parents) for a sense of well being. Their acceptance gives a sense of security, and their rejection is experienced as a threat of emotional destruction. While at this stage of development, the young male child experiences a complex of feelings centering on the mother as a desirable object of his infantile sexuality which Freud termed the "oedipal complex." The oedipal period is brought to a conclusion, and the child is thrust into the latency period due to the traumatic effects of threat of castration by the more powerful male father and the growing awareness of the woman's lack of a penis. Anna Freud (1937) described a defense mechanism termed "identification with the aggressor" which allows the male child to ally himself with the aggressive, primitive socializer (i.e., father) and thus avoid the threat of punishment by becoming one with this powerful authority figure. The effect of the young male's identification with his father serves to reduce the severe anxiety arising out of the conflict between his infantile desires and the prohibitions of the parents or other "moral authorities."



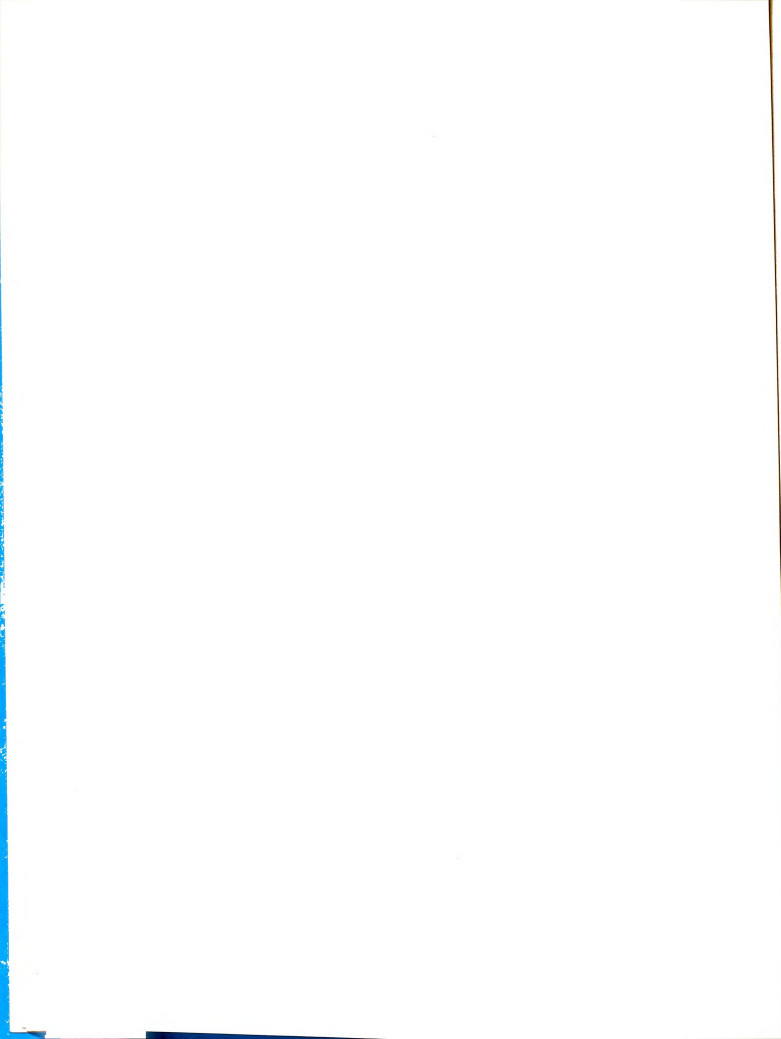
Anna Freud describes this process in the following excerpt:

By impersonating the aggressor, assuming his attributes or imitating his aggression, the child transformed himself from the person threatened into the person who makes the threat. (Anna Freud, 1937, p. 121).

The "oneness" in secondary identification is sought by incorporating or introjecting the attitudes, characteristics, and behavior of the aggressor. The taking over of these attitudes and characteristics results in the formation of the superego which was described by Freud:

The external restrictions are introjected, so that the superego takes the place of the parental function, and thenceforward observes, guides and threatens the ego in just the same way as parents acted toward the child before. (Freud, 1933, p. 89).

The initial internalization of parental values and attitudes is selective and one-sided, in which the harshness and severity of the parents is taken into the superego in preference to their kinder and more gentle characteristics. With the growth and development of the personality, the superego becomes more impersonal by becoming more remote from the original parents. In the process, the superego becomes less primitive and more lenient in its modification by succeeding life experiences. The successful resolution of the oedipus complex through a strong and healthy identification is an integral and necessary step in this process of superego maturation.



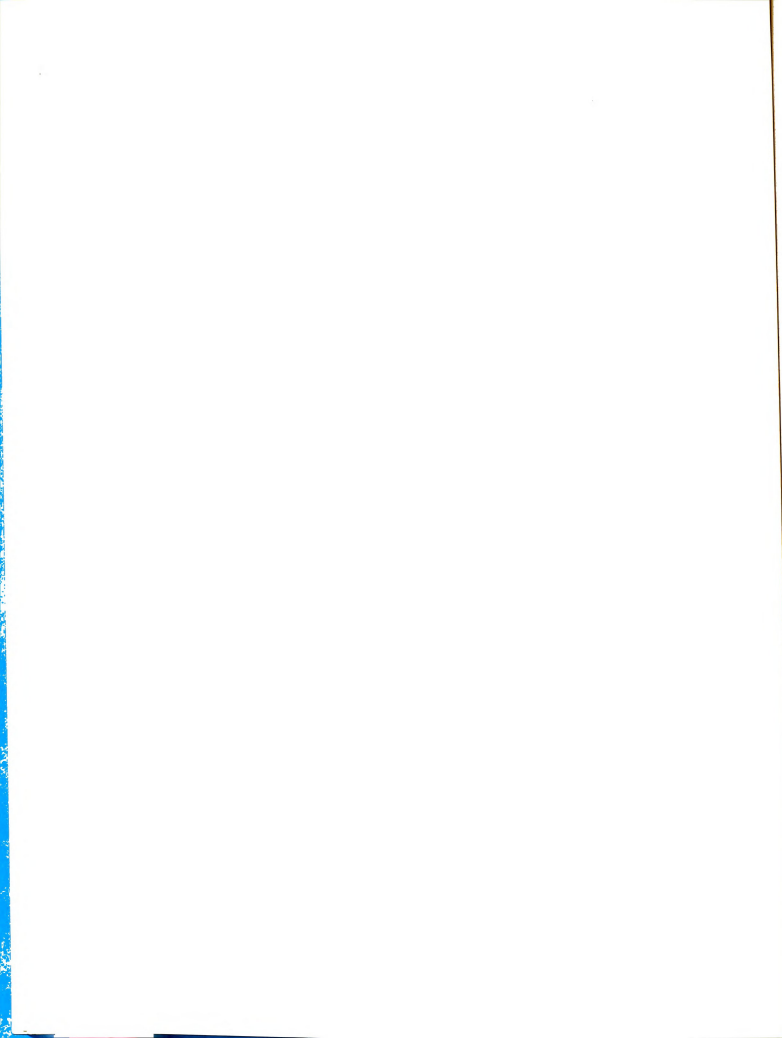
The fact that identification with the same sexed parent may be partially successful is implicit in Freud's writings.

As stated in Chapter I, more complete or more successful identification with the father results in certain benefits to the boy according to psychoanalytic theory. Chief among these benefits are the resolution of the oedipus complex with a consequent lessening of anxiety and lessening of unconscious transference in relationships with adults and a reduction in defensiveness in relationship to authority figures generally.

From the foregoing it can be seen that within the psychoanalytic position the process of identification is considered crucial to the normal development of the personality. The present study assumes that the process of identification can be no less important to the development of vocational interests than to the development of personality as a whole. Some recent research has been aimed at investigating the relationship of identification to vocational interests, and attention will now be focused on some findings in this area.

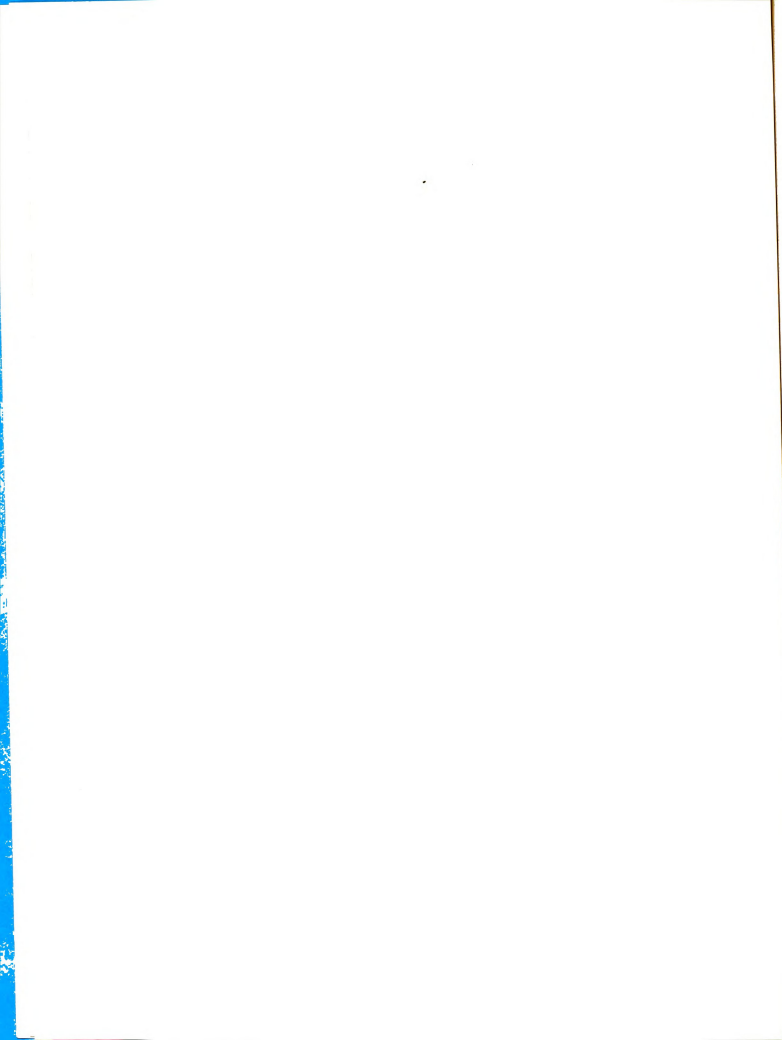
Identification and Vocational Development

The traditional model of research in the area of vocational development attempted to relate parental attitudes and parental identification to specific fields of



vocational choice. Brunkan (1966) departed from that approach and attempted to relate the variables of attitudes and identification to problems in vocational choice. He tested two hypotheses relating degree of parental identification with problems of vocational choice. Based on Ginzberg's supposition that a high degree of father identification would be accompanied by problems in vocational choice, Brunkan hypothesized that the degree of identification would be differentially related to various vocational choice problem categories. The categories were suggested by Crites (1963) as problems of adjustment, indecision, and unrealism. Brunkan hypothesized further that differences of degree of identification for the various problem categories would be related to which parent was being rated and whether the real or ideal parent was being rated. A second hypothesis in the same study proposed that problems of indecision would be accompanied by a high degree of father identification, whereas no problem in choice would be accompanied by an average degree of father identification.

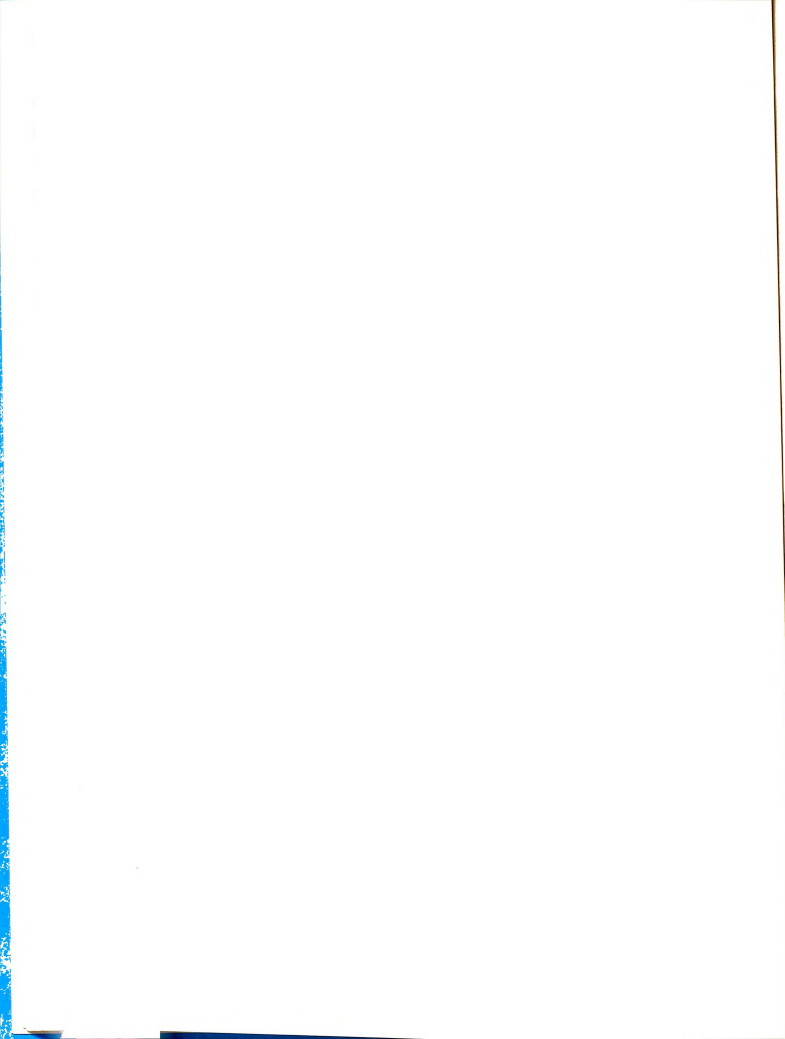
Neither hypothesis was supported, and the degree of identification with father or mother did not vary significantly from one problem category to another. This study seems to be hampered in its findings by a serious methodological flaw; namely the lack of meaningful and discrete problem categories. The categories used by Brunkan,



that is, adjustment, indecision, and unrealism are overlapping categories. In the absence of discrete categories, the analysis of variance technique employed by the researcher remains an inappropriate methodology.

With respect to the second hypothesis, the data failed to support the notion that vocational indecision would be associated with a high degree of father identification; the data actually suggested that the hypothesis should be reversed, thus supporting the hypothesis formulated in the present study. The data indicated that the mean of the vocationally undecided subjects was lower on father identification than the mean of the decided group. The hypothesis was based upon Ginzberg's belief that a high degree of identification would restrict autonomy and therefore limit choice. Contrarily, the present study is based on the assumption that a high degree of identification contributed to the development of a strong, healthy, integrated ego which served to enhance autonomy and free choice rather than restrict it.

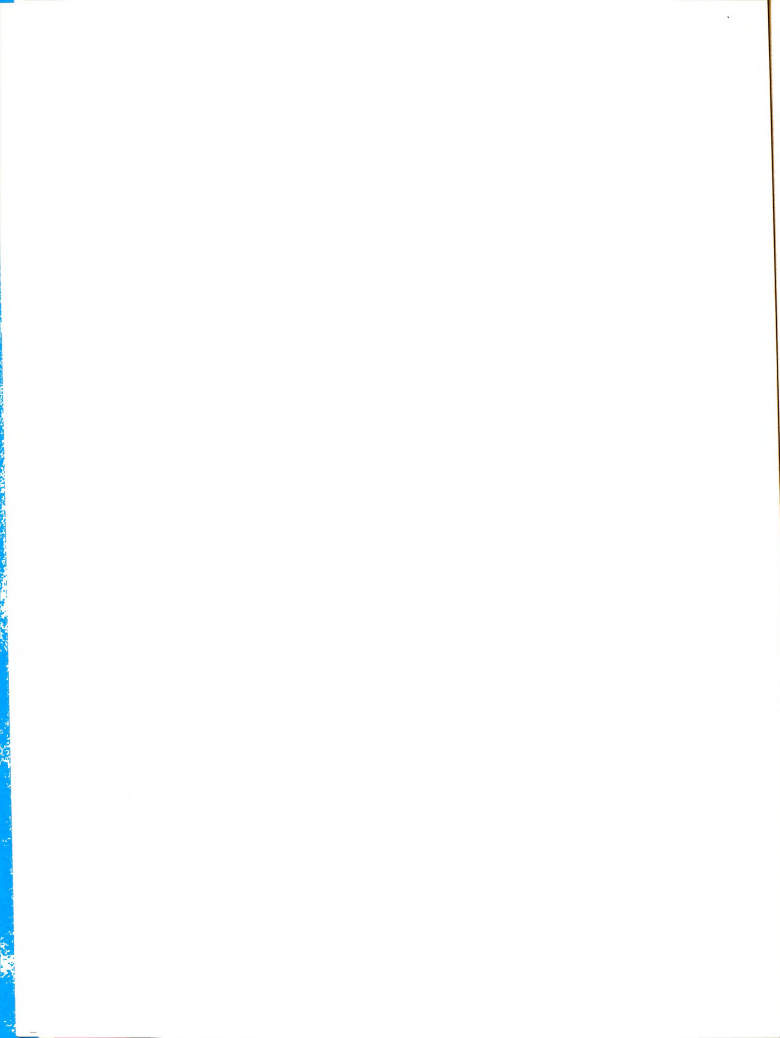
A different approach in assessing the influence of identification on vocational choice was adopted by Sommers (1956). Dealing primarily with the early and negative aspects of identification in relation to ego functions, he analyzed three case histories with respect to the role that conflict in identification played in their vocational choices. The common theme seen by Sommers in



these three cases was a defensive function played by the vocational choice as a denial of identification with a hated parent. In all three cases the vocational choice was defensively motivated in a search for self esteem, adequacy, and status.

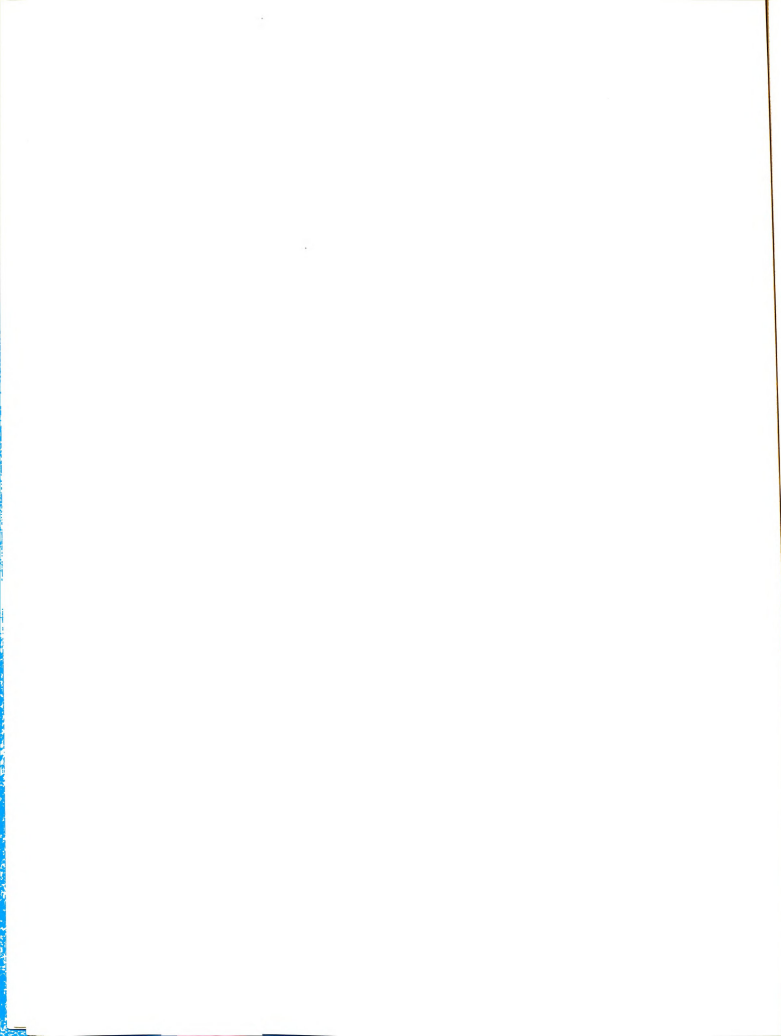
An example of this phenomenon is seen in the case of a young man whose occupation was that of a policeman. This person harbored doubts that he was aggressive enough to succeed as a policeman. A history of unsuccessful attempts at various occupations contributed to his feeling of being unfit for any kind of job.

Unfortunate experiences in his upbringing by his grandparents contributed significantly to a predominately evil image of his father. The young man was caught in the grip of a terrifying fear that he was destined to become just like his bad-tempered aggressive and "crazy" father. This fear coupled with a fear of impulses toward homosexuality drove the subject to reassure himself of his courage and masculinity by becoming a policeman. The choice of this occupation was interpreted as an attempt by this young man to cling to a highly primitive and autistic ego ideal, and his whole way of life was motivated predominately by an attempt to contradict the fact that the fateful introjection and identification with the father had taken place.



This case illustrates that as a defensive maneuver, career preference can serve a variety of purposes. Among these might be the exclusion from awareness of painful feelings of inadequacy, imperfection and low self esteem, rebellion against the father's wishes, and an express denial of paternal identification.

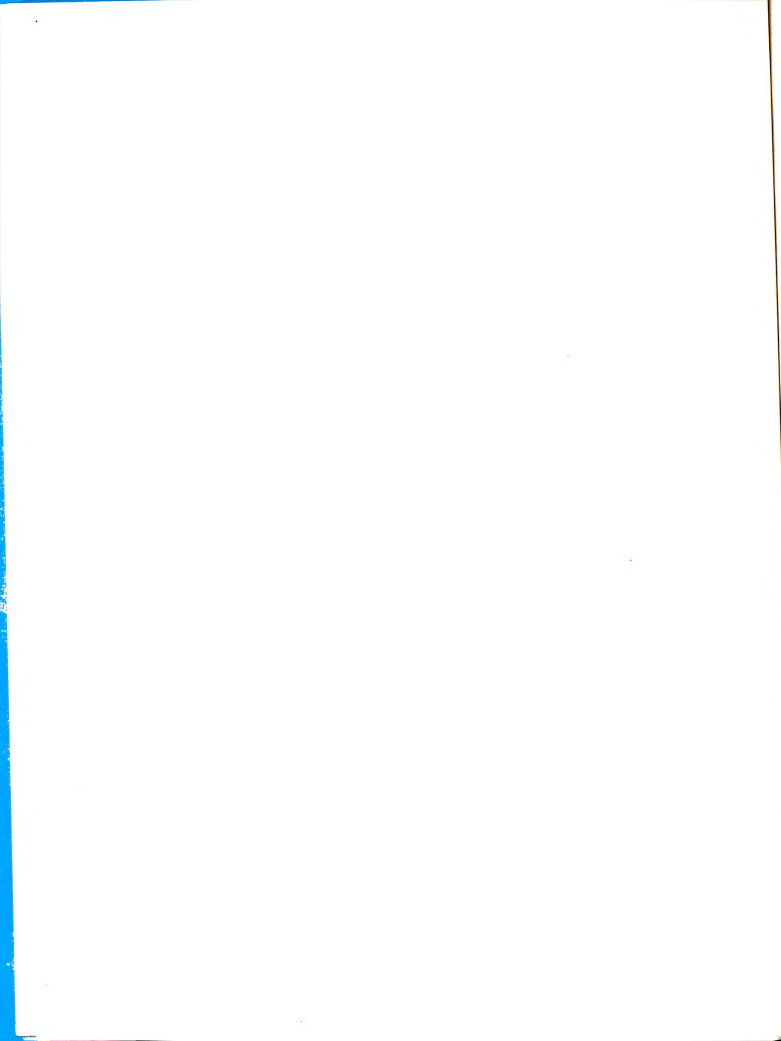
Crites (1962) investigated the relationship of parental identification and interest development using as subjects 350 males divided into three groups (100 vocational-educational clients at a university counseling center, 100 more vocational-educational clients as a replication group, and 150 non-clients as a generalization group). Crites hypothesized that the degree of parental identification would be reflected in the interest pattern of the offspring. Furthermore he hypothesized that masculine and feminine dimensions of occupational interest should be reflected in the students' interest profile depending on the parent with which the student identified. He suggested that interest in an area such as social work, which embodies both masculine and feminine attributes, would be indicative of mixed sex identification. Finally Crites reasoned, a combination of both the sex of the parent and the degree of identification should produce a particular interest pattern which would reflect the relevant interaction of masculine and feminine interests for that individual.



Crites employed the Semantic Differential in order to get ratings of "self," "father" and "mother" on nine scales designed to assess kind, degree and pattern of parental identification. For the same subjects interest patterns on the SVIB were analyzed by Stephenson's (1961) pattern analysis technique.

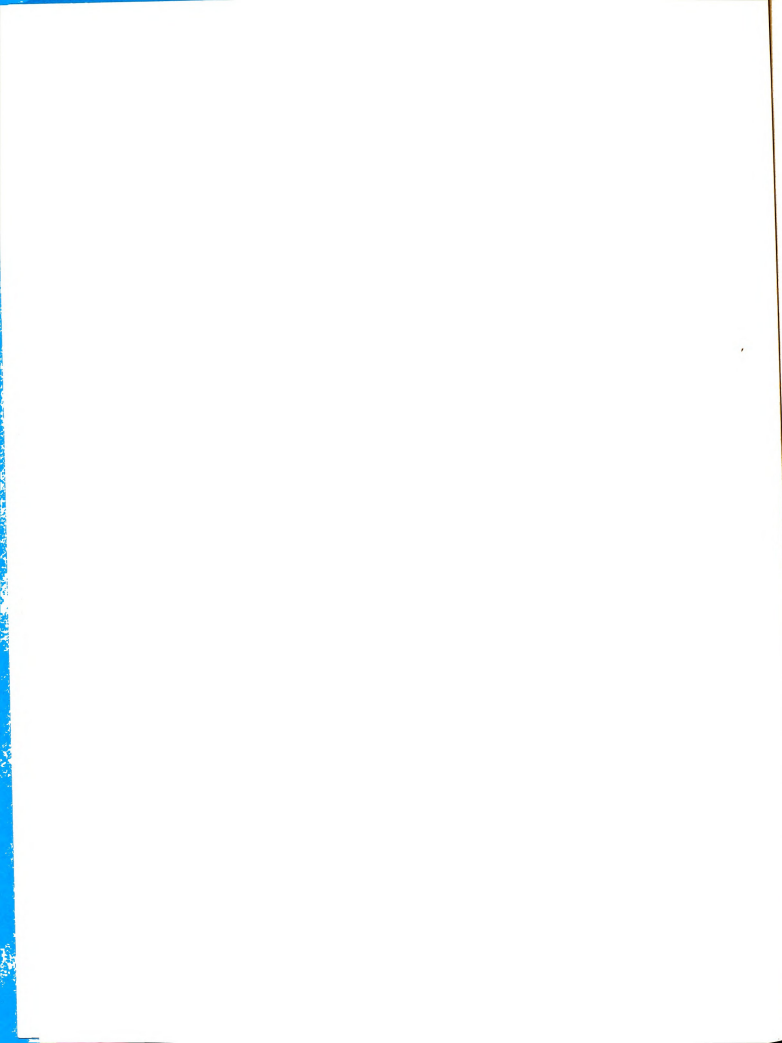
His findings indicated that the degree of identification of male subjects with their fathers was correlated with their interest patterns on the SVIB. No correlation was found between the degree of identification with their mothers and those male subjects' interest patterns on the SVIB. Crites reported in this study that strong father identification was correlated with interests in business detail, slight father identification was correlated with high interest scores in the literary area, and moderate father identification was associated with interests in the physical and social sciences. The importance of identification in relation to vocational interests was demonstrated in the observation in this study that as long as some identification with parents existed, predictable interest patterns emerged.

Steimel and Suziedelis (1963) based their study on a model which suggests that the role of identification with parents in the development of interests is pronounced. These authors tested the hypothesis that the predominance of perceived parental influence of one



parent would be related to SVIB scores. They administered a perceived parental influences instrument to 198 college freshmen and sophomores in order to test their prediction that father influenced male college students would have different interest patterns on the SVIB than would mother influenced students. These authors, on the basis of this instrument, selected 84 of the 198 subjects whose responses placed them at the extremes in terms of perceived parental influence and found that father-influenced boys scored higher on masculine occupations and mother-influenced boys were higher on more feminine occupations. In addition, their findings indicated that father influenced subjects chose to major in exact sciences, while mother influenced subjects tended toward the liberal arts. Although unanswered questions remain as to the exact interpretation of Steimel and Suziedelis' data, they have demonstrated that the perception of parental influence is clearly related to vocational interests.

Stewart (1959) tested the hypothesis that the SVIB scores of adolescent males are related to the degree of their identification with their mothers. He had ninety-seven junior and senior high school boys perform Q-sorts about their ideal self concept, and their concept of what they thought their mothers would prefer them to be. Fifty-four mothers of these same subjects were available to perform Q-sorts on their conception of what their sons were like and how they would like them to be

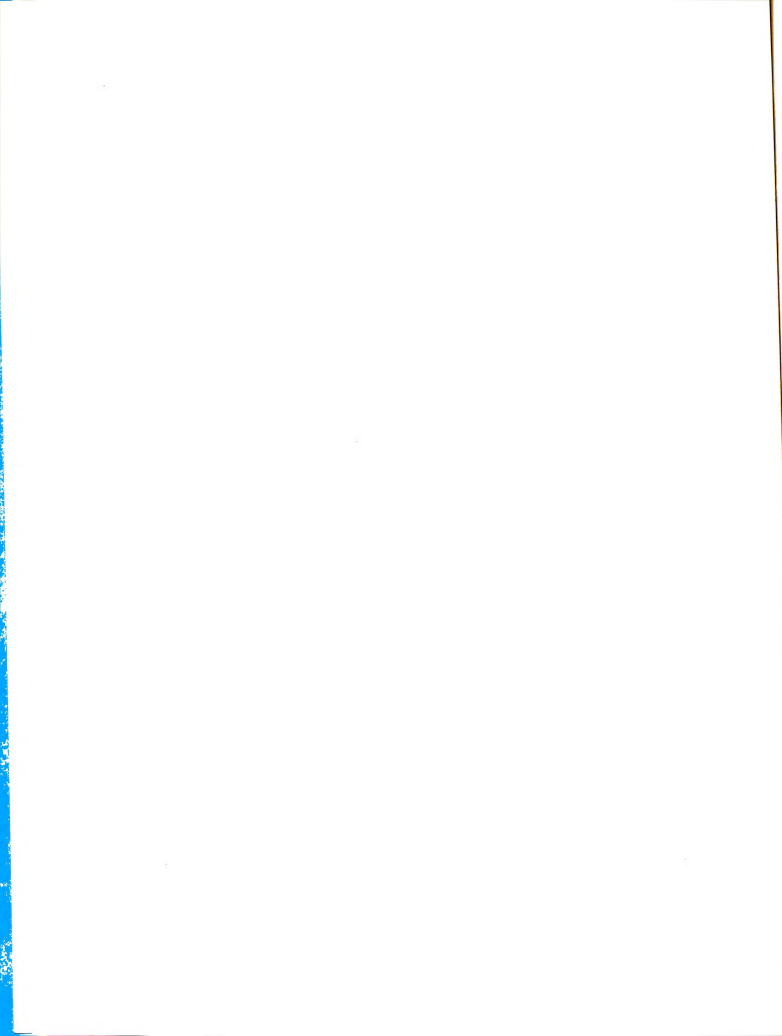


ideally. Each student subject also completed the SVIB and a brief questionnaire about vocational aspiration. Stewart found that the student subjects' identification with the mothers' values was associated with greater acceptance of socially sensitive behaviors and higher interest maturity scores. Stewart also found that a boy's identification with his mother increased the likelihood of a SVIB rejection pattern in a masculine area.

The results of the foregoing studies seem to support the notion that identification with a parent or adult model is important, at least indirectly, in the vocational choice process. No direct relationships have been demonstrated, however, and the findings of the several studies are not always consistent. The measures of identification employed are not powerful. In this section an attempt has been made to present research considered to be relevant to an investigation of identification in relation to vocational interests. In the next section attention will be directed towards reality orientation as a personality variable and its relation to vocational interest development.

Realism and Vocational Interests

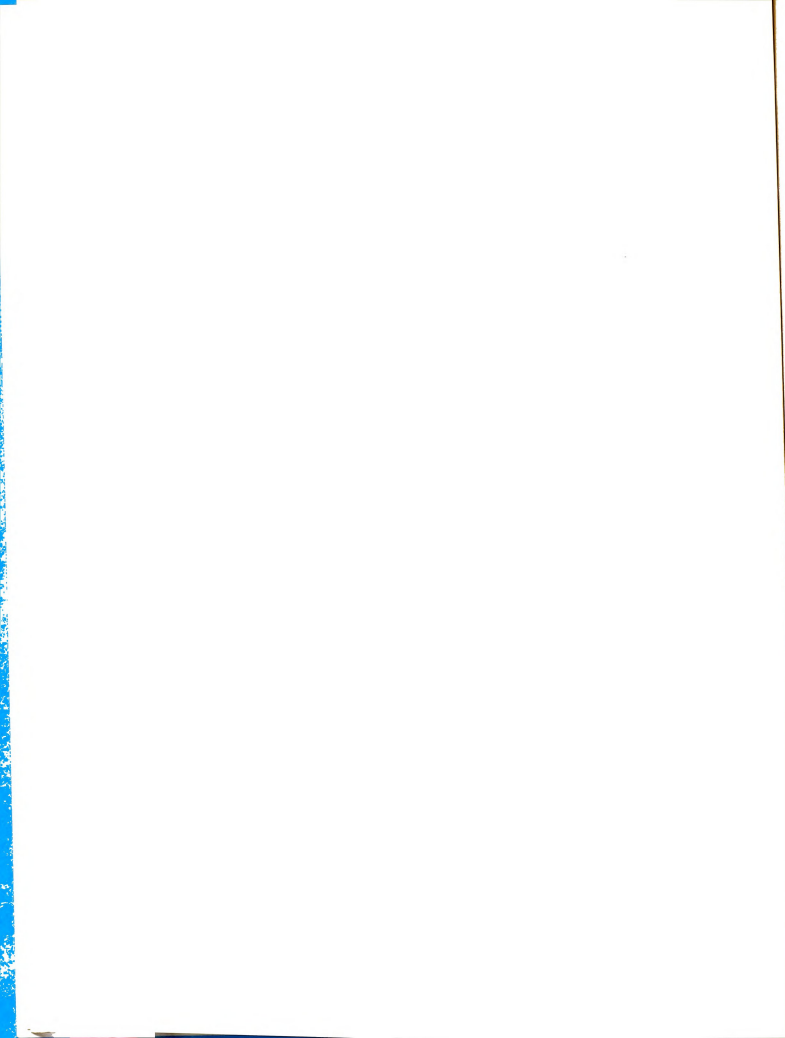
Crites (1960) hypothesized that ego strength is related to interest patterning and to occupational interest level. He predicted that ego strength would be correlated with the degree to which interests are



patterned and also correlated with occupational interest level. Operationally, ego strength was measured by Barron's Ego Strength (Es) scale on the MMPI. Interest patterning was determined by the number of scale scores falling in the A, B+ and B areas on the SVIB profile sheet. Occupational interest level was measured by the Occupational Level (OL) scale on the SVIB. The hypothesized relationship between Es and interest patterning was supported, while the expected relationship between Es and OL did not find support.

Another study which attempted to relate realism in vocational choice to healthy ego functioning was conducted by Small (1953). Hypothesizing that a healthy ego would be able to delay gratification more successfully than a weak ego, he predicted that well adjusted adolescent males would express realistic first occupational preferences, while the reverse would hold for poorly adjusted boys.

Small tested this prediction on fifty pairs of fifteen to nineteen year-old boys matched on all significant background features except adjustment. The hypothesis was supported; the job preferences and reasons for their selection indicated that the choices of the better adjusted boys reflected participation in their environment, while choices of the maladjusted boys reflected detachment from their environments, a tendency to act

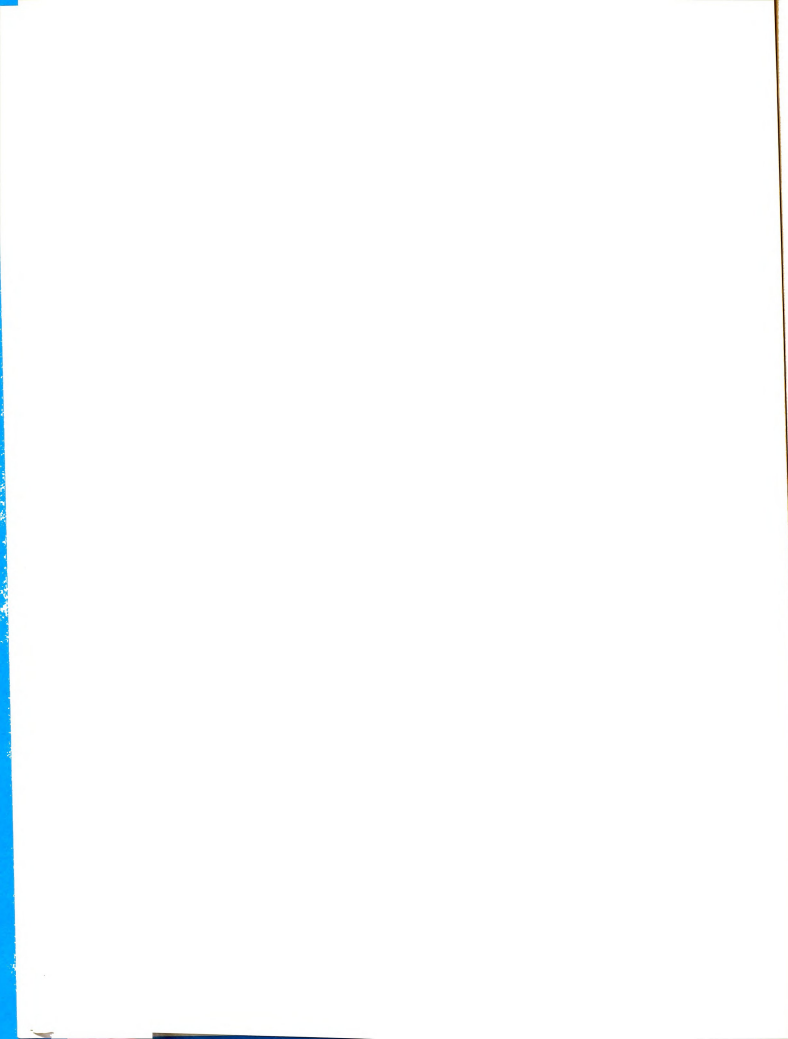


out their impulses, and to have feelings of self deprecation. The two studies just cited, Crites (1960) and Small (1963), may be interpreted to support the belief that a healthy ego is one that is in contact with reality and that this reality orientation is reflected in inventoried vocational interests on an instrument such as the SVIB (Crites, 1960) and is also reflected in the stated vocational preferences of well adjusted boys (Small, 1963).

Attention will now be directed to the Occupational Level scale of the SVIB which was used in the present study in relation to the Academic Achievement scale as a means of assessing degree of realism or fantasy in vocational interests.

