

ABSTRACT

FEMININE SEX ROLE CONCEPTS AMONG HIGH SCHOOL COUNSELORS AND STUDENTS

by Richard Joseph Riordan

The Problem

The study was concerned with exploring attitudes toward the feminine role, specifically as these attitudes might affect the amount of freedom afforded adolescent girls in their decision-making and planning.

Rationale

The theoretical framework is set in a cultural context based on the traditional dictates of our society with regard to the roles females should or should not assume because of their sex membership. This context provided the basic assumption that male members of our society typically perceive the feminine role as one which is other-oriented and marriage-directed. Further specificity is woven into the framework from studies which suggest that 1) women's life plans and developmental stages are characterized by differing attitudes toward marriage and career, and 2) individuals' perceptions of the feminine role can be defined on a continuum of self-orientation (activity)

versus other-orientation (passivity).

Design and Methodology

The final sample consisted of 30 male counselors, 30 female counselors, 30 eleventh grade male students, and 30 eleventh grade female students. The instruments administered to the four samples were: 1) a background information questionnaire, 2) Matthews' Marriage-Career Scale to measure how marriage-directed the samples perceived the feminine role to be, 3) three case studies written for this research to detect differences among the samples with regard to their solution of typical problems faced by women, and 4) two forms of Fand's Inventory of Feminine Values, which measures the relative amounts of self-orientation and other-orientation the subjects perceive in the feminine role. One form of the Fand Inventory asked the subjects to respond as they thought their abstraction of an Ideal Woman would, and another form asked: a) males to respond as they thought Women's Ideal Woman would, and b) females to respond as they thought Men's Ideal Woman would. Analysis of variance estimates of reliability for the four samples ranged from .75 to .89 on the Marriage-Career Scale, and from .12 to .84 on the two forms of the Inventory of Feminine Values.

Findings and Implications

1. Counselors were much more accepting of the possibility that girls' lives will or should include considerations in addition to marriage. The difference in marriage-career attitudes was cited as a possible inhibiting factor in the counseling relationship if counselors do not recognize the priority given to marriage goals by adolescent girls.

2. Students described the Ideal Woman as being significantly more other-oriented than did counselors. While the adolescent girls felt that ideally their more active needs should be suppressed, the girls reported ambitious work plans, the vast majority of which were in fields occupied predominantly by women. Counselors can expect that adolescent girls may tend to make premature career decisions based on their currently felt needs and the traditional dictates of our society regarding how these needs should be met.

3. Male students described the feminine role as being significantly more marriage-directed but slightly less other-oriented than did female students. The adolescent girl is likely to find her concept of femininity reinforced with respect to passivity and challenged with respect to career aspirations. The boys could also be implying that women's more active needs can be fulfilled adequately

through marriage, and that the mother-worker role is one they would rather have their ideal woman avoid.

4. Both female samples described Men's Ideal Woman as being significantly more other-oriented than the Ideal Woman as seen by the two male samples actually was. One implication is that an adolescent girl's planning could be severely restricted if, in her eagerness to find identity as a woman, she defers to what she perceives to be the typical male expectation.

5. Inconsistent reliabilities obtained for the four samples on the Inventory of Feminine Values suggested that the self-other continuum did not provide a meaningful opportunity for the subjects to adequately describe the feminine role.

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HIGH SCHOOL COUNSELORS AND STUDENTS

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A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Counseling, Personnel Services
and Educational Psychology

1965

631506
6-7-66

ACKNOWLEDGMENTS

To Dr. Buford Stefflre, my committee chairman, whose kind and efficient guidance was manifest throughout my entire doctoral program.

To Dr. Ruth Hill Useem, whose interest and creativity encouraged me to persist in this project.

To Dr. Kenneth Matheny, who gave freely of his time and suggestions, especially when they were needed the most.

To Dr. Keith Anderson, whose generous aid and empathy facilitated the completion of this study.

To Dr. James Costar and Dr. Fred Vescolani for their support during my program.

To Dr. Esther Matthews and Dr. Alexandra Botwin for permission to use their instruments.

Finally, to my wife Barbara, for her loving patience always.

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CHAPTER I

THE PROBLEM

Statement of the Problem

A frequent practice in school guidance programs is that of assigning female counselors to female students and male counselors to male students. The reasons for this method of assignment may be many, but at least one stems from the belief that counselors and clients of like sex understand one another's problems and needs better, and consequently counseling is facilitated. Inherent in this assumption is another belief that girls' problems are considerably different than boys' problems because of different constitutions and culturally assigned roles. For example, the housewife-mother-worker role is not open to boys. This exclusively feminine role demonstrates a possible area of conflict for women.

Traditionally, our culture has assigned a passive, other-oriented role to the housewife and mother. She is expected to realize her ambitions through her husband and children, or through appropriate community activities, or through an occupation which does not interfere with the flow of family life. The conflict arises when the traditionally prescribed role is seen as being detrimental to the fulfillment of the more active needs of women as

manifested particularly by a consuming interest in a career other than, or in addition to, homemaking. At the risk of oversimplification one can say that a young woman sometimes perceives her choices as being either marriage or career. In actual fact, of course, there is little evidence that the two cannot be successfully combined. But our culture has traditionally prescribed that the career of the husband has priority, and that the primary career of the woman is that of wife and mother.

An especially important perception of what the gradient should be between activity and passivity or marriage and career is that of the male, principally because women encounter male expectations regardless of the career or combinations of careers they choose. It seems logical to expect that the male counselor's values concerning the ideal gradient between activity and passivity will, consciously or unconsciously, affect his demeanor in the counseling interview with a female client. To cite an extreme example, if he believes that a woman's place is in the home, he might communicate to her that it is unrealistic to major in physics. Conversely, if the female counselor sees the likelihood of self-fulfillment outside the home, she might consider it a most appropriate choice for the same girl to study physics.

To some extent this differential counseling is a product of sex-role stereotypes. The male counselor could possibly

have the same goal in mind for the girl as the female counselor does, i.e., self-realization. But the means by which this goal is to be attained are obviously quite different. This difference could mean that the male counselor defines the feminine role differently than the female counselor, in which case the outcome of counseling for girls might depend on the sex of the counselor.

This same reasoning can be applied to the male-female peer relationships. To the extent that the female student is "counseled" by the male student, expectations that the male holds for women can flavor this relationship.

Purpose of the Study

The basic purpose of this study is to explore differences in attitudes toward the feminine role as expressed by four populations: 1) male counselors, 2) female counselors, 3) male students, 4) female students. A corollary purpose is to draw inferences about the effect of these attitudes on the interactional behavior of the four populations, specifically as it might affect the latitude afforded adolescent girls in their decision-making and planning.

Importance of the Study

It is important to know how counselors and students view the feminine role and the operational consequences of

these views. Counselors are among those specifically charged with guiding adolescent girls in the performance of their developmental tasks. As a professional, regardless of his or her sex, the counselor is charged with being "a specialist in understanding woman's identity, and in helping girls discover and achieve satisfactory identity." (Havighurst, 1965, p. 155) It is important to know if and how perceptions of the feminine role differ between males and females, counselors and students. If there are differences, and these differences affect the relationships of the groups, educators may want to examine how they should prepare counselors for this specialty.

Understanding what it means for a woman to achieve satisfactory identity appears to be more difficult now that it was previously. At least it seems certain that the avenues available for reaching it are more numerous. A more apparent avenue, paid employment, has widened considerably in the last few decades so that now many accept the position that it is as desirable for women to be able to validate themselves through all forms of employment as it is for men.

Theoretical Frame of Reference

This study uses two specific rationales set in a context of broad cultural theory to converge on the specific hypotheses. The cultural context is based on the traditional

dictates of our society with regard to the roles female members should or should not assume because of their sex membership. Caplow (1954, p. 236) cites one of the more evident examples, as being the restrictions placed on women by "a vast network of special statutes, rules and regulations - some designed for their protection, some intended to reduce their effectiveness as competitors, and some adroitly contrived for both purposes at once." This context provides the basic assumption that male members of our society typically perceive the feminine role as one which is other-oriented and marriage-directed.

Further specificity is woven into the theoretical framework by two rationales derived from elements of vocational theory and from studies of the feminine role. The first rationale is suggested by the findings of Matthews and Tiedeman (1964) that women's life plans and developmental stages are characterized by differing attitudes toward marriage and career. Their study was confined to three stages: early adolescence, adolescence, and young adulthood. The adolescents differed from the early adolescents in their greater acceptance of marriage and less frequent commitment to careers. Other themes which emerged from the study suggested that the life styles of girls are shaped by the attitudes they hold with regard to how men view a woman's use of her intelligence.

As a girl approaches the point where she can exercise

her option of marriage, this prospect seems to modify career tendencies and in some cases may represent an actual conflict in the girl's planning. Plans become both tentative and restricted. They become tentative because they are more receptive to revision through marriage. They become restricted because they are likely to incline in a direction which the girl feels will offer maximum likelihood of enhancing her identity as both a woman and a worker.

Such a direction could be represented by choices such as nursing and teaching.

Educational plans may not be as clearly affected as are vocational plans. Further education is a socially desirable means by which a girl can prepare for any eventuality. College, for instance, offers the secondary, perhaps even primary, enticement of becoming a fertile field for mate selection. In any case, education is good insurance against unemployment, and it is in keeping with one of society's dominant values.

Another rationale for the hypotheses of this study stems from attempts to define the female personality by the amount of self-oriented (active) and other-oriented (passive) elements it should ideally possess. Both Fand (1955) and Steinmann et al (1964) formulated their studies on this basis. They found that their samples of college women perceived a difference between how they define the ideal woman and how they thought men would define the ideal

woman. Men were seen as expecting their ideal woman to be considerably more other-oriented than self-oriented. Steinmann (1963) used the same bases to compare mothers, fathers, and their college daughters. She found that, although there was considerable agreement as to what the ideal woman should be, both the mothers and daughters perceived men's ideal woman to be more other-oriented than the fathers' description of the ideal woman actually was. The fathers perceived their ideal woman to have approximately equal parts of self-orientation and other-orientation.

Reasoning from either rationale, it is logical to expect that the adolescent girl may give priority to sex-role identity and regard male expectations as important guidelines for attaining feminine identity. If foremost in her mind is her identity as a woman, and she perceives males in her environment as defining femininity in passive terms, it is reasonable to expect that she would internalize these expectations and perhaps even incorporate them into her own perception of the ideal woman.

The mature woman, on the other hand, might be expected to defer less to her perceived expectations of men in general. She has reached a developmental stage wherein she can more freely allow her own innate tendencies to guide her activities. Moreover, she more than likely has resolved the question of what meaning marriage and family actually hold for her. Or, she may have found that as her children have grown older

and less dependent, the demands for her nurturance have diminished leaving a void that must be filled in other ways.

* The vast number of women who re-enter the labor force in their thirties and forties may be an indicator of the number of women seeking new means of attaining self-fulfillment.

The implications of the foregoing for the present study are that the female counselor can be expected to hold more self-oriented and career-directed attitudes than the female student. Furthermore, males can be expected to hold attitudes toward the feminine role that are marriage-directed and other-oriented. However, this basic hypothesis must be modified for male counselors as opposed to male students. Because of their profession, male counselors might be expected to adhere less to the traditional cultural imperative than will male students.

In summary, it is proposed that male attitudes toward the feminine role define a position that is basically marriage-directed and other-oriented. Female attitudes are more dependent on developmental stage. Whereas the adolescent girl inclines toward the hypothesized male position, the more mature woman sees the feminine role as being less marriage-directed and more self-oriented.

Hypotheses to be Tested

The hypotheses of this study will be stated in broad research form in this section and in a testable form in Chapter III.

H 1: Males' attitudes toward the feminine role will be more marriage-directed than will females' attitudes.

H 1a: Male counselors' attitudes toward the feminine role will be more marriage-directed than will female counselors' attitudes.

H 1b: Male students' attitudes toward the feminine role will be more marriage-directed than will female students' attitudes.

However, because female counselors have already pursued an outside career, and because marriage-career attitudes have been found to be related to developmental stage:

H 2: Female students' attitudes toward the feminine role will be more marriage-directed than will female counselors' attitudes.

Using the rationale that females think that males expect them to be highly other-oriented, the next hypothesis applies Steinmann's findings (1963), which suggested that females may exaggerate the position of males.

H 3: Females' perceptions of MEN'S IDEAL WOMAN will be more other-oriented than will males' perceptions of the IDEAL WOMAN.

H 3a: Female counselors' perceptions of MEN'S IDEAL WOMAN will be more other-oriented than will male counselors' perceptions of the IDEAL WOMAN.

- H 3b: Female students' perceptions of MEN'S IDEAL WOMAN will be more other-oriented than will male students' perceptions of the IDEAL WOMAN.

In a further attempt to test the correctness of inter-sex perceptions, and assuming that males do not know how females want the feminine role to be defined, the following hypothesis is offered:

- H 4: Males' perceptions of WOMEN'S IDEAL WOMAN will be different from females' perceptions of the IDEAL WOMAN with regard to the balance of active and passive elements in the feminine role.
- H 4a: Male counselors' perceptions of WOMEN'S IDEAL WOMAN will be different from female counselors' perceptions of the IDEAL WOMAN with regard to the balance of active and passive elements in the feminine role.
- H 4b: Male students' perceptions of WOMEN'S IDEAL WOMAN will be different from female students' perceptions of the IDEAL WOMAN with regard to the balance of active and passive elements in the feminine role.

The ideal woman as perceived by the two sexes is different:

- . H 5: Females will perceive the IDEAL WOMAN as more self-oriented than males will.
- H 5a: Female counselors will perceive the IDEAL WOMAN as more self-oriented than male counselors will.
- H 5b: Female students will perceive the IDEAL WOMAN as more self-oriented than male students will.

Because counselors are older, more experienced, and better educated than students, and because they are members

of a profession which specializes in knowing what optimal individual functioning is,

- H 6: Counselors' perceptions of the IDEAL WOMAN will be more in agreement than will students' perceptions of the IDEAL WOMAN with regard to the balance of active and passive elements in the feminine role.

It might also be expected that the differences in developmental stage will yield differences in ideals.

- H 7: Counselors' perceptions of the IDEAL WOMAN will be different from students' perceptions of the IDEAL WOMAN with regard to the balance of active and passive elements in the feminine role.
- H 7a: Male counselors' perceptions of the IDEAL WOMAN will be different from male students' perceptions of the IDEAL WOMAN with regard to the balance of active and passive elements in the feminine role.
- H 7b: Female counselors' perceptions of the IDEAL WOMAN will be different from female students' perceptions of the IDEAL WOMAN with regard to the balance of active and passive elements in the feminine role.

The two continua proposed for measuring perceptions of the feminine role in this study are not entirely distinct from each other. The attitudes and values which each measure are drawn from a cultural setting which defines the feminine personality in consonance with attitudes toward marriage and career.

- H 8: A positive relationship will exist between how marriage-directed individuals' attitudes are and how other-oriented they perceive their IDEAL WOMAN to be.

If the two sexes perceive the feminine role differently, the alternatives a woman has in planning her life might also be viewed differently.

H 9: When asked to choose appropriate solutions to problems faced by women, males will select different alternatives than females will.

H 9a: When asked to choose appropriate solutions to problems faced by women, male counselors will select different alternatives than female counselors will.

H 9b: When asked to choose appropriate solutions to problems faced by women, male students will select different alternatives than female students will.

Definition of Terms

1. Feminine Role - behavior which is culturally prescribed because of sex membership. In this study the definition of feminine role assumes the dimensions and limitations of the instruments which measure it.
2. Marriage-Directed - the relative acceptance of statements which express preference for marriage and marriage-orientation in girls and women when the scores on the Marriage-Career Scale are compared for two sub-samples.
3. Self-Oriented - the quality of seeking fulfillment through the actualization of one's own potential.

This term is used synonymously with active and activity in this study.

4. Other-Oriented - the quality of seeking fulfillment through the intermediary of others. This term is used synonymously with passive and passivity in this study.

Overview of the Study

In this chapter it was proposed that attitudes toward the feminine role differ according to sex and developmental stage. The possibility that these differences may have an effect on the interactional behavior of counselors and students of each sex was proposed. The conceptual framework from which this study draws its dimensions of the feminine role was discussed and the hypotheses to be tested were derived. Some of the terms used in the study were then defined.

Literature pertinent to this study will be reviewed in Chapter II. In Chapter III the instruments, pilot study, sampling procedure, type of analyses, and testable hypotheses will be described. Chapter IV will contain an analysis of the data and a discussion of the results. In Chapter V the summary, conclusions, and implications for further research will be presented.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In this chapter literature related to the present study is reviewed. Four areas were selected as being most pertinent. First is the development of vocational theory for women. In this section some of the general theoretical positions are reviewed, and then studies which have focused on feminine vocational development in adolescence and young adulthood are examined. The second area is literature concerning the female personality as it is distinct from that of the male. A third area contains some findings about attitudes toward the feminine role. The fourth important area of research relates to the effect of values and attitudes on interactional behavior, especially with regard to the counselor-client relationship.

The Vocational Development of Women

General. Most theorists have posited that women's vocational development is different from that of men. The reasons for this difference are perhaps best understood from an examination of the differential career patterns of the two sexes. Caplow (1954, pp. 230-247), for instance,

reported the trends in women's occupations from 1900 to 1950 and cited the following unique conditions of female employment: 1) intermittent career patterns, 2) status of secondary bread winner, 3) relation of residence to husband's occupation, 4) reserve of employable women, 5) special statutes. He also noted that, besides the structural elements, learned attitudes of both sexes accounted for these conditions. Women learn to value personal relationships while men derive satisfaction from competition.

