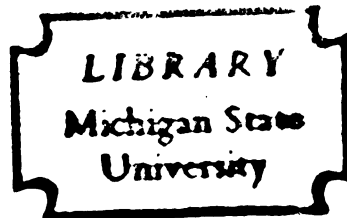


THESIS



This is to certify that the

thesis entitled

THE ATTRACTION OF UPPER-CLASS AND UNDER-CLASS
VOCATIONALLY UNDECIDED MALE STUDENTS TOWARDS
A COUNSELING RELATIONSHIP

presented by

FREDERICK E. HILL

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Education


Major professor

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ABSTRACT

THE ATTRACTION OF UPPER-CLASS AND UNDER-CLASS VOCATIONALLY UNDECIDED MALE STUDENTS TOWARDS A COUNSELING RELATIONSHIP

by Frederick Hill

This investigation was undertaken to explore the relationship between upper- and under-class male vocational clients in their attraction to a counseling relationship. The basis for the study was largely theoretical since no previous research dealt directly with attraction and expectations towards vocational counseling among the four college class levels. Vocational theorists have advocated that with increased self-awareness, the client is in a position to make a more satisfying vocational choice. However, previous research suggests that significant differences exist between under- and upper-class males in their psychological sophistication and their involvement in efforts to gain greater self understanding. Underclassmen are presented in the literature as responding to authority deferently, whereas upperclassmen are described as more confident of themselves and seeking closer and more satisfying relationships with authority figures. The present study attempts to demonstrate that the upper-class vocationally indecisive male presents different expectations towards counseling than his underclass counterpart.

Participants in the study were 100 under- and upper-class male students at Michigan State University who requested vocational counseling. Subjects completed the Picture Impressions, the Interpersonal Check List, and the Edwards Personal Preference Schedule. The Picture Impressions was scored for attraction towards an interpersonal counseling relationship. Subjects described their expectations of a Counselor and a Friend on the Interpersonal Check List, and included a self description. The Intraception Scale of the Edwards Personal Preference Schedule was scored to determine subjects' degree of introspectiveness.

It was hypothesized that (1) under-class males would obtain significantly lower mean attraction scores than upper-class males; (2) under-class males would perceive a counselor to be highly dominant, but upper-class males would perceive a counselor to be highly affiliative. No significant difference was predicted between under- and upper-class males' perception of a friend; (3) Upperclassmen were expected to be significantly more introspective than underclassmen. Each hypothesis was analyzed by using Student's t Test with .05 set as the critical ratio.

The first hypothesis was accepted on the basis of the results. Upperclassmen, compared to underclassmen, appear more attracted to an interpersonal counseling relationship; however, evidence a good deal of ambivalence

as to whether a counselor can help resolve their vocational indecision.

Hypothesis IIa was accepted; however, hypothesis IIb and IIc were rejected. Under-class males perceive a counselor to be dominant and the freshman or sophomore perceives himself in a submissive role. However, upper-classmen do not perceive counselors as more affiliative than underclassmen, nor do under- and upper-class males perceive the role of a friend similarly. Whereas the under-class male appears to perceive the counselor-self role as dominant and submissive respectively, he does not discriminate greatly between himself and how he perceives either counselors or friends. The upper-class male, however, appears more constricted, isolated, and more defensive than his under-class counterpart. He also sees greater differences between himself and his peers than between himself and a counselor. Within the theoretical framework of Stefflre, these findings were interpreted to indicate that upperclassmen perceive personal adequacy as closely tied to vocational identity, thus by the time a student reaches his senior year in college without having become vocationally committed, he appears to experience a good deal of threat to his own adequacy. The notion was advanced that vocationally undecided upper-class males are skeptical that anyone else can help them make a vocational

decision, whereas underclassmen attach unrealistic expectations to the role of a counselor.

Finally, evaluation of this study's findings led to recommendations for future research and suggestions for the practice of vocational counseling.

THE ATTRACTION OF UPPER-CLASS AND UNDER-CLASS
VOCATIONALLY UNDECIDED MALE STUDENTS
TOWARDS A COUNSELING RELATIONSHIP

By

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DEDICATION

To my wife Kay,
who was willing to grow with me,

To Vicky and Stephen,
who waited to share in my achievements,

Thank you very much.

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I wish to express my appreciation to Dr. Gregory Miller, committee chairman, for his continued confidence in my ability to grow and for his help with technical aspects of this study. To Dr. James Costar and Dr. Robert Green whose encouragement and support proved invaluable in the completion of this thesis, thank you.

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CHAPTER I

NATURE OF THE PROBLEM

Introduction

The counselor-client relationship in vocational counseling has become the concern of an increasing number of investigations. A growing number of published studies are investigating the nature of the counselor-client relationship, particularly in terms of how counselors can better facilitate the vocational decision-making process of the client. A good deal of emphasis has been placed on such issues as the value of tests in vocational counseling (Goldfarb, Jacobs and Levitan, 1960), self-concept in vocational decision-making (Super, 1951; Super, 1957; Super, 1963) and various techniques for interpreting test information (Rothney, 1952; Gustad and Tuma, 1957; Lister and McKenzie, 1966).

More recently, a good deal of attention is being focused on the vocational counseling relationship as an "interpersonal relationship" which will be described more fully in Chapter II. Although more focus has been placed on the nature of the interpersonal relationship in counseling very little attention is given to the question of the extent to which clients expressing vocational

concerns will involve themselves in an interpersonal counseling relationship.

It has been the personal observation of those working with clients that underclassmen, freshmen and sophomores, tend to look outside themselves for solutions to their vocational concerns. However, upperclassmen, juniors and seniors, seem more willing to consider their sources of conflict as arising from within themselves. This study will attempt to investigate whether, in fact, the upper-classman is more willing than the underclassman to involve himself in an interpersonal relationship which focuses on his intrapsychic life. If, as the hypotheses will suggest, a difference does exist between upper- and under-class students in terms of their involvement in a counseling process which promotes self-exploration and greater self-awareness, then we would need to consider the implications for vocational counseling with clients based upon college class level. If, on the other hand, this investigation were to reveal that students, at any class level, were not attracted to an interpersonal counseling relationship it would be necessary to question the current approaches in vocational counseling. Therefore, the present investigation was designed to learn more about the attraction towards and expectations of a client seeking vocational counseling.

Statement of Purpose

It is the purpose of this investigation to determine the relationship between client-counselor attraction, counselor and peer group expectations, and the level of introspection among under-class male students and upper-class male students expressing vocational indecision. Subjects will be asked to complete three scales measuring counselor attraction, client expectations of an interpersonal relationship, and an individual's need for self-introspection. The mean scores obtained from underclassmen on each of the measures will be correlated with the mean scores obtained from upperclassmen to determine discrepancy.

Research Hypotheses

An investigation of published literature revealed no studies dealing directly with the relationship between upper-class and under-class male students in their attraction to a counseling relationship. Research which dealt independently with these variables served as the basis for the research hypotheses that were developed and tested in this study.

The three hypotheses were:

1. Under-class male students will obtain significantly lower mean attraction scores, as measured

by the Picture Impressions Test, than the mean scores obtained by upper-class male students.

2. There will be a significant difference between upper-class male students in their expectations of the role of a counselor, but not a significant difference in their expectations of the role of a friend.
 - a. Underclassmen will perceive the role of a counselor as significantly more dominant, as measured by the Interpersonal Check List, than the perceptions offered by upper-classmen.
 - b. Upper-class males will perceive the role of a counselor as significantly more affiliative, as measured by the Interpersonal Check List, than the perceptions offered by under-class males.
 - c. Upper-class and under-class male students will perceive the role of a friend similarly.
3. Underclassmen will score significantly lower on the Intracception Scale than upperclassmen, as measured by the Edwards Personal Preference Schedule.

The derivation of the hypotheses given above is presented in Chapter III.

Limitations of the Study

Since this study is only dealing with the relationship between variables as they exist at this point in time, no cause and effect relationship can be established. However, an attempt will be made to determine if characteristics found in the subjects studied would help explain the trends of the results, if, in fact, such trends exist. No effort will be made in this investigation to support or dispute a particular vocational theory which is often based on a cause-and-effect assumption.

This study is also limited by its sample. All subjects in this investigation were college freshmen through seniors who sought vocational counseling services. Therefore, no information is available on a similar group of vocationally undecided students who do not volunteer for counseling. A final limitation of this study is that all subjects expressed vocational indecision and volunteered for counseling service; therefore, no generalizations can be made concerning the student populations at large based upon the sample in this investigation.

Definition of Terms

Interpersonal Counseling Relationship--as referred to in this study, means dialogue between the counselor and client which involves affective sensitivity on the part of the counselor and promotes greater self-awareness on the part of the client.

Client.--A college student requesting vocational counseling.

Self-awareness.--Refers to the client's increased understanding of his feelings, motivations, and attitudes.

Introspection.--Means the process by which a client brings into consciousness his inner feelings, motivations, and attitudes.

Intra-psychic life.--As referred to in this study indicates the conscious or unconscious emotional process in an individual which elicits behavior.

Self-exploration.--Refers to the process by which a client attempts to understand his personal feelings, attitudes, and motivations.

Under-class males.--As referred to in this study are freshman and sophomore male students who have expressed vocational indecision.

Upper-class males.--As referred to in this study are junior and senior male students who have expressed vocational indecision.

Dominant.--As referred to in this study is a vector on the Interpersonal Check List referring to such characteristics as Managerial and Autocratic behavior.

Affiliative.--Refers to an ICL vector defined by the characteristics of cooperativeness and over-conventionality.

Organization of the Study

The following chapter will include a review of the literature related to this study. Chapter III will contain a derivation of the hypotheses, an explanation of methodological problems, a description of the sample, and a report of the methodology employed. Results of this study will be reported in Chapter IV, and Chapter V will be devoted to a discussion of the findings. Chapter VI will contain a summary of this study with implications and conclusions.

CHAPTER II

REVIEW OF RELATED LITERATURE

As was stated in Chapter I, this investigation is concerned with upper- and under-class male students' expectations of a counselor when the student seeks counseling for vocational concerns. In addition, this study will investigate the extent to which a student will involve himself in exploring his intra-psychic life through vocational counseling. No research to date has been found which deals specifically with these two issues, although research is available in areas which tend to offer a direction in answering the two issues previously stated.

For organizational purposes this chapter is divided into four parts. The first section will explore the research dealing with the importance of self-exploration in vocational counseling. The second section contains the theory supporting personal exploration in counseling. This is followed by a section in which a review of the research dealing with students' attraction to an interpersonal counseling relationship is presented. The final section reviews the characteristics of upper- and under-class college students.

Self-Exploration in Vocational Counseling

In our Western culture the vocational counselor has witnessed many rapid changes in the process of vocational counseling. The vocational guidance movement is generally regarded as dating back to Frank Parson's book, Choosing a Vocation. In the 1930's vocational guidance became identified as a job-placement activity, along with experimentation in psychological testing and occupational information by the Minnesota Employment Stabilization Research Institute. The development of clinical psychology, with its interest in psychotherapy, began developing at this same time and by the 1940's interest in psychotherapeutic procedures became even greater than interest in psychometrics. The impact of psychotherapy on vocational counseling is seen in the fact that vocational counselors are more aware of the implications of personality in vocational choice. This fact is best evidence in the vocational theories developed by Bordin, Roe, and Holland. So, whereas at one time vocational counseling emphasized the interpretation of test results, offering vocational information and matching job demands with tested skills, vocational counseling is now becoming more and more influenced by personality theory and the realization that making a vocational choice is very intimately tied to personality dynamics within the individual. It is widely accepted today that the more a client knows about himself the better

are his chances for selecting a vocation which will meet his personal needs and be more satisfying to him. Roe (1956) has stated that it is impossible to separate occupational adjustment from general life adjustment. Galinsky and Fast (1966) have discussed the choosing of an occupation as an avenue of expressing an individual's identity. Finally, a proponent of this newer approach to vocational counseling is Super (1951) who stated that the self-concept is central in vocational choice.

One of the significant factors suggested by the previous statements of Roe, Galinsky, and Fast concerns the importance of helping a vocationally-undecided client towards greater self-awareness and self-understanding. Norrell and Grater (1960) found that clients who are restricted in self-awareness are limited in their ability to make accurate judgments about their vocational interests. Also, Stefflre (1966) points out that for the relationship between the client's self-concept and his occupational choice to be congruent, the individual client needs to perceive himself accurately. Raimy (1948) and Fey (1954) also point out that the degree of success in any form of counseling is related to the degree of self-awareness and self-acceptance attained by the client.

As has been pointed out previously, an important concept in vocational counseling involves the client becoming more aware of himself and his intrapsychic life.

The practice of helping the client better understand himself through interpretation of test results is a seriously questioned practice today. A good deal of research supports the fact that many individuals misinterpret and/or quickly forget the findings of psychological tests (Lister, 1965). There is also a good deal of empirical research which supports the hypothesis that an individual's vocational goals and his behavior leading toward these goals, are an expression of the total person, not merely a compartmentalized segment of the individual. McGully (1957), in tracing the history of vocational counseling, stated that vocational counseling should go further than dealing with facts and information on a logical and rational basis by taking into account counselee perceptions and motivations and by assisting the counselee in clarifying, and accepting, and modifying his feelings and attitudes.

Hills and Williams (1965) studied the effects of test information upon clients self-evaluation and found that the counseling relationship had a significant effect on clients change in self-perception, whereas test results alone seemed to make no difference in client change. These authors suggest a need to know more about the importance of the relationship process in educational-vocational counseling. Bordin (1955) also emphasizes the fact

that vocational counseling is a personal relationship that should help people in terms of motivational clarification and personality development. This would imply, Bordin suggests, a de-emphasis on the role of tests and of information giving.

In summary, the above researchers suggest that vocational counseling is no longer a process of test interpretation of abilities and interests alone, but rather needs to involve the individual's understanding of all aspects of himself, including personality dimensions. The second main point elicited from the preceding research is that vocational counseling is no longer providing test results and occupational information, but involves a process of counselor helping counselee to gain greater awareness of himself, a process currently referred to as an interpersonal relationship.

Interpersonal Relationships and Personality Theory

The fact that vocational counseling involves helping the client to look at his intrapsychic life has been pointed out earlier in this chapter. Personality theorists have had a good deal to say about the importance of self-exploration in counseling the vocationally-undecided client. Although Freud does not treat vocational choice explicitly, he implicitly provides the framework for a theory of vocational development. Psychoanalytic theory

describes all behavior as determined by conscious and unconscious needs. Because different occupations require quite different modes of behavior, it is suggested that an individual would seek to enter that occupation which would allow the highest degree of need satisfaction. Lantos (1943) quotes Freud as suggesting that work, through the formation of the superego, takes over the inheritance of parental care. The assumption is that when an individual is deprived of his work or of satisfaction in his work, he loses the essential condition of being an adult. He is made dependent on others once again, as he was in childhood. Therefore, in psychoanalytic theory it is very important that the client understand his basic needs that they might find expression in his occupation.

Rogers (1958) describes the characteristics of the counseling relationship as at least one of the parties promoting the growth, development, maturity, improved functioning, and improved coping with life of the other. Rogers includes all forms of counselor-client relationships under this definition, including vocational counseling. Rogers goes on to say that an awareness of one's inner self is a necessary condition for effective living. Included in effective living or satisfaction with one's adjustment would be congruence between an individual's needs and his vocational decision (Nachman, 1960; Segal,

1961; Galinsky, 1962; and Bordin, 1963). Rogers described the healthy individual as one who is open to all the elements of his organic experience, one who is continually discovering new aspects of himself in the flow of his experience. As long as the individual's self-concept and his self-experience are congruent, he remains whole and integrated.