The Occupational Level Scale

The Occupational Level (OL) scale was introduced by Strong in the late 30's, and a high degree of speculation as to its exact meaning has existed from that time to the present. Strong constructed the scale empirically by contrasting interests of business and professional men with the interests of unskilled workmen. He found a definitive progression in mean OL scores from unskilled through semi-skilled on up to business executives and professionals. Strong himself was most tentative in giving meaning to the OL scale and warned of methodological problems in the construction of the scale involving

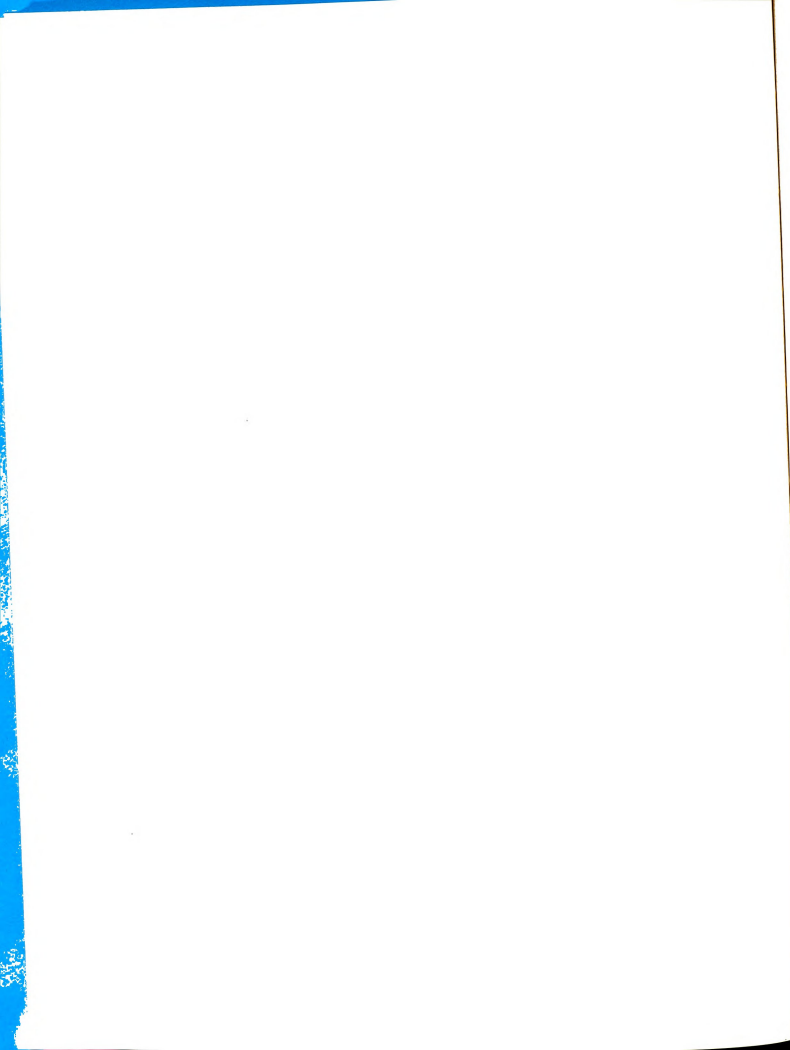


unreliable data and unknown sampling biases (Strong, 1943).

In 1941 Darley referred to the OL scale as a quantitative statement of eventual adult level of aspiration. He said that it "represented the degree to which the individual's total background has prepared him to seek the prestige and discharge the social responsibilities growing out of high income, professional status, recognition or leadership in the community" (Darley, 1941). Darley later referred to OL as "drive," but in 1955 he stated that this interpretation may have been overextended.

Super and three of his students took the position that Darley's interpretation of OL as a measure of drive or level of aspiration is indefensible: "It has not been demonstrated that the OL score can or cannot indicate how much a person will exert himself to rise on the occupational ladder or to succeed in his field of activity" (Barnett, Handelsman, Stewart and Super, 1952, p. 29). However these same authors, earlier in their same monograph, said: "True, the OL scale may yet be shown to measure drive, and we have not demonstrated that it does not do so" (p. 26).

Barnett, in the first article of the monograph, reported a study of 700 men, defined as chronically or non-chronically unemployed. Non-chronically unemployed subjects had significantly higher average OL scores than

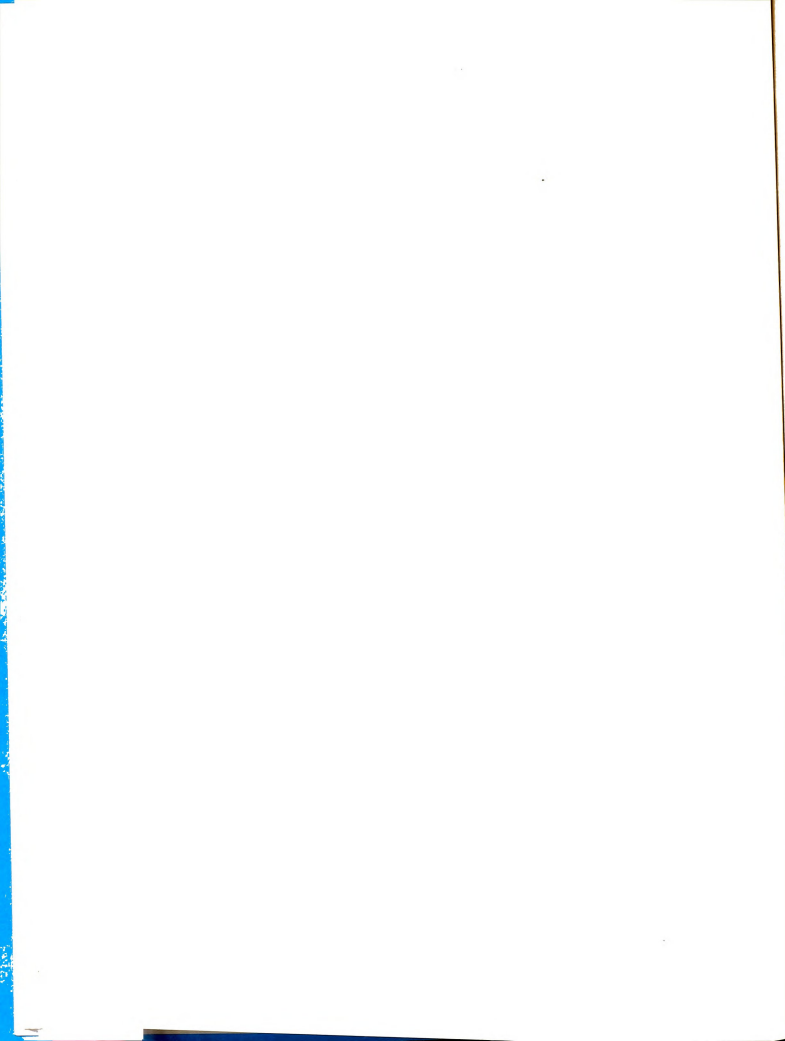


the chronically unemployed. Barnett concludes that OL "is, in a sense, a measure of satisfaction or dissatisfaction with a way of life" (Barnett, et al., 1952, p. 6).

Stewart's study, the third in the monograph, was designed to test the hypothesis that occupational level is, in part, a function of social background. He found that OL scores were slightly related to the occupational status of maternal grandparents and to the religious background of the family.

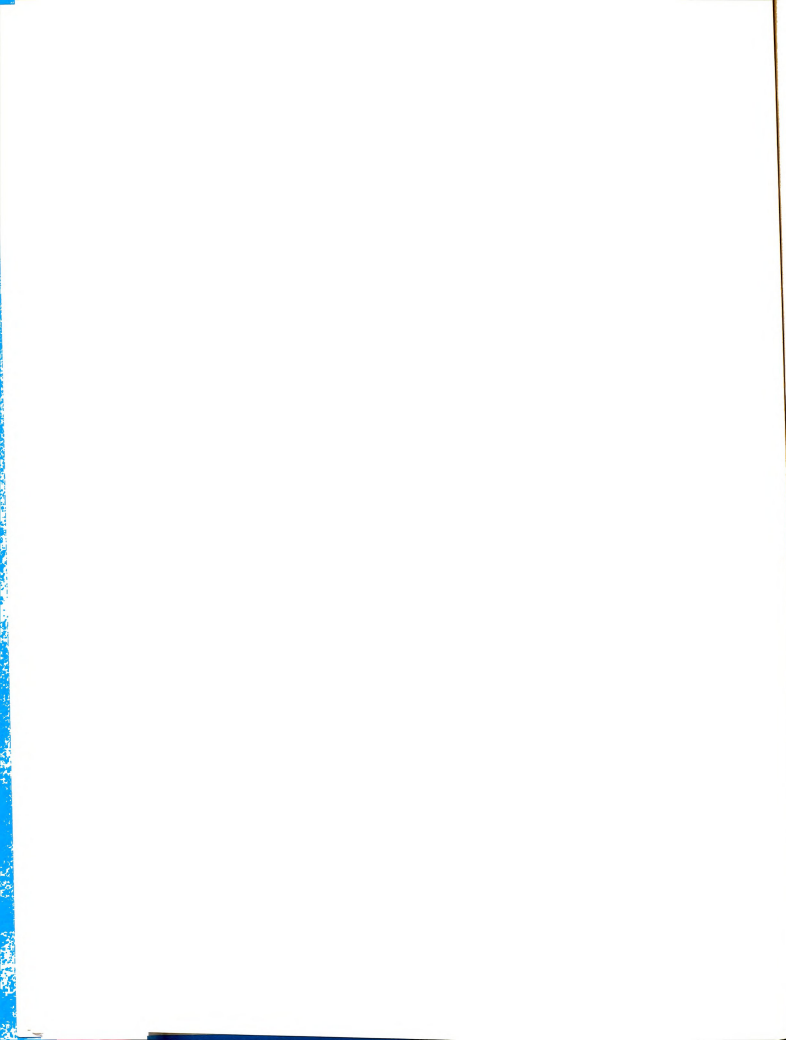
Holland (1959) has linked the OL score more closely with personality by proposing that it is a function of one's self evaluation reflecting one's status needs. OL, in some way more implicit than explicit, is the perception by the individual of his own level of competence and potential and his self estimate of worth with respect to others. However, Shutz and Blocker (1961) found a low correlation between OL and a quantitative measure presumed to reflect self concept or self attitude. Carkhuff and Drasgow (1966) conclude that OL and status have not yet been clearly shown to be related. They explain that this state of affairs does not mean that they are definitely unrelated, but that there may be measurement and criterion problems to be solved before the relationship can be made explicit.

In the 1960 study of Crites, previously cited, the results failed to support the expected relationship between



ego strength and occupational interest level. The lack of a significant relationship between Es and OL might be interpreted to support the position of those who hold that OL is a measure of status of interest, not a measure of drive. Crites himself feels that the constellation of high occupational interest level, low interest patterning, and weak ego functions is characteristic of clients with vague goals who want to be in a profession but cannot specify which one.

One fairly common interpretation of the OL which embodies elements from all of the foregoing viewpoints holds that this scale taps the individual's motivation to live a particular style of life. Whether this motivation is realistic or fantasied, reactive or proactive, defensive or healthy remains unclear and most likely varies with the individual case. The present study was designed to contrast the OL scale with the Academic Achievement (AA) scale. The AA scale is correlated with "staying in school" and therefore gives a measure of how willing the individual is to work to achieve his goals. Any significant discrepancy between OL, the measure of style of life desired, and AA, the willingness to work toward that goal may be a measure of the extent of fantasy. The present study was designed to explore the possible relationship between father identification and fantasy, and hypothesized an inverse relationship, i.e., fantasy increases as father identification decreases.



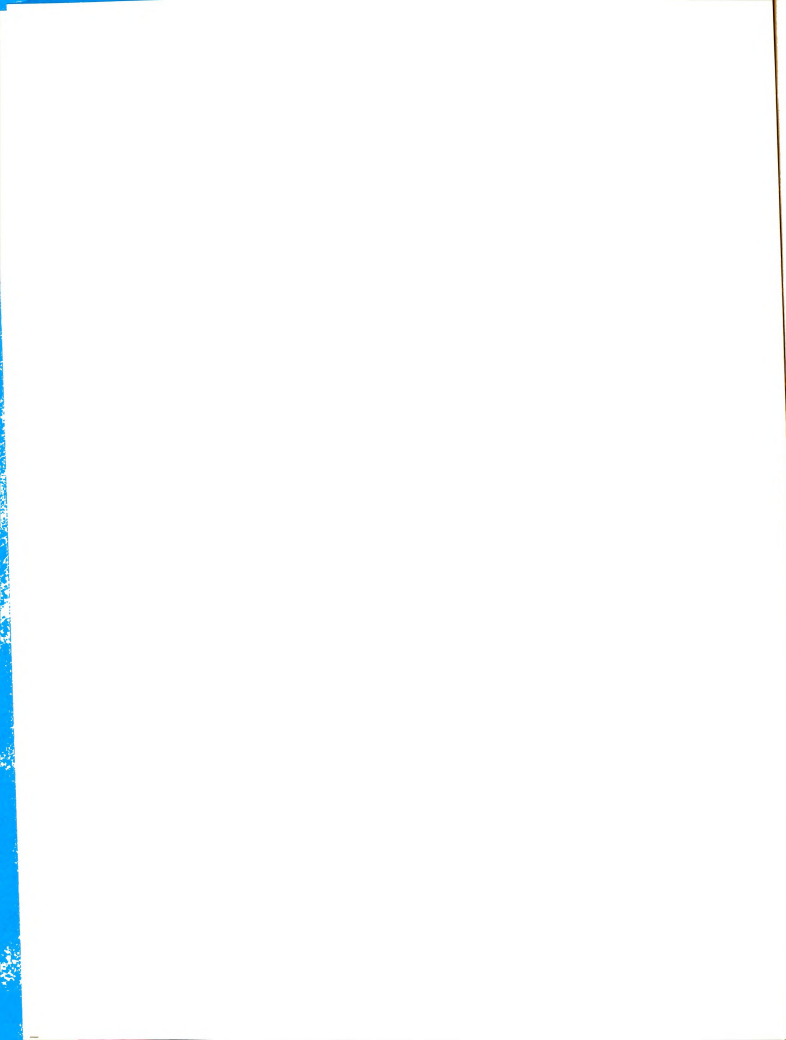
This concludes a review of literature pertinent to the first part of this study, dealing with father identification and vocational interests. A second part of this study was designed to assess the clients' manner of relating in vocational counseling, and some attention will now be given to this concept and its measurement in counseling research.

Clients' Manner of Relating in
Vocational Counseling and the
Concept of "Process"

This section of the review of the literature is divided into two parts. The first is intended to present some evidence of vocational client expectations of the counseling process, and the second part is intended to elucidate the conception of "process" and its measurement in counseling and psychotherapy.

Client Expectations of Counseling
Process

Bordin (1955) found that counselor characteristics such as warmth, nurturance, and fatherliness were significant variables entering into a client's choice of counselors when these clients were seeking help with personal-social concerns. Clients seeking information concerning educational-vocational indecisions tended not to assign importance to the personal characteristics of the counselor. The results of this study might be interpreted to mean that at least some clients seeking



vocational counseling view their indecisions as rooted in problems external to themselves and are reluctant to become involved in a personal counseling relationship aimed at enhancing self understanding of ones inner needs and motivations.

Findings similar to these were reported by Dipboye (1951) in a study of interpersonal relationships between counselors and clients. Dipboye investigated the impact of variation in clients' topical units of discussion on counselor style and found that counselors tend to respond cognitively in interviews concerning educational-vocational problems and to respond affectively when personal-social problems were under consideration. It can be inferred that the differential affective or cognitive style of responding was due at least in part to the set of the counselees.

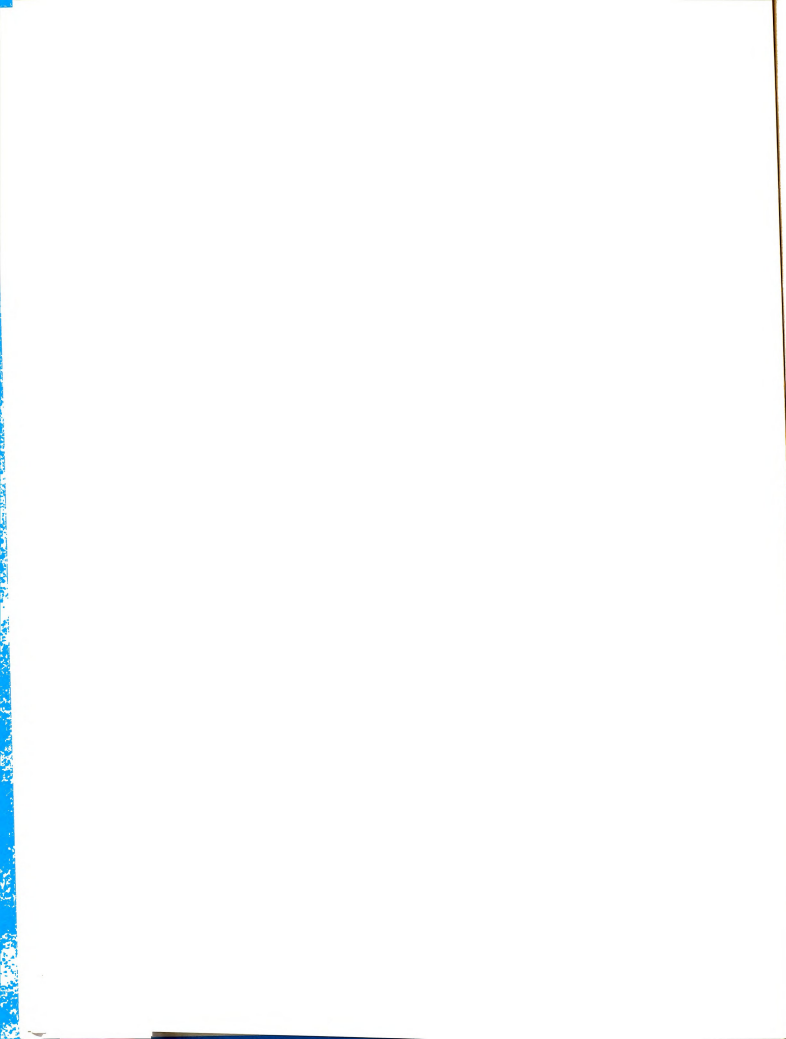
Grater (1964) in a study of client preferences for affective or cognitive counselor characteristics found that a discussion of personal problems discussed in the first interview was associated with a client's preference for affective qualities over cognitive qualities in the counselor. "Knowledgeable," "logical," "efficient," "successful" were counselor characteristics preferred by clients discussing vocational concerns, whereas "warm," "kind," and "accepting" were counselor qualities judged to be more important to clients discussing personal problems.

An inference can be drawn from the three studies cited above that many clients seeking vocational counseling may not wish to or expect to be involved in an interpersonal counseling relationship. It is not clear, however, that this is the expectation of all vocational clients, and also it is not clear whether vocational clients themselves may be divided according to some variable into those who prefer to use counseling as an interpersonal relationship and those who prefer to deemphasize the relationship aspects of the situation and use it more as a source of information. Information gained from studying groups of students seeking vocational counseling and divided on a variable thought to be influential in ones manner of relating may help clarify the differential preferences for affective or cognitive counselor characteristics in a group of vocational clients.

The present study used the concept of "process" in counseling as a possible means of identifying clients open to a personal relationship in vocational counseling and those who were not. A discussion of the meaning and measurement of "process" in counseling follows.

Process Conception and Measurement
in Counseling and Psychotherapy

Tracing process conception and measurement, Gendlin (1967) underlines three characteristics of



client-centered counseling that make process a natural concern of the client-centered approach of Carl Rogers. Theoretically Rogers' client-centered counseling posits a self propelled change process facilitated by the therapist's awareness and response to the feeling process in the client. A second characteristic of the client-centered approach stresses a natural process of positive change and growth which is a natural function of the organism's tendency toward wholeness. A third source of the concept is the importance assigned by Rogers to "experience" in his theory.

The aim of therapy is to restore experience to a place of primacy in the organization of the individual's personality. Neurotic distortion arises when the attitudes and values of others are the main forces shaping the personality. The individual's own bodily experience must be the basis for personality organization, for value judgments, and for perceptions and reactions. Therapy is the increasing use by the individual of his ongoing experience and the gaining in congruence between the individual's actual experiences, judgments, and ceptions, i.e., awareness.

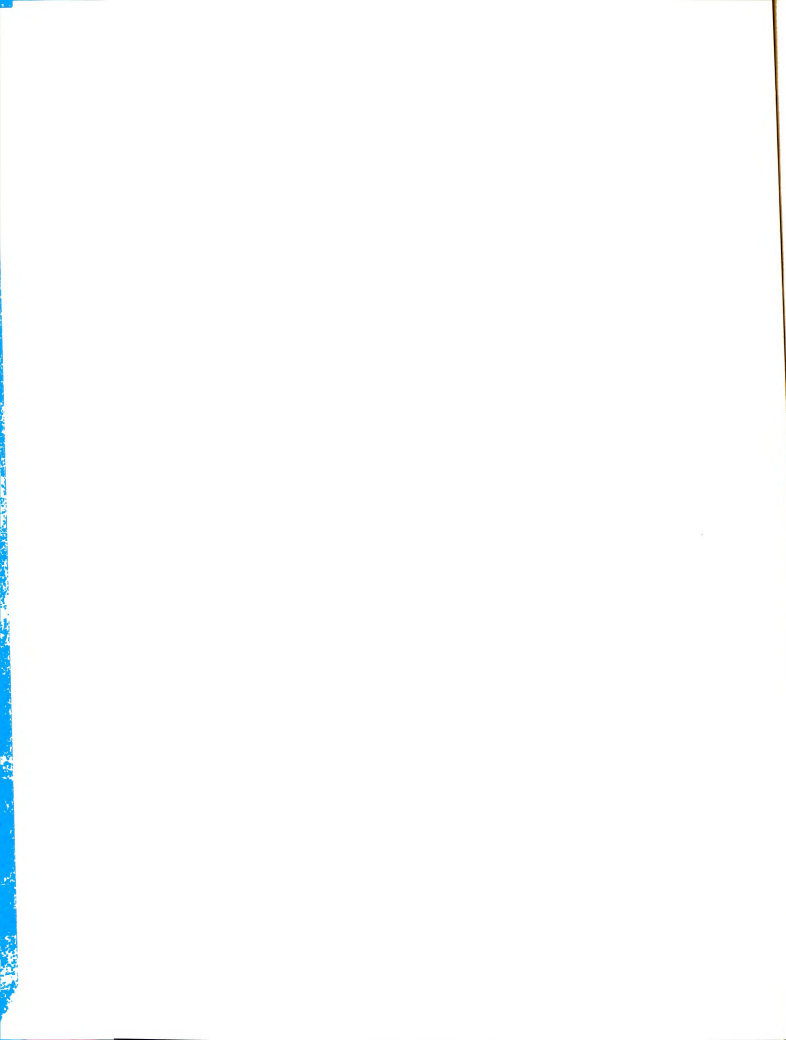
The chief problem then, if meaningful research is to be performed, becomes the formulation of a method for checking "congruence" between awareness and experience. But how does one measure the contents of experience in

order to assess increasing congruence between experience and conceptualization in the client?

An advance in the direction of assessing process was made by Gendlin and Zimring (1955) who viewed personality not as made up of contents ("experiences") but as ongoing experiencing and feeling process. Gendlin defines "process" in counseling as "the degree to which the individual employs directly felt experience in his verbalization" (Gendlin and Tomilson, 1967, p. 115). Process is the variable measured by the Relationship Scale, a copy of which is contained in Appendix A.

For an understanding of the rationale behind the Relationship Scale it is essential that the reader be cognizant that verbalization does not just represent experience, but rather verbalization is the carrying forward of the experiencing process. The client is not just talking about experiencing; he is experiencing! The more the individual's experiencing is central to his speaking and reacting, the higher he moves on the "process continuum."

A theory of process in counseling places emphasis not upon what the client says but upon the extent to which his words refer to concretely felt experiencing. This distinction describes the differences between therapy and mere intellectualization. The crucial variable to be measured in a theory of process is the



extent to which the individual refers inwardly to something directly felt.

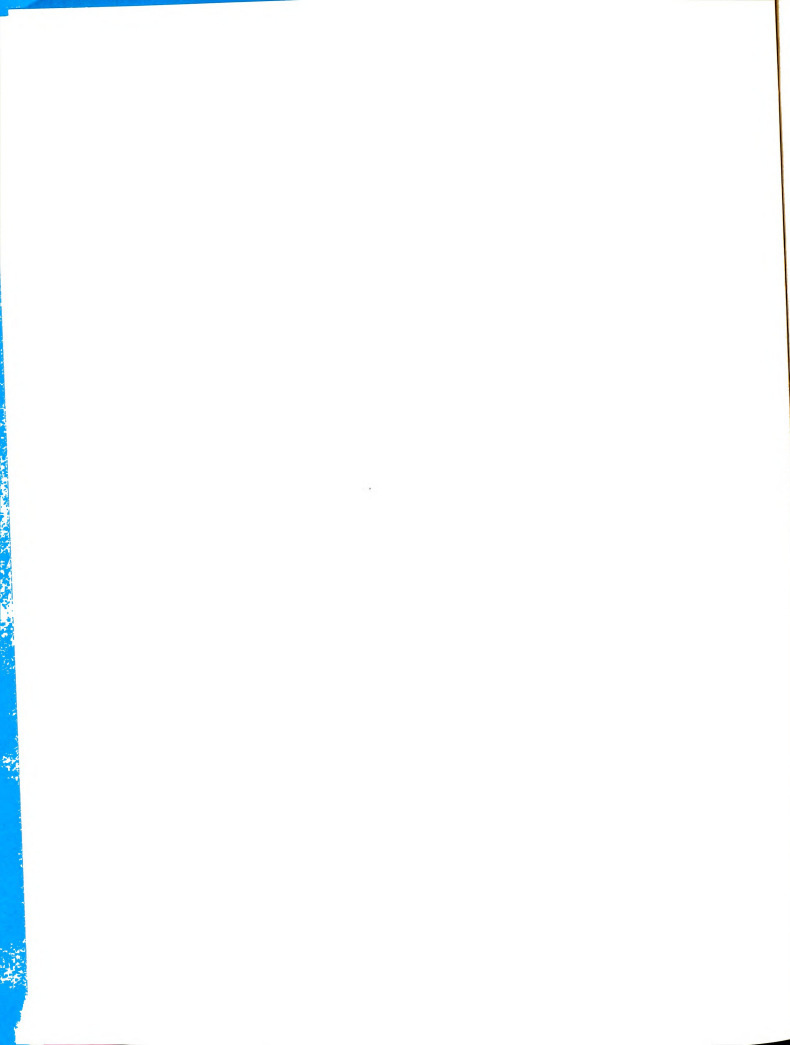
The present study employed the Relationship Scale in an attempt to demonstrate a difference in "manner of relating" or degree of "process" of high and low male father identifiers in relating to their male vocational counselors.

Summary

From the foregoing review of the literature the present investigation was designed to obviate problems encountered in previous research and to address attention to questions not previously investigated.

The study is based on the psychoanalytic assumption that the young male's identification with the father or father surrogate is a crucial and necessary step in normal personality development. The first section of the review was intended to present evidence of the impact of paternal identification on personality development which can be extrapolated to vocational interest development, a sub area of personality development.

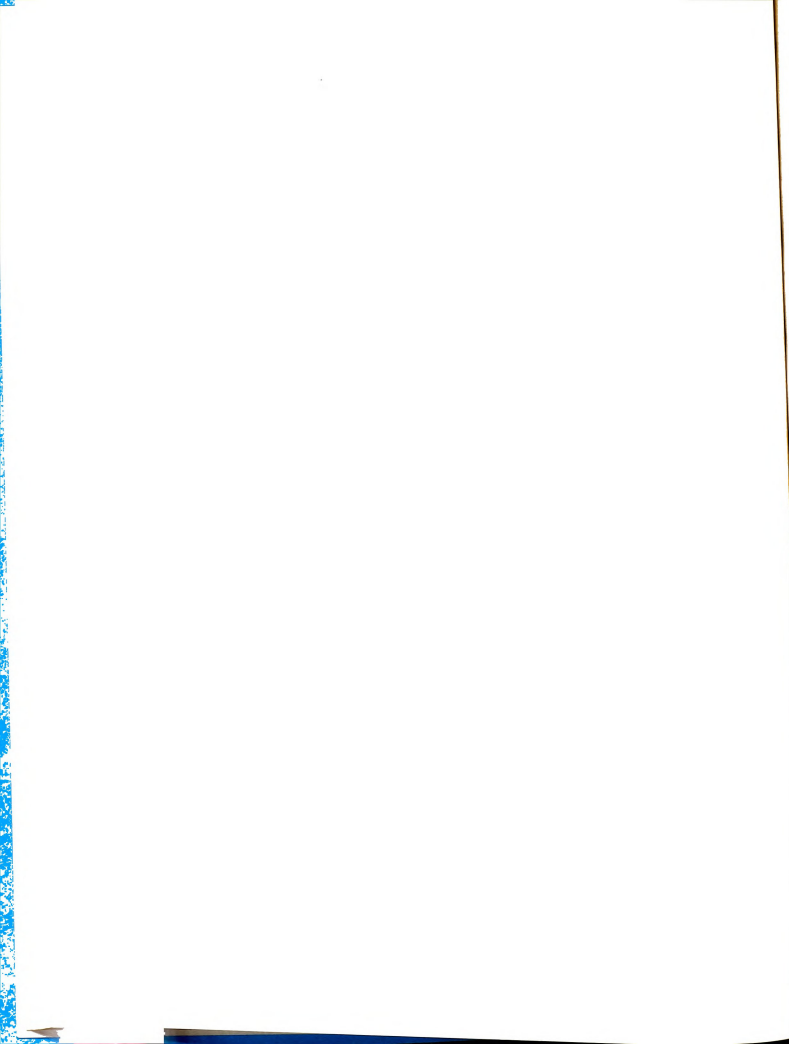
Unlike some previous investigators (Brunkan, 1966; Ginzberg, 1951; Sommers, 1956), the present study attempted to focus on the healthy and positive aspects of identification. The impact of identification on the personality was considered from the point of normal development as fostering strength and autonomy in the developing ego.



Evidence was presented that conflict in identification can be detrimental to personality development generally and to vocational interest development specifically. Thus it is recognized that vocational interests can be an expression of participation of a strong, healthy, integrated ego in the real world, or alternatively can be an expression of the defensive tactics of a weak, threatened, insecure, and self deprecating ego seeking to avoid the painful feelings of inadequacy, imperfection, and low self esteem.

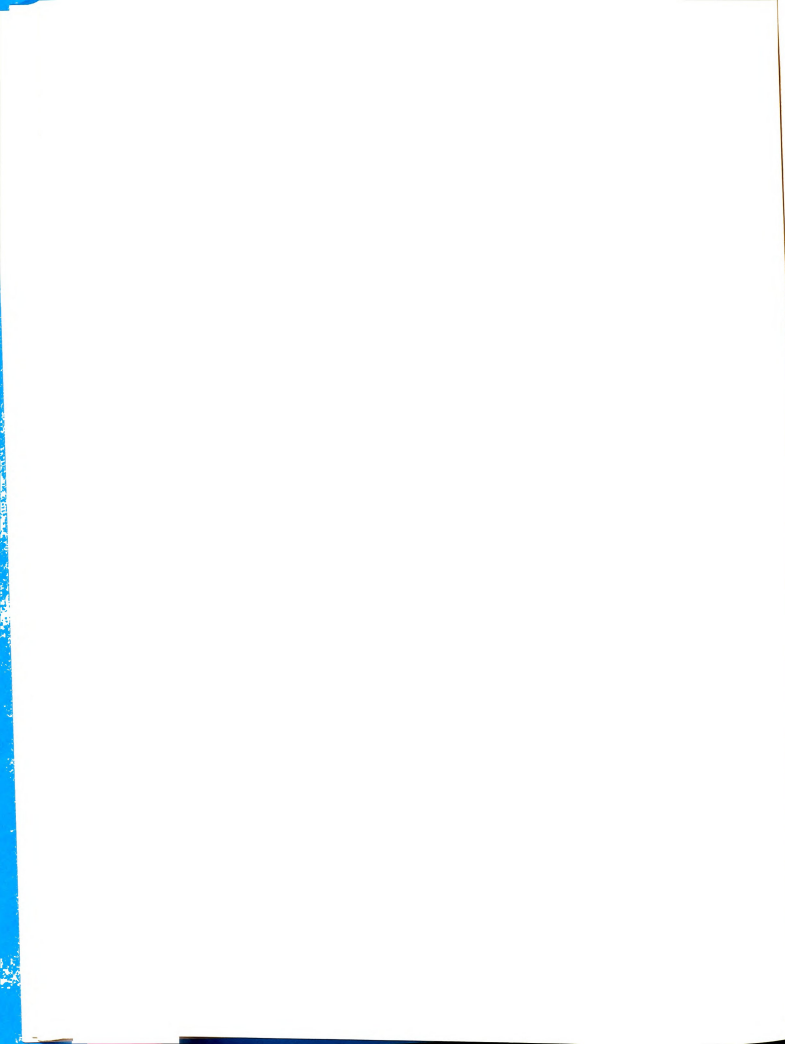
Studies by Crites, 1962; Steimel and Suziedelis, 1963; and Stewart, 1959 were cited, and although they did not cross validate one another in the discovery of any direct relationships between identification and vocational interests, and in spite of the fact that their findings were not always consistent with one another, it is apparent from their combined data that parental identification is important in the development of vocational interests.

Vocational interests as an ego function led to a consideration of reality orientation and vocational interests. Studies by Crites (1960) and Small (1963) were reviewed which generally supported the position that a healthy ego is one that is in contact with reality. This relation between ego and reality has been reflected in patterns of interest on the SVIB (Crites,



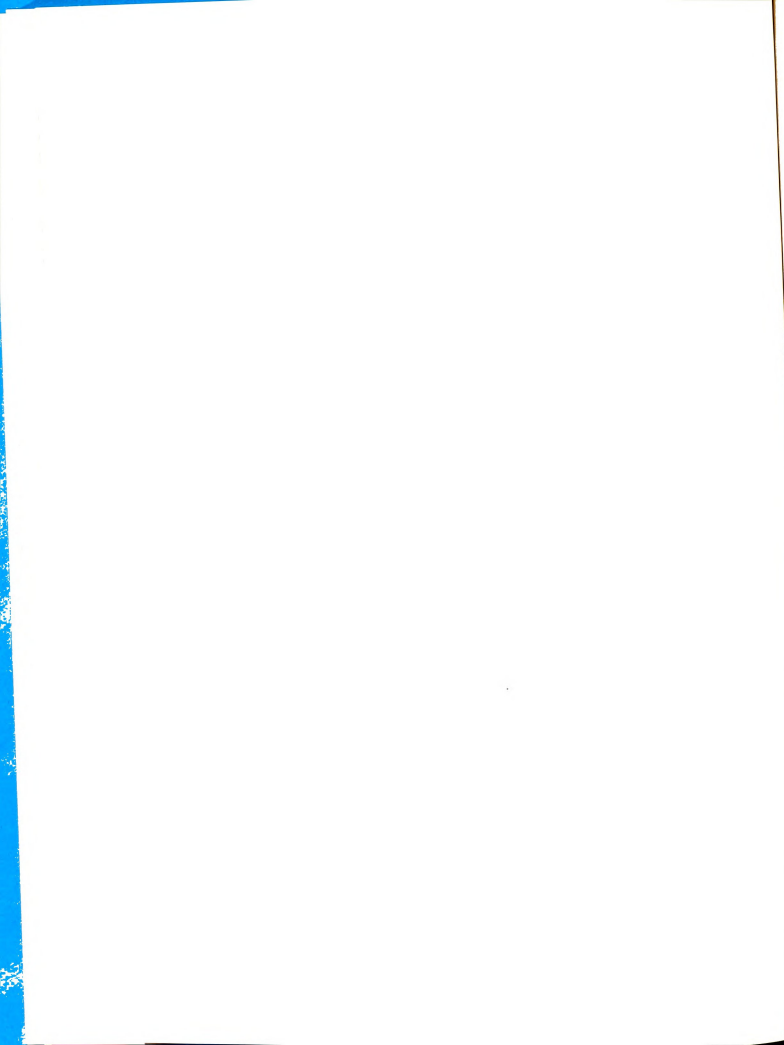
1960) and in the realistic vocational choices of well adjusted boys in relation to maladjusted boys (Small, 1963).

Since the Occupational Level (OL) scale was used in the present study in an attempt to relate father identification to degree of realism or fantasy in vocational interests, attention was given to the historical development of the scale and to the various interpretations given to the scale in previous studies. No consensus as to the meaning of the OL was achieved by the various investigators, and Strong himself was most cautious in giving any interpretation to this scale. The bulk of the literature on the OL scale points to an interpretation indicating a level of aspiration or the style of life which an individual would like to live. There is some indication that OL is not always correlated with reality factors of ability or willingness to work towards achieving the goals. The Academic Achievement (AA) scale on the other hand is correlated with staying in school and advancing toward a degree. The present study hypothesized that differences between OL and AA might logically be ascribed to a fantasy component. Since the previous section supported the belief that reality in vocational interests is reflective of good adjustment and recourse to fantasy is indicative of poor adjustment, the present study sought to



demonstrate a relationship between low father identification and a high degree of fantasy in vocational interests. This concluded a review of the literature pertinent to the first part of this study investigating the relationship between father identification and vocational interests.

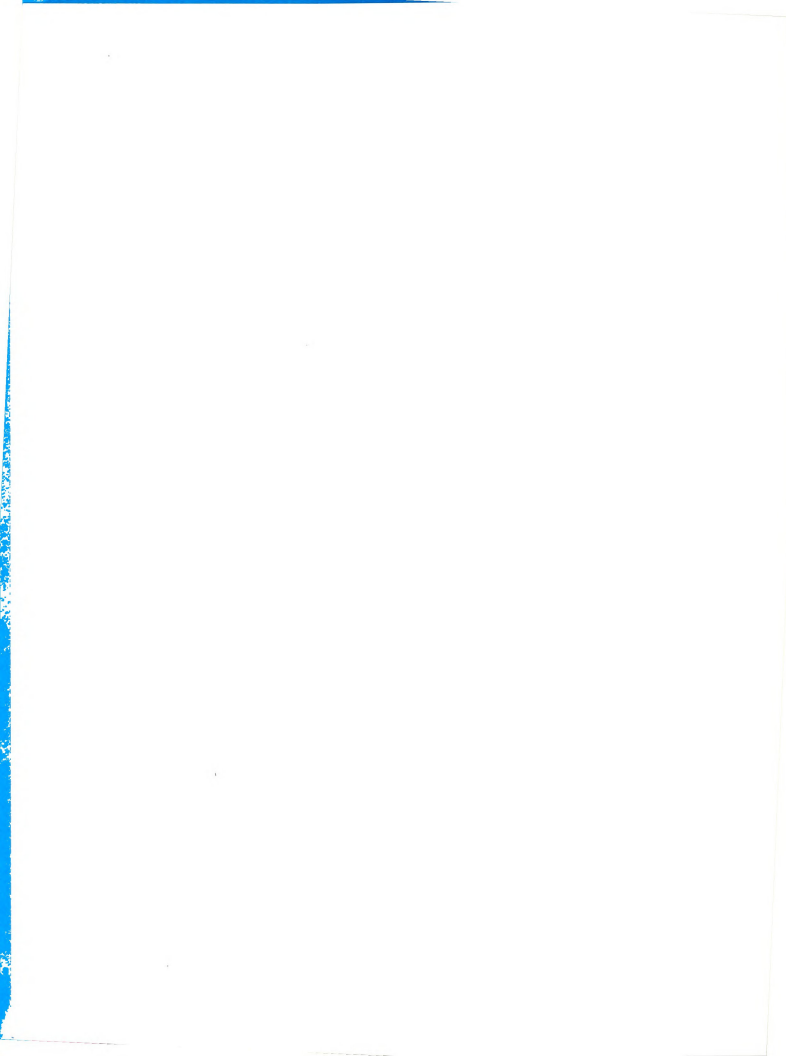
The fourth and final section of this chapter was divided into two parts and presented information considered pertinent to the investigation of the relationship of father identification and the actual process of vocational counseling. The first part of this section presented findings of several authors (Bordin, 1955; Dipboye, 1951; and Grater, 1964) concerning the expectations of clients approaching vocational counseling. Generally it was reported that clients seeking vocational counseling in contrast to clients seeking counseling for personal problems do not expect or wish to become involved in an interpersonal counseling relationship. Vocational clients are characterized as valuing "knowledge," "logic," "efficiency," and "success" as qualities in their counselors, while clients seeking help with personal problems value qualities of "warmth," "kindness," and "acceptance," in their counselors. And yet it has been the personal observation of the author that the distinction between the vocational client and the personal-social client often breaks down in actual



practice. A more basic psychological variable such as parental identification may affect the manner of relating to people in general and be reflected in the way that persons approach counseling. This difference in the approach to counseling might be demonstrated in a relatively homogeneous group, composed as this study is of all vocational clients. In order to assess the clients' manner of relating, the conception of "process" in counseling was introduced, and some discussion of its meaning and measurement concluded this chapter.

