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THE RELATIONSHIP OF THE SELF CONCEPT, IDEAL SELF CONCEPT,  
VALUES, AND PARENTAL SELF CONCEPT TO THE  
VOCATIONAL ASPIRATION OF ADOLESCENT  
NEGRO MALES

DISSERTATION

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## CHAPTER I

### INTRODUCTION

One of the most important decisions an individual must make is that of choosing a vocation. Kuhlen states, "Choice of vocation is one of the two most far-reaching decisions that one makes, paralleling choice of mate in total life importance" (7, p. 503). Although other investigators place different emphases on the problem of making a vocational choice, all agree that it is an important decision for adolescents (1, p. 630; 4, p. 635; 5, p. 232; 6, p. 304).

Cruze views a lack of vocational decision as a problem and states, "Probably the type of maladjustment most commonly encountered in high school and college is the adolescent without any vocational objectives at all" (2, p. 359).

In view of the importance of making a vocational decision, an individual can afford neither great delay nor wasted time in making this decision. As Hurlock said:

The present day trend toward specialization which requires a specific attitude, a certain level of intelligence, personality and education, increases the problem of choice of career for the youth. It is essential for the youth to decide ahead of time

what he is going to do and then proceed to prepare himself for that career while he is still in school (5, p. 232).

If vocational choice is so important early in the adolescent's development, the study of variables which influence vocational decision making takes on importance. Of the many factors which influence the individual's making a vocational decision, parent-child relations, self concept, ideal self concept, and values are major influencing factors. Super states in his theory of vocational choice that the process of vocational development is essentially the process of developing and implementing a self concept and he places vocational preference in adolescence (4, p. 98). According to Jersild, "Super suggests that crystallization of a vocational preference is a developmental task of early and middle adolescence from about age fourteen to age eighteen" (6, p. 354).

Heisler is much in agreement with the idea of factors needed to contribute to a choice and states, "attitudes towards one's self, toward others, and toward various work areas should be considered as early in the child's life as possible" (3, p. 513).

It is of increasing importance to the adolescent that the state of the factors which contribute to making a

vocational decision be such that a vocational decision can be made when it is needed in his development. This study seeks to determine relationships between certain of the factors and the vocational aspiration of a selected group of subjects. It seeks to contribute, thus, to knowledge of the problems of making vocational decisions.

#### Statement of the Problem

The problem of this study was to determine the relationship of the self concept, ideal self concept, values, and parental self concept to the vocational aspiration of adolescent Negro males.

#### Purposes of This Study

The purposes of this study were as follows:

1. To determine if the status of the adolescent's self concept or parent's self concept is a factor in vocational aspiration.
2. To determine if the adolescent's values or ideal self concept is a factor in vocational aspiration.

#### Hypotheses

I. There will be no significant difference in the self concept scores made on the Tennessee Self Concept Scale between those students who have vocational

aspiration and those students who do not have vocational aspiration.

II. There will be no significant difference in the ideal self concept scores made on the Tennessee Self Concept Scale between those students who do and who do not have vocational aspiration.

III. There will be no significant difference in the correlation coefficients obtained for the two groups of students when the Total Positive self concept score and the Total Positive ideal self concept score as measured by the Tennessee Self Concept Scale are correlated for those students who do and do not have vocational aspiration.

IV. There will be no significant difference in the self concept scores made on the Tennessee Self Concept Scale between the parents of those students who do and do not have vocational aspiration.

V. There will be no significant difference in the correlation coefficients obtained when the Total Positive self concept score of the student is correlated with the Total Positive self concept score of the parent of those students who do and do not have vocational aspiration.

VI. There will be no significant difference in the values of those students who do and do not have vocational aspiration.



### Definition of Terms

For the purpose of this study, the following definitions were used:

Vocational aspiration--selection of a job or a major in college leading to a job. An affirmative answer to either of the following questions will constitute vocational aspiration:

1. I know the job at which I will work.
2. I know the job for which I will educate myself.

Lack of vocational aspiration--having not selected a job or a major in college leading to a job. An affirmative answer to either of the following questions will constitute a lack of vocational aspiration:

1. I do not know the job at which I will work.
2. I do not know the job I will educate myself for.

Ideal self concept--the model of a person that the individual thinks that he should be.

Self concept--how the individual sees himself.

### Limitations of This Study

This study was conducted with the following limitations:

1. This study was limited to Negro male students who were classified as seniors in high school.

2. This study was limited to those students who were living with one or both of their natural parents.

3. This study was limited to those students who scored from 85 to 115 on the Otis Quick Scoring Mental Ability Test.

#### Basic Assumptions of This Study

1. It was assumed that all participants answered honestly and to the best of their ability and that the test scores accurately reflected the true feelings of each individual.

2. It was assumed that the educational level of the participants and the educational difficulty level of the testing instruments were not detrimental factors in securing valid and reliable test answers.

3. It was assumed that the tests and scales were valid and reliable instruments measuring what they professed to measure.

#### Description of the Subjects

The subjects used for this study were 120 Negro male seniors attending six high schools located in central Texas. The parents of these students formed a second group to be studied. The adolescent subjects were divided into

two groups of vocationally aspiring and vocationally non-aspiring subjects.