Super (1957, p. 294) also suggested that the attitudes of women themselves tend to limit their career potential. Recognizing that the types of employment open to women are partly the cause, he wrote that, "Women tend to see themselves as helpers - wives, nurses, secretaries, administrative assistants - rather than as leaders and creators." He classified women's careers into seven patterns:

1. The stable homemaking career pattern: marriage with no significant work experience.
2. The conventional career pattern: brief work experience, marriage, then full-time homemaking.
3. The stable working pattern: working career exclusive of marriage.
4. The double track pattern: combined career of work and marriage with time taken out for child-bearing.

5. The interrupted career pattern: work, marriage and raising of family until children are old enough to be left, then work.
6. The unstable career pattern: work, homemaking, and intermittent resumption of full-time work.
7. The multiple trial career pattern: a succession of unrelated jobs with stability in none. (pp.77-78)

The conditions outlined by both Super and Caplow seem to suggest that the process by which a woman or young girl chooses a vocation often is highly dependent on a series of events which are not immediately discernable to her, and the outcome cannot be predicted as successfully as it can for a man. Bailyn (1964, p. 707) characterizes the choice process of women who seek to combine a professional career with a family as "revokable, irrational, and discontinuous." This description seems appropriate to most stages of feminine vocational development. For much the same reasons as Caplow cites, women and adolescent girls often have the alternative of housewife which can revoke their choice, or at least retard their progress along a chosen career path. The irrationality of the process stems from the condition of not always being able to accurately assess and follow up opportunities with the certainty and singularity of purpose that men can. Discontinuity is characteristic of women's choice process because each stage of development introduces new

variables which may contradict those of a previous stage.

The premise that women's vocational development is highly susceptible to cultural conditions seems to be central to any attempts at formulating a theory for women. Tiedeman, O'Hara, and Matthews (1958, pp. 37-41) offered seven propositions which they consider necessary for devising such a theory in our culture.

Proposition 1. Men and women differ biologically and these biological differences give rise to differentiated qualifications for employment.

Proposition 2. Women are taught to be women; men are taught to be men.

Proposition 3. Women are expected to live with their parents as long as necessary, but in this case, must provide their clothes and satisfy their special wants by themselves provided the family income is modest or less.

Proposition 4. Women are expected to marry.

Proposition 5. Education is frequently considered of questionable value to a woman; education is the road to professional employment for men.

Proposition 6. The husband is the 'breadwinner'; the wife is the 'homemaker'.

Proposition 7. There are men's jobs and women's jobs.

These propositions are especially relevant because it is the degree of acceptance of such cultural imperatives that this study attempts to explore among counselors and students.

Adolescence and Young Adulthood. Both Super (1957)

and Havighurst (1965) agree that women stabilize occupationally earlier than men do. And the single event of marriage or the prospect of it appears to be a primary reason for this early stabilization. Havighurst (1965, p. 154) points out that, because of the trend toward more schooling, more employment, and earlier marriage, girls have little time to try out different patterns. He claims that during the age period from 15 to 20 most girls encounter choice points and make decisions that determine their career patterns. The following chart identifies the four basic patterns that Havighurst detects:

<u>Pattern</u>		<u>Percent of Girls who Show This Pattern</u>
	Enter College	
A1	High school - college - marriage	11
B1	High school - college - work - marriage	16
C1	High school - college - work - never marry	3
		<u>30</u>
	Complete High School and Do Not Go Further	
A2	High school grad - marriage	20
B2	High school grad - work - marriage	10
C2	High school grad - work - never marry	3
D2	High school grad - waiting - marriage or work	3
		<u>36</u>
	Dropout Before Completing High School	
A3	Dropout - marriage	15
B3	Dropout - work - marriage	5
C3	Dropout - work - never marry	1
D3	Dropout - waiting - marriage or work	13
		<u>34</u>

The adolescent girl encounters a special ambiguity as she collates the cues from her many referent groups. As part of a success-oriented society she finds it difficult to get a consistent definition of "a successful woman." Bettelheim (1962, pp. 85-86) describes this identity crisis as one which is common to both sexes, but he suggests that it is easier for a boy to find his identity in hard work and study.

. . . Many a girl finds herself in a parallel position; but then she suddenly realizes that with her new dedication to hard work and study, she is failing to compete in the marriage market. Knowing that she wants to have a family one day, and fearing that with her present single-minded absorption it may slip through her fingers, she stops herself dead in her tracks; or worse, she cannot make up her mind which she really wants, and may lose out on both means of self-realization, if marriage has become the only possibility.

This dilemma -- if it is in fact a dilemma for very many adolescent girls -- seems to be resolved in favor of marriage or marriage-directed attitudes. Hewer and Neubeck (1964) found that their large sample of entering college freshmen, both men and women, typically accepted the traditional and nurturant role for women. They concluded that, "If cultural values indicate that women should work after marriage to fulfill their abilities and training, these women apparently prefer not to." (p. 591)

If the notion of a career is entertained by an adolescent girl, the choice she makes is most often one which she

perceives as being most compatible with her role of housewife and mother. Research results are consistent on the point that most girls in both high school and college state that their major goals in life are marriage and children (see, for example, Douvan & Kaye, 1954, and Empey, 1958). Or, girls may often choose a particular job because it is one into which women usually go. Powell and Bloom (1962) found that office work, teaching, and nursing were most often chosen by their sample of high school girls. The reason given for choosing these fields was that the jobs were felt to be "acceptable choices for women." Both of these reasons then, the marriage-family goal and "women's jobs," seem to dictate the specific job choice of most girls in adolescence and young adulthood.

Some studies suggest that the girl who deviates from the traditional pattern and pursues a career as her primary interest may be less adjusted than the homemaking-oriented girl. Vetter and Lewis found that career-oriented girls in their sample of college women "appear to feel less socially secure and are less tolerant of others." (1964, p. 597) White (1959) used the Q-sort technique with college women and their parents to measure adequacy of self-concept and the degree of parental identification. The women in her sample who had masculine career interests showed the greatest discrepancy between "Self" and "Ideal Self," and also appeared to have the least satisfactory relationship with their parents.

On the other hand, Mulvey (1963) traced the career patterns of 475 women who had graduated from high school between 1931 and 1938 and for whom she had data concerning goals and career aspirations. She found that those girls of the "least-feminine, strong career orientation tend to be highly adjusted and of the 'productive' career orientation." (p. 374) Mulvey suggested that the girl who has a strong career orientation in high school and represses it for marriage finds that the desire for a career emerges after the children become less dependent on her.

Rossi's study of college graduates of 1961 suggests another way of looking at the career-oriented girl. She classified the female segment of her sample into three career types:

1. Homemakers - no career goal other than being housewives. Ninety percent were married.
2. Traditionals - long-range career goals in predominantly female fields. Two-thirds were married.
3. Pioneers - long-range career goals in predominantly male fields. One-half were married.
(1964b, p.9)

Rossi found that Homemakers had closer family ties than Pioneers, enjoyed being with children more, and approved of maternal employment less. With regard to the Pioneers, Rossi states: "Being less predisposed to dependence, they are less apt to marry young, more readily restrict contact with their kin, and are prepared to establish more

egalitarian relationships with men, people older than themselves, or in positions of greater authority than their own." (p. 12)

A comprehensive look at the literature bearing on the vocational development of women indicates that much more exists in the form of speculation than in the form of empirical findings. Women's career patterns appear to depend considerably on whether or not a woman marries and bears children. In the years of adolescence and young adulthood the prospect of marriage and children, plus cultural expectations of what employment women should seek, appear to be factors which weigh heavily in girls' decisions about the future. Research studies suggest that the girl who has strong career interests of a non-traditional nature may not be as well adjusted as the girl who is less career-oriented and sees marriage and children as her major goals in life. However, there is evidence to suggest that the girl who is strongly career-oriented and foregoes her career wishes in deference to marriage may experience a resurgence of career interests after the children become less dependent. Some evidence also suggests that the girl who is oriented toward masculine careers may be more independent and less in need of responding to pressures for a traditionally feminine occupation and career pattern.

The Feminine Personality

Most attempts to isolate personality characteristics which are uniquely feminine and fit them into a sound theory of femininity have been doomed by lack of both logical and empirical support. The amount of wisdom in Freud's declaration that a woman's "anatomy is her destiny" appears to be highly dependent on the woman and her cultural milieu. One of Freud's followers, Helene Deutsch (1944), formulated her personality theory for women on the assumption that there is a "feminine core" of passivity, masochism, and narcissism. She posited that the psychic pattern of each woman derives according to the quantitative distribution of these three traits, and the ideal feminine personality consists of a harmonious balance of the traits. According to Deutsch, a high degree of feminine intellectual activity, especially if it is in competition with the male, may signify a "masculinity" or "castration" complex, and result in lack of fulfillment and inadequate adjustment for women.

A popular condemnation of the approach of equating masculinity with activity and femininity with passivity can be found in The Feminine Mystique. Betty Friedan (1963) copiously documented her work to illustrate that most women cannot find complete psychological fulfillment in an inferior and passive role that represses their active, self-realizing tendencies. She offers as evidence the example of today's many suburban housewives whose active natures are frequently

channeled into such shallow activities as reading popular sex-novels and attending alcoholic afternoon bridge parties.

Be this as it may, it appears that female personalities are neither so psychologically homogeneous nor so different from men's personalities that they warrant assignment of most work roles in our society on the basis of sex. Anastasi (1958, p. 497) summarizes what seems to be an adequate operational attitude toward the academic question of sex differences and personality:

From all that has been said, it is apparent that we cannot speak of inferiority and superiority, but only of specific differences in aptitude or personality between the sexes. These differences are largely the result of cultural and other experiential factors, although certain physical sex differences undoubtedly influence behavior development, either directly or through their social effect. Lastly, the overlapping in all psychological characteristics is such that we need to consider men and women as individuals, rather than in terms of group stereotypes.

Attitudes Toward The Feminine Role

Rossi's findings (1964b) have particular relevance for the present study because they yielded differences in the attitudes of men and women concerning the feminine role. Men were found to be considerably more conservative than women with regard to maternal employment, types of careers women should seek, and the need for certain social and political changes concerning women. Moreover, Rossi found that women perceived their husbands or closest male friends to be the most conservative. Compared with husbands, fathers

were seen as being more permissive toward the women entering a masculine field. Rossi interprets this as being illustrative of the fact that a more liberal attitude is possible if one does not have to live with the consequences that a woman's working career might bring to the home.

. . . It may be that in his father role, a man is freer to encourage his daughter in her pursuits into law, medicine, or even engineering, an encouragement he would not extend to his wife or to a woman as a younger courting man, for he would have had to live with the consequences. If his daughter becomes a doctor or a scientist, he can feel pride as her father, whatever problems her career choice raises will not be his, as father, but hers and her husband's. It is easier to be the father of a bright and ambitious woman than it is to be her husband. (p. 15)

There is considerable evidence that men's attitudes toward women's abilities have to some extent determined the present occupational status of women. The President's Commission on the Status of Women presents some of the evidence, and then states:

. . . The extent of negative attitudes among men as to the ability of women emphasizes the need for research on the sources of such views and attitudes, and the adoption of positive policies to diminish prejudice where it exists and to improve women's performance where grievances are found to be justified. (American Women, 1963, p. 34)

Whether the issue is one of men perceiving women to be inferior, or one of the male value system holding that a woman's place is in the home, women apparently are keenly

attuned to what they perceive to be a "male attitude" toward women. Using one of the instruments that is used in the present study, Fand (1955) queried college women as to what they thought men's ideal woman was like and found that they believed males wanted women to play a passive role. The women perceived their own ideal as being more active. Steinmann (1963) compared mothers, fathers, and their college daughters with the same instrument and reported identical findings. However, the fathers' ideal woman was more active than men's ideal woman as perceived by the daughters. Steinmann interpreted her study as suggesting that women may exaggerate the position of men and that men may actually want their ideal woman to maintain a balance between nurturing and achieving orientations. She warned, however, that even though the average husband and father may want his wife and daughter to fulfill themselves, her study does not show how actively the men are willing to foster this desire.

The question of how operative measured attitudes are signals a caution in interpreting data which defines the position of males and females with regard to the feminine role. It is possible, for example, that women indulge in feminist hyperbole when they are asked about male attitudes, and that men register an attitude that is more conceived than operative when they are asked to define the feminine role.

Attitudes, Values, and Counselors

Katz (1963, p. 343) defines an attitude as "the predisposition of the individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner." Specific attitudes arranged in a hierarchical structure constitute value systems. Most theories, according to Katz, do not clearly describe the relationship between attitude-value systems and the behavior of individuals. Some social scientists (e.g., Morris, 1956, pp. 10-12) attempt to define this relationship by positing that human behavior reflects two qualitatively different types of values: operative values and conceived values. Operative values are those which are detectable in an individual's actions. Conceived values are those which the individual thinks he holds. This distinction is important because the present study gauges operative values only to the extent that they can be inferred from three case studies. To be more specific, if a counselor's reported values and attitudes are not consistent with his or her behavior in the counseling interview, the female client may be receiving cues that are different from those that can be inferred from this study.

However, the position that conceived values are valid indices of how a person behaves seems to have considerable merit. Smith (1964, pp. 346-347) even suggests that the

complex nature of overt behavior may becloud the true values of an individual.

That we are tapping something 'merely verbal' is no occasion for dismay; the verbal symbolism by which values are knit into the fabric of the self is a source of their importance, not a limitation. Indeed, the notion that 'behavioral values' would somehow be firmer stuff than verbal values could we only get at them, seems to me quite mistaken. Overt behavior is never a direct index of any personological variable being a result of components attributable to personality and the behavioral situation; for the contribution of personality in this case is further resolvable into motivation and ability, and the motivation, in turn, arises only in part from the engagement of value standards . . .

In the counseling situation the question of what effect counselors' values have on clients assumes great importance. Considering the guidance function alone, the obvious necessity of goals presumes that a basic value structure undergirds these goals. In the counseling relationship, although the purpose may be to encourage clients to ferret out their own goals, productivity is often measured by the degree to which clients adopt counselors' values. (See, for example, Rosenthal, 1955). Samler (1962, p. 134) contends that it is inevitable that the counselor will influence the client's value systems, and he claims that this is one of the purposes in counseling.

Given a highly talented 17-year-old youngster in educational and vocational counseling from a lower socio-economic stratum, I submit that the

counselor assumes a given set. This has to do with the client's self-actualization to be sure, and will allow for unique solutions. But for the generality of cases, the desirability of college will be very much in his mind. He has set a goal, tentative to be sure, for the youngster -- it is obviously value oriented. I submit that the counselor will work toward that goal for and with the youngster.

Summary

In this chapter studies and viewpoints which are important to the background of this study were reviewed. Some theoretical positions related to women's vocational development were presented, and the effect of cultural influences was underscored as being dominant in women's career patterns. Studies concerning feminine vocational development in adolescence and young adulthood were presented as evidence that attitudes toward marriage and career are crucial determinants of girls' job choices in the high school and college years. Next, some views on the feminine personality structure as it is distinct from that of the male were presented. (The conclusion was reached that sex differences in personality are primarily imposed by culture, but regardless of this fact, the overlapping spread in personality characteristics suggests that assignment of most work roles on the basis of sex is not warranted. Some evidence concerning attitudes toward the feminine role was then examined, and note was made of the differences between the male and female attitude. Finally, attitudes and values

and the impact they can have on the counseling interview were explored.

Chapter III contains a discussion of the design of the present study. In Chapter IV the results of the analysis are presented and discussed. Chapter V contains a summary, conclusions, and implications for further research.

CHAPTER III

DESIGN AND METHODOLOGY

This chapter contains a discussion of the instruments used in the study, the pilot study, populations and sampling procedures, hypotheses, methods of analysis, and limitations of the study.

Instruments

The four instruments used in this study were: 1) Two forms of a data sheet, one for counselors and one for students, 2) Matthews' Marriage-Career Scale, 3) three case studies written for this research, and 4) three forms of Fand's Inventory of Feminine Values. They will be discussed according to the order in which they were administered. See Appendix A for a sample copy of each instrument.

Data Sheet

A data sheet was devised to obtain descriptive information from the four samples. Two forms were used, one for counselors and one for students. On both forms respondents were asked their age, sex, height, weight, number of older and younger brothers and sisters, and their parents' marital status, occupation, and level of education. Students were

asked to indicate their educational and occupational plans, and their preference with regard to the sex and marital status of a counselor they would choose. Counselors were asked to indicate their marital status, number of children, years of counseling and teaching experience, and their preference with regard to which sex they feel most effective in counseling and which sex they would rather counsel.

Matthews' Marriage-Career Scale

Background and Scoring Procedure. Esther Matthews (1960) based her study of girls' marriage-career conflict on a psychoanalytic theory of femininity derived from Deutsch (1944). Among the instruments she used in her study was a seventy-one item attitude questionnaire based on psychological literature, clinical interviews, and her own experience in counseling girls. With the exception of several items scaled in an opposite direction to break response set, all items were worded so that strong agreement would favor marriage and strong disagreement would favor career. The scale was administered to 1,237 girls and young women representing the developmental stages of early adolescence, adolescence, and young adulthood. When cluster analysis was performed on the results, fourteen sub-scales emerged which included a total of 57 items. The sub-scales along with the other available measures of life style were then submitted to discriminant function analysis, which revealed

that the girls' life styles depended on their attitudes toward marriage and career.

The scale used in the present study is the revised 57-item form with six response categories for each item. If a subject chooses to agree, the intensity of the response is rated 1, 2, or 3 in favor of marriage. Disagreement is scaled 5, 6, or 7 in favor of career. The number "4" is assigned if there is no response. Seven items are included which are obversely oriented and are therefore scored in reverse fashion, i.e., disagreement is scored as favoring marriage. The total score is computed by summing the weights of each response. Low scores represent marriage preference and high scores represent career preference.

Reliability. Two methods of estimating internal consistency were used for the Marriage-Career Scale. The first method was the split-half technique (odd-even) with the Spearman-Brown formula applied to the initial correlation coefficient. The second method was an analysis of variance technique described by Hoyt (1941), which has the advantage of providing a measure of item homogeneity. The reliabilities as reported in Table 3.1 indicate that the Marriage-Career Scale has reasonable internal consistency with each population sample.