Briefly, "process" grows out of the client centered approach to counseling and is defined by Gendlin as "the degree to which the individual employs directly felt experience in his verbalizations" (in counseling) (Gendlin and Tomilson, 1967, p. 115). Some background on the development of this concept and the derivation of the "Process Scale" was reported.

The foregoing chapter has presented research and theory considered to be relevant to an investigation of father identification and vocational interests and vocational counseling. In the next chapter the methodology and analysis to be used in testing the hypotheses of the present study will be presented.



CHAPTER III

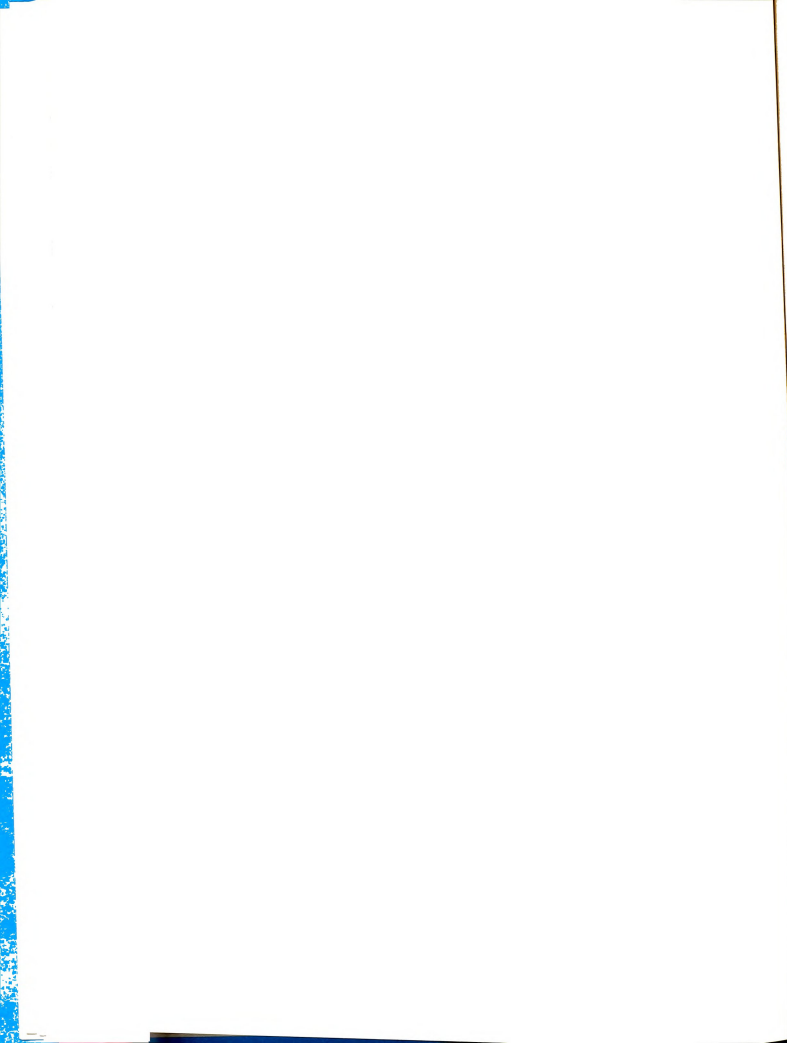
METHODOLOGY AND ANALYSIS

The sections to follow include a description of the subjects used in the study, an explanation of the procedures used in gathering the data, and information about the instruments chosen for testing the hypotheses.

Sample

The subjects for this study were twenty-eight Michigan State University freshmen and sophomore, male students who volunteered to participate in the research from among students requesting vocational testing and counseling at the Michigan State University (M.S.U.) Counseling Center during fall and winter terms of the 1968-1969 academic year. No further limitations were placed upon a subject's inclusion in the study. Background variables of age, divorced or deceased parents, living at home or away from home were not specified as limiting factors for inclusion in the study, and hence no control of these variables is claimed.

Although lack of randomness in sampling procedures as well as the limited representativeness of the population (i.e., all subjects drawn from a single institution)



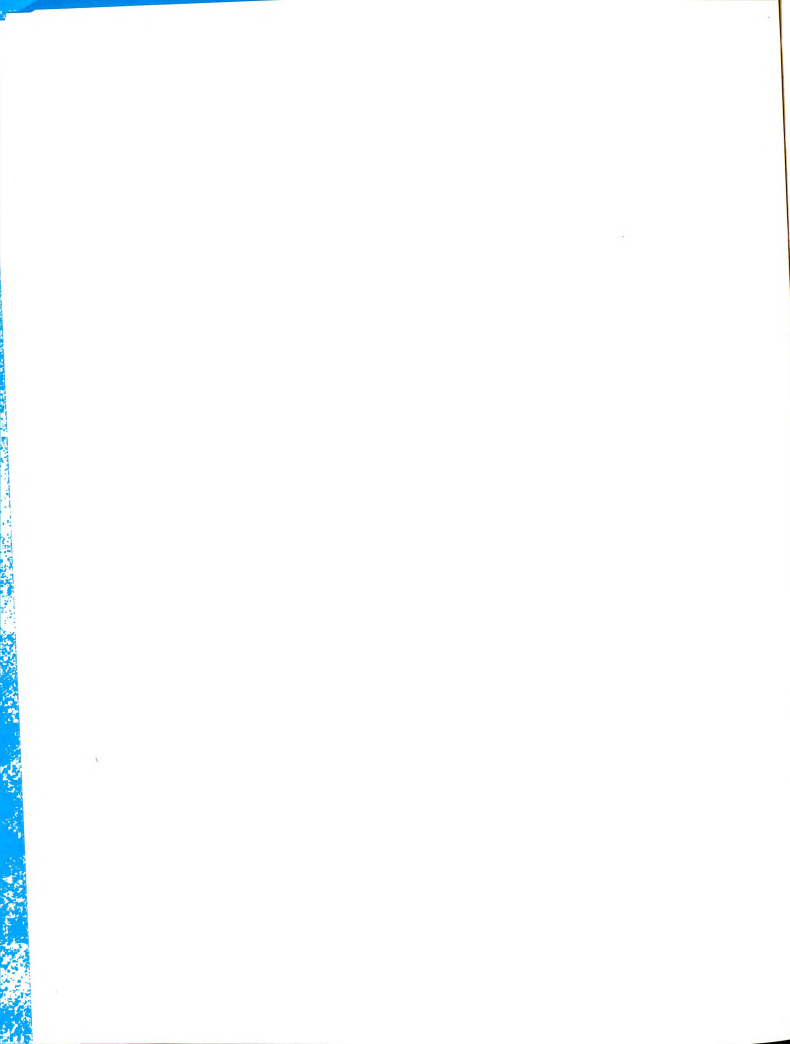
must necessarily limit the generality of findings, the study was intended to have implications for vocationally indecisive males of freshman and sophomore college standing. Thus the sample was not intended to be representative of all college students in general. It was, however, expected that the findings of the present study would have implications for a larger and more general population of college students who are experiencing problems of vocational indecision.

Procedures

Each subject included in this study was asked during his initial interview¹ by the screening counselor if he would be willing to participate in the study.² Each subject was informed that participation in the study would entail approximately two and one-half hours of testing beyond the one and one-half hours routinely used for the administration of the Strong Vocational Interest Blank (SVIB) and the Edwards Personality Preference

¹Screening interview is a term used synonymously with initial interview at the M.S.U. Counseling Center. Screening Counselor is a term used to refer to the counselor who conducts the initial or screening interview.

²A standardized form letter presented by the screening counselor on behalf of the researchers, to the subjects during the initial interview, and requesting their participation in the study is contained in Appendix B.



Schedule (Edwards), and also entailed his permission to audiotape the screening and all subsequent counseling interviews. When a subject volunteered for the study, he was assigned by the screening counselor a battery of five tests. Four of these tests were written tests (Strong, Edwards, Minnesota Multiphasic Personality Inventory [MMPI] and the Leary Interpersonal Check List [ICL]), and were routinely administered by the testing office section of the University Counseling Center. The fifth test, the Thematic Aperception Test (TAT), was individually administered to all subjects, and the responses were tape recorded by the present investigator. The TAT was composed of the ten cards selected by Leary (see Leary, 1957, Appendix B).

Of the thirty-three students who initially agreed to participate in the study, twenty-eight completed the psychometric data required, and tape recorded interviews were obtained on twenty-four of these same twenty-eight subjects. The three students who failed to complete the required tests were given test interpretations for those tests completed and deleted from the study. Of the twenty-eight subjects completing the tests, two were assigned to female counselors, and two were assigned to male counselors not participating in the study.

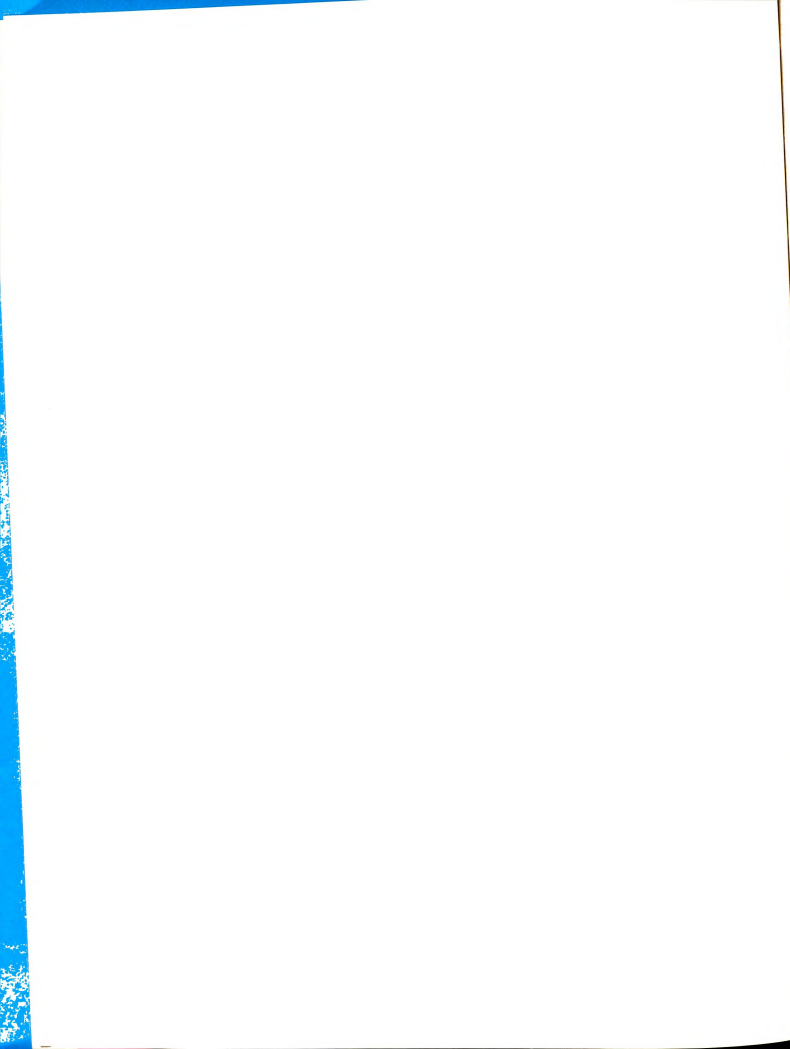
Consequently the number of the subjects included in this section of the study is twenty-four.¹

In the collection of the psychometric data, machine scoring procedures were used for the scoring of regular answer sheets of the Strong, Edwards, and the MMPI. The directions for the ICL asked the subject to complete five answer sheets giving ratings of impressions of "self," "mother," "father," "best friend," and "impressions I wish to convey to others." The design of the study did not include the use of all the data collected.² The following data were used in this study (a) the Strong, (b) the ICL ratings of "father" and "self," and (c) segments of the tape recorded counseling sessions.

The data collection extended from the second week of fall term to the end of winter term, a period of approximately twenty weeks. Upon completion of his tests, each subject was routinely assigned by the Counseling Center's normal procedure to a counselor who had indicated his willingness to be involved in the research. No limitations were placed on the counselors in their counseling procedures. They were instructed to

¹The design of the study required all subjects to be assigned to male counselors.

²The collection of the data is intended to contribute to an Educational-Vocational Research Data Bank at the Counseling Center and to be available to other researchers.



proceed in any fashion that was normal for them with each client but to tape record all sessions.

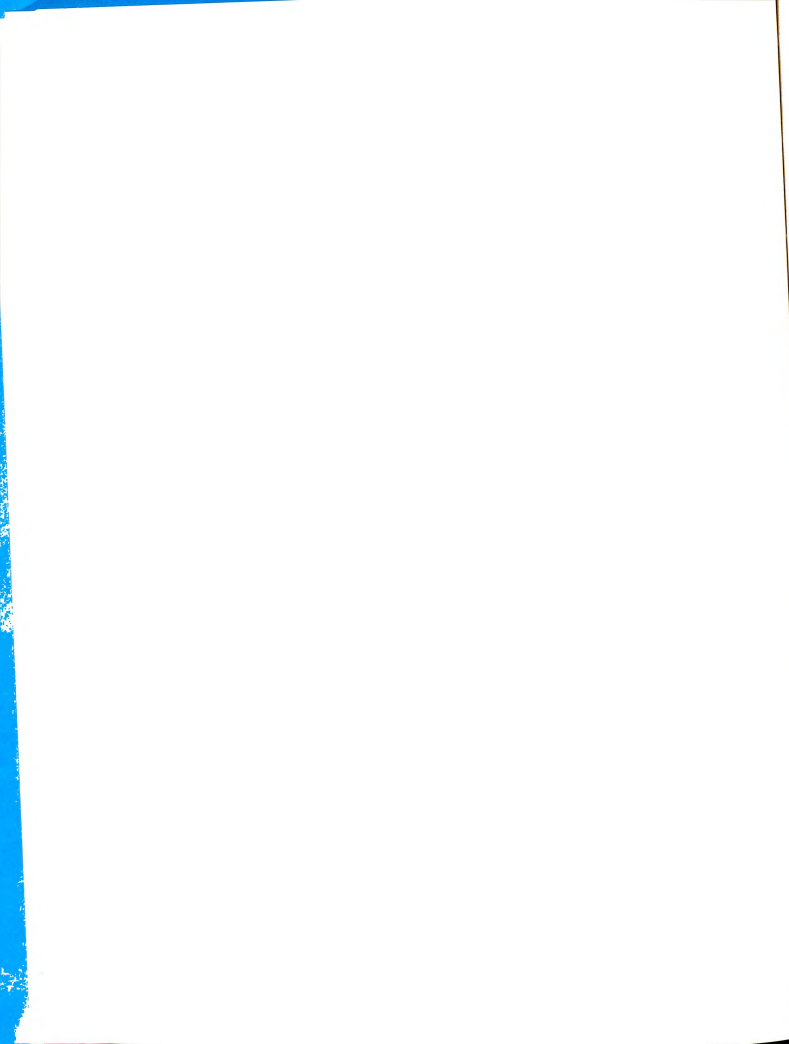
Instruments

Only those instruments which were used for testing hypotheses in the present study are discussed in this section. Rationale for the use of these instruments as well as validity and reliability information for each instrument is presented.

Interpersonal Check List

The variable of identification in this study was measured with the Interpersonal Check List developed by La Forge and Suczek (1955) to measure self perception and perception of others. The instrument itself was developed in conjunction with the Interpersonal System of Personality (Leary, 1957) and is intended primarily for measuring interpersonal behavior at Level II and at Level V as defined in that system.

The present form (IV) of the ICL consists of 128 descriptive terms or phrases with eight of these items applying to each of the sixteen variables of interpersonal behavior. These sixteen variables are paired and grouped into eight behavioral categories or octants arranged on a circular continuum or circumplex. These octants are: managerial-autocratic, competitive-narcissistic, aggressive-sadistic, rebellious-distrustful,



self effacing-masochistic, docile-dependent, cooperative-over-conventional and responsible-hypernormal. An illustration of the classification of the 128 interpersonal behaviors into the sixteen variable categories appears in Appendix C.

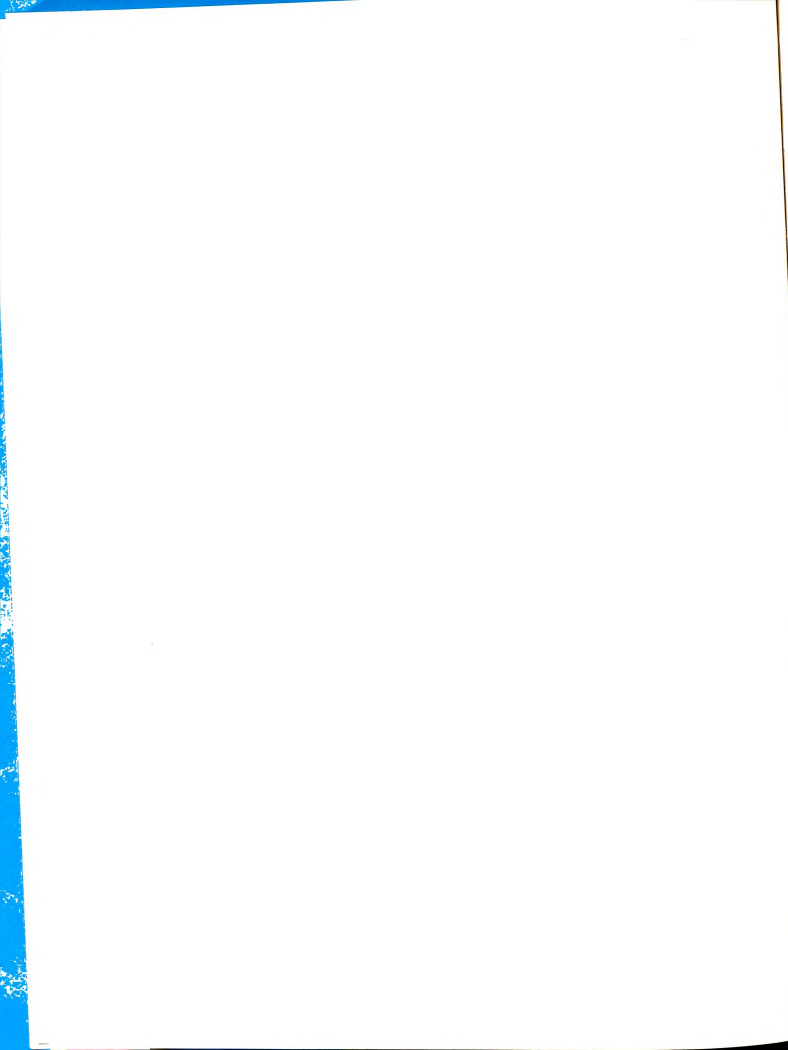
There is also an intensity dimension which is built into the system and is derived by utilization of a four point scale over which the eight items are distributed as follows: one item for an intensity level which reflects "a mold or necessary amount of the trait," three items for intensity level, two representing "moderate or appropriate amount of the trait," three items for intensity level three described as a "marked or inappropriate amount of the trait," and for intensity level four, there is one item indicating an "extreme amount of the trait."

These four levels of intensity are represented by the concentric circles in the illustration given in Appendix C. The circle with variables closest to the center represent level one intensity ranging out to level four intensity at the outside of the circle. La Forge and Suczek (1955) have reported a detailed description of the development and statistical support for the Check List.

Validity.--A number of studies have been conducted which have supported the validity of the ICL. Among these studies is one done by Bieri and Lobeck (1961) which attempted to study the differential influence of

the variables of parental identification, religious affiliation, and social class on the two aspects of self concept on the ICL, dominance and love. They reasoned that if self concept is a product of social learning, then differences of experiences in social learning due to variables of identification, religion, and social class ought to be reflected in self concept. Their chief finding indicated that identification per se does not predict the subject's self concept, but there was a definite tendency for upper class subjects to check items in the managerial-autocratic, competitive-narcissistic, and rebellious-distrustful octants which suggests that a translation of social class position into self concept is validly reflected on a measure such as the ICL. The submissive and passive self conceptions of lower class subjects further supports this validation and is consistent with the findings of Hollingshead and Redilick (1958) who reported an association between social class and self concept.

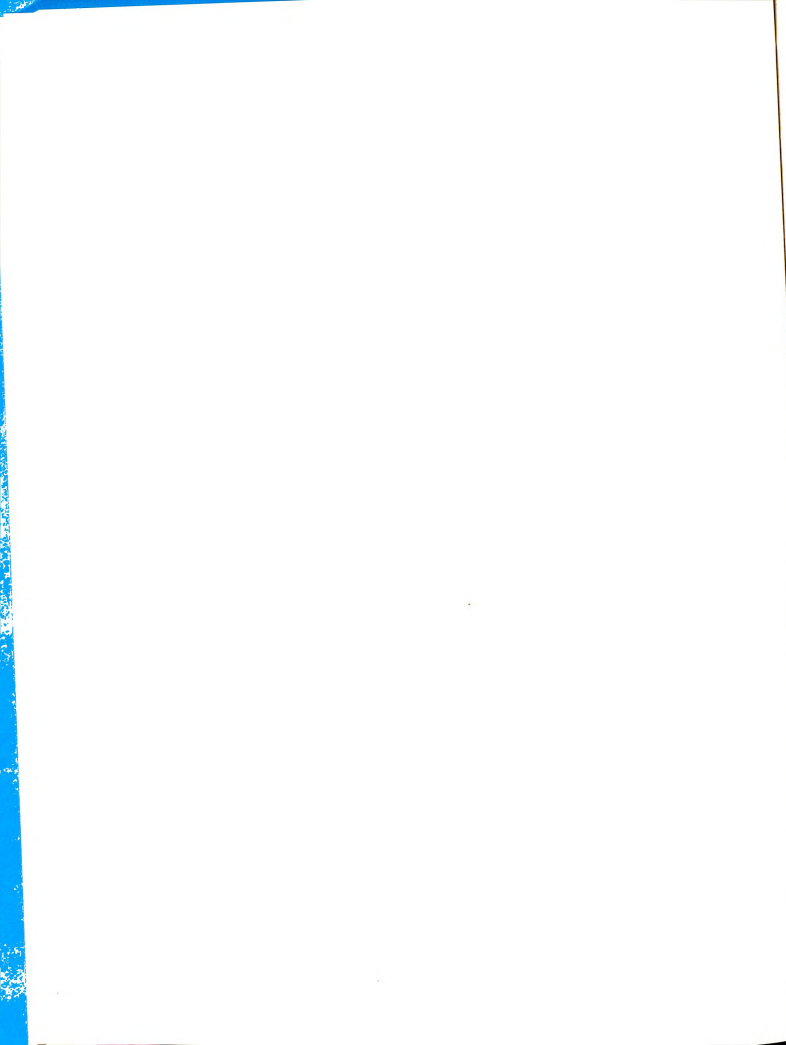
Another study carried out by Gynther, Miller and Davis (1962) found significant systematic relationships between scores on the ICL and needs measured on the Edwards. They reported a positive association between the ICL love variable and "needs affiliation and nurturance" on the Edwards, and a negative association between the love variable and "needs autonomy and aggression."



Reliability.--Test-retest correlations which ranged from .64 to .83, and averaging .78 for octant reliability were reported by Leary and his co-workers in early studies of internal consistency carried on in conjunction with development of the ICL (Leary, 1957, p. 461). They contend that the homogeneous nature of the sample tested (Obesity Sample N = 77) probably rendered a conservative estimate of internal consistency.

The rationale of the Interpersonal system postulates a relationship among the variables on the circular continuum which is expressed as a monotonic decreasing function of their separation. Leary (1957, p. 462) reports average intervariable correlations which "confirm that a roughly circular arrangement of the variables can be used to describe their degree of relationship to one another."

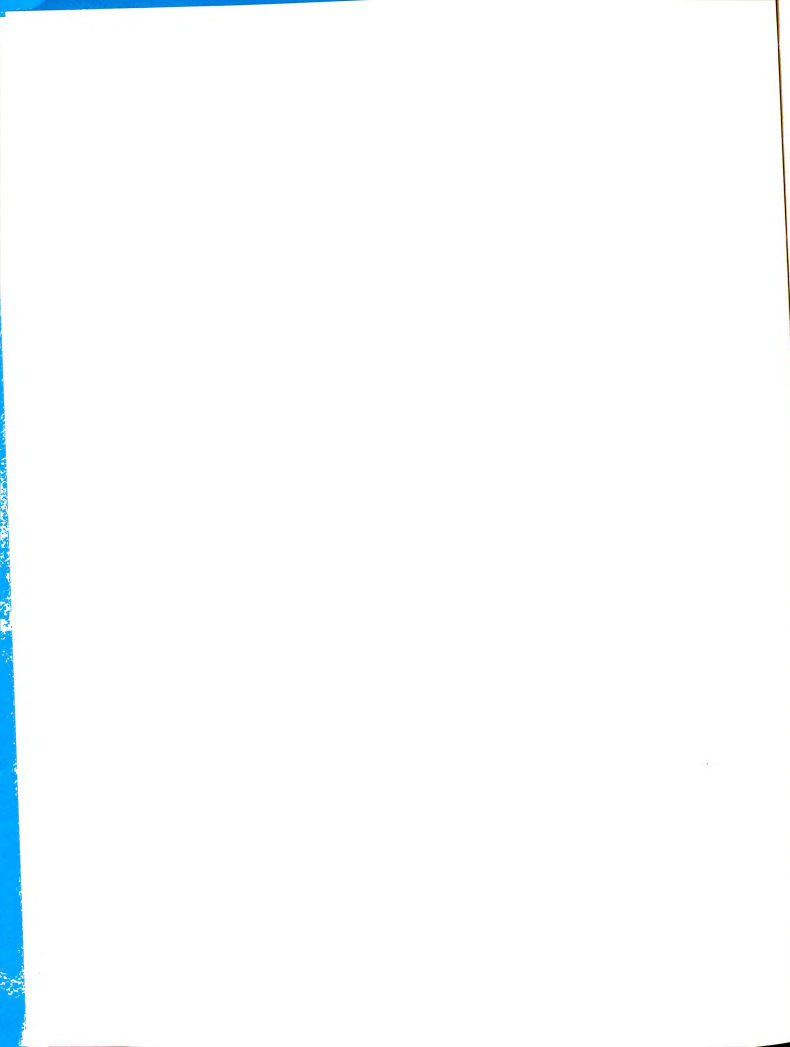
Armstrong (1958), whose sample included ratings by fifty "normal" males and fifty alcoholic males of "self," "mother," "father," "wife," "ideal wife," and "ideal self" checked the reliability of the ICL. He concluded that the ICL yields a highly significant coefficient of internal consistency regardless of the population used, and regardless of what is rated on the ICL, for example, ratings of "self," "mother," and "father." The Kuder-Richardson Formula applied by Armstrong to the twelve ratings in his study yielded reliability coefficients



significant beyond the .01 level ranging from .953 to .976. This small range of coefficients (.023) is indicative of the high degree of similarity between the internal consistency scores of even quite dissimilar groups.

Rationale for use of ICL.--The choice of this instrument was motivated primarily by its facility and demonstrated effectiveness in measuring the variable of identification. Block (1958) compared the effectiveness of both the Semantic Differential and an Adjective Check List of seventy-nine adjectives developed by him for the study, as measures of identification between the concepts "your ideal self" and "your father" and "your mother." His subjects were a group of students of the University of California, and he reported a correlation of .94 between the two methods. The Semantic Differential has had wide usage in measuring identification, but Block (1958, p. 84) concluded that "the Adjective Check List served just as well as a measure of identification as did the Semantic Differential."

Another feature of the ICL which was praised by Bentler (1956, p. 127) in Buros' Sixth Mental Measurement Yearbook is its "ability to assess the examinee's evaluation of persons other than himself on the same dimensions used for describing the self." Bentler feels this is a particularly noteworthy advance in light "of evidence

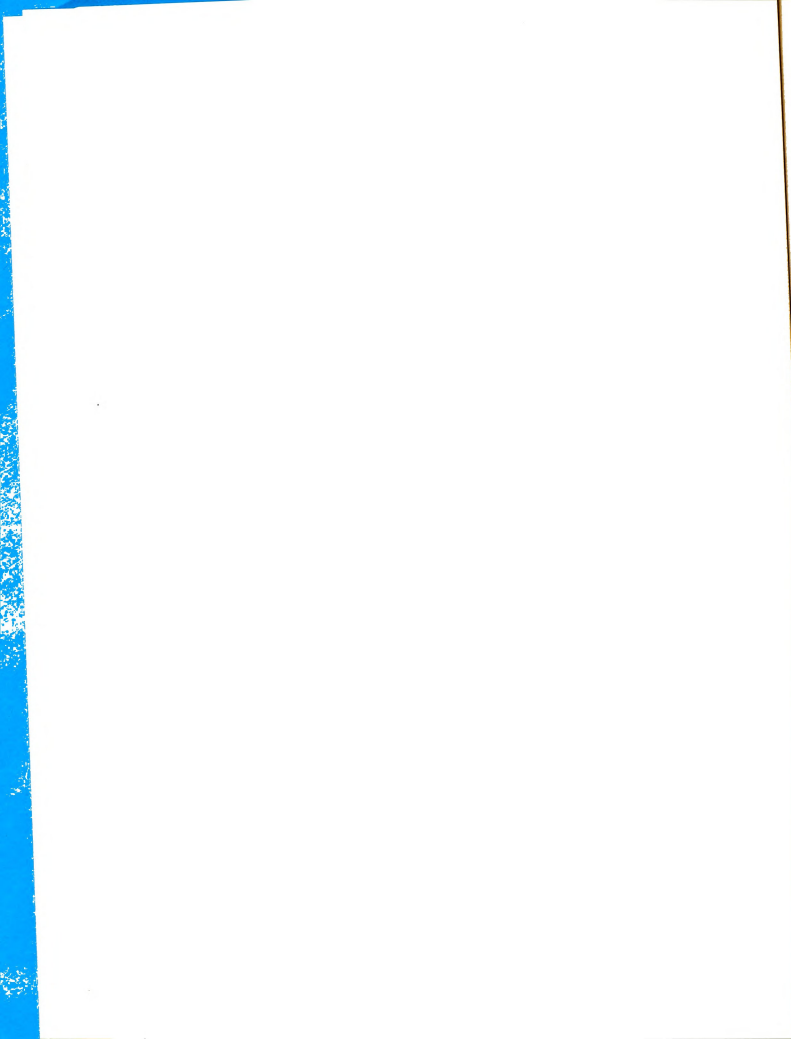


indicating the lack of agreement usually evidenced by a variety of tests and scales presumably measuring identical constructs" (p. 127). This factor makes the ICL a particularly useful instrument for this type of research, because there is a comparability of variables and dimensions across categories of subjects (e.g., self, mother, father) being rated.

A final consideration in choosing any test which asks the subject to rate himself, and in this case his parents also, is the problem of a response set such as social desirability. The ICL was designed to control effects of the set of social desirability by building it into the test. The intensity dimension in the scoring of the ICL makes explicit allowance for the variable of social desirability. The close equivalence between intensity and social desirability has been pointed out by La Forge and Suczek (1955). In another reference La Forge (1963) pointed out that social desirability has been balanced for the sixteen interpersonal categories and literally built into the ICL:

. . . items were so chosen that every "intensity" classification is equally represented in every "interpersonal" classification (i.e., every interpersonal category contains eight words or phrases distributed 1:3:3:1 over the four levels of judged intensity); in this sense the two classifications are orthogonal . . .

As a result of the balance given the sixteen interpersonal categories with respect to judged intensity and endorsement frequencies, the tendency to acquiesce and the tendency to respond in an extreme or deviant way affect scores



on each of the sixteen interpersonal categories with roughly equal force (La Froge, 1963, 14-15).

Strong Vocational Interest Blank

The Strong Vocational Interest Blank (SVIB) is a psychological measuring instrument which has been in use since 1927 and was most recently revised in 1966. Strong himself instigated the revision, but his untimely death prevented his bringing it to a conclusion. The revision was carried out primarily by David P. Campbell with the assistance of Ralph Berdie and Kenneth Clark. As indicated in the Publisher's Forward to the new manual (Strong, 1966),

The revision involved recalculating all the basic SVIB empirical data, . . . updating of items in the booklet, expansion of the profile to include several more scales, development of a simpler hand-scoring system, and establishment of a new reference group of men-in-general drawn from men with a wide variety of professions and interest patterns and tested over a wide time span, 1927-1964.

Campbell comments that the revisions do not change the use of the test in counseling. He points out that scores on the scales are still "indicative of the similarity between the individual's interests and those interests characteristic of men in specified occupations" (Campbell, 1966, p. 747). Campbell suggests that interpretations continue to be based on general patterns of scores rather than emphasizing a high score or scores on any single scale(s). Low scale scores continue to be



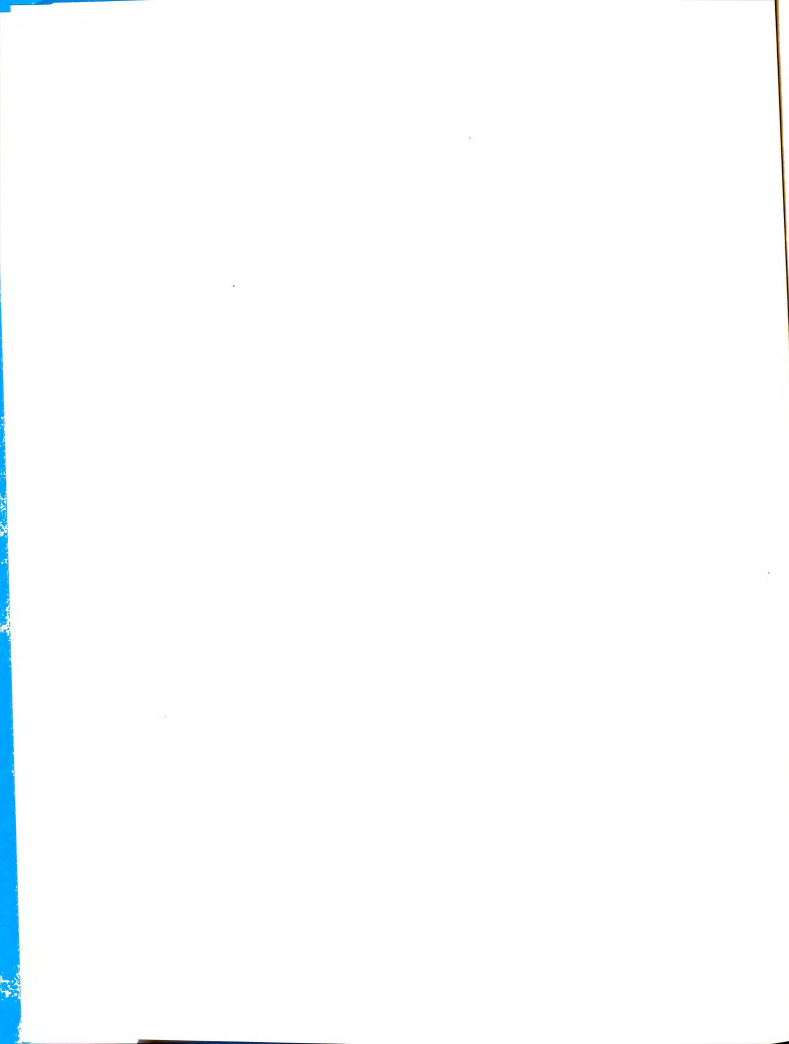
indicative of areas where the individual would be likely to experience little occupational satisfaction.

Reliability.--Although there is some variation with age of subjects and time interval between testing, the general stability of the SVIB over long periods of time has been well established (Strong, 1943; Campbell, 1966). Test re-test reliabilities have been reported as ranging from .56 (thirty year period) to .91 (two week period). Another study by Campbell (1965) points to the statistical stability of the SVIB scales over long periods of time. In this study the SVIB profile patterns of Professor E. G. Boring of Harvard from 1927, 1948 and 1965 give an impressive example of interest stability over time.

A final consideration of stability of interests concerns occupational groups. Do the characteristic interests of an occupation keep changing? Three studies (Strong and Tucker, 1952; Kreidt, 1949; McCormack, 1954) collected new criterion groups for occupations where scales already existed. These groups were physicians, psychologists and social workers respectively. Although some differences were found between the original and new criterion groups, it was not clear how many of the differences were due to shifts in interest within the occupations, and how much due to the use of different sampling methods. No differences between the original

criterion group and another sample collected about fifteen years later were reported in a study of personnel directors (Kreidt, Stone, Paterson, 1952). Similar results were reported by Strong (1949) in which the 1930 Accountant scale still adequately represented the interests of junior accountants. Two studies by Campbell (1966a, 1966b), by holding sampling techniques constant attempted to reduce the confounding of changes due to real differences of interest in occupations over time as contrasted to changes due to dissimilar sampling techniques. For the occupations used, namely ministers, bankers, school superintendents and corporation presidents, the profiles show hardly any shifts common to all of the groups. There was a slight tendency for all of these occupations except bankers to show a slight increase in social service interests and a slight decrease in scientific interests.