#### Selection of the Instruments

The instruments chosen for this study were designed to measure the variables which are to be the focal point of this research. The variables to be studied are the self concept, ideal self concept, values, and vocational aspiration. An additional instrument was needed to measure intelligence to meet the limitation requirements of this study. The instrument chosen to measure intelligence was the Otis Quick Scoring Mental Ability Test. The instrument used to indicate both the self concept and the ideal self concept was the Tennessee Self Concept Scale. The value variable of this research was sampled by the Allport-Vernon-Lindzey Study of Values. A questionnaire was devised which sought information basic to the limitations of this study and which served as a source for determining vocational aspiration.

#### Procedures for Collecting Data

The following procedures were used in collecting the data for this study:

1. Superintendents and principals of various schools were contacted and permission was obtained to use their

schools and seniors in their schools for investigation pursuant of the student's and parent's willingness to cooperate in the study.

2. The questionnaire, Otis Quick Scoring Mental Ability Test, Study of Values, and the Tennessee Self Concept Scale were administered to the high school subjects.

3. On the basis of the test information obtained from the high school subjects, the parents were contacted and the Tennessee Self Concept Scale was administered to those parents whose sons met the qualifications of the limitations of this study.

#### Treatment of the Data

In order to test for the significance of the difference between the means of the groups, Fischer's  $t$  test for small samples was used to test Hypotheses I, II, IV, and VI. To test Hypotheses III and V, Pearson's  $r$  was computed. These  $r$ 's were transformed to  $z$ 's, and the critical ratio method was used to determine the significance of the difference between the two  $z$ 's. Acceptable level of significance for acceptance or rejection of the hypotheses was the .05 level of significance.

### Significance of the Study

The complexity of our society is increasing. Man must be able to live and function happily in the ever-changing and more difficult world. If the self concept is of vital importance in governing man's actions, man should be made aware of the importance of the self, guidance programs should be provided which can aid the guiding of the developing self, and programs should be initiated which aid the parents in the understanding of their own self concept. This study would help to indicate the necessity for initiating this type of guidance program for students and parents.

As the importance of an education increases in the world of work, students must prepare themselves better. The aimlessly wandering student must head for some goal. The waste of student's and teacher's time is too costly. Vocational guidance and counseling, as it relates to the development of a more mature individual ready to participate in society, would assume a more important role.

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## CHAPTER II

### RELATED LITERATURE

The basic purpose of this study was to determine if the subject's self concept, ideal self concept, parent's self concept, or subjects' values were factors in vocational aspiration. This chapter reviews research relevant to the purposes of this study.

#### The Self and Vocational Aspiration

In a day and age where the demands of society call for longer and better educational preparation in order to secure and retain a job, knowledge of factors related to vocational aspiration is necessary. One of these factors has been theorized to be the self concept, and self assumes the central role in Super's theory of vocational choice.

Tucci designed an experiment to examine Super's proposition that a clear self concept was necessary for vocational choice. This experiment was to determine if there are any significant differences in self concept clarity between vocationally decided, undecided, and tentatively decided students. A clear self concept was

defined as one in which the individual's self estimate agrees with his actual test scores. The testing instruments used in this study were the College Placement Test, the Iowa Tests of Educational Development, the Diagnostic Reading Test, and a specially designed self-evaluation questionnaire. One hundred sixty-nine male freshmen at Michigan State participated in this research. Tucci found no statistically significant results and drew no conclusions. However, Tucci indicated that the tentatively decided student possessed greater self concept clarity and was superior to the decided student in self knowledge. This would seem to indicate that the definitely decided student was in the poorest position in relationship to self knowledge to make the vocational choice he had already made (32).

Ashley, Wall, and Osipow studied the differences between vocationally certain and uncertain freshmen at Penn State University. The differences relevant to this study were measured by the Bernrueter Personality Inventory and a personality descriptive questionnaire taken from Holland's studies. The investigators indicated that on the personality variables measured by the Bernrueter and Holland instruments, no differences in the groups were assumed. The statistics reported by Ashley, Wall, and Osipow indicated that



significant differences existed between the decided and the undecided subjects in the dependency characteristic measured by the Bernrueter Personality Inventory. This finding was in accord with Holland's theory that the indecisive subjects were orally dependent personalities (3).

Evelyn Marr studied the factors related to how the vocational choice is made. Her subjects were 129 males who had taken part in the Career Pattern Studies started in 1952 and who took part in Marr's research some ten years later as a part of a follow-up study. The variables for this research were aspects of the self concept and self direction. According to a proposition by Super, adolescents who have well formulated and realistic self concepts are ready to find their place in the world of work (21). Marr's research findings bear out Super's ideas. Those subjects who were ready to make a vocational choice early were more able to choose a vocation. Marr's research indicates more than simple readiness. Further findings indicate that those subjects who were more self-directing and thus more able to make a vocational decision had a more positive self regard. Those who were less self-directing have lower self-regard. Marr pointed out that low self regard could be a correlate of poor general adjustment which could hinder adjustment in work (21).