According to Rogers, counseling occurs in an interpersonal relationship in which constructive personality growth and change can take place. Rogers (1962) also states it is the quality of the interpersonal encounter with the client which is the most significant element in counseling. The conditions which constitute the "quality" do not consist of knowledge, intellectual training, orientation in some school of thought, or techniques. The conditions are feelings or attitudes which must be experienced by the counselor and perceived by the client if they are to be effective. Rogers elaborates that:

Those conditions I have singled out as being essential are a realness, genuineness or congruence in the therapist; a sensitive, empathic understanding of the client's feelings and personal meaning; a warm, acceptant prizing of the client; and an unconditionality in this positive regard. (Rogers, 1962, 422)

Fiedler also talks about the basis of the counseling relationship as consisting of genuineness, warmth, and empathy. He emphasizes an interpersonal interacting

which helps create a climate in which the client can discover himself.

In their book on counseling relationships, Kell and Mueller (1966) repeatedly emphasize that a counseling relationship is marked by the affective involvement of both counselors and clients. In fact, Kell and Mueller propose that a relationship in which the counselor is not affectively involved may not be a therapeutic encounter for the client.

The research evidence suggests that effective counseling involves not only a relationship described as interpersonal, but that a necessary condition includes self-exploration on the part of the client. In studying how to best estimate the future adjustment of delinquents, Rogers and Kell (1948) found that the extent to which a client accepts himself and has a realistic view of himself determines his later adjustment. Hobbs (1962) believes that clients have feelings about themselves before they have emotional insights and suggests that an important source of client gain in counseling is in an intimate honest relationship with the counselor.

Although the evidence appears to support the concept that successful vocational counseling involves an interpersonal relationship in which the client explores his intrapsychic life, the assumption cannot be made that all clients with vocational concerns will be attracted to

or involve themselves in the type of interpersonal relationship described above. In fact, Galinsky and Fast (1966) suggest that the lure to externalize one's problems is strong and is often seen in vocationally-undecided clients who perceive their vocational goal as existing "out there" and must somehow be found, clutched, and made his own. Support for externalizing one's vocational concerns is frequently provided by parents, college advisors, and friends who too often see vocational choice as divorced from the internal working of the individual.

Although we do not have evidence that clients at different class levels within a college setting view vocational decision making differently, we do have evidence that clients presenting vocational problems view the counseling relationship differently than do clients presenting personal problems. The evidence for this claim will be presented in the following section of this chapter. It may well be suggested that college students, whose main concerns are with vocational decision making are externalizing their problem to avoid dealing with intrapersonal concerns.

Client Attraction to an Interpersonal
Counseling Relationship

Considering the current emphasis placed on an interpersonal relationship in vocational counseling, one of the questions raised in a counseling agency is will all clients with vocational concerns be attracted to a counseling relationship which involves greater client self-understanding. This investigation will explore vocational clients attraction to a counseling relationship, the client's expectations of the counselor, and the client's motivation to better understand himself. As has been stated in Chapter I, this investigation hypothesizes that differences in counseling attraction will be seen among class levels.

Although no previous research has investigated interpersonal relationship attraction by class level, the literature does suggest an interpersonal relationship in counseling may not always be attractive to clients presenting vocational versus personal problems. Bordin (1955) found that clients seeking help with personal-social concerns sought out counselors on the basis of the counselor's personal characteristics, such as whether the counselor was fatherly, warm, or nurturant. However, clients seeking information concerning educational-vocational indecisions tended not to assign importance to the personal characteristics of the counselor. The results of this study might suggest that clients with vocational concerns often view their indecision as external from

themselves and are reluctant to become involved in understanding their inner needs and motivations.

Dipboye (1951), in studying the interpersonal relationships between counselors and clients found results similar to those of Bordin. Dipboye questioned whether counselors vary their styles or patterns of techniques with clients from one topical unit of discussion to another. He found that counselors tend to respond cognitively in interviews where educational-vocational problems were discussed and affectively when personal-social problems were being considered. The inference is suggested that the counselors were reacting in part to the set of the counselees and responding cognitively or affectively to the client's expectations. The results of these two studies cited above suggest that clients presenting educational-vocational concerns might not necessarily wish to or expect to involve themselves in an interpersonal counseling relationship. What is not clear from the above studies is the class level of the students represented.

We know that many counseling centers experience their greatest vocational case loads at the underclassmen level. If clients seeking help in vocational decision making are primarily underclassmen (freshmen or sophomores) the results of the two cited studies may be better understood as being influenced by characteristics peculiar to upper- and under-class clients. Some recent research

by Matteson (1966) supports the notion that freshmen and sophomores do constitute the largest educational-vocational client population, whereas graduate students and upperclassmen constitute the largest personal-social client population.

Matteson also found that more underclassmen anticipated the solution to their problem lay in external sources, such as getting advice from a counselor or being told which vocation is most appropriate for them. Upperclassmen comments reflected more awareness of the fact that the solution to their problem lay with themselves. The limited research available concerning personality development of college students also suggests that seniors are more attuned to their inner lives than are freshmen (Freedman, 1961).

Grater (1964) in studying client preferences for affective or cognitive counselor characteristics found that clients who consider affective characteristics more important than cognitive characteristics in a counselor are more likely to focus on a discussion of personal-social problems in the first interview. Grater also found that clients discussing vocational concerns more frequently preferred such counselor characteristics as "knowledgeable," "logical," "efficient," and "successful," whereas clients discussing personal problems felt such characteristics as "warm," "kind," and "accepting" to be more important in the counselor.

Another dimension in evaluating a client's readiness to explore his intrapsychic life would be his willingness to alter self-perceptions. Minge (1964) studied counseling readiness among clients presenting both personal and vocational concerns. Minge asked beginning clients to rate themselves on the Edwards Personal Preference Schedule's fifteen categories. The clients then were administered the Edwards and then asked to rate themselves a second time on the fifteen categories. Minge found that the vocational client's self-ratings changed less on the second rating than did the clients presenting personal problems. He concludes that clients with vocational concerns appear limited in their self-awareness and are less willing to modify their self-perceptions than are clients presenting personal concerns.

In summary, the previously-cited studies suggest a difference exists between upper- and underclassmen in both the attraction to an interpersonal counseling relationship and their expectation of the counselor's behavior. Underclassmen, it would appear, tend to externalize or separate their problem from themselves and to seek a solution from external sources rather than within themselves. Severinsen (1966) in investigating a method of measuring client expectation and perception of counseling found that his freshman sample expected a counselor to be authoritative and to deal more with facts than with

feelings. Goodstein and Grigg (1957) found similar counselor expectation trends.

On the other hand, the research suggests that upper-classmen more frequently respond affectively in the counseling relationship and seek out the personal characteristics both in the counselor and in themselves.

In questioning the effectiveness of an interpersonal counseling relationship with vocationally-undecided underclassmen, the final section of this chapter will look at the research on characteristics of upper-class and underclass college students to help determine their attraction to self-exploration.

Characteristics of College Students

Although very little has actually been published about the personality development of an individual during the college years (Freedman, 1961; Sanford, 1962) the empirical evidence available suggests that underclassmen appear to be less attracted to an interpersonal relationship which develops self-awareness than do upperclassmen.

One of the most widely quoted research articles dealing with developmental characteristics of college freshmen through seniors is the Vassar Study. Sanford (1956) and his associates asked the question, in what way do people change after the age of seventeen. Although a good deal of research is available on the age group encompassing adolescence, Sanford (1962) proposes that there is

a stage of late adolescence that intervenes between adolescence proper and early adulthood. College freshmen and sophomores are in this stage. Sanford feels that underclassmen seem more likely to be in this stage than do other categories of older or younger people.

Sanford (1962) administered a battery of tests to 430 college freshmen, including scales of achievement, intelligence, interest, authoritarianism, masculinity-femininity, and personality. The same battery of tests was administered to the subjects as seniors and the changes in the students test scores were studied. One of Sanford's findings was that freshmen are in a phase of development resembling "latency," where their impulse life is effectively checked by more or less primitive mechanisms of control. In his study Sanford found seniors, as compared to freshmen, to evidence greater differentiation, discrimination, and mastery of their personal lives.

Sanford (1962) feels that a freshman's impulse life is sufficiently inhibited or contained so he can turn his attention to relations with the external world to improve his understanding of that world and find his place in it. However, Sanford suggests that strong impulses are directly opposed by an alert, rigid and punitive conscience. He goes on to say that the ego has to devote

so much energy to restraining impulses that its other functions are not well performed. This state of affairs, at the cost of the freshman's personality, is reflected behaviorally in stereotyped thinking, intolerance of ambiguity, punitive morality, submissiveness toward the powerful and dominance toward the weak. These facts would help explain the notion that freshmen tend to externalize their personal concerns and defer to authority for solutions. The "authoritarian syndrome" in freshmen, as Sanford (1956) refers to it, appears to be made up of compulsiveness, conventionality, anti-introspection, lack of self-confidence, and a sense of victimization. Jefferson, Wall, and Osipow (1966) in studying entering freshmen who had either decided, were tentative, or were undecided vocationally, also found that the vocationally-uncommitted freshmen scored significantly higher on the Dependency Scale of the Bernreuter Personality Inventory. This freshman group evidenced greater dependency and a greater need for support and encouragement in working through their vocational plans than the decided freshman group. Also, Holland and Nichols (1964) describe vocationally-indecisive underclassmen as oral dependent personalities.

In contrast to the freshmen, Sanford (1956) found seniors to have more acceptable ways of expressing impulses and in developing controls which suggests a lifting of repressions (Sanford, 1962, 41). Seniors, in contrast to

freshmen, ranked higher on scales of Social Dominance and Confidence, but were still able to admit personal difficulties.

Freedman's (1961) findings from the Vassar Study concur with those of Sanford. Freedman found seniors to be less conventional than freshmen, more aware of sexual and aggressive needs and more attuned to their inner lives. Freedman found that senior-freshmen changes are not linear from year to year, but tend to take place quite early. Replications of parts of the Vassar Study from other colleges report the same trends in behavior change (Newcomb, 1946; Brown and Bystry, 1956; Laxure, 1959; and Webster, 1958).

Heath (1964) also studied the development of twenty-six undergraduate males at Princeton from their entry as freshmen through their senior year. Heath notes that the typical freshman is profoundly naive about himself and that he seems to avoid self-inspection altogether. Although there are times he (freshman) tries some realistic facing of his difficulties, he seems unsuccessful with the consequence of a return to a state of naive unconcern.

These students in Heath's study, as seniors reviewing their four years growth, indicate being more intellectually curious for their own benefit whereas as freshmen they were doing assignments for authorities. In discussing relationships, the seniors felt as freshmen they had "casual

relationships," but now realize a rich experience of close interpersonal relationships.

Gough (1958), in his work with the California Psychological Inventory found that college freshmen are less tolerant, less flexible, and less psychologically minded than the college graduate.

The evidence cited above suggests that underclassmen are less aware of their own need systems, have less access to their innerpsychic lives, are less flexible and more impulse controlled and are more conventional in their behavior than their upperclassman counterpart.

Elton (1967), in studying freshmen self-identity found his subjects did not differentiate between making a vocational choice and identifying a career role within a vocation. Elton feels that those factors which make up role identity are still too far in the future for the freshman. In an unpublished Master's degree thesis at Michigan State University, Treppa (1966) found freshmen male students to stereotype their ideal self-concept which suggests limited awareness of their uniqueness and individuality.

Newcomb (1962) offers a possible explanation for the characteristics we find in underclassmen. Newcomb states that students in college for the first time find themselves cut off from intimacies with adults; they see little of their parents and their teachers neither invite intimacies

nor welcome students into faculty society. Such circumstances are hardly calculated to aid the student in his search for identity at a time when he is least certain about it (Newcomb, 1962, 447). Small wonder that students tend to be thrown upon each other--sharing of their common problems relative to isolation from nonstudents make them ripe for closer peer group relationships. It is also small wonder, Newcomb suggests, that underclassmen may view relationships with authority figures as distant, impersonal, and with suspicion. Murray (1964), in attempting to understand freshman behavior patterns, suggests that the college student may submerge himself in the group dress, group entertainment and language patterns for merging with the group is reassuring; however, the price may be high to loss of individual development and unique self-awareness. Murray feels that "causes" on college campuses may attract college students because they offer ready answers for the confusion which they see inside themselves.

The research cited above prompts several questions. Is there, in fact, a difference between vocationally-uncommitted upper-class and under-class male students in their attraction towards an interpersonal counseling relationship; and if so, with whom do underclassmen prefer closer relationships? Another question raised is do underclassmen with vocational concerns, more than upperclassmen with

similar concerns, tend to avoid being introspective about themselves? If underclassmen are introspective, are they willing to share their innerpsychic life with someone perceived in an authority role? We know very little about the "set" concerning relationships a vocational client brings to a counseling interview. Until counselors know more about a vocational client's attraction towards or rejection of the interpersonal counseling relationship, counselors are operating with insufficient information. To better understand a client's perception of a counseling relationship is the purpose of this study.

Summary

This investigation was undertaken to explore the relationship between upper- and under-class male vocational clients in their attraction towards a counseling relationship. The basis for the study was largely theoretical since no previous research dealt directly with attraction and expectations towards vocational counseling among the four college class levels. Vocational theorists have advocated that with increased self-awareness, the client is in a position to make a more satisfying vocational choice. However, previous research suggests that significant differences exist between under- and upper-class males in their psychological sophistication and their involvement in efforts to gain greater self understanding.

Underclassmen are presented in the literature as responding to authority deferently, whereas upperclassmen are described as more confident of themselves and seeking closer and more satisfying relationships with authority figures. The present study attempts to demonstrate that the upper-class vocationally-indecisive male presents different expectations towards counseling than his under-class counterpart.

CHAPTER III

HYPOTHESES DERIVATION AND METHODOLOGY

The first section of this chapter presents a review of the research presented in Chapter II indicating the derivation of the research hypotheses presented in Chapter I. Methodological considerations arising in testing the hypotheses are contained in the second section of this chapter. The final section describes the methodology used in testing the hypotheses.

Derivation of the Research Hypotheses

The personality theories presented in Chapter II pointed out that not only is counseling an affective relationship shared by the counselor and client, but that successful counseling, both personal and vocational, involves an interpersonal relating in which the client is helped to explore his inner feelings and to gain greater self-awareness. Research cited in Chapter II indicated that clients with vocational concerns often tend to externalize their vocational concerns and to discuss their indecision in cognitive, nonaffiliative terms. Evidence was also presented indicating that more underclassmen than upperclassmen seek counseling for vocational problems and that the vocational client seems to set the tone of

the interviews at a cognitive, depersonalized level. Finally, some evidence was offered that college freshmen admit to having concerns less often than their upper-class counterpart.

Since vocational counseling has been defined in this study as an interpersonal relationship leading to greater self-understanding, it is questioned whether underclassmen would be as attracted to the described relationship as upperclassmen. Thus, the following hypothesis was advanced:

- H_1 : Underclassmen will obtain significantly lower mean attraction scores, as measured by the Picture Impressions Test, than the mean scores obtained by upperclassmen.