Validity.--The concurrent validity of the occupational interest scales depends on their ability to distinguish members of occupational groups from men-in-general. "Continued membership in an occupation" has traditionally been the criterion used to establish the concurrent validity of the SVIB scales. Satisfaction in an occupation or success within an occupation might seem to be more reasonable criteria for establishing concurrent validity of the scales, but it seems valid



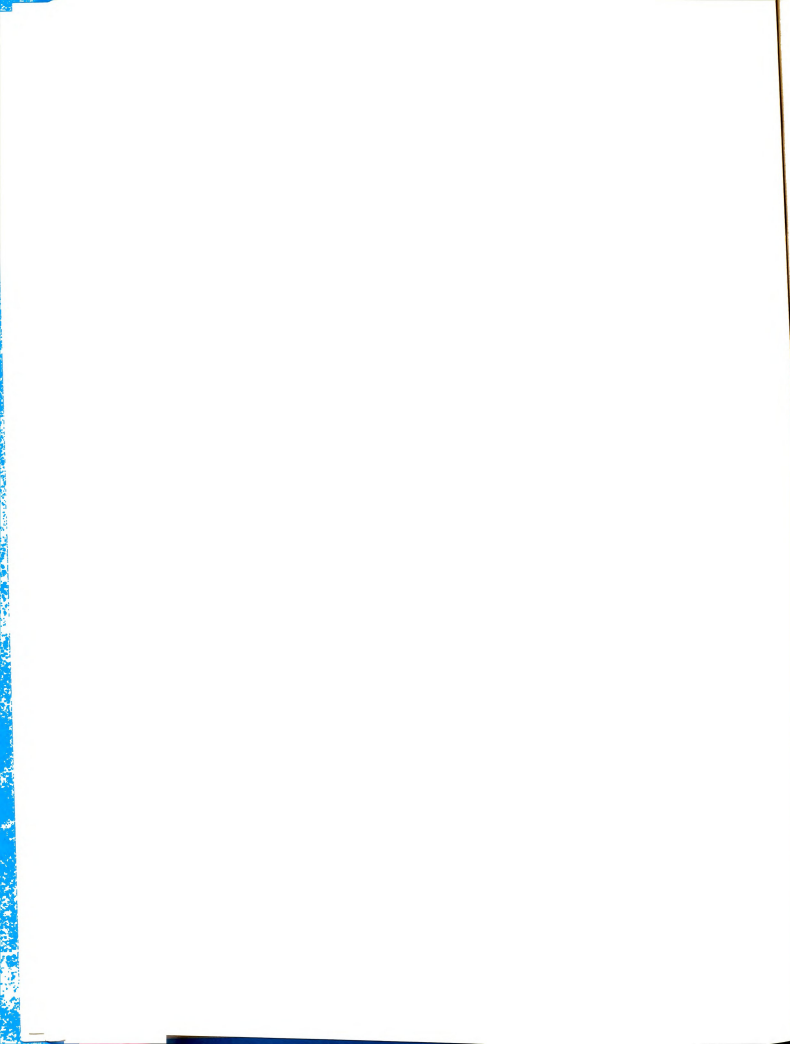
to assume that remaining in an occupation is in some part accounted for by success and satisfaction. The new manual (Strong, 1966, 33-34) presents data that indicates that the scales are successful in separating occupational groups.

Cross validation data to ensure that the methods used in scale development are not vulnerable to chance differences are not generally available for the SVIB scales. The manual explains that it is wiser to use all of the data for scale development once the method has been proven rather than devoting a part of the data to cross validation. The manual states that, "The SVIB scales have stood up well in cross validation studies, though there is usually a mild shrinkage when the relevant scale is applied to new samples" (Strong, 1966, p. 34).

A second validity requirement depends on how well the scales separate occupations from each other. Here the scales are less effective. This fact, however, can be attributed to a similarity of interests between some occupations and need not be a reflection of poor validity. That scales could be developed to differentiate between occupational groups is not disputed, but they would have the disadvantage of concealing similarities between occupations. The exact nature of these similarities is unknown at the present time. When efforts have been made

to partial out the overlap, entirely different groupings have emerged.

Predictive Validity.--If the SVIB is to be a useful tool in counseling and research, the test must possess a reasonable degree of predictive validity. That the SVIB possesses predictive validity and does predict future occupational choices from present interest scores was supported by a study reported by Strong (1955) in an eighteen year follow-up of 633 Stanford University students. There was a high degree of agreement between interest scores obtained in 1927-1930 and positions held in 1949. Of all those with A ratings on the physicians scale at the time of the original testing, eighty per cent had become physicians or had entered occupations whose interests correlate .50 or higher with those of physicians. Looking at the data a different way reveals that scores obtained by those 633 students on their "own" eventual occupational scales predicted fairly accurately the occupations the students would be engaged in eighteen years later. The data indicated that students with an A+ rating on any scale had a likelihood of eighty-eight chances out of one hundred of being employed in that occupation eighteen years later. This expectancy ratio, it should be noted, is a conservative estimate because it does not take into account those subjects who entered closely related occupations where the interests are



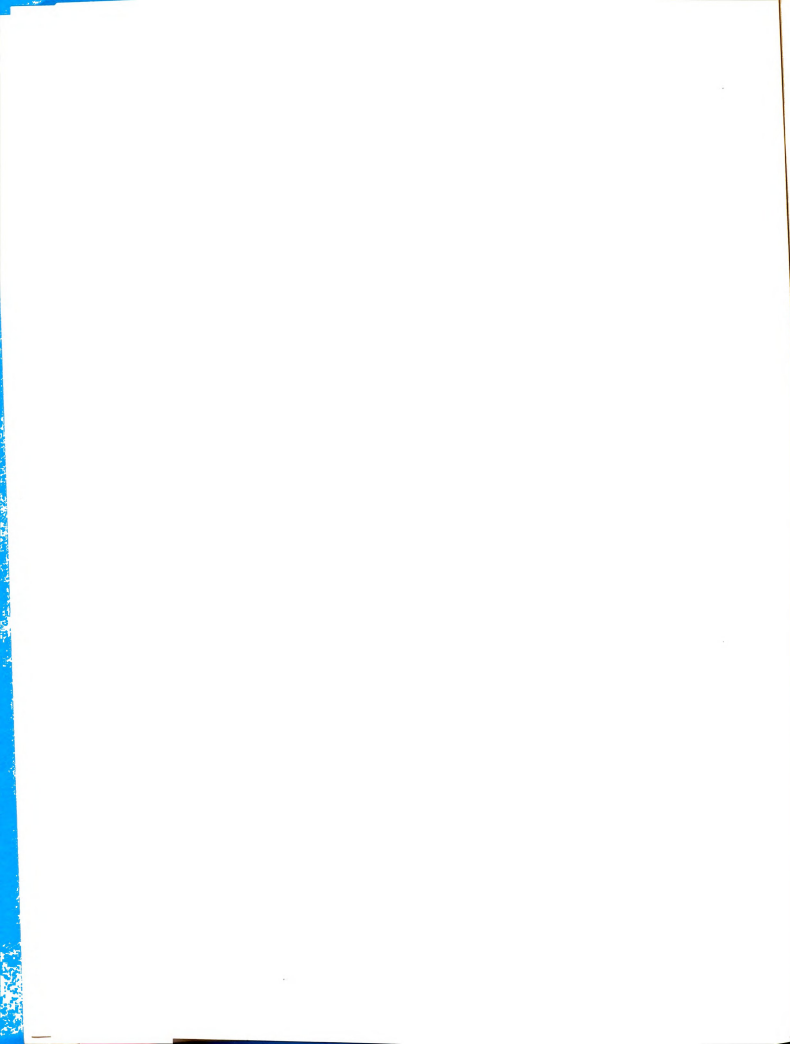
highly correlated with the occupational scale in which high scores had been obtained earlier.

Rationale for Use.--The SVIB has a distinguished history of research and has a demonstrated utility as a tool in rendering vocational counseling. The instrument was judged appropriate for vocational counseling and research with the subjects of this study.

One area of research in which application of the SVIB has not been plentiful and in which additional work is needed, deals with the range and intensity of interests. David Campbell mentions this as an area in which further research ought to be carried on with the SVIB (Strong, 1966, p. 50).

Finally the SVIB was considered especially appropriate for a study of this nature due to the empirical nature of occupational scales. The test, by being constructed with an external referent, has the advantage of tying its constructs to the real world. This is advantageous in attempting to measure psychological processes such as identification, the nature of which is logical and hypothetical.

At this point attention will be directed to the third instrument used in the second part of this study, viz, the Gendlin Manner of Relating Scale.

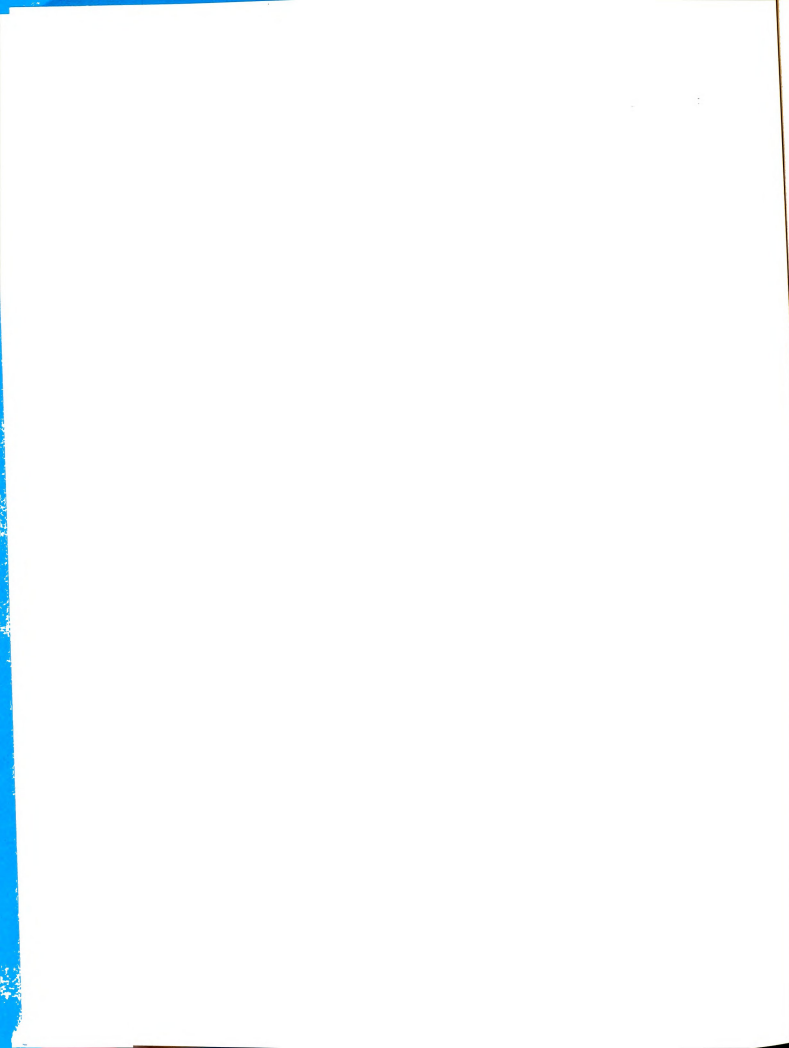


The Relationship Scale

The 1963 revision of a scale written by Eugene T. Gendlin and Marilyn Geist was based on a strand of the Process Scale by A. W. Walker, R. A. Rablen and C. R. Rogers (1960), is used in the second part of this study to measure the clients' manner of relating to his vocational counselor. The process conception in counseling and therapy and its measurement has been reviewed in Chapter II and attention now is given to the validity and reliability studies done on the Process Scale which logically apply to the Relationship Scale also.

On the basis of the theory regarding experiencing outlined in Chapter II Rogers (1958), through naturalistic observation, endeavored to identify the elements significant in change. The result was a "Process Scale" (Rogers and Rablen, 1958) which consists of seven variables or strands each described by seven stages. The Relationship Scale is based on one of these strands.

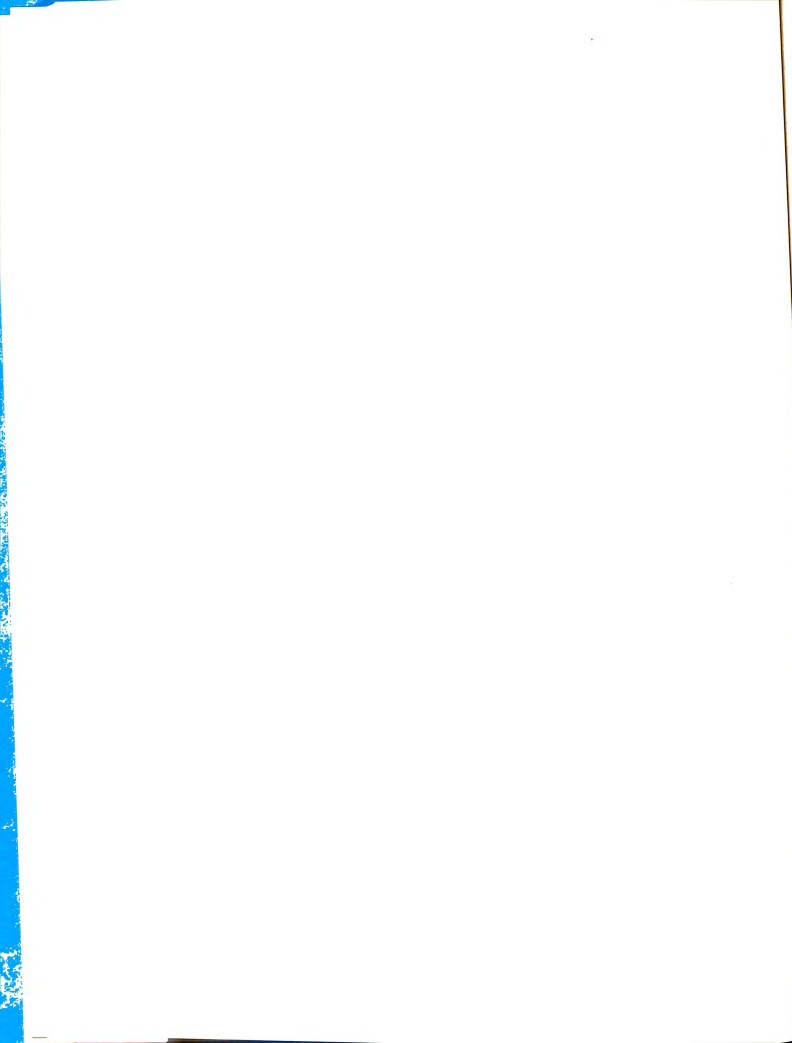
Validity and Reliability.--The data for some initial informal studies were segments of interviews, and the criterion adopted was the clinical judgment that movement had occurred in the particular case being studied. These procedures led to a substantially improved scale which Walker, Rablen and Rogers (1959) used to rate twenty-four segments taken from two early and two late interviews of six cases. Measures of outcome on these cases had already been externally rated and provided a basis for an initial statement



regarding the scale's validity. Correlations between the ratings of these segments in a randomly presented order made by two judges yielded a coefficient of .83, and the independent ratings of these judges correlate .89 (rho) with the externally rated outcome. These findings were given a dual interpretation which suggested that strands of the Process Scale described behavior which could be reliably rated and which appeared to be associated with other external criteria of improvement.

Tomlinson (1959) in his masters research at the University of Wisconsin chose 360 segments of varying length from forty interviews of twenty cases, nine segments from each interview, eighteen segments from each case. By external criteria ten cases were judged more successful and ten cases less successful, and early and late interviews of more successful cases were matched with corresponding interviews of less successful cases. Ratings of three judges yielded reliability coefficients ranging from .47 to .63, and the results showed no clear difference between process scores of earlier and later interviews regardless of rated outcome. Tomlinson suggested that the matching procedure in his methodology may have distorted the evidence of significant change in individual cases.

On the other hand the results of this study did show significant differences between process scores of the two groups, the higher ratings being associated with the more successful cases. The significance was attributed entirely



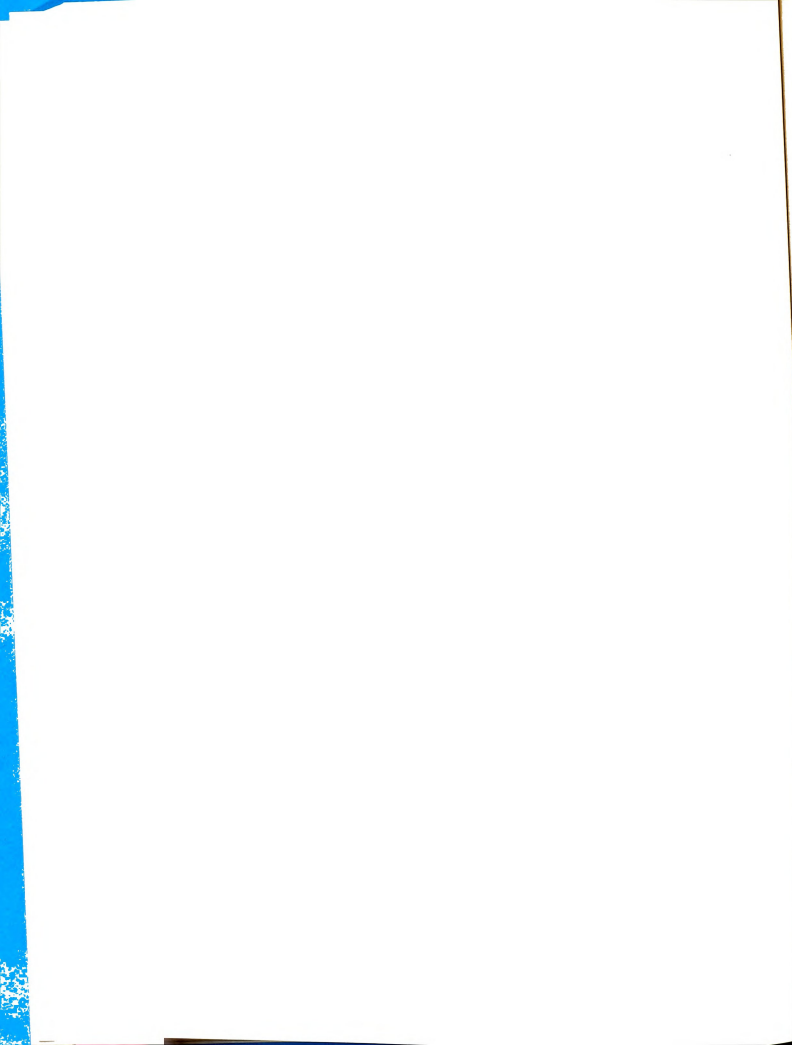
to the different starting points of the more successful and less successful cases, indicating that the successful client enters therapy at a higher level of process than the less successful client.

Hart (1961) sought to identify optimal circumstances for reliable ratings with the Process Scale. When used by experience raters under optimal conditions, he found that the scale had an interrater reliability ranging from .72 to .95. Combinations of both tape and typescript units rather than either alone, and non time-limited ratings were found to be optimal conditions contributing significantly to higher reliabilities.

An interjudge reliability check on the raters for the present study was performed, and a reliability coefficient of .85 was established, which compares favorably to the reliability of this scale established under optimal conditions. A description of the procedures used and the computations of the interjudge reliability for this study follows.

Procedures for Acquiring Data on Clients' Manner of Relating.--As mentioned earlier it was planned that the screening and all subsequent counseling interviews of the subjects would be tape-recorded. The data for the second part of this study were obtained by training two raters¹ to rate three randomly presented five-minute segments from the

¹The raters were two first year interns in the M.S.U. Counseling Center who were considered to have a high degree of knowledge of counseling process and to be sensitive to the nuances of personal relationship by virtue of their advanced training.



beginning, middle, and end of the total length of counseling for each subject ($N=24$). Total number of taped sessions for the subjects ranged from one to seven. The three five-minute segments for each subject were taken from the original tapes according to a prearranged scheme. They were placed on specially prepared tape for purposes of rating. Segments for presentation to the raters were recorded in a random fashion. Before the rating of the segments from the regular counseling sessions was begun, training tapes were prepared by drawing five minute segments from already existing tapes in the Educational-Vocational and Personal-Social research libraries of the M.S.U. Counseling Center. The training of the raters consisted of the two raters along with this researcher and his research supervisor listening to ten five-minute segments. Practice ratings were given by the two raters, and a discussion of their ratings followed. Two more practice tapes were prepared and rated independently by the raters. A reliability check of these ratings computed by Hoyt's Analysis of Variance established a coefficient of reliability at .8521 on these fifteen segments. The computation of this reliability coefficient is present in Table 1.

Rationale for Use of Relationship Scale.---This scale was conceptualized and constructed for the purpose of assessing a client's manner of relating to his counselor within a client-centered milieu. The typical mode of operation at the M.S.U. Counseling Center and particularly with reference

TABLE 1.--Results of Hoyt's Analysis of Variance for two independent raters on the Relationship Scale.

	df	SS	S ²
Segments	14	30.2	2.1517 (S ² R)
Raters	1	.033	
Error	14	4.466	.319 (S ² E)
TOTAL	29	34.7	

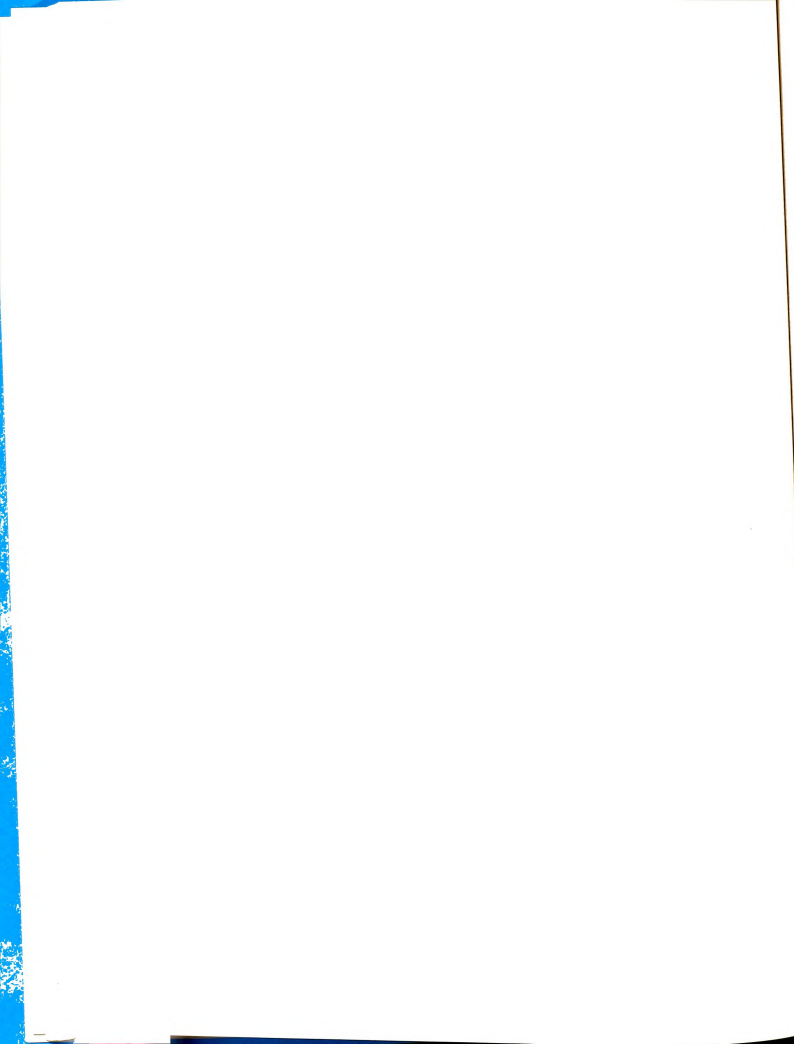
$$r_{tt} = \frac{S^2_r - S^2_e}{S^2_r} = \frac{2.15 - .319}{2.15} = .8521$$

to the counselors used in this study can be aptly termed client-centered or relationship oriented. The instrument was therefore judged to be particularly well suited to measure the manner of relating to their counselor of the subjects included in this study.

Statistical Hypotheses and Analysis

This study, by the nature of the data to be analyzed, divided itself into two principal parts. The first part dealt with the variable of father identification and attempted to relate that variable to vocational interests in their range, intensity and types, and degree of realism, all of the latter being defined in terms of psychometric data on the SVIB.

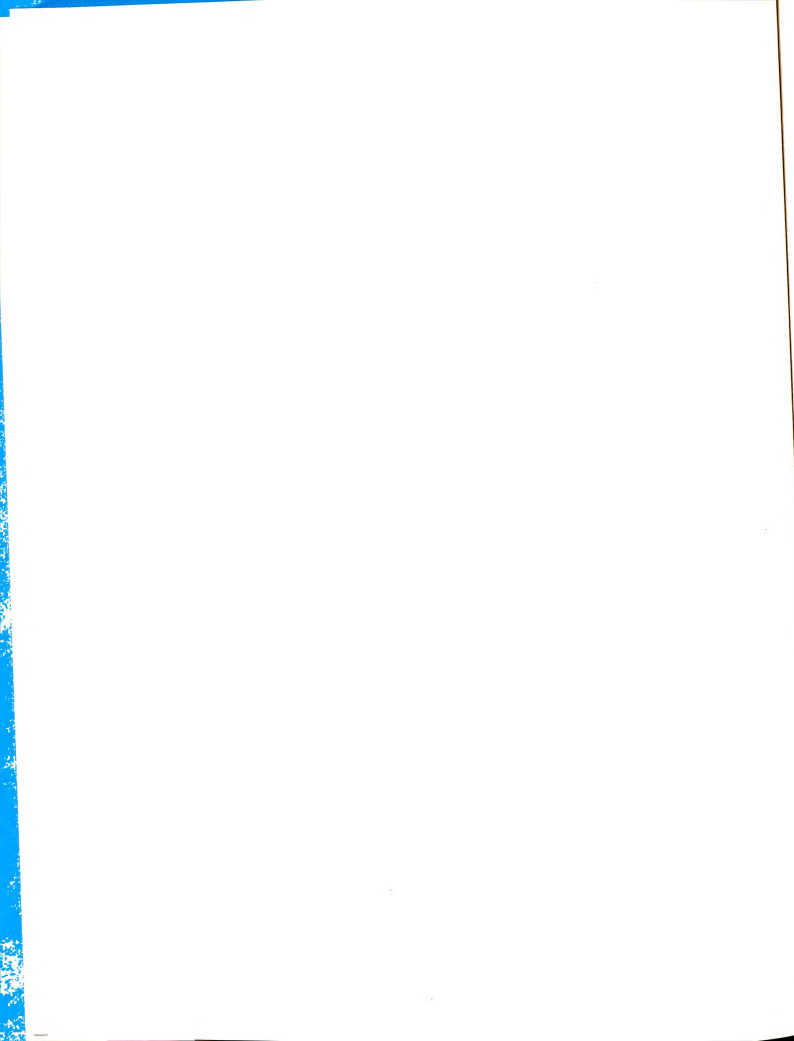
The second part of the study, based on the same subjects attempted to relate father identification to "process" or "relationship" in vocational counseling.



The raw data for measuring the dependent variable ("process") in this part of the study comes from the tape recorded counseling interviews. All twenty-four subjects for this part of the study were assigned to male counselors for the purpose of investigation of the relationship between the way a college male identifies with his father and relates with his male vocational counselor.

The independent variable, father identification, was measured as a composite distance score between "Self" and "Father" on the Leary Interpersonal Check List when plotted on a two dimensional circumplex (Dominance and Love) according to the methodology outlined by Leary (1956). Range, intensity and types of interest were measured by objective pattern analysis of the SVIB after the method outlined by Stephenson (1961). An alternative method of using deviation scores from the mean of the various occupational scales in the present sample as a measure of intensity of interests was rejected as inappropriate in light of the psychometric properties of the SVIB. Tyler (1955) has warned against such a faulty interpretation of scale scores on the Strong, advising that they indicate the direction of interests but not the amount.

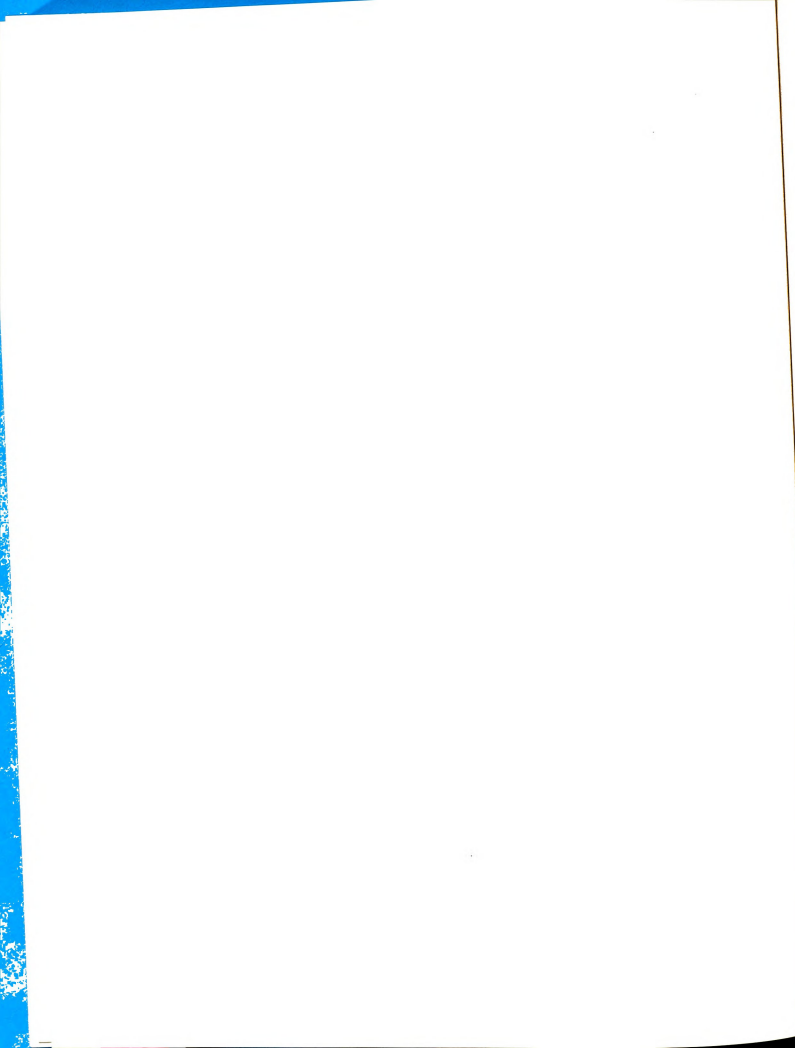
An assumed measure of fantasy derived as a discrepancy score between the OL (Occupational Level) and



AA (Academic Achievement) scales of the SVIB was used in this study. As indicated in Chapter II, the exact meaning of the OL scale is uncertain. The literature revealed that it was in some way indicative of level of aspiration, and very possibly indicative of the style of life to which the subject aspires. Small (1953) suggested that the student with a high OL score and a flat profile is the one who aspires to a professional way of life with no clear conception of what that profession ought to be. The AA scale, on the other hand, is empirically related to a student's staying in college and progressing towards an academic degree. For purposes of this study it is being interpreted as a measure of how willing the subject is to work towards the realization of his occupational goal. If OL is a measure of the style of life the subject fantasizes or would like to achieve, and AA is a measure of his realistic striving toward that goal, any discrepancy in the direction of OL being higher than AA gives a measure which will be interpreted in this study as fantasy.

Hypotheses

The review of the literature led to a restatement of the research hypotheses, originally presented in Chapter I. The hypotheses were cast into the following statistically testable forms.



H_1 : Males who are more highly identified with their fathers will have more intense occupational interests than low father identifiers.

H_0 : No difference will be found in intensity of vocational interests as measured by the mean number of primary, secondary and reject patterns between the high and low father identifiers.

Symbolically: $H_0 : M_1 = M_2$

Legend: M_1 = high father identifier group mean;

M_2 = low father identifier group mean.

H_{1a} : The high father identifier group mean score on a measure of interest intensity will exceed that of the low father identifier group.

Symbolically: $H_{1a} : M_1 > M_2$

Legend: M_1 = high father identifier group mean;

M_2 = low father identifier group mean.

H_2 : Males who are more highly identified with their fathers will manifest a wider range of interests than low father identifiers.

H_0 : No difference will be found in the range of interests as measured by the relative frequencies of primary and secondary patterns of interest between the high and low father identifiers.

Symbolically: $H_0 : F_1 = F_2$

Legend: F_1 = Pattern frequencies for high father identifiers;

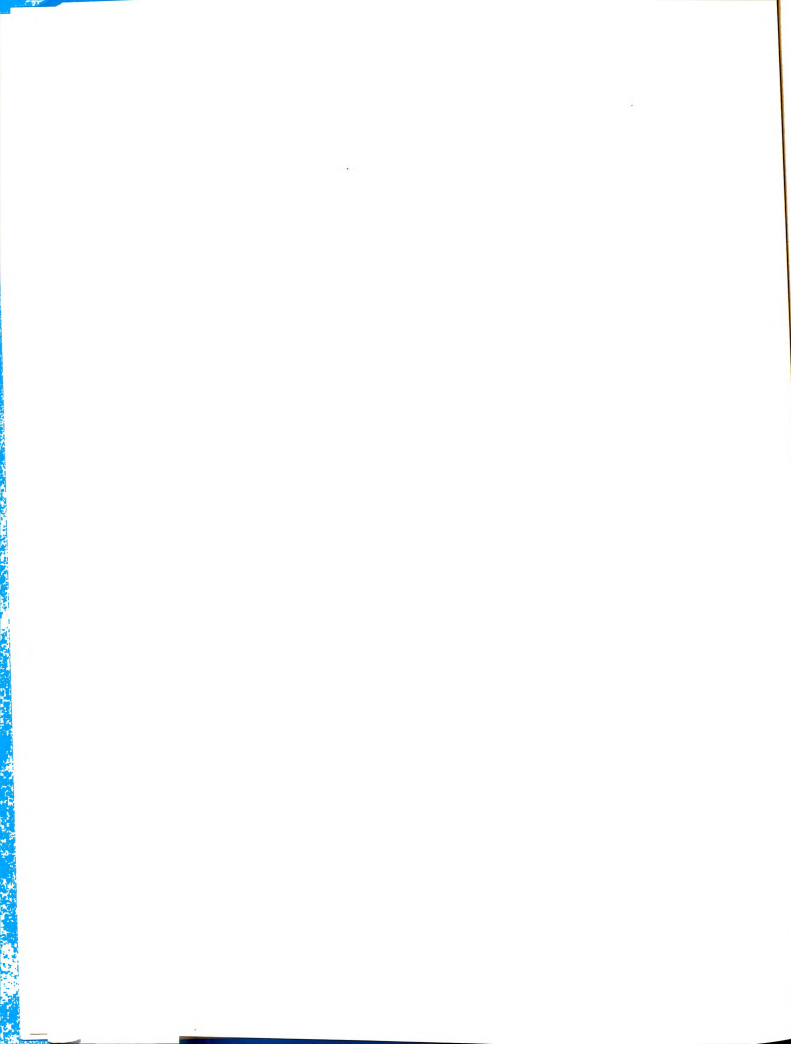
F_2 = Pattern frequencies for low father identifiers.

H_{2a} : The frequency of primary and secondary patterns of interest for high father identifiers will exceed that of low father identifiers.

Symbolically: $H_{2a} : F_1 > F_2$

Legend: F_1 = frequencies for high father identifiers

F_2 = frequencies for low father identifiers.



H₃: Males who are low father identifiers will show more intense interest in the social service and cultural occupations than high father identifiers.

H₀: No difference will be found in intensity of interests for social service and cultural occupations as measured by the relative frequencies of primary and secondary patterns of interest in these two areas between the high and low father identifiers.

Symbolically: $H_0 : F_1 = F_2$

Legend: F_1 = pattern frequencies for high father identifiers;

F_2 = pattern frequencies for low father identifiers.

H_{3a}: The frequency of primary and secondary patterns of interest in the social service and cultural occupations for low father identifiers will exceed the frequency of these patterns for high father identifiers.

Symbolically: $H_{3a} : F_1 < F_2$

Legend: F_1 = pattern frequencies of high father identifiers;

F_2 = pattern frequencies of low father identifiers.

H₄: Males who are high father identifiers will manifest a higher degree of realism in their occupational interests than low father identifiers.

H₀: No difference will be found in the degree of fantasy as measured by the mean discrepancies between the Occupational Level (OL) and the Academic Achievement (AA) scales of the SVIB for high and low father identifiers.

Symbolically: $H_0 : \frac{\sum(OL - AA)_1}{N_1} - \frac{\sum(OL - AA)_2}{N_2}$

Legend: $\frac{\Sigma(OL-AA)_1}{N_1}$ = mean discrepancy score for high father identifier;

$\frac{\Sigma(OL-AA)_2}{N_2}$ = mean discrepancy score for low father identifiers.

H_{4a}: The mean discrepancy score of males who are low father identifiers on a measure of fantasy will exceed that for the high father identifiers.

Symbolically: $H_{4a}: \frac{\Sigma(OL-AA)_1}{N_1} - \frac{\Sigma(OL-AA)_2}{N_2} < 0$

Legend: $\frac{\Sigma(OL-AA)_1}{N_1}$ = mean discrepancy score for high father identifier;

$\frac{\Sigma(OL-AA)_2}{N_2}$ = mean discrepancy score for low father identifier.

H₅: Males who are high father identifiers will relate more affectively to their male vocational counselors than low father identifiers.

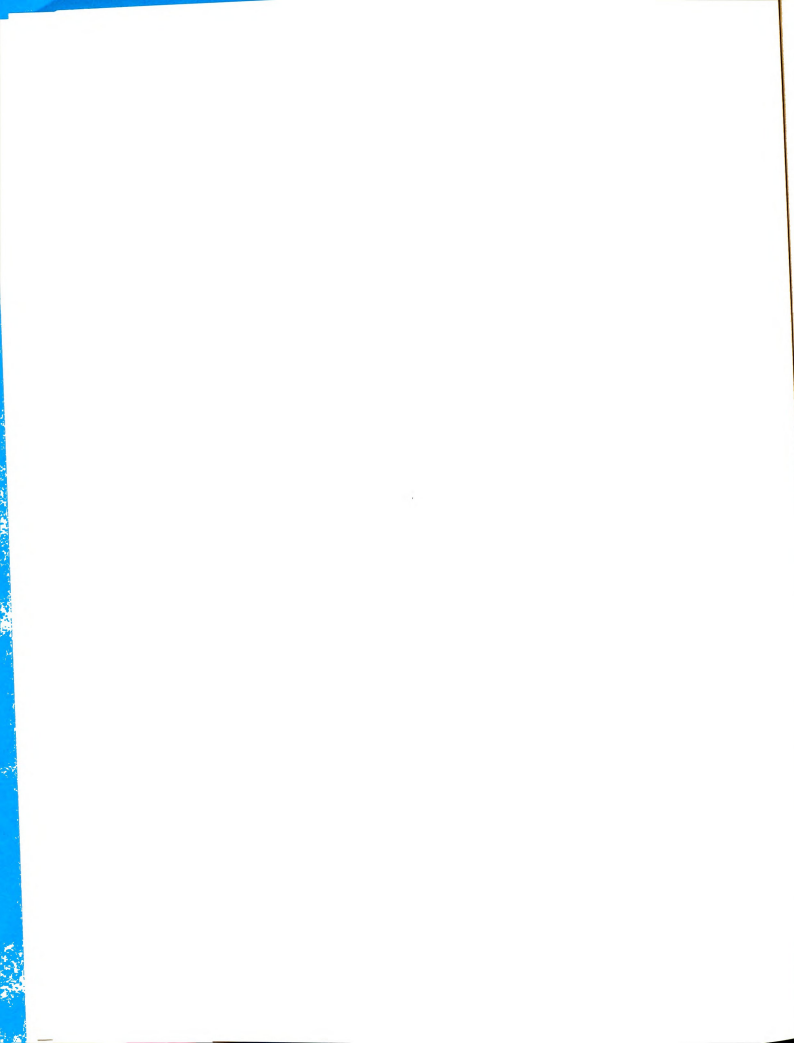
H₀: No difference will be found in the manner of relating as measured by mean ratings of counseling interviews between high and low father identifiers.

Symbolically: $H_0: M_1 = M_2$

Legend: M_1 = mean ratings for high identifiers;

M_2 = mean ratings for low identifiers.

