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Counselor Response to Divergent Vocational Goals of a
Female Client in Terms of Acceptance Appropriateness
and Need for Further Counseling.

presented by

Arthur H. Thomas

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ABSTRACT

COUNSELOR RESPONSE TO DIVERGENT VOCATIONAL GOALS OF A FEMALE CLIENT IN TERMS OF ACCEPTANCE APPROPRIATENESS AND NEED FOR FURTHER COUNSELING

by Arthur H. Thomas

Counselor perceptions of acceptance, appropriateness of vocational goal, and need for further counseling for a female client who was purported to hold a traditionally masculine and traditionally feminine vocational goal were investigated in this research. A total of 62 counselors, 18 females and 44 males, who were employed by school systems in suburban St. Paul, Minnesota, served as subjects. On one tape the client was purported to hold a traditionally feminine vocational goal (home economist) and on the other a traditionally masculine vocational goal (engineer). Each client was heard by one treatment group as being purported to hold the traditionally feminine vocational goal and by another treatment group as being purported to hold the traditionally masculine vocational goal. In this manner each treatment group heard one feminine goal and one masculine goal, and each client was heard by different treatment groups with each of the purported goals. After hearing each client the counselors performed four descriptive and evaluative tasks. (a) Each of 42 descriptive adjectives was rated on a 6-point scale ranging from "much unlike the

client (1)" to "much like the client (6)." From these ratings a score was obtained and interpreted as the degree of acceptance which the counselor perceived for the client. (b) The appropriateness of the purported vocational goal for the client was rated on a 6-point scale ranging from "highly appropriate (1)" to "highly inappropriate (6)." As a second phase of this task ten statements describing the counselor's feelings about the vocational goal were completed by choosing one of two alternative descriptive words or phrases. (c) The need for further counseling was rated on a 6-point scale ranging from "no need (1)" to "great need (6)." Following this rating was a list of 13 areas of concern around which further counseling might center. The pertinence which each area held for further counseling was rated on a 3-point scale ranging from "no pertinence" to "great pertinence." (d) Each counselor selected from a prepared list two additional vocational goals which he might suggest to the client for consideration.

The major conclusions reached in this research are as follows:

1. Female counselors gave greater acceptance to all clients than did male counselors regardless of the purported vocational goal.

2. No significant difference in the degree of acceptance appeared for either vocational goal for either male or female counselors.

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3. Traditionally feminine vocational goals were perceived as more appropriate than were traditionally masculine vocational goals.

4. A trend appeared in which clients purported to hold traditionally masculine vocational goals were perceived to be in greater need of further counseling than clients purported to hold traditionally feminine vocational goals. The results obtained were in the predicted direction for all counselors but were statistically significant only for inexperienced counselors.

5. Significantly more masculine vocational goals were suggested for clients originally purported to hold masculine goals than for clients originally purported to hold feminine goals.

6. Need for further counseling was predicted by two factors, acceptance scores and appropriateness of vocational goal.

7. The counselors were most concerned with "realism," "interest," and "chances for personal satisfaction" when evaluating the vocational choices.

8. The clients were perceived as having "the ability to do the work" and "good employment potential" regardless of the purported goal.

9. It was concluded that the counselors were influenced by the cultural tradition when appraising vocational goals for female clients.

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Arthur H. Thomas

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CHAPTER I

STATEMENT OF THE PROBLEM

Women who work outside of the home are no longer a rarity in today's society. Today's typical employed woman is the working mother. While the husband is still viewed as the principal wage earner, the wife's salary is viewed as a means of supplementing the family income in order to afford such items as added luxuries for the family or college tuition. The working woman is usually employed in one of the jobs which has been defined by the culture as being appropriate for women workers. It is when she moves beyond this comparatively limited range of jobs that the woman encounters strong resistance as she is then considered to be entering a work role which is not meant for her. It is the purpose of this research to investigate whether school counselors hold differential perceptions of female clients who are designated as planning to enter either traditionally masculine or traditionally feminine work roles.

Much has been written arguing that women should or should not work, that the family will or will not suffer if the mother is employed outside of the home, or that women are or are not suited for various kinds of jobs. Such questions are not the province of this research. This does

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not diminish the need for inquiry. Regardless of the answers, however, the fact remains that some women wish to enter work roles which are traditionally reserved by the culture for men. School counselors, as a professional group, are potentially in a position to influence vocational choice. For this reason it is important to understand the perceptions which they hold regarding the suitability of various work roles for their clients.

From this discussion it is apparent that this research will not attempt to determine work roles that are appropriate for women. Rather, it will focus on how the vocational goal reported by a female client to her counselor affects the perceptions which he holds of her as an individual and of the vocational goal she has chosen.

Plan for the Dissertation

Five chapters are included in this dissertation. This chapter will define the problem, establish its importance through a review of some of the ideas surrounding women and work, view the school counselor and the context in which he works, and conclude with a statement of theoretical position and hypotheses to be tested. Chapter II will review pertinent literature which relates to the question and supports the theoretical position. The design and methodology followed in the study will be described in Chapter III. In Chapter IV the results obtained will be presented and

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discussed. Chapter V will summarize the study, discuss its implications, and suggest areas for further research.

Definition of Terms

Throughout this study certain words or phrases will be used which have specialized or limited meanings. In order to facilitate communication these terms are defined here.

Clients.--Clients in this study are four girls who have completed the junior year in high school. Interviews with them were taped and used as stimulus materials in the experimental phase of the research. As used in this study any response to or perception of clients will refer specifically to these reactions as applied to this group of four high school girls.

Counselors.--Male and female counselors who were certified and practicing in secondary schools served as the subjects who reported their perceptions of the clients and their vocational goals. Any reference to counselors refers to this group of secondary school practitioners. The word "counselor" will be used instead of "subject" to avoid the possibility of subjects and clients being confused.

Conforming vocational goals.--Conforming vocational goals in this study refer to vocational goals which are defined by the culture as being traditionally feminine or to areas of work in which it is usually considered permissible for a woman to be employed.

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Deviate vocational goals.--Deviate vocational goals in this study refer to vocational goals which are defined by this culture as traditionally masculine or to areas of work usually reserved largely for men.

In defining conforming and deviate goals it is acknowledged that there are few jobs in which both sexes are not employed. Many jobs such as teaching are regarded as highly appropriate for either sex. Other jobs such as the particular goals used in this study, engineer and home economist, depart to a greater or lesser degree from a central position on the deviate-conforming continuum. As vocational goals cannot usually be defined as the exclusive province of male or female workers, the terms deviate and conforming are relative and are used to specify the end of the continuum with which a vocational goal or group of goals tends to be identified.

Results.--The results were based on the responses given by the counselors to the various tasks presented to them. It is hoped that the results may be generalized to other counselor groups. Before such generalization would be justified, it would have to be shown through replication that similar results could be obtained from other counselor groups. It is specified that for the present all conclusions which are drawn are applicable only to the population utilized in this study.

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Acceptance.--Acceptance is also a relative term denoting the degree to which the counselors find positive descriptive adjectives to be like a client and negative descriptive adjectives to be unlike a client. A high total score derived from the adjective checklist is interpreted as indicating a high degree of perceived acceptance. The term is not used as one extreme of an acceptance-rejection continuum. For this reason lower scores are to be interpreted as indicating a lesser degree of acceptance rather than denoting rejection.

Women and Work Roles

Historical Perspective

The cultural tradition which defines suitable work roles for women appears to stem from several sources in the past. First, in the middle class the man has been perceived as the family breadwinner. His ability to adequately support his wife and children has been a mark of his success. If the wife worked, regardless of her reason, it was considered that the husband was less successful. As women have entered the working world in greater numbers, this concept has changed somewhat, but the earlier perceptions still remain.

Women have always worked, but until recently the place of work for the married woman has been in the home. Support for the belief that women should stay in the home is often

based on findings such as those noted by Rosenberg (1965) who reported research which indicated that women wanted to remain in the home as homemakers. Havighurst (1962) in his "River City" study pointed out that girls validated themselves through marriage and motherhood. Crawford (1962) found that 90% of all women indicated a preference for employment in traditionally feminine jobs rather than in the higher salaried, more traditionally masculine positions. These representative findings indicate that strong cultural pressures exist which encourage the woman to remain in the home and which further encourage her to remain in traditionally feminine work roles if she does work outside the home.

Women's work has been characterized as being easier and less dangerous than that of men. In the simpler agricultural society men plowed the fields, hunted, built homes and protected the family. Women cooked, tended the "kitchen garden," and bore children. That such tasks were easier or safer is open to question. Regardless, this sex-linked division of jobs has remained as a part of the cultural definition of appropriate work roles for men and women.

Inherent in the conflict faced by present day working women and mothers is the connotation which has grown out of the past that the "good" mother is a good homemaker and that she loves her family more if she remains in the home to care for them. For this reason, the woman who works faces not

only the direct criticism of others but also internal conflicts which make her question the wisdom of what she is doing. Festinger (1957) explained this bind well when he said, "This is the day of inner estrangement and outer conformity (p. 94)."

Recent Changes Affecting Working Women

Recent changes in our society have also affected the availability of women, especially women of 35 and beyond, for employment. Blood (1965), Degler (1964), and Peterson (1964) suggested several important changes. They suggested increased life span, earlier marriage, earlier age at which the last child is born, the shorter work week, and the industrial revolution as reasons for the increased numbers of women seeking part or full-time employment.

As these changes have come about the conflict between what might be termed the "cherished stereotypes" of appropriate women's roles and the reality of today's way of life has been increased. Increasingly women are pushed from both sides and often find the resolution of the resulting conflict to be difficult if not impossible. The popularized writings of authors such as Friedan (1963), de Beauvoir (1949) and McGinley (1960), while stirring up much controversy and bringing the problem out more openly, have done little to help the individual woman resolve her conflict.

From this discussion it is apparent that societal changes are taking place which are increasing the numbers

of women who consider working or who actually go to work. At the same time these changes contribute to increasing the conflicts both within the woman herself and between the woman and the working world, with the result that successfully playing the role of womanhood is becoming increasingly difficult.

Additional Problems

The literature relating to women and work roles points to several additional problems faced by women who wish to work. Several of the most common problems will be presented briefly in order to elaborate further the importance of this topic.

Men who are successful in their work have been found to have a primary commitment to it. Shibutani (1961) suggested that there is a general temporal quality to life in which man places himself in a "career line." Most vocational theorists have hypothesized a "working period" which stretches over a lengthy portion of man's life. For men this "working period" is preceded by developmental stages leading up to the time of full-time employment. In essence, men are understood to have a relatively continuous life-work pattern. Women have not been treated by studies of their career patterns as adequately as have men. Work which has been done has characterized women's life-work patterns as discontinuous. Early development points them toward the marriage-homemaker role. Marriage and homemaking

may be preceded by a period of short-term employment which takes place either before marriage or during the early years of marriage before the responsibilities of motherhood are required. It is generally only after the children are all in school that the woman begins to consider seriously a permanent career for herself. When this occurs it is often difficult for the woman to perceive the same commitment to work that is perceived by men. First, she has not been raised with the idea that work will be a central part of her adult life. Second, even though she works, the woman must still divide her loyalties between work and continuing family responsibility in a way which is not expected of a man. As a result women generally do not or are not able to commit themselves to careers as a central aspect of their lives. This rationale cannot be attributed to a specific source or sources. Authors such as Bettelheim (1962), Norton (1953), Erickson (1962), Rossi (1964) and Gurin and Nachmann (1963) have expressed ideas which are typical of the ones from which this rationale was drawn.

Another problem confronting working women is that in the working world they possess several characteristics of a minority and are often treated as such. In terms of numbers women comprise about one-half of the population. At any given time they account for 32% of the labor force. At any given moment approximately 52% of all women are in the labor force. Nine out of ten women work at some time in

their lives. (Horton and Hunt, 1964) Thus it would seem that in terms of numbers alone there exists the potential for action toward a more equal basis in the working world. Simpson and Yinger (1965) referred to the concept of power wielded as an index of minority status. Keyserling (1965) pointed out that of the 479 individually listed occupations in the 1960 census women were employed in all but tended to cluster in a few. These tended to be the lower level jobs which required less skill. Since 1947 the percentage of women employed in relatively less skilled occupations has increased while the percentage in the professional and technical jobs has decreased. It can be seen that women are not typically employed in positions from which they can exert much power and that their potential influence in this regard would seem to be declining. For these reasons working women appear to hold the status of a minority. It will be shown in the review of literature that discrimination is directed toward them in much the same way that it is directed toward other minority populations.

Self-validation is another crucial issue in the development of both men and women. Shibutani (1961), Mavis (1955), Festinger (1957), and Strauss (1959) all referred in one way or another to the process of continually checking with important others in one's life to legitimize or validate feelings. If others consistently agree, one is confirmed; if they consistently disagree, adjustments can be made to

draw beliefs into line or to change the reference persons. In one way or another congruence will usually be obtained if the issue is one about which the individual holds strong feelings.

In terms of vocational role it is virtually impossible for many women to validate themselves satisfactorily if they choose career-oriented vocations. This is true for several reasons. First, the previously-discussed discrepancies between cherished stereotypes and reality are often very great. Second, the traditional career woman may be as unsatisfactory a role model for the high school girl as is her more "feminine" stay-at-home mother. At least until recently it has been difficult to find a model who will satisfactorily combine both roles. Third, there will be great disagreement between opinions expressed by significant others regarding what her role ought to be. From this line of reasoning it is apparent that it may be difficult for the working woman to ask the important question, "Who am I?" and not receive as an answer anxiety-producing inconsistencies.

Summary Statement

Because of the general nature of the literature related to women and work and because little empirical data are available, it is difficult to provide a theoretical foundation for this study. This section has reported some of the problems facing the working woman as a rationale to

support the contention that much more needs to be known about this topic. The goal of this study is to provide a part of this needed knowledge.

The Counselor and His Work Setting

As this study will examine the school counselor and his perceptions of women's work roles, it is important to view the counselor and his role within the context of the school in which he works. Individual schools and school systems vary in practice and basic philosophy. As a societal institution the public school appears to have some inherent characteristics which may tend to limit the actions of counselors as well as other professional personnel.

The modern public school, especially the high school, is essentially a middle class social institution in origin and operation. Dropout figures confirm that many from the lower class have left school before entering high school. In many cases the upper classes have elected to send their children to private schools which are more oriented to college preparation than the traditional public high school has been. Recently this pattern has been changing as the schools have made specific efforts to retain lower class students. More upper class students have begun attending public schools as greater emphasis has been placed on college preparation and other specialized opportunities for the higher ability student. Both of these developments are too

recent to have a significant impact on the basic contention that the public school has been a middle class oriented institution.

One of the main accomplishments of American public education has been the creation of commonalities among the highly diverse ethnic groups which entered this country during the era of mass immigration. In essence the public schools have done much to create today's middle class. In so doing schools have traditionally been committed to the creation of sameness rather than individuality.

Society, as a totality, resists change. Gardner (1965) phrased it well when he stated that, "Nothing is more familiar than the nostalgia which asserts that things were better in some past time (p. 50)." Individuals and groups cling to accustomed modes of behavior. As an institution the local school is one of those most closely and directly controlled by individuals and groups within the society. Technically, control of the school rests with each of the fifty states. In actuality the image of the locally controlled little red schoolhouse remains very strong. As the single room school has been replaced by the larger consolidated school district, the perception of local control has been retained by the typical resident of the school district.

Part of the concept of local control may be the result of the methods used to finance education. Historically a major percentage of money for the support of education has been provided locally through bond issue elections and

taxation. A primary source of revenue has been the local property tax, which has gone largely for the support of education. As taxes have risen, the individual citizen has become more and more acutely aware of the operation of the school and increasingly concerned with getting his "money's worth." Recently new sources of support have become available from the federal government and private foundations. Generally these funds have been provided to support special or experimental programs rather than providing funds for the support of the basic educational programs. Regardless of changes which have or will take place the local taxpayer has a concept of public education as an institution which is close to him and for which he pays. As such, he expects to have a direct voice in its operation.

Further, few other public institutions are viewed as directly by the members of society as are the schools. What happens in school during the day is discussed at dinner that evening throughout the school district. Board members and school administrators are readily available to any person wishing to discuss school policy.

Change may take place in such a context. However, the process by which it comes about is often long and laborious. This tends to encourage doing things as they have been done rather than exerting the energy necessary to implement change.

The counselor holds a unique position within the school as his efforts are directed primarily toward individuals. He does not have a body of subject matter to be taught to all clients. Many clients who come to him ask for assistance in dealing with conflicts with parents who are the previously-discussed taxpayers who support the school. For this reason his position may be a difficult one. If his perception of meeting the client's need includes counseling for deviation (such as the deviate vocational choice), he may receive pressure, either directly from parents or indirectly from parents through administrators, which may limit his actions or effectiveness as a change agent.

It is therefore asserted that the counselor may be "caught" between two traditions. First, he is employed and feels obliged to follow the tradition of the public school which has commitments to nurture conformity. Second, he cannot ignore the pronouncements of his professional organizations (ASCA, 1963) and such authorities as Wrenn (1962) to individualize instruction, prepare the child for a flexible vocational future, or work to accomplish creativity. Shoben (1962) stated this philosophy of counseling succinctly when he said that guidance is intended " . . . to move particular children in distinctive directions on the basis of their special characteristics and potentialities (p. 432)." As can be seen the high school counselor is in an inherently

conflictual position when attempting to follow such a philosophy in working with female clients who make deviate vocational choices. He cannot retain the commonly-held concepts of the status quo regarding women's work roles and their place in the home as viewed by a large segment of society in dealing realistically with today's working world and the place of the woman in it. The tendency of society to be resistant to accepting the reality of change may seriously limit the counselor's effectiveness.

Summary Statement

This section has presented the school counselor and some of the problems and limiting factors which he may face in working effectively with female clients. The discussions relating to women and work and to the school counselor have been combined to provide the foundation upon which this research has been based.

Theoretical Assumptions and Argument

The literature has revealed no evidence relating directly to counselor perceptions of female clients who choose traditionally masculine or feminine vocational goals. Thus, the hypotheses for this study have been derived indirectly from research dealing with (a) culturally-defined work roles for males and females, (b) differences which exist in the orientation held by men and women toward work, and (c) conforming and deviate behavior. Lacking direct evidence the hypotheses are more tentative than if

such evidence had been available. This section will organize ideas from these areas into a theoretical formulation which will serve as the foundations for the hypotheses which follow. Support from the literature for this argument will be supplied in Chapter II.

Male and Female Work Roles

Within our culture many jobs have come to be defined as "women's work" and "men's work." This situation is in part a historical carry-over from the time when men and women worked together in the production of the necessities of life with each having assigned tasks. The statistics relating to the percentages of men and women actually employed in such areas document that such categorical definitions of jobs do exist. Further evidence is provided by research findings relating to discrimination toward the women who attempt to enter so-called male jobs. Thus, it may be suggested that the woman who attempts to enter a job traditionally assigned to men will meet strong resistance if not outright rejection.