Chapter II presented evidence that vocational clients tend to respond to a counselor as a dominant, authority figure. It was, in fact, pointed out that freshmen expect a counselor to be authoritative. Research presented in Chapter II also indicated that clients seeking vocational help tended to be more dependent, less dominant, and more submissive to authority than upperclassmen. Finally, the research in Chapter II offered evidence that college seniors seem to express more confidence in themselves and do not necessarily need to respond to authority in a submissive manner. If these findings are true, it might be expected that underclassmen seeking vocational counseling would expect the counselor to be authoritative and dominant,

but upperclassmen should not necessarily share these same role expectations. Thus, the following hypothesis is advanced:

- H₂: There will be a significant difference between upper- and underclassmen in their perceptions of the role of a counselor, but not a significant difference in their perceptions of the role of a friend.

The above hypothesis was divided into the following subhypotheses to be treated independently:

- H₂: (a) Under-class males will perceive the role of a counselor as significantly more dominant as measured by the Interpersonal Check List, than the perceptions offered by upperclassmen.

Research evidence offered by Matteson (1966), Grater (1964), Heath (1964), and Sanford (1962) suggests that upperclassmen are more psychologically sophisticated and are more aware that solutions to their vocational problems rest within themselves. Whereas the previous hypothesis predicts underclassmen will expect a counselor to help by offering advice and test results as authoritative indices to resolving vocational indecision, upperclassmen should expect a counselor to help them by attempting to understand their intrapsychic life. It would be anticipated that upper-class males would value and anticipate such counselor characteristics as warmth, encouragement, self-understanding, and other affiliative dimensions measured by the ICL. Therefore, the following hypothesis is proposed:

- H₂: (b) Upper-class males will perceive the role of a counselor as significantly more affiliative, as measured by the Interpersonal Check List, than the perceptions offered by underclass males.

Under the section entitled "Characteristics of College Students" in Chapter II it was pointed out that freshmen tend to make closer relationships with their peers than with persons in authority and that peer group merging is found to be very reassuring. No evidence was found to suggest that upperclassmen perceive peer relationships any differently than do underclassmen; therefore, the following hypothesis is advanced:

- H₂: (c) Upper-class and under-class males will perceive the role of a friend similarly.

Due to the fact that the current trend in vocational counseling advocates the client gain a greater awareness and understanding of himself, it follows that the client seeking vocational assistance needs to explore his own motivations, feelings, and attitudes. However, the research evidence presented in Chapter II indicates that the college freshman is less psychologically minded, more anti-introspective, and more naive about himself than is the average college senior. It was also pointed out that the college senior is more attuned to his inner life than is the freshman. Self-understanding may be an important variable in successful vocational counseling; however, one may question how ready the under-class student is to be

introspective. Some of the evidence pointed out in Chapter II would suggest that the underclassman is in the process of understanding the objective world about him. He may well need to be invested in identifying what characteristics are involved in being an adult male, before he can identify similar characteristics within himself. Chapter II also offered evidence that the underclassman's self-perceptions are not easily altered. Matteson (1955) reports that levels and patterns of interest change for college students as new experiences become available to them. He feels that selection of educational and vocational objectives is a development process throughout the college years. The underclassman in college may defer looking at his own needs and understanding his own dynamics until he has a clearer concept of what his environment expects of him. If this statement is true, it may be suspected that the under-class student needs both exposure to and permission to involve himself in exploring and understanding the inner workings of his environment as well as of himself. Consequently, the third hypothesis was generated:

- H₃: Underclassmen will score significantly lower on the Intracognitive Scale than upperclassmen, as measured by the Edwards Personal Preference Schedule.

The following section will deal with the methodological considerations before presenting the methodology.

Methodological Considerations

Sampling

The sample of this study consists of freshmen, sophomores, juniors, and seniors who had expressed vocational indecision. Due to the fact this study is investigating factors involved in an individual's attraction towards self-exploration through a vocational counseling relationship, it seemed important to study a population who would be selecting a professional career. Moore (1967) found a significant relationship between male teachers level of self-awareness and their occupational satisfaction. Also, Stefflre (1966) points out that the opportunity for self-expression, based upon self-understanding, is greatest among the professional occupations and is almost non-existent in other occupations. Accidental and economic factors play a very significant role in job selection among nonprofessional workers; therefore, no matter how high a degree of self-understanding an individual has, his chances of implementing this knowledge in choosing a vocation are minimal. Therefore, it was important to choose a population who had the opportunity to select a satisfying career based upon a greater awareness of their needs and abilities. A population of college students seeking vocational counseling seemed to meet these conditions mentioned above.

Age of the subjects seemed to be an important variable in this study. The motivational intensity of a twenty-four-year-old freshman choosing a vocation would appear to be quite different from the motivational needs of an eighteen-year-old freshman selecting a career. Consequently, the following age limits were determined for each college class level:

Freshman	17-19 years of age
Sophomores	18-20 years of age
Juniors.	19-21 years of age
Seniors.	20-24 years of age

A third consideration in selecting the sample involved the effect of prior counseling on the subjects in this study. Because this study is, in part, investigating differences between upper-class and under-class male student's expectations of a counselor, any subject having experienced counseling prior to this investigation could bias the results. Therefore, the decision was made to exclude all subjects from this study who have had two or more interviews with a professional counselor since beginning college.

The appropriate method of sampling was also considered. Would it be better to select the first twenty-five subjects from each class level who were seeking vocational counseling, or select twenty-five subjects randomly from a larger population of freshmen through seniors. Studies of clients seeking vocational counseling do not indicate group differences, but rather discuss

individual differences. Therefore, this examiner decided that the first twenty-five subjects from each class level seeking vocational assistance would, in general, be representative of the vocationally-undecided student population. While this procedure poses limitations on the generalizability of the data, it is suspected that this data may not be far different from a random sample of a larger population.

Women college students were not included in this sample because the meaning a woman attaches to selecting an occupation is quite different than the meaning for a man. Cass and Tiedeman (1960) found at the high school level that sex differences seem to be a very important influence in the type of courses selected by young men and women. Smuts (1959) in tracing the history of women entering the field of work found very different meanings associated with work as compared to the significance of work held by men. Ross (1963) in studying the top one per cent of women at Michigan State University found that by graduation 83 per cent had selected occupations considered extensions of the feminine role. Doven and Adelson (1966) found that women do not crystalize their self-image through vocational choice, as do men, but have other avenues available to meet their needs. Stefflre (1966) talks about the job as being of more central importance to men than to women in our present culture.

It would seem from the research that while middle-class man's identity is closely tied to his vocation, a woman may feel her identity is more involved with being a wife and/or mother and that work is more peripheral.

This study then, consists of male college students who have expressed a desire for vocational counseling and have not previously been exposed to a professional counseling relationship. As pointed out earlier, the generalizability of the data is further limited by the fact that the subjects are all volunteers from the student population. Therefore, any efforts to generalize the results of this investigation beyond the sample in this study is highly questionable.

Instruments

It was felt by this examiner that the instruments selected to test the hypotheses would need to be measures of specific traits to avoid ending up with interpretative conjectures or misinterpretations of the data. It also seemed important that the tests not be transparent as to the intent, otherwise one might be measuring a subject's reaction to the examiner rather than his response to the test items. Another consideration was that the instruments selected not be in frequent use to minimize the risk of a subject being familiar with the instrument. The test items needed to be easily understood by the

subjects to avoid intellectual ability or sophistication with psychological terminology becoming an influencing factor.

A final consideration was that sufficient research would have been conducted with the measures selected to satisfy requirements of validity and reliability.

The Picture Impressions Test was selected to measure a subject's attraction to or away from a counseling relationship. The test is a projective technique which was designed specifically to measure that for which it is used in this study. The test is easily understood, quickly administered, and meets the qualitative criteria for validity and reliability. This test will be described later in this chapter. (See Appendix B for Test proper.)

To measure subjects' self-perceptions and perceptions of others, the Interpersonal Check List was selected. This instrument has been thoroughly researched and has been found to be highly valid and reliable. The ICL has also been found to correlate well with much longer measures (Gynther, Miller, and Davis, 1962). Further information will be given later in Chapter III about this scale. A copy of the test is available in Appendix C.

In attempting to measure one's degree of introspection, it seemed to this examiner that direct questions to the subjects concerning the extent to which they think about their inner feelings would be necessary. In

reviewing the testing literature the only other measures related to introspection are Empathy Scales which are notoriously invalid. The Edwards Personal Preference Schedule (Introceptive Scale) was selected for two reasons. The first reason is that the scale asks direct questions related to one's introspective needs; however, transparency of the questions is not obvious due to the socially desirable wording of each item. A second reason for selecting the EPPS was that it sets up a forced-choice situation for the subject, eliciting each subject's hierarchy of needs. The EPPS appeared to meet the criteria for test selection stated previously; therefore, the EPPS was chosen to test Hypothesis III of this study. Further information about the EPPS will be given in the final section of this chapter; and a copy of the test appears in Appendix D.

Method

This final section of Chapter III will contain a description of the subjects who volunteered for the study, an explanation of the procedure used in gathering the data, and information concerning the instruments selected for testing the hypotheses.

Subjects

Subjects for this study were 100 male volunteers enrolled as full-time students at Michigan State University

who expressed the desire for vocational counseling. The subjects were divided into twenty-five students from each college class level, thereby representing the freshmen, sophomore, junior, and senior class levels. Each student used in this study was within the age limitations set for his class level, as described earlier in this chapter. None of the subjects included in this study have had more than two interviews with a professional counselor concerning vocational or personal problems since the beginning of college.

The following section of this chapter will describe the procedure used in selecting and testing the subjects.

Procedure

When a student comes to the Counseling Center at Michigan State University seeking professional counseling, he is first met by the receptionist. The student states his purpose in coming to the Center and is then seen by a staff counselor for a "screening interview." The purpose of this brief interview is to determine in what ways the staff member can be of help to the student.

The receptionist was asked to refer all male students indicating vocational concerns to this examiner. Each student referred was asked his reasons for coming to the Counseling Center and if the problem primarily involved his questions about making a vocational choice,

he was told of this research project. Subjects were informed they would receive vocational counseling, and their cooperation in the research project would be voluntary.

If the subject agreed to take the research measures, he was asked to complete a Student Questionnaire (Appendix A). He was then administered the research tests in the following order: first, the Picture Impressions Test (Appendix B); second, the Interpersonal Check List (counselor, friend, and self, Appendix C); and third, the Edwards Personal Preference Schedule (Appendix D). He then completed any additional testing which pertained to the vocational questions he raised. The results of the Edwards and any additional testing were interpreted to the subject within two weeks after completing the testing.

To insure gathering a large enough sample of subjects, a letter explaining the research project and offering vocational testing (Appendix E) was distributed in eight of the seventeen men's residence halls on campus. The selection of the residence halls was based on two factors; one, that men's residence halls be selected from a residence hall complex insuring representative residence hall selection over the entire campus. The second factor considered was to select residence halls whose main occupancy consisted of students from each college class level, thereby insuring notification of the

testing project be brought to the attention of approximately equal numbers of underclassmen and upperclassmen. Again, participation in the testing project was on a voluntary basis and each subject was asked his reason for seeking testing before any tests were administered. The test results of students whose ages exceeded the age limits set up in this study, or who had previous counseling contact, were foreign born and evidenced a language handicap or whose vocational needs did not include testing were not included in the sample represented in this study. The same testing procedures, as described earlier in this section, were followed in the residence halls.

Subjects were informed that the results of the research testing would also be available to them; however, no subject requested the results.

Before testing began, examiner contact with each subject was minimized to avoid offering counselor impressions prior to test administration.

The following table indicates the number and class rank of the subjects from each residence hall and the Counseling Center who constitute the sample population used in this study.

Figure 1.--Number and class rank of the 100 male under-class and upper-class students who volunteered as subjects from the Counseling Center and eight men's residence halls.

	Freshman N	Sophomore N	Junior N	Senior N	Total N
Counseling Center	7	6	12	18	43
Residence Hall A	4	2	0	0	6
Residence Hall B	0	0	6	4	10
Residence Hall C	3	3	0	0	6
Residence Hall D	3	1	0	0	4
Residence Hall E	4	4	0	0	8
Residence Hall F	1	5	4	0	10
Residence Hall G	2	4	2	0	8
Residence Hall H	1	0	1	3	5

Instruments

The following section contains a description of the three instruments used in this study: the Picture Impressions Test, the Interpersonal Check List, and the Edwards Personal Preference Schedule. Reliability and validity information will also be given.

The Picture Impression Test.--The PIT is a projective test developed by Libo (1956) as a device for measuring the attraction of client to counselor. The rationale underlying this device is expressed by Libo as follows:

Projectives have been noted to be sensitive to the social situation, i.e., responses seem to be determined in part by the interpersonal aspects of the examining session . . .this sensitivity can be used to measure the cohesiveness of an interpersonal relationship. (Libo, 1957, 33)

Miller (1953), using the Rorschach as an example of an interpersonal relationship, studied protocols as a means of determining the conditions under which the most valid results were obtained. One of the variables he found to be pertinent was the relationship between the examiner and the subject. This finding is supportive of Libo's contention that responses to projectives are, in fact, influenced by the interpersonal aspects of the examining session.

The PIT is composed of four cards similar to TAT cards and is designed to be used with adolescents and adults of both sexes, Negro and White subjects. The first picture is of a man (or woman) standing with chin in hand. He is depicted as imagining two seated people facing each other. One of the persons has a note pad on his knee. The second card pictures a man (or woman) seated a short distance away from another man sitting behind a desk. The third depicts a man (or woman) leaving an office under the observation of a man seated behind a desk. The door of the office is labeled with the name "Dr. Jones." The fourth and final card shows a man (or woman) seated alone in a waiting room. A door to what appears to be an office has a sign (hanging askew) that reads "The doctor is in."

Administration of the PIT takes about twenty to thirty minutes with the client being asked to write a story for each picture--taking about five minutes for each

picture. The stories are scores for "attraction." Very generally a plus 1 is given for any indicator of client-counselor attraction and a minus 1 for every negative indicator (i.e., of client-counselor rejection). The total score is the algebraic sum of all the plus and minus subscores.

Very little research has been done with the PIT until very recently; however, Mullen (1965) did a rather extensive investigation concerning the validity of the PIT. Mullen studied 137 students at Michigan State University, half of whom had requested counseling, and the remaining group who indicated no desire for counseling contact. He found that the mean attraction scores for people who indicated interest in counseling to be significantly higher ($P < .01$) than the mean scores for people who did not express a similar interest.

Construct validity was also demonstrated by Mullen and Abeles (1967) who report correlations at $P < .02$. Correlations have also been found by Libo (1957) reported at $P < .05$ and by Tenbusch (1967) reporting "T" scores at 1.949. These studies appear to lend support to the use of this instrument in this investigation.

Reliability coefficients are reported at .61 by Mullen (1965) and by Mullen and Abeles (1967) at .81.

The stories were scored using the attraction concept as described in the manual (Manual for the Picture Impressions Test, 1956, 4-10). This concept views attraction as an immediate contemporaneous ("here and now") concept. Thus, the scores reflect immediate, situation-determined themes. The stories were scored by two independent judges. Reliability between scorers was determined by analyzing the degree of agreement between the two independent scorers on the first twelve and the last twelve stories. The results of this analysis are recorded in Table 1.

TABLE 1.--Results of Pearson Product-Moment Correlation Coefficients for two independent scorers on the first and last twelve stories of the Picture Impressions Test.^a

	$\bar{x}$	s^2	s.d.	r
First Twelve Stories				
Scorer X	12.14	14.19	3.76	.52*
Scorer Y	12.85	8.88	2.98	
Last Twelve Stories				
Scorer X	15.33	73.00	8.54	.78**
Scorer Y	14.92	65.81	8.11	

^aA constant of +10 was added to each score in this study to simplify arithmetic operations of the data.

*For 12 d.f., $p = .01$ when $r = 2.681$.