Bohn's investigation seems to be in line with the findings of Marr although he was not necessarily investigating the self concept. Bohn studied the vocational maturity and personality variables of 75 male clients of the Iowa State Counseling Center. He administered the Strong Vocational Interest Blank and Gough's Adjective Check List. Bohn's findings support the proposition that vocational interest maturity is dependent on the self concept. For example, Bohn states, "There are definite self concept differences for individuals with different individual interests" (9, p.21). Interests are related to other personality variables. The implication is that consideration of a vocational decision must take into account that vocationally mature individuals are also more mature in terms of general personality adjustment (9).

Ausubel, Schiff, and Zeleny made a study of adolescent aspiration and personality adjustment. These investigators studied 50 students who were juniors attending high school in Urbana, Illinois. These subjects were administered the Illinois Personality Inventory, a sociometric questionnaire, and a section of the Minnesota Multiphasic Personality Inventory from which an adjustment score was derived. This research found that measures of vocational aspiration

were not significantly related to indices of adjustment when the aspiration was in the far future. When tasks have current and immediate consequence, significant relationships between vocational aspiration and adjustment were found. Ausubel, Schiff, and Zeleny concluded that ego involvement is a characteristic of level of aspiration. This research tends to support the proposition that when immediate and real life aspiration is used, personality adjustment begins to play a more significant role in aspiration (4).

Lanna's research tends to support the findings of Bohn concerning the relationship between vocational interest and self concept. Lanna has investigated various aspects of personality adjustment as it relates to vocational interest. Lanna's subjects were administered the Guilford Zimmerman Temperament Survey, the Kuder Preference Record, and the Strong Vocational Interest Blank. Lanna states, "general style of interpersonal interaction may be of use to the student who is attempting to vocationally implement his self picture" (18, p. 4422).

Research by Stevic and Uhlig had as its basic purpose the study of the self concept of students in relation to their probable life's work (31). These investigators studied occupational aspiration in two high schools--one

in Southeastern Kentucky; the other in Ohio. The subjects were from rural and urban areas. They were administered the Occupational Aspiration Scale and two open-ended questions, the latter intended to identify the role models of the subjects and to elicit the perceptions of characteristics of the individual necessary for success. Stevic and Uhlig found significant differences between the Kentucky group and the Ohio group in aspiration. The Kentucky subjects who stay in that area have significantly lower occupational aspiration. It was concluded that the Kentucky subjects have different personal role models. There were also significant differences in the characteristics of success that the Kentucky subjects chose.

Rosalind Gould has investigated some of the determinants of goal striving. The subjects for her investigation were 81 undergraduate male students at Columbia to whom a personality questionnaire was administered. The subjects were divided into two basic groups considered high and low socio-economic groups. The lower socio-economic group possessed the higher aspiration level, and Gould suggests that these findings indicate that feelings of insecurity may be the cause for this difference in aspiration. Gould hypothesized that since the Negro race is basically a lower

socio-economic status group, it is not unreasonable to assume that feelings of insecurity do play a role in the aspiration of the Negro (15).

Lyon studied the psychological correlates of vocational indecision. It was hypothesized that the traits of decided subjects were clinically more normal than those of the undecided. Lyon used the Minnesota Multiphasic Personality Inventory and Welsh's Anxiety Scale. The population studied was eighty-two decided and eighty-seven undecided freshmen men at Stanford University. Vocational plans or lack of vocational plans separated the subjects into groups.

On the personality measures, the findings tentatively favored the Decided group for the Hy, D, and Sc scales of the MMPI and for Gough's Do and Ai scales; the findings significantly favored the Decided on the clinical Pt scale, the anxiety measures, and Gough's Re scale (20, p. 1270).

It was concluded that personality factors do play a part in vocational indecision (20).

#### The Ideal Self and Vocational Aspiration

The majority of the research concerned with the ideal self concept has sought to relate the self and the ideal self in some manner. Very few studies exist which study the ideal self as it relates to vocational aspiration.

Findings concerning the ideal self concept must be drawn from studies in which the ideal self concept is the secondary concern of the investigation.

Wheeler's investigation is typical of the research in the ideal self concept area. He was interested in the relationships among self concepts, ideal self concepts, and stereotypes of probable and ideal occupational choices. The investigator administered Blocher's List to study the self variables. The subjects for this investigation were 92 freshmen at Fresno State College enrolled in Introductory Psychology and 73 freshmen and sophomores at Fresno State enrolled in Health Education. Wheeler concluded that the individual sees his probable and ideal vocational choice as being more congruent with his ideal self concept than his self concept. The self stand alone while the other three variables seemed related (34).

The findings of Armstrong concerning the ideal self concepts position seem to bear out the findings of Wheeler. Armstrong studied the relationships between the self concept and occupational concepts. Subjects for this investigation were 141 sophomore, junior, and senior University of Minnesota undergraduates. The testing instrument was the Bill's Index of Adjustment and Values. Armstrong concluded

that a person would view himself in his vocational role as being more like the person he would like to be rather than the person he really is (2).

#### Self-Ideal Self Congruency and Aspiration

Self and ideal self congruency has been the focal point of several recent studies done by Calvin and Holtzman, Hanlon, Holt, Levy, and Strong and Feder (1). These studies point toward the values of a positive ideal self and self discrepancy to adjustment in school, in therapy, and of a personal nature.