Differences in Male and Female Orientations Toward Work

Men and women attempt to satisfy different personal needs through work. This investigator feels that these differences are produced largely by the culture. While such differences may have a general validity, they may not be equally valid for all individuals. However, they are present

to a degree significant enough to lead some members of society to believe that women are temperamentally unsuited for certain jobs traditionally held by men.

Men are characterized as being more self-oriented, more power conscious, and more competitive than women. Women are characterized as being more other-oriented, as having fewer power needs, and as being more conciliatory than men. Men have been found to fulfill more extrinsic needs such as professional prestige, wealth, and social position through their work than have women whose needs have been found to be more intrinsic and aimed at such goals as personal satisfaction and self-fulfillment. Women have been found to fulfill their extrinsic needs vicariously through their husband's work rather than directly through their own work. Thus, typical men and women seem to be oriented toward work for very different reasons.

It is further believed by many that success in many traditionally male jobs requires a commitment to the job. It is argued that, because women are different in their orientation to work and in the needs which it meets and because they often have split loyalties to work and home which men do not share, their commitment will be lower. This leads to the perception that they are less well suited or will be less successful in jobs requiring this attribute.

Deviation of Women Entering Male Vocations

The woman who enters a traditionally male occupation is defined within our culture as being a deviate person because she is entering a role which is different than the one to which she is traditionally assigned. As such she may encounter obstacles erected by persons who may be termed as being cultural conformists.

First, as a deviate she will be viewed as being a "different" kind of person which often carries with it a negative connotation. In our culture she would often be described as a man in woman's clothing. Those characteristics of masculinity which are applied favorably to men are generally viewed unfavorably when applied to women. Such a role reversal is not generally considered acceptable in this culture.

Second, many will view her as being in need of help. To persons who prize conformity such an individual's deviation will be interpreted as evidence of poor adjustment. With the best intentions these persons will try to assist her to regain a more conventional life orientation. One need only look around himself to find many evidences of our culture's attempts to help deviates conform more satisfactorily. A typical example of this behavior is the teacher who brings to the counselor's attention a student who, while achieving well, does not seem to get along well

with his peers. The typical suggestion is that "something ought to be done about it."

For purposes of this study when female clients have a traditionally masculine vocational goal imputed to them, they will be viewed as being deviate. When the female clients have a traditionally feminine vocational goal imputed to them, they will be viewed as being conforming. The counselor, for reasons discussed earlier, will be considered to be an agent of society as he reveals his perceptions of both conforming and deviate behavior. It is anticipated that despite his training he will continue to evidence perceptions which resemble to some degree the traditionally defined cultural values.

It is on this theoretical position and construct of role assignments that this study is based and from which the following hypotheses to be tested have been constructed.

Hypotheses

The basic contention upon which this research rests is that the culture assigns differential work roles to men and women. Specific personal characteristics are often attributed to an individual as a result of the stereotypes attached to the work role he performs. As a person who interacts intimately with others the counselor needs to understand how cultural stereotypes, such as those surrounding feminine work roles, affect his perceptions of

others. Therefore, this research will investigate counselors' differential perceptions of the suitability of vocational choices for girls.

To investigate this question three research hypotheses have been formulated upon which the operational hypotheses are based. The research hypotheses will be stated followed by the operational hypotheses which are related to them.

The first research hypothesis was formulated from the cultural definition of approved work roles for women and the research findings related to conformity and deviation. It states that:

Vocational goals for women which conform to the cultural tradition will be perceived more positively than will vocational goals for women which deviate from the cultural tradition.

Operational hypotheses related to this assertion are:

- 1a. Female clients who are purported to hold vocational goals which conform to the cultural tradition will be described more positively than will female clients who are purported to hold vocational goals which deviate from the cultural tradition.
- 1b. Vocational goals which conform to the cultural tradition will be perceived as more appropriate for female clients than will vocational goals which deviate from the cultural tradition.
- 1c. Female clients who are purported to hold vocational goals which conform to the cultural tradition will be perceived to have less need for further counseling than will female clients who are purported to hold vocational goals which deviate from the cultural tradition.

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- 1d. Additional vocational goals suggested by counselors will tend to conform to the cultural tradition irrespective of whether the purported vocational goal conformed to or deviated from tradition.

Female counselors have chosen for themselves a somewhat deviate vocation as the graduate education required and the greater career orientation which this often implies may be viewed as setting them apart from many of their peers. This suggests the possibility that they will perceive these goals more positively than will male counselors. The second research hypothesis is based on this rationale. It states that:

Female counselors will perceive deviate vocational goals for women more positively than will male counselors.

Operational hypotheses related to this assertion are:

- 2a. Female clients who are purported to hold vocational goals which deviate from the cultural tradition will be described more positively by female counselors than by male counselors.
- 2b. Female counselors will perceive vocational goals which deviate from the cultural tradition as being more appropriate for female clients than will male counselors.
- 2c. Female counselors will perceive less need for further counseling for female clients who hold vocational goals which deviate from the cultural tradition than will male counselors.

An individual's age and experience have often been found to relate to his beliefs. Older, more experienced persons are generally found to be more traditional in their beliefs. Therefore, the third research hypothesis states that:

Inexperienced counselors will perceive deviate vocational goals for women more positively than will experienced counselors of the same sex.

Hypotheses based on this assertion are:

- 3a. Female clients who are purported to hold vocational goals which deviate from the cultural tradition will be described more positively by inexperienced counselors than by experienced counselors of the same sex.
- 3b. Inexperienced counselors will perceive vocational goals which deviate from the cultural tradition to be more appropriate for female clients than will experienced counselors of the same sex.
- 3c. Inexperienced counselors will perceive less need for further counseling for female clients who hold vocational goals which deviate from the cultural tradition than will experienced counselors of the same sex.



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CHAPTER II

REVIEW OF LITERATURE

In this chapter literature substantiating the theoretical position set forth in Chapter I will be reviewed. It is again emphasized that little empirical data bearing directly on this study was found. The literature contains many reports relating to women and work based on opinion. Such reports have been utilized in formulating the design and hypotheses for the study but do not provide empirical evidence upon which to base research.

Literature in three areas will be reviewed: (a) the cultural definition of male and female work roles, (b) sex differences related to differences in male and female orientation to work, and (c) studies concerned with conformity and deviation.

Cultural Definition of Male and Female Work Roles

A basic contention in this study is that cultural definitions exist which determine appropriate work roles for men and women. These definitions have grown up over a long period of time and do not change as rapidly as does the reality of present-day situations. In this section literature relating to the separation of work roles will be reviewed.

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Blood and Wolfe (1960) referred to the traditional pattern of work in which men performed "men's work" and women performed "women's work." They pointed out that at one time "men's work" was strenuous and dangerous, usually out of doors, and removed from the home. "Women's work" centered in the home, was generally less strenuous, and focused on household tasks and child-rearing. Such historical perspective identifies the context out of which today's cultural definition of sex-linked work roles has grown. Alpenfels and Peterson both referred to the same categorization. Alpenfels (1963) stated that women were discouraged from entering "men's work" areas. Peterson (1964) drew attention to classified advertising's practice of designating "men wanted" and "women wanted" and to the obvious differences in employment offerings in the two sections.

Conditions of life today have changed but many of the cultural traditions remain basically unchanged. Actual changes in the labor market picture relative to women workers show that some changes have occurred. Early in the century it was the single girl who worked (Smuts, 1959). Today the typical working woman is married with only two working women in five being single. In 1920 the typical woman worker was single and 28 years old, but by 1966 the typical woman worker was 41 and married (Women's Bureau, 1966). Rollins (1963) pointed out that in 1923 only 7.5% of married women

worked outside the home. By 1960 36.7% were so employed. Horton and Hunt (1964) noted that today married women provide 32% of the total labor force and that at any given time 54% of all women are in the labor force. At some time in their lives nine out of ten women work outside of the home. It seems apparent that women working away from the home is a clearly-established pattern.

Keyserling (1965) pointed to three factors which have contributed to this change. (a) Women stay in school longer so they are not in the labor market at a younger age. (b) One-half of all women marry by age 20 and many have families early. (c) One-half of all women have their last child by age 30 with the result that this child may be in school by the time the mother is 35. In addition, the life expectancy of women has risen from 48 years in 1900 to 74 years in 1960 (Women's Bureau, 1966). As a result the woman of 35 looks forward to far more years of idleness now than she did in the very recent past.

When an analysis of the jobs which are open to women is made, change is not so apparent. Smuts (1959) suggested that it is not so much the kind of work as the person who works that is changing. More and older women are working, but there is little change in the specific jobs in which they are employed. Degler (1964) stated that the 1920's were important in the emancipation of women but that few changes have occurred in women's roles since that time. Women are

still largely preparing for and employed in "women's work" even though it is outside the home. Rossi (1964) reported that in 1961 women college graduates had better academic averages than men. She also found that women's plans for advanced professional training were different than men's. Women constituted a small percentage of all persons entering training for medicine (6%), physics (7%), pharmacology (7%), business (10%), and social science (28%). Contrasted to this was the percentage of total admissions which women represented in humanities (51%), elementary and secondary education (59%), social work (68%), and health related fields, other than physician, (78%). Statistics from the Occupational Outlook Handbook (1966) further substantiated that women were employed in greater proportions in some fields than in others. As examples, low percentages of the total labor force in the following areas were women: accounting (10%), C. P. A. (2%), engineering (1%), dentistry (2%), veterinary medicine (5%), mathematics (10%), chemistry (5%), anthropology (20%), law (3%), and college teaching (20%). High percentages of the total labor force in the following areas were women: clerical (90%), library work (80%), dietetics (90%), nursing (99%), medical technology (90%), and physical therapy (80%).

The sex-linked division of employment was well summarized in the 1960 census findings. At this time, although women were employed in all of the 479 individually-listed

occupations, they tended to cluster in a few. Those occupations in which they tended to cluster were the lower level occupations which required less skill. Since 1947 the percentage of women employed in the relatively less skilled occupations has increased and the percentage of those in the professional and technical jobs has steadily decreased (Keyserling, 1965).

On the basis of their research Mathews and Tiedeman (1964) pointed out that:

It appears that many girls and women structure their lives on the premise that males view the female's use of her intellect with distaste and that it is therefore wise to accept this situation if one wishes to marry. Women accepting this premise probably believe that a career (particularly one in competition with men) is very unwise. This attitude would be an important deterrent to the realization of self through employment. It is worthy of further consideration and study (p. 382).

Bailyn (1964) also pointed to a differentiation in sex-linked vocational opportunities.

A woman's goal, like that of men, is to develop a life style that uses her energies and capabilities in such a way that she functions in her various roles efficiently and productively, with sufficient integration among these roles to give her at least some personal satisfaction in each. The probability that a man with a professional career will reach such a goal is high in our society. But for a professional woman it is not since work has a different meaning and plays a different role in her life than it does in a man's (pp. 701-702).

Erikson (1964) in commenting on women's work roles suggested that even success in academic competition with men

did not encourage a woman to continue such competition in the working world. Most, he stated were tempted to "go back to their place." He was suggesting that vocationally women have "a place." On the basis of his research Freedman (1963) suggested that most women were reluctant to assume leadership in male fields which may be interpreted as meaning that women know "their place."

In summary, it has been argued that men and women have culturally-defined work roles to which they are assigned. While the cultural definition has changed to allow women to work in non-home-based jobs, the jobs in which it is wholly or partially acceptable for them to work are still quite clearly defined and are more limited than jobs for men. Such definition of work roles seems to influence many women to avoid "men's work" and to stay in the jobs defined as "women's work."

Male-Female Work Values

It is commonly reported in the literature that men and women hold differing work values. Work has been found to be a more central factor in the total life-span of men than of women. Men grow up expecting to work while women grow up expecting to raise families and maintain a home. As a result of such differences in orientation to work men and women fill different needs through their employment. Several studies which reported these differences are reviewed here.

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Turner (1964) reported meaningful empirical data relating to women and their work value identification. In a carefully done research study he reported the following findings which give some insight into the place work plays for the woman. He found that for men material goals, occupational level, and educational level were related to ultimate extrinsic reward. In the married woman these same rewards were accomplished through the husband's work, not through her own. As Hayden (1965) pointed out women are brought up to value the things money can buy, not money itself. A woman does not have to make money; she can marry it. Thus, while women and men both have extrinsic goals and rewards, the route to them may be different.

Turner (1964) further pointed out that the man obtained, through his job, many intrinsic rewards which were not as readily available to his wife as were the extrinsic rewards of his job. Turner further identified eminence in their fields as a way in which men sought intrinsic rewards. Women sought the same intrinsic rewards through their own education and career. He posited that education and careers were pursued for self-fulfillment reasons rather than monetary or social status reasons. For this reason education and careers served different purposes in the lives of men and women. Smuts (1959) supported Turner's findings when he suggested that women's need for work was more psychological than material.

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Astin and Nichols (1964), Riesman (1965), Steinmann (1963), and Chayes (1965) all reported findings which supported Turner. All reported some aspect or aspects of male work goals as being extrinsic, self-oriented, and prestige or power oriented. Women were found to be oriented more toward intrinsic satisfaction, self-fulfillment, or personal effort.

Both Roe and Riesman suggested male reactions to women as workers. Roe (1966) reported that some men felt that women did not have as much initiative as men. Riesman (1965) reported that men felt that women "don't like to play the game" which suggests a perceived lack of initiative or competitiveness.

Astin and Nichols (1964), Roe (1966), and Tukey (1964) found evidence which suggested that the differences in vocational orientation may be culturally defined. Astin and Nichols (1964) and Roe (1966) reported evidence of role reversal in career-oriented women. Roe (1966) referred to role reversal in career-oriented women and the problems caused by it. She suggested that when women became aggressive (a role reversal), they became more like men. This raised the problem of retaining their feminine orientation; it is difficult to be both male and female at one time. Tukey (1964) reported that career-oriented women evidenced greater need for autonomy, exhibition, and achievement while socially-oriented women favored the more usual female need of deference.

While using a variety of descriptive adjectives these authors seem to be reporting uniform findings. Typical men and women do seem to differ in their orientation toward work due, at least in part, to the differing needs which are met through it. That such differences are probably culturally transmitted and not necessarily inherent sex differences is suggested by the findings on role reversal. Simpson and Simpson (1961) summarized well when they suggested that cultural forces toward adoption of traditional roles were strong. For this reason women seemed unlikely to develop strong career orientations unless influenced by a potent role model embodying specific occupational values which were contrary to traditional female values.

Deviation and Conformity

In the previous section the literature cited bearing on role reversal suggested that when considering women in male and female work roles the related topic of conforming and deviate behavior is also pertinent. Several authors have described women who enter male work roles as being deviate and have further suggested some of the problems which result from such deviation.

Roe (1966) reported that women who go into science are different. Zytowski (1965) expanded this by saying, " . . . women are not expected to have career motives at the head of their motivational hierarchy. Those who do are thought to

be unusual persons . . . (p. 750)." Another way of stating this is that they are deviates. When one deviates in inconspicuous ways it often is unnoticed or overlooked by others. However, Gabinsky and Fast (1966) stated a widely accepted belief when they suggested that one's vocation is a kind of public identity. One's vocation says to others, "This is what I am." This places one who deviates in this area in the uncomfortable position of saying, "See, I'm different" in a very public way. Simpson and Simpson (1961) reported another widely-accepted belief. They stated that a woman could win more approval and have less role conflict through selecting full-time marriage and motherhood. The choice between conformity and deviation vocationally for a woman may be the choice between a greater or lesser degree of comfort for herself at least in terms of society's response to her.

The commonly held belief that individuals' judgments will change as a result of group pressure even in the somewhat depersonalized atmosphere of the laboratory is illustrated by two classic studies in social psychology. Sherif (1936) conducted an often-cited experiment which demonstrated the "autokinetic effect." A small spot of light was shown to subjects in a darkened room. Subjects were asked to indicate the distance and direction in which the light moved. Actually the light was stationary. Subjects were first asked to judge independently and then were

exposed to the judgments of others. Subjects were found to change their judgments to agree with the majority opinion even though their judgment may have been correct and those of the majority incorrect. Asch (1956) had subjects match a single line with one of three comparison lines. He found that subjects' judgments varied with the amount of pressure from confederates. Greater or lesser pressure was controlled through the number of confederates utilized.

The conclusions drawn from these two laboratory-oriented experiments have been supported by research in which more life-like situations have been utilized. Moehr, Mensing and Nafzger (1962) in a study of body concept first administered a pretest relating to the subject's feelings toward his physical build. He then met a physical "expert" for whom a physical demonstration was performed. The "expert" either approved or disapproved the performance. In a posttest those whose performances were approved showed an increased acceptance of their builds. Bachman, Second and Pierce (1963) gave subjects two self-ascribed personal traits, one which they believed to be approved by others and one which was believed to be disapproved by others. When subjects were pressured to change, it was found that greater change took place in the trait perceived as not approved. Both of these findings pointed to the importance of personal perception of approval and disapproval in the process of personal change.

Jones, Gergen and Davis (1962) conducted a study in which girls were interviewed in groups of ten. Following the interview each girl was given either a positive or a negative evaluation of herself by the group leader. Half of the subjects received positive evaluations and half negative evaluations. Those who received a positive reaction considered the evaluation to be more accurate than did those receiving a negative evaluation. Subjects who received a negative evaluation became self-deprecatory. Further, their reactions to the information were much stronger than were the reactions of those receiving positive evaluation.

Heilburn (1964) reported a study based on Erikson's theory of ego identity and sex role. He found that males whose behavior tended to conform to cultural stereotypes of masculine behavior showed greater role conformity than did males whose behavior was less masculine. He interpreted his findings as supporting the hypothesis that conformity strengthened interpersonal habits whereas social punishment for non-conformity had a weakening effect. He found in females that combining elements of femininity and masculinity tended to lower role consistency. Women at either extreme (masculine or feminine) tended to show the greatest role consistency.

Horton and Hunt (1964), Berkowitz and Howard (1959), and Schachter (1951) all reported findings which indicated

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that the deviate must either change and become conforming or face punishment, usually in the form of rejection or social exclusion. The pressure to conform was greater if the punishment came from within a highly interdependent group, a relevant group, or from individuals who were significant in the deviate's life.

All of these findings emphasize that deviation is not generally accepted. Individuals feel pressure to turn from behavior perceived as being deviate to behavior perceived as being conforming. Groups and individuals bring pressure on the deviate to conform. Gardner (1965) pointed out that:

. . . people who break the iron frame of custom are necessarily people of ardor and aggressiveness. They are capable of pursuing their goals with fervor and singleness of purpose. If they were not they would not succeed (p. 41).