**For 12 d.f., $p = .10$ when $r = 1.356$.

The Pearson Product-Moment Correlation Coefficients for scoring the first twelve stories was $r = .52$ and the correlation coefficient for the last twelve stories was $r = .78$. Both correlation coefficients are significant. The difference between the correlations from the first scoring to the last scoring can best be explained by the nature of the tests being evaluated. The PIT stories require subjective judgments in determining attraction statements. Unfamiliarity with the instrument and a client's response to the picture would account for initial scoring discrepancy. If total attraction scores are computed for each series of stories the results indicate 86 per cent attraction agreement between scorers for the first twelve stories and 84 per cent attraction agreement between scorers for the final twelve stories. The most frequent reporting of reliability correlation for the Picture Impressions is done by percentile of agreement (Libo, 1957; Tenbusch, 1967; Mullen and Abeles, 1967).

Interpersonal Check List.--The ICL was developed by LaForge and Suczek (1955) as an instrument for measuring self-perception and perception of others. Its underlying rationale is that the items or phrases checked by a subject represent structured communications about himself that he is willing to convey to the examiner. It is comprised of 128 items consisting of words or phrases describing different kinds of interpersonal behavior. The items are

arranged so that there are eight of them for each of sixteen interpersonal variables. The degree of intensity for each variable is derived by utilization of a four-point scale over which the eight items are distributed as follows: one item for intensity level which reflects "a mild or necessary amount of the trait," three items for intensity level 2 representing "a moderate or appropriate amount of the trait," three items for intensity level 3 described as "a marked or inappropriate amount of the trait," and for intensity level 4 there is one item indicating an "extreme amount of the trait." A detailed description of the development and statistical support for the check list is reported by LaForge and Suczek (1955), and LaForge (1963).

Validity studies have been conducted with the ICL. Bierl and Losbeck (1961) studied relationships between parental identification, religious affiliation and social class to two aspects of self-concept on the ICL, Dominance and Love. They found confirmation in the direction of the hypotheses that the Dominant score is more positively weighted on the managerial-autocratic and competitive octants and the Love score is most positively weighted on the cooperative-overconventional and docile-dependent octants.

Gynther, Miller, and Davis (1962) found significant systematic relationships between scores on the ICL and

needs measured on the EPPS. For example, they found that the ICL Love variable is positively associated with EPPS needs Affiliation and Nurturance and negatively associated with needs Autonomy and Aggression. LaForge and Suczek (1955) report validity correlations ranging from .51 to .86. Also, the dimension of Ain, Nic, Dom, and Love have a commonality above .9.

Leary and his co-workers have investigated reliability of the ICL by means of test-retest correlations which range from .64 to .83, averaging .78 for octant reliability. LaForge and Suczek (1955) report test-retest correlations range from .64 to .77 on clinical samples in the initial presentation of the ICL.

Armstrong (1958) decided to check reliability of the ICL in terms of internal consistency of the test. His sample was 50 "normal" males and 50 alcoholic males rating self, mother, father, wife, ideal wife, and ideal self. The Kuder-Richardson Formula was applied to these 12 ratings. Each of the r_{tt} 's was significant beyond the .01 level. His conclusions were that regardless of population or what is rated the ICL yields a highly significant internal consistency.

In the present study subjects were asked to respond to those items on the ICL which would describe their expectations of a "counselor," a "friend," and to describe "themselves." These rankings will offer a measure of the

subject's conscious expectations of authority figures, peers, and a description of how he views himself. Although the self-ratings are not used in testing the hypotheses, they will aid in interpreting the data. The ICL is recognized as representing a conscious description of self-perception and perception of others.

Edwards Personal Preference Schedule.--The EPPS was designed as a personality inventory to be used with college age and adults of both sexes. The purpose of the test is to provide a quick and convenient measure of fifteen relatively independent personality variables. These fifteen personality variables have their origin in the list of manifest needs presented by H. A. Murray. The 210 items on the EPPS consist of statement pairs, each statement being representative of one of the need variables. One of the best strengths of the EPPS is that each pair of statements was designed to reflect "social desirability" which aided in diminishing "response set." Each need variable is represented by nine statements. These nine statements are used to compare each need variable to every other need variable twice. The score of each variable is obtained by counting the number of times a statement reflecting that need is chosen over the one paired with it. Raw scores, then, reflect the number of times the subject "prefers" a particular

variable. Validity has primarily been based on self-ranking correlated with actual EPPS rankings, or correlations with other scales or behavioral criteria.

Frank Barron, reviewing the EPPS for the fifth edition of Buro's Mental Measurement Yearbook makes reference to a number of studies on the validity of the EPPS. Barron cites that one investigator found a number of the EPPS scales correlates significantly with the CPI variables, although the correlations are generally not over .40. Edwards (1959) reports correlations with the Guilford-Martin Personnel Inventory and the Taylor Manifest Anxiety Scale. These data are presented in table form in the manual showing the relationship between each of the EPPS variables on the TMAS on the one hand and Cooperativeness, Agreeableness, and Objectivity scales of the GMPI on the other. These correlations are not large, but they are in the expected direction.

Zuckerman (1958) found that college students rated by their peers as either dependent, submissive, or conforming were significantly higher than those students rated as rebellious on the Abasement, Deference, and Succorance scales and significantly lower on the Aggression, Autonomy, and Dominance scales.

Many authors have attempted to validate the EPPS by correlating each scale with overt behavior. Bernardin and Jessor (1957) did find a significant relationship

between Dependency score on the EPPS and (a) the number of errors made on a maze task under conditions of negative reinforcement, and (b) the number of times help was asked for in different problem-solving situations. Zuckerman (1958) compared means on the 15 EPPS variables obtained from a group of 63 student nurses with means from Edward's female college sample and reported a significantly higher score on Abasement and Nurturance and lower score on Dominance. These findings were regarded as appearing to confirm the "clinical" impression of the student nurse personality as less assertive than the usual female college student.

In relation to the use of the Intrceptive Scale in measuring counseling success, Pool (1963) evaluated the relation of personality needs to changes in reality of vocational choice as a result of vocational counseling. Clinical judgments were used to evaluate the reality of the vocational choice. Pool found that those subjects whose choices became more realistic with counseling indicated different needs on the EPPS than those subjects whose choices remained unrealistic. The subjects for whom counseling made no difference had higher scales for Succorance and Autonomy, and lower scales for Endurance and Intrception. Pool suggests that the client who does not benefit from E-V counseling seeks solution to his problems in dependency relationships and avoids

responsibility, obligations, and seeking the solution from within himself.

Bernhardt (1960) studied the validity of the intraception scale of the EPPS. He correlated the Int. score and the grades made by freshman and sophomore medical students in psychiatry courses. He found that the Int. scores for females was higher than those for men, which supported Edward's findings with his normative student sample. Bernhardt did not find a significant correlation between Int. scores and psychiatry grades, but the direction of the correlation appeared significant.

Split-half reliability coefficients were determined for the 15 personality variables. The reliability coefficients as reported in the EPPS manual (1959) range from .60 to .87 (Intraception is .79). These coefficients were obtained from the 1509 subjects in the college normative group.

In the present study the only need variable used will be Intraception, thus yielding a measure which will represent the subject's preference for statements which suggest a need to be introspective. The intraception variable is characterized by such needs as

to analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.
(EPPS Revised Manual, 1959, II)

The data will be analyzed by comparing test score means of underclass male students with the test score means of upper-class male students. Each sample population will include 50 subjects. The primary statistic employed will be Student's *t* Test. It was decided to set the critical value at the .05 level of confidence. Because each hypothesis predicts directionality, the one-tailed test was used. With 120 degrees of freedom, this sets the critical ratio at 1.658.

Summary

This chapter has presented the derivation of the hypotheses, methodological considerations, and the method used in testing the hypotheses. Participants in the study were 100 under- and upper-class male students at Michigan State University who requested vocational counseling. Subjects completed the Picture Impressions, the Interpersonal Check List, and the Edwards Personal Preference Schedule. The Picture Impressions was scored for attraction towards an interpersonal counseling relationship. Subjects described their expectations of a Counselor and a Friend on the Interpersonal Check List, and included a self-description. The Intrarception Scale of the EPPS was scored to determine the subjects' degree of introspectiveness. The next chapter will present results, followed in Chapter V by a discussion and Chapter VI will offer implications.

CHAPTER IV

RESULTS

This chapter will present an analysis of the data and report findings of the hypotheses tested. Each hypothesis will be stated, the findings relevant to each hypothesis will be presented, and conclusions will be drawn.

Test of Hypothesis One

H₁: Underclassmen will obtain significantly lower mean attraction scores, as measured by the Picture Impressions Test, than the mean attraction scores obtained by upper-classmen.

This hypothesis was tested by computing Student's t Test between mean attraction scores for under-class and upper-class male students. As was stated in Chapter III, the Picture Impressions is a projective device for measuring the attraction of client to counselor. The higher an individual scores on this test is interpreted as indicating a greater number and intensity of attraction statements.

As can be seen from Table 2, Hypothesis I was supported by the correlation between upper-class and under-class male students' mean attraction scores. Upper-class male students obtained a mean attraction score of

16.42 compared to a mean attraction score of 13.98 for under-class male students. The difference between the means was significant at the .05 level of confidence.

TABLE 2.--Results of t Test for the significance of differences between upper-class and under-class male students on mean attraction scores to counseling.

	$\bar{x}$	s^2	S. D.	t
Under-class Male Students	13.98	36.84	6.07	1.936*
Upper-class Male Students	16.42	43.15	6.57	

**For 120 df, $p = .01$ when $r = 2.358$.

*For 120 df, $p = .05$ when $r = 1.658$.

Although both the under-class and upper-class groups evidence a wide variance span among their attraction scores, upperclassmen appear to be a less homogeneous group than the underclassmen. The greatest amount of variance occurred among seniors whose mean attraction score was highest, 17.92 and whose variance score was highest, 56.07. Freshmen received the second highest mean attraction score, 15.36, followed by juniors, 14.92 and finally sophomores, 12.60. Consequently, although seniors seem to indicate a greater overall attraction towards an interpersonal counseling relationship, there appears to be a good deal of variability among individuals within the senior sample. Implications of this variability will be discussed in the next chapter.

For further analysis of the data, a one-way analysis of variance was computed to determine which of the four class levels ranked highest on mean attraction scores.

TABLE 3.--Analysis of variance for attraction scores among freshmen, sophomore, junior and senior male college students.

	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	356.56	3	118.85	3.074*
Within Groups	3711.44	96	38.66	
Total	4068.00	99		

**For 120 df, $p = .01$ when $r = 3.95$.

*For 120 df, $p = .05$ when $r = 2.68$.

As indicated in Table 3 the resultant F at 3.073 is significant beyond the .05 level of confidence, lending further confirmation to Hypothesis I.

In summary, on the basis of the correlations computed to test Hypothesis I, this hypothesis could not be rejected. The correlations support the hypothesis that underclassmen receive lower mean attraction scores than the scores obtained by upperclassmen. Upperclassmen appear more positively attracted to an interpersonal counseling relationship; however, a good deal of variance is evidenced at the Senior class level.

Test of Hypothesis Two

- H₂: (a) Under-class male students will perceive the role of a counselor as significantly more Dominant, as measured by the Interpersonal Check List, than the perceptions offered by upperclassmen.

To test Hypothesis II, the Student's t Test was computed for the Dominance Scale of the ICL between upper- and underclassmen, and appears in Table 4. The $t = 3.961$ is significant beyond the .001 level. The relationship is of such sufficient magnitude that the hypothesis could not be rejected.

TABLE 4.--Results of t Test for the significance of differences between upper-class and under-class male students to a counselor and friend on all ICL Dominance and Love Variables.

	$\bar{x}$	s^2	s.d.	t
<u>Expectations of Counselor</u>				
Under-class Dominance Scale	15.68	29.70	5.45	3.961***
Upper-class Dominance Scale	11.56	25.82	5.18	
Under-class Love Scale	14.61	32.02	5.66	2.060*
Upper-class Love Scale	12.21	34.99	5.91	
<u>Expectations of Friend</u>				
Under-class Dominance Scale	15.57	29.01	5.39	4.580***
Upper-class Dominance Scale	10.99	21.28	4.61	
Under-class Love Scale	14.07	31.93	5.65	4.451***
Upper-class Love Scale	9.71	22.12	4.70	

***For 120 df, $p = .001$ when $r = 3.160$.

**For 120 df, $p = .01$ when $r = 2.358$.

*For 120 df, $p = .05$ when $r = 1.658$.

As was reported from the literature on freshmen perceptions of authority figures in Chapter II, it was hypothesized that underclassmen would expect counselors to respond in a dominant, authoritative manner. The findings in this present study confirm this hypothesis. Whether the results indicate underclassmen are responding to their expectations out of prior experience with high school counselors or whether the results reflect a personal preference at their stage of development cannot be determined from the data in the present study.

H₂: (b) Upper-class male students will perceive the role of a counselor as significantly more affiliative, as measured by the Interpersonal Check List, than the perceptions offered by underclassmen.

As indicated in Table 4, the results of the t Test indicate a significant difference at the .05 level between upper- and under-class males' affiliative perceptions of a counselor, but in the reverse direction of hypothesis. Under-class male students perceive a counselor to be more affiliative than the perceptions offered by upperclassmen; therefore, Hypothesis 2-b is not confirmed. In reviewing the mean affiliative scores on the ICL by class level, freshmen and sophomores received the highest average rankings at 14.78 and 14.44 respectively. Juniors received a mean score of 13.87 with Seniors receiving the lowest affiliative mean score of 10.55. The implications of this finding will be discussed in more

detail in Chapter V; however, a general conclusion would suggest that upperclassmen are not as open and/or ready to form close relationships as are underclassmen. Additional findings will be presented in Chapter V to further explore the tentative conclusion stated above.

H₂: (c) Upper-class and under-class males will perceive the role of a friend similarly.

This hypothesis was tested by computing student's t Test for the Dominance Scale and the Affiliative Scale of the ICL between upper-class and under-class males. As indicated in Table 4, under-class males perceive their relationship with a friend differently from perceptions offered by upper-class males. The difference between under-class and upper-class males' expectations of a friend along the Dominant axis and the Affiliative axis of the ICL were significantly beyond the .001 level. Under-class males, as compared with upper-class males, received significantly higher mean scores on both dimensions tested. Freshmen and sophomores expect the role of a friend to be more dominant and more affiliative than role expectations of a junior or senior. Therefore, Hypothesis 2-c was not accepted.

In conclusion, Hypothesis 2-a was supported and Hypothesis 2-b and 2-c were rejected. Underclassmen do perceive the role of a counselor as more dominant than is expected by upper-class males. In addition, under-class males perceive counselors and peers to be significantly

more affiliative and dominant than do upperclassmen. A general trend in the findings reflects underclassmen responding to the ICL in a more expansive manner while upper-class males tend to reflect more constricted test-taking behavior. These implications will be discussed further in Chapter V.

Test of Hypothesis Three

H₃: Underclassmen will score significantly lower on the Intraceptive Scale than upperclassmen, as measured by the Edwards Personal Preference Schedule.

This hypothesis was tested by computing Students' t Test between upper-class and under-class mean Intraception Scores. As stated in Chapter III, the Intraceptive Scale of the Edwards Personal Preference Schedule is designed to measure the extent to which an individual has a personal preference for understanding the motives and feelings of himself and others.

As can be seen from Table 5, Hypothesis III is supported with a $t = 3.566$ significant beyond the .001 level.