Anderson and Olson studied the congruency of self and ideal self and occupational choice. They theorized that there was a positive relationship between self-ideal congruency and ability to make a realistic occupational decision. The subjects, ninety-six selected seniors attending high school in Spokane, Washington, were administered a Q-sort similar to that employed by Engel. No conclusions were drawn by Anderson and Olson concerning the relationship of congruency to occupational choice, although they did indicate that there was a tendency for a part of their subjects to choose overly high or inappropriate occupational areas as a result of the subject's self perception (1).

Nahinsky studied the relationship between the self concept and the ideal self concept. Subjects for this study were divided into two groups, one of which was composed of 74 junior naval officers who were leaving the Navy and were termed non-career officers, with the other composed of 35 junior naval officers who were staying in the Navy and who were considered career officers. Nahinsky concluded that congruency between self concept and ideal self concept manifests itself in acceptance or rejection of certain roles in the external world. These findings indicate that the self-ideal self congruency reflects a feeling of inadequacy or of not measuring up to their own standards and may be the most important correlate of adjustment (24).

Cochran studied the relationships between the self concept, school motivation, and level of occupational aspiration. He administered the Index of Adjustment and Values, the JIM Scale, and the Occupational Aspiration Scale to 337 boys attending grades 9 through 12 in Hudson, Ohio. Cochran found that scores on self, self-acceptance, and ideal self, the three major variables of this study, correlated slightly but significantly with levels of aspiration in a positive direction (11).



Oppenheimer studied the relationship between certain self constructs and certain occupational preferences in his investigation of Super's proposition that people need to reconcile aspects of their ideal and actual self before they are ready to make a satisfactory vocational preference. He administered the Kelly Role Construct Repertory Test and the Strong Vocational Inventory Blank to 81 male freshman, sophomore, and junior students enrolled at Rutgers. Oppenheimer tentatively accepts Super's proposition. He further concluded that people prefer occupations perceived as congruent with their self concept (25).

#### Parental Differences and Aspiration

In 1966, Brunkan stated, ". . . very little research has dealt with the influence of parents on problems in vocational choice" (10). Vocational aspiration or lack of vocational aspiration would seem to be an area of concern related to vocational choice. From a theoretical standpoint, the value of parental influence is apparent. There is little evidence to contradict the view that the parents are a powerful and positive factor in the lives of their children.

Sandis studied 524 tenth grade students in eight communities in New Jersey. He was basically interested in investigating the position of the parents as influencers and the awareness of the children to parental influence, and he concluded that parental plans for the child are the strongest predictor of the educational planning of the child. His investigation pointed out the prominent role which child awareness has on planning. Accurate awareness of the child is dependent on the correlation of parental ideas and cues the child is receiving from the remainder of the environment. Both parental pressure and awareness were deemed important in this investigation (27).

Dynes, Clark and Divinity studied family experiences as a variable in occupational aspiration. Their study included information collected from 350 Ohio State University students who were enrolled in introductory and advanced sociology classes. A questionnaire was devised from which the information was taken. It was the consensus of those investigators that interpersonal relations were significant factors in aspiration. Those individuals who have unsatisfactory interpersonal relationships in the primary family had significantly higher occupational aspiration. Those with satisfactory relationships in the family had

lower aspirations. Family adjustment was deemed of importance in the formation of occupational aspiration (14).

Bell's study of the process related to the formation of adolescent aspiration seems to support the study of planning done by Sandis. Bell studied eighty-eight highly intelligent male students attending Boulder High School in Boulder, Colorado, using a questionnaire, the California F Scale, and the Rokeach's Dogmatism Scale. This investigator studied parental influence and student-student interaction. The aspiration level of the subjects was found to be positively associated with the motivational directions of the parents. A higher status reference group was also found to be of significance in developing a higher level of aspiration. It was concluded by Bell that the authoritarian individuals and the conforming individuals had a greater tendency to follow the parental directives than did the non-authoritarian and the non-conforming individuals. This investigation indicates that the authoritarian and conforming students had higher aspirations as a result of following parental directives (6).

Messier studied social interaction patterns as they were related to occupational aspiration. This investigation covered 36,467 students and 1,994 teachers in 34 public high

schools in 23 different states. Two factors were reported as being of significance. A desire by the parents for their children to attend college seemed to be the single most prevalent factor in occupational aspiration. The second factor was a generally high socio-economic scale in the high school (23).

Smith's findings do not seem to be in accord with other findings related to aspiration. Smith studied 33 Negroes and 33 whites. Using the McClelland Series of cards measuring achievement motivation and a specially devised questionnaire, Smith studied racial and familial experiences as correlates of mobility aspiration. This study found no significant associations between mobility aspiration and family experience (30).

Webster studied the remembered behavior of Negro mothers as it related to their children's self concept and vocational aspiration. This study included 311 Negro adolescents attending three integrated high schools in San Francisco. The extent to which the Negro mothers were remembered as having taken an interest in their children's development was concluded to be a significant factor in self concept development and vocational aspiration development. In general, the greater the amount of attention that was

remembered as being given, the more positive the self concept and the higher the level of vocational aspiration (33).