As societal pressures to conform are strong, the deviate position is a difficult one to assume and retain for any period of time. Further, it is suggested that the conforming person may have difficulty understanding the position of a person such as the one Gardner describes as the orientation of the two people will be so grossly different. If the school counselor is a conforming person, this characteristic may significantly influence his perception of a client with deviate vocational goals.

Several studies have pointed to the punishment for non-conformity directed at working women. Some literature has

already been discussed in the section dealing with biases surrounding "men's work" and "women's work" which bears on this topic.

Simpson and Yinger (1965) reported that minority status may be based on the power wielded. Working women could be viewed as a minority in this context. Numerically working women are a minority. As has been previously pointed out they comprise approximately one-third of the labor force (Horton and Hunt, 1964). More important perhaps is the power they wield. As has been shown (Keyserling, 1965) (U. S. Department of Labor, 1966) the jobs which women held were generally lower level and required less skill. As such the opportunity which they provide for wielding power in the working world will be limited. Riesman (1965) also referred to women as a minority. Davis and Olesen's (1963) study of student nurses showed that early in their training they found work roles to be categorized. This conflicted with their expectation of free interchange between medical groups; i.e., doctors and nurses. Klein (1961) stated that many employers will not hire married women nor train them for skilled occupations if other labor is available. She found that women were hired when special conditions such as labor shortages existed. When cuts were made in the labor force, women were often the first to be fired. Roe (1966) in a study of women in science also found them to be disadvantaged.

Her study is of interest as she included lengthy quotations from her interviews. Two quotations were of special interest. The first pointed to the disadvantaged position of women in science. The second showed the somewhat irrational basis on which women's disadvantaged position may be based.

I think we waste an awful lot of time on women. I have right along. I've had about 50 percent women graduate students, and I do now. Certainly, while it's true that some of my men graduate students didn't pan out and there was a waste of time on them, I think the waste is just much higher with respect to the women. Sometimes they do come back but they usually don't stay. It is a serious problem, and I have fought like mad every time I had an opportunity to do so for more opportunities for women in science, and I think there are wonderful places for them. But I don't believe our society has resolved this problem. I think it's the rare, exceptional woman who gets anything like a satisfactory deal out of modern life (p. 785).

I have as few women students as possible. I don't want them, and I won't offer research assistantships to a female. I've had some of the best before I adopted this narrow-minded attitude for females, but they've all gone bad on me . . . They've gotten married or dropped out of the field in one way or another. I just don't have the time. I think it's very undemocratic of me and so on, but the very best female student I ever had is a tremendous gal. She did an excellent thesis in physiological psychology, and upon my urging, she took a job here, and now she's back east working in clinical. I don't consider her lost, but the time and energy that I put into her training, I wish I'd put into a boy's training instead because it's just a better gamble, that's all (p. 785).

Rossi (1964) provided an example of a more subtle form of punishment applied to women. She stated that in the many studies of working women the separation of the mother and child was referred to in terms of "maternal deprivation." However, separation from the father was usually described in a more neutral way such as father absence, not as paternal deprivation. In this way the mother was punished by being made to feel that she was actually depriving the child of something and this would probably have a negative effect on his development.

Riordan's Study

The research conducted by Riordan (1965) pertains more directly to this study than any others which were found. Riordan's concern with counselor perceptions of the feminine role and specifically his conclusion that counselors perceived the feminine role as more career-directed than did students provided a stimulus for this research project. The findings from his research will be reviewed in this section.

Riordan studied the attitudes of counselors and students toward the feminine role in our culture as one which is marriage-directed and other-directed. He administered four instruments to his subjects: (a) a personal data form, (b) the Matthews' Marriage-Career Scale, (c) three case studies written especially for the research, and (d) Fand's Inventory of Feminine Values. The Fand inventory was used in two ways. First, subjects were to respond as

they thought an Ideal Woman would respond. Second, male subjects were to respond as they thought a Woman's Ideal Woman would respond, and females were to respond as they thought a Male's Ideal Woman would respond.

From his findings Riordan concluded that counselors perceived the feminine role to be more career-directed than did students. No significant differences were found to exist between male and female counselors' views. As an explanation of this finding he suggested that counselors have a better understanding of activities other than marriage which may enrich a woman's life. It was further suggested that in their particular developmental stage adolescents are so preoccupied by preparation for marriage that other aspects of the feminine role are not considered. He cited studies conducted by Lewis (1965) and Hewer and Neubeck (1964) as support for these suggestions.

He also found that counselors and students perceived the active-passive elements of the feminine role differently. Counselors perceived about equal amounts of active and passive orientation. Students perceived the feminine role as containing more passive than active elements. Several conclusions were based on this finding. (a) Girls felt a need to suppress their more active needs. (b) Girls will restrict career choices to those which they feel are compatible with ideal femininity. For this reason girls may make premature career decisions based on currently-felt

needs and the dictates of society. In so doing they may curtail their chances of fulfilling achievement needs through a career at a later time. (c) Girls may receive different messages from their peers than from their counselors regarding appropriate feminine roles.

A third significant finding was that both female groups wrongly ascribed extreme passivity when answering the Fand inventory as they felt Man's Ideal Woman would answer. This finding was interpreted as indicating the culture's impact on traditional expectations of women. Such a perception could severely restrict a girl's planning if, in order to achieve feminine identity, she deferred to her perception of male expectations.

Several of Riordan's findings bear directly on the theoretical foundation for this study. As counselors were found to be more career-oriented than were students, it is suggested that they will be positively oriented toward the career-oriented vocational goals attributed to the clients. Second, his conclusions regarding the impact of society on the female struggle for feminine identity lend support to the importance of cultural definition which serves as part of the theoretical foundation for this research. Further, the same conclusions support the definition used in this study of the woman who chooses a traditionally masculine vocational goal as being a cultural deviate. Third, the contention that women selecting deviate vocational goals

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have severe role identity problems is supported. Finally, the suggestion that counselors may provide female clients with role perceptions that differ from those of other significant persons or groups supports the suggestion in this study that counseling under certain conditions may serve to further increase anxiety rather than reduce it.

Chapter Summary

This chapter has reviewed literature and research findings which are pertinent to this study. It has supported the contentions that the culture is a significant determining factor in role definition, that differential perceptions of "men's work" and "women's work" exist, and that women who select deviate rather than conforming vocational goals do so at the risk of increased rejection by the culture and increased dissonance within themselves.

Chapter III will present the design by which the hypotheses for this study will be tested.

CHAPTER III

EXPERIMENTAL PROCEDURES AND RATIONALE

In Chapters I and II the rationale for the study has been presented and the pertinent literature reviewed. In this chapter the experimental design and methodology will be discussed.

Experimental Design

The experimental design was based on the major hypothesis that high school counselors will perceive female clients having traditionally feminine vocational goals (conforming goals) differently than they will perceive female clients having traditionally masculine vocational goals (deviate goals). To test this hypothesis the following design was constructed. The basic outline of the design will be presented first followed by a more detailed discussion of each part.

1. Five stimulus tapes were developed by using high school girls as clients. A standardized interview schedule was used with each client. It was designed to elicit information relating to home, school, self-description, and personal values. In the experimental phase one tape was selected and played for all listening groups as a sensitizing

device. The remaining four tapes were used as the stimulus materials for the actual study.

2. Practicing counselors in the suburban area of St. Paul, Minnesota, were used as subjects. The total group of 64 volunteer subjects were divided into four smaller treatment groups on the basis of experience and sex.

3. Each treatment group heard three tapes: the sensitization tape and two experimental tapes. Each experimental tape was preceded by a taped introduction which indicated that the client had selected either a deviate or a conforming vocational goal. For example: "The next client whom you will hear is Jane. Jane is a high ability high school girl who lives in Seattle, Washington, where her father is Assistant Superintendent of Schools. She is taking a college preparatory course. When she enters college, she plans to study to be a home economist." The tapes were assigned to treatment groups using the following plan:

Vocational Designation of Client

	Deviate Vocational Goal	Conforming Vocational Goal
Group 1	Client A	Client B
Group 2	Client B	Client A
Group 3	Client C	Client D
Group 4	Client D	Client C

Each counselor heard two clients, one who was purported to have selected a deviate vocation and one who was purported to have selected a conforming vocation. Also, each client was heard by two groups, one in which her purported vocational choice was deviate and one in which her purported choice was conforming.

4. Following each taped interview the counselor performed four descriptive and evaluative tasks. (a) Utilizing a 6-point scale ranging from "much unlike" to "much like" the counselor assessed the degree to which he felt that each of 42 adjectives resembled the client. (b) Utilizing a 6-point scale ranging from "highly inappropriate" to "highly appropriate" the counselor assessed the degree to which he felt that the vocational goal was appropriate for the client. The scale was followed by ten statements through which the counselor was asked to indicate additional dimensions of his feelings about the choice. (c) Utilizing a 6-point scale ranging from "no need" to "great need" each counselor assessed the degree to which he felt that the client was in need of additional counseling. This scale was followed by a listing of 13 concerns around which further counseling might profitably center. Utilizing a 3-point scale ranging from "no pertinence" to "great pertinence" the counselor assessed the degree to which he felt that each concern would be pertinent for further counseling

with his client. (d) Each counselor suggested two additional vocational choices which he felt might be appropriate for the client's further consideration.

Construction of Stimulus Tapes

In order to standardize the areas of information discussed in the interviews a standardized interview schedule was developed and used with each client. (Appendix A) The questions asked were selected as being typical of information which a counselor might obtain from personal data forms provided by a client or through questioning of a client in an initial interview. Areas selected were family background, school background, self-description, and personal values. No attempt was made to counsel the students during the interviews. The only deviations from the scheduled questions were inquiries designed to elicit more complete information from the client.

Next, clients were obtained and interviews with them recorded. It was decided to use female high school students as clients in order to make the situation more realistic for the high school counselors who would serve as subjects. The students used were volunteers from a group of high ability high school students who were on the Michigan State University campus for a six-week science and mathematics institute during the summer of 1966. The nature of the project was explained to them and their permission was obtained prior to recording.

Six tapes were made. One proved to be unsuitable for use due to the large number of personal problems elicited by the questions. The original 30-40 minute tapes were edited to a playing time of 10-12 minutes each. This was necessary as it was felt that it would be difficult to obtain counselors who would agree to participate if the total time involved for their part in the project exceeded 60-90 minutes. It was further felt that 10-12 minute tapes would be short enough to hold counselor interest while still providing adequate stimulus material upon which to base the evaluative and descriptive tasks. In editing the tapes emphasis was placed on presenting a part of the client's answer to each question and on logical continuity of the edited tape. An effort was made to delete any statements in which the client projected strong need for counseling or made specific reference to vocational goals inconsistent with the vocational goals which would be attributed to her. Further, effort was made to delete any statements through which the client would project a strongly masculine or feminine image.

After being edited the tapes were played for two doctoral candidates in counseling who had also had broad high school counseling experience. Each tape was discussed with specific emphasis being placed on the considerations noted above. It was further ascertained that the vocational goals of engineer and home economist could be

considered as possible vocational goals for each client. It was agreed that the stimulus material available in each tape offered broad opportunities for personal interpretation on the part of the listener. Through this procedure it was determined that one tape seemed less suitable than the others. This tape was used as the sensitizing tape played for all groups. The remaining four were paired randomly for presentation during the experimental sessions.

The evaluators noted several sections which were felt to be inconsistent with the goals specified in editing. These sections were removed prior to use.

It is acknowledged that it would be impossible to construct four "equal" clients. Through the use of these procedures the variables among clients were controlled as far as possible while using four separate individuals. The attempt was made to screen out any factors which would grossly bias reaction to the specific descriptive and evaluative tasks employed.

The final step in constructing the tapes was to record an introduction for each client in which the purported vocational choice was included. The introductions were identical except for the designation of the deviate or conforming vocational goal. No alteration was made in the recorded interview itself. The two occupations chosen as being traditionally masculine and feminine were

engineer and home economist respectively. These were selected because they represented distinctly masculine and feminine choices (Appendix F). Further, as they both required considerable college training in science and mathematics, they could both be perceived as possible vocational choices for the girls utilized as clients.

Construction of Descriptive and Evaluative Tasks

Adjective Check List

For this task it was necessary to establish a list of adjectives with known positive and negative tones. 123 adjectives were selected from the Gough Adjective Check List. Kremer (1965) utilized Gough's list in his research and his results were reviewed to insure the inclusion of adjectives which he had found to be both positive and negative in orientation. This list was presented to all of the students enrolled in the group counseling classes at Michigan State University during the first half summer term in 1966. These classes were selected as they contained a satisfactory number of students to evaluate the tone of the adjectives and because students in these classes are generally advanced students in counseling. A personal data sheet was utilized (Appendix B), and responses from any student who had not had at least three counseling courses were excluded. Two identical lists were given to each student, one for the indication of positive adjectives and

the second for the indication of negative adjectives.

(Appendix C) In selecting qualified words two criteria were used. First, each adjective selected had to have received the appropriate designation by at least 60% of the total group doing the rating. Second, no adjective selected could have received a rating in the opposite direction by more than 5% of the total group rating. These limits were established to insure that the adjectives selected were consistently perceived as being either positive or negative by the rating group. Words not meeting these criteria were discarded. Of the 123 original adjectives 55 positive and 33 negative adjectives were identified as meeting these criteria. From these 21 positive and 21 negative adjectives were selected. (Appendix D, p. 3)

In selecting the 42 adjectives actually used two further criteria were employed. First, the total strength of the rating was ascertained considering both number of people making the appropriate rating and the total points assigned when a + was counted as 1 and ++ as 2. Second, a subjective evaluation was made of the suitability of the individual adjective based on whether the counselor could logically evaluate this characteristic on the basis of the stimulus tape; i. e., "pretty" could not be evaluated while "warm" might be. The final list was presented to the counselors in alphabetical order.

A 6-point rating was used because research has established that many raters avoid extreme ratings. By using a 6-point scale even if the rater chose not to select an extreme place (one or six), a broad variation of ratings would still be available to him. The even number of alternatives was utilized in order to force the counselor to take other than a neutral position when rating.

Appropriateness of Vocational Goal

The second task required the counselor to rate the appropriateness of the vocational goal attributed to the client. Here the use of an even number of alternatives was considered crucial. It seemed desirable to force the counselor to indicate not only the degree of appropriateness or inappropriateness but also to commit himself to one position or the other; thus no neutral alternative was offered. (Appendix D, p. 5)

It was further recognized that individuals might make similar or identical ratings for different reasons. Part II of this task was constructed to allow the counselor to clarify his reasons for the rating given. It was designed in three stages to obtain information about three phases of his feelings. First, the selection of one or two alternatives allowed the counselor to make descriptive statements regarding the vocational choice. Next, positive or negative designation allowed the counselor to express his feelings

about the statement as completed. This was important as it was not predetermined that one word in each pair of alternatives was a positive attribute and the other a negative attribute. The nature of the alternatives presented was such that the first alternative might be considered to be more positive than the second by most counselors. However, considerable latitude for personal opinion was present. The only exception was the masculine-feminine option in which the expected designation would change as the purported vocational goal changed. While many undoubtedly consider that a conventional vocational choice for a woman is a positive attribute, some may consider it to be a negative attribute especially when applied to a specific client. Further, the choice of an unconventional vocational goal for a woman may be considered a negative attribute by many counselors but also may be considered a positive attribute by some. For these reasons no preconceived value judgment regarding the positive or negative character of the alternatives presented could be established. Finally, the counselor was asked to designate those statements which were actually considered in his rating. This step was deemed useful in establishing whether some kinds of considerations were commonly reflected in the evaluation of appropriateness of choice by school counselors. The actual items used in Part II were selected by using subjective judgment, based on experience, concerning factors which might be

considered by a school counselor. The items were discussed with several counselors and committee members and revised on the basis of their suggestions.

The evaluation of positive or negative feelings regarding the alternatives was the most difficult task to communicate to counselors. The directions and tasks were tested and revised, but in the final form they were still not completely satisfactory.

Need for Further Counseling

Female clients choosing deviate goals may be perceived to be in greater need of further counseling than female clients choosing conforming vocational goals. If deviate vocational goals are disapproved, the main channel through which the counselor may influence the choice is the counseling interview. The Need for Further Counseling Scale was designed to assess the difference in perceived need for clients holding the two vocational goals.

(Appendix D, p. 7) In this scale provision was made for a "no need" response. Numerical values from 1 through 6 were assigned to responses with numerical values increasing as perceived need increased.

It was deemed desirable to ascertain areas in which further counseling was perceived as being needed. Part II of this task was designed for this purpose. The areas were selected on the basis of experience gained in counseling with high school students. These were presented under the two

broad headings of educational-vocational and personal-social concerns. The counselor was asked to evaluate each concern and indicate by using a 3-point scale whether it held "no pertinence," "some pertinence," or "great pertinence" for further counseling with this client.

Additional Vocational Choices

A further indication of a counselor's perception of female clients may be reflected in his designation of vocational goals he considers to be suitable for a female client. In this task the counselor was asked to designate two additional goals which he might suggest to the client for consideration. These choices were to be selected from the Vocational Choice Stimulus List. (Appendix D, p. 8)

The job stimulus list was established in two phases. First, the initial list of jobs was established utilizing statistical information from the Occupational Outlook Handbook. This source provided information regarding the actual percentages of males and females employed in a given job making it possible to select areas which were in actual fact masculine and feminine occupations. The list was further expanded on the basis of experience to include jobs often specified by high school students as vocational choices. Further consideration was given to the inclusion of jobs traditionally considered to be masculine and feminine, to the inclusion of jobs at various levels within an occupational grouping, and to the inclusion of a broad

variety of jobs which subjectively might fit the mathematics-science interests of the clients. A problem was encountered in finding a suitable number of jobs which would be considered feminine as many jobs in these areas are traditionally filled largely by men. The final choices indicate that there were an adequate number of feminine jobs available to the counselor who wished to assign strongly feminine alternatives.

Second, in order to establish whether the jobs actually tended to be perceived as masculine or feminine, the list was submitted to the same group who had rated the adjectives. (Appendix E) The rating code was quantified by assigning a numerical equivalent to each response according to the following plan: M+ = 5, M = 4, 0 = 3, F = 2, and F+ = 1. A numerical average for each occupation was obtained. The averages ranged from 4.16 to 1.58 or 2.58 points. To obtain whole number numerical values for each occupation, in order to facilitate the quantifying of counselor responses, the range was divided into ten equal units. Each occupation was assigned a numerical value based on the unit into which its original average rating fell in the divided range. (Appendix F) For example, nursing with an average score of 1.85 was assigned a value of 2.

Subject Selection and Grouping

Counselors from the St. Paul Suburban Counselors Association were used as subjects. All members of the association were contacted. Each was asked to remain for one hour following a regular meeting of the association to participate in a research project. The invitation (Appendix G) emphasized the utilization of their experience and professional skills.