The mean scores for each class level were consistently higher from freshmen to senior levels. The freshmen mean score was 14.88, sophomores 15.72, juniors 17.20, and finally seniors 20.76. While underclassmen appeared to have a good deal of variance among their scores, upper-class variance appeared to be much more homogeneous.

TABLE 5.--Results of t Test for significance of differences between upper-class and under-class male students on mean intraceptive scores.

	$\bar{x}$	s^2	s.d.	t
Under-class Male Students	15.30	37.275	6.10	3.566***
Upper-class Male Students	19.08	19.789	4.45	

***For 120 df, $p = .001$ when $r = 3.160$.

**For 120 df, $p = .01$ when $r = 2.358$.

*For 120 df, $p = .05$ when $r = 1.658$.

As reported in the studies of college students' characteristics, upperclassmen, particularly seniors, seem to possess a greater understanding of themselves and be more attuned to their inner lives. These present findings would support such conclusions and even confirm Matteson's notion that introspective behavior is a developmental process throughout an individual's college experience. The relationship of these findings was of such sufficient magnitude that the hypothesis could not be rejected.

This chapter has presented an analysis of the data and briefly offered conclusions concerning the findings relevant to each hypothesis. Chapter V will present a discussion of these results.

CHAPTER V

DISCUSSION OF RESULTS

This chapter will discuss the results of testing the hypotheses as they were presented in Chapter IV. Explanations of the findings for each hypothesis will be offered.

Hypothesis I

Hypothesis I was confirmed by the analysis of data presented in Chapter IV. Upper-class males were found to express more attraction towards an interpersonal counseling relationship than that expressed by under-class males. One significant feature of the data, however, was the wide variance in mean scores of juniors and seniors. In fact, senior scores reflect the greater amount of variance at 56.07 compared to the variance for juniors at 27.33, sophomores at 39.25, and freshmen at 31.99. The stories were read for content to aid in understanding the discrepancy in variance. While seniors state a clear need for help in making a vocational decision, they also reflect a good deal of ambivalence as to whether a counselor can be of help to them. Many of the story themes offered by seniors suggest a feeling that if they cannot reach their own decisions, no one else can reach a

decision for them. Counselors are portrayed as offering generalized advice or withholding advice. The two most frequently-presented themes were: (1) counselors can seldom tell a client anything he does not already know; and (2) any decision made will need to be made by the client himself. Despite the apparent rejection of help from a counselor, the stories of seniors reflect the most clear need for outside assistance.

Juniors reflect three main themes in their PIT stories. The three main themes suggested are as follows: first, a counselor is portrayed as remaining impersonal in the relationship with a client, yet juniors seem to indicate a desire for closer interaction. Secondly, juniors seem very ambivalent about taking advice from an authority figure. To admit a need for help seems to suggest a loss of personal adequacy in coping with one's problems. The third theme reflects the idea that if advice is accepted from someone else, the solution does not belong to the client anymore. Again, a sense of threat to adequacy and potency seemed to be expressed.

Freshmen and sophomores suggest themes in their stories centered around taking tests to find out their abilities and interests. Apparently test information alone is expected to resolve vocational decision making concerns. Whereas upperclassmen state a need for counseling help, but are skeptical about receiving help;

underclassmen, particularly freshmen, indicate expectations that a counselor's advice or test results will resolve their indecisions. Freshmen reflect solutions to their stories indicating high expectations that the counselor will help resolve their concerns. Sophomores evidence slightly more sophistication in their expectations of counselors. Sophomores, more often than freshmen, indicated a source of help to them lay in gaining more self-insight through counseling. However, their stories reflect a heavy dependence on test results and counselor advice.

In summary, upper-class males do express a greater attraction towards a counseling relationship; however, upper-class males also express skepticism as to whether counseling will resolve their vocational indecision. Both juniors and seniors seem to describe their expectations of a counselor as a distant and impersonal figure. However, they indicate a feeling that if advice or solutions are accepted from a counselor, the implication is that the client is less adequate or has lost some degree of potency.

Under-class males on the other hand seem to welcome advice from counselors; in fact, they seem to equate advice and test results with the solution to their vocational indecision. Sophomores add an additional dimension which is that a solution to their vocational indecision

may lie in learning more about themselves. Sophomores reflect some ambivalence as to whether counselors can be helpful, but state more willingness to listen to a counselor.

A definite developmental pattern emerges from the content of the PIT stories. Freshmen may be reflecting their experience with high school counselors who did offer advice about studying, the college to choose and methods of making application for college enrollment. Sophomores may be evidencing a change in their attitudes towards depending on authority, which seems to be more intensified in the Junior and Senior groups.

Hypothesis II, a, b, and c

According to Hypothesis II-a, underclassmen, more than upperclassmen, would perceive counselors to be highly dominant figures. The t was significant beyond the level established for testing the hypothesis. If freshmen and sophomores expect counselors to be dominant and autocratic, it would make sense that they would describe themselves as submissive. The mean scores for self-descriptions are presented in Table 9 of Appendix F. These findings confirm the notion that underclassmen are more likely to defer to authority figures than are upperclassmen. The themes of freshmen and sophomores PIT stories presented earlier in this chapter are consistent with the present findings. These results would lend

support to other studies cited (Holland and Nichols, 1964) describing vocationally-undecided underclassmen as dependent personalities.

Hypothesis II-b predicted that upperclassmen would expect counselors to be more affiliative than anticipated by underclassmen. The basis for this prediction was the notion that upperclassmen are more psychologically sophisticated, have emotionally matured in their three to four years in college and, as reported in the literature, are more independent and self-sufficient. The notion that upperclassmen would seek out a relationship with authority figures which would demonstrate a desire for closer affiliation seemed consistent with findings in the literature. The data, however, revealed significance in the opposite direction; that is, underclassmen describe a counselor as more affiliative than the descriptions by upperclassmen. In essence then, under-class males describe the concept of a counselor as more dominant and affiliative than is indicated by upperclassmen. A possible explanation is that upperclassmen perceive both peers and themselves as equally affiliative. This notion would suggest that upperclassmen have stabilized their feelings of affiliation and would expect others to react similarly to themselves. The implication here is that underclassmen have not yet stabilized their feelings of affiliation; consequently the expectation would be to find discrepancy between self and peer affiliative mean scores.

Table 7 in Appendix F presents the result of a t Test for upper- and underclassmen's descriptions of affiliation for Self and Friend. Contrary to expectation, underclassmen see no significant difference in affiliative expectations between Friend and Self. Upperclassmen, on the other hand, describe themselves as more affiliative than Friend, approaching the .05 level of significance. It would appear that underclassmen do not discriminate between the affiliative feelings they experience in themselves and those feelings they expect to find in a friend. Newcomb's (1962) and Murray's (1964) theoretical notions may offer the most valid explanations at this point. The notions of Newcomb and Murray are that underclassmen are isolated from intimate relationships with adults in the college environment, and consequently are forced to rely upon each other for mutual support and reassurance.

Upperclassmen, on the other hand, tend to express the view that a peer cannot or will not offer support and reassurance. Although the upper-class male sees himself as affiliative, he appears to deny the basis for a similar relationship with his peers. As indicated in the content of the PIT stories presented previously, upperclassmen express the belief that counselors are both distant and unlikely to be helpful. Perhaps the upper-classman is attributing these same characteristics to

his peer group. The preceding interpretation would need further investigation.

Hypothesis II-c predicting that upper- and under-class males would perceive the role of a friend similarly was not accepted on the basis of the data in the present study. The correlations were found to be significant beyond the .001 level of confidence in the direction of under-class males perceiving the role of a friend as more dominant and affiliative than the descriptions offered by upper-class males.

Since underclassmen's mean scores have been consistently higher than those of upperclassmen in the preceding four analyses, it was decided to investigate whether underclassmen were receiving higher mean scores on all ICL variables. As can be seen from Table 6 in Appendix F, under-class males descriptions of a counselor have received significantly higher mean scores on all ICL variables than the mean scores received by upper-class males. The possibility that under-class males respond more openly and more intensely to people around them was considered as a possible explanation. To test this notion analyses of variance were computed to determine differences in frequency and intensity of response to the ICL items among all four class levels. The results of these analyses are presented in Table 8 of Appendix F. The findings indicate that Freshmen and Sophomores

responded to significantly more ICL items than Juniors and Seniors. The average number of responses for each class level reveals that Sophomores made the highest number of responses with a mean score of 46.35. Freshmen ranked second with 42.07. Juniors averaged a mean score of 38.45, and Seniors ranked last with a mean score of 30.84. These findings would confirm the notion that under-class males are more open and expansive than upperclassmen in responding to descriptive concepts of themselves and others. Upper-class males, on the other hand, would appear more restricted and reserved in describing themselves and people around them.

No significant differences were found in response intensity among the class levels. These findings would suggest that upper-class males are more constricted in overt expressions, however, do experience the same feelings of intensity as under-class males.

Since the findings reveal that upperclassmen, compared with freshmen and sophomores, respond less frequently to the ICL items, describe a friend as less affiliative and expect a counselor to be less supportive and reassuring, it seemed to this examiner that vocationally-undecided upper-class males appear somewhat defensive and isolated. To test this notion, analyses of variance were computed comparing differences described by under- and upper-class males on all variables to the three concepts (Counselor, Friend, and Self). Table 9 in Appendix F presents the

results of these analyses. Underclassmen appear to see no distinctions between descriptions of Self and Friend or Counselor in terms of dominance or affiliativeness, however, describe themselves as the more submissive and angry. These results appear contradictory and may well express the underclassman's lack of differentiation between his own role as compared to the roles of others.

Upperclassmen present a quite different set of dynamics. Juniors and Seniors describe themselves as significantly more submissive and angry than Counselors or Friends. Generally, the upper-class male appears to view himself as more withdrawn, distant, and angry than he views his peer group. The fact that he sees himself as more affiliative than a friend suggests he sees himself as different from or isolated from his peers. The upperclassman's expectations of a counselor being affiliative is interpreted as the Junior and Senior seeing a counselor as a friendly person, but skeptical that a counselor could be helpful. Finally, the upperclassman sees himself as aggressively dominant implying he feels not only alone in resolving his vocational concerns, but that he is reinforcing the image he can "manage his own affairs."

When investigating differences in role descriptions for each class level, it was noted by this examiner that the perceived differences between Self and Friend increase

from the freshman group to the senior group. While freshmen describe a friend as equally dominant as himself, seniors describe themselves as more dominant. It appears that by the time a vocationally-undecided student reaches his senior year he sees little commonality between himself and his peers. He also sees himself as aggressively competitive, withholding and narcissistic.

In summary, the dynamic patterns of vocationally-indecisive under-class males seem consistent with the descriptions offered in the literature. That is, the underclassman appears submissive and deferent to authority figures. Whereas he appears to lack role differentiation, he depends upon peers and authority for reassurance and support.

The vocationally-undecided upperclassman presents himself as nonaffiliated with his peers, as significantly more angry and submissive than he sees peers or authority figures, and generally as a distant, isolated individual. Although the data are limited in support of the notion, it is questioned whether the upperclassman experiencing vocational indecision is not also experiencing identity diffusion. This notion is tentatively supported by the fact that upperclassmen apparently see wide differences between themselves and others as measured by the ICL. Stefflre (1966) presents the theoretical notion that an individual's vocational identity and his self-concept

have a symbolic relationship that moves towards congruence. Strahl (1967) also found that occupational choice is of more central importance to men than to women. These findings would indicate that a man's occupational choice is closely tied to his self-identity. Within this theoretical framework, the data for Hypothesis II would indicate that upperclassmen experience a loss of identity, and they experience feelings of impotency and inadequacy. The findings of hostility may be understood as anger at a university, and/or advisor, and/or teachers who failed to help in the vocational decision-making process.

Further research would be needed to investigate the validity of these speculations. The more central issue raised by this study is that the vocationally indecisive upperclassman not only feels isolated from others, which may well be accompanied with feelings of inadequacy, but he is distrustful of the fact he can receive help at this point in his college career.

Hypothesis III

Hypothesis III was strongly supported by the results of the data. The t was significant at the .001 level. In addition, the data indicate that upperclassmen were a more homogeneous group than underclassmen. The mean Intraception score was significantly higher for Juniors and Seniors and the variance was significantly less than for the under-class group. It would appear that

Juniors and Seniors, compared to underclassmen, are more introspective of themselves and attempt to better understand the behavior of others around them. These results are not particularly surprising in view of the literature on characteristics of upper-class students presented in Chapter II suggesting similar findings. It makes sense to consider that Juniors and particularly Seniors are more involved than underclassmen in attempting to better understand themselves in effort to make a vocational decision. Their motivation for choosing a vocation should be greater than for underclassmen, and the fact that they are reported to be more psychologically sophisticated would suggest that the upper-class male is aware that his indecision and the solution to his indecisions rest within his own dynamics. The content of the PIT stories reveals that beginning with the Sophomore class level, a few comments emerge indicating the subject's awareness that greater self-understanding may be a key to choosing a satisfying vocation. Subjects' awareness of the importance of self-understanding appears more often in the PIT stories of Juniors.

Chapter VI will present a summary of the study, along with conclusions and implications for counseling and further research.

Summary

The first hypothesis was accepted on the basis of the results. Upperclassmen, compared to underclassmen, appear more attracted to an interpersonal counseling relationship; however, evidence a good deal of ambivalence as to whether a counselor can help resolve their vocational indecision.

Hypothesis II-a was accepted; however, hypothesis II-b and II-c were rejected. Under-class males perceive a counselor to be dominant and the freshman or sophomore perceives himself in a submissive role. However, upperclassmen do not perceive counselors as more affiliative than underclassmen, nor do under- and upper-class males perceive the role of a friend similarly. Whereas under-class males appear to perceive the counselor-self roles as dominant and submissive respectively, he does not discriminate greatly between himself and how he perceives either counselors or friends. The upper-class male, however, appears more constricted, isolated, and more defensive than his under-class counterpart. He also sees greater differences between himself and his peers than between himself and a counselor. Within the theoretical framework of Stefflre, these findings were interpreted to indicate that upperclassmen perceive personal adequacy as closely tied to vocational identity, thus by the time a student reaches his senior year in college without having

become vocationally committed, he appears to experience a good deal of threat to his own adequacy. The notion was advanced that vocationally-undecided upper-class males are skeptical that anyone else can help them make a vocational decision, whereas underclassmen attach unrealistic expectations to the role of a counselor.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This chapter will contain a summary of the study just presented. Conclusions will be drawn and implications will be made for counseling and further research.

Summary

The primary purpose of this study was to investigate the attraction and expectations of under- and upper-class vocationally-indecisive males to a counseling relationship. The hypotheses were derived largely from theory suggesting that with increased self-awareness, the individual is in a position to make a more satisfying vocational choice. Previous research cited in this study, however, raises questions as to the willingness of all vocational clients to involve themselves in a counseling relationship which would explore intrapsychic processes. To better understand a client's expectations of a counseling relationship was the purpose of this study.

Since there was some evidence that clients expressing vocational concerns are more frequently underclassmen and that they tend to externalize and disassociate themselves from their vocational problems, it was predicted that underclassmen, compared to upperclassmen, would receive

significantly lower scores on a test measuring attraction towards counseling.

Previous research presented in this study indicated that vocational clients respond to a counselor as a dominant figure, and the client frequently perceives of himself in a submissive role. On the other hand, previous research cited suggests that upperclassmen appear to express more confidence in themselves and appear to experience closer and more satisfying interpersonal relationships. If the majority of clients expressing vocational indecision were underclassmen and if, as the literature suggests, upperclassmen do not respond to authority in a submissive, deferent manner, the results of measuring under-class versus upper-class clients' expectations of a counselor should reflect significant differences. Therefore, it was predicted that underclassmen would describe a counselor as a dominant figure, whereas upperclassmen would describe a counselor as more affiliative. Because no evidence was available to suggest under- and upper-classmen would describe a friend any differently, it was further predicted that all class levels studied would perceive the role of a friend similarly.