Kinnane and Bannon studied perceived parental influence as it related to work value orientation. Kinnane and Bannon used 315 college women to study work values. They administered the Parental Influence Inventory to this subject group. The investigators concluded that to a considerable degree, values tend to be family derived as do also work values. The occupational level of the father plays a major role in perceived parental influence on work values (17).

Cohen has also studied parental influence in educational mobility. Cohen studied two groups of fifty high school boys. One group was planning to go to college. The other group was not planning to go to college. Cohen concluded that concrete pressure and encouragement was positively related to educational aspiration. Early parental pressure produced greater aspiration. College aspiration was indicated to be a means to an end. Fathers placed pressure on their sons to go to college in order for college to be used to get and keep a higher occupation. Father educational and vocational pressure was concluded to be the chief factor in high school student's planning for college (12).

Schmalzried studied the relationship of anxiety to educational and vocational aspiration of adolescent males. The Taylor Manifest Anxiety Scale and the Herriott Future Plans Questionnaire were administered to 1,017 students in the junior and senior high schools in Northern Florida. The investigator found a low but significant relationship between anxiety and number of years perceived as necessary for occupational choice in both Negro and white youths. For the white youths, educational planning was positively related to the mother's educational level and the father's occupational level. For the Negro youths, educational planning was positively related to the father's educational and occupational level. Schmalzried concluded that factors other than anxiety appear to be important in educational and vocational goals of adolescents (28).

#### Parental Identification and Aspiration

Brunkan studied parental identification as it was related to problems in vocational choice, using 289 undergraduate males taken from psychology courses at the University of Iowa, and using the composite score of the ACT battery as an index of aptitude, the Strong Vocational Interest Blank as a measure of interest, and the Trow

Vocational Choice Inventory to measure occupational choice. Brunkan found that the discrepancy between the identification with the father and with the mother was a factor in vocational choice problems. If there was a strong father identification, there was a greater probability of adjusted rather than unfulfilled problems. A small difference between mother-father identification was associated with maladjustment and vocational indecision. Further analysis of Brunkan's data indicated that those individuals with a low degree of identification do not gain an adequate concept of themselves in a vocational role and as a result have not made a vocational choice. Brunkan's findings indicate a relationship between parental identification and vocational problems (10).

Sostek's investigation does not seem to bear out Brunkan's findings. He used the Allport-Vernon-Lindzey Study of Values and the Roe-Siegelman Parent Child Relations Scale to study some ninety-six carefully screened college students. It was concluded that the greater the degree of identification with either parent, the greater the relationship to a later choice of an occupation. Occupations were chosen which were representative of the parent with whom there was greater identification. It was also concluded

that parent-child climate was not directly related to occupational choice (29).

Evelyn Marr made a study of how acceptance of the father can affect vocational choice making. In an analysis of 123 subjects, she concluded that a vocational choice had been made by a significantly larger proportion of the subjects who accepted their fathers. Those subjects who had not accepted their father showed a larger number of vocational indecisions. Marr further stated that having made a choice was not related to parental occupational level as measured by the Warner Scale nor was it related to I.Q. as measured by the Otis (21).

In Lyon's study, psychological correlates were the chief focus in a study of vocational decision and indecision. Vocational decision and indecision were operationally defined as presence of consistent vocational plans or lack of plans. It was hypothesized that the vocationally decided subjects would be more familiar with their father's occupation and would be more closely identified with their fathers than would be the vocationally indecisive group. Lyon's investigation tentatively bore out his hypothesis. It was concluded that father identification was a factor in vocational decision and indecision (20).



Koval made a study of the drifters and the directeds. The directeds were defined as those students who were highly committed to a college education and with definite occupational goals. The drifters were those students who were committed to college but did not have any definite occupational goals. Koval used a self administering questionnaire to study all male high school seniors in a medium sized county in Oregon and concluded from his findings that the directed subjects had more completely identified with the adult world. The directed subjects were committed to the culturally defined purposes of adolescence. The drifter subjects were more identified with their peer group. This group took part in the educational pattern but they were not as committed attitudinally as were the directed subjects (16).

Bell studied the relationship of role models to educational and occupational behavior. Bell interviewed the subjects at three times over a ten year period. These three interviews fell roughly at the subjects fifteenth, eighteenth, and twenty-fifth years of age. Bell concluded that the father's role modelship and interaction was a

stronger predictor of the future vocational behavior than any other parental factor (6).

#### Values and Aspiration

In the study of vocational aspiration, values have not been the source of a great deal of research.

Ryan has related values to realistic and unrealistic occupational choices. Ryan used 270 college students as his subjects. He administered the Allport-Vernon-Lindzey Study of Values and the Guilford-Martin Personality Inventory to his subjects. Ryan concluded that there were no differences in personality as measured by the Guilford-Martin Personality Inventory. There were significant differences in the values of the students as measured by the Study of Values. Those subjects who were considered to have made a more realistic occupational choice were significantly higher on the theoretical scale. Those subjects who were considered to have made unrealistic choices were higher on the economic scale (26).