This group was selected for several reasons. First, most would meet certification requirements for the state of Minnesota. This assured a minimum level of training and excluded persons who hold the title "counselor" without training. This level of education was further ascertained through the item in the personal data information asking if they were eligible for Minnesota certification. All met this standard. Second, a broad spread of experience was represented in the group making it possible to compare experienced and inexperienced counselors. Third, the schools represented in the group were varied. Several were typical of suburban areas while several serve more traditionally organized "small town" communities. All were close enough to St. Paul, Minnesota, to reflect an urban influence which excluded the contamination which might be introduced by the inclusion of counselors from a more rural area. Table 1 provides demographic information which describes the participants.

TABLE 1.--Demographic data describing counselors in subject Group.

	Female Counselors	Male Counselors
Married	4	40
Single	14	4
Mean-Age	41.7	34.8
Range-Age	26-60	24-65
Mean-Years Experience	5.8	5.8
Range-Experience	1-15	1-14
Degrees		
Bachelors*	3	3
Mean Quarter Credits Beyond Degree	61.3	74.3
Masters (No Credit Beyond)	6	8
Masters	8	31
Mean Quarter Credits Beyond Degree	19.2	27.6
Specialist	1	2

*Graduate work in guidance and counseling beyond the B. A. qualified all six of these subjects for certification as school counselors in Minnesota.

A total of 62 counselors volunteered and participated as subjects. With five years experience as the division point the 18 women and 44 men were separated into two groups, experienced and inexperienced. The number of counselors in each group was as follows: experienced males, 23; inexperienced males, 21; experienced females, 8; and inexperienced females, 10. Counseling experience and not total years in teaching was used as the criteria. With few exceptions this also divided the group on the basis of age. Information for this division was based on counselor self-statement on the personal data sheet. (Appendix H)

The counselors were divided into four treatment groups. The names of the volunteers were first separated on the basis of sex and then by experience. Equal numbers from each of these groups were then randomly selected and placed in one of the four treatment groups. Each treatment group initially consisted of approximately even numbers of experienced and inexperienced male and female counselors.

Experimental Procedures

Four experienced counselors agreed to assist in the collection of data and each was assigned to one group. A training session was held in which they were instructed in handling the stimulus taped materials and the descriptive and evaluative materials. Each had an opportunity to review carefully each of the four tasks and understand completely how responses were to be made. At no time was the

purpose of the research or the research design explained to them. All necessary instructions were contained on the tapes so their main responsibility was to hand out materials and to operate the tape recorders. The experimenter was not involved directly with any group and the assistants were instructed to bring any unusual questions to him.

A separate booklet containing written instructions and the four tasks was prepared for each client. (Appendix D) Each counselor received a manila folder containing four of these booklets, each marked for a specific client and arranged in the order in which the clients would be heard. The four booklets were as follows: one for the common client heard by all counselors in the sensitizing phase, two for the clients unique to that group, and one marked for a client who was never heard. It was decided to include the fourth booklet marked for a fictitious client as it was felt that if the counselors knew they were coming to the end of the session they might "let down" or try to rush through the final evaluative tasks. To avoid this possibility the fourth booklet was included in order to make it appear that an additional client would be heard and evaluated.

During the actual session a brief introduction to the project and a description of each task was first played. Following this the counselors were given time in which to look over the materials and to ask questions. Next, the common sensitizing tape was played, the recorder was stopped,

and the counselors were instructed to perform the four tasks. It was decided to include this phase as a means of helping the counselors become accustomed to listening to taped interviews and to be certain that they understood how the tasks were to be performed. The tape and tasks were identical in every way to the actual experimental tapes and tasks. Following the completion of this phase the two experimental tapes were played with the recorder being stopped after each tape while the four tasks were completed. Recorded instructions at the end of each interview drew attention to the specific booklet to be used in order to avoid marking the information in the wrong booklet. After the third client had been rated, the personal data sheets were distributed by the assistants. This was done following the taped interviews in order to avoid any possible prejudice which the requested information might stimulate. At the end of the session all materials were replaced in the manila folder and returned to the assistant.

No major problems were encountered during the experimental session. It was found that the allotted time was minimal for the number of tasks required of the counselors. Several reported that they would have liked more time to "think about their answers." This pressure was anticipated and not considered detrimental to the study as first reactions were the responses being sought.

Statistical Design

For all data analysis responses to the two vocational goals were separated. These two groupings were then subdivided three ways for various phases of the analysis:

- (a) a grouping of all counselors which required no further subdivision,
- (b) a grouping by sex of the counselor, and
- (c) a grouping by sex and experience of the counselor.

Four statistical procedures were applied to the data: (a) t tests of differences between means, (b) Pearson Product Moment correlations, (c) multiple correlations, and (d) partial correlations. All t tests were one-tailed with the exception of the test for operational hypothesis 1d in which no direction of difference was predicted. A 5% confidence level was established as the minimum requirement for accepting mean differences as being significant. Throughout the study higher confidence levels are reported where appropriate.

Before the results were treated statistically, the data for each task were quantified. A description of the securing procedures used and the statistical treatments applied to each of the four tasks follows.

Adjective Check List

In this task the counselors rated on a 6-point scale the degree to which they felt each of the 42 adjectives resembled the client. The ratings ranged from "much unlike

the client (1)" to "much like the client (6)." The responses were quantified by computing the total number of points for all of the adjectives which each counselor assigned to each client. In computing this total the following system was used.

Positive adjectives were scored in the direction rated so that the higher the number checked the more the word was considered descriptive of the client. Negative adjectives were scored in a reverse direction so that the lower the number checked the higher the score assigned. This procedure was based on the rationale that the less descriptive of a client a negative adjective was felt to be the more positively the rater felt about the client. Through this procedure a total score which was called an acceptance score was established. Mean acceptance scores were then computed. The means for the three counselor groupings were compared by using t tests of mean differences.

The raw data were also treated in a second way. The scores assigned by each counselor to each adjective were summed for each of the counselor groupings. Using this procedure a mean for each of the 42 adjectives was obtained. The relationship of each adjective to the total acceptance score was assessed by computing coefficients of correlation.

Appropriateness of Vocational Goal

In Part I means for the various counselor groupings were established directly from the raw data. The scale ranged from "highly appropriate (1)" to highly inappropriate (6)," and mean results were interpreted accordingly. The means obtained were compared for the three counselor groupings using t tests of mean differences.

The data collected from Part II of this task were treated in two ways. First, subdividing by sex of the counselor, the following percentages were computed:

(a) per cent of counselors who selected each alternative,
(b) per cent of counselors who selected each alternative and considered it to be positive or negative, and (c) per cent of counselors who indicated that they had actually considered the alternative when making the overall rating.

Second, in order to ascertain the relationship of the alternatives selected and the overall rating correlations between these two factors were computed. To do this numerical values were assigned to each response according to the following plan: 1--if the first word in each pair was selected and considered to be positive, 2--if the first word in each pair was selected and considered to be negative, 3--if the second word in each pair was selected and considered to be positive, and 4--if the second word in each pair was selected and considered to be negative. Next, the sum of the values assigned to each of the ten alternatives

by each counselor was obtained and correlated with the overall rating of appropriateness of vocational goal which the counselor had made.

Need for Further Counseling

In Part I means for the three counselor groupings were established directly from the raw data. The scale ranged from "no need for counseling (1)" to "great need for counseling (6)," and mean results were interpreted accordingly. The means obtained were compared for the three counselor groupings using t tests of mean differences.

The data collected from Part II of this task were treated in two ways. First, in order to determine which concerns were considered to be of greatest importance by the counselors the following procedure was used. As each counselor rated each concern on a 3-point scale from "no pertinence (1)" to "great pertinence (3)," the ratings had to be converted to indicate the perceived degree of pertinence. It was decided to express the importance of each concern in terms of the percentage of the total possible pertinence which had been assigned to each of the concerns. To accomplish this the ratings were converted from the original rating to the following scoring system: no pertinence (0), some pertinence (1), and great pertinence (2). Total scores were then computed for male and female counselors. These totals were then divided by $2N$ as this number represented the greatest possible score which

the group could have assigned to the concern had each counselor rated the concern to be of "great pertinence." For example, if male counselors ($N = 44$) assigned a total of 44 points to "choosing a vocation," the per cent of total concern would have been $44 \div 88$ or 50%.

Second, total scores for all concerns were correlated with overall ratings of need for further counseling.

Correlational Study

In order to determine the relationships which existed between the various scales it was decided to compute coefficients of correlation between acceptance scores, ratings of appropriateness of vocational goal, and ratings of need for further counseling. In order to clarify the results obtained from the simple correlations both multiple and partial correlations were computed. These three computations were carried out dividing the counselors as (a) all counselors and (b) males and females.

Additional Vocational Choices

In the earlier section describing this scale (See p. 54) the process of determining the relative masculine or feminine character of each job was explained. In order to quantify the results of this task the numerical value assigned to each job was substituted for the job selected by the counselors as a potential vocational goal. These values were then summed and mean values computed for clients

purported to hold both conforming and deviate vocational goals. These means were then subjected to a t test of mean differences.

Limitations of Study

Inherent in any study are certain limitations imposed by the design or the conditions under which the study must be carried out. The limitations of this study which were perceived by the investigator will be discussed in this section.

Because of the limited size of the sample, especially the small number of female counselors, and because of the lack of standardized instrumentation the conclusions presented must be viewed as tentative. The findings relate to the sample used. Any generalization beyond this group of counselors is questionable especially as no replication has been attempted.

It is further acknowledged that the procedure employed emphasized a "paper and pencil" reaction format. Generalizations from these responses to actual interview behavior are not intended. The findings in this research may provide a basis for hypotheses to be tested in a project involving face-to-face contact between counselor and client.

Description of a client from taped stimulus materials such as those used in this project removes many of the physical and non-verbal cues to which the counselor typically responds in the normal interview situation. In

designing the research this factor was felt to be advantageous as it removed variables such as physical appearance and personal mannerisms which might bias results. The impact of such biases could not be adequately assessed. It is acknowledged, however, that the technique placed the counselors in a somewhat unfamiliar situation.

The counselors were further disadvantaged as it was necessary to utilize only the information supplied by the stimulus material. The counselors were not free to probe or to elicit additional information from the client. For this reason it was necessary for them to rely more on suspicions and "hunches" than might have been the case had they actually conducted the interviews.

A final limitation centers in the investigator's relationship to public education. It is acknowledged that it is impossible to have worked for twelve years in public education and not have personal biases relating to it. Systematic attempts were made throughout the study to prevent these biases from influencing the outcomes. As has been pointed out the stimulus tapes were reviewed by persons not connected with the study, the advice of others was sought in constructing the various scales, the investigator divorced himself from contact with any treatment group, and the results were treated with legitimate statistical procedures. Conclusions of necessity reflect the bias of the person who makes them. The attempt has been made throughout the study

to present the rationale behind each conclusion as well as the conclusion itself. The reader is, therefore, able to follow the thinking of the writer and to draw his own conclusions as well.

Chapter Summary

In this chapter the research design developed to test the hypotheses of the study has been presented. The process of developing the stimulus materials and the tasks required of the counselors have been discussed in detail. The method used in the selection of the subject group has been presented. A detailed presentation of the scoring procedures and statistical treatment of the data has been made. Finally, the limitations of the study have been acknowledged. In Chapter IV the results will be presented and analyzed.

CHAPTER IV

FINDINGS, DISCUSSION, AND CONCLUSIONS

During the experimental phase each counselor heard taped interviews with three clients. The first tape and the four tasks relating to it were used to sensitize the counselors to the experimental procedure. The results were not analyzed. In the introduction to each tape it was stated that the client had chosen either a deviate or conforming vocational goal. Each counselor heard one tape in which a deviate vocational goal was attributed to the client and one tape in which a conforming vocational goal was attributed to the client. Each client was heard with a purported deviate goal by one treatment group and with a purported conforming goal by another treatment group. After hearing each client the counselors performed the four descriptive and evaluative tasks. The results were scored and treated statistically as reported in Chapter III.

Three research hypotheses have been formulated. Because of the subjective elements in and the breadth of implication of each, they were not directly submitted to statistical testing. Rather, each has been restated as a series of operational hypotheses which were tested. The findings and discussion follow the statement of each operational hypothesis.

Each research hypothesis will be restated. Each operational hypothesis will be restated in its null form if no direction is expected or in its alternate form if a direction is expected. Each operational hypothesis will be followed by a statement of acceptance or rejection, data relative to it will be presented, and the results will be discussed. Following each group of operational hypotheses the results will be summarized and discussed in more detail.

In order to provide additional data which interrelate findings from the specific hypotheses two additional sections will be included. First, a report and discussion of coefficients of correlation which exist among the various scales will be presented. Second, an analysis and discussion of results from Part II of Tasks 2 and 3 will be given. These sections will be treated separately as their relevance for the total study can be more clearly presented in this manner.

Research Hypothesis 1

Research Hypothesis 1

Vocational goals for women which conform to the cultural tradition will be perceived more positively than will vocational goals for women which deviate from the cultural tradition.

Operational Hypothesis 1a

Female clients who are purported to hold vocational goals which conform to the cultural tradition will receive higher acceptance scores than will female clients who are purported to hold vocational goals which deviate from the cultural tradition.

Findings

Hypothesis 1a is rejected. The mean acceptance scores for deviate goals are higher than the mean acceptance scores for conforming goals. Table 2 contains the means, standard deviations, and t value for the sample.

Discussion

It was concluded that the counselors in this sample did not perceive significantly different degrees of acceptance through their use of descriptive adjectives for female clients purported to hold deviate or conforming vocational goals. The direction of the mean differences was unexpected.

TABLE 2.--Mean differences between acceptance scores for clients purported to hold deviate or conforming vocational goals.

Sample	Deviate Vocational Goals		Conforming Vocational Goals		<u>t</u> Value
	Mean	Sd	Mean	Sd	
All Counselors (N = 62)	188.61	29.4	186.40	28.8	.422

For 61 df, $p < .05$ when t = 1.67

It is suggested that the client was accepted as a total person and that the hypothesized effect of the vocational goal was not great enough to significantly affect the total description. As the adjectives in this study were dichotomized and scored on the basis of positive and negative connotation, it was on this basis that the finding of no significant difference was based. Had the adjectives been dichotomized and scored on another basis such as male and female connotation, it is possible that another result might have appeared.

Operational Hypothesis 1b

Vocational goals which conform to the cultural tradition will receive lower mean ratings on the Appropriateness of Vocational Choice Scale than will vocational goals which deviate from the cultural tradition.

Findings

As the means differ at the 1% confidence level, there is no reason to reject the hypothesis. Table 3 reports the means, standard deviations, and the t value for the sample.

TABLE 3.--Comparison of mean ratings on the Appropriateness of Vocational Choice Scale for female clients purported to hold deviate and conforming vocational goals.

Sample	Deviate Vocational Goals		Conforming Vocational Goals		<u>t</u> Value
	Mean	Sd	Mean	Sd	
All Counselors (N = 62)	3.58	1.254	2.81	1.084	3.67**

**For 61 df, $p < .01$ when t = 2.39.

Discussion

It will be recalled that lower ratings on the Appropriateness of Vocational Choice Scale indicated higher appropriateness of choice. It was concluded from the results that the counselors in this sample conformed to the cultural tradition in their evaluation of the appropriateness of deviate or conforming vocations for women. Conforming goals were considered to be significantly more appropriate than deviate goals.

In interpreting the results obtained from this task an important issue revolves around whether the counselors expressed their own feelings about the two work roles or whether they interpreted their understanding of the cultural tradition and indicated this in making the rating. This research does not provide an answer for this question. To the extent that behavior is emotionally rather than

rationally motivated, the ratings may have reflected the individual counselor's internalized feeling rather than his more rational interpretation of the cultural tradition.

Operational Hypothesis 1c

Female clients who are purported to hold vocational goals which conform to the cultural tradition will receive lower scores on the Need for Counseling Scale than will female clients who are purported to hold vocational goals which deviate from the cultural tradition.

Findings

As the means differ at the 5% confidence level, there is no reason to reject the hypothesis. Table 4 reports the means, standard deviations, and t value for the sample.

TABLE 4.--Comparison of mean ratings on the Need for Further Counseling Scale for female clients holding deviate and conforming vocational goals.

Sample	Deviate Vocational Goals		Conforming Vocational Goals		<u>t</u> Value
	Mean	Sd	Mean	Sd	
All Counselors (N = 62)	3.82	.950	3.51	1.008	1.77*

*For 61 df, $p < .05$ when t = 1.67.

Discussion

It will be recalled that lower ratings on the Need for Further Counseling Scale indicated lower perceived need for counseling. Therefore, on the basis of their ratings it was concluded that the counselors in this sample perceived a statistically significant difference in need for counseling between female clients purported to hold deviate or conforming vocational goals.

As clients with both vocational goals were perceived to have some need for further counseling, it may be suggested that the counselors in this sample perceived a general need for counseling existing among their clients. It was apparent that factors other than the vocational goal contributed to the perception of need for counseling. Whatever the basis was for the general need for counseling, the addition of the deviate vocational goal was a factor which significantly increased the perceived need for counseling.

Operational Hypothesis 1d

Additional vocational goals suggested by counselors will have mean numerical values which do not differ irrespective of whether the purported vocational goal conformed to or deviated from tradition.

Findings

Hypothesis 1d is rejected as the mean numerical values for deviate and conforming vocational goals differed at a level of significance beyond the 5% confidence level. Table 5 reports the means, standard deviations, and t value for the sample.

TABLE 5.--Comparison of mean numerical values of additional vocational choices suggested for female clients purported to hold deviate and conforming vocational goals.

Sample	Deviate Vocational Goals		Conforming Vocational Goals		t Value
	Mean	Sd	Mean	Sd	
All Counselors (N = 62)	6.541	1.930	5.250	2.461	10.25**

**For 61 df , $p < .01$ when $t = 2.39$.

Discussion

Comparison of the mean numerical values of the additional vocational goals suggested for the clients indicated that the counselors suggested significantly more deviate goals for clients who were originally purported to hold deviate vocational goals than for clients originally purported to hold conforming vocational goals.

It is concluded that the counselors may have considered the original goal when making additional suggestions despite their apparent greater approval of the

conforming goals. One interpretation of this finding is that counselors appeared to respect the client's right for self-direction and were willing to deal with the individual in terms of the context of the vocational goals presented by the client.

Summary of Research Hypothesis 1

The findings related to Research Hypothesis 1 support the following conclusions.

1. Purported vocational goal and acceptance were not related. Clients received similar acceptance scores regardless of whether they were purported to hold conforming or deviate vocational goals.