Table 3.1. INTERNAL CONSISTENCY RELIABILITIES FOR THE FOUR SAMPLES' RESPONSES TO THE MARRIAGE-CAREER SCALE.

Sample	N	Split-half r_{kk}	Analysis of Variance r_{tt}
Male Counselors	30	.86	.82
Male Students	30	.86	.81
Female Counselors	30	.92	.89
Female Students	30	.79	.75

Case Studies

Three case studies were devised in an attempt to detect differences among the four samples with regard to their selection of typical problems facing women. Each case study offers three solutions from which the respondents are asked to choose one which they feel is most appropriate and one which they feel is least appropriate. Hopefully, each alternative represents the application of a different value regarding the feminine role.

The first case study presents the dilemma of a young married couple who are eager to have children, but by doing so may delay or terminate the wife's professional preparation. The second case study concerns a woman in a situation which might be classified as typically suburban. Despite all the good things in her life she is frequently bored and

dissatisfied. The third case depicts a bright high school girl who seeks help from her counselor in making plans for the years following high school.

Fand's Inventory of Feminine Values

Background and Scoring Procedure. Fand (1955) devised her instrument using the assumption that the feminine role can be defined on a continuum ranging from self-orientation to other-orientation. The inventory contains 34 items pertaining to the rights, obligations, and needs of women in their relationships with men, children, and the world in general. Some of the items were taken from what Fand thought to be common concerns among women. Others were based on Murray-type needs such as dominance, abasement, and nurturance. The validity of the instrument was established by submitting the items to seven judges, and also by cross-checking the items through clinical interviews.

Three forms of Fand's Inventory were used in the present study. The first form was administered to all the samples and required the subjects to respond as they would want their abstraction of "YOUR IDEAL WOMAN" to respond. The second and third forms are identical to one another, with the exceptions that the second form asks males to respond as they think WOMEN'S IDEAL WOMAN would, and the third form asks females to respond as they think MEN'S IDEAL WOMAN would.

Both forms use the same items as the first form, but they have been randomly reordered. Also, a statement of reminder ("Remember to answer the way most women would want their ideal woman to answer") has been added after each item.

Subjects respond on a five point scale ranging from strongly agree to strongly disagree. The 17 odd-numbered items were formulated so that agreement favors other-orientation. Agreement with the 17 even-numbered items favors self-orientation. In the present study a weight of "1" was assigned for STRONGLY AGREE and "5" was assigned for STRONGLY DISAGREE. An individual's score was computed by summing across the Other items and the Self items separately, and subtracting the Self Score from the Other Score. To avoid negative numbers, "100" was added to the final scores. Therefore, the maximum possible range is from "32" to "168".

If a subject scores "100" on the inventory, he is describing his IDEAL WOMAN (for example) as being comprised of equal portions of other-orientation and self-orientation. Scores from "101" to "168" represent increasing proportions of self-orientation. Scores from "99" to "32" represent increasing proportions of other-orientation.

Reliability. Fand reported a split-half reliability coefficient corrected by the Spearman-Brown formula of .85 for the IDEAL WOMAN form used in her study. Hoyt's analysis

of variance method was used to compute internal consistency estimates for the samples in the present study. These coefficients are reported for Other scores and Self scores separately in Table 3.2. In spite of the high reliabilities obtained in the pilot study (See Table 3.3), the estimates for the final samples did not prove to be either as consistent or as high as would have been desired.

Table 3.2. INTERNAL CONSISTENCY ESTIMATES OF THE INVENTORY OF FEMININE VALUES FOR THE FOUR SAMPLES

Sample		r_{tt} Other (odd) Items	r_{tt} Self (even) Items
Male Counselors	IDEAL WOMAN	.43	.12
Male Counselors	WOMEN'S IDEAL WOMAN	.69	.66
Male Students	IDEAL WOMAN	.70	.36
Male Students	WOMEN'S IDEAL WOMAN	.55	.36
Female Counselors	IDEAL WOMAN	.73	.45
Female Counselors	MEN'S IDEAL WOMAN	.84	.71
Female Students	IDEAL WOMAN	.76	.27
Female Students	MEN'S IDEAL WOMAN	.60	.73

Because of the wide range of reliability estimates obtained, it was decided to determine a coefficient of stability for a separate sample. This was accomplished through test-retest method by administering slightly altered forms two weeks apart. The sample consisted of 26 graduate students

(16 males and 10 females) enrolled in an Organization of Guidance course at Michigan State University. The results yielded a .86 correlation coefficient for the IDEAL WOMAN form and a .77 for the MEN'S (WOMEN'S) IDEAL WOMAN forms. Although higher and more consistent reliabilities would have been desirable for both the internal consistency and stability coefficients, the obtained reliabilities are deemed sufficient for the study. They must, however, be considered a limitation.

The Pilot Study

A pilot study was conducted prior to choosing the final sample to 1) check the suitability of the instruments, and 2) gain feedback on the underlying rationale of the study. With the exception of Fand's Inventory which was used with the fathers of college women (Steinmann, 1963), no information was available regarding how males would respond to any of the instruments.

The sample for the pilot study consisted of the 27 males and 3 females enrolled in the 1964-65 NDEA Guidance and Counseling Institute at Michigan State University. Because the enrollees were a highly select group completing their last term in the Degree for Advanced Graduate Studies Program, it was not expected that they would be a representative sample of high school counselors. However, they offered

the distinct advantage of having considerable counseling experience and academic expertise.

One hour was spent with the enrollees. Thirty-five minutes were taken to administer the instruments, and twenty-five minutes were spent discussing the theory of the study and possible revisions. As a result of this session, the third case study was revised and a parenthetical statement was added after each item in the MEN'S (WOMEN'S) IDEAL WOMAN forms of Fand's inventory (See Appendix A).

Internal consistency estimates were computed on the basis of a final sample of 25. The three female questionnaires were not included in the analysis, nor were the questionnaires of two males who came late and did not finish before the discussion period started. The reliability estimates were obtained using Hoyt's analysis of variance method. They are reported in Table 3.3. As a result of both the discussion period and the obtained reliabilities the instruments were considered acceptable for use with the proposed populations.

Table 3.3. RELIABILITY ESTIMATES OBTAINED IN THE PILOT STUDY FOR THE MARRIAGE-CAREER SCALE AND THE INVENTORY OF FEMININE VALUES

Instrument	r_{tt}
Marriage-Career Scale (N=25)	.92
Inventory of Feminine Values (N=25)	
IDEAL WOMAN (odd items)	.88
IDEAL WOMAN (even items)	.85
WOMEN'S IDEAL WOMAN (odd items)	.78
WOMEN'S IDEAL WOMAN (even items)	.73

Populations and Samples in the Final Study

The populations sampled for the final study were:

1) public senior high school counselors in Southern Michigan who have at least one year of counseling experience, a master's degree in Guidance, and are currently counseling half-time or more in comprehensive high schools, and 2) eleventh grade Caucasian students in public comprehensive high schools of the Greater Lansing Area.

Samples and Procedures for Collecting the Data

The schools from which the samples were drawn are listed in Appendix B.

Counselor Data. A telephone survey determined how many counselors in the Greater Lansing Area could meet the criteria that had been formulated for the population to be studied. Because the number of counselors was insufficient to meet the desired sample size of 60, a list was compiled of urban-area public high schools similar to those in the Lansing area. Using this list from which to select the schools, counseling staffs were contacted and those staff members who met the criteria were asked to participate in the study. Of those who met the requirements, all consented to take part, and their questionnaires were either mailed to them or delivered personally by the investigator. The questionnaires were anonymous and a self-addressed envelope was included so that returns could be made through the mail. A total of 69 counselors (35 females and 34 males) were contacted who could meet the criteria. Of these, 30 females and 33 males returned the questionnaires.

The questionnaires were correctly completed by all but four females and one male. The four females had not filled in one or more of the age, weight, and height questions, but they were retained in the sample anyway. The one male counselor had not completed an entire section, and his questionnaire was dropped from the study. Two other males were randomly discarded to meet the desired sample size of 30 males and 30 females.

The method of selecting the counselor samples cannot

be said to meet the more stringent requirements of random sampling procedure. However, the method used is considered defensible because: 1) the criteria established for the population was purposely set high to assure that the subjects could be unquestionably designated as "counselors", and 2) geographic proximity to Lansing and similarity of the counselors' schools to those of the students were considered to be important factors. In any case, the distribution of the counselors in this study appears to be reasonably similar to the large national sample described in Project Talent. Tables 3.4 and 3.5 contain comparisons of the two samples by sex, age, and counseling experience.

Table 3.4. A COMPARISON OF THE COUNSELOR SAMPLES WITH PROJECT TALENT COUNSELOR SAMPLES BY SEX AND COUNSELING EXPERIENCE

Counseling Experience	Project Talent*		This Study	
	Males	<u>Sex</u> Females	Males	<u>Sex</u> Females
More than 10 years	16%	29%	3% (1)	17% (5)
5 or 10 years	24%	30%	33% (10)	33% (10)
3 or 4 years	21%	14%	27% (8)	37% (11)
1 or 2 years	21%	13%	37% (11)	13% (4)
Less than 1 year	15%	13%	-0-	-0-
Omit	3%	1%	-0-	-0-
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N=	(10,365)	(6,601)	(30)	(30)

* Flanagan, et al, Project Talent, 1960, Table 3-22, p. 3-41.

Table 3.5. A COMPARISON OF THE COUNSELOR SAMPLES WITH PROJECT TALENT COUNSELOR SAMPLES BY AGE AND COUNSELING EXPERIENCE

Counseling Experience	Project Talent*		This Study	
	Under 40	Age 40 and Over	Under 40	Age 40 and Over
More than 10 years	2%	39%	-0-	16% (5)
5 or 10 years	23%	30%	29% (7)	37% (12)
3 or 4 years	23%	14%	33% (8)	28% (9)
1 or 2 years	28%	8%	38% (9)	19% (6)
Less than 1 year	22%	7%	-0-	-0-
Omit	2%	2%	-0-	-0-
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
N=	(8,180)	(8,784)	(24)**	(32)**

* Flanagan, et al., Project Talent, 1960, Table 3-22, p.3-41.

**Four female counselors did not report their age

Student Sample. Three schools in Greater Lansing were selected as being representative of the area: 1) Lansing Eastern High School, 2) Waverly High School, and 3) Holt High School. Each of the schools is a comprehensive public senior high school which caters to a heterogeneous population of youth. The aid of each school principal was solicited in randomly drawing an eleventh grade American History class to participate in the study. This subject-matter class was chosen because each school offered the course on a non-grouped basis. This met the desire to select a minimally

stratified sample. An exception was made, however, if a student was reading at seventh grade level or below, as determined by his teacher. It was felt that, due to the difficulty of the questionnaire, low reading ability would confound the results. Five questionnaires were withdrawn on this basis.

The questionnaires were administered by the investigator within a three week period in May of 1965. The time allowed was 50 minutes, including instructions regarding the Data Sheet. The Data Sheet was completed in step-by-step fashion under close supervision. The remaining instruments were felt to be self-explanatory and each student was allowed to complete it without further instructions.

The final student sample was drawn by randomly selecting 10 male and 10 female questionnaires from each school, thus obtaining a total of 30 males students and 30 female students.

Descriptive Data Obtained from the Samples

Descriptive information obtained from the four samples is reported below and in Tables 3.6 through 3.20.

Age. The average age of the two student samples was 16.8 years for males and 16.5 years for females. Of the male students, nine were 16 years old, sixteen were 17 years old, and five were 18 years old. Of the female students,

eighteen were 16 years old, ten were 17 years old, and two were 18 years old.

The average age of the counselor samples was 38.1 years for the males and 47 years for the females (N = 26). The median age was 37 years for the males and 46.5 years for the females.

Order of Birth. Each of the four samples was asked to list the number of brothers and sisters in their families, and whether the siblings were older or younger than they were. This information was arranged to show the numbers and percentages born in each order as listed in Table 3.6.

Table 3.6. ORDER OF BIRTH FOR THE FOUR SAMPLES

Order of Birth	Male Counselors	Male Students	Female Counselors	Female Students
Only Child	3 (10%)	-0-	3 (10%)	2 (7%)
First Child	8 (27%)	16 (53%)	10 (33%)	12 (40%)
Second Child*	2 (7%)	7 (23%)	1 (3%)	7 (23%)
Third Child*	4 (13%)	-0-	1 (3%)	3 (10%)
Fourth to Ninth Child*	3 (10%)	2 (7%)	4 (13%)	2 (7%)
Last Child*	10 (33%)	5 (17%)	11 (37%)	4 (13%)
	30	30	30	30

* with at least one older sibling

Parents' Marital Status

Subjects were asked whether their parents were 1) married to each other, 2) separated or divorced, or 3) one or both deceased. This question does not allow a very good comparison between the student sample and the counselor sample because of the age difference. Table 3.7 lists the results for the four samples.

Table 3.7. PARENTS' MARITAL STATUS FOR THE FOUR SAMPLES

Sample	Married to Each Other	Separated or Divorced	One or Both Deceased
Male Counselors	17	0	13
Male Students	26	3	1
Female Counselors	6	1	23
Female Students	29	0	1

Fathers' Occupations. The fathers' occupations were classified according to the Dictionary of Occupational Titles, Volume I. The occupations were also rated according to Duncan's Socio-Economic Index. These latter ratings were assigned by a graduate student at Michigan State University who had previously rated thousands of occupations for various research projects at Michigan State University. See Table 3.8.

Table 3.8. OCCUPATIONS OF THE FATHERS FOR THE FOUR SAMPLES

Occupation	Male Counselors	Female Counselors	Male Students	Female Students
Professional or Managerial	7 (23%)	8 (27%)	6 (20%)	6 (20%)
Clerical and Sales	5 (17%)	7 (23%)	8 (27%)	6 (20%)
Service	2 (7%)	2 (7%)	2 (7%)	4 (13%)
Agricultural	3 (10%)	6 (20%)	1 (3%)	-
Skilled	6 (20%)	4 (13%)	8 (27%)	8 (27%)
Semi-skilled	6 (20%)	1 (3%)	1 (3%)	5 (17%)
Unskilled	1 (3%)	2 (7%)	2 (7%)	-
Disabled or Unknown	-	-	2 (7%)	1 (3%)
	30	30	30	30
Duncan's Socio-economic Index Rating				
Mean	40.43	41.23	44.27	40.97
S.D.	25.16	24.87	20.74	21.46

Mothers' Occupations. Mothers' major occupations were divided into three categories: 1) housewife only, 2) married and part-time worker, and 3) married and full-time worker. The number of years that the mothers had worked was also asked of the student samples. Male students' mothers averaged 4.4 years if they were part-time workers, and 11 years if

they were full-time workers. Female students' mothers averaged 5.5 years if they were part-time workers, and 8.6 years if they were full-time workers.

Counselors were not asked to indicate the number of years their mothers had worked. Because the age difference would not allow a very good comparison between counselors and students, it was decided to rely on the counselors' judgments as to what their mothers' major occupation was.

Mothers' work status for the four samples is reported in Table 3.9. The jobs of the working mothers are classified in Table 3.10.

Table 3.9. WORK STATUS OF THE MOTHERS FOR THE FOUR SAMPLES

Sample	Housewife Only	Housewife and Part-time Work	Housewife and Full-time Work
Male Counselors	20 (67%)	2 (7%)	8 (27%)
Male Students	10 (33%)	8 (27%)	12 (40%)
Female Counselors	22 (73%)	4 (13%)	4 (13%)
Female Students	12 (40%)	9 (30%)	9 (30%)

Table 3.10. OCCUPATIONS OF WORKING MOTHERS FOR THE FOUR SAMPLES

Occupation	Male Counselors		Female Counselors		Male Students		Female Students	
	*PT	FT	PT	FT	PT	FT	PT	FT
Professional or Managerial	0	4	0	1	0	2	0	2
Clerical and Sales	0	2	1	2	7	6	6	5
Service	0	1	3	0	0	0	1	0
Skilled	0	0	0	0	0	0	0	1
Semi-skilled	1	0	0	0	0	2	1	0
No Response	1	1	0	1	1	2	1	1
	<u>2</u>	<u>8</u>	<u>4</u>	<u>4</u>	<u>8</u>	<u>12</u>	<u>9</u>	<u>9</u>

* PT means part-time; FT means full-time.

Parents' Education. Subjects were asked to check one of 8 levels of education for each parent. The number and percentages of fathers attaining each level are listed in Table 3.11. The same information for mothers is presented in Table 3.12.

Table 3.11. EDUCATION OF FATHERS FOR THE FOUR SAMPLES

Level of Education	Male Counselors	Male Students	Female Counselors	Female Students
Some Grade School	5 (17%)	1 (3%)	5 (17%)	1 (3%)
Grade School	9 (30%)	1 (3%)	10 (33%)	2 (7%)
Some High School	3 (10%)	6 (20%)	3 (10%)	5 (17%)
Completed High School	4 (13%)	12 (40%)	4 (13%)	9 (30%)
Some College	4 (13%)	3 (10%)	3 (10%)	7 (23%)
Completed College	0	4 (13%)	2 (7%)	4 (13%)
Graduate Work	1 (3%)	1 (3%)	0	0
Graduate Degree	4 (7%)	2 (7%)	3 (10%)	2 (7%)
	<u>30</u>	<u>30</u>	<u>30</u>	<u>30</u>

Table 3.12. EDUCATION OF MOTHERS FOR THE FOUR SAMPLES

Level of Education	Male Counselors	Male Students	Female Counselors	Female Students
Some Grade School	3 (10%)	1 (3%)	3 (10%)	1 (3%)
Grade School	9 (30%)	0	8 (27%)	1 (3%)
Some High School	3 (10%)	6 (20%)	5 (17%)	9 (30%)
Completed High School	6 (20%)	18 (60%)	7 (23%)	12 (40%)
Some College	3 (10%)	1 (3%)	5 (17%)	4 (13%)
Completed College	3 (10%)	3 (10%)	2 (7%)	2 (7%)
Graduate Work	3 (10%)	1 (3%)	0	1 (3%)
Graduate Degree	0	0	0	0
	<u>30</u>	<u>30</u>	<u>30</u>	<u>30</u>

Students' Educational Plans. Students were asked to check one of five plans regarding their educational future. These aspirations are reported in Table 3.13.