H_{5a}: The high identifier group mean score for ratings on a measure of relationship will exceed that of the low identifiers.



Symbolically: $H_{5a}: M_1 > M_2$

Legend: M_1 = group mean for high father identifiers;

M_2 = group mean for low father identifiers.

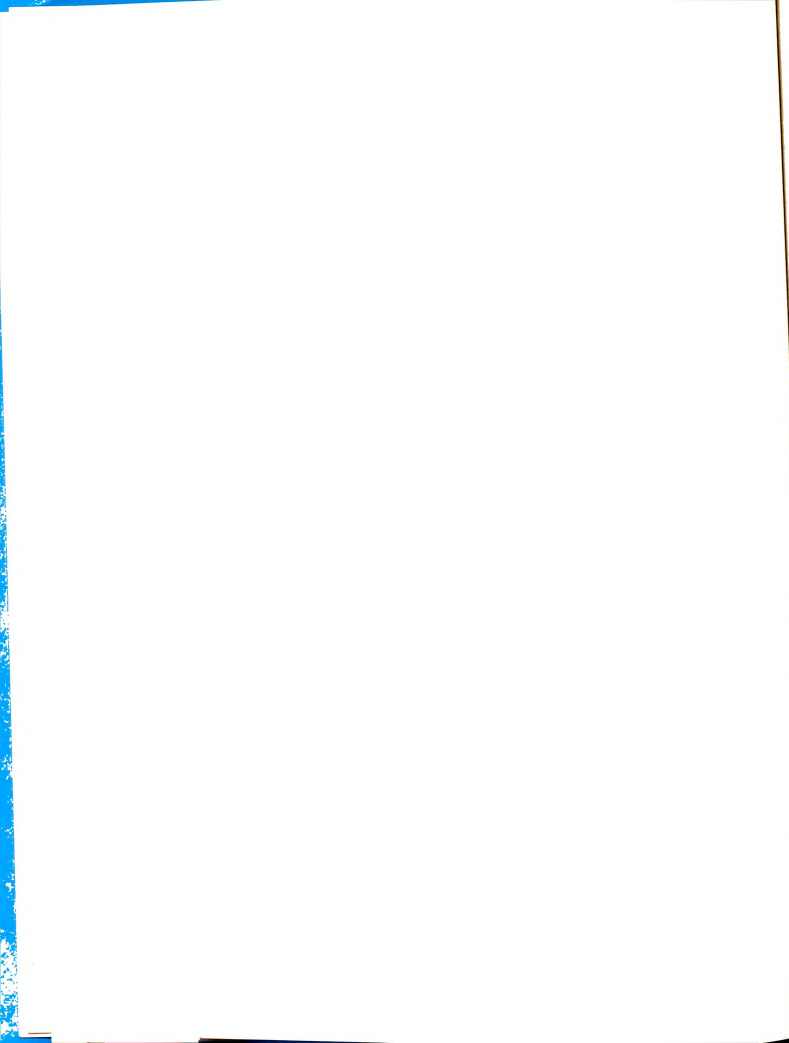
Analysis

The null form of hypotheses one, four and five were tested for significant differences by Student's t test. Since all of these hypotheses were directional, one-tailed tests were used. The level of significance was set at the .05 level for the testing of all hypotheses in this study.

The null form of hypotheses two and three were tested for significant differences in the distribution of patterns of interest by the χ^2 statistic.

Summary

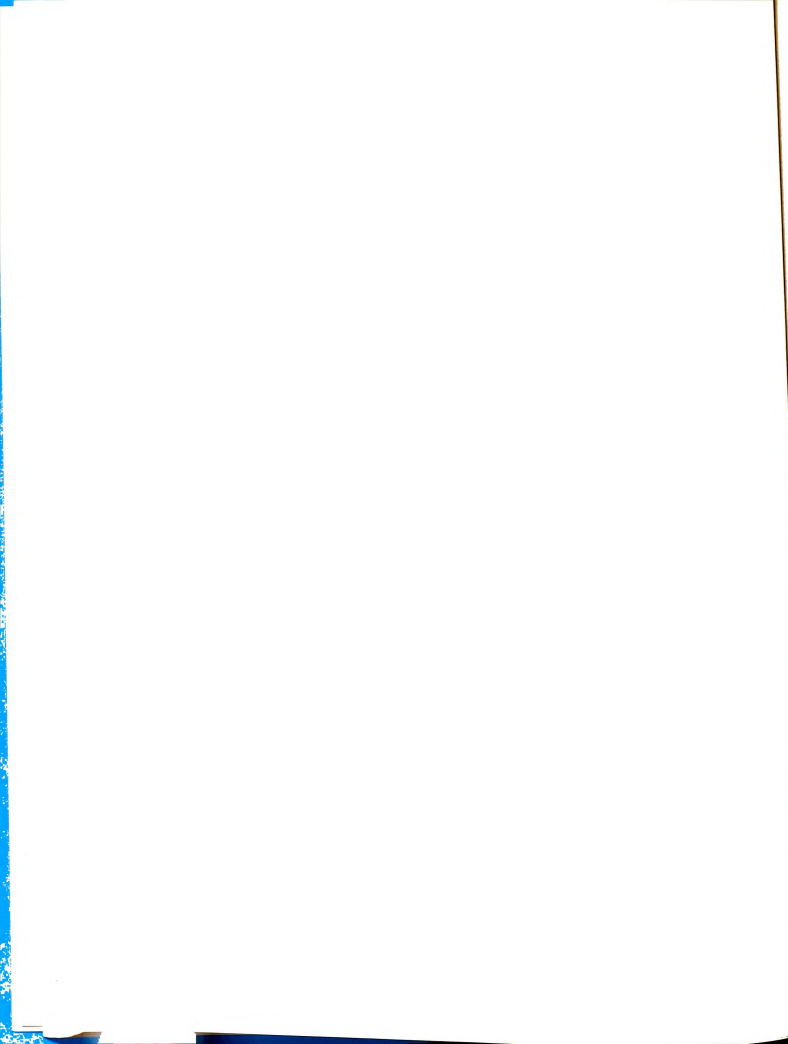
This chapter presented a description of the samples used in the two parts of this study. The procedures for gathering the data were presented along with reliability and validity information on the instruments used in measuring the variables pertinent to the study. A rationale for the use of each instrument was presented. Statistical hypotheses for the purpose of testing the research hypotheses presented in Chapter I were presented, and the appropriate statistical analysis of the data for testing these hypotheses was stated.



Methodologically the study is divided into two parts. The first part is based on a sample of twenty-eight subjects who volunteered to participate for the research at the time of their initial contact with the M.S.U. Counseling Center. All subjects were male freshmen and sophomores seeking vocational testing and counseling. Originally thirty-one subjects volunteered for the study. Three of these original subjects failed to complete the necessary testing and therefore could not be included in the study.

The first part of the study was designed to test hypothesized differences in intensity, range, realism and types of vocational interests between high and low father identifiers.

The twenty-eight subjects were divided on the independent variable of father identification into two categories designated as high father identifiers and low father identifiers. The division was made on the basis of descriptions of father and self on the Leary Interpersonal Check List (ICL). The Check List yields a composite score of the two dimensions of Dominance and Love which can be plotted on a circumplex after the manner of Leary (1956). Relative distance of self from father operationally defines whether the subject identifies more highly or less highly with father in this study. Predictions of intensity, range, realism, and

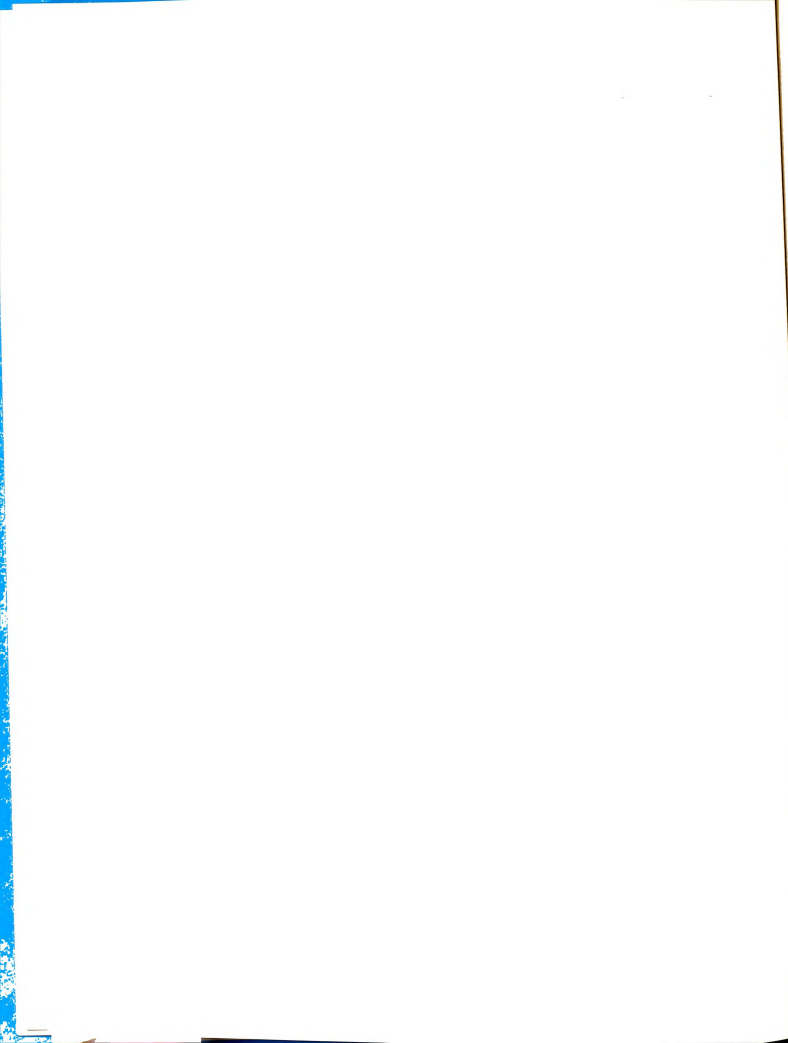


types of interest are made in the first part of this study based on psychoanalytic theory and previous research findings.

The specific operationalized predictions and their manner of analysis were:

1. High father identifiers will show more intense patterns of interest. Operationally this means that high father identifiers will show a greater frequency of primary, secondary and reject patterns by objective pattern analysis of the SVIB than their low father identifying counterparts. A t test was used to test the null form of this hypothesis.
2. Father identifiers would show a greater range of interests reflective of better social adjustment and interest in the real world. A χ^2 test was used to test for statistically significant difference in the distribution of primary and secondary patterns for the two groups.
3. Low father identifiers will have significantly more primary and secondary patterns in the social service and cultural interest groups on the SVIB. A χ^2 test was used in the analysis of the statistical hypothesis derived from this prediction.
4. The difference between the Occupational Level Scale (OL) and the Academic Achievement Scale (AA) (OL - AA) will be higher for the low father identifier and will be reflective of less realism and more fantasy in the vocational interests of the low father identifier. A t test for difference between means was used to test the statistical hypothesis.

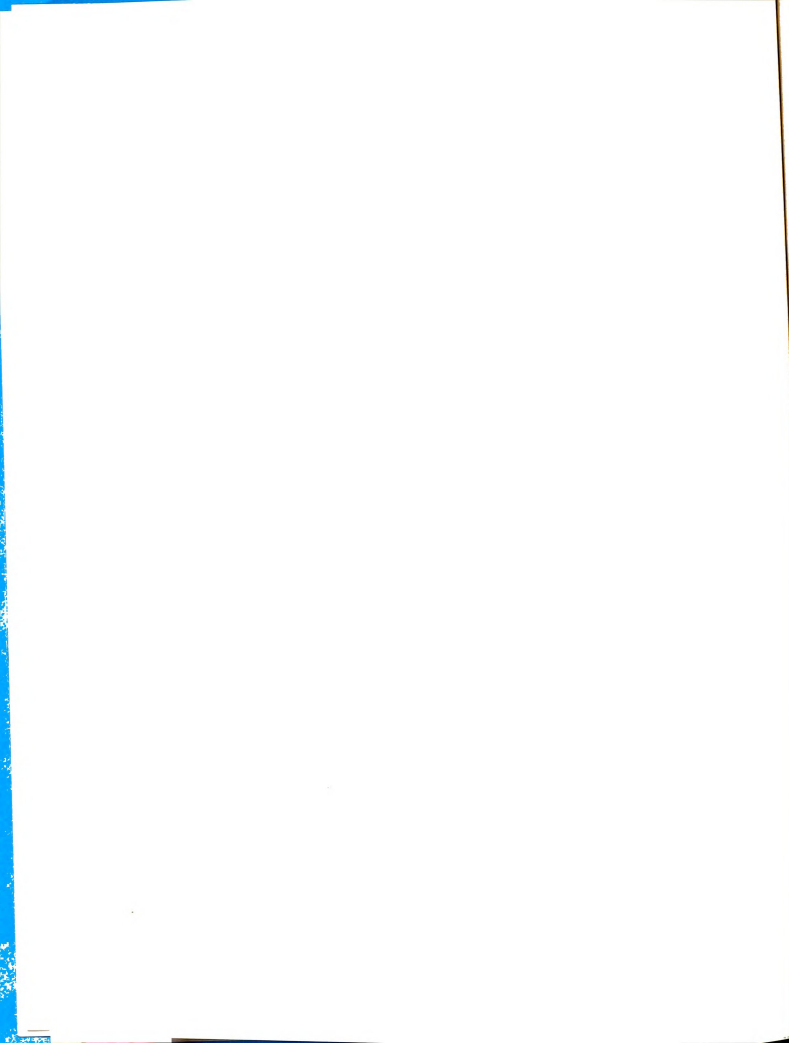
The second part of this study was based on twenty-four of the twenty-eight subjects used in the first part of the study for whom tape recorded counseling sessions were available. The subjects for this part of the study remain divided into the two categories of high and low



father identification, the independent variable. Based on the psychoanalytic theory of oedipal resolution and reduction of castration anxiety, the following hypothesis was formulated.

5. High father identifiers will enter into a closer personal relationship with their male vocational counselors than will the low father identifiers. A t test for a difference between means was used to test for significance of the statistical hypothesis

The dependent variable, i.e., the client's manner of relating was measured by the "Relationship Scale" (see Appendix A) revised by Gendlin and based on a strand of the "Process Scale" of Rogers et al. (1958). This scale is designed for measuring the client's manner of relating to his counselor within the client-centered milieu. The raw data for the dependent variable consisted of the tape recorded counseling sessions. Three five minute segments taken from the beginning, middle and end of total taped counseling sessions on each subject were presented to two raters trained in the use of the "Relationship Scale." A post-training, pre-experimental check of interrater reliability for these two raters on an independent sample of fourteen segments yielded a correlation of .85.



CHAPTER IV

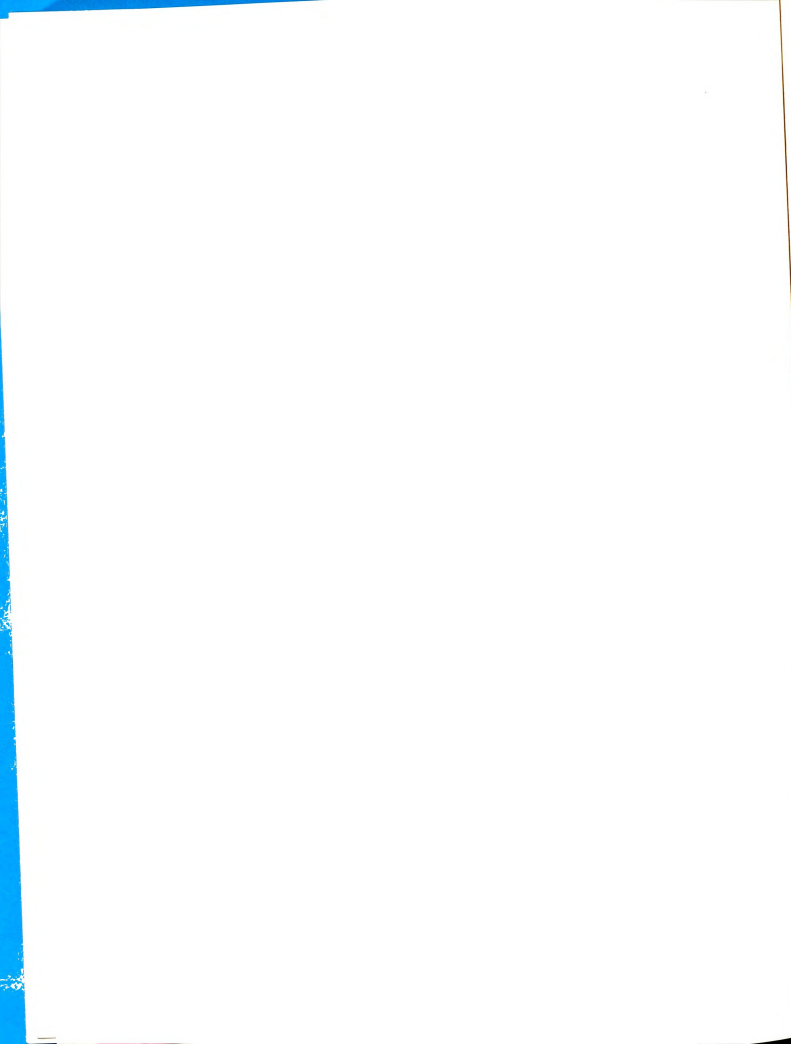
RESULTS

This chapter presents an analysis of the data and reports findings of the hypotheses tested. Each hypothesis is restated, the findings relevant to each hypothesis are presented, and conclusions are drawn.

Preparation of the Data

Identification Score

The initial procedure in the preparation of the data involved the acquisition of identification scores by deviating each subject's response to his self concept on the summary scores of Love and Dominance from his response for his father. In this manner it was possible to rank order the subjects from high to low on the variable of father identification by computing D-scores and listing them from smallest to largest. A median dichotomized the list; the subjects above the median were considered as high father identifiers; those below the median were considered low father identifiers (see Appendix D, Table 8 for a tabulation of D-scores).



Interest Patterns

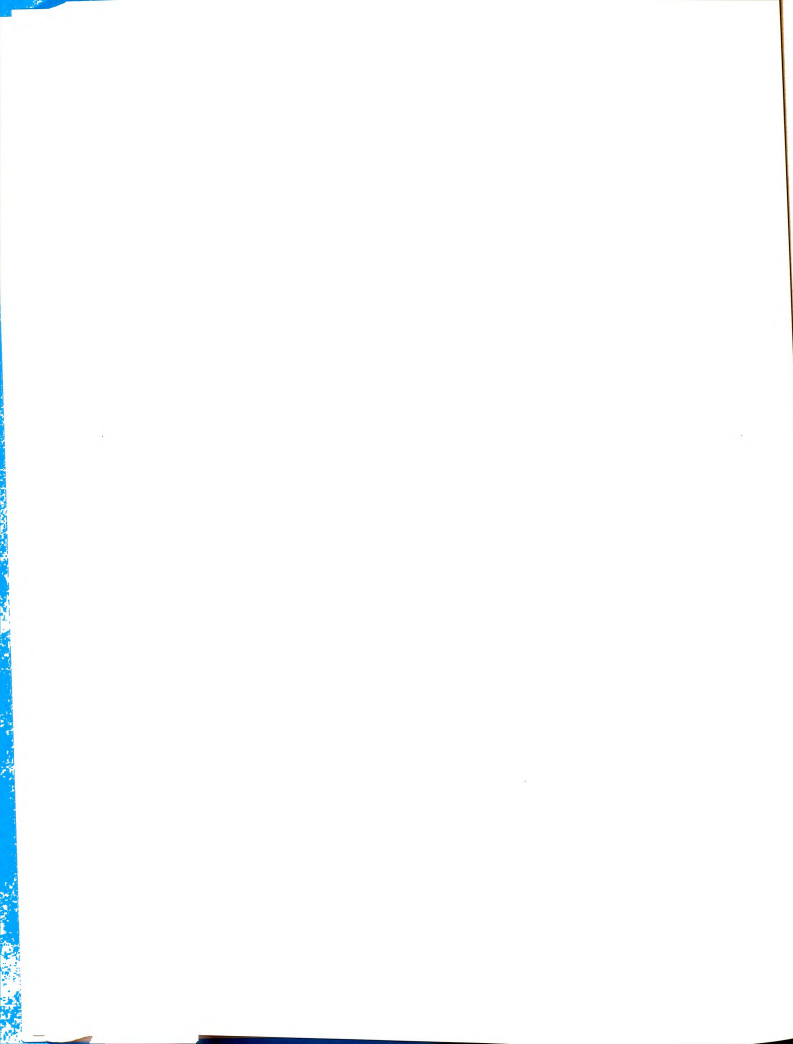
The next step in the preparation of the data involved the pattern analysis of the Strong Vocational Interest Blank (SVIB) profiles for each subject according to the objective method outlined by Stephenson (1961). The frequencies of primary, secondary, reject, and unclassified patterns were tabulated for each subject (see Appendix D, Table 9).

Fantasy Measure

The score on this measure was computed for each subject by taking the difference between the Occupational Level (OL) and Academic Achievement (AA) scales, subtracting AA from OL (see Appendix D, Table 9).

Relationship Score

The final procedure in the preparation of the data involved the computation of a relationship score for each subject. A representative score on the "Relationship Scale" for each subject was obtained by averaging the two overall ratings for each subject by two raters. The overall rating was chosen by the author as the most representative of the three ratings of each subject by each rater. In all cases the score chosen was either a median or a mode (see Appendix D, Table 11 for tabulation of ratings for all subjects on the "Relationship Scale").



This completed the preparation of the data for the testing of the hypotheses. All of the hypotheses were tested for significance at the .05 level by a one-tailed test.

Test of Hypothesis One

H₁: Male subjects who score higher on a measure of father identification will score higher on a measure of interest intensity.

The hypothesis was cast into the form of the following null hypothesis which predicts that:

H₀: There is no difference in the mean number of primary, secondary and reject patterns revealed by an objective pattern analysis of the SVIB profile sheets for both high and low father identifiers.

A t test was used to test the significance of the difference between the mean number of patterns for both groups. A t value of .7 revealed that the means for the two groups were not significantly different, and the null hypothesis was accepted. The high and low father identifiers as defined in this sample did not differ significantly on a measure of interest intensity. The results of the analysis are presented in Table 2.

An inspection of the raw data presented in Appendix D, Table 2 indicates a remarkable similarity in the mean number of primary, secondary, and reject patterns for all twenty-eight subjects regardless of degree of father identification. It might be concluded

from this that intensity of interests as measured by the SVIB is not a critical variable differentiating high and low father identifiers. Some further questions raised by these findings and a discussion of the implications of the results reported will be offered in Chapter V.

TABLE 2.--t test of significance between high and low father identifiers on a measure of interest intensity.

Father Identification Group	Measure of Intensity				
	\bar{X}	SD	F ratio	t value	Significance Level
High (N = 14)	7.07	1.8			
			.85*	.7	n.s.*
Low (N = 14)					

* Not significant. A t value of 2.16 for thirteen degrees of freedom is required for a significant difference at the .05 level.

Test of Hypothesis Two

H₂: High father identifiers will have a wider range of interests than low father identifiers as revealed by objective pattern analysis of the SVIB.

Operationally this hypothesis was intended to predict a difference in the distribution of interest patterns for the two groups defined as high and low on

father identification. Specifically it was meant to predict that high father identifiers would show interests in more areas than low father identifiers. The areas defined were arrived at by grouping the occupational scales on the SVIB profile sheet. The null hypothesis which was formulated to test this hypothesis predicts that:

H₀: There are no differences in the distribution of primary and secondary patterns across five occupational categories for high and low father identifiers.

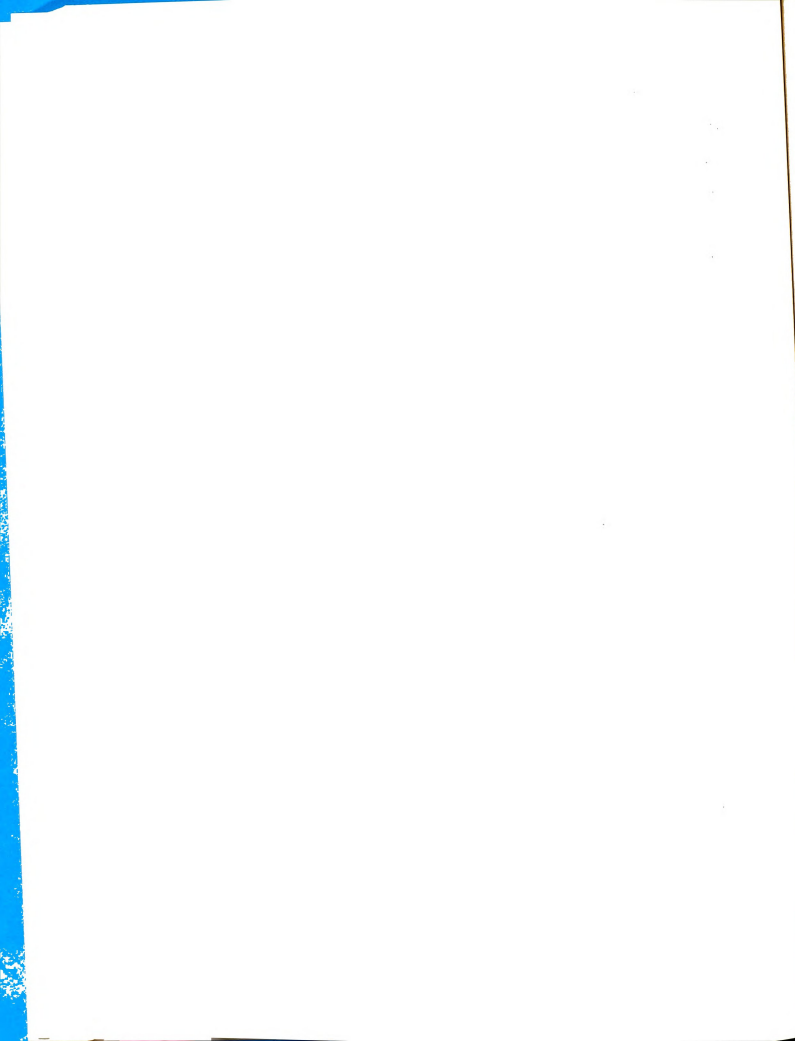
The five occupational categories used were as follows:

Category (1) was a combination of groups I and II on the SVIB profile sheet and is used here to mean scientific interests either physical or biological.

Category (2) is a combination of groups III and IV appearing on the SVIB profile sheet and as used here refers to interests in technical supervision or the technical and skilled trades.

Category (3) is a combination of SVIB profile sheet groups V and VI and combines social service and cultural interests, both of which are regarded as weighted with interest in the more "feminine" occupations in our culture.

Category (4) is a combination of SVIB profile sheet groups VII and VIII which comprises the scales measuring interests in business and business detail.



Category (5) consists of the scales comprising groups IX and X on the SVIB profile sheet which indicates interests in the verbal-linguistic-persuasive occupations, for example salesman or lawyer.

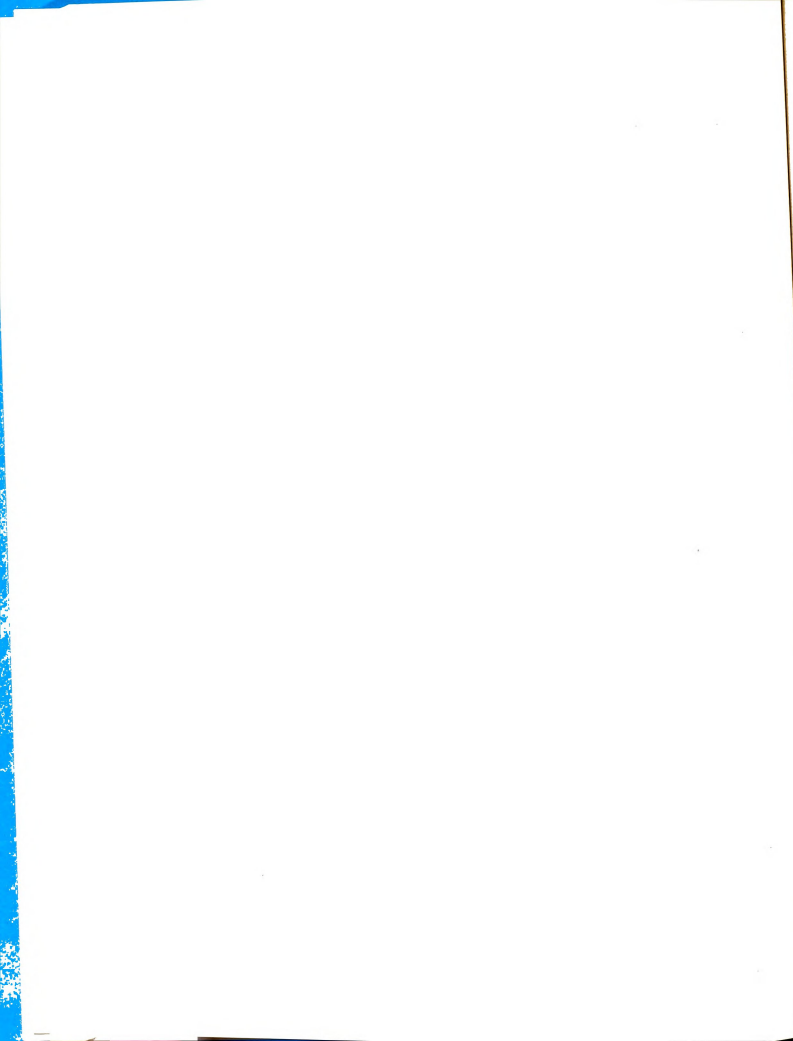
Group XI on the profile sheet is comprised of a single scale and was eliminated from the present analysis.

Chi-square was used to test for significance in the range of interests between high and low father identifiers over the five categories. The findings are summarized in Table 3.

TABLE 3.--Chi-square test of significance between the interests of high and low father identifiers.

Occupational Interest Categories	Primary and Secondary Patterns		Chi- square Value	Signifi- cance Level
	High Ident.	Low Ident.		
1 (Scientific)	5	4	.10	n.s.*
2 (Technical)	10	4	2.60	.11
3 (Social service Cultural)	7	9	.66	n.s.
4 (Business)	7	5	.32	n.s.
5 (Verbal- Linguistic- Persuasive)	6	8	.30	n.s.

* Not significant; overall Chi-square = 3.98 > .05.

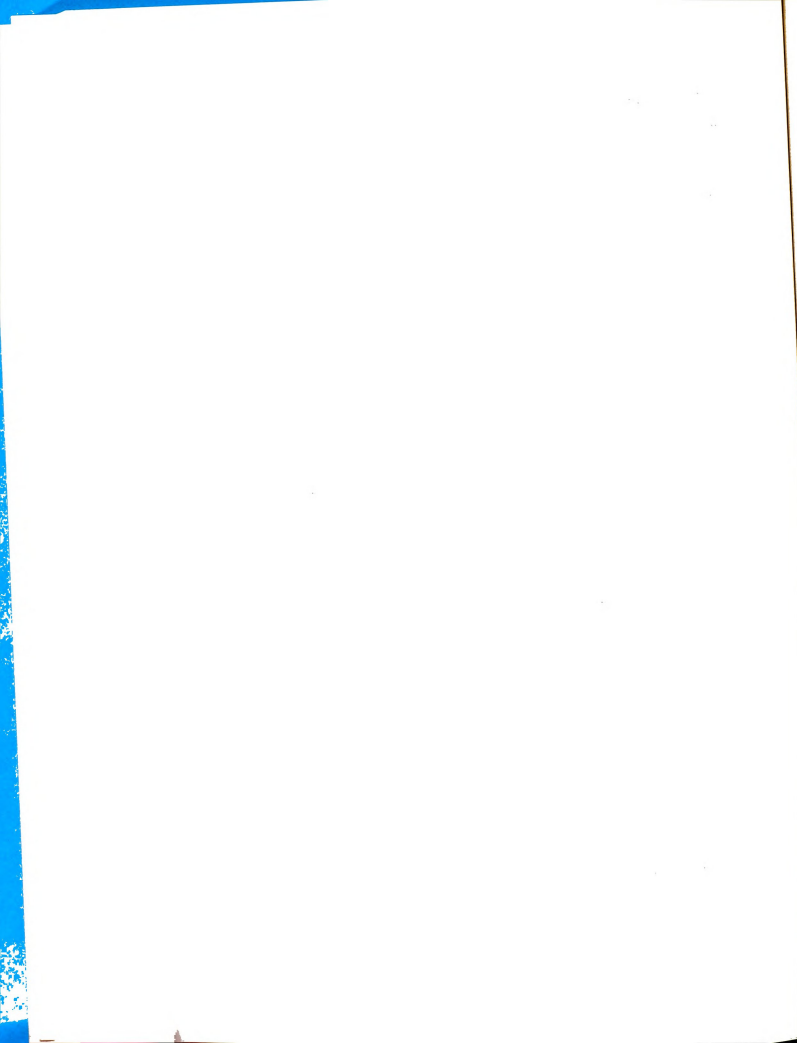


The overall chi-square analysis revealed that there was no significant differences in the ranges of interests of high and low father identifiers in this sample. There was one very definite trend apparent in the high proportion of father identifiers in relation to low father identifiers in Category II, the technical and skilled trades interest areas. The analysis indicates that the value of Chi-square approach significance between high and low father identifiers in the technical and skilled trades occupational interest category. Subjects with primary or secondary patterns in this group were more likely (2.5 to 1) to be highly identified with their fathers. This finding, along with the findings of Hypothesis I may indicate that "types of interest" is a more critical variable differentiating high and low father identifiers than intensity or range of interests.

Test of Hypothesis Three

- H₃: Male subjects who score lower on a measure of father identification will show more interests in the social service and cultural areas than subjects scoring higher on father identification.

In a general way this hypothesis was formulated in order to study possible differences in the types of occupational interests of high and low father identifiers. Factor analyses of the M-F scale on the SVIB have revealed that the Feminine end of this continuum is heavily weighted in favor of social service and cultural interests.



Stereotypes of occupations within our culture have also generally considered the social service and cultural interests to be of a "feminine" nature. Thus male subjects with a faulty sense of masculine identity, possibly due to poor father identification, could be expected to show interests in one, the other or both social service and cultural type activities. The null hypothesis which was formulated in order to test this hypothesis predicts that:

H₀: There is no difference in the distributions of interest patterns of high and low father identifiers in the social service, cultural or combined social service-cultural areas as measured by objective pattern analysis of the SVIB.

The results of the chi-square analysis of the data testing this hypothesis are summarized in Table 4.

The results of the analysis summarized in this table indicate that there is a marked trend, though not a significant difference, in the proportion of high and low father identifiers who manifest interest in the social service and cultural areas. The findings, though not statistically significant, are in the direction predicted, namely that a greater proportion of high father identifiers would reject interest in the social service and cultural areas, while a greater proportion of low father identifiers would manifest interest in these areas.

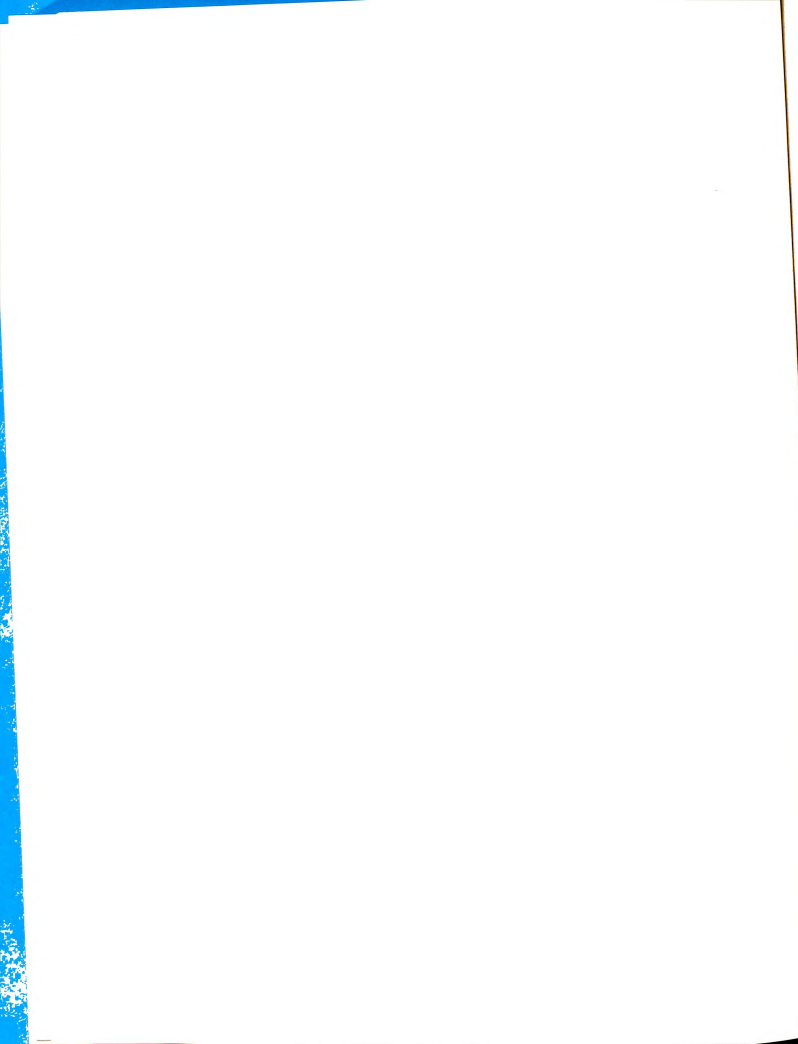
TABLE 4.--Chi-square test of significance between high and low father identifiers on social service, cultural and combined social service-cultural occupational interests.

SVIB Group	Patterns	Identification with Father		Chi Square Value	Significance Level
		High	Low		
V Social Service	Primary and Secondary reject and unclassified	5 9	9 5	2.28	.15
VI Cultural	Primary and Secondary reject and unclassified	2 12	4 10	.84	.50>p>.30
V and VI	Primary and Secondary reject and unclassified	7 21	13 15	2.80	.10>p>.05

Taken separately, social service interest would appear to be a more critical variable differentiating high and low father identifiers than cultural interest. Possible differences between high and low father identifiers in the cultural interest areas seem to be obscured by the overwhelming tendency for both groups in this study to obtain reject or unclassified patterns in this area. Actually twice as many low father identifiers as high father identifiers obtained primary and secondary patterns in the cultural interest category, but the number of subjects involved (6) was hardly enough to be little more than suggestive of a possible trend.

An overall chi-square analysis of the combination of the two interest areas, social service and cultural, indicated a nearly significant ($.10 > p > .05$) difference in the proportions of high and low father identifiers. This might suggest that a combination of cultural and social service interest is a more powerful indicator of low father identification than interests in either area alone.

In summary, the data, though not supporting a statistically significant difference, do suggest the likelihood that subjects with interests in the social service area or combined social service-cultural areas are less likely to be highly identified with their fathers than subjects showing no interest or indifference



in this area. A larger number of subjects might have supported the same conclusion for the cultural area also, and at the very least this conclusion was not contradicted in this study. Further discussion of these findings will be deferred to Chapter V.

Test of Hypothesis Four

H₄: Subjects who score low on a measure of father identification will score significantly higher on a measure of fantasy than subjects scoring higher on father identification.

The null hypothesis which was formulated for testing this hypothesis predicts that:

H₀: There is no difference between the means of high and low father identifiers on a measure of fantasy.