2. Counselors, as a group, perceived deviate vocational goals as being less appropriate for female clients than conforming vocational goals. If in further analysis the suggestion of no relationship between acceptance of the individual and the appropriateness of vocational goal is supported, it will suggest that the appropriateness ratings were based more on the cultural definition of suitable feminine vocational goals than upon an evaluation of the specific goal's appropriateness for the specific client.

3. Ratings of the need for further counseling were significantly increased when a deviate vocational goal was attributed to the female client. Clients with both vocational goals were perceived to have a need for counseling. It may be suggested that a generalized need for counseling,

based on multiple factors, was perceived by counselors for most clients. A deviate vocational goal appeared to be a factor which was important enough to significantly raise the perceived need for counseling.

4. Counselors suggested additional vocational goals which were significantly more deviate for clients originally purported to hold deviate vocational goals than they did for clients originally purported to hold conforming vocational goals.

It was concluded that the sample of counselors in this study were willing to consider more deviate vocational goals with the female client who expressed an interest in this direction. This willingness was exhibited despite the relatively lesser degree of appropriateness expressed for the deviate vocational goal and the suggested relation between appropriateness and need for further counseling discussed previously.

This finding also tended to support the suggestion made in the discussion relating to acceptance scores that counselors viewed the client as an individual and attempted to work with her within a personalized context.

As an overall conclusion it appeared that vocational goals which deviate from the cultural tradition were perceived less positively than vocational goals which conformed to this tradition. It was further concluded that the less positive perception was not reflected in the

acceptance of the individual client regardless of the vocational goal she was purported to hold. Clients appeared to be assessed as individuals. Further, a willingness to work with the client within the context of vocational goals which she presented was suggested.

Research Hypothesis 2

Research Hypothesis 2

Female counselors will perceive deviate vocational goals for women more positively than will male counselors.

Operational Hypothesis 2a

Female clients who are purported to hold vocational goals which deviate from the cultural tradition will receive higher acceptance scores from female counselors than from male counselors.

Findings

As the means differ at the 5% confidence level, there is no reason to reject the hypothesis. Table 6 reports the means, standard deviations, and t value for the samples. Tables 7 and 8 report additional information pertinent to the comparisons of acceptance scores assigned by male and female counselors.

TABLE 6.--Comparison of mean acceptance scores by male and female counselors for female clients purported to hold deviate vocational goals.

Sample	Deviate Vocational Goals		<u>t</u> Value
	Mean	Sd	
Male Counselors (<u>N</u> = 44)	184.36	29.60	1.74*
Female Counselors (<u>N</u> = 18)	198.94	29.22	

*For 60 df, $p < .05$ when t = 1.67.

TABLE 7.--Comparison of mean acceptance scores by male and female counselors for female clients purported to hold conforming vocational goals.

Sample	Conforming Vocational Goals		<u>t</u> Value
	Mean	Sd	
Male Counselors (<u>N</u> = 44)	182.15	29.74	1.81*
Female Counselors (<u>N</u> = 18)	196.77	25.06	

*For 60 df, $p < .05$ when t = 1.67.

TABLE 8.--Comparison of mean acceptance scores by male and female counselors for female clients purported to hold deviate and conforming vocational goals.

Sample	Deviate Vocational Goals		Conforming Vocational Goals		<u>t</u> Value
	Mean	Sd	Mean	Sd	
Male Counselors ^a (<u>N</u> = 44)	184.36	29.60	182.15	29.74	.35
Female Counselors ^b (<u>N</u> = 18)	198.94	29.22	196.77	25.06	.23

^aFor 43 df, $p < .05$ when t = 1.68.

^bFor 17 df, $p < .05$ when t = 1.74.

Discussion

The female counselors in this sample described female clients holding deviate vocational goals more positively than did the male counselors in the sample. Additional data have been reported showing that female counselors also described female clients holding conforming vocational goals more positively than did male counselors. It is further suggested that female counselors perceived female clients more positively than did male counselors describing the same client.

When the counselors were divided by sex and the acceptance scores for deviate and conforming goals compared, again it was found that there was no statistically significant difference between the scores. It was again suggested that

the description of the client was not affected by the vocational goal purportedly held by the client.

Operational Hypothesis 2b

Female counselors will give lower ratings on the Appropriateness of Vocational Choice Scale to female clients purported to hold vocational goals which deviate from the cultural tradition than will male counselors.

Findings

Hypothesis 2b is rejected as the mean ratings by male and female counselors are not significantly different.

Table 9 reports mean, standard deviations, and t value for the samples. Tables 10 and 11 report additional findings related to this question.

TABLE 9.--Comparison of mean ratings on the Appropriateness of Vocational Choice Scale by male and female counselors for female clients purported to hold deviate vocational goals.

Sample	Deviate Vocational Goals		<u>t</u> Value
	Mean	Sd	
Male Counselors (<u>N</u> = 44)	3.455	1.209	1.22
Female Counselors (N = 18)	3.889	1.367	

For 60 df, $p < .05$ when t = 1.67.

TABLE 10.--Comparison of mean ratings on the Appropriateness of Vocational Choice Scale by male and female counselors for female clients purported to hold conforming vocational goals.

Sample	Conforming Vocational Goals		<u>t</u> Value
	Mean	Sd	
Male Counselors (<u>N</u> = 44)	2.887	1.104	.89
Female Counselors (<u>N</u> = 18)	2.612	1.036	

For 60 df, $p < .05$ when $\underline{t} = 1.67$.

TABLE 11.--Comparison of mean ratings on the Appropriateness of Vocational Choice Scale by male and female counselors for female clients purported to hold deviate and conforming vocational goals.

Sample	Deviate Vocational Goals		Conforming Vocational Goals		<u>t</u> Value
	Mean	Sd	Mean	Sd	
Male Counselors ^a (<u>N</u> = 44)	3.455	1.209	2.887	1.104	2.29*
Female Counselors ^b (<u>N</u> = 18)	3.889	1.367	2.612	1.036	3.07**

a * For 43 df, $p < .05$ when $\underline{t} = 1.68$.

b ** For 17 df, $p < .01$ when $\underline{t} = 2.57$.

Discussion

The data supported the conclusion that no significant difference existed in the mean ratings of appropriateness of the deviate vocational goal as perceived by male and female counselors. The direction of the results was reversed from the predicted direction as male counselors gave lower ratings of appropriateness than did female counselors. The additional data supported the conclusion that male and female counselors also perceived no significant difference in the appropriateness of the conforming vocational goal. When male and female ratings of the appropriateness of deviate and conforming vocational goals were compared, it was found that both groups rated the conforming goals as more appropriate than the deviate goal. These results were significant at the 5% confidence level for male counselors and at the 1% confidence level for female counselors.

Operational Hypothesis 2c

Female counselors will give lower ratings on the Need for Further Counseling Scale to female clients purported to hold vocational goals which deviate from the cultural tradition than will male counselors.

Findings

Hypothesis 2c is rejected as there is no significant difference between the mean ratings of need for further counseling by male and female counselors. Table 12 reports

the means, standard deviations and $\underline{t}$ value for the samples. Tables 13 and 14 provide additional relevant information.

TABLE 12.--Comparison of mean ratings on the Need for Further Counseling Scale by male and female counselors for female clients purported to hold deviate vocational goals.

Sample	Deviate Vocational Goals		$\underline{t}$ Value
	Mean	Sd	
Male Counselors ($\underline{N}$ = 44)	3.750	.9431	.29
Female Counselors ($\underline{N}$ = 18)	4.000	.9701	

For 60 $\underline{df}$, $p < .05$ when $\underline{t} = 1.67$.

TABLE 13.--Comparison of mean ratings on the Need for Further Counseling Scale by male and female counselors for female clients purported to hold conforming vocational goals.

Sample	Conforming Vocational Goals		$\underline{t}$ Value
	Mean	Sd	
Male Counselors ($\underline{N}$ = 44)	3.666	1.077	1.15
Female Counselors ($\underline{N}$ = 18)	3.334	.840	

For 60 $\underline{df}$, $p < .05$ when $\underline{t} = .167$.

TABLE 14.--Comparison of mean ratings on the Need for Further Counseling Scale by male and female counselors for female clients purported to hold deviate and conforming vocational goals.

Sample	Deviate Vocational Goals		Conforming Vocational Goals		<u>t</u> Value
	Mean	Sd	Mean	Sd	
Male Counselors ^a (<u>N</u> = 44)	3.750	.9431	3.660	1.077	.41
Female Counselors ^b (<u>N</u> = 18)	4.000	.9701	3.334	.840	2.14*

^a For 43 df, $p < .05$ when t = 1.68.

^b*For 17 df, $p < .05$ when t = 1.74.

Discussion

The ratings of need for further counseling by male and female counselors were not significantly different for either the deviate or the conforming vocational goal. When ratings for the deviate and conforming vocational goals given by male and female counselors were compared, it was found that female counselors perceived significantly greater need for further counseling for clients purported to hold deviate goals than they did for clients purported to hold conforming vocational goals. No significant difference appeared in the ratings by male counselors.

Summary of Research Hypothesis 2

The following conclusions are supported by the data presented.

1. Female counselors assigned higher acceptance scores to female clients regardless of the purported vocational goal than did male counselors.
2. No significant difference in the appropriateness of vocational goal was perceived by male or female counselors when rating the deviate goal. The same finding applied to the conforming vocational goal.
3. Clients purported to hold conforming goals were perceived to have made more appropriate choices by both male and female counselors than were clients purported to hold deviate vocational goals.
4. Male and female counselors perceived equal need for further counseling for clients purported to hold the deviate vocational goal. This finding also applied to the conforming vocational goal.
5. Female counselors perceived clients purported to hold deviate vocational goals to be in significantly greater need of further counseling than they did clients purported to hold conforming vocational goals. Male counselors perceived no significant difference in means for either vocational goal.
6. Ratings of appropriateness of vocational choice again appeared to be made independently from the acceptance

scores. This suggested that the ratings of appropriateness were a function of the cultural definition of appropriate work roles for women rather than being an evaluation of the appropriateness of the choice for the specific client.

7. When directional results were noted, it appeared that male counselors were more approving of deviate vocational goals than were female counselors. Female counselors appeared to be more approving of conforming goals than were male counselors. Neither of these results was statistically significant.

Research Hypothesis 3

Research Hypothesis 3

Inexperienced counselors will perceive deviate vocational goals for women more positively than will experienced counselors of the same sex.

Operational Hypothesis 3a

Female clients who are purported to hold vocational goals which deviate from the cultural tradition will receive higher acceptance scores from inexperienced than from experienced counselors of the same sex.

Findings

Hypothesis 3a is rejected for both male and female counselors. Table 15 reports the means, standard deviations, and t value for the sample.

Discussion

The difference between means was not statistically significant but was in the direction predicted for female counselors. For male counselors the predicted direction was reversed and if the opposite direction had been predicted, the results would have been statistically significant. Experienced male counselors in this sample described clients purported to hold deviate vocational goals more positively than did inexperienced male counselors.

TABLE 15.--Comparison of mean acceptance scores for female clients purported to hold deviate vocational goals with counselors divided by sex and experience.

Sex of Counselors	Experienced			Inexperienced			<u>t</u> Value
	<u>N</u>	Mean	Sd	<u>N</u>	Mean	Sd	
Male ^a	23	191.87	26.8	21	176.05	29.6	1.82*
Female ^b	8	193.75	29.5	10	203.30	26.5	.68

^a * For 42 df, $p < .05$ when t = 1.68.

^b For 16 df, $p < .05$ when t = 1.75.

Similar findings for the conforming vocational goal are reported in Table 16.

TABLE 16.--Comparison of mean acceptance scores for female clients purported to hold conforming vocational goals with counselors divided by sex and experience.

Sex of Counselor	Experienced			Inexperienced			<u>t</u> Value
	<u>N</u>	Mean	Sd	<u>N</u>	Mean	Sd	
Male ^a	23	186.22	29.1	21	177.19	29.3	1.00
Female ^b	8	189.50	22.2	10	203.80	28.3	1.10

^aFor 42 df, $p < .05$ when $\underline{t} = 1.68$.

^bFor 16 df, $p < .05$ when $\underline{t} = 1.75$.

Discussion

Inspection of Tables 15 and 16 revealed similar results for both vocational goals. It was noted that when the means for each counselor group were compared, inexperienced female counselors gave the highest scores followed by experienced female counselors, experienced male counselors, and inexperienced male counselors in that order.

Further, inspection of corresponding cells of Tables 15 and 16 revealed that no significant difference in acceptance scores was perceived by any counselor group for clients purported to hold either deviate or conforming vocational goals; i.e., female inexperienced counselor mean acceptance scores for the deviate and conforming vocational goals are 303.30 and 303.80 respectively. The difference in means is not significant.

Significant differences appeared between the mean ratings of inexperienced male and inexperienced female counselors. Table 17 makes this comparison.

TABLE 17.--Comparison of mean acceptance Scores for inexperienced male and female counselors rating deviate and conforming vocational goals

Vocational Goals	Inexperienced Male Counselors			Inexperienced Female Counselors			<u>t</u> Value
	<u>N</u>	Mean	Sd	<u>N</u>	Mean	Sd	
Deviate	21	176.05	29.6	10	203.30	26.5	2.39*
Conforming	21	177.19	29.3	10	203.80	28.3	2.31*

*For 29 df, $p < .05$ when t = 1.70.

Discussion

It was concluded that inexperienced male and female counselors expressed significantly different degrees of acceptance for female clients purported to hold both deviate and conforming vocational goals.

The directional nature of the findings related to differences in acceptance scores perceived by experienced and inexperienced counselors combined with the significantly different scores for the two inexperienced groups suggested that, with experience, counselors may change. One might further speculate that male and female counselors may alter the direction of their acceptance divergently over time.

This is a very tentative suggestion and is presented only as a topic worthy of further investigation.

In comparing acceptance scores for the two vocational goals again it was found that none of the four counselor groups produced acceptance scores which differed significantly.

Operational Hypothesis 3b

Inexperienced counselors will give lower ratings on the Appropriateness of Vocational Choice Scale to female clients purported to hold vocational goals which deviate from the cultural tradition than will experienced counselors of the same sex.

Findings

Hypothesis 3b is rejected for both male and female counselors. Table 18 reports the means, standard deviations, and t value for the sample.

TABLE 18.--Comparison of mean ratings of Appropriateness of Vocational Goals for female clients purported to hold deviate vocational goals with counselors divided by sex and experience.

Sex of Counselors	<u>Experienced</u>			<u>Inexperienced</u>			<u>t</u>
	<u>N</u>	Mean	Sd	<u>N</u>	Mean	Sd	Value
Male ^a	23	3.35	1.13	21	3.57	1.25	.60
Female ^b	8	3.62	1.66	10	4.10	.94	.73

^aFor 42 df, $p < .05$ when t = 1.68.

^bFor 16 df, $p < .05$ when t = 1.75.

Discussion

Both experienced male and female counselors perceived greater appropriateness of deviate vocational goals than did inexperienced counselors of the same sex. The difference between the means was not statistically significant for either male or female counselors.

The findings supported the conclusion that there was significantly greater perceived appropriateness for conforming vocational goals than for deviate vocational goals for both inexperienced counselor groups but not for the experienced counselor groups. Table 19 reports the means, standard deviations, and t value for the sample.

TABLE 19.--Comparison of mean ratings on Appropriateness of Vocational Choice Scale between deviate and conforming vocational goals with counselors divided by sex and experience.

Sample	Deviate Vocational Goals		Conforming Vocational Goals		t Value
	Mean	Sd	Mean	Sd	
Female Experienced ^a ($N = 8$)	3.62	1.66	2.63	1.11	1.31
Female Inexperienced ^b ($N = 10$)	4.10	.94	2.60	.92	3.42**
Male Experienced ^c ($N = 23$)	3.35	1.13	2.91	1.06	1.34
Male Inexperienced ^d ($N = 21$)	3.57	1.25	2.86	1.13	1.89*

^a For 7 df , $p < .05$ when $t = 1.90$.

^{b**} For 9 df , $p < .01$ when $t = 2.82$.

^c For 22 df , $p < .05$ when $t = 1.72$.

^{d*} For 20 df , $p < .05$ when $t = 1.72$.

Discussion

Directionally, the deviate vocational goal was perceived as being less appropriate by all subject groups than was the conforming vocational goal, but the difference was statistically significant only for the inexperienced groups.

Operational Hypothesis 3c

Inexperienced counselors will give lower ratings on the Need for Further Counseling Scale for female clients who hold vocational goals which deviate from the cultural tradition than will experienced counselors of the same sex.

Findings

Hypothesis 3c is rejected for both male and female counselors. Table 20 reports the means, standard deviations, and t value for the sample.

TABLE 20.--Comparison of mean ratings on Need for Further Counseling Scale for female clients purported to hold deviate vocational goals with counselors divided by sex and experience.

Sex of Counselors	Experienced			Inexperienced			<u>t</u> Value
	<u>N</u>	Mean	Sd	<u>N</u>	Mean	Sd	
Male ^a	23	3.57	.82	21	3.95	1.00	1.35
Female ^b	8	4.25	1.09	10	3.80	.75	.98

^aFor 42 df, $p < .05$ when t = 1.68.

^bFor 16 df, $p < .05$ when t = 1.75.

Discussion

Ratings by female counselors were in the predicted direction, but the mean differences were not statistically significant. Ratings by male counselors were in the opposite direction from that predicted.

Inexperienced female counselors were the only group of counselors who perceived a statistically significant greater need for counseling for the deviate than for the conforming vocational goal. These results are reported in Table 21.

TABLE 21.--Comparison of mean ratings on the Need for Further Counseling Scale between female clients purported to hold deviate and conforming vocational goals with counselors divided by sex and experience.

Sample	Deviate Vocational Goals		Conforming Vocational Goals		<u>t</u> Value
	Mean	Sd	Mean	Sd	
Male Experienced ^a (<u>N</u> = 23)	3.57	.82	3.78	.97	.78
Male Inexperienced ^b (<u>N</u> = 21)	3.95	1.00	3.52	1.14	1.27
Female Experienced ^c (<u>N</u> = 8)	4.25	1.09	3.50	.71	1.53
Female Inexperienced ^d (<u>N</u> = 10)	3.80	.75	3.10	.87	1.84*

^aFor 22 df, $p < .05$ when t = 1.72.

^bFor 20 df, $p < .05$ when t = 1.72.

^cFor 7 df, $p < .05$ when t = 1.90.

^{d*}For 9 df, $p < .05$ when t = 1.83.

Summary of Research Hypothesis 3

The following conclusions are supported by the data presented.

1. The findings supported the general conclusion that differences in the various ratings were not significantly affected by the experience of the counselors. The inexperienced male counselors appeared to be the only group which differed from other counselors in the sample. The mean acceptance scores for inexperienced male counselors differed significantly from those of inexperienced female counselors for both vocational goals. Their mean acceptance scores also differed significantly from those of experienced counselors for the clients purported to hold deviate vocational goals.