Table 3.13. EDUCATIONAL PLANS FOR THE STUDENT SAMPLES

Plans	Males	Females
Graduate from high school only	7 (23%)	2 (7%)
Go to secretarial, trade, or business school	2 (7%)	4 (13%)
Go to college for a while	5 (17%)	5 (17%)
Graduate from college	12 (40%)	18 (60%)
Do graduate work beyond college	4 (13%)	1 (3%)
	<u>30</u>	<u>30</u>

Students' Occupational Plans. Male students were asked to list their occupational choices. Eighteen different jobs were chosen. These are compiled in Table 3.14. The choices were also classified according to Duncan's Socio-Economic Index. The boys' average rating is more than 13 points higher than the average of their fathers' occupations. This difference could be spuriously low, because Duncan's Index assigns a rating of "19" if the occupation is not known or reported. Five male students' choices were assigned this rating as opposed to only two of the fathers.

Female students were asked to report occupational plans according to four possible career patterns, three of which required them to state an occupational choice. These findings are reported in Table 3.15. In view of the research reported in Chapter II, it seems unusual that 20% of this sample do not plan to marry.

Table 3.14. OCCUPATIONAL CHOICES OF THE MALE STUDENT SAMPLE

Occupation	Number	Occupation	Number
Architect	1	Packaging	1
Airlines Pilot	1	Psychologist	1
Conservationist	1	Scientist	1
Chemist	1	Social Worker	1
Dentist	1	State Worker	1
Draftsman	1	Teacher	1
Electronics Technician	2	Truck Driver	1
Engineer	4	Armed Forces	3
Hotel Administration	1	Unknown	5
Medical Doctor	2		30
Duncan's Socio-Economic Index Rating - Mean 57.57 S.D. 28.59			

Table 3.15. WORK PLANS AND OCCUPATIONAL CHOICES OF FEMALE STUDENT SAMPLE

Occupation	Housewife Only	Housewife & Part-time Work	Housewife & Full-time Work	Remain Unmarried
Housewife Only	5			
Beautician		1		1
C.P.A.		1		1
Interpreter			1	
Medical Technician			1	
Nurse		1		
Policewoman				1
Psychologist			1	
Secretary		2		2
Social Worker		1		
Teacher		4	2	1
Don't Know		4		
	<u>5</u> (17%)	<u>14</u> (47%)	<u>5</u> (17%)	<u>6</u> (20%)

Counselors' Marital Status and Number of Children.

The counselors' marital statuses are reported in Table 3.16. At the bottom of the same table, the average number of children is listed.

Table 3.16. MARITAL STATUS AND AVERAGE NUMBER OF MALE AND FEMALE CHILDREN FOR COUNSELOR SAMPLE

Marital Status and Offspring	Male Counselors	Female Counselors
Single	2	8
Divorced, Separated	0	3
Widowed	0	2
Married	28	17
	30	30
Average Number of Male Children	1.08	1.05
Average Number of Female Children	1.36	.73

Counseling and Teaching Experience of the Counselor Sample.

The 60 counselors in the study were asked the number of years they had taught full-time and the number of years they had counseled half-time or more. The means and standard deviations for the two samples are reported in Table 3.17.

Table 3.17. YEARS OF COUNSELING AND TEACHING EXPERIENCE
FOR THE COUNSELOR SAMPLES

Sample	N	Years Teaching		Years Counseling	
		Mean	S.D.	Mean	S.D.
Male Counselors	30	8.73	6.83	4.60	3.82
Female Counselors	30	14.63	11.14	5.70	3.45

Sex Preferences of Students and Counselors. Students were asked to check a preference for the sex of the counselor they would choose, and a preference regarding the counselor's marital status. Table 3.18 reports this information.

Counselors were queried on their effectiveness and preferences regarding the sex of clients. These results are listed in Table 3.19 and Table 3.20.

Table 3.18. STUDENTS' PREFERENCES REGARDING THE SEX AND MARITAL STATUS OF THE COUNSELOR

Preference	Male Students	Female Students
Female Counselor	(7)	(16)
Single	3	1
Married	0	2
Married with Children	1	4
Makes no Difference	3	9
Male Counselor	(16)	(11)
Single	4	0
Married	0	1
Married with Children	2	4
Makes no Difference	10	6
Makes no Difference	(7)	(3)
Single	2	0
Married	0	0
Married with Children	1	0
Makes no Difference	4	3
	30	30

Table 3.19. COUNSELORS' PREFERENCES REGARDING TYPE OF STUDENT WITH WHICH THEY FEEL MOST EFFECTIVE

Preference	Male Counselors	Female Counselors
Female Student	5 (17%)	2 (7%)
Male Student	1 (3%)	3 (10%)
Makes No Difference	24 (80%)	25 (83%)
	30	30

Table 3.20. COUNSELORS' PREFERENCES REGARDING TYPE OF STUDENT THEY WOULD RATHER COUNSEL

Preference	Male Counselors	Female Counselors
Female Student	2 (7%)	0
Male Student	3 (10%)	3 (10%)
Makes No Difference	25 (83%)	27 (90%)
	30	30

Hypotheses

In this section the hypotheses are stated in a testable form. If a direction is expected, only the alternative to the null hypothesis is given. If a direction is not expected, only the null hypothesis is given. Sub-hypotheses follow in the same fashion.

Hypothesis 1: The mean score of males will be less than the mean score of females on the Marriage-Career Scale.

Hypothesis 1a: The mean score of male counselors will be less than the mean score of female counselors on the Marriage-Career Scale.

Hypothesis 1b: The mean score of male students will be less than the mean score of female students on the Marriage-Career Scale.

Hypothesis 2: The mean score of female students will be less than the mean score of female counselors on the Marriage-Career Scale.

Hypothesis 3: The mean score of males on the IDEAL WOMAN form will be greater than the mean score of females on the MEN'S IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 3a: The mean score of male counselors on the IDEAL WOMAN form will be greater than the mean score of female counselors on the MEN'S IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 3b: The mean score of male students on the IDEAL WOMAN form will be greater than the mean score of female students on the MEN'S IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 4: There will be no difference between the mean score of males on the WOMEN'S IDEAL WOMAN form and the mean score of females on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 4a: There will be no difference between the mean score of male counselors on the WOMEN'S IDEAL WOMAN form and the mean score of female counselors on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 4b: There will be no difference between the mean score of male students on the WOMEN'S IDEAL WOMAN form and the mean score of female students on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 5: The mean score of females will be greater than the mean score of males on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 5a: The mean score of female counselors will be greater than the mean score of male counselors on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 5b: The mean score of female students will be greater than the mean score of male students on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 6: The variance of counselors' scores will be less than the variance of students' scores on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 7: There will be no difference between the mean score of counselors and the mean score of students on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 7a: There will be no difference between the mean score of male counselors and the mean score of male students on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 7b: There will be no difference between the mean score of female counselors and the mean score of female students on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 8a: There will be a positive relationship between mean scores on the Marriage-Career Scale and mean scores on the IDEAL WOMAN form of the Inventory of Feminine Values for each of the four samples separately: male counselors, female counselors, male students, and female students.

Hypothesis 8b: There will be a positive relationship between mean scores on the Marriage-Career Scale and mean scores on the IDEAL WOMAN form of the Inventory of Feminine Values for the four samples combined.

Hypothesis 9: There will be no difference between the number of males and the number of females in the solutions chosen as most and least appropriate in Case Studies 1, 2, and 3.

Hypothesis 9a: There will be no difference between the number of male counselors and the number of female counselors in the solutions chosen as most and least appropriate in Case Studies 1, 2, and 3.

Hypothesis 9b: There will be no difference between the number of male students and the number of female students in the solutions chosen as most and least appropriate in Case Studies 1, 2, and 3.

Methods of Analysis

The statistical procedures used in analyzing the data are discussed in this section. The following models were used: 1) product moment correlation, 2) "t" test, 3) Chi-square, and 4) Variance test using the F distribution. Each will be discussed and note will be made as to its appropriateness for the data.

Product Moment Correlation

Product moment correlation (Pearson r) was used to measure the degree of relationship between scores on the

Marriage-Career Scale and the IDEAL WOMAN form of Fand's Inventory of Feminine Values. The assumptions necessary for use of correlation technique were met in that the sample distributions were homoscedastic and a straight-line regression was apparent in the two variables being correlated.

"t" Test

The "t" test for independent samples was used to test for the difference between two means for Hypotheses 1 through 5 and 7 and 8. This test assumes 1) random selection of groups, 2) independence of means, 3) homogeneity of variance, and 4) normality of distribution of criterion measures. The first two assumptions are met with the possible limitations imposed by the sampling procedures, which are not felt to contraindicate testing the hypotheses. The last two assumptions are accepted on the basis of visual inspection of the data, with one exception. In Hypothesis 3a the variances of the samples being tested were not homogeneous and a less powerful "t" test which does not require this assumption was applied.

Chi-Square

The chi-square test was applied to determine differences between two independent groups in Hypothesis 9. This is appropriate because of the discrete categories provided by

the solutions to the case studies.

It is generally agreed that chi-square should not be applied when any one of the expected frequencies is less than 5. In the cases where this problem occurred, the cells were collapsed to meet the required frequencies.

Variance Test

A variance test was used for hypothesis 6 to test agreement between counselors and students. This test assumes uncorrelated data and random sampling. These assumptions are met to the same extent as they are in the other tests.

Limitations

The major known limitations are believed to be in the instruments and sampling procedures. The wide range of reliability estimates for the Inventory of Feminine Values has already been noted as a limitation. Small sample sizes and methods of sample selection are also limitations. As noted previously however, the criteria for inclusion in the counselor sample limited the number available for the study.

Another limitation stems from the uncertainty about how attitudes affect interactional behavior. It is recognized, for example, that the three case studies represent only superficial attempts to detect sex differences in planning for women.

Responses to the height and weight questions on the Data Sheet have not been reported in this study. These two questions were originally included to determine if there was any relationship between physical size or body proportion and attitudes toward the feminine role. One speculation was that an exceptionally short or tall subject of either sex might view the feminine role differently than a subject of average height. Because only 21 of the 30 female counselors answered both questions, it was decided to drop the questions from further consideration.

Summary

In this chapter the instruments used in the study were described and information regarding their reliability and validity was furnished. Matthews' Marriage-Career Scale was selected to measure attitudes toward marriage and career. Three case studies were devised to detect differences in how the subjects would solve typical problems faced by women. Fand's Inventory of Feminine Values was used to measure the relative amounts of self-orientation and other-orientation that the subjects felt their ideal woman should possess. On another form of Fand's Inventory the subjects were asked to respond the way that members of the opposite sex would. A pilot study was conducted for the purpose of testing the instruments.

Next, a description of the population and sampling procedures was given. The final study included 30 male counselors, 30 female counselors, 30 male students, and 30 female students. The characteristics of these samples were described from information obtained through the Data Sheet.

The hypotheses were stated and a discussion of the statistics used in analyzing the data followed. Finally, limitations of the study were reviewed.

In the next chapter the results of the analysis are presented and discussed. Chapter V will contain a summary, conclusions, and implications for further research.

CHAPTER IV

ANALYSIS OF THE DATA

Four instruments were administered to a final sample of 30 male counselors, 30 female counselors, 30 male students, and 30 female students. The instruments were: 1) a personal Data Sheet, 2) Matthews' Marriage-Career Scale, 3) three case studies written for this research, 4) two forms of Fand's Inventory of Feminine Values, one of which asked the subjects to respond as their IDEAL WOMAN would,, and another form which asked males to respond as they thought WOMAN'S IDEAL WOMAN would and females to respond as they thought MEN'S IDEAL WOMAN would. The results obtained from the instruments and an analysis of the data are reported in this chapter.

The method of presentation is as follows. First, each hypothesis is restated in its null form if there is no direction expected, or in its alternate form if a direction is expected. After each hypothesis the findings are reported, including a statement of acceptance or rejection of the hypothesis and an indication of the statistical procedures used. The results are then discussed.

Hypothesis 1

Hypothesis 1: The mean score of males will be less than the mean score of females on the Marriage-Career Scale.

Hypothesis 1a: The mean score of male counselors will be less than the mean score of female counselors on the Marriage-Career Scale.

Hypothesis 1b: The mean score of male students will be less than the mean score of female students on the Marriage-Career Scale.

Findings

The major hypothesis and hypothesis 1b are accepted at the 5% and 1% level of confidence respectively. Hypothesis 1a is not supported. Table 4.1 contains the means, standard deviations, and "t" values for the samples.

Table 4.1. ANALYSIS OF THE DIFFERENCE BETWEEN MEAN SCORES
ON THE MARRIAGE-CAREER SCALE FOR THE FOUR SAMPLES

Sample	Mean	Standard Deviation	d.f.	"t" Value
Males	222.67	31.40	118	2.12*
Females	235.12	32.93		

Male Counselors	237.23	27.00	58	.93
Female Counselors	244.83	36.31		

Male Students	208.10	28.95	58	2.43**
Female Students	225.40	26.31		

Marriage-Career Continuum

MS > FS > M > F > MC > FC
Marriage Career

-
- * Significant beyond the 5% level of confidence
 - ** Significant beyond the 1% level of confidence

Discussion

The major hypothesis that males will view the feminine role as being more marriage-directed than females will is supported. However, when male and female counselors are compared, the difference is not significant. Inspection of the results in Table 4.1 suggests that developmental

stage could be a crucial factor in determining attitudes toward the feminine role regardless of sex. Of course, in this study there is no way of knowing whether the attitudes are more characteristic of "counselors" or of "adults". The concept of developmental stage is considered more specifically in Hypothesis 2.

Hypothesis 2

Hypothesis 2: The mean score of female students will be less than the mean score of female counselors on the Marriage-Career Scale.

Findings

The hypothesis is supported at the 1% level of confidence. Table 4.2 contains the data for the test.

Table 4.2 ANALYSIS OF THE DIFFERENCE BETWEEN MEAN SCORES
ON THE MARRIAGE-CAREER SCALE FOR FEMALE COUN-
SELORS AND FEMALE STUDENTS

Sample	Mean	Standard Deviation	d.f.	"t" Value
Female Counselors	244.83	36.31	58	2.43**
Female Students	225.40	26.31		

Marriage-Career Continuum

	FS	FC
Marriage		Career

** Significant beyond the 1% level of confidence

Discussion

The rationale for this hypothesis was that develop-
mental stage is an important determinant of marriage-career
attitudes. Perhaps more important, it was expected that
female counselors by reason of their career commitments
would tend to be less marriage-directed than female students.
Or, to look at it in another way, female students would be
marriage-directed because the prospect of marriage is of
immediate concern to them. Although the first rationale
still appears tenable, the major limitation is that the
cross-sectional nature of the study does not permit an
interpretation which establishes a cause-effect relationship

between developmental stage and marriage-career attitudes.

Hypothesis 3

Hypothesis 3: The mean score of males on the IDEAL WOMAN form will be greater than the mean score of females on the MEN'S IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 3a: The mean score of male counselors on the IDEAL WOMAN form will be greater than the mean score of female counselors on the MEN'S IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 3b: The mean score of male students on the IDEAL WOMAN form will be greater than the mean score of female students on the MEN'S IDEAL WOMAN form of the Inventory of Feminine Values.

Findings

Because of the large difference between the variances of male and female counselors, a "t" test that does not assume homogeneity of variances was used to test the difference between those two samples. The three hypotheses are accepted at the 1% level of confidence. Table 4.3 contains the results.

Table 4.3. ANALYSIS OF THE DIFFERENCE BETWEEN MEAN SCORES OF MALES ON THE IDEAL WOMAN FORM AND FEMALES ON THE MEN'S IDEAL WOMAN FORM OF THE INVENTORY OF FEMININE VALUES

Sample	Mean	Standard Deviation	d.f.	"t" Value
Males	98.73	9.40	118	8.47**
Females	80.32	14.36		

Male Counselors	103.00	7.33	58	7.73**
Female Counselors	78.17	15.99		

Male Students	94.47	9.40	58	4.26**
Female Students	82.47	12.43		

Other-Self Continuum

FC > F > FS > MS > M > MC
Other Self

** Significant beyond the 1% level of confidence

Discussion

The rationale for these hypotheses was that females tend to exaggerate the position of males with regard to the feminine role. The female samples in this study were asked to answer "the way an ideal woman, as seen by most men, would answer." The assumption that the male samples represent

"most men" may be a tenuous one. However, even considering the limitations imposed by the samples, the indication is that the female samples do think that males define the ideal woman in passive terms. A mitigating factor is the closer agreement of males about their ideal woman than females about men's ideal woman. As can be noted from the standard deviations in Table 4.3, the female counselors tend to agree less than the female students do about men's ideal woman. And both female samples are in less agreement about men's ideal woman than both male samples are about their own ideal woman.

Hypothesis 4

Hypothesis 4: There will be no difference between the mean score of males on the WOMEN'S IDEAL WOMAN form and the mean score of females on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 4a: There will be no difference between the mean score of male counselors on the WOMEN'S IDEAL WOMAN form and the mean score of female counselors on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 4b: There will be no difference between the mean score of male students on the WOMEN'S IDEAL

WOMAN form and the mean score of female students on the IDEAL WOMAN form of the Inventory of Feminine Values.