Berdie and Hood investigated the personal values and attitudes as determinants of post high school plans. These investigators used the Minnesota Counseling Inventory and sections from the Minnesota Multiphasic Personality Inventory

to explore the experiences of 44,756 high school seniors in Minnesota. From this group of subjects, Berdie and Hood selected a group of bright students with similar backgrounds and divided this group into those who were attending college and those who were not attending college. The college bound students expressed more ease in social situations, less difficulty with authority figures, and favorable relations with their family. Significant differences were found between these two groups, college bound and work bound, in values and attitudes. Berdie and Hood concluded that these attitudes and values did differentiate between the two groups of subjects (7).

Larson studied work, success, and dependence values as they are related to the educational aspirations of students. Three value scales were developed by Larson. The subject group consisted of 128 students attending rural high schools in Washington. The parents of these students formed another subject group. It was hypothesized that values of persons identified as significant others would be closely related to the values and educational aspiration of the student subjects. Work and dependence values of mothers were most similar to the values of the students. Success and dependence values of fathers were most closely related to educational aspiration.

It was concluded that values are influenced by the family. This influence also had some effects on the educational aspirations of the student subjects (19).

Davis studied vocational choice and self-others' expectations congruence as a function of the ego identity. Davis tested Erickson's assumption that making a vocational choice involving long term commitment is an increasing function of ego identity. The subjects for this study were 100 sisters who had made temporary vows, 100 registered nurses, and 100 clerical workers. The subjects were all unmarried females ranging in age from twenty to twenty-five years. The subjects were administered Block's measure of ego identity, a Q sort to describe their own and others expectations, the Dignan Ego Identity Scale, and Kinnane's Work Values Inventory. Davis concluded that making a vocational choice involving a long term commitment is a function of ego identity. Further analysis revealed that there were significant differences between the three groups in work values (13).

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## CHAPTER III

### PROCEDURES OF THE STUDY

Selected seniors in six high schools in central Texas were used as the subjects for this study. Parents of those subjects selected formed a second subject group. This investigation was structured to study the relationship of various personality factors to the vocational aspiration of the high school subjects. Testing instruments to measure the variables studied were chosen. The appropriate statistical procedures were then applied to the data.

#### Description of the Sample

From a sample of approximately 164 students from six high schools located in central Texas, 120 students were selected as subjects for this study. The others did not meet the limitation requirements.

This group of 120 subjects had I.Q. scores on the Otis Quick Scoring Mental Ability Test, falling within the range of 85 to 115 as set forth in the limitations of this study. No attempt was made to control the distribution of intelligence scores within the range prescribed in

these limitations. The 120 subjects were all male Negroes attending high school at the time of the study and were classified by their respective schools as seniors eligible for graduation in May of 1969.

Sixty of the 120 subjects answered the question, "I do not know the job at which I will work," or "I do not know what job I will educate myself for," in the affirmative and were considered the vocationally non-aspiring group. The remaining sixty subjects checked the statements, "I know the job at which I will work," or "I know what job I will educate myself for" and formed the aspiring group.

All of the subjects were residing at home with one or both of their natural parents, and only the self concept score of a subject's natural parent or parents was included in this study. The parents of the 120 subjects were automatically selected when their son or sons were chosen. No attempt was made to further control the parent group selected other than the parent's willingness to cooperate in filling out the self concept scale. Of a possible 60 parents from the non-aspiring group of subjects, 40 fathers and 54 mothers responded to the self concept scale. In the aspiring group, 38 fathers and 55 mothers completed the self concept scale. Of the non-aspiring group, 6 of

the subjects had only a father to respond to the self concept scale, 20 had only a mother to respond, and 34 had both father and mother to respond. In the aspiring group, 5 had only a father to respond, 22 had only a mother respond, and 33 had both father and mother to respond to the self concept scale.

#### Selection of the Instruments

The instruments selected for use were designed to measure values, intelligence, and the self concept. There were no instruments designed specifically for this study to test these variables. There was a personal data sheet designed to ascertain aspiration and to aid in selecting the subjects according to the limitations of this study.

The Allport-Vernon-Lindzey Study of Values was the instrument chosen to secure a sample of the values of the subjects. This instrument is designed to measure six basic interests or motives in personality by presenting a variety of familiar situations to which several alternative answers are presented. The six basic interests were selected according to Eduard Spranger's Types of Men. These types are: theoretical, economic, aesthetic, social, political, and religious. These types, as set forth by

Spranger, do not include the lower order values nor do they include the undeveloped personality (1).

The reliability of the Study of Values is indicated by the manual accompanying the scale. Several studies are cited in the manual which serve to support the reliability of this scale (1).

The validity of the Study of Values is derived from examining the scores of groups of subjects whose characteristics are known. Norms presented in the manual for the various groups correspond well with prior expectations (1).

The Otis Quick Scoring Mental Ability Tests are designed to measure mental ability or degree of maturity of the mind. There are several forms of this instrument, and of these the Gamma Test, form Fm, was selected. All forms of the Otis are easily scored and administered and may be used with groups or individuals. The Otis is frequently used and well known in testing (3).