The measure of fantasy used in this study was defined as a discrepancy between the Occupational Level (OL) scale and the Academic Achievement (AA) scale on the SVIB. The relationship of OL to AA as a measure of fantasy is a non-validated construct and was included in this investigation for exploratory purposes. The literature cited in Chapter II concerning the meaning of the OL scale pointed to the ambiguity which continues to characterize the interpretation of this scale.

The t test results indicated that the means of the OL-AA discrepancy scores, while not significant at the .05 level, did differentiate between the high and low father

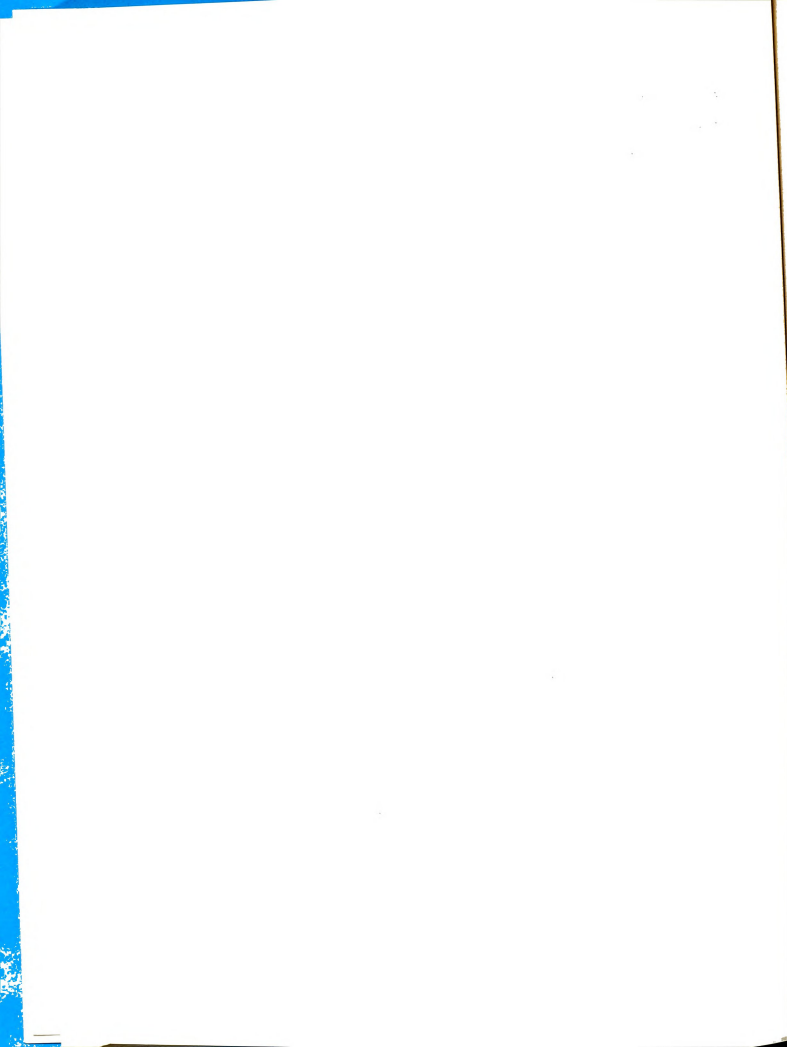
identifiers at the .10 level of significance. These results are summarized in Table 5.

TABLE 5.--t test of significance between high and low father identifiers on a measure of fantasy.

Father Identification Group	Measure of Fantasy					Signifi- cance Level
	\bar{X}	SD	$S_{D\bar{X}}$	F Ratio	t Value	
High (N = 14)	15.92	21.68	4.47	2.32*	1.77	.10
Low (N = 14)	8.0	9.33				

* Not significant

While the results fail to be significant at the .05 level, significance of difference at the .10 level between high and low father identifiers on the mean discrepancy scores between OL and AA does suggest that this trend needs further attention. The interpretation of results of this hypothesis within the structure of this present study remains indeterminate, since the near significant relationship was opposite the predicted direction. The results indicate, contrary to prediction, that for this sample the high father identifiers received a greater mean discrepancy score between OL and AA than the low father identifiers. The hypothesis about the relative degree of fantasy in the occupational interests of high



and low father identifiers may need to be revised or a new interpretation given to the discrepancy between OL and AA. More will be said about this in Chapter V.

Test of Hypothesis Five

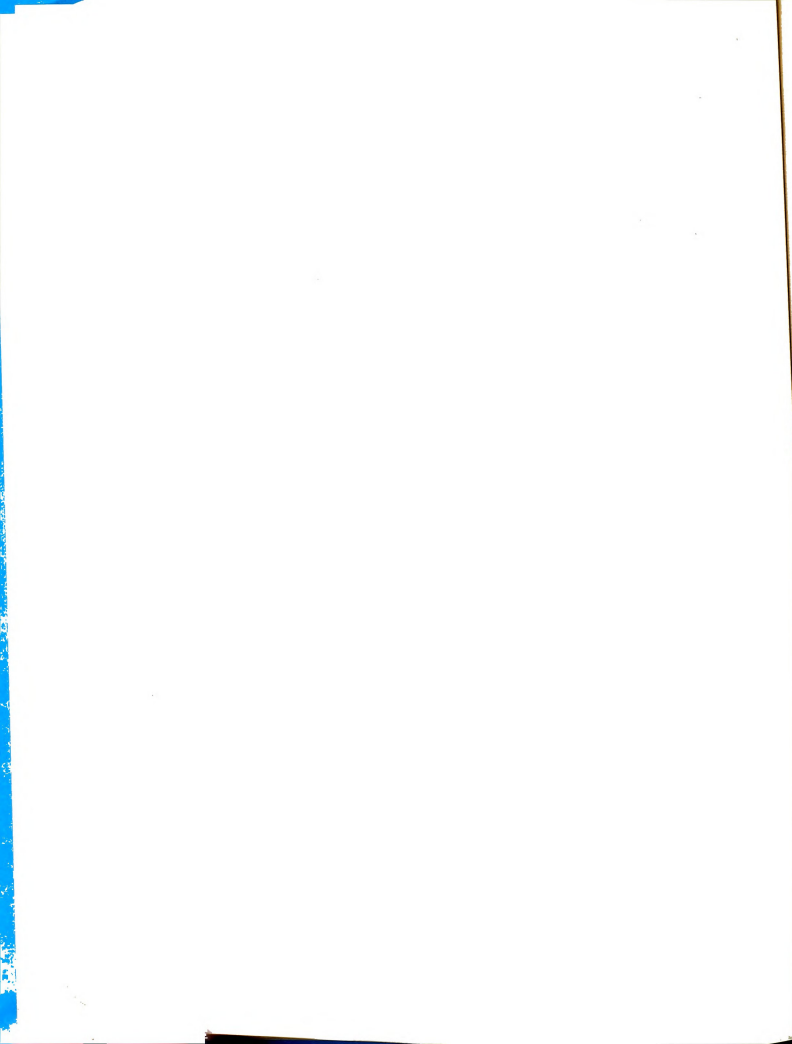
- H₅: Subjects who score higher on a measure of father identification will score significantly higher on a scale measuring "process" or "manner of relating" in counseling than low father identifiers.

The null hypothesis predicts that:

- H₀: There is no difference between the mean ratings of high and low father identifiers on the "Relationship Scale."*

The first step in testing this hypothesis was to arrive at a single rating on the "Relationship Scale" for each subject. Six ratings were obtained on each of twenty-four of the original twenty-eight subjects in this study, for whom taped counseling sessions were available. The ratings were made by two raters trained in the use of the "Relationship Scale." Three ratings on each subject were made by each rater. The most representative of these three ratings was taken as the single rating by each rater for each subject. The rating most often taken was a modal rating, but when no modal rating was available, the median was taken. Thus a subject with a 4-3-4 rating pattern was rated as a 4, but a 2-3-4 rating pattern was rated as a 3. The inter-rater reliability on these single measures for the two

* See Appendix A for illustration of this scale.



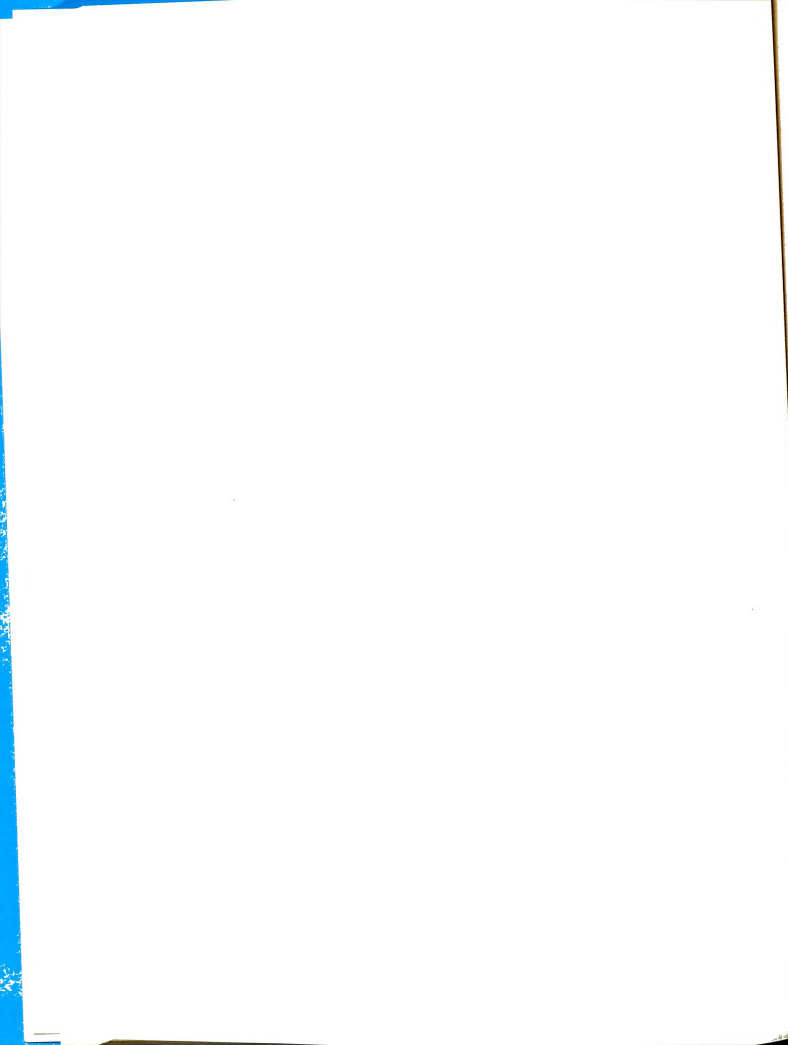
raters on all twenty-four subjects was computed by Hoyt's Analysis of Variance at .92. A summary of this analysis is presented in Table 6.

TABLE 6.--Hoyt's Analysis of Variance for computation of inter-rater reliability for two raters on the "Relationship Scale."

Source	d.f.	Sum of Squares	Variance
Ratings	23	$\frac{1012}{2} - \frac{23104}{2 \times 24} = 24.67$ (SS_R)	1.07 (S^2_R)
Raters	1	$\frac{11554}{24} - \frac{23104}{2 \times 24} = .08$ (SS_C)	.08 (S^2_C)
Error	23	$34.67 - 24.67 - .08 = 9.02$ (SS_E)	.392 (S^2_E)
Total	47	$5.16 - \frac{23104}{2 \times 24} = 34.67$	
Reliability		$R_{tt} = \frac{S^2_R - S^2_E}{S^2_R} = .92$	

Reliability = .92

Following the establishment of inter-rater reliability, the two separate single measures from the two raters on each subject were averaged to produce a single score for each subject.



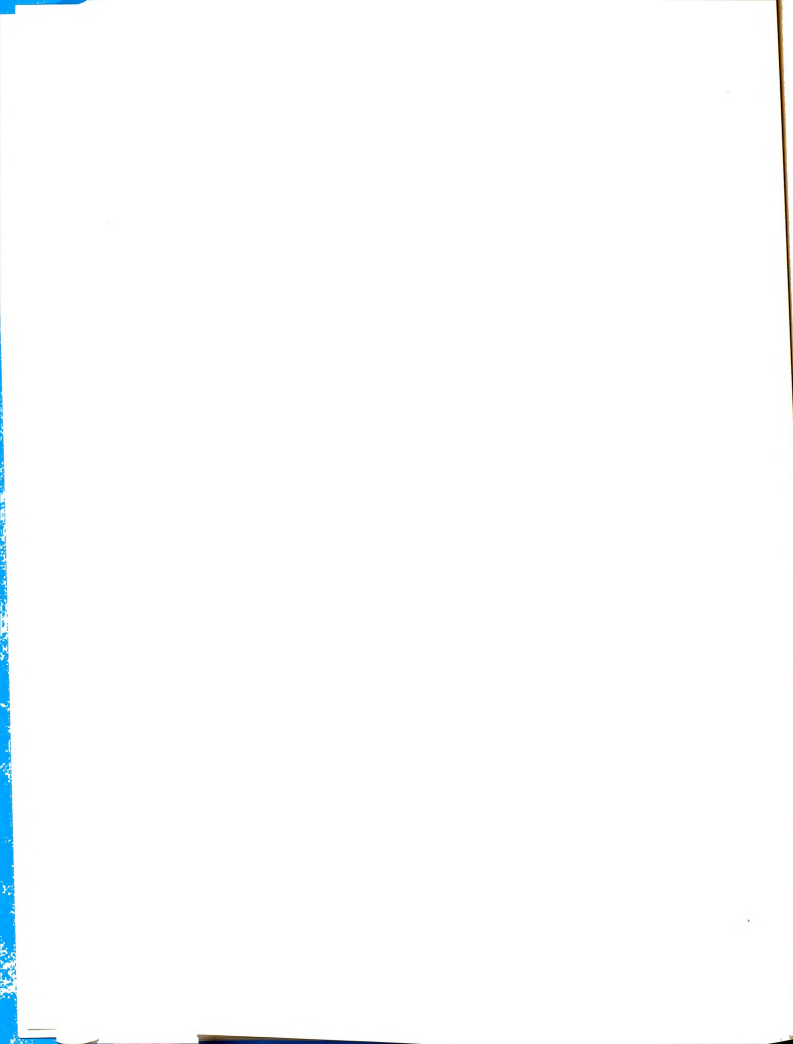
The null hypothesis that the mean ratings for high and low father identifiers would not differ was tested by a t test, and the null hypothesis was accepted. The high and low father identifiers did not differ on their mean scores on the "Relationship Scale." The results are summarized in Table 7.

TABLE 7.--t test for significance between means of high and low father identifiers on the "Relationship Scale."

Father Identifi- cation Group	\bar{X}	$S_{D\bar{X}}$	F Ratio	d.f.	t Value	Signifi- cance Level
High N = 12	3.16	.19	1.64	11	.47	n.s.*
Low N = 12	3.25					

* Not significant at the .05 level of significance.

An inspection of the raw scores for the two groups on the "Relationship Scale" indicates a slight trend for more low father identifiers to score 2.5 or below on the scale (see Appendix D, Table 11). Twice as many low father identifiers as high father identifiers fell into this category. The proportion of high and low fathers scoring 3.5 or above was the same. Although the number of subjects involved was very small, it might be a very

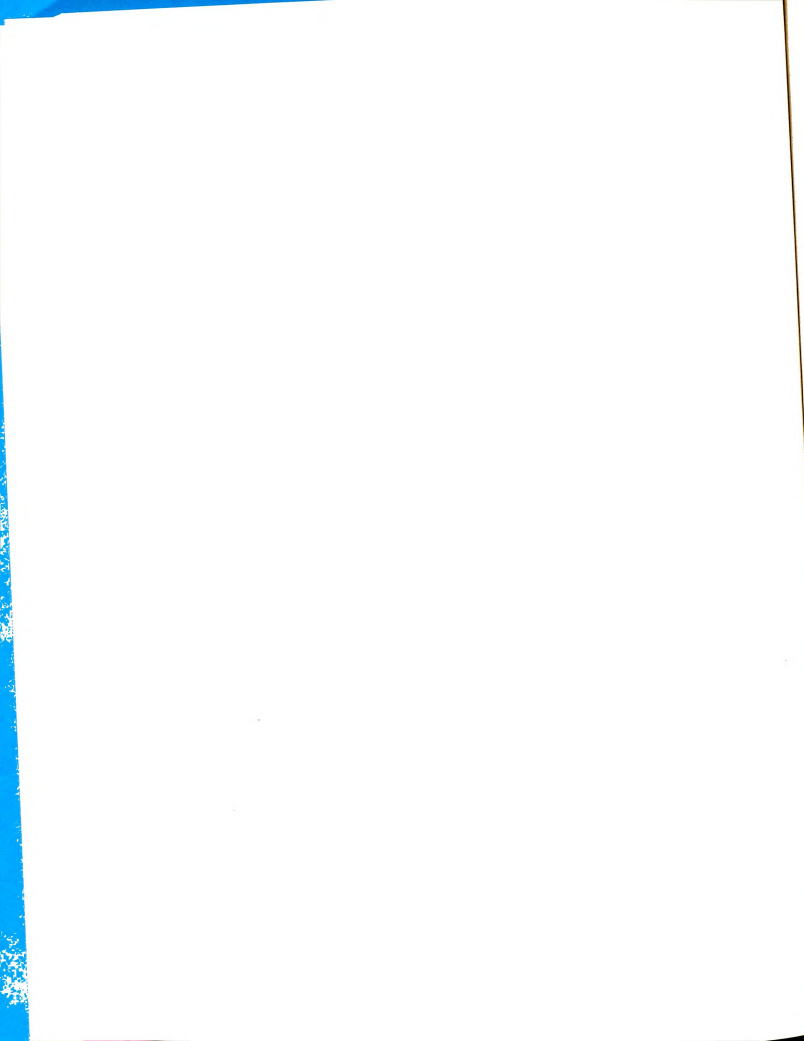


slight indication that low father identifiers are more likely to reject a personal relationship with their male vocational counselors. This possibility, however can be offered only most tentatively from the data.

Summary of Results

All of the hypotheses in the study were tested for significance at the .05 level. Hypothesis one and two which predicted differences in intensity and range of interests for high and low father identifiers were not supported by an analysis of the data. High and low father identifiers did not differ significantly on measures of intensity and range of interests. The results at this point seem to suggest that types of interest rather than intensity or range of interests are a more significant variable differentiating high and low father identifiers.

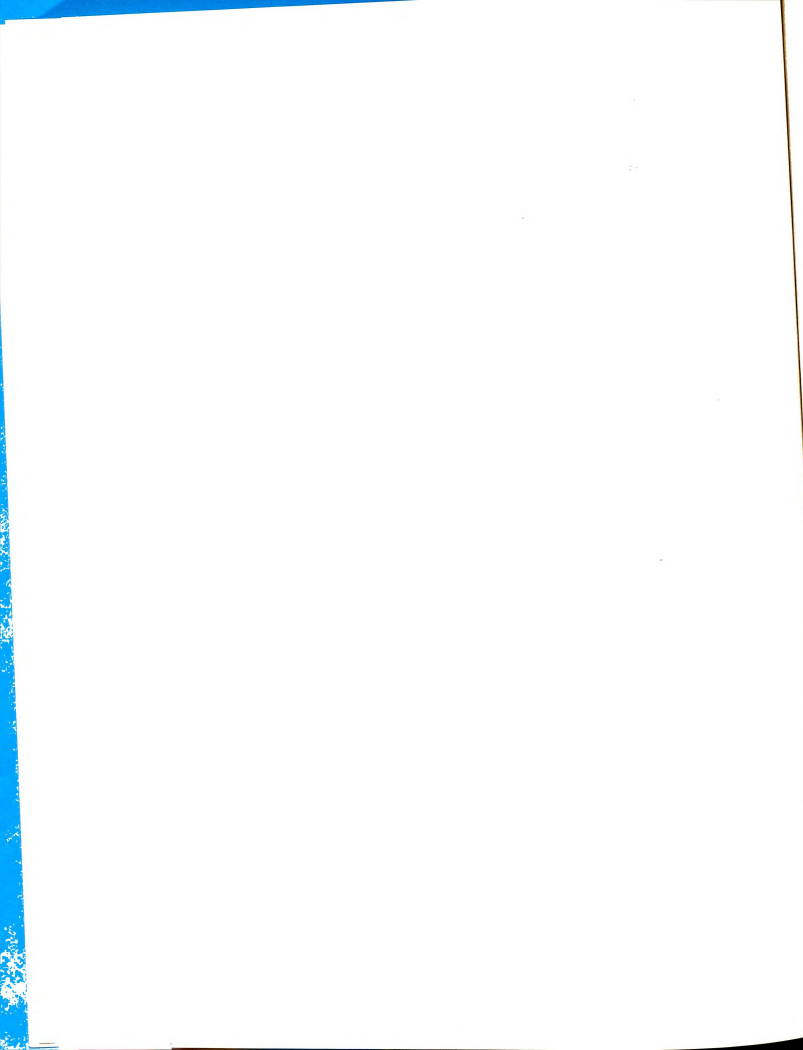
In the analysis of range of interests the overall range of primary and secondary patterns over five occupational groupings: scientific, technical, social service, cultural, business and verbal-linguistic-persuasive did not significantly differentiate high and low father identifiers. One group of identifiers was as likely as the other to score primary or secondary patterns in any of these areas. However, a difference within one area did appear. In the technical and skilled trades, occupational interest area it became apparent that



subjects with primary or secondary patterns were much more likely (2.5 to 1) to be highly identified with their fathers.

Hypothesis three which predicted that low father identifiers would show significantly greater interests in the social service and cultural areas was not supported by a statistical analysis of the data. The data, however, indicated a strong trend in the direction predicted for low father identifiers to score proportionately more primary and secondary patterns and proportionately fewer reject and unclassified patterns in social service area than the high father identifiers.

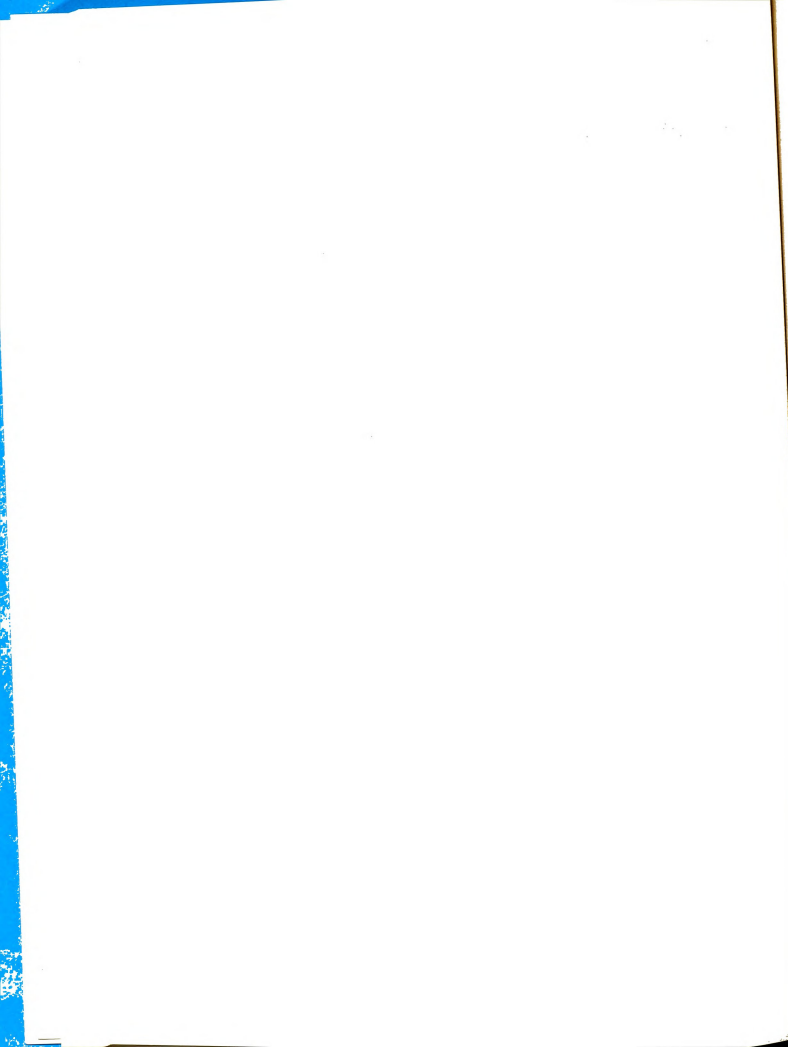
Both groups, high and low, on father identification overwhelmingly tended to obtain reject and unclassified patterns in the cultural interest area. A chi-square analysis indicated that low father identifiers in this sample were just as likely as high father identifiers to score reject or unclassified patterns in the cultural interest area. Twice as many low father identifiers as high father identifiers scored primary and secondary patterns in the cultural interest area, which was as predicted, but the number of subjects (6) involved was too small to be more than slightly indicative of a possible trend. A larger sample might indicate a significant difference between the patterns of interest of high and low father identifiers in the cultural interest area.



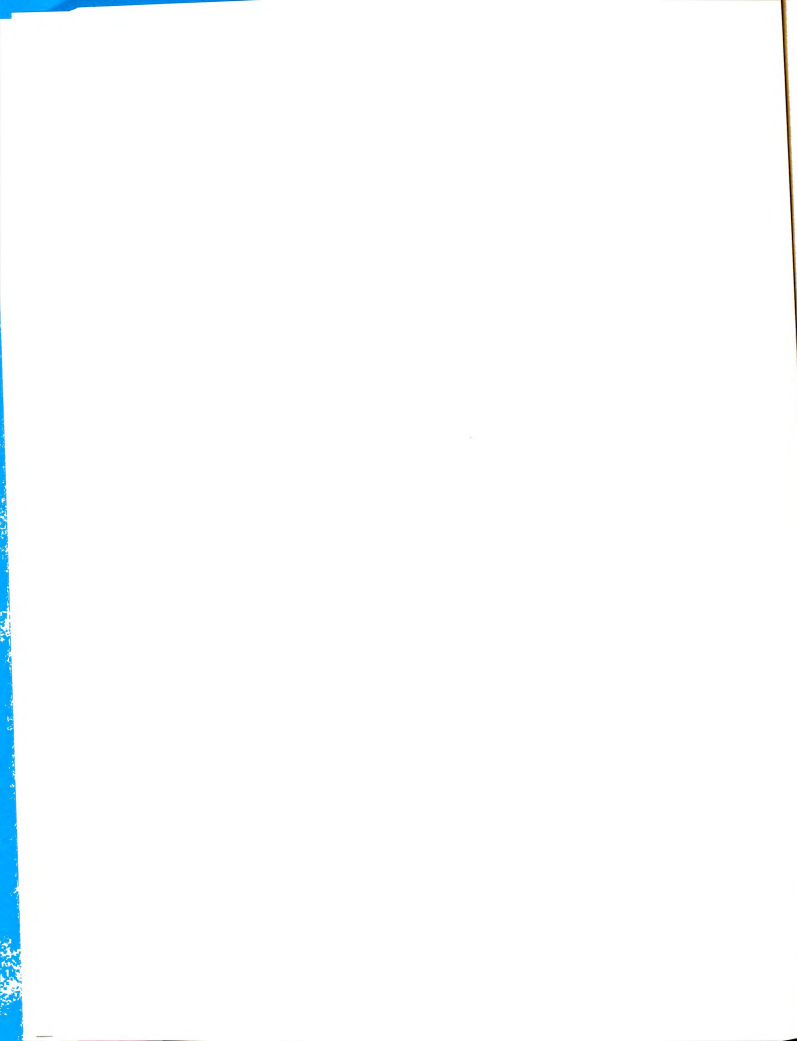
The combination of social service and cultural interests differentiated high from low father identifiers beyond the .10 level. A larger sample may have produced the required level of significance. These data might be interpreted to mean that the combination of cultural and social service interest may be a significant variable differentiating high and low father identifiers, and that the combination of these interests may be more effective than either social service or cultural interests taken independently.

Hypothesis four which predicted a larger discrepancy score between OL and AA as an assumed measure of fantasy was not supported at the .05 level of significance but was found to be significant at the .10 level in the direction opposite the prediction.

The results of the analysis of hypothesis five indicated that contrary to prediction there was no significant difference between high and low father identifiers in their manner of relating to their male vocational counselors. The prediction that high father identifiers would achieve a significantly higher mean score on the "Relationship Scale" than low father identifiers was not supported by an analysis of the data. There was no noticeable trend for high and low father identifiers to score differentially on the "Relationship Scale."



A discussion of these results along with some possible explanations and suggestions for further research will be presented in the following chapter.

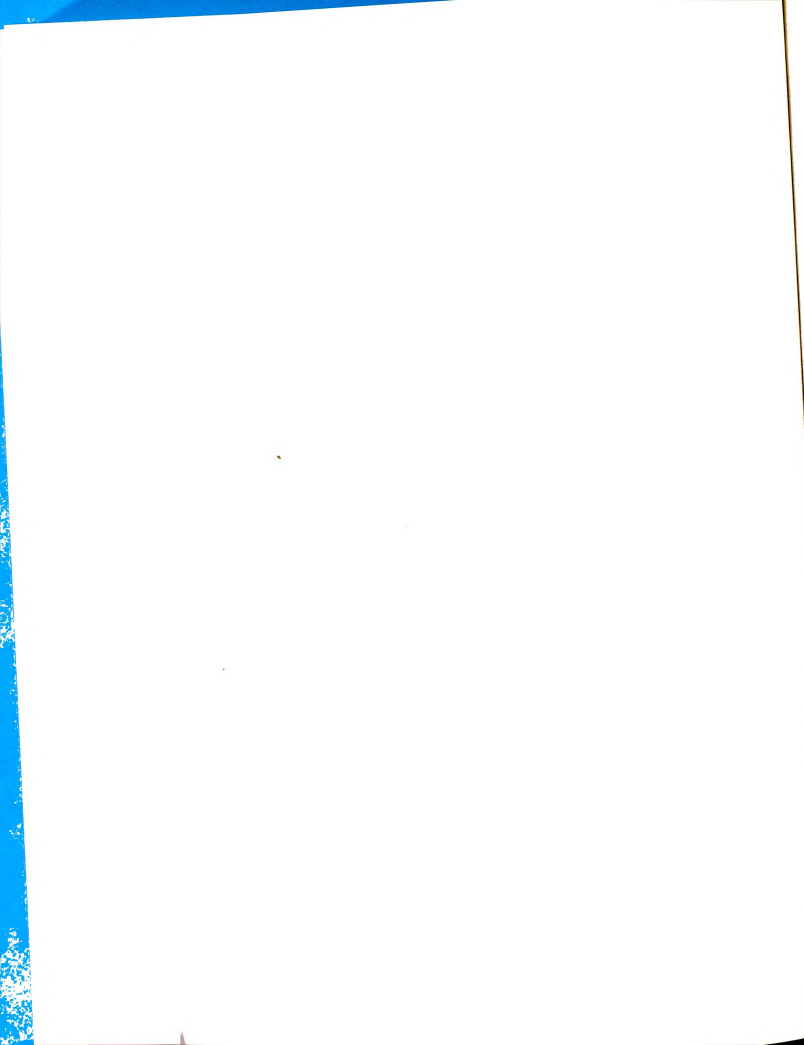


CHAPTER V

SUMMARY, CONCLUSIONS, LIMITATIONS AND IMPLICATIONS

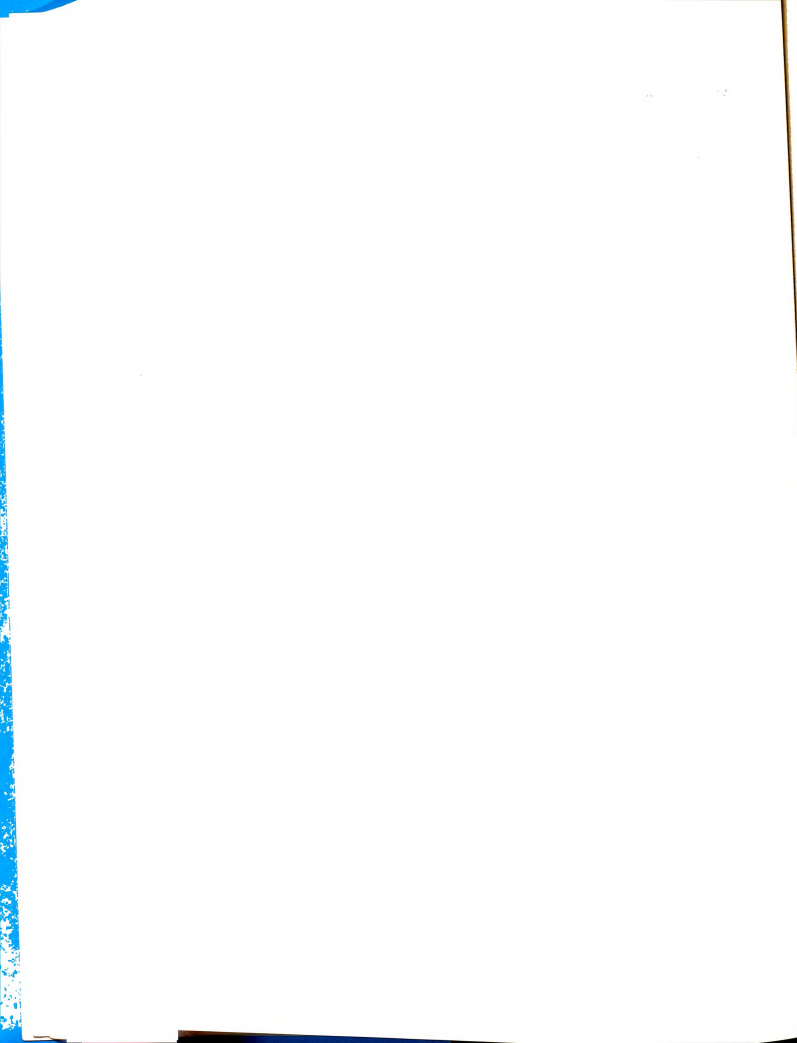
Freud characterized the fully functioning person as one who could love and work. Tyler (1955) has pointed to the intimate relationship between awareness and acceptance of ones sex role or identity and the emergence of occupational interests appropriate to that role. The present study was conceptualized and designed to investigate the interrelationship of work, love, and sex role by examining the influence of the degree of father identification on the occupational interests of a group of college males and the inclinations of these subjects to enter into close personal relationships with their vocational counselors.

This study follows a current orientation to the study of vocational development as an integral part of the total development of personality. Thus the study of vocational development has increasingly relied on the utilization of personality constructs as the theoretical basis for a growing number of empirical studies. In the present study the psychoanalytic construct of identification and its theoretical import to the development



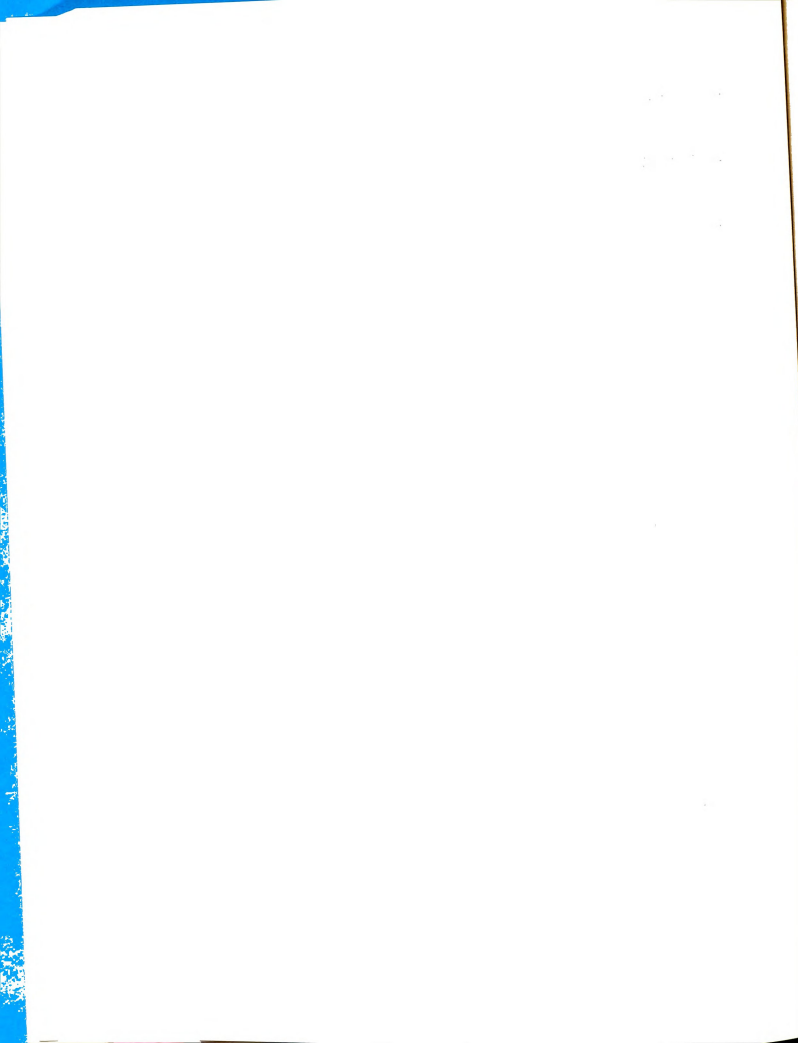
of a strong, integrated personality served as a basis for the hypothesis relating degree of father identification to the intensity, range, types, and realism of vocational interests as well as the subjects' manner of relating to their male vocational counselors. The most general hypothesis, not explicitly stated but underlying the study, holds that a high degree of father identification enhances personal adjustment in males via the resolution of the oedipus complex. Theoretically the resulting diminution of castration anxiety and the enhanced sense of self esteem accompanying a strong masculine identity serves to orient the young male to the real world of people and things. Thus it is hypothesized that the high father identifiers' more secure sense of identity will be reflected in intensified vocational interests, less restricted in range, more realistic in nature, and more oriented to the "masculine" occupations than the low father identifiers. That the high father identifiers would exhibit more capacity to enter into closer personal relationships with their vocational counselors than their low father identifying counterparts was also hypothesized.

Participants in this study were twenty-eight male freshmen and sophomore students who volunteered to participate in the study from among students seeking vocational testing and counseling at the M.S.U.