Findings

The major hypothesis and sub-hypothesis 4a cannot be rejected. Sub-hypothesis 4b is rejected at the 1% level of confidence, using a two-tailed test of significance. The results are reported in Table 4.4.

Table 4.4. ANALYSIS OF THE DIFFERENCE BETWEEN THE MEAN SCORES OF MALES ON THE WOMEN'S IDEAL WOMAN FORM AND FEMALES ON THE IDEAL WOMAN FORM OF THE INVENTORY OF FEMININE VALUES

Sample	Mean	Standard Deviation	d.f.	"t" Value
Males	100.13	10.30	118	1.75
Females	96.83	10.40		

Male Counselors	100.00	11.35	58	.25
Female Counselors	100.67	9.44		

Male Students	100.27	9.32	58	2.93**
Female Students	92.97	10.02		

Other-Self Continuum

FS > F > MC > M > MS > FC
Other Self

** Significant beyond the 1% level of confidence

Discussion

The theoretical framework outlined in Chapter I did not suggest a direction for these hypotheses. The reasoning behind hypothesizing a difference between men's perceptions of women's ideal woman and women's actual ideal woman was similar to the reasoning behind the previous hypothesis. In other words, if females exaggerate men's ideal woman, males could conceivably misconstrue women's ideal woman. This does not appear to be the case in this study. Male counselors' perceptions of women's ideal woman is not significantly different from female counselors' ideal woman. However, male students perceive women's ideal woman as being comprised of about equal parts of self-orientation and other-orientation, whereas female students' ideal woman is significantly more other-oriented.

Hypothesis 5

Hypothesis 5: The mean score of females will be greater than the mean score of males on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 5a: The mean score of female counselors will be greater than the mean score of male counselors on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 5b: The mean score of female students will be greater than the mean score of male students on the IDEAL WOMAN form of the Inventory of Feminine Values.

Findings

None of the three hypotheses can be supported. The results are reported in Table 4.5.

Table 4.5. ANALYSIS OF THE DIFFERENCE BETWEEN MEAN SCORES FOR THE FOUR SAMPLES ON THE IDEAL WOMAN FORM OF THE INVENTORY OF FEMININE VALUES

Sample	Mean	Standard Deviation	d.f.	"t" Value
Males	98.73	9.40	118	1.06
Females	96.82	10.40		
Male Counselors	103.00	7.33	58	1.08
Female Counselors	100.67	9.44		
Male Students	94.47	9.40	58	.60
Female Students	92.97	10.02		

Other-Self Continuum

$\frac{FS}{\text{Other}} > MS > F > M > FC > \frac{MC}{\text{Self}}$

Discussion

Contrary to expectation, the ideal woman as defined by males is slightly more active than the one defined by females. The same is true when the samples are compared by sex at the two different peer levels. However, in no case is the difference significant.

Hypothesis 6

Hypothesis 6: The variance of counselors' scores will be less than the variance of students' scores on the IDEAL WOMAN form of the Inventory of Feminine Values.

Findings

This hypothesis was tested by computing the ratio of one variance to the other and consulting an F Table to determine the significance of the result. The hypothesis cannot be accepted. The data are reported in Table 4.6.

Table 4.6. ANALYSIS OF THE DIFFERENCE BETWEEN THE VARIANCES OF COUNSELORS AND STUDENTS ON THE IDEAL WOMAN FORM OF THE INVENTORY OF FEMININE VALUES

Sample	Variance	d.f.	F Value
Counselors	71.57	60	1.31
Students	94.09	60	

Discussion

The rationale for this hypothesis was that counselors, as members of a profession committed to optimal individual functioning, could be expected to agree more than students in defining the ideal woman. Although the results indicate that counselors vary less than students in this regard, the difference is not significant.

Hypothesis 7

Hypothesis 7: There will be no difference between the mean score of counselors and the mean score of students on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 7a: There will be no difference between the mean score of male counselors and the mean score of male students on the IDEAL WOMAN form of the Inventory of Feminine Values.

Hypothesis 7b: There will be no difference between the mean score of female counselors and the mean score of female students on the IDEAL WOMAN form of the Inventory of Feminine Values.

Findings

The three hypotheses are rejected at the 1% level of

confidence using a two-tailed test of significance. The data are reported in Table 4.7.

Table 4.7. ANALYSIS OF THE DIFFERENCE BETWEEN MEAN SCORES OF COUNSELORS AND STUDENTS ON THE IDEAL WOMAN FORM OF THE INVENTORY OF FEMININE VALUES

Sample	Mean	Standard Deviation	d.f.	"t" Value
Counselors	101.83	8.46	118	4.90**
Students	93.72	9.70		

Male Counselors	103.00	7.33	58	3.95**
Male Students	94.47	9.40		

Female Counselors	100.67	9.44	58	3.07**
Female Students	92.97	10.02		

Other Self Continuum				
FS > Ss > MS > FC > Cs > MC				
Other Self				

** Significant beyond the 1% level of confidence

Discussion

The rationale behind this hypothesis was that differences in developmental stage might be expected to yield differences in definitions of the ideal woman. The hypothesis is supported. Both male and female counselors in this study define the ideal woman as being more active than do male and female students. The reason why a direction was not predicted was that the theoretical framework was undergirded with studies which related the concept of developmental stage to attitudes toward marriage and career, but not activity and passivity. Hypothesis 8 is an attempt to determine how closely the subjects equate activity with career and passivity with marriage.

Hypothesis 8

Hypothesis 8a: There will be a positive relationship between mean scores on the Marriage-Career Scale and mean scores on the IDEAL WOMAN form of the Inventory of Feminine Values for each of the four samples separately: male counselors, female counselors, male students, and female students.

Hypothesis 8b: There will be a positive relationship between mean score on the Marriage-Career Scale and mean scores on the IDEAL WOMAN form of the Inventory of Feminine Values for the four samples combined.

Findings

The hypotheses were tested using the Pearson Product-Moment correlation coefficient. Hypothesis 8a is supported for the combined samples at the 1% level of confidence. Hypothesis 8b is supported for male students and female counselors at the 1% level of confidence and for female students at the 5% level of confidence. The hypothesis cannot be accepted for male counselors. Table 4.8 contains the results.

Table 4.8. CORRELATIONS BETWEEN MEAN SCORES ON THE MARRIAGE-CAREER SCALE AND THE IDEAL WOMAN FORM OF THE INVENTORY OF FEMININE VALUES FOR THE SEPARATE AND COMBINED SAMPLES

Sample	N	d.f.	Correlation Coefficient
Male Counselors	30	28	.33
Male Students	30	28	.59**
Female Counselors	30	28	.52**
Female Students	30	28	.44*
Combined Samples	120	118	.53**

* Significant beyond the 5% level of confidence

**Significant beyond the 1% level of confidence

Discussion

Fand's Inventory was not constructed using the rationale that the marriage-directed woman is necessarily a passive or other-oriented woman. On the contrary, Fand suggested that women on either end of the active-passive continuum could be either marriage-directed or career-directed. According to Fand, the ideal woman would manifest active and passive natures in varying proportions as the situation and her needs dictated.

However, the theory outlined in Chapter I suggested that our cultural milieu does in fact equate marriage with passivity and career with activity. Furthermore, it was suggested that the adolescent girl out of deference to male expectations might equate marriage and passivity more than would female counselors. The reverse appears to be true in this study, although the difference is slight.

Male students' scores show the highest degree of relationship in Table 4.8. In other words, if a male student defines the feminine role in passive terms, he is likely to hold marriage-directed attitudes. This is true of the female counselors and students to a lesser degree, and is least true of the male counselors.

A mitigating factor in these findings is that the two instruments being correlated contain some items that are closely related in content. For instance, item 33 of Fand's

IDEAL WOMAN form is, "I believe a woman's place is in the home." Item 19 of the Marriage-Career Scale is, "Woman's place is in the home." If a subject were to be consistent, he would respond to both items in the same way. Therefore, some degree of relationship has to be expected due to reliable responses.

Hypothesis 9

Hypothesis 9: There will be no difference between the number of males and the number of females in the solutions chosen as most and least appropriate in Case Studies 1, 2, and 3.

Hypothesis 9a: There will be no difference between the number of male counselors and the number of female counselors in the solutions chosen as most and least appropriate in Case Studies 1, 2, and 3.

Hypothesis 9b: There will be no difference between the number of male students and the number of female students in the solutions chosen as most and least appropriate in Case Studies 1, 2, and 3.

Findings

The hypotheses cannot be rejected with two exceptions. In Hypothesis 9, Case Study #1, males chose a different

solution than females as least appropriate at the 1% level of confidence. In Hypothesis 9b, Case Study #1, male students chose a different solution than females as least appropriate at the 1% level of confidence. Chi-square was used as the test of significance. Where cell frequencies did not reach 5, the cells were collapsed to combine two solutions. This is indicated by the word "AND" when it appears between two solutions. In Case Study #3 the grouping of most counselor respondents contra-indicated the use of any test of significance and only the tabulations are reported in Tables 4.10 and 4.14.

The results of each case study are preceded by the case study itself and a discussion of how the solutions were formulated.

Case Study #1

Mary and Tom were married after their first year at State. For the past three years Mary has been a secretary while Tom completed his degree in engineering. He recently started on a good job with an engineering firm. They are both eager to have children, but Mary, a good student, would also like to finish her degree in elementary teaching.

Obviously, you do not have all the information you would need to help them make a decision like this, but using what you have, mark "M" for the most appropriate, and "L" for the least appropriate decision.

In this case study the solutions were formulated so that the respondent had a choice between what was thought

to be an other-oriented solution, a compromise solution, and a self-oriented solution. Each solution is labeled in parentheses from Table 4.9 through Table 4.14.

Table 4.9. TWO BY THREE CONTINGENCY TABLE FOR SOLUTIONS CHOSEN BY MALES AND FEMALES AS MOST APPROPRIATE FOR CASE STUDY #1

Solution	Males	Females	Totals
1. Have Mary resume teacher training until they have children, and then quit. (compromise)	16 (18)*	20 (18)	36
2. Begin their family now and rely on Mary's secretarial skills if she has to work later. (other-oriented)	7 (5.5)	4 (5.5)	11
3. Postpone having a family and have Mary complete her degree. (self-oriented)	37 (36.5)	36 (36.5)	73
	60	60	120
χ^2 1.26 not significant			

* expected number of cases

Table 4.10. TWO BY THREE CONTINGENCY TABLE FOR SOLUTIONS
CHOSEN BY MALES AND FEMALES AS LEAST APPROPRIATE FOR CASE STUDY #1

Solution	Males	Females	Totals
1. Have Mary resume teacher training until they have children, and then quit. (compromise)	21 (13)*	5 (13)	26
2. Begin their family now and rely on Mary's secretarial skills if she has to work later. (other-oriented)	25 (33.5)	42 (33.5)	67
3. Postpone having a family and have Mary complete her degree. (self-oriented)	14 (13.5)	13 (13.5)	27
	60	60	120
χ^2 14.20 significant at 1% level of confidence			

* expected number of cases

Table 4.11. TWO WAY CONTINGENCY TABLE FOR SOLUTIONS CHOSEN BY COUNSELORS AS MOST APPROPRIATE FOR CASE STUDY #1

Solution (s)	Male Counselors	Female Counselors	Totals
1. Have Mary resume teacher training until they have children, and then quit. (compromise)			
AND	12 (14)*	14 (13)	26
2. Begin their family now and rely on Mary's secretarial skills if she has to work later. (other oriented)			
3. Postpone having a family and have Mary complete her degree. (self-oriented)	18 (17)	16 (17)	34
	30	30	60
χ^2 .27 not significant			

* expected number of cases

Table 4.12. TWO WAY CONTINGENCY TABLE FOR SOLUTIONS CHOSEN
BY COUNSELORS AS LEAST APPROPRIATE FOR CASE
STUDY #1

Solution (s)	Male Counselors	Female Counselors	Totals
1. Have Mary resume teacher training until they have children, and then quit. (compromise)			
AND	12 (9.5) *	7 (9.5)	19
3. Postpone having a family and have Mary complete her degree. (other-oriented)			
2. Begin their family now and rely on Mary's secretarial skills if she has to work later. (self-oriented)	18 (20.5)	23 (20.5)	41
	30	30	60
χ^2 1.93 not significant			
* expected number of cases			

Table 4.13. TWO BY THREE CONTINGENCY TABLE FOR SOLUTIONS
CHOSEN BY STUDENTS AS MOST APPROPRIATE FOR
CASE STUDY #1

Solution	Male Students	Female Students	Totals
1. Have Mary resume teacher training until they have children, and then quit. (compromise)	5 (5.5)*	6 (5.5)	11
2. Begin their family now and rely on Mary's secretarial skills if she has to work later. (other-oriented)	6 (5)	4 (5)	10
3. Postpone having a family and have Mary complete her degree. (self-oriented)	19 (19.5)	20 (19.5)	39
	30	30	60
χ^2 1.57 not significant			

* expected number of cases

Table 4.14. TWO BY THREE CONTINGENCY TABLE FOR SOLUTIONS CHOSEN BY STUDENTS AS LEAST APPROPRIATE FOR CASE STUDY #1

Solution	Male Students	Female Students	Totals
1. Have Mary resume teacher training until they have children, and then quit. (compromise)	17 (10.5)*	4 (10.5)	21
2. Begin their family now and rely on Mary's secretarial skills if she has to work later. (other-oriented)	7 (13)	19 (13)	26
3. Postpone having a family and have Mary complete her degree. (self-oriented)	6 (6.5)	7 (6.5)	13
	30	30	60
χ^2 13.66 significant at the 1% level of confidence			

* expected number of cases

Case Study #2

Karen is a 30 year old woman who graduated from college eight years ago, and is now living in a pleasant suburban home with her lawyer husband and two young children. She finds that despite all the good things she has in her life, she is still frequently bored and dissatisfied with her lot.

Obviously you do not have all the information you would need to help Karen, but using what you have, mark "M" for the most appropriate and "L" for the least appropriate decision.

The solutions for the second case study were formulated so that hopefully they would represent a marriage-directed solution, a compromise solution, and a career-directed solution. The solutions are labeled in parentheses from Table 4.15 through Table 4.20.

Table 4.15. TWO BY THREE CONTINGENCY TABLE FOR SOLUTIONS CHOSEN BY MALES AND FEMALES AS MOST APPROPRIATE FOR CASE STUDY #2

Solution	Males	Females	Totals
1. Become active in a club or community organization. (compromise)	25 (26)*	27 (26)	52
2. Take a job in a field she is interested in. (career)	10 (11.5)	13 (11.5)	23
3. Plan interesting excursions and projects with her children. (marriage)	25 (22.5)	20 (22.5)	45
	60	60	120
χ^2 1.02 not significant			

* expected number of cases

Table 4.16. TWO BY THREE CONTINGENCY TABLE FOR SOLUTIONS CHOSEN BY MALES AND FEMALES AS LEAST APPROPRIATE FOR CASE STUDY #2

Solution	Males	Females	Totals
1. Become active in a club or community organization. (compromise)	13 (12)*	11 (12)	24
2. Take a job in a field she is interested in. (career)	36 (36.5)	37 (36.5)	43
3. Plan interesting excursions and projects with her children. (marriage)	11 (11.5)	12 (11.5)	23
	60	60	120
χ^2 .17 not significant			

* expected number of cases

Table 4.17. TWO BY THREE CONTINGENCY TABLE FOR SOLUTIONS CHOSEN BY COUNSELORS AS MOST APPROPRIATE FOR CASE STUDY #2

Solution	Male Counselors	Female Counselors	Totals
1. Become active in a club or community organization. (compromise)	12 (13)*	14 (13)	26
2. Take a job in a field she is interested in. (career)	7 (6.5)	6 (6.5)	13
3. Plan interesting excursions and projects with her children. (marriage)	11 (10.5)	10 (10.5)	21
	30	30	60
χ^2 .28 not significant			

* expected number of cases

Table 4.18. TWO BY THREE CONTINGENCY TABLE FOR SOLUTIONS CHOSEN BY COUNSELORS AS LEAST APPROPRIATE FOR CASE STUDY #2

Solution	Male Counselors	Female Counselors	Totals
1. Become active in a club or community organization. (compromise)	7 (5.5)*	4 (5.5)	11
2. Take a job in a field she is interested in. (career)	17 (18)	19 (18)	36
3. Plan interesting excursions and projects with her children. (marriage)	6 (6.5)	7 (6.5)	13
	30	30	60
χ^2 1.01 not significant			

* expected number of cases

Table 4.19. TWO BY THREE CONTINGENCY TABLE FOR SOLUTIONS CHOSEN BY STUDENTS AS MOST APPROPRIATE FOR CASE STUDY #2

Solution	Male Students	Female Students	Totals
1. Become active in a club or community organization. (compromise)	13 (13)*	13 (13)	26
2. Take a job in a field she is interested in. (career)	3 (5)	7 (5)	10
3. Plan interesting excursions and projects with her children. (marriage)	14 (12)	10 (12)	24
	30	30	60
χ^2 1.93 not significant			

* expected number of cases

Table 4.20. TWO BY THREE CONTINGENCY TABLE FOR SOLUTIONS CHOSEN BY STUDENTS AS LEAST APPROPRIATE FOR CASE STUDY #2

Solution	Male Students	Female Students	Totals
1. Become active in a club or community organization. (compromise)	6 (6.5)*	7 (6.5)	13
2. Take a job in a field she is interested in. (career)	19 (18.5)	18 (18.5)	37
3. Plan interesting excursions and projects with her children. (marriage)	5 (5)	5 (5)	10
	30	30	60
χ^2 .10 not significant			

* expected number of cases

Case Study #3

Maureen is a very able and attractive high school senior whose scholastic record shows mostly A's and a few B's. She claims that she has liked all her subjects equally well. Her expressed interests with regard to possible future occupations are elementary teacher, lawyer, psychologist, and legal secretary. She dates frequently and is a student leader.