The Tennessee Self Concept Scale, developed by Fitts, is composed of items taken primarily from the work of Balester, Engel, and Taylor. Additional items taken from the Tennessee Department of Mental Health patient's and non-patient's self descriptions have been added to compose the present 100 items which form the Tennessee Self

Concept Scale. These 100 items are used by the subjects to describe their own picture of themselves (2).

The 100 items of the Tennessee Self Concept Scale are so arranged as to present a multi-dimensional description of the self concept. Ten of these items form a Self Criticism, or Sc, score. These statements are considered mildly derogatory but most people admit them to be true of themselves. Denial of these statements indicates an individual trying to present a more favorable picture of himself than what would be actually true. High scores indicate a normal individual. Low scores indicate defensiveness. The remaining 90 items follow a two-dimensional design reference to an internal and an external frame of reference from which the questions will be answered. These ninety items are further arranged in a three-by-five pattern providing a set of descriptive items which give the various roles within each individual's self concept. In all, there are twenty-five self concept scores derived from the 100 items of the Tennessee Self Concept Scale.

A summary of the way an individual distributes his answers across the five possible choices in responding to the items of the Tennessee Self Concept Scale is called the the Distribution, or D score. A high D score indicates

that the subject is certain about his perception of himself and a low score means just the opposite (2).

The three horizontal rows in the three-by-five pattern allow the individual to describe his Identity, Self Satisfaction, and Behavior. The Row 1, or Identity, score is a reflection of the basic identity and indicates what the individual is as he sees himself. This is an internal frame of reference from which the individual is speaking and providing a basic description of "What I am." The Row 2, or Self Satisfaction, score indicates how an individual feels about the picture of himself that he sees. This score may be construed to represent self acceptance and is derived from the internal frame of reference of the individual. A high score represents positive attitudes toward the self and a low score indicates negative attitudes. The Row 3, or Behavior, score is a reflection of the individual's perception of what he does or how he acts. A high score indicates a more favorable perception. A low score reflects a less favorable perception of behavior.

The five vertical columns indicate the individual's description, from an external frame of reference, of five different self roles which comprise a part of the total self concept. The Physical Self, or Column A, score is

an indication of the individual's perception of his physical self. This may be interpreted to mean the individual's view of his body, state of health, physical appearance, skills, and sexuality. The Moral-Ethical Self, or Column B, score is an indication of the individual's moral-ethical self. This is a description of the individual's moral worth, relationship to God, feelings of being good or bad, and satisfaction with one's religion or lack of religion. A Column C score reflects the individual's sense of personal worth and are called the Personal Self. A Column C score defines the individual's perception of his own personal worth, his feelings of adequacy as a person, and his evaluation of his personality apart from his body or his relationships with others. The Family Self, or Column D, score represents the individual's perception of his family self. The Family Self is characterized by one's feelings of adequacy, worth, and value as a family member. This score refers to the individual's closest and most immediate family associates. The Social Self, or Column E, score is an indication of the individual's perception of his social self. The Column E score pertains to a self in relation to others in a more general way. It is a reflection of one's adequacy and worth in social interaction in general.

High scores in the Columns represent a positive attitude toward the self. Low scores are indicative of a negative attitude (2).

The Total Positive Self Concept, or Total Positive, score is the sum of the rows and columns and comprises the single most important score on the Counseling Form. The Total Positive score is a reflection of the overall level of self esteem. A high score is indicative of a person who likes himself, feels that he is of value, has confidence in himself and acts accordingly. A low score is a reflection of doubtful worth, unhappiness, undesirability, depression, and unhappiness in relation to the self (2).

The empirical scales are six scales which are derived from the 100 items by item analysis. These six scales differentiate one group of subjects from another group. The Defensive Positive, or DP, score is a subtle measure of defensiveness. Interpretation of this score is from a theoretical framework that individuals with psychiatric difficulties have negative self perceptions at some level of awareness. A high score indicates a positive self concept as a result of defensiveness and a low score indicates that a person lacks the defenses necessary for normal self esteem. The General Maladjustment, or GM,



score serves as an index of adjustment-maladjustment. The GM score reflects the difference between psychiatric patients and non-patients but does not indicate the type of illness. The Psychosis, or Psy, score serves to identify the psychotic patients from the other groups. A score falling outside the range of thirty-three to fifty-nine is similar to scores made by psychotic patients. The Personality Disorder, or PD, score, as defined from the self concept frame of reference, pertains to basic personality defects and weaknesses rather than to the psychotic states or the neurotic reactions. A low score is indicative of high similarity to the neurotic type of individual. The Personality Integration, or PI, score serves as a measure of adjustment or degree of personality integration. A score below six would be indicative of a low degree of personal integration.

The Total Variability, or Tot V, score provides an indication as to the inconsistencies from one area of self perception to another. A high score indicates more variability which in turn may be interpreted to reflect little integration within the self concept. People with high scores might be characterized as leading compartmentalized lives with various areas being quite separated

from the remainder of the self. Well-integrated people generally score somewhat below the norm group mean. The Column Total Variability, or Col V, is a score reflecting the inconsistencies from one area of the self to another as represented by the columns. A high score indicates a lack of consistency. The Row Total Variability, or Row V, score indicates the inconsistencies in the three areas of the self derived from the rows. A high score indicates greater variability.