2. The mean acceptance scores for all four counselor groups showed no difference for the deviate and conforming vocational goals. This finding was consistent with those reported in previous sections.

3. Directionally, both experienced and inexperienced female counselors perceived deviate vocational goals as being less appropriate than did experienced and inexperienced male counselors. Conversely, the female counselors perceived the conforming vocational goals to be more appropriate than did the male counselors.

4. For all groups except experienced male counselors, the need for further counseling was perceived as being

greater for clients purported to hold deviate vocational goals than for clients purported to hold conforming vocational goals. These findings were directional and were not statistically significant findings for all groups except the inexperienced female counselors.

The relatively insignificant nature of the findings in this section may be partially explained by three statistical factors. First, the total sample was divided into four sub-samples. The resulting N's were relatively small for male counselors and extremely small for female counselors. Second, as a result statistical significance could only be attained if larger mean differences were produced. Third, variance was relatively large throughout, also as a result of the small N's.

Correlational Study

A correlational study was conducted in order to further assess the nature of the relationships which existed between the ratings of the several tasks and to further support some of the conclusions stated in earlier sections. The results are reported in Table 22.

TABLE 22.--Coefficients of correlation between acceptance score, ratings of appropriateness of vocational goal, and ratings of need for further counseling for female clients purported to hold deviate and conforming vocational goals by all counselors.

Scales Correlated*	Deviate Vocational Goals			Conforming Vocational Goals		
	<u>r</u>	<u>df</u>	confidence level	<u>r</u>	<u>df</u>	confidence level
r_{12}	-.27	60	.05	-.38	60	.01
r_{13}	-.48	60	.001	-.57	60	.001
r_{23}	.56	60	.001	.64	60	.001

*1--Acceptance Scores.

2--Appropriateness of Vocational Goal.

3--Need for Further Counseling.

Discussion

These results suggested a tendency for the three variables to be related. Need for further counseling seemed to be most strongly related to both total acceptance scores and to the evaluation of the appropriateness of vocational goal. Acceptance scores and appropriateness of vocational goal showed a weaker relationship.

Multiple correlation was used to further assess these relationships. These results are reported in Table 23.

TABLE 23.--Multiple correlation coefficients between acceptance scores, appropriateness of vocational goal, and need for further counseling for female clients purported to hold deviate and conforming vocational goals by all counselors.

Scales Correlated*	Deviate Vocational Goals			Conforming Vocational Goals		
	<u>r</u>	<u>df</u>	confidence level	<u>r</u>	<u>df</u>	confidence level
<u>r</u> _{1.23}	.48	59	.01	.57	59	.01
<u>r</u> _{2.13}	.56	59	.01	.64	59	.01
<u>r</u> _{3.12}	.65	59	.01	.73	59	.01

*1--Acceptance Scores.

2--Appropriateness of Vocational Goal.

3--Need for Further Counseling.

Discussion

Comparison of Tables 22 and 23 showed that the coefficient of correlation related to need for counseling increased when both acceptance scores and appropriateness of vocational choice were used. It was further observed that both acceptance score and appropriateness of vocational choice were predicted entirely from the need for counseling scale. Multiple correlation did not increase either value. As this indicated that the relationship between acceptance scores and appropriateness of vocational choice might be explained by their relationship to a third factor--need for counseling--partialing was employed. The results are reported in Table 24.

TABLE 24.--Coefficients of partial correlation between acceptance scores, need for further counseling scale, and appropriateness of vocational goal scale for female clients purported to hold deviate and conforming vocational goals by all counselors.

Scales Correlated*	Deviate Vocational Goals			Conforming Vocational Goals		
	<u>r</u>	<u>df</u>	confidence level	<u>r</u>	<u>df</u>	confidence level
$r_{12.3}$	.001	60	not significant	.03	60	not significant
$r_{13.2}$	.41	60	.001	.46	60	.001
$r_{23.1}$	.51	60	.001	.56	60	.001

*1--Acceptance Scores.

2--Appropriateness of Vocational Goal.

3--Need for Further Counseling.

Discussion

These data supported the conclusion that the relationship suggested by the multiple correlations was correct. Need for counseling was a factor which helped to explain the relationship between acceptance scores and appropriateness of vocational goal.

To determine if sex of the counselor made a difference in the relationships, the same three procedures were followed separating the subjects into male and female counselor groups. The results are reported in Tables 25, 26, and 27.

TABLE 25.--Comparison of correlation coefficients between acceptance scores, appropriateness of vocational goal, and need for further counseling for female clients purported to hold deviate and conforming vocational goals by male and female counselors.

Scales Correlated*	Male Counselors					Female Counselors				
	Deviate		Conforming			Deviate		Conforming		
	Vocational Goal		Vocational Goal			Vocational Goal		Vocational Goal		
	<u>r</u>	<u>df</u>	conf. level	<u>r</u>	<u>df</u>	conf. level	<u>r</u>	<u>df</u>	conf. level	conf. level
r_{12}	-.30	42	.05	-.34	42	.05	-.19	16	not sig.	.49 16 .05
r_{13}	-.54	42	.001	-.59	42	.001	-.31	16	not sig.	.54 16 .05
r_{23}	.45	42	.01	.59	42	.001	.80	16	.001	.77 16 .001

*1--Acceptance Scores.
 2--Appropriateness of Vocational Goal.
 3--Need for Further Counseling.

TABLE 26.--Coefficients of multiple correlation between acceptance scores, appropriateness of vocational goal, and need for further counseling for female clients purported to hold deviate conforming vocational goals by male and female counselors.

Scales Correlated*	Male Counselors						Female Counselors					
	Deviate			Conforming			Deviate			Conforming		
	Vocational Goal			Vocational Goal			Vocational Goal			Vocational Goal		
	<u>r</u>	<u>df</u>	conf. level	<u>r</u>	<u>df</u>	conf. level	<u>r</u>	<u>df</u>	conf. level	<u>r</u>	<u>df</u>	conf. level
r _{1.23}	.54	41	.01	.59	41	.01	.34	15	not sig.	.54	15	not
r _{2.13}	.46	41	.01	.59	41	.01	.80	15	.01	.76	15	.01
r _{3.12}	.60	41	.05	.72	41	.01	.82	15	.01	.78	15	.01

- *1--Acceptance Scores.
 2--Appropriateness of Vocational Goal.
 3--Need for Further Counseling.

TABLE 27.--Coefficients of partial correlation between acceptance scores, appropriateness of vocational goal, and need for further counseling for female clients purported to hold deviate and conforming vocational goals by male and female counselors.

Scales Correlated*	Male Counselors						Female Counselors					
	Deviate			Conforming			Deviate			Conforming		
	Vocational Goal			Vocational Goal			Vocational Goal			Vocational Goal		
	r	df	conf. level	r	df	conf. level	r	df	conf. level	r	df	conf. level
r ₁₂ .3	.078	42	not sig.	.013	42	not sig.	.102	16	not sig.	.147	16	not sig.
r ₁₃ .2	.47	42	.01	.51	42	.001	.27	16	not sig.	.29	16	not sig.
r ₂₃ .1	.40	42	.01	.52	42	.001	.79	16	.001	.68	16	.01

*1--Acceptance Scores.

2--Appropriateness of Vocational Goal.

3--Need for Further Counseling.

Discussion

The relationship between acceptance scores and appropriateness of vocational goal which had been observed previously was confirmed for both male and female counselor groups. Both acceptance scores and appropriateness of vocational goal contributed to the multiple correlation value of need for counseling. Acceptance scores and appropriateness of vocational goal were predicted as well by need for counseling alone as by a multiple correlation.

Separating counselors by sex produced one new finding. In Table 24 both acceptance scores and appropriateness of vocational goal appeared to contribute about equally to need for counseling. However, inspection of Table 27 suggested that for female counselors appropriateness of vocational goal contributed more than acceptance scores to the rating of need for counseling. The difference between $r_{13.2} = .27$ and $r_{23.1} = .79$ for deviate vocational goals was significant at the 5% confidence level. The same difference for conforming vocational goals was strongly directional but not significant.

From these data it appeared that female counselors may have been more concerned about appropriateness of vocational goals and less about general description than were male counselors when evaluating need for counseling. The findings supported the suggestion made earlier in the chapter that male counselors perceived a higher general need for

counseling for all clients which was less affected by the addition of a specific factor such as vocational choice than did female counselors. Female counselors may have perceived a lower general need for counseling which was more affected by specific factors.

A slightly different interpretation suggests that the deviate vocational goal held a different stimulus value for male and female counselors. For male counselors it was weaker than for female counselors. This interpretation led to the conclusion that female counselors felt more strongly about women in deviate vocational roles than did men.

These suggestions are supported by data presented earlier which showed that female counselors perceived lower appropriateness of vocational goal for female clients purported to hold deviate vocational goals than did male counselors. The findings were directional and not statistically significant, and they must be viewed accordingly.

Summary of Correlational Study

Two main conclusions are supported by the correlational findings.

1. Need for counseling was related to both the acceptance score and the rating of appropriateness of vocational goal. However, acceptance scores and ratings of appropriateness of vocational goal were related as a result of their relationship to need for counseling. This finding lends

support to the earlier suggestion that clients were accepted on the basis of an overall evaluation. Vocational goal was not a factor which significantly influenced this impression. It is further suggested that the rating of appropriateness was based primarily on the cultural definition of appropriate work roles for women. Counselors appeared to have a stereotyped view that deviate vocational goals are inappropriate for women.

2. Male and female counselors arrived at ratings of need for further counseling differently. Acceptance scores and appropriateness of vocational goal appeared to contribute equally for male counselors. For female counselors the rating of appropriateness of vocational goal was the primary factor in determining the rating of need for further counseling. Possible implications of and reasons for this finding were discussed earlier.

Further Analysis

Up to this point the analysis of the data has been concerned with total acceptance scores and the two main rating scales. This section will focus on each task separately and will discuss the descriptive adjectives chosen and the results obtained in Part II of Tasks 2 and 3.

Acceptance Scores

As taped interviews with four separate high school girls were used, it might be assumed that each girl would be perceived differently by the counselors. To ascertain if this was true mean acceptance scores for each girl for both conforming and deviate vocational goals were calculated. These means are reported in Table 28.

TABLE 28.--Mean acceptance scores of deviate and conforming vocational goals for each client

Client	Conforming Vocational Goal	Deviate Vocational Goal
Judy	189.9	195.5
Lynn	182.8	181.6
Sue	186.4	177.3
Mary	188.0	194.9

Inspection of Table 28 shows that some variation in mean acceptance scores for the four clients exists. Interpretation of these means must also take into consideration the fact that the lowest possible mean acceptance score would have been 252. Inspection of the data revealed that the range of acceptance scores utilized was from 112 to 237. It therefore appeared that while considerable variation existed in the perceptions of the clients by individual counselors, there was little variation in the mean

acceptance scores for each client. It was also concluded that the mean perceptions were more positively than negatively oriented.

In order to further analyze the mean acceptance scores an analysis of variance between the eight means was computed. No significant differences were found to exist.

No further analysis of responses to the individual was carried out as it was felt that such analysis was outside of the purview of this dissertation.

Adjective Check List

As a means of determining which adjectives contributed to the total acceptance scores, a coefficient of correlation was computed between individual words and total acceptance scores. A correlation of .70 with total score was arbitrarily selected as a cut-off point. All adjectives which correlated at or above this point are reported in Table 29. The pre-judged positive or negative character of the word has also been noted. All correlations were positive. It must be remembered that rating was done on a scale from 1 to 6 ("much unlike" to "much like" the client). Positive adjectives were scored in the direction marked; scores for negative adjectives were reversed.

TABLE 29.--Adjectives which correlate .70 or higher with total acceptance scores

Male Counselors		Female Counselors	
Deviate Vocational Goal	Conforming Vocational Goal	Deviate Vocational Goal	Conforming Vocational Goal
Clear thinking +	Cynical -	Ambitious +	Cynical -
Conceited -	Defensive -	Clear-thinking +	Evasive -
Cynical -	Egotistical -	Defensive -	Mature +
Determined +	Foresighted +	Dependable +	Poised +
Egotistical -	Friendly +	Hostile -	Practical +
Evasive -	Irresponsible -	Irresponsible -	Realistic +
Foolish -	Logical +	Undependable -	Reasonable +
Hostile -	Mature +	Unstable -	Sensible +
Irresponsible -	Practical +		Stable +
Mature +	Realistic +		Unrealistic -
Practical +	Reasonable +		
Realistic +	Sensible +		
Reasonable +	Stable +		
Sensible +	Undependable -		
Stable +	Unfriendly -		
Undependable -	Unrealistic -		
Unfriendly -	Unstable -		
Unrealistic -			
Unstable -			
Warm +			

Discussion

No firm conclusions could be drawn but pertinent observations may be made about the adjectives selected. The most apparent difference in the lists was the larger number of adjectives which had a high correlation with total acceptance score for the male counselors than for the female counselors. This may have been due in part to the larger sample size of the male counselor group. A further explanation may be that male counselors made more gross judgments than did female counselors. If this were so, a client who was perceived positively would tend to have adjectives which the counselor perceives positively marked as being "much like the client." Following the same rationale female counselors would have made a greater attempt to select those adjectives which they felt were most descriptive of the client and in this way presented a more individualized description of the client rather than the more gross impression presented by the male counselors. If such an explanation is sound, the differing individual impressions would account for the lack of consistency in the adjectives selected.

A second observation was that female counselors had no adjectives which appeared on the lists for both deviate and conforming vocational goals. Several adjectives appeared on both lists for male counselors.

The adjectives "sensible," "practical," and "realistic" appeared on lists for both male and female counselors. It

will be seen in the next section that these same adjectives were related to ratings of appropriateness of vocational choice.

Finally, only one adjective correlated negatively with total acceptance scores. The adjective "individualistic" correlated negatively with overall rating of appropriateness for female counselors describing clients purported to hold conforming vocational goals. The magnitude of the correlation ($r = -.32$) was not large enough to be statistically significant. While not significant this finding was of interest in relation to the cultural definition of appropriate feminine roles. Women are not expected to be individualistic in their work roles.

Appropriateness of Vocational Goal and Need for Further Counseling

Part II of each of these sections was included in an effort to ascertain whether or not any consistent rationale for the overall ratings existed. A large volume of data was collected. Only simple statistical treatments were utilized in looking for apparent trends. No tests of significance were carried out. In this section tentative conclusions based on the findings are presented. Complete tables presenting the data upon which these conclusions were based are found in Appendices I through L.

Counselors consistently expressed concern about the "realism," "interests," and "satisfaction" aspects of the

purported vocational goals. When pertinent concerns around which to center further counseling were evaluated, "interests" again appeared together with "re-evaluation of present vocational goal," "choosing a vocation," and "understanding of self."

The nature of the concern tended to vary with the purported vocational goal. For example, conforming goals were perceived as being more "realistic" than deviate goals. Further, it seems plausible to suggest that the specific interpretation of any of these concerns for an individual case must have been based either on an analysis of its applicability to the individual or on a culturally defined preconception. The nature of the relationship which was shown between appropriateness of vocational goal and acceptance scores seemed to support the conclusion that the cultural definition was the significant factor upon which these judgments were based.

Further support for this conclusion was obtained when it was noted that both vocational goals were perceived as having "good employment potential" and as being "congruent with abilities." The clients were perceived as being able to do and to be employed in "men's work" even though the goals were perceived as less appropriate for them.

Examination of the data revealed that the counselors were more consistent in their perceptions of conforming goals than in their perceptions of deviate goals. Female

counselors perceived less "realism," "interest," and "chance of success" for deviate goals than did male counselors. This finding was interpreted as supporting the earlier conclusion that female counselors perceived deviate goals as being less appropriate than did male counselors.

Correlations between alternatives selected and the overall ratings of appropriateness supported the conclusion that the first adjective in each pair tended to be related to ratings of appropriateness and the second adjective to ratings of inappropriateness. Table 30 reports these results.

Correlations between the total score on all 13 potential concerns around which further counseling might be centered and the overall ratings of need for further counseling were also computed. These correlations revealed that greater pertinence and/or more problem areas were perceived to be positively related to greater need for counseling. Table 31 reports these results.

TABLE 30.--Coefficients of correlation between choice of descriptive alternatives and overall rating of appropriateness of vocational goal.

Deviate Vocational Goal						Conforming Vocational Goal					
Male Counselors			Female Counselors			Male Counselors			Female Counselors		
<u>r</u>	<u>df</u>	conf. level	<u>r</u>	<u>df</u>	conf. level	<u>r</u>	<u>df</u>	conf. level	<u>r</u>	<u>df</u>	conf. level
.76	42	.001	.82	16	.001	.73	42	.001	.86	16	.001

TABLE 31.--Coefficients of correlation between total score for 13 areas for further counseling and overall rating of need for further counseling.

Deviate Vocational Goal						Conforming Vocational Goal					
Male Counselors			Female Counselors			Male Counselors			Female Counselors		
<u>r</u>	<u>df</u>	conf. level	<u>r</u>	<u>df</u>	conf. level	<u>r</u>	<u>df</u>	conf. level	<u>r</u>	<u>df</u>	conf. level
.65	42	.001	.69	16	.01	.63	42	.001	.60	16	.02

Summary of Further Analysis

The data presented in this section support the following conclusions.

1. Male counselors were more consistent in their selection of adjectives used to describe female clients than were female counselors.

2. The counselors were most consistent in their concern over realism, interests, and personal satisfaction when evaluating appropriateness of vocational choice and need for further counseling.

3. When considering the evidence presented in this section in conjunction with previously reported results, it was concluded that the counselors were responding more to the cultural definitions than they were to the individual client and the suitability of the specific vocation for her.

It must be stated clearly that while these counselors appeared to have pre-judged perceptions of the suitability of deviate vocational goals for women, nothing is known of how they would respond in actual counseling interviews. This point will be discussed more completely in Chapter V when the implications for educational practice are discussed.

4. A positive correlation existed between the choice of the first alternative in each pair and greater perceived appropriateness of vocational goal.

5. A positive correlation existed between the perceived degree of pertinence and/or the total number of problem areas around which further counseling might center and the overall rating of need for further counseling.

Chapter Summary

In this chapter the results of the investigation have been presented and briefly discussed. The attempt has been made to identify trends which seem to exist and to suggest explanations for unexpected findings. In the next chapter the results will be discussed and conclusions for the study drawn from them.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

The first four chapters presented the rationale, related literature, experimental design, and results of the study. In this chapter the study will be summarized, results and implications discussed, and recommendations for further research suggested.