Maureen has come to her counselor to discuss her plans for next year. You would need more information, but on the basis of what you have, mark "M" for the most appropriate and "L" for the least appropriate decision.

This case study was formulated to detect differences in opinion regarding how much formal education and what type

of career a young woman should have. The first solution offered the broadest possible education with the opportunity of selecting a variety of careers when undergraduate work was completed. The second solution was considered to be a compromise because it offered professional career status in a field that is frequently chosen by women. The third solution was considered to be a choice which would indicate that Maureen would probably be married soon, but in any event, she should quickly prepare herself for a feminine-type job.

Table 4.21. TWO WAY CONTINGENCY TABLE FOR SOLUTIONS CHOSEN BY MALES AND FEMALES AS MOST APPROPRIATE FOR CASE STUDY #3

Solution	Males	Females	Totals
1. Seeking admission at a college where she can get the broadest liberal education possible, etc. (career)	50 (50.5)*	51 (50.5)	101
2. Applying at a college which offers courses leading to elementary teaching. (compromise)			
AND	10 (9.5)	9 (9.5)	19
3. Applying at a college where she can pick up some practical business skills, etc. (marriage)			
	60	60	120
χ^2 .06 not significant			

* expected number of cases

Table 4.22. TWO BY THREE CONTINGENCY TABLE FOR SOLUTIONS CHOSEN BY MALES AND FEMALES AS LEAST APPROPRIATE FOR CASE STUDY #3

Solution	Males	Females	Totals
1. Seeking admission at a college where she can get the broadest liberal education possible, etc. (career)	8 (5.5)*	3 (5.5)	11
2. Applying at a college which offers courses leading to elementary teaching. (compromise)	11 (11.5)	12 (11.5)	23
3. Applying at a college where she can pick up some practical business skills, etc. (marriage)	41 (43)	45 (43)	86
	60	60	120
χ^2 2.50 not significant			

* expected number of cases

Table 4.23. SOLUTIONS CHOSEN BY COUNSELORS AS MOST APPROPRIATE FOR CASE STUDY #3

Solution	Male Counselors	Female Counselors
1. Seeking admission at a college where she can get the broadest liberal education possible, etc. (career)	29	26
2. Applying at a college which offers courses leading to elementary teaching. (compromise)	0	4
3. Applying at a college where she can pick up some practical business skills, etc. (marriage)	1	0
	30	30

Table 4.24. SOLUTIONS CHOSEN BY COUNSELORS AS LEAST
APPROPRIATE FOR CASE STUDY #3

Solution	Male Counselors	Female Counselors
1. Seeking admission at a college where she can get the broadest liberal education possible, etc. (career)	1	0
2. Applying at a college which offers courses leading to elementary teaching. (compromise)	3	1
3. Applying at a college where she can pick up some practical business skills, etc. (marriage)	26	29
	30	30

Table 4.25. TWO WAY CONTINGENCY TABLE FOR SOLUTIONS
CHOSEN BY STUDENTS AS MOST APPROPRIATE FOR
CASE STUDY #3

Solution	Male Students	Female Students	Totals
1. Seeking admission at a college where she can get the broadest liberal education possible, etc. (career)	21 (23)*	25 (23)	46
2. Applying at a college which offers courses leading to elementary teaching. (compromise)	9 (7)	5 (7)	14
AND			
3. Applying at a college where she can pick up some practical business skills, etc. (marriage)			
	30	30	60
χ^2 1.49 not significant			

* expected number of cases

Table 4.26. TWO BY THREE CONTINGENCY TABLE FOR SOLUTIONS CHOSEN BY STUDENTS AS LEAST APPROPRIATE FOR CASE STUDY #3

Solution	Male Students	Female Students	Totals
1. Seeking admission at a college where she can get the broadest liberal education possible, etc. (career)	7 (5)*	3 (5)	10
2. Applying at a college which offers courses leading to elementary teaching. (compromise)	8 (9.5)	11 (9.5)	19
3. Applying at a college where she can pick up some practical business skills, etc. (marriage)	15 (15.5)	16 (15.5)	31
	30	30	60
χ^2 2.11 not significant			

* expected number of cases

Discussion

No sex differences were detected in the solutions chosen as most appropriate for Case Study #1. A sex difference did occur in the solution chosen as least appropriate. However, this appears to be due to differences between male and female students, not between male and female counselors. As can be noted from Table 4.14, most of the female students thought it least appropriate for the young couple to "begin their family now and rely on Mary's secretarial skills if she has to work later." Most male students thought it least appropriate to "have Mary resume teacher training until they have children, and then quit". The difference appears to be that more female students than male students chose as least appropriate the solution which might sacrifice Mary's hopes of completing her degree. However, it is equally feasible to assume that some unknown differences, such as in religious preference, could result in the choice of different solutions.

Case Study #2 did not discriminate significantly between the sexes in any of the hypotheses.

Case Study #3 obviously elicited little discrimination between either the solutions or the sexes. The strong support for the first solution which offers the most latitude and values intensive formal education, might have been anticipated.

Summary

In this chapter, each of the hypotheses has been restated. Each hypothesis was accompanied by a presentation of the findings and a discussion of the results. The findings of the hypotheses are summarized in Table 4.27.

Chapter V will contain a summary, conclusions, and implications for further research.

Table 4.27.

SUMMARY OF FINDINGS ON THE HYPOTHESES TESTED

Legend: M-C Scale = Marriage-Career Scale, IFV = Inventory of Feminine Values,
Cs = Counselors, Ss = Students

Hypotheses	Test Used	Accepted or Rejected	Level of Confidence
H1: The mean score of males will be <u>less</u> than the mean score of females on the M-C Scale.	"t" test	Accepted	.05
H1a: The mean score of male Cs will be <u>less</u> than the mean score of female Cs on the M-C Scale.	" "	Rejected	
H1b: The mean score of male Ss will be <u>less</u> than the mean score of female Ss on the M-C Scale.	" "	Accepted	.01
H2: The mean score of female Ss will be <u>less</u> than the mean score of female Cs on the M-C Scale.	" "	Accepted	.01
H3: The mean score of males on the IDEAL WOMAN form will be <u>greater</u> than the mean score of females on the MEN'S IDEAL WOMAN form of the IFV.	" "	Accepted	.01

Table 4.27 continued

Hypotheses	Test Used	Accepted or Rejected	Level of Confidence
H3a: The mean score of male Cs on the IDEAL WOMAN form will be <u>greater</u> than the mean score of <u>female</u> Cs on the MEN'S IDEAL WOMAN form of the IFV.	"t" test	Accepted	.01
H3b: The mean score of male Ss on the IDEAL WOMAN form will be <u>greater</u> than the mean score of <u>female</u> Ss on the MEN'S IDEAL WOMAN form of the IFV.	"	Accepted	.01
H4: There will be no difference between the mean score of males on the WOMAN'S IDEAL WOMAN form and the mean score of females on the IDEAL WOMAN form of the IFV.	"	Accepted	
H4a: There will be no difference between the mean score of male Cs on the WOMEN'S IDEAL WOMAN form and the mean score of female Cs on the IDEAL WOMAN form of the IFV.	"	Accepted	
H4b: There will be no difference between the mean score of male Ss on the WOMEN'S IDEAL WOMAN form and the mean score of female Ss on the IDEAL WOMAN form of the IFV.	"	Rejected	.01

Table 4.27 continued

Hypotheses	Test Used	Accepted or Rejected	Level of Confidence
H5: The mean score of females will be <u>greater</u> than the mean score of males on the IDEAL WOMAN form of the IFV.	"t" test	Rejected	
H5a: The mean score of female Cs will be <u>greater</u> than the mean score of <u>male</u> Cs on the IDEAL WOMAN form of the IFV.	" "	Rejected	
H5b: The mean score of female students will be <u>greater</u> than the mean score of <u>male</u> students on the IDEAL WOMAN form of the IFV.	" "	Rejected	
H6: The variance of Cs' scores will be <u>less</u> than the variance of Ss' scores on the IDEAL WOMAN form of the IFV.	Fmax test	Rejected	
H7: There will be no difference between the mean score of Cs and the mean score of Ss on the IDEAL WOMAN form of the IFV.	"t" test	Rejected	.01
H7a: There will be no difference between the mean score of male Cs and the mean score of male Ss on the IDEAL WOMAN form of the IFV.	" "	Rejected	.01

Table 4.27 continued

Hypotheses	Test Used	Accepted or Rejected	Level of Confidence
H7b: There will be no difference between the mean score of female Cs and the mean score of female Ss on the IDEAL WOMAN form of the IFV.	"t" test	Rejected	.01
H8a: There will be a <u>positive</u> relationship between mean scores on the M-C Scale and mean scores on the IDEAL WOMAN form of the IFV for each of the four samples separately:			
Male Counselors	Pearson r	Rejected	
Female Counselors	Pearson r	Accepted	.01
Male Students	Pearson r	Accepted	.01
Female Students	Pearson r	Accepted	.05
H8b: There will be a <u>positive</u> relationship between mean scores on the M-C Scale and mean scores on the IDEAL WOMAN form of the IFV for the four samples combined.			
	Pearson r	Accepted	.01
H9: There will be no difference between the number of males and the number of females in the solutions chosen as most and least appropriate in Case Studies 1, 2, and 3.			

Table 4.27 continued

Hypotheses	Test Used	Accepted or Rejected	Level of Confidence
Case Study #1 - Most Appropriate	Chi-Square	Accepted	
" " - Least Appropriate	"	Rejected	.01
Case Study #2 - Most Appropriate	"	Accepted	
" " - Least Appropriate	"	Accepted	
Case Study #3 - Most Appropriate	"	Accepted	
" " - Least Appropriate	"	Accepted	
H9a: There will be no difference between the number of male counselors and the number of female counselors in the solutions chosen as most and least appropriate in Case Studies 1, 2, and 3.			
Case Study #1 - Most Appropriate	"	Accepted	
" " - Least Appropriate	"	Accepted	
Case Study #2 - Most Appropriate	"	Accepted	
" " - Least Appropriate	"	Accepted	
Case Study #3 - Most Appropriate	NOT TESTED		
" " - Least Appropriate	NOT TESTED		

Table 4.27 concluded

Hypotheses	Test Used	Accepted or Rejected	Level of Confidence
H9b: There will be no difference between the number of male students and the number of female students in the solutions chosen as most and least appropriate in Case Studies 1, 2, and 3.			
Case Study #1 - Most Appropriate	Chi-Square	Accepted	
" " - Least Appropriate	"	Rejected	.01
Case Study #2 - Most Appropriate	"	Accepted	
" " - Least Appropriate	"	Accepted	
Case Study #3 - Most Appropriate	"	Accepted	
" " - Least Appropriate	"	Accepted	

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS, AND SUGGESTIONS FOR FUTURE RESEARCH

Summary

The Problem

Traditionally our culture has defined the feminine role as one which is marriage-directed and other-oriented. The purpose of this study was to explore the attitudes of counselors and students toward the feminine role as it is defined within the framework of these two cultural imperatives. More specifically, the study was concerned with how feminine role attitudes of males and females, and counselors and students might affect the latitude afforded an adolescent girl in her decision-making and planning.

Design and Methodology

The final sample consisted of 30 male counselors, 30 female counselors, 30 female eleventh grade students, and 30 male eleventh grade students. The instruments administered were: 1) a personal Data Sheet for background information, 2) Matthews' Marriage-Career Scale to measure the extent of marriage-direction the samples perceived as appropriate for the feminine role, 3) three case studies written for this research to detect differences among the

samples with regard to their solutions of typical problems faced by women, and 4) two forms of Fand's Inventory of Feminine Values, which measures the relative amounts of self-orientation and other-orientation the subjects perceive in the feminine role. One form of Fand's Inventory asked the subjects to respond as they thought their abstraction of an Ideal Woman would, and another form asked: a) males to respond as they thought Women's Ideal Woman would, and b) females to respond as they thought Men's Ideal Woman would. Analysis of variance reliabilities for the four samples ranged from .75 to .89 on the Marriage-Career Scale, and from .12 to .84 on the two forms of the Inventory of Feminine Values.

Results

1. The hypothesis that males' attitudes toward the feminine role would be more marriage-directed than females' attitudes was supported at the 5% level of confidence. When the two counselor samples were compared, male counselors' attitudes were more marriage-directed, but not significantly so. Male students' attitudes toward the feminine role were significantly more marriage-directed than female students' attitudes at the 1% level of confidence.

2. It was hypothesized that female students' attitudes toward the feminine role would be more marriage-directed

than female counselors' attitudes. The hypothesis was supported at the 1% level of confidence.

3. Females were expected to describe MEN'S IDEAL WOMAN as being more other-oriented than males' description of the IDEAL WOMAN. The same difference was expected when male counselors were compared with female counselors, and when male students were compared with female students. The hypotheses were supported in all cases at the 1% level of confidence.

4. No significant difference was found between the way in which males described WOMEN'S IDEAL WOMAN and the way in which females described their IDEAL WOMAN. The same was true when male counselors were compared with female counselors. The difference between male and female students was significant at the 1% level of confidence. Male students' description of WOMEN'S IDEAL WOMAN was more self-oriented than female students' IDEAL WOMAN.

5. No significant difference was found between male and female descriptions of the IDEAL WOMAN. The same was true when male and female counselors were compared, and when male and female students were compared.

6. Counselors were expected to agree more than students in describing the IDEAL WOMAN. A variance test indicated that, although counselors did agree more than students,

the difference was not significant.

7. Counselors described their IDEAL WOMAN as being more self-oriented than did students at the 1% level of confidence. The same was true when comparisons were made between male counselors and male students, and between female counselors and female students.

8. It was hypothesized that a positive relationship would exist between the amount of marriage-direction the subjects perceived as appropriate for the feminine role and the amount of other-orientation characterizing their IDEAL WOMAN. The hypothesis was supported at the 1% level of confidence for the combined samples, the male students, and the female counselors, and at the 5% level of confidence for female students. The hypothesis was not supported for male counselors.

9. No sex differences were found in the solutions chosen as most and least appropriate for the case studies, except for Case Study #1. This case study involved a young couple who both wanted children, but the wife also wanted to complete her teacher training. Different solutions were chosen as least appropriate at the 1% level of confidence when the male and female samples were compared. When the samples were compared by age level, however, only male and female students differed. More female students than

male students had chosen as least appropriate the solution which would most likely sacrifice the wife's hopes of completing her degree. It was suggested that variables other than sex could have contributed to the difference in choices.

Conclusions and Implications

The basic concern of this study was with the nature and extent of differences in attitudes toward the feminine role among high school counselors and students, and the likelihood that such differences, if present, might affect the decision-making and planning of adolescent girls.

A major difference in feminine role definitions was found to be that counselors perceived the feminine role as being significantly more career-directed than students did. Without a clear referent or absolute from which to gauge the differences in scores on the Marriage-Career Scale, it is possible to speculate as to how counselors and students differ from each other, but it is not possible to compare either group with a societal norm. However, the clear differences between the two groups suggest that counselors are much more accepting than students of the possibility that girls' lives will or should include considerations in addition to marriage. To some extent, this finding corroborates the rationale on which the hypothesis

regarding developmental stage was based, but it obviously does not suggest that adolescents of either sex are more marriage-directed than adults of either sex. Therefore, the theoretical position that developmental stage is a crucial determinant of attitudes toward the feminine role cannot be substantiated from this study. A better guess might be that counselors, because of their profession, have a better grasp than students do of the activities in addition to marriage that could enrich a woman's life. Or, to shift the emphasis to the students' position, it could be that the developmental task of preparing for marriage causes students to so romanticize marriage that other considerations for the feminine role are precluded. Both guesses signal a caution for counselors, and both guesses are consistent with previous research. Hewer and Neubeck's (1964) survey of entering college freshmen found students to be of the opinion that the normal woman would not have to find outlets for her abilities outside the home. The caution for counselors is that their concern for the educational-vocational aspects of girls' lives has the potential of inhibiting communication in the counseling relationship. Lewis (1965, p. 160) suggests that, "Most girls have too much invested in their future image as wife and mother to be able to see anything else in their lives. Thus the counselor who tries to impress on a girl that she needs to plan ahead will probably wind up talking to himself."

Lewis further suggests that the needs of a girl may be met better if the counselor first helps her to deal with some of the anxieties she has with regard to her future role of wife and mother, and then helps her to explore educational and vocational opportunities which are consistent with the marriage goal.

Another major difference in feminine role definitions emerged from the way in which the four samples described their ideal woman. Counselors' ideal woman comprised approximately equal parts of active and passive orientation, but the students, especially the girls, characterized their ideal woman as being more passive than active. This finding indicates that counselors are likely to convey to the adolescent girl that her role as a woman does not prevent her from exercising the full range of prerogatives open to her as a person. On the other hand, the finding also suggests that the adolescent girl thinks her more active needs should ideally be suppressed. It is particularly noteworthy that, while the girls characterized their ideal woman as being other-oriented, they also reported ambitious plans for themselves. All but two of the girls plan on continuing their education beyond high school, and 25 of the 30 plan either part-time or full-time working careers, the vast majority of which are in fields occupied predominantly by women (See Table 3.15). It is likely that these

girls' other-oriented attitudes have restricted their choices to occupations which they perceive to be compatible with their concept of ideal femininity. If this is so, counselors might expect that adolescent girls will tend to make premature career decisions based on their currently felt needs and the traditional dictates of society regarding how these needs should be met. A girl's early decision in favor of either marriage or "feminine career" could upon maturity dilute her chances of adequately fulfilling the achievement needs that seemed so secondary during adolescence. Counselors' part in this decision is not an easy one because they must assist the girl in sorting out the most permanent needs as a basis for educational and vocational planning. What may be just as difficult in light of counselors' emphasis on career and self-orientation will be to recognize when a girl's view of marriage as an all-encompassing goal may be completely legitimate for her.