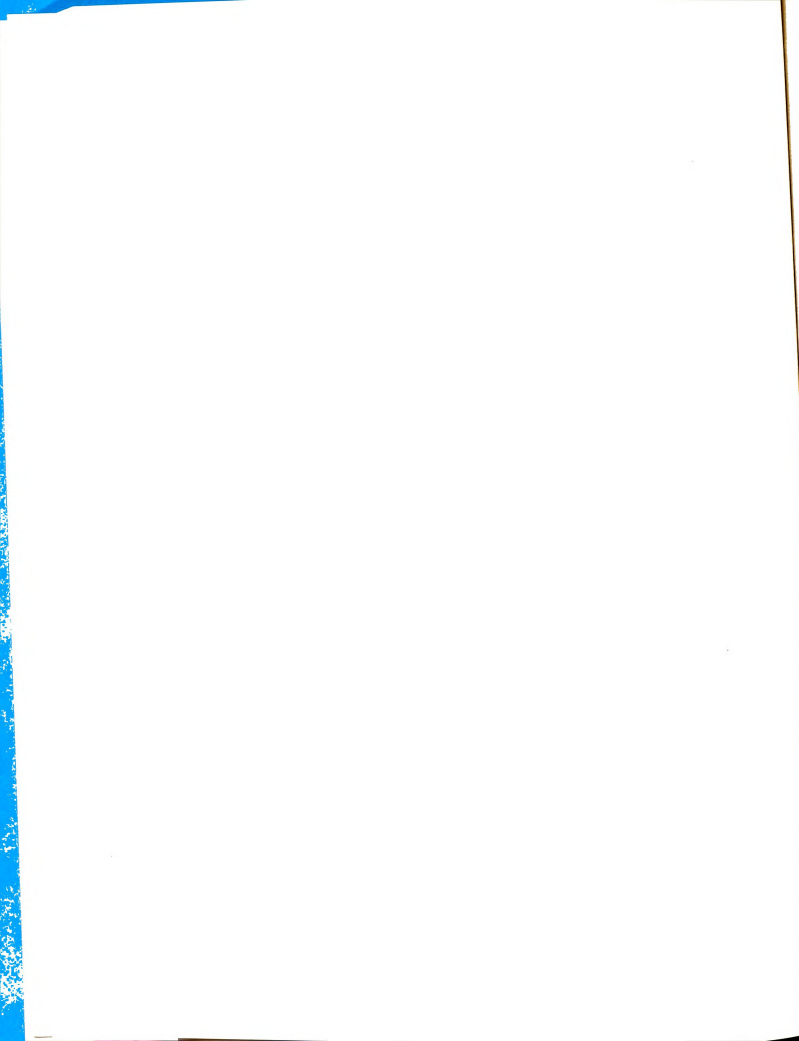
Counseling Center. All subjects completed a battery of tests and agreed to have all subsequent counseling interviews taped. The Strong Vocational Interest Blank (SVIB) and the Leary Interpersonal Check List (ICL) were part of the test battery that is pertinent to this study. The ICL was used to divide the twenty-eight subjects into two groups, the fourteen subjects more highly identified with father formed one group, while the fourteen subjects less identified with father made up the second group. Father identification was measured by the discrepancy between conscious description of self and father on the ICL. The SVIB's of these subjects were pattern analyzed according to the objective method outlined by Stephenson (1961) in order to measure intensity, range, and types of interest. A fantasy score was defined as the discrepancy between the Occupational Level (OL) scale and the Academic Achievement (AA) scale. Finally, taped counseling sessions of twenty-four of the twenty-eight subjects were rated for "manner of relating" on the "Relationship Scale" by two raters trained in the use of this instrument.

Results of the analysis of the data indicated that the high and low father identifiers in this study did not differ in the intensity or range of their vocational interests. A difference, while not statistically significant was noted for high and low father identifiers



on types of interest. Subjects with primary and secondary patterns of interest in the technical and skilled trades category were somewhat more likely to be highly identified with their fathers, while subjects with interests in the social service were more likely to be less identified with father. Contrary to prediction, the cultural interest area did not significantly differentiate high and low father identifiers as predicted. The tendency of both high and low father identifiers in this sample to reject cultural interests obscured differences between the two groups. A slight trend for a greater proportion of low father identifiers to show interest in the cultural area was noted.

Contrary to prediction high father identifiers scored higher on a fantasy measure than low identifiers significant at the .10 level. Although not statistically significant, this trend appears to be of sufficient magnitude to warrant further study. The results at this time remain indeterminate until the hypothesis can be revised or a new interpretation given to the discrepancy between OL and AA. Finally, the results did not support the prediction that high and low father identifiers would differ in their manner of relating to their male vocational counselors.

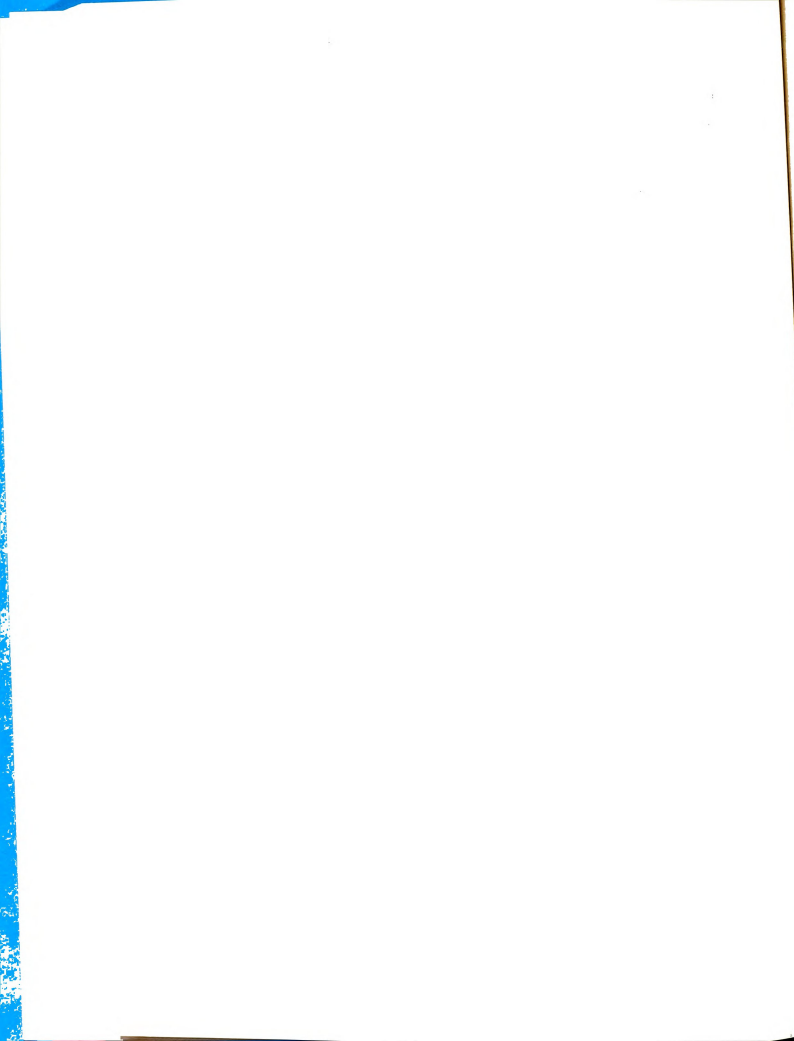


Conclusions

One very general conclusion emerging from this investigation is that the relationship of father identification to occupational interests and inclination towards close personal relationships is not as simple and direct as hypothesized. Research designs, varying types of identification, sex of parent, and developmental status of subjects would possibly help to clarify the relationships among these variables.

Another more tentative conclusion drawn from this study is that subjects drawn from a college population may be more similar than dissimilar. Subjects drawn from different populations, for example the military or the work force, might assure diversity of populations and be more revealing of population specific phenomena versus the more generally valid vocational development phenomena. In the present study true differences between high and low father identifiers may have been obscured by the homogeneity of the population sampled.

Some tentative conclusions reached in this study indicate that a college population of male freshmen and sophomores differing in the degree of father identification by conscious report might not vary in the intensity or range of their interests. A larger proportion of subjects revealing interests in the more masculine occupations might be more highly identified with their



fathers, while a larger proportion of subjects revealing interests in the more "feminine" occupations might be less highly identified with their fathers.

It can also be concluded, as Strong has already said, that the interpretation of the OL scale must be very tentative. It might appear from the results of this study that the OL, far from being a measure of a tendency toward fantasy as a flight from the painful reality of personal and social maladjustment, may be a measure of the fantasy of the strong, autonomous, integrated personality of the highly father-identified subjects, but for now this can only remain speculation.

Finally the results seem to warrant the conclusion that high and low father identifiers in a college population do not differ in their manner of relating to their male vocational counselors. Subjects from either the high or low father identified group were just as likely to enter into a close personal relationship with the counselor, although of those from both groups not accepting a close relationship, the low father identifier may be slightly more definitive in his rejection of the relationship. Probably the personality of the counselor is a significant variable which ought to be accounted for in future designs investigating the client's manner of relating. This, however, suggests limitations

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in the designs of this study which will be discussed in more detail presently.

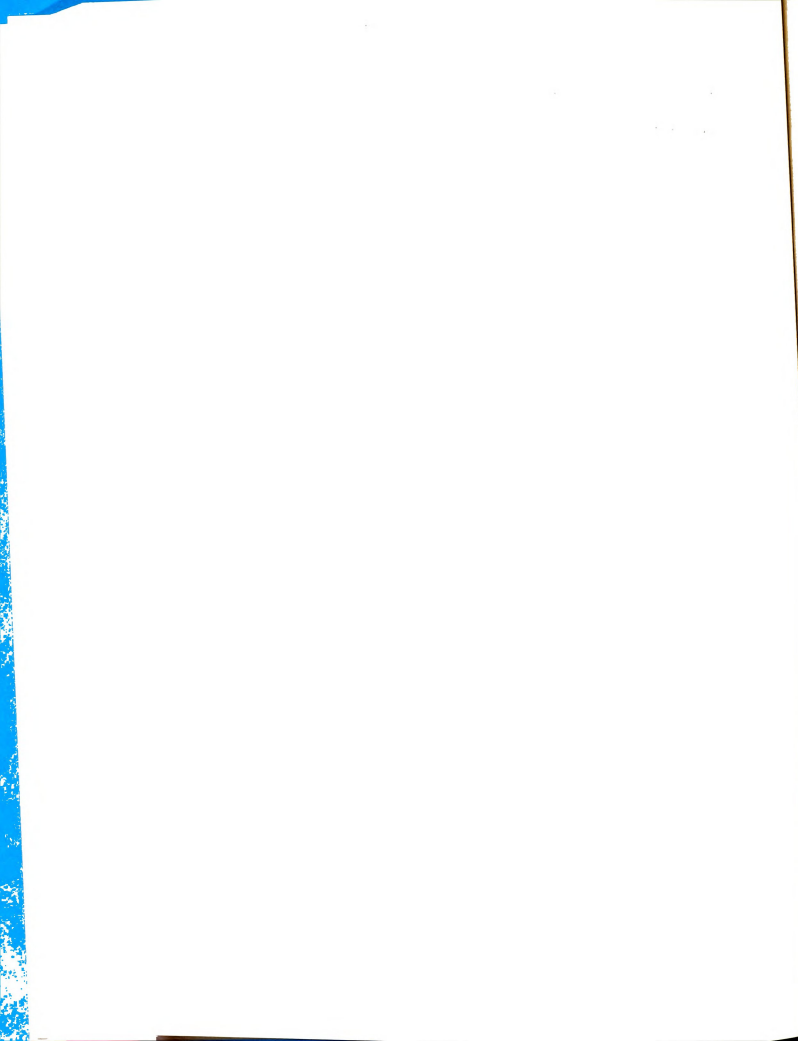
Limitations

Perhaps the major limitations of the present study rest in the size of the sample and the sampling procedures employed. An increase in the number of subjects might be expected to increase to a level of significance the trends observed in the present study. Sampling limitations in the present study arise from the limited population sampled. The findings in this study can be legitimately applied only to a population of college underclassmen expressing vocational indecision. Replication of the study with a non-client group might help to determine similarities of this group to college males generally, and designs including subjects of college age but not attending college would increase the generalization of the findings even further. Women too are becoming an increasingly significant part of the work force of the United States, and the inclusion of female subjects might be expected to disclose a different and equally significant set of findings.

The sampling procedures employed in the present study may have limited the significance of the findings further by selecting a middle range of subjects on father identification. Since the subjects were chosen on the variable of vocational indecision and then divided

into high and low father identifier groups, there can be no assurance that the extremes of high and low father identifiers have been sampled. The very nature of the null hypothesis states that the extremes will not be included. The selection of a middle range of father identifiers may explain the non-significance of some of the findings and may have tended to obscure the relationships among the variables under investigation. Until more clearly defined populations of high and low father identifiers can be identified and studied, the exact nature of the relationships studied remain indeterminate and the conclusions tentative. The vocational decisions and interests of middle range father identifiers may be at variance with truly high and truly low identifiers.

The imprecision of the constructs under investigation and the imprecise method of measuring these constructs also contribute to the limitations of the present study. The term "identification" and the process for which it stands may be too complex to be meaningfully investigated in a scientific manner. Sanford's (1955) advice, if observed, to avoid this term altogether may contribute to precision in future research and help in the refinement of hypotheses. One problem not accounted for in the present research is the form which the identification takes. Identification with a hostile-rebellious-anti-social father as opposed to identification with a

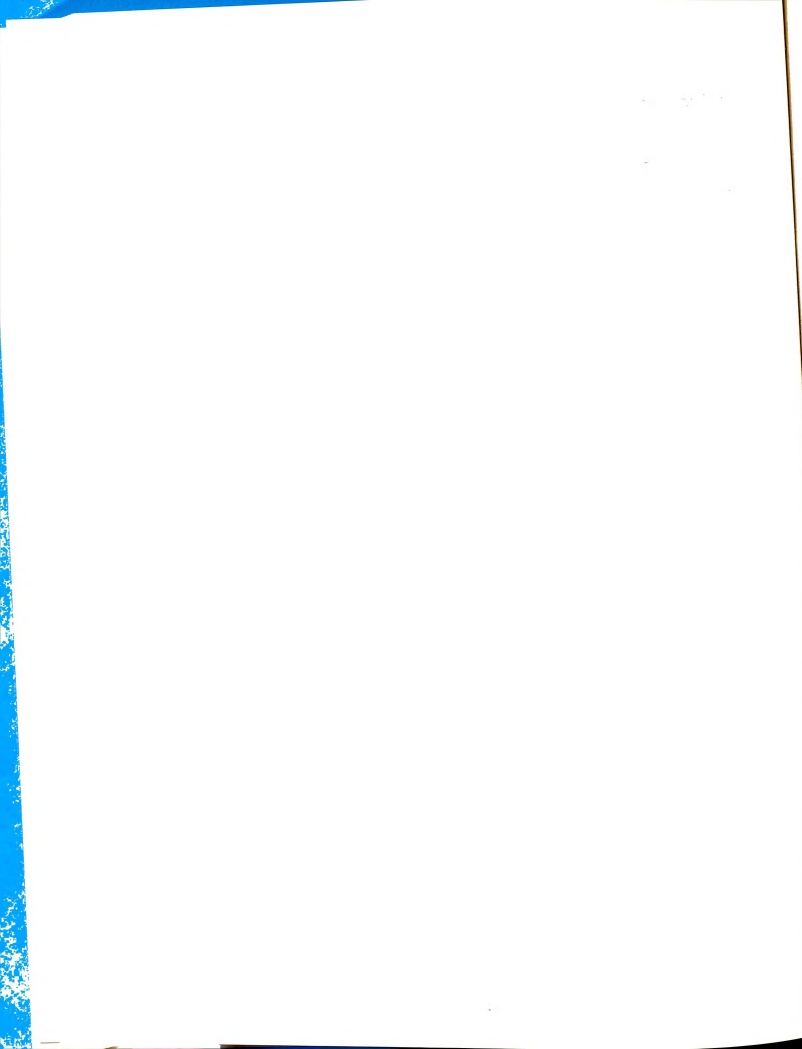


warm-responsible-socially integrated father may have profoundly differing effects on the self conceptions of the subjects and the ensuing vocational development. The present study by not including the pathological consequences of some forms of identification has limited the precision and generality of its findings.

The method of measuring the constructs of identification in the present study was confined to the conscious level within the subjects, while identification according to orthodox analytic theory is essentially an unconscious process. More appropriate methods of measuring identification may have to tap unconscious sources in the subject. Unconscious identification might be measured with the Thematic Aperception Test. Measures of the unconscious would also help to obviate limitations arising from unwanted response sets such as social desirability which may have entered into the present study.

Other limitations in this study could have possibly arisen from the non-validated conceptions of intensity, range, types, and degree of realism in occupational interests and the non-validated methods of measuring these constructs.

Another limitation in the present study arises from the unknown effects of father surrogates on the personalities of the subjects. Fragments of masculine



identification not accounted for in the present design could arise from sources other than the father. Finally identification with and through the mother may be significant in vocational development and might be included in future research.

Lack of validity is also a limiting factor. The concept of fantasy as defined and its operational measure in the present study have not been validated.

The limitations in the last part of this study dealing with the subjects' manner of relating might have resulted from methodological inadequacies of sampling already discussed. Also the restricted range of ratings assigned to the subjects could have been a limiting factor.

Implications

The limitations of the present study outlined above suggest possible avenues of future research. Larger samples and varied sampling procedures might contribute a higher level of significance to trends suggested in this study, while replication with a non-client group would enhance the generalizability of the conclusions offered. Research with non-student, college-age subjects would enhance generalizability of the study even more. The use of different populations would also contribute to a determination of phenomena which are population specific

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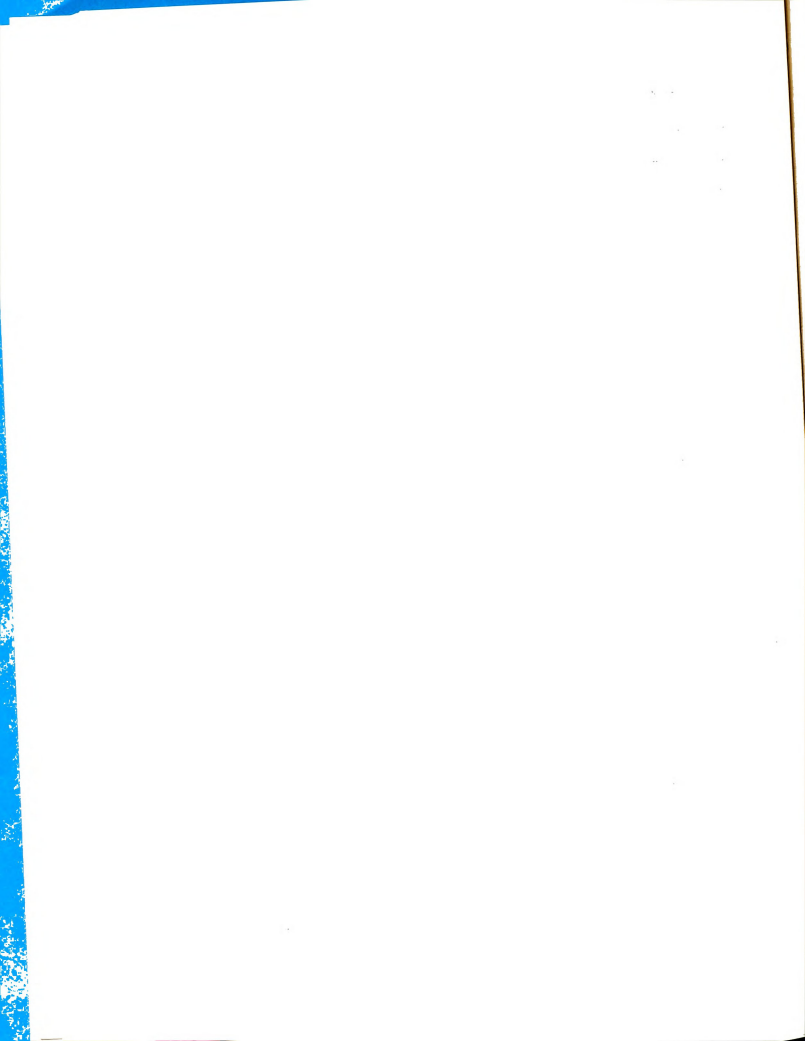
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as opposed to vocational development phenomena generally valid across populations.

Future research might benefit in the precision of defining relationships among significant variables influencing vocational interests and choice by avoiding the use of complex constructs such as identification. The use of such complex terms does not aid in the discovery and clarification of simple and direct relationships among variables unless these terms can be adequately operationalized.

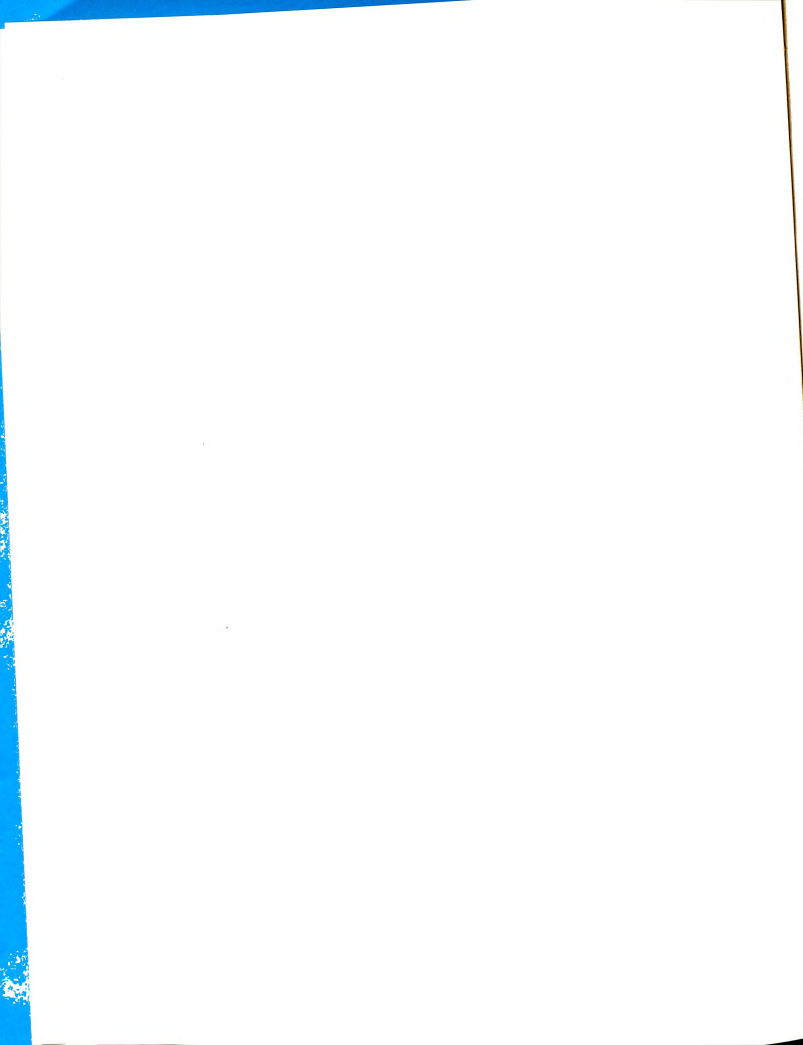
Methodological considerations of future research could ensure sampling the extremes of the population of father identifiers, thus enhancing the likelihood of discovering significant differences by increasing the variability of the sample. Other methodological considerations might include the use of measuring instruments designed to tap unconscious aspects of the personality in measuring constructs such as identification.

Future studies might also profitably be devoted to the validation of concepts and measures used in the present study. Validated conceptions and measures of the fantasy component of vocational interests, as well as validated conceptions and measures of the process of vocational counseling would enhance the precision of research in these areas.

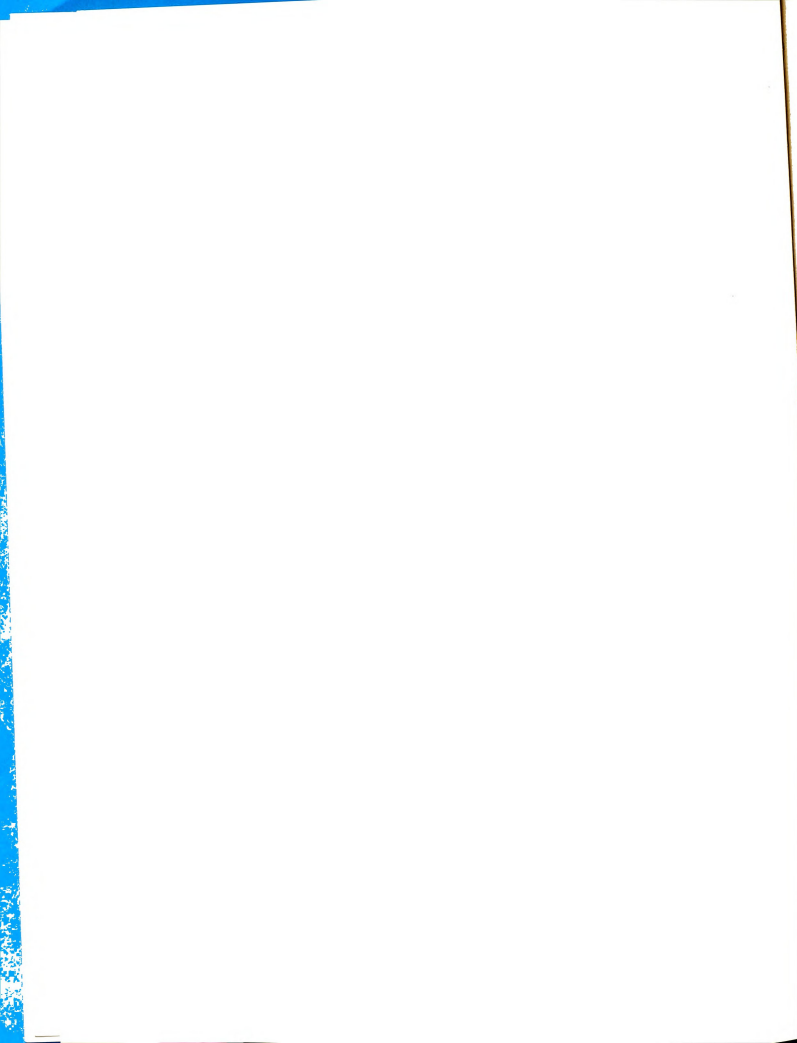


Any research into the area of personality generally and the area of vocational development specifically has to take account of the multiple determinants of the personality. This suggests that the interaction of variables bearing on vocational development may be more significant than any single bivariate relationship, and that this field of study might profit from the increased use of multivariate procedures.

Finally the meaning of sexual identity in relation to vocational development may be undergoing revolutionary changes in a social structure where non-sex-linked occupational roles such as computer programmer are emerging. The study of subjects with interests in this area might lead to some startling alteration of presently held conceptions.

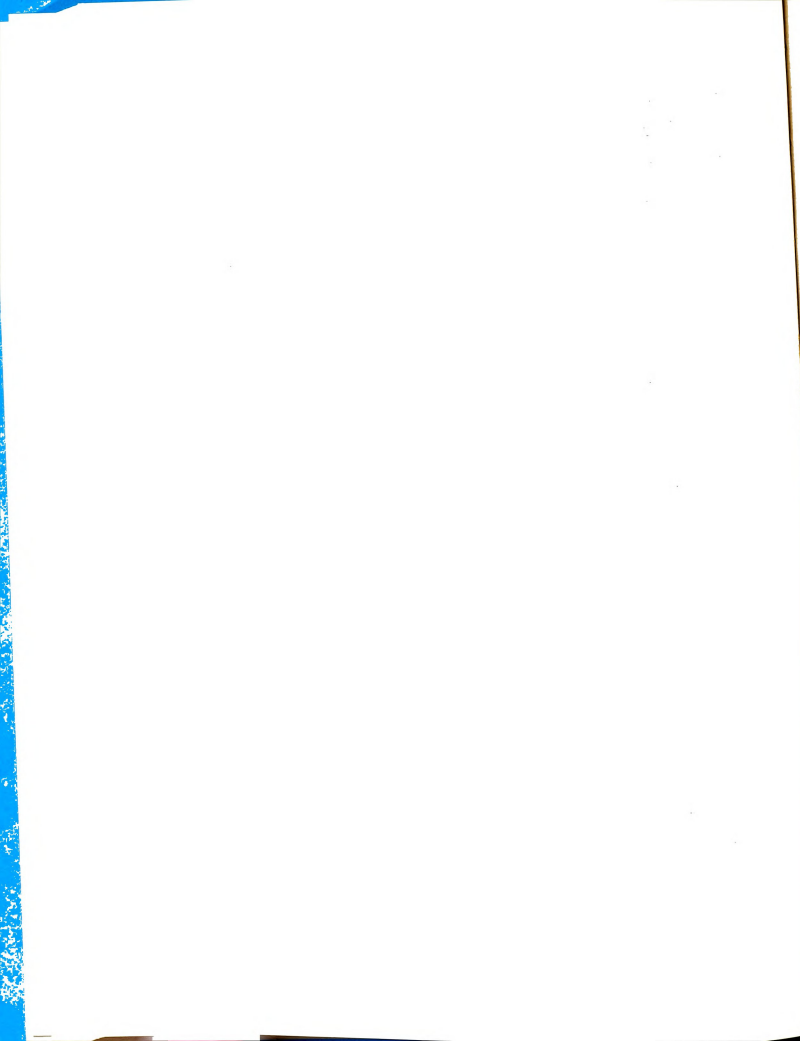


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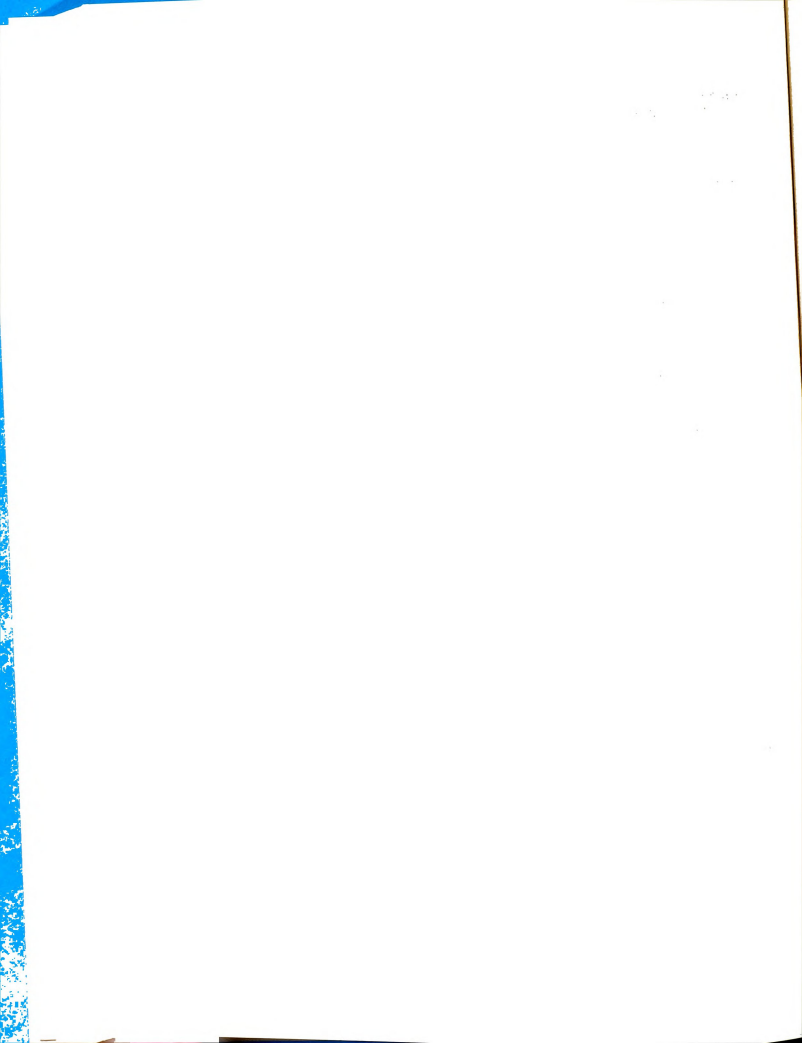


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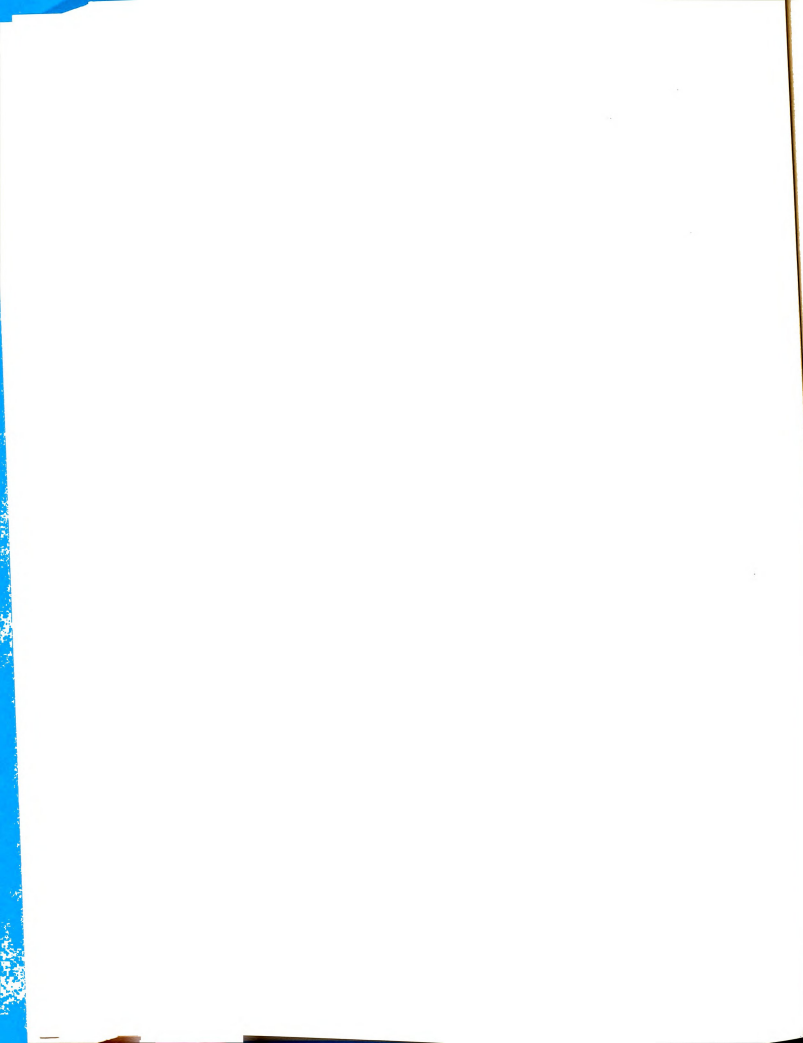
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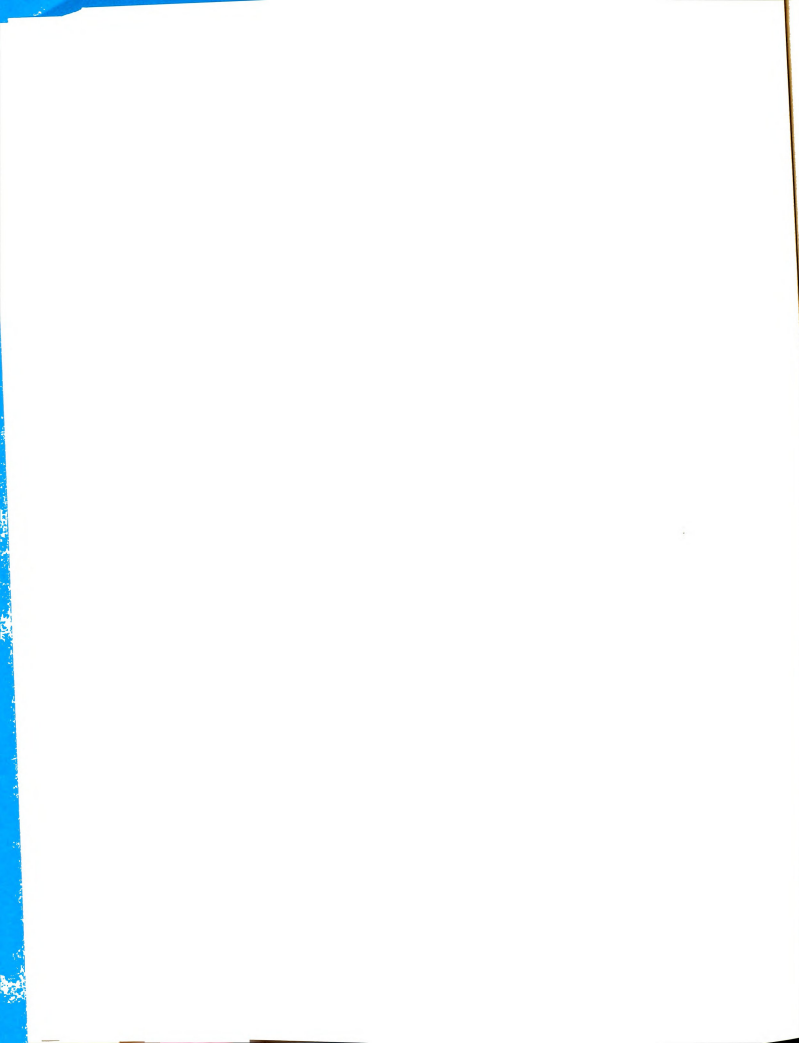
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APPENDICES



APPENDIX A

RELATIONSHIP SCALE

RELATIONSHIP (REL) SCALE*¹

Stage 1

There are definite indications that the individual refuses the relationship, and does not perceive the likelihood or desirability of a close personal relationship.

He may overtly argue against the desirability or usefulness of the therapy relationship, or may indicate that he wishes to leave, or not to return to the therapy relationship, or to be left alone by the therapist.

He does not share any of his real feelings concerning himself, his troubles, or the relationship, and avoids engaging the therapist directly.

He has no perspective on his refusal of the relationship. He does not work it through or share it, but acts it out or states it summarily.

* Half stage ratings are not used in this scale.

¹Revision, January 16, 1963, by Eugene T. Gendlin and Marilyn Geist, of the scale written by Eugene T. Gendlin and based on a strand of the Process Scale by A. W. Walker, R. A. Rablen, and C. R. Rogers.

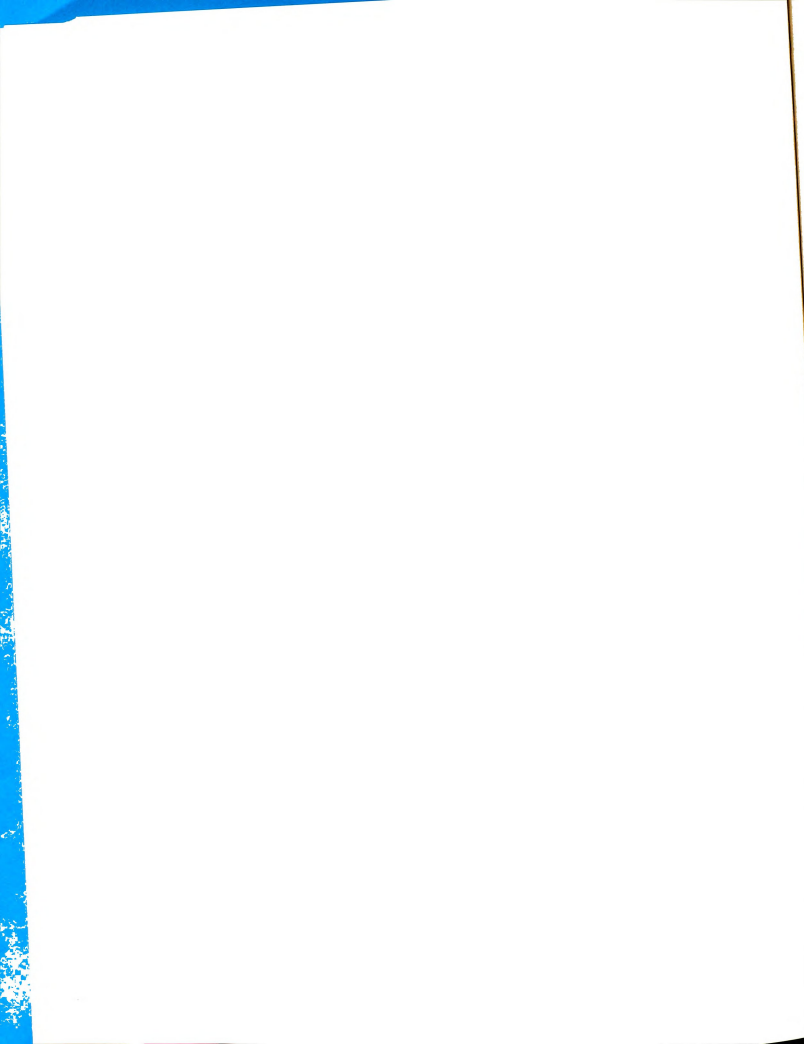
Stage 2

The individual does not overtly reject, fight, or devalue the relationship, but he also gives no indication that he accepts the desirability or possibility of a close personal relationship.