Since the literature suggests upperclassmen are more psychologically sophisticated, more attuned to their inner lives and tend to be more introspective than under-class males, it was finally predicted that upperclassmen

would rank significantly higher on a scale of introspection as compared with underclassmen.

Participants in this study one hundred under- and upper-class male college students who requested vocational counseling. The subjects were all volunteers who had come to the Counseling Center requesting vocational help or had indicated a desire for vocational assistance by volunteering for group testing in the Men's Residence Halls. Subjects completed the Picture Impressions, the Interpersonal Check List, and the Edwards Personal Preference Schedule. The Picture Impressions was scored for attraction towards an interpersonal counseling relationship. Subjects responded to the ICL by describing their expectations of a counselor and a friend. Subjects were asked to include a description of themselves on the ICL. The Intrasection Scale of the Edwards Personal Preference Schedule was scored to determine subjects' degree of introspection.

Relationships between under- and upper-class male scores on the five measures were analyzed by using Students' t Test. On the basis of analysis of the data, the following findings were presented.

1. Upperclassmen were found to rank significantly higher than underclassmen in attraction to a counseling relationship ($t = 1.936$).

2. The prediction that under-class males would describe a counselor as significantly more dominant than upper-class males was supported by the data at the .001 level of confidence.
3. The prediction that upper-class males would describe a counselor as significantly more affiliative than underclass males was rejected. Under-class males described a counselor as more affiliative at the .05 level of confidence.
4. There was a significant difference between upper- and under-class males' descriptions of a friend at the .001 level of confidence. Under-class males described a friend as more affiliative and as more dominant than the descriptions offered by Juniors and Seniors.
5. Upperclassmen were found to rank significantly higher than underclassmen on a measure of introspection at the .01 level of confidence.

Additional analyses of the data were computed to aid in understanding the results found significant in the direction opposite hypothesis. These findings will be included in the following section of this chapter.

Conclusions

The results of this study appear to lend support to previous research suggesting the vocationally-undecided under-class males expect a counselor to be authoritative and to offer advice and information. The finding that under-class males perceive themselves in a submissive role is consistent with the findings of Holland and Nichols who describe vocationally indecisive underclassmen as dependent personalities. It would appear from the data that the vocationally-undecided freshman or sophomore is relatively unfamiliar with his own identity based upon his lack of discrimination between himself and others. However, the under-class male appears more open and flexible than his upperclassman counterpart. It would appear that he is much more attuned to other people in his environment than he is to himself. As suggested in Chapter IV, the underclassman may well be more involved in understanding his environment than he is in understanding himself at this point in his development.

Upper-class males indicating vocational indecision reflect quite different dynamics. Although upper-class males, more than under-class males, indicate greater attraction towards a counseling relationship and evidence more involvement in attempting to gain a greater sense of self-awareness, the upper-class male appears to be more constricted, somewhat isolated, and more defensive than

his under-class counterpart. Within the theoretical framework advocated by Stefflre (1966), it is suggested that one's vocational choice is of more central importance to men than to women in our present culture. Stefflre also states that an individual's occupational identity and his self-concept have a symbiotic relationship that moves them towards congruence. The data would indicate that the vocationally-uncommitted upper-class male evidences identity confusion as well as occupational confusion. Although caution must be taken in such an interpretation, the evidence does suggest that the vocationally-undecided junior and senior portrays himself as significantly more submissive and hostile than he perceives either a counselor or a friend. The upperclassman appears skeptical and distrustful of the help a counselor or member of his peer group could offer. Although the upperclassman evidences no significant discrimination between his own sense of authority and that of counselor or friend, seniors, in particular, identify themselves as aggressively competitive, and narcissistic. Finally, the upper-class male appears to see wide differences between himself and his peers which increases developmentally from the freshman to the senior year in college. The implication advanced was upperclassmen may perceive personal adequacy as closely tied to vocational identity. Being unable to choose a vocation appears

intimately related to the upperclassman's sense of potency and adequacy. In addition, upperclassmen appear to be angry, but isolated in turning to a friend or counselor for help. The notion advanced by this examiner is that the upperclassman believes he must resolve his own indecision, while the underclassman attaches unrealistic expectations to the role of a counselor.

Implications for Counseling

Despite the tentative conclusions drawn from the data which warrant further investigation, the results of this study do offer some implications for vocational counseling. First, the results do not offer any evidence which would counterindicate the practice of helping the vocationally-undecided client to gain a greater awareness of himself. In fact, a few subjects indicated increased self-understanding may be helpful to them in choosing an occupation. The implications for counseling focus more around counseling approach.

The present data support existing research which suggests under-class males are dependent, view counselors as advice-giving authority figures, and appear naive concerning distinctions between themselves and others. Since underclassmen do appear open and flexible, and since they appear to already use their peer group for support and reassurance, it would seem sensible to see vocationally-indecisive underclassmen in small groups. Two reasons

prompt this recommendation. First, underclassmen already have an affiliative relationship existing among themselves. By interacting in a group they can continue using the common bond which exists between them and discover the differences among them. Secondly, seeing a freshman or sophomore individually would appear to reinforce the dominant-submissive roles underclassmen have already assigned to the counselor and themselves. A counselor working with a group of under-class vocational clients might stand a better chance of disrupting existing stereotyped expectations.

In working with upperclassmen, the evidence would support individual counseling contacts. The vocationally-uncommitted junior or senior is already skeptical of counseling help and a group experience may activate his defenses against exposure of inadequate feelings. In addition, the upperclassman does not appear to see his peers as supportive, which could mean a group experience isolates the upper-class male even further. The results of this study would suggest three characteristics for the counselor to be aware of in vocationally-undecided upperclassmen. First, the upper-class male appears defensive and isolated, implying possible threat to his feelings of adequacy. Secondly, juniors and seniors appear to be aggressively dominant. The basis for this dynamic may be based in the belief that any vocational decision made

cannot be facilitated by the help of someone else. Finally, the upperclassman may need help in recognizing the compatability between feeling dependent and feeling dominant. It is this examiner's belief that one thing that prevents more vocationally-indecisive upperclassmen from seeking vocational help is their naive notion that responding to dependent feelings is an admission of impotency. It is suspected that helping a client use his hostility constructively would help facilitate counseling and lead into the etiology of the characteristics just presented.

Finally, the results of the study suggest serious consideration be given to limited use of tests with vocationally indecisive upperclassmen. The upper-class male does not need a reinforcement of authoritative counseling practices, which tests are. He also is skeptical that counselors will only tell him what he already knows. The likelihood is that tests will fulfill this prophesy. It seems to this examiner that counseling could more profitably focus on the dynamics which prevent vocational decision making.

Implications for Future Research

One of the limitations of this study is that all subjects volunteered for vocational counseling service. Consequently, these findings can only be applied to a similar group of vocationally-indecisive college students

who request counseling. This study should be replicated with a nonvolunteer group of vocationally-undecided students to determine whether similar results would be discovered.

Based upon Stefflre's theoretical notions, the present data were interpreted to indicate that vocational identity and self-identity are closely related. A study testing Stefflre's proposition is needed to verify the tentative conclusion drawn in this study.

The present study indicated that under- and upper-class males who are occupationally undecided appear to respond to authority in a deferent manner. It could be hypothesized that the college student who reaches the junior or senior level and has not yet made a vocational choice may have a developmental history of deferent behavior towards authority figures. On the basis that upperclassmen were found to be isolated and angry, it is further speculated that the hostility evidenced in vocationally indecisive upperclassmen arises from deferent behavior patterns and is projected onto authority figures. Further research is needed to investigate these speculations.

Finally, no research is available concerning women's expectations of vocational counseling. Based upon Stefflre's theory, and the research of Strahl, it is expected that a replication of this study with women

would disclose a different set of findings. Since so little is known concerning women's perceptions of an occupational role a study exploring the relationship between occupational role expectation and counseling expectations with women may add to the counselor's limited body of knowledge concerning women's career choices.

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APPENDICES

APPENDIX A

STUDENT QUESTIONNAIRE COMPLETED BY
SUBJECTS BEFORE TESTING

Student Questionnaire

Many students find themselves undecided about which vocation to choose for themselves or are interested in seeing a professional counselor to help confirm the vocational choice they have been considering. Students come to professional counselors concerning their vocational questions for a variety of reasons. Some students hope a counselor will offer information about various vocations and perhaps give the student some advice concerning an appropriate choice. Other students believe that taking tests measuring their interests and abilities will help in choosing a vocation. Still others want to learn more about their personal feelings, motivations and interests. Finally, some students are not sure which of the above solutions would be most helpful.

It is the purpose of the following tests to help counselors better understand what a student believes is most helpful to him in seeing a counselor to make a vocational decision.

Please complete the following information before taking the tests. DO NOT place your name or student number on this sheet or any of the tests unless told to do so by the examiner!

1. Class rank: (Check one of the following categories)
freshman_____ sophomore_____ junior_____ senior_____
2. Age: (fill in your age)_____
3. Marital status: (check one of the following categories)
single_____ married_____ separated_____
divorced_____ widowed_____
4. Have you ever received more than two interviews with a professional counselor concerning vocational or personal problems since beginning college?
Yes _____ No _____

APPENDIX B

THE PICTURE IMPRESSIONS

III.



IV.



PIT

Imagine you, or a good friend of yours, are seeking professional counseling to discuss concerns about making a vocational decision. Write a short story covering the four questions listed below to each card presented

Questions

1. What is happening? Who is involved?
2. What led up to this? What happened before?
3. What is being thought or felt? What is wanted?
4. What will happen? What will be done?

APPENDIX C

THE INTERPERSONAL CHECK LIST

The Interpersonal Check List--Form IV

- ☐ 1. Able to criticize self
- ☐ 2. Able to doubt others
- ☐ 3. Able to give orders
- ☐ 4. Able to take care of self
- ☐ 5. Accepts advice readily
- ☐ 6. Acts Important
- ☐ 7. Admires and imitates others
- ☐ 8. Affectionate and understanding
- ☐ 9. Agrees with everyone
- ☐ 10. Always ashamed of self
- ☐ 11. Always giving advice
- ☐ 12. Always pleasant and agreeable
- ☐ 13. Apologetic
- ☐ 14. Appreciative
- ☐ 15. Big-hearted and unselfish
- ☐ 16. Bitter
- ☐ 17. Boastful
- ☐ 18. Bossy
- ☐ 19. Businesslike
- ☐ 20. Can be frank and honest
- ☐ 21. Can be indifferent to others
- ☐ 22. Can be obedient
- ☐ 23. Can be strict if necessary
- ☐ 24. Can complain if necessary
- ☐ 25. Clinging vine
- ☐ 26. Cold and unfeeling
- ☐ 27. Complaining
- ☐ 28. Considerate
- ☐ 29. Cooperative
- ☐ 30. Critical of others
- ☐ 31. Cruel and unkind
- ☐ 32. Dependent
- ☐ 33. Dictatorial
- ☐ 34. Distrusts everybody
- ☐ 35. Dominating
- ☐ 36. Eager to get along with others
- ☐ 37. Easily embarrassed
- ☐ 38. Easily fooled
- ☐ 39. Easily led
- ☐ 40. Egotistical and conceited

- ☐ 41. Encouraging others
- ☐ 42. Enjoys taking care of others
- ☐ 43. Expects everyone to admire him
- ☐ 44. Firm but just
- ☐ 45. Fond of everyone

- ☐ 46. Forceful
- ☐ 47. Forgives anything
- ☐ 48. Frequently angry
- ☐ 49. Frequently disappointed
- ☐ 50. Friendly

- ☐ 51. Friendly all the time
- ☐ 52. Generous to a fault
- ☐ 53. Gives freely of self
- ☐ 54. Good leader
- ☐ 55. Grateful

- ☐ 56. Hardboiled when necessary
- ☐ 57. Hard-hearted
- ☐ 58. Hardly ever talks back
- ☐ 59. Hard to impress
- ☐ 60. Helpful

- ☐ 61. Impatient with others' mistakes
- ☐ 62. Independent
- ☐ 63. Irritable
- ☐ 64. Jealous
- ☐ 65. Kind and reassuring

- ☐ 66. Lacks self-confidence
- ☐ 67. Lets others make decisions
- ☐ 68. Likes everybody
- ☐ 69. Likes responsibility
- ☐ 70. Likes to be taken care of

- ☐ 71. Likes to compete
- ☐ 72. Loves everyone
- ☐ 73. Makes a good impression
- ☐ 74. Manages others
- ☐ 75. Meek

- ☐ 76. Modest
- ☐ 77. Obeys too willingly
- ☐ 78. Often admired
- ☐ 79. Often gloomy
- ☐ 80. Often helped by others

- _____ 81. Often unfriendly
- _____ 82. Outspoken
- _____ 83. Overprotective of others
- _____ 84. Oversympathetic
- _____ 85. Passive and unaggressive
- _____ 86. Proud and self-satisfied
- _____ 87. Rebels against everything
- _____ 88. Resentful
- _____ 89. Resents being bossed
- _____ 90. Respected by others
- _____ 91. Sarcastic
- _____ 92. Self-confident
- _____ 93. Selfish
- _____ 94. Self-punishing
- _____ 95. Self-reliant and assertive
- _____ 96. Self-respecting
- _____ 97. Self-seeking
- _____ 98. Shrewd and calculating
- _____ 99. Shy
- _____ 100. Skeptical
- _____ 101. Slow to forgive a wrong
- _____ 102. Sociable and neighborly
- _____ 103. Somewhat snobbish
- _____ 104. Spineless
- _____ 105. Spoils people with kindness
- _____ 106. Stern but fair
- _____ 107. Straightforward and direct
- _____ 108. Stubborn
- _____ 109. Tender and soft-hearted
- _____ 110. Thinks only of himself
- _____ 111. Timid
- _____ 112. Too easily influenced by friends
- _____ 113. Too lenient with others
- _____ 114. Too willing to give to others
- _____ 115. Touchy and easily hurt.
- _____ 116. Tries to be too successful
- _____ 117. Tries to comfort everyone
- _____ 118. Trusting and eager to please
- _____ 119. Usually gives in
- _____ 120. Very anxious to be approved of

- _____121. Very respectful to authority
- _____122. Wants everyone's love
- _____123. Wants everyone to like him
- _____124. Wants to be led
- _____125. Warm

- _____126. Well thought of
- _____127. Will believe anyone
- _____128. Will confide in anyone

APPENDIX D

THE EDWARDS PERSONAL PREFERENACE SCHEDULE

Edwards Personal Preference Schedule

Allen L. Edwards, University of Washington

DIRECTIONS

This schedule consists of a number of pairs of statements about things that you may or may not like; about ways in which you may or may not feel. Look at the example below.

A I like to talk about myself to others.

B I like to work toward some goal that I have set for myself.

Which of these two statements is more characteristic of what you like? If you like "talking about yourself to others" more than you like "working toward some goal that you have set for yourself," then you should choose A over B. If you like "working toward some goal that you have set for yourself" more than you like "talking about yourself to others," then you should choose B over A.

You may like both A and B. In this case, you would have to choose between the two and you should choose the one that you like better. If you dislike both A and B, then you should choose the one that you dislike less.