The adolescent girl may receive a different message from her male peer than she will from her counselor. The male students in this study described the feminine role as being significantly more marriage-directed but slightly less other-oriented than did the female students. The girl is likely to find her concept of femininity reinforced with respect to passivity and challenged with respect to her career aspirations. The male students may also be implying that women's more active needs can be fulfilled

adequately through marriage, and that the mother-worker role is one that they would rather have their ideal woman avoid.

The impact of our culture's traditional expectations of women can be seen in the extreme passivity both female samples wrongly ascribed to men's ideal woman. The position of males with regard to the feminine role is probably exaggerated, especially if the male samples in this study correctly represent the general male position. However, the implication is that an adolescent girl's planning could be severely restricted if, in her eagerness to find identity as a woman, she defers to what she perceives to be the typical male expectation.

An unanticipated outcome of this study was the poor reliabilities obtained for the final samples on the Inventory of Feminine Values. The self-other continuum as it is defined by Fand's Inventory did not provide a consistent base for comparing the four samples. To facilitate this point internal consistency estimates of the instrument are reintroduced as Table 5.1.

Table 5.1. INTERNAL CONSISTENCY ESTIMATES OF THE INVENTORY OF FEMININE VALUES FOR THE FOUR SAMPLES

Sample	Form	r _{tt} Other (odd) Items	r _{tt} Self (even) Items
Male Counselors	IDEAL WOMAN	.43	.12
Male Counselors	WOMEN'S IDEAL WOMAN	.69	.66
Male Students	IDEAL WOMAN	.70	.36
Male Students	WOMEN'S IDEAL WOMAN	.55	.36
Female Counselors	IDEAL WOMAN	.73	.45
Female Counselors	MEN'S IDEAL WOMAN	.84	.71
Female Students	IDEAL WOMAN	.76	.27
Female Students	MEN'S IDEAL WOMAN	.60	.73

It can be noted from Table 5.1 that, except for the female student sample, the self-items for IDEAL WOMAN were consistently less reliably responded to than the other-items. Self-items were somewhat more reliably answered when subjects, excluding male students, described the ideal woman as seen by the opposite sex. Both of these points suggest that the subjects did not conform to the instrument's

rationale when defining their own ideal, but did conform when defining the ideal held by members of the opposite sex. This was particularly true of the male counselor sample. The self-other continuum seems to have had the least meaning for them when they described their IDEAL WOMAN, but they were relatively consistent with the instrument's rationale in describing WOMEN'S IDEAL WOMAN. The extremely low reliabilities for male counselors' IDEAL WOMAN may partially account for the low correlation between their marriage-career attitudes and their perception of the ideal woman.

The low reliabilities are confusing in light of what promised to be a useful instrument in the pilot study. Of course, the sampled populations differed considerably as did the method of administration. It does, however, seem obvious that the subjects in the final sample chose to describe the feminine role in a fashion that was unique to themselves and not consistent with the self-other continuum of the Inventory of Feminine Values.

While the inconsistent reliabilities obtained on the Fand Inventory may have been liabilities in ferreting out the quantitative differences in feminine role definitions, they are assets in confirming that the samples do define the feminine role differently. This seems to be especially true for the male counselor sample. Male counselors seem to be saying that the feminine role need not be defined

on the basis of self-other orientation. They, more than the other samples, may be suggesting that within the feminine role there is enough latitude for women to fulfill achievement needs and be nurturant. This is not to say that the other samples indicated a position that is opposed to that of male counselors, but the technique of how "self" and "other" elements are to be blended may be the main point of contention.

Perhaps the most important implication of this study is for the training of counselors. Counselors need to be aware of the empirical and speculative evidence concerning the identity problems of adolescent girls and the changing role of women in our society. Counselors need to obtain and dispense accurate information about the numerous roles for which girls can prepare. Perhaps most important, counselors need to develop counseling skills that will facilitate optimal insight and responsible self-management on the part of the adolescent girl.

Suggestions for Future Research

1. Perhaps the most fruitful method of determining what effect attitudes toward the feminine role have on the planning of adolescent girls is through an examination of interactional behavior itself. For example, audio-visual means could be used to collect samples of counseling interviews between adolescent girls and counselors of both sexes. The content of the sessions could then be analyzed to detect differences in how counselors of each sex conduct the interview.

2. If some form of replication were attempted, a revision of some of the instruments seems advisable. The Marriage-Career Scale could be retained as a useful index of attitudes toward the feminine role, but the Inventory of Feminine Values does not provide a meaningful enough basis for comparing counselors' and students' psychological definition of femininity. Perhaps a standardized instrument such as the California Test of Personality would add precision in that it would ferret out a number of specific psychological dimensions for comparisons. In addition, case studies that would be more meaningfully directed at specific dilemmas of adolescent girls might be devised through depth interviews or by listening to sample counseling sessions.

3. Causal effects of attitudes toward the feminine role should be explored. Research to date infers from

cross-sectional sampling that attitudes toward the feminine role change with developmental stage. Research is needed to determine what specific attitudes do change and what variables in an individual's life cause the change. By stratifying samples of adolescent girls on the basis of intelligence, grade point average, popularity with peers, socio-economic status, level of parents' education, religious preference, or parents' attitudes toward the feminine role, studies might uncover some of the motivating forces behind early marriages or lack of college aspirations.

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APPENDIX A

QUESTIONNAIRE USED IN THE STUDY

COUNSELOR DATA SHEET

Age _____ Sex _____ Height _____ Weight _____

Number of Brothers: Older _____ Younger _____

Number of Sisters: Older _____ Younger _____

Parents' Marital Status (Check One):

_____ Married to each other

_____ Separated or Divorced

_____ One or both deceased

Father's major occupation (prior to retirement or death;
be specific):

Mother's major occupation (Check one):

_____ Housewife only

_____ Housewife and a part time _____

_____ Housewife and a full time _____

Father's Education
(Check one):

Mother's Education
(Check one):

_____	Some Grade School	_____
_____	Grade School	_____
_____	Some High School	_____
_____	Completed High School	_____
_____	Some College	_____
_____	Completed College	_____
_____	Graduate Work	_____
_____	Graduate Degree	_____

Your Marital Status
(Check one):

Number of Children:

_____ Single
_____ Divorced, Separated
_____ Widowed
_____ Married

_____ Boys
_____ Girls

(Counselor Data Sheet, page 2)

Years of Counseling Experience ($\frac{1}{2}$ time or more): _____

Years of Teaching Experience (full time): _____

ALL THINGS BEING EQUAL:

With which type of student do you feel most effective?

_____ Female

_____ Male

_____ Makes no difference

With which would you rather counsel?

_____ Female

_____ Male

_____ Makes no difference

QUESTIONNAIRE

This questionnaire is concerned with a great many different attitudes. You may find yourself agreeing strongly with some statements or disagreeing just as strongly with others, and perhaps uncertain about others. Whether you agree or disagree with any statement, you can be sure that many other people feel the same way that you do. There is no one right answer to any statement. What is needed is your personal opinion about each statement.

Mark an X in the box of your choice.

STUDENT DATA SHEET

Age_____ Sex_____ Height_____ Weight_____

Number of Brothers: Older_____ Younger_____

Number of Sisters: Older_____ Younger_____

Parents' Marital Status (Check One):

- _____ Married to each other
- _____ Separated or Divorced
- _____ One or both deceased

Father's Occupation (Be specific): _____

Mother's Main Occupation (Check one):

- _____ Housewife Only
- _____ Housewife and a part time_____ Number of years_____
- _____ Housewife and a full time_____ Number of years_____

Father's Education
(Check One):

Mother's Education
(Check One):

- | | | |
|-------|-----------------------|-------|
| _____ | Some Grade School | _____ |
| _____ | Grade School | _____ |
| _____ | Some High School | _____ |
| _____ | Completed High School | _____ |
| _____ | Some College | _____ |
| _____ | Completed College | _____ |
| _____ | Graduate Work | _____ |
| _____ | Graduate Degree | _____ |

My present Plans are to (Check One):

- _____ Graduate from high school
- _____ Go to secretarial, trade, or business school
- _____ Go to college for a while
- _____ Graduate from college
- _____ Do graduate work beyond college

BOYS ONLY: My present vocational choice is: _____

(Student Data Sheet, page 2)

GIRLS ONLY: I plan to:

_____ be a housewife only
_____ be a housewife and a part time _____
_____ be a housewife and a full time _____
_____ remain unmarried and be a _____

ALL THINGS BEING EQUAL,

To which type counselor would you rather go?

(Check One)

(Check One)

_____ Female

_____ Single

_____ Male

_____ Married

_____ Makes no difference

_____ Married with children

_____ Makes no difference

QUESTIONNAIRE

This questionnaire is concerned with a great many different attitudes. You may find yourself agreeing strongly with some statements or disagreeing just as strongly with others, and perhaps uncertain about others. Whether you agree or disagree with any statement, you can be sure that many other people feel the same way that you do. There is no one right answer to any statement. What is needed is your personal opinion about each statement.

Mark an X in the box of your choice.

		AGREE			DISAGREE		
		Agree very much	Agree pretty much	Agree a little	Disagree a little	Disagree pretty much	Disagree very much
1.	It is fun to take care of children.	()	()	()	()	()	()
2.	All girls should take home economics in junior and senior high	()	()	()	()	()	()
3.	Most women think it's hard to get married if they have a career.	()	()	()	()	()	()
4.	Boys don't like smart girls .	()	()	()	()	()	()
5.	Most parents think that a son's education is the most important	()	()	()	()	()	()
6.	Girls should have as many chances in life as boys . . .	()	()	()	()	()	()
7.	A woman's true happiness lies in her home and family .	()	()	()	()	()	()
8.	A woman with a successful career ought to delay marriage.	()	()	()	()	()	()
9.	Women should seek feminine jobs (for example, nurse, teacher, secretary)	()	()	()	()	()	()
10.	Parents should let their children decide when to marry	()	()	()	()	()	()
11.	Girls should go to college mainly to prepare for a profession.	()	()	()	()	()	()
12.	Most young children are loveable and interesting. . .	()	()	()	()	()	()

		AGREE			DISAGREE		
		Agree very much	Agree pretty much	Agree a little	Disagree a little	Disagree pretty much	Disagree very much
13.	There is no real social position for an unmarried woman.	()	()	()	()	()	()
14.	Men have a more exciting life than women do	()	()	()	()	()	()
15.	Hardly any man would want to be a bachelor	()	()	()	()	()	()
16.	Parents should encourage the idea of marriage from childhood.	()	()	()	()	()	()
17.	Large families are best. .	()	()	()	()	()	()
18.	A woman should be gentle and quiet.	()	()	()	()	()	()
19.	Woman's place is in the home	()	()	()	()	()	()
20.	Women are less competitive than men	()	()	()	()	()	()
21.	Women should be encouraged to go into any occupation they want to	()	()	()	()	()	()
22.	Most girls go to college to find a husband.	()	()	()	()	()	()
23.	Women should be willing to give up their career for marriage	()	()	()	()	()	()
24.	Parents should encourage their daughters to date during high school	()	()	()	()	()	()
25.	Little girls ought to play with dolls.	()	()	()	()	()	()

		AGREE			DISAGREE		
		Agree very much	Agree pretty much	Agree a little	Disagree a little	Disagree pretty much	Disagree very much
26.	Most mothers usually prefer to have their daughters marry early.	()	()	()	()	()	()
27.	Colleges should prepare girls for homemaking more than they do	()	()	()	()	()	()
28.	A girl should be married before she is 25 years old .	()	()	()	()	()	()
29.	Most fathers usually prefer to have their daughters marry early. . . .	()	()	()	()	()	()
30.	Little girls ought to be encouraged to play house . .	()	()	()	()	()	()
31.	Most women feel that other women should get married . .	()	()	()	()	()	()
32.	Girls' mothers should teach them to be good house-keepers.	()	()	()	()	()	()
33.	Girls should work a little while and then get married .	()	()	()	()	()	()
34.	Most women dislike smart women.	()	()	()	()	()	()
35.	Men think women should settle down and get married.	()	()	()	()	()	()
36.	If couples do not have children, they should adopt some	()	()	()	()	()	()
37.	Men and women are equal in every way.	()	()	()	()	()	()

		AGREE			DISAGREE		
		Agree very much	Agree pretty much	Agree a little	Disagree a little	Disagree pretty much	Disagree very much
38.	Women were intended to be wives and mothers, not career women	()	()	()	()	()	()
39.	Men and women think differently.	()	()	()	()	()	()
40.	Most parents would rather have a son than a daughter	()	()	()	()	()	()
41.	Most women envy unmarried women who have careers . .	()	()	()	()	()	()
42.	Career women are not really happy	()	()	()	()	()	()
43.	Most women think that men dislike career women . . .	()	()	()	()	()	()
44.	Men should never have to compete with their wives in work.	()	()	()	()	()	()
45.	There is no real social position for an unmarried man.	()	()	()	()	()	()
46.	Women are too independent today.	()	()	()	()	()	()
47.	No marriage is complete without children	()	()	()	()	()	()
48.	Most women think that men feel other men should be married.	()	()	()	()	()	()
49.	Men think a woman can't manage a home and a career	()	()	()	()	()	()
50.	Women should stop trying to imitate men	()	()	()	()	()	()

		AGREE			DISAGREE		
		Agree very much	Agree pretty much	Agree a little	Disagree a little	Disagree pretty much	Disagree very much
51.	Men avoid "brainy" women . .	()	()	()	()	()	()
52.	There will always be wide differences between men and women.	()	()	()	()	()	()
53.	Women should accept their role in life as wives and mothers.	()	()	()	()	()	()
54.	Education stands in the way of a girl getting married. .	()	()	()	()	()	()
55.	Boys like dumb girls who are pretty	()	()	()	()	()	()
56.	Hardly any woman would want to stay single	()	()	()	()	()	()
57.	Boys like quiet, meek little girls.	()	()	()	()	()	()

Case Study #1

Mary and Tom were married after their first year at State. For the past three years Mary has been a secretary while Tom completed his degree in engineering. He recently started on a good job with an engineering firm. They are both eager to have children, but Mary, a good student, would also like to finish her degree in elementary teaching.

Obviously, you do not have all the information you would need to help them make a decision, like this, but using what you have, mark "M" for the most appropriate and "L" for the least appropriate decision.

- _____ Have Mary resume teacher training until they have children, and then quit.
- _____ Begin their family now and rely on Mary's secretarial skills if she has to work later.
- _____ Postpone having a family and have Mary complete her degree.

Case Study #2

Karen is a 30 year old woman who graduated from college eight years ago, and is now living in a pleasant suburban home with her lawyer husband and two young children. She finds that despite all the good things she has in her life, she is still frequently bored and dissatisfied with her lot.

Obviously, you do not have all the information you would need to help Karen, but using what you have, mark "M" for the most appropriate and "L" for the least appropriate decision.

- _____ Become active in a club or community organization.
- _____ Take a job in a field she is interested in.
- _____ Plan interesting excursions and projects with her children.

Case Study #3

Maureen is a very able and attractive high school senior whose scholastic record shows mostly A's with a few B's. She claims that she has liked all her subjects equally well. Her expressed interests with regard to possible future occupations are elementary teacher, lawyer, psychologist, and legal secretary. She dates frequently and is a student leader.

Maureen has come to her counselor to discuss her plans for next year. You would need more information, but on the basis of what you have, mark "M" for the most important and "L" for the least important consideration in Maureen's case.

- _____ Seeking admission at a college where she can get the broadest liberal education possible, after which she can pursue a law degree or a doctorate in psychology.
- _____ Applying at a college which offers courses leading to elementary teaching.
- _____ Applying at a college where she can pick up some practical business skills to use in the event that she is married before she has a chance to finish.

In the next section, think of YOUR IDEAL WOMAN and take a position toward the various statements which you believe she would take. This IDEAL WOMAN is an abstraction, not necessarily any concrete person. Think of your concept of an ideal woman.

You have five choices ranging from STRONGLY AGREE to STRONGLY DISAGREE. Please do not use the "I DON'T KNOW" answer unless you really feel you cannot take a position.

REMEMBER TO ANSWER THE WAY YOU WOULD WANT YOUR IDEAL WOMAN TO ANSWER.