He does not inject any personal quality of his own into the interaction. Nor does he corroborate attempts by the therapist to respond in a personal or personally understanding way, or statements or assumptions by the therapist that a personal relationship exists or is desirable.* He does not overtly reject or fight these attempts or assumptions, but rather he ignores, avoids, or responds casually to them.

He may relate to the therapist as he would to an authority figure--one who knows the answers, asks questions, introduces topics for discussion, and sets standards which he should meet.

* In any interaction the behavior of each person considered alone implies what kind of relationship (its intimacy or lack of it) he now considers to exist or to be desirable. This might be called relationship quality. Relationship quality may be explicitly stated in words, or assumed in that the behaviors would not be appropriate except in that kind of relationship. (Also see footnote, Stage 4).



Stage 3

There are definite indications that the individual accepts the existence or desirability of a close personal relationship. However, his acceptance is qualified or occurs intermittantly with nonacceptance.

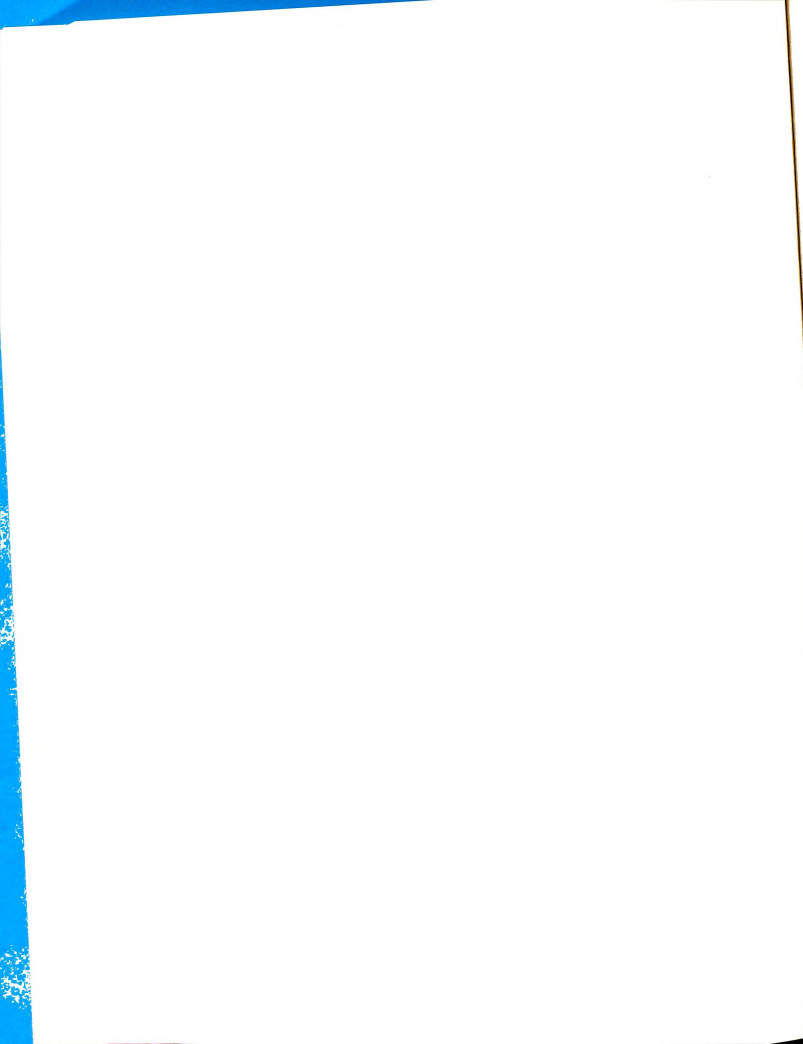
He may inject himself personally into the interaction, but in a "held back" and hesitant manner, not of his own accord expressing his real meanings.

He may show intermittent acceptance and non-acceptance of a close personal relationship. He may express or corroborate this personal quality in one statement, and indicate the opposite, deny, or clearly avoid it in the next.

Unresolved misunderstandings may occur (intermittantly or consistently) between the two persons. These are not unclarities that are shared and worked on, but are misunderstandings and confusions which persist or are left hanging.

Stage 3 is also rated when the individual injects himself personally into the relationship, but the therapist ignores, avoids, treats casually, or misunderstands this personal quality.

At Stage 3 there are definite indications both that the individual accepts or desires a close personal relationship, and that this quality has not been established.



Stage 4

There are definite indications both that the individual accepts or desires a close personal relationship, and that this quality has to some extent been established.

The individual himself now sometimes acts, uses, and moves the relationship.

The two individuals now share some of the same relationship quality (see footnote, Stage 2). There may be silences rather than corroborations, but there are few of the intermittent or constant "non-parallel" events.*

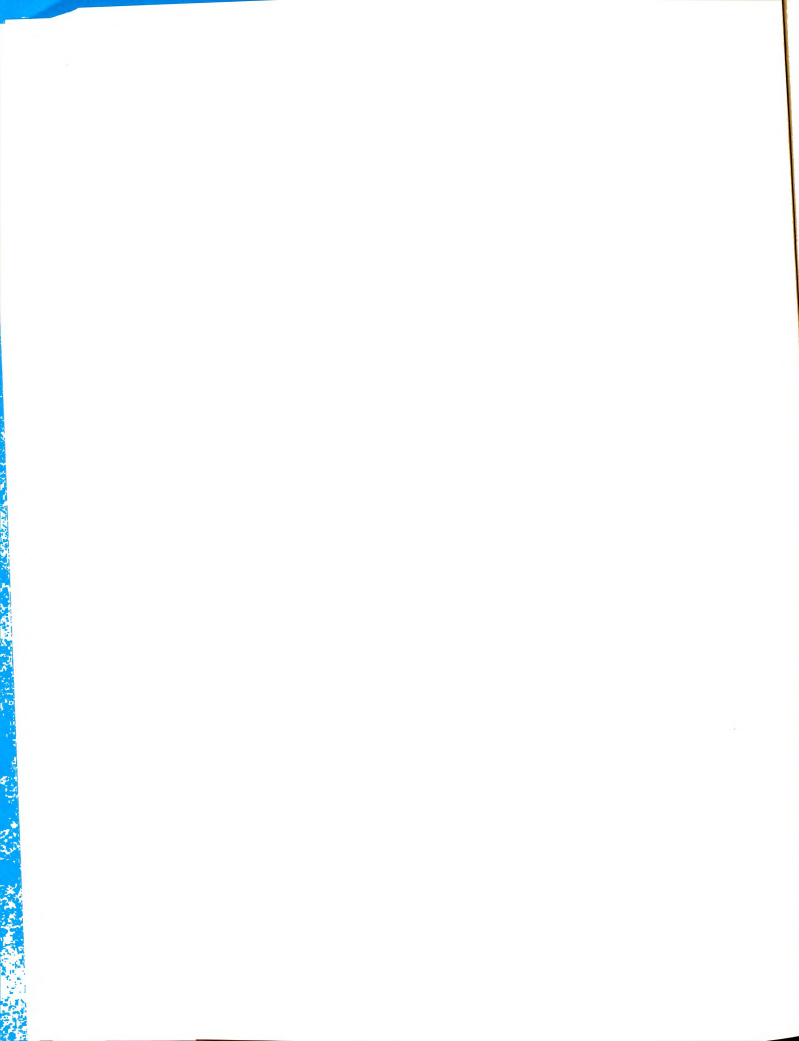
Both persons are often together in what they are doing, what they assume should happen, the importance of the meetings and interchanges, and the implicit purpose of the interaction.

There may be strong misunderstandings or unclarities, but these are shared and worked on.

The interaction of course concerns some communications of some meaning, intimacy, personal quality, or shared self. As long as some degree of meaning exists, the content depth is not to be evaluated by rater.

In Stage 4 the individual often uses the relationship as an opportunity to live meaningfully and expressively in a way which involves or concerns the therapist.

* Relationship quality is "non-parallel" between two people when their respective relationship qualities are widely different. Relationship quality is "parallel" between two people when the relationship quality of one corroborates that of the other. (Also see footnote, Stage 2).

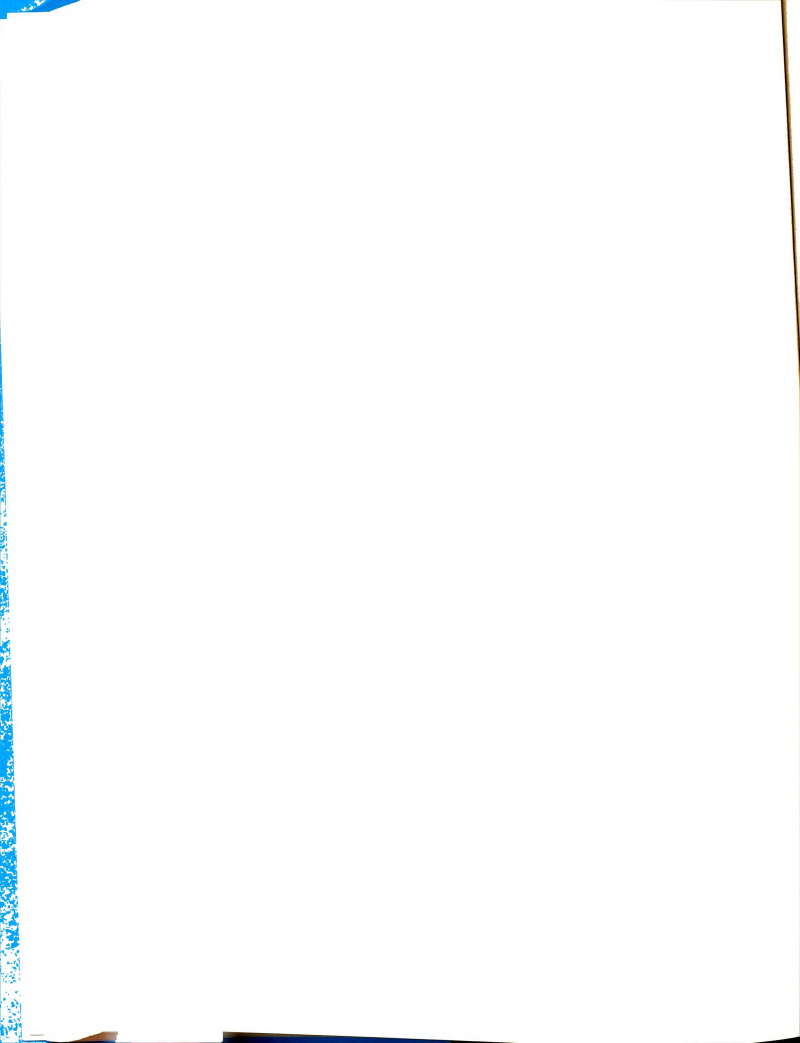


Stage 5

There are definite indications that the relationship (or the presence of the therapist) is now important enough to perform a central role in what the individual is working on. This means that the relationship is not only the place where the individual can express himself and explore himself, but a unique place where he can feel his feelings much more vividly and in new ways. Often events occur which are specific to this relationship but which centrally embody what he is working on.

Feelings concerning himself or the immediate situation which are unexpected or surprising to the individual may often occur. The following are examples:

- a) Strong feelings being newly felt during the hour.
- b) Specific indications that the therapist's presence or participation affects the global manner of the individual's experiencing. Such statements as "only here . . ." or "only with you . . ." followed by descriptions of some inward state or process are examples.
- c) Experiences of warmth, anger, being cared for, disagreeing, touching, etc., which are clearly a significant movement in the individual's efforts to change, and which make up the central focus of the individual's concern at the moment.



- d) Silence followed by explicit statements that during the silence some inward process has occurred which is personally vital to the individual and which could not happen except with the therapist's presence.
- e) Specific behaviors in which the individual seeks the therapist out personally and engages him in the workings of his therapeutic process--these being events of the interaction--and their significance for the therapeutic process is recognized by the individual, or their importance to him is explicit.
- f) Newly felt strong feelings such as: The individual reexamines his relationship to his father and cries.

In Stage 5 the relationship is now important enough that specific interactional events often occur which the individual indicates as significant to him in his personal processes of therapy.

Stage 6

Whereas in Stage 5 the aspects of the relationship which made it real are often a central focus of the individual's working and struggle, in Stage 6 the relationship is ready to become a permanent reality. Its basis is not struggled for.

Strong positive feelings for the therapist now are not explosively needful or conflict raising. Difficulties and troubled feelings occur, but both persons talk as though they will be quickly resolved. Neither person expresses a need to better understand, eliminate, alter, explore, or suspect their basic strong positive feelings. These basic positive feelings definitely exist, and yet whatever these feelings are, the individual holds them in a way that requires no inappropriate or impossible behavior, and termination would have no disruptive or damaging consequences in him.*

Feelings toward the therapist are of the kind which the individual can well take with him into life without therapy.

The relationship is person to person. Although the professional role of the therapist may be implicit,

* Stage 6 is a stage of therapy and could continue for a long time. The rater should not be concerned with when therapy will be successfully over. There need not be discussion of termination, and discussions of termination could occur without Stage 6 having been reached. The scale concerns the nature of the relationship, not the therapeutic content.

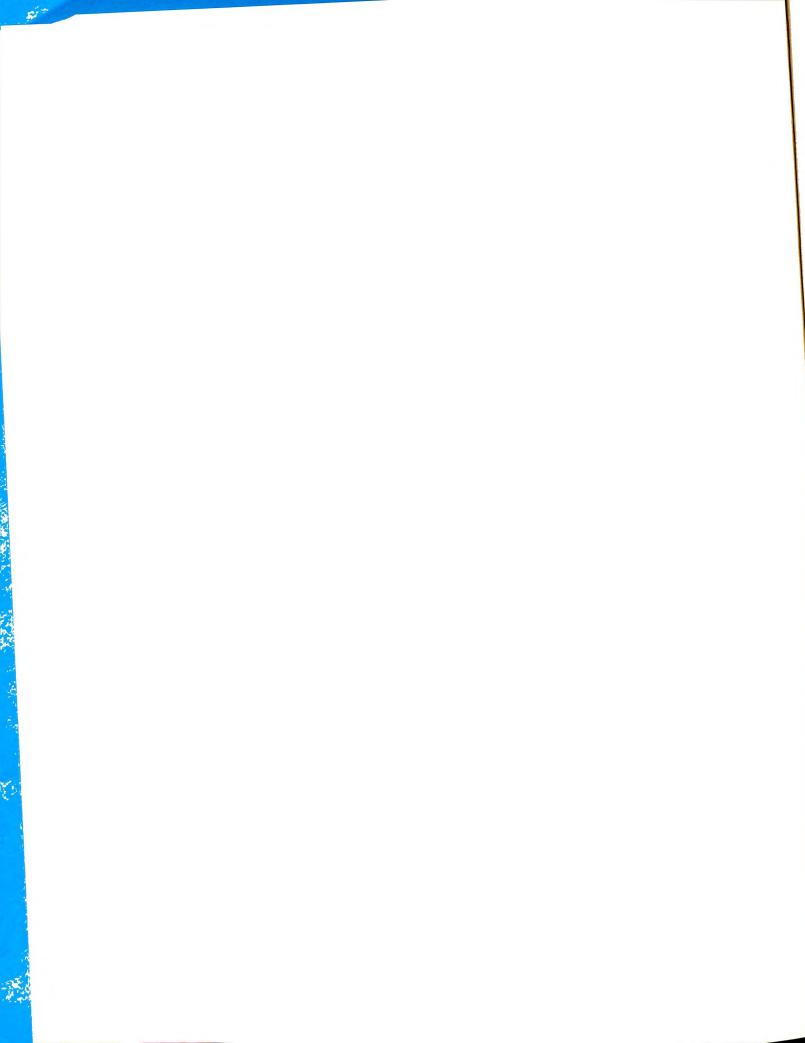
it does not inhibit the personal feeling between the two individuals.

This person to person quality is not worked for. It is simply there, without the strain or self-examining surprise that might attend person to person feelings at Stage 5.

The individual may express himself in ways which indicate that Stages 4 and 5 have been gone through. He may do this through explicit statements concerning earlier therapy events, through private vocabulary between himself and the therapist which they both know and which definitely concern Stage 5 events, through statements concerning the relationship which indicate how the therapist was essential at one time to the new self but is not now.

APPENDIX B

LETTER REQUESTING PARTICIPATION
OF THE SUBJECTS FOR THE STUDY



Michigan State University
East Lansing, Michigan 48823
Counseling Center
Student Services Building

Dear Student:

We are conducting a research project on a limited number of students who come to us for vocational counseling. We feel that this kind of research helps us to know our students better and contributes significantly to the quality of our professional services.

Would you like to participate in this study? If so, you will be expected to take approximately four hours of psychological tests prior to your regular counseling sessions. In addition, all counseling sessions will be taped. Of course, all information is completely confidential and used in accord with the professional standards of the Counseling Center. Individual identifying information will be completely removed from all materials and your anonymity is guaranteed.

We feel that the individual students who participate in this study stand to profit from the experience, although we want to emphasize that the student's willingness or nonwillingness to participate in this project in no way influences his access to the regular counseling and testing services at the Center. At least two of the tests (the Strong Vocational Interest Blank, and the Edwards Personality Preference Schedule) which you take will be interpreted to you as a part of the regular counseling service. Any other questions you may have at any time about the research or the tests will be welcomed by the researchers whose names appear below.

Finally, we are asking all students who participate in this study to consent to allow the researchers to contact them at later times during their MSU careers in order that relationships between early vocational planning and subsequent school experiences can be studied. Present plans call for such a contact once each year.

Thank you for your interest and attention.

Sincerely yours,

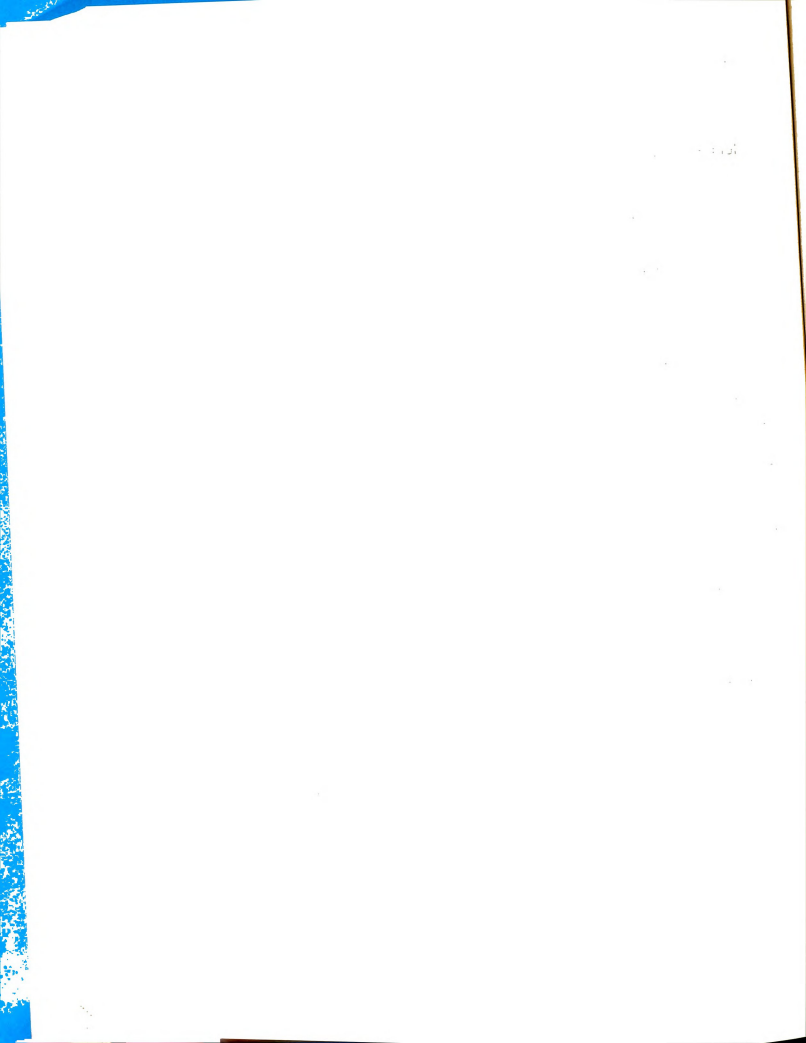
Cecil L. Williams
Associate Professor

Joshua S. Hull
Counseling Intern

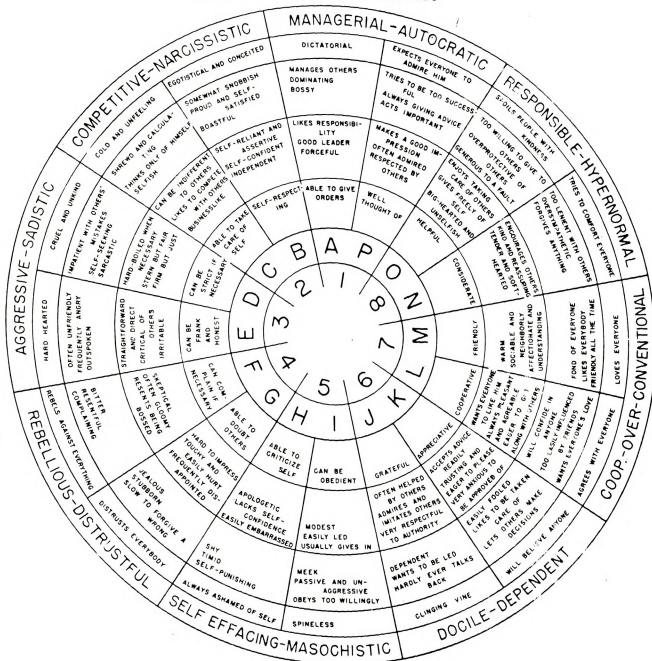
APPENDIX C

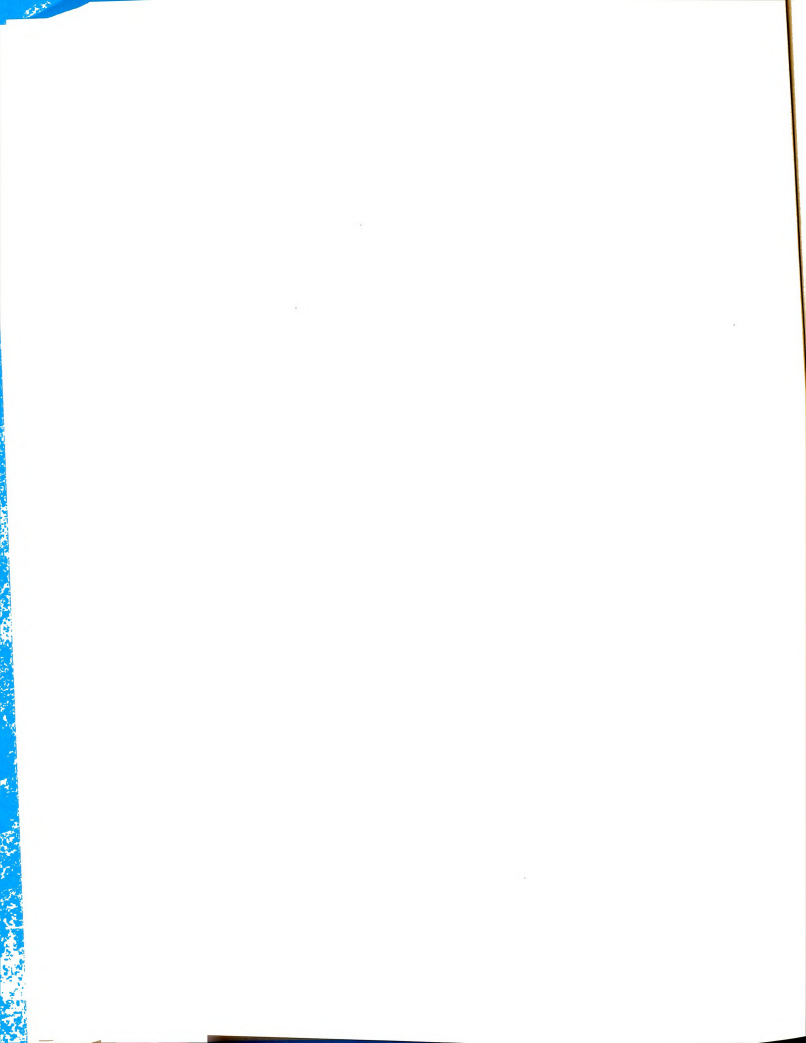
INTERPERSONAL CHECK LIST

CIRCULAR CONTINUUM



INTERPERSONAL CHECK LIST
ILLUSTRATING THE CLASSIFICATION OF INTERPERSONAL BEHAVIORS
INTO 16 VARIABLE CATEGORIES





APPENDIX D

TABLES 8 TO 10

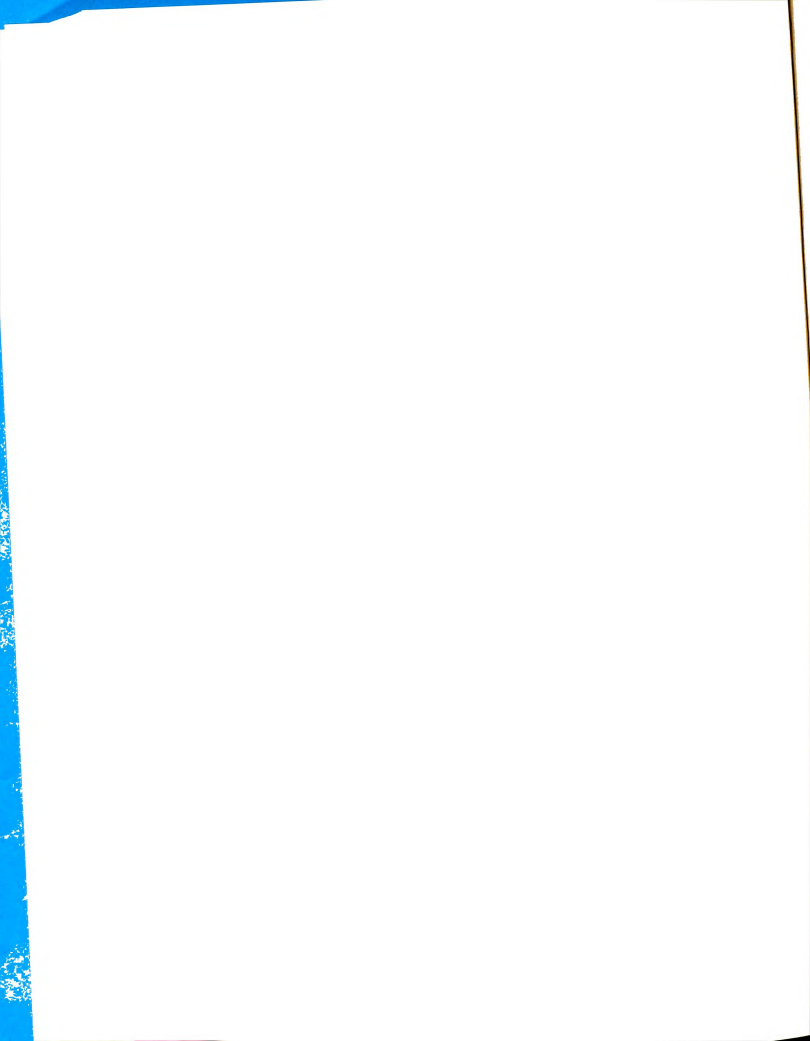


TABLE 8.--Composite D scores for twenty-eight subjects from their fathers on two dimensions, Dom & Love.

High Father Identifiers		Low Father Identifiers	
Subject No.	$D = \sqrt{D^2}$	Subject No.	$D = \sqrt{D^2}$
1	5.09	15	18.38
2	9.48	16	18.43
3	10.29	17	19.10
4	11.00	18	19.10
5	11.00	19	20.12
6	11.18	20	20.51
7	12.53	21	22.20
8	13.15	22	26.83
9	13.14	23	29.00
10	15.81	24	30.40
11	16.03	25	32.80
12	17.00	26	33.70
13	17.80	27	33.90
14	18.02	28	40.10

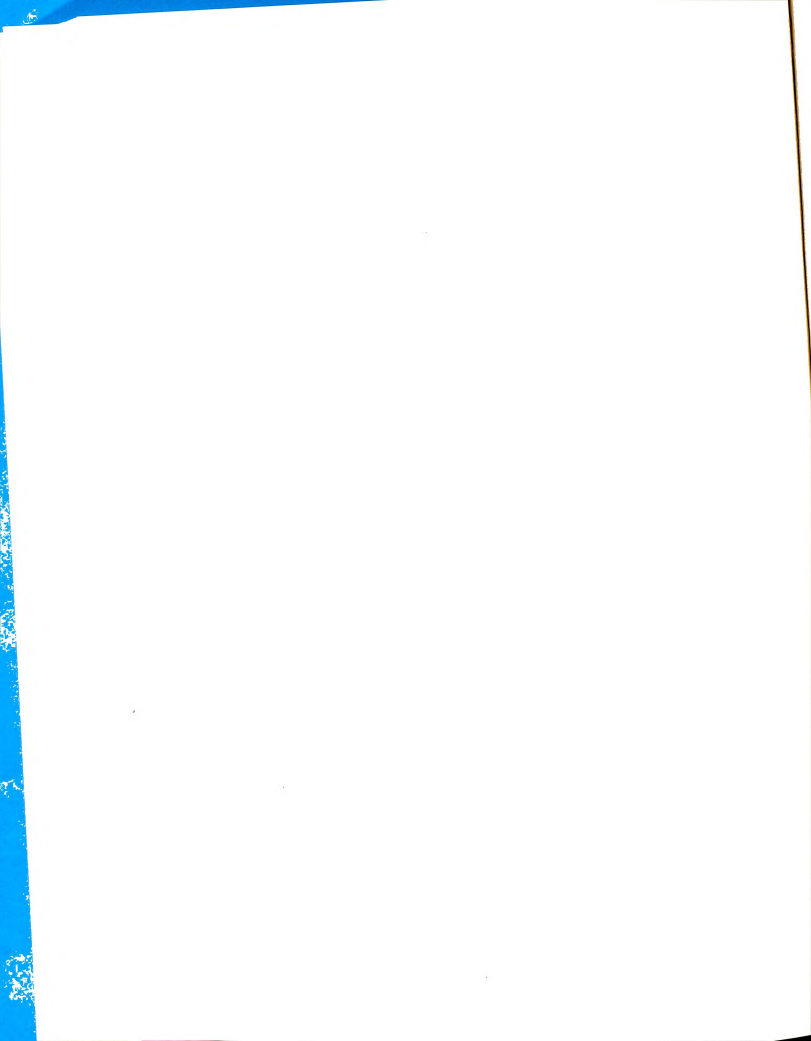


TABLE 9.--Number of primary, secondary, reject and unclassified patterns and OL-AA scores for twenty-eight subjects.

Subject No.	Primary	Secondary	Reject	Unclassified	OL-AA
1*	3	1	5	2	15
2	2	1	6	2	23
3	0	4	6	1	4
4	0	0	3	8	21
5	0	4	4	3	13
6	0	1	5	5	1
7	2	2	3	4	20
8	0	2	5	4	-2
9	1	2	4	4	33
10	0	1	4	6	1
11	2	3	3	3	30
12	1	1	2	7	32
13	1	1	5	4	-7
14	2	2	5	2	39
X	14	25	60	55	
\bar{X}	1	1.78	4.28	3.92	

* Subjects are in rank order with respect to father identification. Subject number one is most highly identified with father at a conscious level on the measure of father identification.

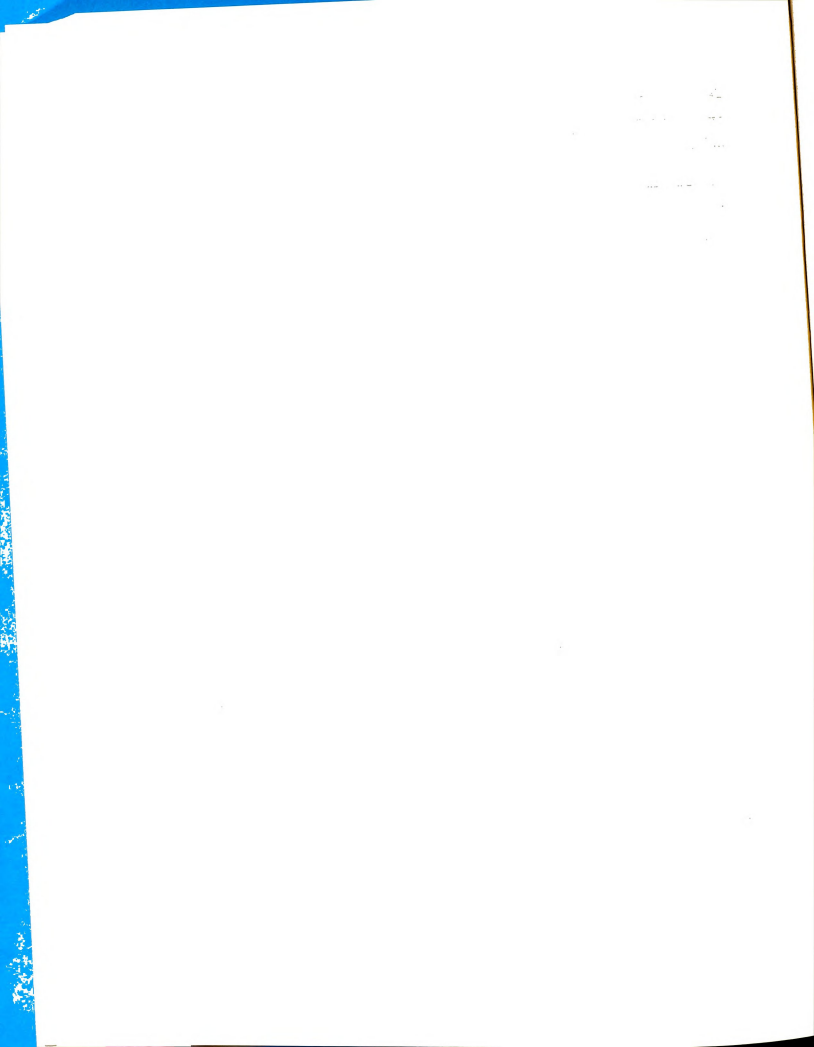


TABLE 9.--(Cont.)

Subject No	Primary	Secondary	Reject	Unclassified	OL-AA
15	2	2	6	1	-3
16	2	3	5	1	-2
17	0	2	5	4	3
18	0	2	4	5	21
19	0	1	5	5	19
20	0	1	5	5	7
21	2	0	4	5	22
22	2	0	6	3	0
23	1	1	5	4	8
24	0	1	6	4	-6
25	0	1	4	6	5
26	1	1	5	4	14
27	0	1	7	3	18
28	2	2	5	2	6
X	12	18	67	50	
\bar{X}	.85	1.28	4.78	3.56	

* Subjects are in rank order on father identification. Subject #28 scored lowest on father identification.

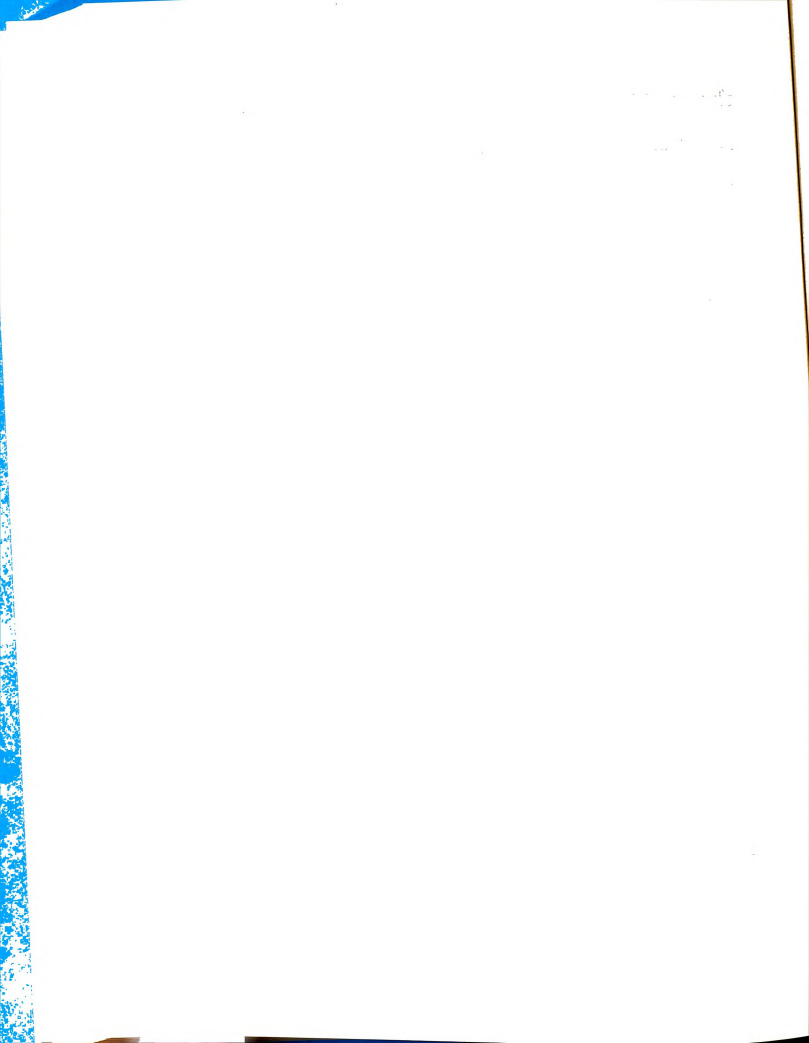


TABLE 10.--Ratings by two raters on the Relationship Scale of twenty-four subjects rank ordered on father identification.

Subject	Rater #1	Rater #2	Single Rating Rater #1	Single Rating Rater #2	Mean of two Ratings
1	2-2-3	1-1-4	2	1	1.5
2	3-3-4	3-5-1	3	3	3.0
3	4-3-2	4-3-2	3	3	3.0
4	3-4-4	2-3-3	4	3	3.5
5	2-3-3	4-3-4	3	4	3.5
6	3-3-3	2-3-3	3	3	3.0
7	2-3-3	5-4-3	3	4	3.5
8	3-4-4	2-4-4	4	4	4.0
9	3-2-2	2-2-3	2	2	2.0
10	3-4-2	3-4-3	3	3	3.0
11	2-4-3	3-5-3	3	3	3.0
12	3-4-5	3-5-4	4	4	4.0
13	4-3-4	1-2-3	4	2	3.0
14	4-5-4	5-4-4	4	5	4.5
15	3-3-4	5-4-5	3	5	4.0
16	4-3-3	3-3-3	3	3	3.0
17	3-3-2	3-4-3	3	3	3.0
18	3-4-1	1-2-2	3	2	2.5
19	3-4-4	3-4-3	4	3	3.5
20	3-2-2	2-3-3	2	3	2.5
21	2-3-2	3-4-2	2	3	2.5
22	2-3-4	3-2-2	3	2	2.5
23	4-2-3	4-2-4	3	4	3.5
24	3-4-4	5-5-5	4	5	4.5

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