Some of the pairs of statements in the schedule have to do with your likes, such as A and B above. Other pairs of statements have to do with how you feel. Look at the example below.

A I feel depressed when I fail at something.

B I feel nervous when giving a talk before a group.

Which of these two statements is more characteristic of how you feel? If "being depressed when you fail at something" is more characteristic of you than "being nervous when giving a talk before a group," then you should choose A over B. If B is more characteristic of you than A, then you should choose B over A.

If both statements describe how you feel, then you should choose the one which you think is more characteristic. If neither statement accurately describes how you feel, then you should choose the one which you consider to be less inaccurate.

Your choice, in each instance, should be in terms of what you like and how you feel at the present time, and not in terms of what you think you should like or how you think you should feel. This is not a test. There are no right or wrong answers. Your choices should be a description of your own personal likes and feelings. Make a choice for every pair of statements; do not skip any.

The pairs of statements on the following pages are similar to the examples given above. Read each pair of statements and pick out the one statement that better describes what you like or how you feel. Make no marks in the booklet. On the separate answer sheet are numbers corresponding to the numbers of the pairs of statements. Check to be sure you are marking for the same item number as the item you are reading in the booklet.

If your answer sheet is printed
in **BLACK** ink:

For each numbered item draw a circle around
the A or B to indicate the statement you
have chosen.

If your answer sheet is printed
in **BLUE** ink:

For each numbered item fill in the space
under A or B as shown in the Directions
on the answer sheet.

Do not turn this page until the examiner tells you to start.

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The Psychological Corporation

New York, New York

- 1 A I like to help my friends when they are in trouble.
B I like to do my very best in whatever I undertake.
- 2 A I like to find out what great men have thought about various problems in which I am interested.
B I would like to accomplish something of great significance.
- 3 A Any written work that I do I like to have precise, neat, and well organized.
B I would like to be a recognized authority in some job, profession, or field of specialization.
- 4 A I like to tell amusing stories and jokes at parties.
B I would like to write a great novel or play.
- 5 A I like to be able to come and go as I want to.
B I like to be able to say that I have done a difficult job well.
- 6 A I like to solve puzzles and problems that other people have difficulty with.
B I like to follow instructions and to do what is expected of me.
- 7 A I like to experience novelty and change in my daily routine.
B I like to tell my superiors that they have done a good job on something, when I think they have.
- 8 A I like to plan and organize the details of any work that I have to undertake.
B I like to follow instructions and to do what is expected of me.
- 9 A I like people to notice and to comment upon my appearance when I am out in public.
B I like to read about the lives of great men.
- 10 A I like to avoid situations where I am expected to do things in a conventional way.
B I like to read about the lives of great men.
- 11 A I would like to be a recognized authority in some job, profession, or field of specialization.
B I like to have my work organized and planned before beginning it.
- 12 A I like to find out what great men have thought about various problems in which I am interested.
B If I have to take a trip, I like to have things planned in advance.
- 13 A I like to finish any job or task that I begin.
B I like to keep my things neat and orderly on my desk or workspace.
- 14 A I like to tell other people about adventures and strange things that have happened to me.
B I like to have my meals organized and a definite time set aside for eating.
- 15 A I like to be independent of others in deciding what I want to do.
B I like to keep my things neat and orderly on my desk or workspace.
- 16 A I like to be able to do things better than other people can.
B I like to tell amusing stories and jokes at parties.
- 17 A I like to conform to custom and to avoid doing things that people I respect might consider unconventional.
B I like to talk about my achievements.
- 18 A I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I like to tell other people about adventures and strange things that have happened to me.
- 19 A I like to read books and plays in which sex plays a major part.
B I like to be the center of attention in a group.
- 20 A I like to criticize people who are in a position of authority.
B I like to use words which other people often do not know the meaning of.
- 21 A I like to accomplish tasks that others recognize as requiring skill and effort.
B I like to be able to come and go as I want to.
- 22 A I like to praise someone I admire.
B I like to feel free to do what I want to do.
- 23 A I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.
B I like to be independent of others in deciding what I want to do.
- 24 A I like to ask questions which I know no one will be able to answer.
B I like to criticize people who are in a position of authority.
- 25 A I get so angry that I feel like throwing and breaking things.
B I like to avoid responsibilities and obligations.
- 26 A I like to be successful in things undertaken.
B I like to form new friendships.
- 27 A I like to follow instructions and to do what is expected of me.
B I like to have strong attachments with my friends.
- 28 A Any written work that I do I like to have precise, neat, and well organized.
B I like to make as many friends as I can.
- 29 A I like to tell amusing stories and jokes at parties.
B I like to write letters to my friends.
- 30 A I like to be able to come and go as I want to.
B I like to share things with my friends.
- 31 A I like to solve puzzles and problems that other people have difficulty with.
B I like to judge people by why they do something—not by what they actually do.
- 32 A I like to accept the leadership of people I admire.
B I like to understand how my friends feel about various problems they have to face.
- 33 A I like to have my meals organized and a definite time set aside for eating.
B I like to study and to analyze the behavior of others.

- 34 **A** I like to say things that are regarded as witty and clever by other people.
B I like to put myself in someone else's place and to imagine how I would feel in the same situation.
- 35 **A** I like to feel free to do what I want to do.
B I like to observe how another individual feels in a given situation.
- 36 **A** I like to accomplish tasks that others recognize as requiring skill and effort.
B I like my friends to encourage me when I meet with failure.
- 37 **A** When planning something, I like to get suggestions from other people whose opinions I respect.
B I like my friends to treat me kindly.
- 38 **A** I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I like my friends to feel sorry for me when I am sick.
- 39 **A** I like to be the center of attention in a group.
B I like my friends to make a fuss over me when I am hurt or sick.
- 40 **A** I like to avoid situations where I am expected to do things in a conventional way.
B I like my friends to sympathize with me and to cheer me up when I am depressed.
- 41 **A** I would like to write a great novel or play.
B When serving on a committee, I like to be appointed or elected chairman.
- 42 **A** When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.
B I like to supervise and to direct the actions of other people whenever I can.
- 43 **A** I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.
B I like to be one of the leaders in the organizations and groups to which I belong.
- 44 **A** I like to ask questions which I know no one will be able to answer.
B I like to tell other people how to do their jobs.
- 45 **A** I like to avoid responsibilities and obligations.
B I like to be called upon to settle arguments and disputes between others.
- 46 **A** I would like to be a recognized authority in some job, profession, or field of specialization.
B I feel guilty whenever I have done something I know is wrong.
- 47 **A** I like to read about the lives of great men.
B I feel that I should confess the things that I have done that I regard as wrong.
- 48 **A** I like to plan and organize the details of any work that I have to undertake.
B When things go wrong for me, I feel that I am more to blame than anyone else.
- 49 **A** I like to use words which other people often do not know the meaning of.
B I feel that I am inferior to others in most respects.
- 50 **A** I like to criticize people who are in a position of authority.
B I feel timid in the presence of other people I regard as my superiors.
- 51 **A** I like to do my very best in whatever I undertake.
B I like to help other people who are less fortunate than I am.
- 52 **A** I like to find out what great men have thought about various problems in which I am interested.
B I like to be generous with my friends.
- 53 **A** I like to make a plan before starting in to do something difficult.
B I like to do small favors for my friends.
- 54 **A** I like to tell other people about adventures and strange things that have happened to me.
B I like my friends to confide in me and to tell me their troubles.
- 55 **A** I like to say what I think about things.
B I like to forgive my friends who may sometimes hurt me.
- 56 **A** I like to be able to do things better than other people can.
B I like to eat in new and strange restaurants.
- 57 **A** I like to conform to custom and to avoid doing things that people I respect might consider unconventional.
B I like to participate in new fads and fashions.
- 58 **A** I like to have my work organized and planned before beginning it.
B I like to travel and to see the country.
- 59 **A** I like people to notice and to comment upon my appearance when I am out in public.
B I like to move about the country and to live in different places.
- 60 **A** I like to be independent of others in deciding what I want to do.
B I like to do new and different things.
- 61 **A** I like to be able to say that I have done a difficult job well.
B I like to work hard at any job I undertake.
- 62 **A** I like to tell my superiors that they have done a good job on something, when I think they have.
B I like to complete a single job or task at a time before taking on others.
- 63 **A** If I have to take a trip, I like to have things planned in advance.
B I like to keep working at a puzzle or problem until it is solved.
- 64 **A** I sometimes like to do things just to see what effect it will have on others.
B I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.

- 65 **A** I like to do things that other people regard as unconventional.
B I like to put in long hours of work without being distracted.
- 66 **A** I would like to accomplish something of great significance.
B I like to kiss attractive persons of the opposite sex.
- 67 **A** I like to praise someone I admire.
B I like to be regarded as physically attractive by those of the opposite sex.
- 68 **A** I like to keep my things neat and orderly on my desk or workspace.
B I like to be in love with someone of the opposite sex.
- 69 **A** I like to talk about my achievements.
B I like to listen to or to tell jokes in which sex plays a major part.
- 70 **A** I like to do things in my own way and without regard to what others may think.
B I like to read books and plays in which sex plays a major part.
- 71 **A** I would like to write a great novel or play.
B I like to attack points of view that are contrary to mine.
- 72 **A** When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.
B I feel like criticizing someone publicly if he deserves it.
- 73 **A** I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I get so angry that I feel like throwing and breaking things.
- 74 **A** I like to ask questions which I know no one will be able to answer.
B I like to tell other people what I think of them.
- 75 **A** I like to avoid responsibilities and obligations.
B I feel like making fun of people who do things that I regard as stupid.
- 76 **A** I like to be loyal to my friends.
B I like to do my very best in whatever I undertake.
- 77 **A** I like to observe how another individual feels in a given situation.
B I like to be able to say that I have done a difficult job well.
- 78 **A** I like my friends to encourage me when I meet with failure.
B I like to be successful in things undertaken.
- 79 **A** I like to be one of the leaders in the organizations and groups to which I belong.
B I like to be able to do things better than other people can.
- 80 **A** When things go wrong for me, I feel that I am more to blame than anyone else.
B I like to solve puzzles and problems that other people have difficulty with.
- 81 **A** I like to do things for my friends.
B When planning something, I like to get suggestions from other people whose opinions I respect.
- 82 **A** I like to put myself in someone else's place and to imagine how I would feel in the same situation.
B I like to tell my superiors that they have done a good job on something, when I think they have.
- 83 **A** I like my friends to be sympathetic and understanding when I have problems.
B I like to accept the leadership of people I admire.
- 84 **A** When serving on a committee, I like to be appointed or elected chairman.
B When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.
- 85 **A** If I do something that is wrong, I feel that I should be punished for it.
B I like to conform to custom and to avoid doing things that people I respect might consider unconventional.
- 86 **A** I like to share things with my friends.
B I like to make a plan before starting in to do something difficult.
- 87 **A** I like to understand how my friends feel about various problems they have to face.
B If I have to take a trip, I like to have things planned in advance.
- 88 **A** I like my friends to treat me kindly.
B I like to have my work organized and planned before beginning it.
- 89 **A** I like to be regarded by others as a leader.
B I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.
- 90 **A** I feel that the pain and misery that I have suffered has done me more good than harm.
B I like to have my life so arranged that it runs smoothly and without much change in my plans.
- 91 **A** I like to have strong attachments with my friends.
B I like to say things that are regarded as witty and clever by other people.
- 92 **A** I like to think about the personalities of my friends and to try to figure out what makes them as they are.
B I sometimes like to do things just to see what effect it will have on others.
- 93 **A** I like my friends to make a fuss over me when I am hurt or sick.
B I like to talk about my achievements.
- 94 **A** I like to tell other people how to do their jobs.
B I like to be the center of attention in a group.
- 95 **A** I feel timid in the presence of other people I regard as my superiors.
B I like to use words which other people often do not know the meaning of.
- 96 **A** I like to do things with my friends rather than by myself.
B I like to say what I think about things.

- 97 **A** I like to study and to analyze the behavior of others.
B I like to do things that other people regard as unconventional.
- 98 **A** I like my friends to feel sorry for me when I am sick.
B I like to avoid situations where I am expected to do things in a conventional way.
- 99 **A** I like to supervise and to direct the actions of other people whenever I can.
B I like to do things in my own way without regard to what others may think.
- 100 **A** I feel that I am inferior to others in most respects.
B I like to avoid responsibilities and obligations.
- 101 **A** I like to be successful in things undertaken.
B I like to form new friendships.
- 102 **A** I like to analyze my own motives and feelings.
B I like to make as many friends as I can.
- 103 **A** I like my friends to help me when I am in trouble.
B I like to do things for my friends.
- 104 **A** I like to argue for my point of view when it is attacked by others.
B I like to write letters to my friends.
- 105 **A** I feel guilty whenever I have done something I know is wrong.
B I like to have strong attachments with my friends.
- 106 **A** I like to share things with my friends.
B I like to analyze my own motives and feelings.
- 107 **A** I like to accept the leadership of people I admire.
B I like to understand how my friends feel about various problems they have to face.
- 108 **A** I like my friends to do many small favors for me cheerfully.
B I like to judge people by why they do something—not by what they actually do.
- 109 **A** When with a group of people, I like to make the decisions about what we are going to do.
B I like to predict how my friends will act in various situations.
- 110 **A** I feel better when I give in and avoid a fight, than I would if I tried to have my own way.
B I like to analyze the feelings and motives of others.
- 111 **A** I like to form new friendships.
B I like my friends to help me when I am in trouble.
- 112 **A** I like to judge people by why they do something—not by what they actually do.
B I like my friends to show a great deal of affection toward me.
- 113 **A** I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I like my friends to feel sorry for me when I am sick.
- 114 **A** I like to be called upon to settle arguments and disputes between others.
B I like my friends to do many small favors for me cheerfully.
- 115 **A** I feel that I should confess the things that I have done that I regard as wrong.
B I like my friends to sympathize with me and to cheer me up when I am depressed.
- 116 **A** I like to do things with my friends rather than by myself.
B I like to argue for my point of view when it is attacked by others.
- 117 **A** I like to think about the personalities of my friends and to try to figure out what makes them as they are.
B I like to be able to persuade and influence others to do what I want to do.
- 118 **A** I like my friends to sympathize with me and to cheer me up when I am depressed.
B When with a group of people, I like to make the decisions about what we are going to do.
- 119 **A** I like to ask questions which I know no one will be able to answer.
B I like to tell other people how to do their jobs.
- 120 **A** I feel timid in the presence of other people I regard as my superiors.
B I like to supervise and to direct the actions of other people whenever I can.
- 121 **A** I like to participate in groups in which the members have warm and friendly feelings toward one another.
B I feel guilty whenever I have done something I know is wrong.
- 122 **A** I like to analyze the feelings and motives of others.
B I feel depressed by my own inability to handle various situations.
- 123 **A** I like my friends to feel sorry for me when I am sick.
B I feel better when I give in and avoid a fight, than I would if I tried to have my own way.
- 124 **A** I like to be able to persuade and influence others to do what I want.
B I feel depressed by my own inability to handle various situations.
- 125 **A** I like to criticize people who are in a position of authority.
B I feel timid in the presence of other people I regard as my superiors.
- 126 **A** I like to participate in groups in which the members have warm and friendly feelings toward one another.
B I like to help my friends when they are in trouble.
- 127 **A** I like to analyze my own motives and feelings.
B I like to sympathize with my friends when they are hurt or sick.
- 128 **A** I like my friends to help me when I am in trouble.
B I like to treat other people with kindness and sympathy.
- 129 **A** I like to be one of the leaders in the organizations and groups to which I belong.
B I like to sympathize with my friends when they are hurt or sick.