- | | STRONGLY AGREE | AGREE | I DON'T KNOW | DISAGREE | STRONGLY DISAGREE |
|--|----------------|-------|--------------|----------|-------------------|
| 1. A husband who insists on being the sole provider will be more ambitious and responsible | () | () | () | () | () |
| 2. In my dealings with other people I am frequently oblivious of their personal feelings | () | () | () | () | () |
| 3. A woman who works cannot possibly be as good a mother as the one who stays at home, even though the child may go to school. | () | () | () | () | () |
| 4. I would like to create or accomplish something which would be recognized by everybody as valuable and important. | () | () | () | () | () |
| 5. When with other people I try to act in accordance with what I believe to be their thoughts and feelings. | () | () | () | () | () |

YOUR IDEAL WOMAN

	STRONGLY AGREE	AGREE	I DON'T KNOW	DISAGREE	STRONGLY DISAGREE
6. I believe there is a conflict between fulfilling oneself as a woman and fulfilling oneself as an individual	()	()	()	()	()
7. It is better for a woman to marry a person far below her ideal than to remain permanently unmarried . .	()	()	()	()	()
8. I sometimes feel that I must do everything myself, that I can accept nothing from others.	()	()	()	()	()
9. I believe that the personal ambitions of a woman should be subordinated to the family as a group	()	()	()	()	()
10. I am not sure that the joys of motherhood make up for the sacrifices.	()	()	()	()	()
11. I prefer to listen to people talk rather than do most of the talking myself.	()	()	()	()	()
12. I argue against people who try to assert their authority over me. . .	()	()	()	()	()
13. Marriage and children should take precedence over everything else in a woman's life	()	()	()	()	()
14. When I am doing something with a group of people I often seem to be drifting into a position of leadership.	()	()	()	()	()

YOUR IDEAL WOMAN

- | | STRONGLY AGREE | AGREE | I DON'T KNOW | DISAGREE | STRONGLY DISAGREE |
|---|----------------|-------|--------------|----------|-------------------|
| 15. I am a little too greatly concerned with how I look and what impression I am making on others | () | () | () | () | () |
| 16. I am energetic in the development and expression of my ideas | () | () | () | () | () |
| 17. Unless single, women should not crave personal success but be satisfied with their husbands' achievements | () | () | () | () | () |
| 18. I would rather not marry than sacrifice some of my essential beliefs and needs in order to adjust to another person | () | () | () | () | () |
| 19. It is mostly the responsibility of the woman to make a success of her marriage. | () | () | () | () | () |
| 20. It is unfair that women are obliged to compromise their personal goals and ideas for the sake of a good marital relationship more than men. | () | () | () | () | () |
| 21. The greatest contribution a wife can make to her husband's progress is her constant and watchful encouragement. | () | () | () | () | () |
| 22. A working mother can establish just as strong and secure a relationship with her children as can a stay-at-home mother | () | () | () | () | () |

YOUR IDEAL WOMAN

- | | STRONGLY AGREE | AGREE | I DON'T KNOW | DISAGREE | STRONGLY DISAGREE |
|---|----------------|-------|--------------|----------|-------------------|
| 23. I am capable of putting myself in the background and working with zest for a person I admire | () | () | () | () | () |
| 24. I believe that a wife's opinion should have exactly the same bearing upon important decisions for the family as the husband's. . | () | () | () | () | () |
| 25. I will have achieved the main goal of my life if I rear normal, well-adjusted children | () | () | () | () | () |
| 26. I am more concerned with my personal development than I am with the approval of other people. () | () | () | () | () | () |
| 27. I would make more concessions to my husband's wishes than I would expect him to make to mine . | () | () | () | () | () |
| 28. One attains one's greatest satisfactions in life through one's own efforts. | () | () | () | () | () |
| 29. I would like to marry a man whom I could really look up to. | () | () | () | () | () |
| 30. I believe that a capable woman has the duty to be active in a field outside the home | () | () | () | () | () |
| 31. It is a matter of common observation that the women who are less attractive are the ones who are most ambitious in their careers. . | () | () | () | () | () |

YOUR IDEAL WOMAN

- | | STRONGLY AGREE | AGREE | I DON'T KNOW | DISAGREE | STRONGLY DISAGREE |
|--|----------------|-------|--------------|----------|-------------------|
| 32. Modern mothers should bring up their boys and girls to believe in the absolute identity of rights and freedom for both sexes. | () | () | () | () | () |
| 33. I believe a woman's place is in the home. | () | () | () | () | () |
| 34. I would rather be famous, admired, and popular throughout the nation than have the constant affection and devotion of just one man . . . | () | () | () | () | () |

(Male Form, Page 1)

In the next section think about what most women believe to be an ideal woman. This is not necessarily any concrete person, but an abstraction. Keep in mind what you know about women in general, and answer the way most women would want their ideal woman to answer.

REMEMBER YOU ARE ANSWERING THE WAY AN IDEAL WOMAN AS SEEN BE MOST WOMEN WOULD.

WOMEN'S IDEAL WOMAN

- | | STRONGLY AGREE | AGREE | I DON'T KNOW | DISAGREE | STRONGLY DISAGREE |
|--|----------------|-------|--------------|----------|-------------------|
| 35. I am a little too greatly concerned with how I look and what impression I am making on others (Remember to answer the way most women would want their ideal woman to answer) | () | () | () | () | () |
| 36. I believe that a wife's opinion should have exactly the same bearing upon important decisions for the family as the husband's (Remember to answer the way most women would want their ideal woman to answer) | () | () | () | () | () |
| 37. I believe a woman's place is in the home (Remember to answer the way most women would want their ideal woman to answer) | () | () | () | () | () |
| 38. I am not sure that the joys of motherhood make up for the sacrifices (Remember to answer the way most women would want their ideal woman to answer) . . . | () | () | () | () | () |

(Male Form, Page 2)

WOMEN'S IDEAL WOMAN		STRONGLY AGREE	AGREE	I DON'T KNOW	DISAGREE	STRONGLY DISAGREE
39.	The greatest contribution a wife can make to her husband's progress is her constant and watchful encouragement (Remember to answer the way most women would want their ideal woman to answer) . . .	()	()	()	()	()
40.	I believe that a capable woman has the duty to be active in a field of endeavor outside the home (Remember to answer the way most women would want their ideal woman to answer)	()	()	()	()	()
41.	I will have achieved the main goal of my life if I rear normal, well-adjusted children (Remember to answer the way most women would want their ideal woman to answer).	()	()	()	()	()
42.	I argue against people who try to assert their authority over me (Remember to answer the way most women would want their ideal woman to answer)	()	()	()	()	()
43.	Unless single, women should not crave personal success but be satisfied with their husband's achievements (Remember to answer the way most women would want their ideal woman to answer) . . .	()	()	()	()	()
44.	It is unfair that women are obliged to compromise their personal goals and ideas for the sake of a good marital relationship more than are men (Remember to answer the way most women would want their ideal woman to answer) . . .	()	()	()	()	()

(Male Form, Page 3)

WOMEN'S IDEAL WOMAN

- | | STRONGLY AGREE | AGREE | I DON'T KNOW | DISAGREE | STRONGLY DISAGREE |
|--|----------------|-------|--------------|----------|-------------------|
| 45. I am capable of putting myself in the background and working with zest for a person I admire (Remember to answer the way most women would want their ideal woman to answer) | () | () | () | () | () |
| 46. I would like to create or accomplish something which would be recognized by everybody as valuable and important (Remember to answer the way most women would want their ideal woman to answer). | () | () | () | () | () |
| 47. It is mostly the responsibility of the woman to make a success of her marriage (Remember to answer the way most women would want their ideal woman to answer) | () | () | () | () | () |
| 48. I believe there is a conflict between fulfilling oneself as a woman and fulfilling oneself as an individual (Remember to answer the way most women would want their ideal woman to answer) . . . | () | () | () | () | () |
| 49. When with other people I try to act in accordance with what I believe to be their thoughts and feelings (Remember to answer the way most women would want their ideal woman to answer) | () | () | () | () | () |
| 50. I sometimes feel that I must do everything myself, that I can accept nothing from others (Remember to answer the way most women would want their ideal woman to answer). | () | () | () | () | () |

(Male Form, Page 4)

WOMEN'S IDEAL WOMAN		STRONGLY AGREE	AGREE	I DON'T KNOW	DISAGREE	STRONGLY DISAGREE
51.	It is better for a woman to marry a person far below her ideal than to remain permanently unmarried (Remember to answer the way most women would want their ideal woman to answer)	()	()	()	()	()
52.	I am energetic in the development and expression of my ideas (Remember to answer the way most women would want their ideal woman to answer)	()	()	()	()	()
53.	I believe that the personal ambitions of a woman should be subordinated to the family as a group (Remember to answer the way most women would want their ideal woman to answer)	()	()	()	()	()
54.	When I am doing something with a group of people I often seem to be drifting into a position of leadership (Remember to answer the way most women would want their ideal woman to answer)	()	()	()	()	()
55.	I prefer to listen to people talk rather than do most of the talking myself (Remember to answer the way most women would want their ideal woman to answer)	()	()	()	()	()
56.	Modern mothers should bring up their boys and girls to believe in the absolute identity of rights and freedom for both sexes (Remember to answer the way most women would want their ideal woman to answer). ()	()	()	()	()	()

(Male Form, Page 5)

WOMEN'S IDEAL WOMAN		STRONGLY AGREE	AGREE	I DON'T KNOW	DISAGREE	STRONGLY DISAGREE
57.	I would make more concessions to my husband's wishes than I would expect him to make to mine (Remember to answer the way most women would want their ideal woman to answer)	()	()	()	()	()
58.	One attains one's greatest satisfactions in life through one's own efforts (Remember to answer the way most women would want their ideal woman to answer).	()	()	()	()	()
59.	Marriage and children should take precedence over everything else in a woman's life (Remember to answer the way most women would want their ideal woman to answer).	()	()	()	()	()
60.	In my dealings with other people, I am frequently oblivious of their personal feelings (Remember to answer the way most women would want their ideal woman to answer)	()	()	()	()	()
61.	I would like to marry a man whom I could really look up to (Remember to answer the way most women would want their ideal woman to answer)	()	()	()	()	()
62.	A working mother can establish just as strong and secure a relationship with her children as can a stay-at-home mother (Remember to answer the way most women would want their ideal woman to answer).	()	()	()	()	()

(Male Form, Page 6)

WOMEN'S IDEAL WOMAN		STRONGLY AGREE	AGREE	I DON'T KNOW	DISAGREE	STRONGLY DISAGREE
63.	It is a matter of common observation that the women who are less attractive to men are the ones who are most ambitious in their careers (Remember to answer the way most women would want their ideal woman to answer)	()	()	()	()	()
64.	I would rather be famous, admired, and popular throughout the nation than have the constant affection and devotion of just one man (Remember to answer the way most women would want their ideal woman to answer)	()	()	()	()	()
65.	A woman who works cannot possibly be as good a mother as the one who stays at home, even though the child may go to school (Remember to answer the way most women would want their ideal woman to answer)	()	()	()	()	()
66.	I am more concerned with my personal development than I am with the approval of other people (Remember to answer the way most women would want their ideal woman to answer)	()	()	()	()	()
67.	A husband who insists on being the sole provider will be more ambitious and responsible (Remember to answer the way most women would want their ideal woman to answer).	()	()	()	()	()
68.	I would rather not marry than sacrifice some of my essential beliefs and needs in order to adjust to another person (Remember to answer the way most women would want their ideal woman to answer).	()	()	()	()	()

(Female Form, Page 1)

In the next section think about what most men believe to be an ideal woman. This is not necessarily any concrete person, but an abstraction. Keep in mind what you know about men and answer the way most men would want their ideal woman to answer.

REMEMBER YOU ARE ANSWERING THE WAY AN IDEAL WOMAN, AS SEEN BY MOST MEN, WOULD ANSWER.

MEN'S IDEAL WOMAN

- | | STRONGLY AGREE | AGREE | I DON'T KNOW | DISAGREE | STRONGLY DISAGREE |
|--|----------------|-------|--------------|----------|-------------------|
| 35. I am a little too greatly concerned with how I look and what impression I am making on others (Remember to answer the way most men would want their ideal woman to answer) | () | () | () | () | () |
| 36. I believe that a wife's opinion should have exactly the same bearing upon important decisions for the family as the husband's (Remember to answer the way most men would want their ideal woman to answer) | () | () | () | () | () |
| 37. I believe a woman's place is in the home (Remember to answer the way most men would want their ideal woman to answer) | () | () | () | () | () |
| 38. I am not sure that the joys of motherhood make up for the sacrifices (Remember to answer the way most men would want their ideal woman to answer) | () | () | () | () | () |
| 39. The greatest contribution a wife can make to her husband's progress is her constant and watchful encouragement (Remember to answer the way most men would want their ideal woman to answer) | () | () | () | () | () |

(Female Form, Page 2)

MEN'S IDEAL WOMAN		STRONGLY AGREE	AGREE	I DON'T KNOW	DISAGREE	STRONGLY DISAGREE
40.	I believe that a capable woman has the duty to be active in a field of endeavor outside the home (Remember to answer the way most men would want their ideal woman to answer)	()	()	()	()	()
41.	I will have achieved the main goal of my life if I rear normal, well adjusted children (Remember to answer the way most men would want their ideal woman to answer).	()	()	()	()	()
42.	I argue against people who try to assert their authority over me (Remember to answer the way most men would want their ideal woman to answer)	()	()	()	()	()
43.	Unless single, women should not crave personal success but be satisfied with their husband's achievements (Remember to answer the way most men would want their ideal woman to answer)	()	()	()	()	()
44.	It is unfair that women are obliged to compromise their personal goals and ideas for the sake of a good marital relationship more than are men (Remember to answer the way most men would want their ideal woman to answer).	()	()	()	()	()
45.	I am capable of putting myself in the background and working with zest for a person I admire (Remember to answer the way most men would want their ideal woman to answer).	()	()	()	()	()

(Female Form, Page 3)

MEN'S IDEAL WOMAN		STRONGLY AGREE	AGREE	I DON'T KNOW	DISAGREE	STRONGLY DISAGREE
46.	I would like to create or accomplish something which would be recognized by everybody as valuable and important (Remember to answer the way most men would want their ideal woman to answer).	()	()	()	()	()
47.	It is mostly the responsibility of the woman to make a success of her marriage (Remember to answer the way most men would want their ideal woman to answer) . . .	()	()	()	()	()
48.	I believe there is a conflict between fulfilling oneself as a woman and fulfilling oneself as an individual (Remember to answer the way most men would want their ideal woman to answer)	()	()	()	()	()
49.	When with other people I try to act in accordance with what I believe to be their thoughts and feelings (Remember to answer the way most men would want their ideal woman to answer)	()	()	()	()	()
50.	I sometimes feel that I must do everything myself, that I can accept nothing from others (Remember to answer the way most men would want their ideal woman to answer)	()	()	()	()	()
51.	It is better for a woman to marry a person far below her ideal than to remain permanently unmarried (Remember to answer the way most men would want their ideal woman to answer)	()	()	()	()	()

(Female Form, Page 4)

MEN'S IDEAL WOMAN

- | | STRONGLY AGREE | AGREE | I DON'T KNOW | DISAGREE | STRONGLY DISAGREE |
|--|----------------|-------|--------------|----------|-------------------|
| 52. I am energetic in the development and expression of my ideas.
(Remember to answer the way most men would want their ideal woman to answer) | () | () | () | () | () |
| 53. I believe that the personal ambitions of a woman should be subordinated to the family as a group (Remember to answer the way most men would want their ideal woman to answer) | () | () | () | () | () |
| 54. When I am doing something with a group of people I often seem to be drifting into a position of leadership (Remember to answer the way most men would want their ideal woman to answer) | () | () | () | () | () |
| 55. I prefer to listen to people talk rather than do most of the talking myself (Remember to answer the way most men would want their ideal woman to answer) | () | () | () | () | () |
| 56. Modern mothers should bring up their boys and girls to believe in the absolute identity of rights and freedom for both sexes (Remember to answer the way most men would want their ideal woman to answer). | () | () | () | () | () |
| 57. I would make more concessions to my husband's wishes than I would expect him to make to mine (Remember to answer the way most men would want their ideal woman to answer) | () | () | () | () | () |

(Female Form, Page 5)

MEN'S IDEAL WOMAN

- | | STRONGLY AGREE | AGREE | I DON'T KNOW | DISAGREE | STRONGLY DISAGREE |
|--|----------------|-------|--------------|----------|-------------------|
| 58. One attains one's greatest satisfactions in life through one's own efforts (Remember to answer the way most men would want their ideal woman to answer). () () () () () | | | | | |
| 59. Marriage and children should take precedence over everything else in a woman's life (Remember to answer the way most men would want their ideal woman to answer). () () () () () | | | | | |
| 60. In my dealings with other people I am frequently oblivious of their personal feelings (Remember to answer the way most men would want their ideal woman to answer) . . . () () () () () | | | | | |
| 61. I would like to marry a man whom I could really look up to (Remember to answer the way most men would want their ideal woman to answer). () () () () () | | | | | |
| 62. A working mother can establish just as strong and secure a relationship with her children as can a stay-at-home mother (Remember to answer the way most men would want their ideal woman to answer). () () () () () | | | | | |
| 63. It is a matter of common observation that the women who are less attractive to men are the ones who are most ambitious in their careers (Remember to answer the way most men would want their ideal woman to answer) () () () () () | | | | | |

(Female Form, Page 6)

MEN'S IDEAL WOMAN		STRONGLY AGREE	AGREE	I DON'T KNOW	DISAGREE	STRONGLY DISAGREE
64.	I would rather be famous, admired, and popular throughout the nation than have the constant affection and devotion of just one man (Remember to answer the way most men would want their ideal woman to answer)	()	()	()	()	()
65.	A woman who works cannot possibly be as good a mother as the one who stays at home, even though the child may go to school (Remember to answer the way most men would want their ideal woman to answer)	()	()	()	()	()
66.	I am more concerned with my personal development than I am with the approval of other people (Remember to answer the way most men would want their ideal woman to answer)	()	()	()	()	()
67.	A husband who insists on being the sole provider will be more ambitious and responsible (Remember to answer the way most men would want their ideal woman to answer).	()	()	()	()	()
68.	I would rather not marry than sacrifice some of my essential beliefs and needs in order to adjust to another person (Remember to answer the way most men would want their ideal woman to answer)	()	()	()	()	()

APPENDIX B

SCHOOLS FROM WHICH THE COUNSELOR
AND STUDENT SAMPLES WERE DRAWN

COUNSELOR SAMPLES

<u>High School</u>	<u>Males</u>	<u>Females</u>
Berkley	4	3
Bloomfield Hills	2	2
Creston (Grand Rapids)	0	2
Eastern (Lansing)	2	1
East Lansing	3	1
Everett (Lansing)	4	4
Ferndale	3	4
Grand Blanc	4	0
Holt	0	1
Kimball (Royal Oak)	0	3
Mumford (Detroit)	5	3
Okemos	0	2
Ottawa (Grand Rapids)	0	1
Redford Union (Redford Township)	3	3
Sexton (Lansing)	2	1
South (Grand Rapids)	0	2
Union (Grand Rapids)	2	2
	34	35

STUDENT SAMPLES

<u>High School</u>	<u>Questionnaires Administered</u>		<u>Questionnaires Selected</u>	
	Males	Females	Males	Females
Eastern (Lansing)	13	11	10	10
Holt	14	12	10	10
Waverly	17	11	10	10
	44	34	30	30