Summary

The Problem

Traditional work roles for men and women have been defined by the culture. Men and women are viewed as having differing orientations to life in general, to the ways in which they approach work, and to the needs which work fulfills for them. Cultural biases against women entering traditionally masculine areas are perceived to exist. As a professional group counselors are exhorted to maximize the potential of the individual. In working with the female client who has vocational goals which deviate from those defined by the culture the counselor faces two binds. First, as an employee of a social institution (the school) which may be oriented toward conformity, he may receive pressure

to counsel for conformity. Second, as he is typically a member of middle class society himself, he may hold personal biases regarding appropriate feminine work roles which will influence his relationship with female clients who present deviate vocational goals. The purpose of this research was to explore the differential perceptions expressed by school counselors of female clients who presented traditionally masculine (deviate) and feminine (conforming) goals as their vocational choices. In so doing, counselors' perceptions of the suitability of varying work roles was also assessed.

Design and Methodology

The sample consisted of 62 counselors, 44 males and 18 females, who were employed during the 1966-1967 academic year by school systems in suburban St. Paul, Minnesota. Each counselor was exposed to three prepared taped interviews with high school girls. The first tape was used to sensitize the counselors to the experimental procedures, and the remaining two were used as the experimental stimulus devices. Each counselor heard one tape in which the client was purported to hold a deviate vocational goal and one tape in which the client was purported to hold a conforming vocational goal. Each client was heard by one treatment group as purportedly holding a deviate vocational goal and by a second treatment group as purportedly holding a conforming vocational goal. The vocational goal was

specified in an introduction to the interview. Identical copies of the interview itself then followed so that identical interview material was presented regardless of the purported vocational goal.

Following each interview the counselors performed four descriptive and evaluative tasks. (a) On a 6-point scale each of 42 adjectives were rated as being "much unlike" to "much like" the client. One-half of the adjectives had been pre-judged to be positive and one-half had been pre-judged to be negative characteristics. (b) On a 6-point scale the appropriateness of the vocational goal was rated. Following this rating the counselors completed ten statements describing their perceptions of the goal for the client. (c) On a 6-point scale the perceived need for further counseling for the client was rated. Following this rating the counselors evaluated the perceived pertinence which each of 13 areas had as areas around which further counseling with the client might be centered. (d) Two additional vocational choices which might be considered by the client as alternate vocational goals were suggested. The alternates were selected from a prepared list which contained jobs ranging from highly masculine to highly feminine.

The results were scored and treated statistically using t tests for mean differences, Pearson product moment correlations, multiple correlations, and partial correlations.

Results

Acceptance Scores

Acceptance of the client was based on the score derived from the ratings of the 42 adjectives. Utilizing the scoring rationale described in Chapter III higher scores indicated more positive descriptions and lower scores more negative descriptions of the clients. The scores were considered to represent the degree of acceptance perceived by the counselor for the client. Findings related to acceptance scores are summarized below.

1. Female counselors gave higher acceptance to female clients regardless of the purported vocational goal than did male counselors.

2. No significant differences appeared between mean acceptance scores for female clients purported to hold either deviate or conforming vocational goals. This finding was consistent whether the counselors were considered as a total group, were divided by sex, or by sex and experience.

3. When divided by sex and experience no significant mean differences were obtained between experienced female, inexperienced female, or experienced male counselors. Inexperienced male counselors, however, gave significantly lower acceptance to all female clients than did inexperienced female counselors. Inexperienced male counselors' acceptance

scores for female clients purported to hold deviate goals were significantly lower than the same scores for experienced male counselors. It was concluded that inexperienced male counselors may differ from other counselor groups in the degree of acceptance perceived.

Viewing the results directionally, mean acceptance scores for inexperienced female counselors were highest. Experienced female and experienced male counselors' mean acceptance scores were approximately equal. Inexperienced male counselors' mean acceptance scores were the lowest. These relationships were consistent for both vocational goals. This finding was cautiously interpreted to suggest that counselors may change with experience. Specifically, male counselors may show increased and female counselors decreased acceptance as they become more experienced.

Appropriateness of Vocational Goal

Each counselor was asked to rate the appropriateness of the vocational goal purportedly held by the client. This rating was made on a 6-point scale with alternatives ranging from "highly appropriate" to "highly inappropriate." Following the rating the counselor completed each of ten statements which described his reasons for making the rating. Findings related to these ratings are reported below.

1. Conforming vocational goals were perceived as more appropriate for female clients than were deviate vocational goals by all counselors.

2. Male counselors perceived greater appropriateness for deviate vocational choices for female clients than did female counselors.

3. Female counselors perceived greater appropriateness for conforming vocational goals for female clients than did male counselors.

4. When divided by experience the experienced counselors perceived no statistically significant difference in the appropriateness of the two vocational goals. Directionally, the conforming goals were perceived as being more appropriate than the deviate goals. Inexperienced counselors perceived the conforming goals to be significantly more appropriate than the deviate goals.

5. Analysis of the descriptive statements which were used to describe the rating of appropriateness of vocational choice revealed that counselors were most concerned about realism, practicality, interests, and chances for personal satisfaction in making this rating. From this finding it was concluded that as the definition of these characteristics has been largely determined by cultural stereotypes, counselors were significantly influenced by the cultural definition of appropriate work roles for women when determining appropriateness of vocational goal.

Need for Further Counseling

The third task performed by each counselor was a rating of need for further counseling. This rating was made on a 6-point scale with alternatives ranging from "no need" to "great need." Following this rating was a list of 13 areas of concern around which further counseling might center. The pertinence which each area held for further counseling was rated on a 3-point scale ranging from "no pertinence" to "great pertinence." The findings related to these ratings are reported below.

1. Female clients purported to hold deviate vocational goals were perceived to have greater need for counseling than were female clients purported to hold conforming vocational goals. However, when the various subgroups were analyzed, the following results appeared.

a. When counselors were divided by sex, a significant difference between means appeared for the female but not for the male counselor.

b. When counselors were divided by sex and experience, a significant difference appeared for inexperienced female counselors only. Differences for experienced and inexperienced male counselors and experienced female counselors were directional but not statistically significant.

It was concluded that for most counselor groups the vocational goal did not significantly raise the need for further counseling. However, by cautiously interpreting the directional nature of these results, combined with the significant difference which appeared for the total group, and the results of the correlational study reported in item 2 below, it was suggested that deviate vocational goals may have increased the perceived need for further counseling. It was further concluded that female counselors may have perceived the increased need more strongly than male counselors.

2. An analysis of correlational data produced the following conclusions about the relationship of problems to the perceived need for further counseling. As the perceived need for counseling increased, (a) the number of perceived problems increased, or (b) the problems perceived were felt to have an increased pertinence for further counseling, or (c) both the number of problems and the degree of pertinence increased. It was concluded that the need for counseling is positively related to the number and/or seriousness of the perceived problems.

3. Clients holding deviate vocational goals were perceived as needing to consider "choice of vocation," "re-evaluation of present vocational goal," "interests," and "understanding of self" as primary concerns around which further counseling might center. This finding was

felt to support the similar findings obtained from the analysis of the descriptive statements relating to appropriateness of vocational goal. These items seemed to further confirm the conclusion that the cultural definitions of appropriate work roles for women significantly influenced the counselors' perceptions regarding the suitability of the two vocational goals for female clients.

Additional Vocational Choice

The data related to this task indicated that counselors suggested additional vocational goals for consideration which were related to the goal which the client was originally purported to hold. Female clients originally purported to hold deviate vocational goals had additional vocational goals suggested which were significantly more deviate than did female clients who were originally purported to hold conforming vocational goals. From these results it was concluded that, despite the expressed feelings that conforming goals were more appropriate than deviate goals and that female clients holding deviate goals were in greater need of further counseling, the counselors acknowledged the validity of the client's choice and were willing to work within this context in suggesting further goals.

This finding seemed to be related to the finding that acceptance was perceived as being independent of the vocational goal. The two findings were considered to support each other when it was contended that, despite their personal perceptions of appropriate work roles for women, counselors did perceive the clients and their needs in a differentiated way on the basis of the vocational goals which they were purported to hold.

Correlational Study

In order to further assess the existing relationships between acceptance scores, appropriateness of vocational goal, and need for further counseling a correlational study was conducted. This study revealed the following findings.

1. Acceptance scores and ratings of appropriateness of vocational goal are negatively related as indicated by the simple correlation coefficient. Further analysis employing partialing indicates that they are both related to need for further counseling which helps to explain their relationship to each other.

2. Both acceptance scores and ratings of appropriateness of vocational goal were related to ratings of need for further counseling.

3. For male counselors acceptance scores and ratings of appropriateness of vocational goal contributed equally to ratings of need for further counseling.

4. For female counselors need for further counseling was influenced more by ratings of appropriateness of vocational goal than by acceptance scores.

Three major conclusions were based on these findings:

1. Because of the nature of the relationship between acceptance scores and ratings of appropriateness, the rating of appropriateness of vocational goal appeared to be based more on cultural definitions of appropriate vocational goals for women than on an assessment of the appropriateness of the goal for a specific client.

2. Male and female counselors based ratings of need for further counseling on different factors. Male counselors appeared to perceive a greater general need for counseling than did female counselors. Female counselors appeared to be more concerned with appropriateness of the vocational goal as a factor influencing need for further counseling than did male counselors.

3. When counselors perceived either a personal weakness within the client or an inappropriate vocational goal, they also perceived a heightened need for further counseling. This assumption led to the conclusion that counselors perceived as a part of their function the responsibility to "do something" to help the client when a perceived need was present.

Discussion and Implications

Results obtained indicated that counselors' perceptions of their clients were based on a broad spectrum of impressions. One factor such as an appropriate or inappropriate vocational goal did not significantly affect this perception.

It further appeared that counselors were willing to work with a client within the context of the client's stated interests even though they may have felt that these interests were inappropriate. Support for this contention was based on the significantly more deviate orientation of the additional vocational choices suggested for the clients originally purported to hold deviate vocational goals. It was apparent that the counselors perceived these goals as less appropriate for clients than they did the more conforming goals. It was noted that the mean goal suggested was considerably more conforming than the original goal of engineering and as such may have represented a compromise between deviation and conformity. Regardless, these goals were significantly more deviate than were the additional goals suggested for clients originally purported to hold conforming goals.

Results based on division of the counselor group by sex or experience were much less clear than results based on the total counselor group. It appeared that the major variable which produced differential perceptions may have

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been the individual counselor rather than sex, experience, or some other variable. If this is true, it appears important to learn as much as possible about the personal qualities which are present in effective counselors.

As the results indicated that female counselors may have perceived less appropriateness for deviate vocational goals and more need for further counseling for clients having these goals, the question of whether males or females will be more effective counselors for such clients is raised. If the goal of the female counselor in further counseling is to "talk the client out of" a goal which is perceived as inappropriate by the counselor, she may be a less appropriate person to deal with such a client. If, on the other hand, the goal is to deal openly with the total process of choice and the problems faced by women in making a choice, the female counselor may be highly effective with such a client. It is also not apparent what the male counselor's perception means for effective counseling. He may perceive deviate goals as more appropriate because he considers vocational choice of less importance for a female client and for this reason considers further counseling centered around this problem to be relatively unimportant. If he actually perceives the goal as more appropriate, he may provide the more effective relationship through which to deal with the choice process. This research project did not provide the information

necessary to answer these questions. The data suggested that male and female counselors perceived deviate vocational roles differently which in turn implied the need to understand better the ways in which such perceptions would be implemented in the actual counseling situation.

The literature which suggested that self-validation is achieved through conformity seemed to be supported. While the counselors appeared to accept equally clients with deviate and conforming vocational goals, it was also apparent that they did not approve of the deviate goal as highly as they approved of the conforming goal. Further, when they perceived a client less positively or felt that the vocational goal was more inappropriate, they also perceived a need to counsel with the client about this perception. It appears probable that their personal biases would be communicated either openly or covertly to the client in the course of their counseling. If this is true, the female client who holds a deviate vocational goal over which she may already have ambivalent feelings may find herself in a less secure position as a result of counseling rather than in a position of having obtained actual help in working through the problem which is of basic concern for her. The suggestion becomes apparent that the route to greater approval would be through greater conformity. This assumption places the counselor in the role of urging conformity to the culturally defined norms

rather than aiding her to identify her uniqueness and nurture growth and self-development through independent decision making.

Suggestions for Further Research

The original purpose of this research was to investigate counselor perceptions of the suitability of vocational goals for girls. It was acknowledged that the paucity of related research literature made the hypotheses highly tentative. Despite this difficulty, it is hoped that the present effort will motivate others to conduct investigation in this general area. The following suggestions for further research are presented to provide useful suggestions for obtaining additional empirical data regarding women and work.

1. An acknowledged limitation of this research was the paper-and-pencil approach which was utilized. Projects designed to evaluate the differences in the interaction between counselors and female clients presenting varied vocational goals are needed. It would seem important to understand what actually happens in such relationships. As has been pointed out, this project has evaluated only the counselors' reported perceptions not their actual counseling behavior.

2. Further investigation of the relationship existing between acceptance or description of the client and the vocational goal presented should be carried out.

Because it is acknowledged that the sample selected was a group of well trained, experienced counselors who were willing to participate voluntarily, the findings warrant validation by a wider range of counselors before they should be applied to counselors as a total group. It is the investigator's belief that the sample selected may possess less bias concerning cultural stereotypes of career-oriented women than would counselors with less experience and training.

3. This study has not included groups other than counselors as subjects. For this reason no intergroup comparisons have been possible. The attitudes of other groups which have a potential for significantly influencing females regarding vocational goals should be evaluated. It is only through such research that conclusions relating to the degree of cultural bias expressed by counselors can be adequately evaluated.

Further evaluation of female attitudes toward masculine work roles for women should be conducted. It appears that most women who write on the topic express the attitude that women should have greater freedom in the selection of work roles. There is need for further studies which are designed to investigate in depth not only the attitudes of various groups but also the reasons for which the attitudes are held.

Concluding Statement

This study was originally conceived because the area under consideration was one about which much was written but little actually known. Riordan (1965) showed that counselors were more positively oriented to the idea of women having careers, rather than temporary jobs, than were high school students. Others such as Roe (1966) suggested that women in masculine work roles were the subjects of discrimination. Much of the literature was highly general and often conflicting. It was, therefore, decided to study how a specific group, school counselors, would perceive female clients who were purported to hold aspirations to traditionally masculine and feminine work roles.

Forming hypotheses to be tested was difficult because of the general and conflicting nature of the literature. For part of the rationale it was necessary to go beyond the field of counseling into the literature relating to conformity and deviation.

The final conclusions are acknowledged as being tentative and suggestive of relationships and perceptions which exist. The necessity of further confirmation is readily acknowledged. The goal of the research appears to have been achieved as the perceptions of one group which works with and potentially influences women in their vocational choice process have been obtained and analyzed. Additional research will either confirm these findings and build on them or disprove them and replace them with more valid results.

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APPENDICES

APPENDIX A

Interview Schedule

A. First I would like some information about your family.

1. Who makes up the family?
2. What is your position among the children?
3. How is your father employed?
4. What is his educational level?
5. How is your mother employed?
6. What is her educational level?
7. Do you feel that there is anything unique about your family or their way of life?
8. What kinds of responsibilities have you had to take for your family?
9. What kinds of things does your family do together?

B. Next I would like to know something about your school.

1. Describe the high school you attend. How large is it? Where is it located? What kind of socio-economic group attends? etc."
2. What courses have you found most interesting? Why?
3. What courses have you found least interesting? Why?
4. What honors or special recognition have you received? What honors or special recognition do you hope for or think you may receive in the future?
5. What activities have you participated in? Which have you enjoyed the most?
6. Can you describe a teacher you remember especially well from elementary school or junior high school and tell why he stands out in your memory? If you were going to teach how would you do it and how would you want to be viewed by your student?

So far the questions have been quite specific. Now I'd like you to let yourself go in answering the next questions. Really put yourself into them.

C. How would you describe yourself; for example you might start with your appearance, some intellectual qualities or maybe how others see you.

D. What are some goals you have in life? Let's take what you want to have accomplished by a couple of different ages, say 25 and then 45.

E. If you were going to become a crusader either for or against some cause, what would you choose and why?

F. Before coming here what is something which has happened to you that has special meaning or importance for you?

APPENDIX B

Rater Personal Data Sheet

Place an X in the appropriate blanks.

1. _____ Male
 _____ Female

2. Courses completed or in progress

_____ 815 B	_____ 853 C
_____ 816 A	_____ 465
_____ 816 B	_____ 865
_____ 816 C	_____ 882 (Practicum)
_____ 816 D	

3. Major field

_____ High School Counseling
 _____ Elementary School Counseling
 _____ Counseling Psychology
 _____ School Social Work
 _____ School Diagnostician
 _____ Other (Please Specify)

4. Degree currently being pursued

_____ Masters Degree
 _____ Educational Specialist
 _____ Doctoral
 _____ Other (Please Specify)

APPENDIX C

Adjective Rating List

Instructions: (for rating positive words)

Below is a list of adjectives. Some of them may suggest positive qualities to you. Suppose that you are to describe a high school girl in a positive way. Indicate which adjectives you might use. If you feel that the adjective is positive, put + before it. If you feel that it is a highly positive adjective put ++ before it. Please work rapidly using first impressions.

Instructions: (for rating negative words)

Below is a list of adjectives. Some of them may suggest negative qualities to you. Suppose that you are to describe a high school girl in a negative way. Indicate which adjectives you might use. If you feel that the adjective is negative put - before it. If you feel that it is a highly negative adjective put a -- before it. Please work rapidly using first impressions. Do not be concerned that you might use some adjective which you have previously rated as positive.

absent-minded	curious	idealistic	reliable
active	cynical	imaginative	resourceful
adaptable	daring	immature	rigid
adventurous	deceitful	impatient	self-confident
affected	defensive	impulsive	self-controlled
aggressive	deliberate	independent	selfish
alert	dependable	indifferent	sensible
aloof	determined	individualistic	sensitive
ambitious	disorderly	industrious	serious
anxious	dissatisfied	insightful	sincere
apathetic	dominant	irresponsible	sociable
argumentative	efficient	logical	spontaneous
arrogant	egotistical	loud	stable
assertive	emotional	mature	steady
boastful	energetic	methodical	strong
bossy	enterprising	nervous	submissive
calm	enthusiastic	opinionated	suggestible
capable	evasive	organized	talkative
careless	excitable	outgoing	tense
cautious	fair-minded	persistent	unambitious
changeable	flirtatious	pleasant	unassuming
cheerful	foolish	poised	unconventional
clear-thinking	foresighted	practical	undependable
clever	formal	precise	unfriendly
cold	frank	rational	unrealistic
conceited	friendly	realistic	unstable
confident	frivolous	reasonable	versatile
confused	hasty	rebellious	warm
conservative	headstrong	reckless	wholesome
conventional	honest	relaxed	withdrawn
cooperative	hostile		

APPENDIX D

Counselor Descriptive and Evaluative Scales

The case of _____ Room _____

On the following pages are four evaluative and descriptive tasks which you are asked to complete regarding the client you just heard. As you open the booklet you will note that instructions for completing each task are on the left hand page and the tasks themselves are on the right hand page. In some cases a task will have more than one part. In these cases please read the instructions for Part I and then do Part I before moving on to the instructions for Part II. The tasks have been laid out in this manner so as to avoid possible confusion and error. Please follow the directions exactly. If you have any questions, please ask them of the person operating the tape recorder.