- 130 **A** I feel that the pain and misery that I have suffered has done me more good than harm.
B I like to show a great deal of affection toward my friends.
- 131 **A** I like to do things with my friends rather than by myself.
B I like to experiment and to try new things.
- 132 **A** I like to think about the personalities of my friends and to try to figure out what makes them as they are.
B I like to try new and different jobs—rather than to continue doing the same old things.
- 133 **A** I like my friends to be sympathetic and understanding when I have problems.
B I like to meet new people.
- 134 **A** I like to argue for my point of view when it is attacked by others.
B I like to experience novelty and change in my daily routine.
- 135 **A** I feel better when I give in and avoid a fight, than I would if I tried to have my own way.
B I like to move about the country and to live in different places.
- 136 **A** I like to do things for my friends.
B When I have some assignment to do, I like to start in and keep working on it until it is completed.
- 137 **A** I like to analyze the feelings and motives of others.
B I like to avoid being interrupted while at my work.
- 138 **A** I like my friends to do many small favors for me cheerfully.
B I like to stay up late working in order to get a job done.
- 139 **A** I like to be regarded by others as a leader.
B I like to put in long hours of work without being distracted.
- 140 **A** If I do something that is wrong, I feel that I should be punished for it.
B I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.
- 141 **A** I like to be loyal to my friends.
B I like to go out with attractive persons of the opposite sex.
- 142 **A** I like to predict how my friends will act in various situations.
B I like to participate in discussions about sex and sexual activities.
- 143 **A** I like my friends to show a great deal of affection toward me.
B I like to become sexually excited.
- 144 **A** When with a group of people, I like to make the decisions about what we are going to do.
B I like to engage in social activities with persons of the opposite sex.
- 145 **A** I feel depressed by my own inability to handle various situations.
B I like to read books and plays in which sex plays a major part.
- 146 **A** I like to write letters to my friends.
B I like to read newspaper accounts of murders and other forms of violence.
- 147 **A** I like to predict how my friends will act in various situations.
B I like to attack points of view that are contrary to mine.
- 148 **A** I like my friends to make a fuss over me when I am hurt or sick.
B I feel like blaming others when things go wrong for me.
- 149 **A** I like to tell other people how to do their jobs.
B I feel like getting revenge when someone has insulted me.
- 150 **A** I feel that I am inferior to others in most respects.
B I feel like telling other people off when I disagree with them.
- 151 **A** I like to help my friends when they are in trouble.
B I like to do my very best in whatever I undertake.
- 152 **A** I like to travel and to see the country.
B I like to accomplish tasks that others recognize as requiring skill and effort.
- 153 **A** I like to work hard at any job I undertake.
B I would like to accomplish something of great significance.
- 154 **A** I like to go out with attractive persons of the opposite sex.
B I like to be successful in things undertaken.
- 155 **A** I like to read newspaper accounts of murders and other forms of violence.
B I would like to write a great novel or play.
- 156 **A** I like to do small favors for my friends.
B When planning something, I like to get suggestions from other people whose opinions I respect.
- 157 **A** I like to experience novelty and change in my daily routine.
B I like to tell my superiors that they have done a good job on something, when I think they have.
- 158 **A** I like to stay up late working in order to get a job done.
B I like to praise someone I admire.
- 159 **A** I like to become sexually excited.
B I like to accept the leadership of people I admire.
- 160 **A** I feel like getting revenge when someone has insulted me.
B When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.
- 161 **A** I like to be generous with my friends.
B I like to make a plan before starting in to do something difficult.

- 162 **A** I like to meet new people.
B Any written work that I do I like to have precise, neat, and well organized.
- 163 **A** I like to finish any job or task that I begin.
B I like to keep my things neat and orderly on my desk or workspace.
- 164 **A** I like to be regarded as physically attractive by those of the opposite sex.
B I like to plan and organize the details of any work that I have to undertake.
- 165 **A** I like to tell other people what I think of them.
B I like to have my meals organized and a definite time set aside for eating.
- 166 **A** I like to show a great deal of affection toward my friends.
B I like to say things that are regarded as witty and clever by other people.
- 167 **A** I like to try new and different jobs—rather than to continue doing the same old things.
B I sometimes like to do things just to see what effect it will have on others.
- 168 **A** I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.
B I like people to notice and to comment upon my appearance when I am out in public.
- 169 **A** I like to read books and plays in which sex plays a major part.
B I like to be the center of attention in a group.
- 170 **A** I feel like blaming others when things go wrong for me.
B I like to ask questions which I know no one will be able to answer.
- 171 **A** I like to sympathize with my friends when they are hurt or sick.
B I like to say what I think about things.
- 172 **A** I like to eat in new and strange restaurants.
B I like to do things that other people regard as unconventional.
- 173 **A** I like to complete a single job or task at a time before taking on others.
B I like to feel free to do what I want to do.
- 174 **A** I like to participate in discussions about sex and sexual activities.
B I like to do things in my own way without regard to what others may think.
- 175 **A** I get so angry that I feel like throwing and breaking things.
B I like to avoid responsibilities and obligations.
- 176 **A** I like to help my friends when they are in trouble.
B I like to be loyal to my friends.
- 177 **A** I like to do new and different things.
B I like to form new friendships.
- 178 **A** When I have some assignment to do, I like to start in and keep working on it until it is completed.
B I like to participate in groups in which the members have warm and friendly feelings toward one another.
- 179 **A** I like to go out with attractive persons of the opposite sex.
B I like to make as many friends as I can.
- 180 **A** I like to attack points of view that are contrary to mine.
B I like to write letters to my friends.
- 181 **A** I like to be generous with my friends.
B I like to observe how another individual feels in a given situation.
- 182 **A** I like to eat in new and strange restaurants.
B I like to put myself in someone else's place and to imagine how I would feel in the same situation.
- 183 **A** I like to stay up late working in order to get a job done.
B I like to understand how my friends feel about various problems they have to face.
- 184 **A** I like to become sexually excited.
B I like to study and to analyze the behavior of others.
- 185 **A** I feel like making fun of people who do things that I regard as stupid.
B I like to predict how my friends will act in various situations.
- 186 **A** I like to forgive my friends who may sometimes hurt me.
B I like my friends to encourage me when I meet with failure.
- 187 **A** I like to experiment and to try new things.
B I like my friends to be sympathetic and understanding when I have problems.
- 188 **A** I like to keep working at a puzzle or problem until it is solved.
B I like my friends to treat me kindly.
- 189 **A** I like to be regarded as physically attractive by those of the opposite sex.
B I like my friends to show a great deal of affection toward me.
- 190 **A** I feel like criticizing someone publicly if he deserves it.
B I like my friends to make a fuss over me when I am hurt or sick.
- 191 **A** I like to show a great deal of affection toward my friends.
B I like to be regarded by others as a leader.
- 192 **A** I like to try new and different jobs—rather than to continue doing the same old things.
B When serving on a committee, I like to be appointed or elected chairman.
- 193 **A** I like to finish any job or task that I begin.
B I like to be able to persuade and influence others to do what I want.

- 194 **A** I like to participate in discussions about sex and sexual activities.
B I like to be called upon to settle arguments and disputes between others.
- 195 **A** I get so angry that I feel like throwing and breaking things.
B I like to tell other people how to do their jobs.
- 196 **A** I like to show a great deal of affection toward my friends.
B When things go wrong for me, I feel that I am more to blame than anyone else.
- 197 **A** I like to move about the country and to live in different places.
B If I do something that is wrong, I feel that I should be punished for it.
- 198 **A** I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.
B I feel that the pain and misery that I have suffered has done me more good than harm.
- 199 **A** I like to read books and plays in which sex plays a major part.
B I feel that I should confess the things that I have done that I regard as wrong.
- 200 **A** I feel like blaming others when things go wrong for me.
B I feel that I am inferior to others in most respects.
- 201 **A** I like to do my very best in whatever I undertake.
B I like to help other people who are less fortunate than I am.
- 202 **A** I like to do new and different things.
B I like to treat other people with kindness and sympathy.
- 203 **A** When I have some assignment to do, I like to start in and keep working on it until it is completed.
B I like to help other people who are less fortunate than I am.
- 204 **A** I like to engage in social activities with persons of the opposite sex.
B I like to forgive my friends who may sometimes hurt me.
- 205 **A** I like to attack points of view that are contrary to mine.
B I like my friends to confide in me and to tell me their troubles.
- 206 **A** I like to treat other people with kindness and sympathy.
B I like to travel and to see the country.
- 207 **A** I like to conform to custom and to avoid doing things that people I respect might consider unconventional.
B I like to participate in new fads and fashions.
- 208 **A** I like to work hard at any job I undertake.
B I like to experience novelty and change in my daily routine.
- 209 **A** I like to kiss attractive persons of the opposite sex.
B I like to experiment and to try new things.
- 210 **A** I feel like telling other people off when I disagree with them.
B I like to participate in new fads and fashions.
- 211 **A** I like to help other people who are less fortunate than I am.
B I like to finish any job or task that I begin.
- 212 **A** I like to move about the country and to live in different places.
B I like to put in long hours of work without being distracted.
- 213 **A** If I have to take a trip, I like to have things planned in advance.
B I like to keep working at a puzzle or problem until it is solved.
- 214 **A** I like to be in love with someone of the opposite sex.
B I like to complete a single job or task before taking on others.
- 215 **A** I like to tell other people what I think of them.
B I like to avoid being interrupted while at my work.
- 216 **A** I like to do small favors for my friends.
B I like to engage in social activities with persons of the opposite sex.
- 217 **A** I like to meet new people.
B I like to kiss attractive persons of the opposite sex.
- 218 **A** I like to keep working at a puzzle or problem until it is solved.
B I like to be in love with someone of the opposite sex.
- 219 **A** I like to talk about my achievements.
B I like to listen to or to tell jokes in which sex plays a major part.
- 220 **A** I feel like making fun of people who do things that I regard as stupid.
B I like to listen to or to tell jokes in which sex plays a major part.
- 221 **A** I like my friends to confide in me and to tell me their troubles.
B I like to read newspaper accounts of murders and other forms of violence.
- 222 **A** I like to participate in new fads and fashions.
B I feel like criticizing someone publicly if he deserves it.
- 223 **A** I like to avoid being interrupted while at my work.
B I feel like telling other people off when I disagree with them.
- 224 **A** I like to listen to or to tell jokes in which sex plays a major part.
B I feel like getting revenge when someone has insulted me.
- 225 **A** I like to avoid responsibilities and obligations.
B I feel like making fun of people who do things that I regard as stupid.

APPENDIX E

LETTER OF EXPLANATION TO POSSIBLE
PARTICIPANTS IN THE STUDY

Vocational Testing for Men

Many students on the college campus often find themselves undecided about which vocation to choose and many other students are interested in taking some vocational tests to simply help confirm that the vocational choice they have made is the right one for themselves.

The Counseling Center on campus is offering vocational testing to any male student who finds himself undecided about his future career or would like confirmation about his career choice. These tests will be offered in your dormitory and the interpretation of these tests will be offered within ten days following testing.

The reason for this testing being offered is in connection with a research project. We at the Counseling Center believe that one of the ways we have of becoming increasingly helpful to students like yourself is through careful study of the ways in which vocational testing and interpretation can be most useful in helping you with your vocational questions. Consequently, you will be given vocational testing for your benefit in exchange for fifty (50) minutes of additional research testing time. You can take the research tests anonymously--your identity is not important in this research.

If you are interested in taking vocational tests and having them interpreted before the end of the first five week session of summer school, please come to (room)_____, (Hall)_____ at (time)_____ on (Date)_____. The total testing time should take approximately two hours.

Your cooperation in this testing project is deeply appreciated.

Fred Hill
Counseling Center

APPENDIX F

TABLES 6 THROUGH 9

TABLE 6.--Results of t Test for the significance of differences between expectations of upper-class and under-class male students to a counselor on all ICL variables.

	$\bar{x}$	S^2	s.d.	t
Under-class Dominance Scale	15.68	29.70	5.45	3.98***
Upper-class Dominance Scale	11.56	25.82	5.18	
Under-class Love Scale	14.61	32.02	5.66	2.06*
Upper-class Love Scale	12.21	34.99	5.91	
Under-class Submissive Scale	7.98	17.79	4.22	1.68*
Upper-class Submissive Scale	5.89	17.15	4.14	
Under-class Hate Scale	12.42	25.78	5.08	3.74**
Upper-class Hate Scale	8.97	12.40	3.52	

***For 120 df, $p = .001$ when $r = 3.160$.

**For 120 df, $p = .01$ when $r = 2.358$.

*For 120 df, $p = .05$ when $r = 1.658$.

TABLE 7.--Results of t Test for the significance of Differences between upper-class and under-class males in descriptions of a Friend and Self on the Love axis of the ICL.

	$\bar{x}$	S^2	s.d.	t
Under-class Male Students To Concept:				
Friend	14.07	31.93	5.65	.091
Self	14.17	27.41	5.24	
Upper-class Male Students To Concept:				
Friend	9.71	22.12	4.70	1.610*
Self				

*For 120 df, $p = .10$ when $r = 1.289$.

TABLE 8.--Analysis of variance for NIC and AIN scores on the ICL among freshman, sophomore, junior and senior male college students.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F
NIC				
Between Groups	9619	12	874.45	4.907**
Within Groups	51318	288	178.19	
Total	60937	300		
ICL				
Between Groups	.71	12	.064	.132
Within Groups	13.90	288	.048	
Total	14.61	300		

**For 120 df, $p = .01$ when $r = 3.95$

*For 120 df, $p = .05$ when $r = 2.68$

TABLE 9.--Analyses of variance for upper-class and under-class male students on all ICL variables to concepts Counselor, Friend and Self.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F
Analysis of variance for underclassmen on ICL Dominance scale to concepts Counselor, Friend and Self.				
Between Groups	52.66	3	26.33	.79
Within Groups	4861.76	147	33.07	
Total	4914.42	150		
Analysis of variance for underclassmen on ICL Love scale to concepts Counselor, Friend and Self.				
Between Groups	8.18	3	4.09	.13
Within Groups	4476.78	147	30.45	
Total	4484.96	150		
Analysis of variance for underclassmen on ICL Submissive scale to concepts Counselor, Friend and Self.				
Between Groups	666.17	3	333.08	18.83**
Within Groups	2600.18	147	17.68	
Total	3266.35	150		
Analysis of variance for underclassmen on ICL Hate scale to concepts Counselor, Friend and Self.				
Between Groups	279.47	3	139.73	5.20**
Within Groups	3945.07	147	26.84	
Total	4224.54	150		
Analysis of variance for upperclassmen on ICL Dominance scale to concepts Counselor, Friend and Self.				
Between Groups	75.88	3	37.94	1.49
Within Groups	3724.89	147	25.34	
Total	3800.77	150		
Analysis of variance for upperclassmen on ICL Love scale to concepts Counselor, Friend, and Self.				
Between Groups	160.79	3	80.39	2.82*
Within Groups	4181.12	147	28.44	
Total	4341.91	150		
Analysis of variance for upperclassmen on ICL Submissive scale to concepts Counselor, Friend, and Self.				
Between Groups	716.36	3	358.18	21.55**
Within Groups	2443.98	147	16.62	
Total	3160.34	150		
Analysis of variance for upperclassmen on ICL Hate scale to concepts Counselor, Friend and Self.				
Between Groups	589.12	3	294.56	14.13**
Within Groups	3063.85	147	20.84	
Total	3652.97	150		

**For 120 df, $p = .01$ when $r = 3.95$.

*For 120 df, $p = .05$ when $r = 2.68$.

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