Task 1--Adjective Check List

Opposite is a list of adjectives to be used in describing the client you have just heard. After each word are the numbers 1,2,3,4,5, and 6 which represent the degree to which the word is like or unlike the client. For each word place an X on the number from 1 to 6 which best describes how much you feel that the word is like or unlike the client. The numbers may be interpreted to mean as follows:

1. VERY MUCH UNLIKE THE CLIENT.--Would not be used to accurately describe this person.
2. MUCH UNLIKE THE CLIENT.--Would seldom be used to accurately describe this person.
3. UNLIKE THE CLIENT.--Would be used only in some situations to describe the client. You may feel that the client possesses this characteristic to a small degree, but it would be more unlike than like him.
4. LIKE THE CLIENT.--Would be used only in some circumstances to describe the client. While possessing only a small amount of this characteristic it is more like than unlike him.
5. MUCH LIKE THE CLIENT.--Would often be used in giving an accurate description of the client.
6. VERY MUCH LIKE THE CLIENT.--Would regularly be used in accurately describing the client. One of the client's most apparent characteristics.

Please mark each word. Move quickly through the list reacting to your first impressions for each word.

Sample:

Absent-minded X 2 3 4 5 6

Clever 1 2 3 4 5 X

Task 1--Adjective List

Aloof	1 2 3 4 5 6	Independent	1 2 3 4 5 6
Ambitious	1 2 3 4 5 6	Individualistic	1 2 3 4 5 6
Apathetic	1 2 3 4 5 6	Irresponsible	1 2 3 4 5 6
Boastful	1 2 3 4 5 6	Logical	1 2 3 4 5 6
Clear-thinking	1 2 3 4 5 6	Mature	1 2 3 4 5 6
Cold	1 2 3 4 5 6	Outgoing	1 2 3 4 5 6
Conceited	1 2 3 4 5 6	Poised	1 2 3 4 5 6
Cynical	1 2 3 4 5 6	Practical	1 2 3 4 5 6
Defensive	1 2 3 4 5 6	Realistic	1 2 3 4 5 6
Dependable	1 2 3 4 5 6	Reasonable	1 2 3 4 5 6
Determined	1 2 3 4 5 6	Rebellious	1 2 3 4 5 6
Egotistical	1 2 3 4 5 6	Rigid	1 2 3 4 5 6
Evasive	1 2 3 4 5 6	Self-confident	1 2 3 4 5 6
Foolish	1 2 3 4 5 6	Sensible	1 2 3 4 5 6
Foresighted	1 2 3 4 5 6	Spontaneous	1 2 3 4 5 6
Friendly	1 2 3 4 5 6	Stable	1 2 3 4 5 6
Headstrong	1 2 3 4 5 6	Undependable	1 2 3 4 5 6
Hostile	1 2 3 4 5 6	Unfriendly	1 2 3 4 5 6
Imaginative	1 2 3 4 5 6	Unrealistic	1 2 3 4 5 6
Immature	1 2 3 4 5 6	Unstable	1 2 3 4 5 6
Impulsive	1 2 3 4 5 6	Warm	1 2 3 4 5 6

Task 2--Appropriateness/Inappropriateness of Vocational ChoicePart I

Utilizing the knowledge and feelings which you have about this client evaluate the appropriateness of her vocational choice on the scale on the following page. Mark in the spaces not on the lines.

Part II

A number of factors undoubtedly contributed to your rating. Listed on the opposite page are several statements which may help to explain your feelings. You will be asked to do four things to these statements, but please do them one at a time so as not to become confused.

1. Go through the list and complete each sentence by underlining the word or phrase which best describes your feeling about this vocational choice.

Sample:
The choice is (secure) (insecure).

2. Had you actually considered each of the ten factors while determining your rating of appropriateness or inappropriateness, you would have considered each to be either desirable or undesirable. Those factors considered desirable would have influenced you toward a more appropriate rating; those considered undesirable would have influenced you toward a more inappropriate rating. Circle the + in front of each statement which you would consider to be desirable and the - in front of each statement you consider to be undesirable. Please mark all statements. This task does not presume that you actually considered each factor; it asks only how you would have felt about each factor had you considered it.

Sample:
+ ⊖ The choice is (secure) (insecure).

3. Indicate those statements which actually had a bearing on your rating in Part I by placing an X in the blank before the item. Mark only those statements which had a bearing on your above rating; leave the rest unmarked.

Sample:
_____ + ⊖ The choice is (secure) (insecure).
X + ⊖ The choice is (a glamour occupation) (a dull occupation).

4. In addition to the statements listed you may have had additional reasons for your rating. If so, please list those in the spaces provided at the bottom of the page.

Task 2--Appropriateness/Inappropriateness of Vocational ChoicePart I

Appropriate				Inappropriate	
Highly Appropriate	Generally Appropriate	Somewhat Appropriate	Somewhat Inappropriate	Generally Inappropriate	Highly Inappropriate

Part II

- _____ + - The choice is (conventional (unconventional)).
- _____ + - The choice is (realistic) unrealistic).
- _____ + - The choice is (sensible) (reckless).
- _____ + - The choice is (practical) (impractical).
- _____ + - The choice is (masculine) (feminine).
- _____ + - The choice holds (good employment potential)
(poor employment potential).
- _____ + - The choice is (congruent with the client's
interests) (incongruent with
the client's interests).
- _____ + - The choice is (congruent with the client's
abilities) (incongruent with
the client's abilities).
- _____ + - The chances of job success for this client in
this career are (high) (low).
- _____ + - The probability of long-range personal satis-
faction for the client in this
occupation is (high) (low).

11-11-11

11-11-11

Task 3--Need for CounselingPart I

From the limited factual knowledge and impressions you have formed about the client rate the need for counseling which you feel that this client exhibits on the following scale. (Mark in the spaces, not on the lines.)

Part II

If you have suggested some degree of need for further counseling, you will have identified some area(s) which you feel need further consideration with the client. Listed opposite are several concerns which high school students often discuss with counselors. Indicate for each one, using the following scale, the pertinence which you feel it had for this client and your potential further relationship.

- 1--No pertinence for this client.
- 2--Some pertinence for this client.
- 3--Great pertinence for this client.

Space has been left for you to add additional areas which you have identified which have not been listed.

Task 3--Need for CounselingPart I

No Need	Little Need	Some Need	Above Average Need	Much Need	Great Need

Part IIEducational-Vocational Concerns

_____	Choosing a specific vocation
_____	Choosing more appropriate school subjects
_____	Choosing a college
_____	Assistance with identification of interests
_____	Assistance with understanding abilities
_____	Further evaluation of present vocational choice
_____	Other (Specify)

Personal-Social Concerns

_____	Relationship with mother
_____	Relationship with father
_____	Relationship with siblings
_____	Relationship with teachers
_____	Relationship with peers
_____	Relationship with opposite sex
_____	Better understanding of self
_____	Other (Specify)

Task 4--Additional Vocational Choices

Suppose that you are working with this client in vocational planning and you are asked to suggest additional suitable jobs. From the list below select the two which you would consider to be most suitable and which you would most likely suggest. Write your choices (designating them exactly as they appear below) in the spaces provided on the opposite page. (For the moment, please put aside any feelings which you might have about making such a direct suggestion to a client. It is acknowledged that the information you have on which to base a decision is limited, but please do as well as you can.)

Accountant	Manufacturer's Representative
Anthropologist	Mathematician
Architect	Medical Records Librarian
Artist	Medical Researcher
Author	Medical Secretary
Biologist	Medical Technologist
Bookkeeper	Musician
Buyer--Women's Fashions	Newspaper Reporter
Chemist	Nurse
College Professor	Occupational Therapy
Dental Assistant	Office Manager
Dental Hygienist	Personnel Interviewer
Dentist	Personnel Manager
Dietitian	Pharmacist
Elementary School Teacher	Physical Therapist
Engineer	Physician
High School English Teacher	Physicist
High School Math Teacher	Psychologist
High School Science Teacher	Public Relations Director
High School Teacher	Purchasing Agent
Home Economist	Retail Sales Clerk
Hospital Administrator	Social Worker
Lawyer	Sociologist
Librarian	

Task 4--Additional Vocational ChoiceWrite Your Choices Here

1. _____

2. _____



APPENDIX E

Job Rating List

Instructions

You are asked to consider each of the job titles and decide if you think it is a job which would be more suitable for men or for women. If it is a man's job, place an M before it; if a woman's job an F. If there are some jobs which you think are suitable almost exclusively for men or women, place a + after the M or F to indicate this feeling. If you feel that a given job is equally suitable, place a 0 in front of it.

Please mark as you actually feel about each job. Move rapidly, responding to your first impressions.

Accountant	Librarian
Anthropologist	Manufacturer's Representative
Architect	Mathematician
Artist	Medical Records Librarian
Author	Medical Researcher
Biologist	Medical Secretary
Bookkeeper	Medical Technologist
Buyer--Women's Fashions	Musician
Chemist	Newspaper Reporter
College Professor	Nursing
Dental Assistant	Occupational Therapy
Dental Hygienist	Office Manager
Dentist	Personnel Interviewer
Dietitian	Personnel Manager
Elementary School Teacher	Pharmacist
Engineer	Physical Therapist
High School English Teacher	Physician
High School Math Teacher	Physicist
High School Science Teacher	Psychologist
High School Teacher	Public Relations Director
Home Economist	Purchasing Agent
Hospital Administrator	Retail Sales Clerk
Lawyer	Social Worker
	Sociologist

APPENDIX F

Average of Original Ratings and Numerical
Values Assigned to Jobs in the Vocational
Choice Stimulus List

1

Job	Average Rating	Numerical Value
Accountant	3.63	8
Anthropologist	3.68	9
Architect	4.03	10
Artist	3.02	6
Author	3.02	6
Biologist	3.48	8
Bookkeeper	2.92	6
Buyer--Women's Fashions	2.08	2
Chemist	3.68	9
College Professor	3.48	8
Dental Assistant	1.76	1
Dental Hygienist	2.03	2
Dentist	4.03	10
Dietitian	2.05	2
Elementary School Teacher	2.50	4
Engineer	4.16	10
High School English Teacher	2.92	6
High School Math Teacher	3.16	7
High School Science Teacher	3.31	7
High School Teacher	3.05	6
Home Economist	1.58	1
Hospital Administrator	3.92	10
Lawyer	3.94	10

Job	Average Rating	Numerical Value
Librarian	2.06	2
Manufacturer's Representative	3.94	10
Mathematician	3.56	8
Medical Records Librarian	2.34	3
Medical Researcher	3.23	7
Medical Secretary	2.03	2
Medical Technologist	2.82	5
Musician	3.02	6
Newspaper Reporter	3.35	7
Nursing	1.85	2
Occupational Therapy	2.77	5
Office Manager	3.77	9
Personnel Interviewer	3.31	7
Personnel Manager	3.67	9
Pharmacist	3.65	8
Physical Therapist	3.00	6
Physician	3.63	8
Physicist	3.79	9
Psychologist	3.39	7
Public Relations Director	3.71	9
Purchasing Agent	3.55	8
Retail Sales Clerk	2.85	5
Social Worker	2.73	5
Sociologist	3.21	7

APPENDIX G

Letter of Invitation

1935 North Asbury Ave.
St. Paul, Minnesota 55113
November 3, 1966

Dear Fellow St. Paul Suburban Counselor:

As many of you know, I am working for my PhD at Michigan State University and am currently at the dissertation stage. For my research, I have selected a project requiring as subjects a group of trained junior and senior high school counselors. I have been able to plan my project only because I felt that counselors in the Twin City suburban area could provide a subject group possessing more than minimal training and experience qualifications. In addition, I felt that you would be a group who would cooperate in a research project which called on your professional qualifications in a very real way.

With this in mind, I have talked with John Ramaley and Leo Amundson regarding the cooperation of the St. Paul Suburban group. As participation should be voluntary and the project should not conflict with the regularly planned program of the group, we have arrived at the following plan. At our November 17th meeting, the business meeting will begin promptly at 2:30 and will be followed by the planned discussion groups. These will be terminated so that work on my project could begin between 3:45 and 4:00. As the project has been timed to take no more than one hour, we would anticipate finishing by 5:00 at the latest. I am therefore hoping that as many of you as possible will make plans to stay and participate.

Now, a brief word about the project. I have taped several short interviews with high school students. You will be asked to listen to these and then react descriptively regarding your perceptions of the students. It is this aspect of my work which I consider to be unique and important. Much research being carried out which requires the physical presence of a subject group utilizes subjects who are in training and thus easy to obtain. However, these reactions may not be representative of the on-the-job, practicing professionals such as yourself. If we are to know more about ourselves as professionals, practicing counselors must be involved research projects which utilize their professional skills, not just their ability to fill in questionnaires.

As a further consideration, I can promise you that your participation will be completely anonymous. You will not be asked to identify your responses by name at any time.

With this information at hand, I hope that as many as possible will plan to stay and to participate. I sincerely feel that you will find the project interesting and that through your participation you will be contributing to our professional knowledge. I am enclosing a post card which I would appreciate your completing and returning to me so that I can make plans accordingly.

If you have any questions, please call me at Kellogg High School, 484-7201, days or at home, 646-1146, evenings.

Sincerely,

APPENDIX H

Personal Data Information

1. M F (Circle one)
2. Single Married (Circle one)
3. Age _____
4. Educational experience:
Total years experience in education _____
Number of years in classroom teaching _____
Number of years in counseling _____
5. Are you certified as a school counselor in the State of Minnesota?
Yes No (Circle one)
If not, are you eligible? Yes No (Circle one)
6. Please indicate degrees held and year granted.

Degree	Year granted
_____	_____
_____	_____
_____	_____
- Have you earned credits beyond your highest degree?
Yes No (Circle one)
If so, approximately how many? _____ (Quarter hours)
7. Parents' education--List highest grade or degree completed by:
Father _____
Mother _____
8. Father's occupation _____
9. Is or was your mother employed outside of the home?
Yes No (Circle one)
If so, what is/was her occupation? _____

APPENDIX I

Percentage of Subjects Selecting Each
Alternative in Task 2, Part II

	Deviate Vocational Goal		Conforming Vocational Goal	
	Male Counselor	Female Counselor	Male Counselor	Female Counselor
Conventional	30%	18%	91%	100%
Unconventional	70	82	9	0
Realistic	66	35	87	88
Unrealistic	34	65	11	12
Sensible	57	59	93	100
Reckless	43	41	7	0
Practical	66	53	93	100
Impractical	34	47	7	0
Masculine	86	94	0	6
Feminine	14	6	100	94
Good Employment Potential	96	88	95	100
Poor Employment Potential	5	12	5	0
Congruent with Interests	52	29	61	71
Incongruent with Interests	48	71	39	29
Congruent with Abilities	86	88	91	88
Incongruent with Abilities	14	12	9	12
High Chance of Success	68	53	86	82
Low Chance of Success	32	47	14	18
High Chance of Satisfaction	32	24	61	76
Low Chance of Satisfaction	68	76	39	24

APPENDIX J

Percent of Subjects Designating Each
Alternative as Positive or Negative
in Task 2, Part II

	Deviate Vocational Goal				Conforming Vocational Goal			
	Male Counselors		Female Counselors		Male Counselors		Female Counselors	
	+	-	+	-	+	-	+	-
Conventional	20	9	17	0	55	36	76	24
Unconventional	36	34	35	47	7	2	0	0
Realistic	55	11	35	0	80	9	76	12
Unrealistic	2	31	12	53	0	11	6	6
Sensible	45	7	59	0	82	11	88	12
Reckless	5	27	12	29	2	5	0	0
Practical	61	5	47	6	84	9	82	18
Impractical	0	34	18	29	0	7	0	0
Masculine	18	68	35	59	0	0	6	0
Feminine	9	5	6	0	91	9	88	6
Good Employment Potential	86	9	76	12	86	9	88	12
Poor Employment Potential	0	5	0	12	0	5	0	0
Congruent with Interests	41	11	29	0	55	7	71	0
Incongruent with Interests	5	43	6	65	11	27	0	29
Congruent with Abilities	77	9	76	12	87	2	88	0
Incongruent with Abilities	0	14	0	12	2	7	0	12
High Chance of Success	64	5	41	12	80	7	82	0
Low Chance of Success	0	31	12	35	2	11	0	18
High Chance of Satisfaction	23	9	24	0	57	5	71	6
Low Chance of Satisfaction	11	56	12	65	7	32	0	23

APPENDIX K

Percent of Subjects Reporting Having Considered
Each Alternative in Making Their Overall
Evaluation of Appropriateness
of Vocational Goal

	Deviate Vocational Goal		Conforming Vocational Goal	
	Male Counselors	Female Counselors	Male Counselors	Female Counselors
Conventional	5%	0%	20%	18%
Unconventional	34	41	5	0
Realistic	20	6	36	35
Unrealistic	18	29	5	6
Sensible	7	6	23	24
Reckless	5	12	2	0
Practical	5	6	32	18
Impractical	18	12	0	0
Masculine	34	29	0	0
Feminine	2	0	25	24
Good Employment Potential	20	6	41	12
Poor Employment Potential	0	0	0	0
Congruent with Interests	20	12	39	24
Incongruent with Interests	43	53	25	30
Congruent with Abilities	30	18	52	47
Incongruent with Abilities	7	6	5	12
High Chance of Success	18	6	25	29
Low Chance of Success	9	24	7	12
High Chance of Satisfaction	7	6	23	29
Low Chance of Satisfaction	30	59	20	18

APPENDIX L

Percent of Total Possible Pertinence Indicated
by Subjects for Possible Areas Around Which
to Center Further Counseling

Concern	Male Counselors		Female Counselors	
	D.V.G.	C.V.G.	D.V.G.	C.V.G.
Choosing Vocation	71%	46%	58%	46%
Choosing School Subjects	26	18	24	12
Choosing College	47	44	32	47
Identification of Interests	80	75	74	56
Understanding Abilities	40	39	24	26
Further Evaluation of Present Voc. Choice	84	71	79	59
Relations with Mother	28	30	26	32
Relations with Father	31	26	24	24
Relations with Siblings	21	23	15	26
Relations with Teachers	44	37	38	32
Relations with Peers	44	56	32	38
Relations with Opposite Sex	34	37	32	24
Understanding Self	75	69	65	53

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