The True-False Ratio, or T/F, score gives an indication of whether a subject's approach to a task involves response bias regardless of item content. From the framework of self theory, a high score indicates that an individual is achieving self description by focusing on what he is and is unable to define what he is not. A low score means just the opposite. A score located near the mean indicates that the individual achieves self definition by a balance of what is self and what is not self.

The Net Conflict, or Net C, score measures the extent to which an individual's positive responses differ from the negative responses in the same area of self perception. There are two kinds of net conflict as reflected by the types of scores. A positive score indicates that the

individual is over-affirming his positive attributes. A negative score indicates that the subject is over-denying his negative attributes. It may occur in Total Net Conflict scores that positive scores may cancel out negative scores indicating a lack of conflict. Total Conflict, or Tot C, scores summate the conflict scores creating a Total Conflict score. A high score indicates confusion, contradiction, and general conflict. An extremely low score would indicate a rigid, defensive, and artificial image.

The Number of Deviant Signs, or NDS, score reflects the number of minor behaviors that deviate from the norm group or from the individual's own behavior pattern beyond certain limitations. A score above ten is indicative of deviant behavior beyond the acceptable limits.

The Time, or T, score is a measure of the time in minutes. Fitts has done little research with this variable. Some research data support the contention that psychiatric patients in general take longer than non-patients (2).

The Tennessee Self Concept Scale is simple for the subjects, self administering for either an individual or groups, and may be used with subjects age twelve or older who have a sixth grade reading level or better. This instrument has two forms. For the purposes of this study, the Counseling and Research Form was used.

The directions require the individual to describe how he sees himself and his relationships with others. This self description is obtained by having the individual respond to such items as, "I have a healthy body," "I do my share of work at home," and "I am a decent sort of person." The individual has five possible choices from which to choose on each test item. The possible choices are shown below.

Completely False	Mostly False	Partly False Partly True	Mostly True	Completely True
1	2	3	4	5

The standardization group from which the norms were developed consisted of 626 people ranging in age from 12 to 68. Represented in this group were both Negro and white subjects and subjects from all social, economic, and educational levels. Research by Sundby, Gividen, Hall, and by the author of the test, Fitts, indicates that with a group of 75 or larger, the mean and variance will not differ greatly from the norm group even though the norm group does not reflect the population as a whole in proportion to a national composition (2, p. 13).

Test-retest reliability coefficients, based on test-retest data obtained from 60 college students tested two

weeks apart, range from a low of .61 to a high of .92. The frequency of these coefficients include 7 scores in the .60's, 14 scores in the .70's, 16 scores in the .80's, and 8 scores in the .90's (2, p. 14).

The author validates the Tennessee Self Concept Scale in four ways: (1) content validity, (2) discrimination between groups, (3) correlation with other personality measures, and (4) personality changes under particular conditions.

The purpose of content validity has been to insure that the row and column scores were dependable. An item was retained if there was unanimous agreement by the judges that it was classified correctly. Seven clinical psychologists were employed for this purpose. Thus it is assumed that each scale is logical and meaningful (2, p. 15).

The purpose of "discrimination between groups" validation is to follow the suggestion by personality theory and research that groups which differ in psychological dimensions should also differ in self concept. The research of Congdon, Piety, Havener, Wayne, and others seem to indicate that the Tennessee Self Concept Scale does discriminate between groups (2, p. 17).

The third type of validity check was correlation with other psychological testing instruments. Correlation figures indicate that the Minnesota Multiphasic Personality Inventory correlates in ways one would expect from the nature of the scores. The correlation coefficients of the Tennessee Self Concept Scale and the Edwards Personal Preference Schedule were low. The nature of the two scales indicates a nonlinear relationship and a need for more refined statistical methodology (2, p. 24).

The last method of validation used was in a test-retest situation where the personality was either placed under stress and predicted to disintegrate or in therapy where the personality was supposed to enhance itself. Gividen, Fitts and Ashcraft, Congdon, and others have used the Tennessee Self Concept Scale in this type of test-retest situation. Of these studies and others now in progress, there is evidence that people's self concept can change and that the Tennessee Self Concept Scale is delicate enough to register this change (2, p. 28).

The personal data questionnaire was needed to secure information related to the limitations of this study. The subjects were divided into aspiring and non-aspiring groups

by their answers pertaining to vocational planning secured by this questionnaire.

#### Procedures for Collecting the Data

The following procedures were followed in collecting the data necessary for the purposes of this study.

The superintendents of the various schools who took part in this study were contacted by personal interview and permission was sought to come into their schools. During this interview, the study was briefly outlined. Every superintendent contacted granted permission to use their students as subjects based on the individual student's and parent's willingness to cooperate.

The principals of the various schools were next contacted. The details of time, place, and facilities were decided on an individual basis for each school. The actual testing began during the first week in October of 1968 and continued periodically according to the schedule set by the various principals until the first week in December of 1968 when the last of the test data were secured. Each principal wanted the testing to occur in one time period. One half of one school day was given for the testing situation of the students.

The Otis, Study of Values, Tennessee Self Concept Scale, and the questionnaire were next administered to the subjects in school. These tests and the questionnaire were scored and checked. According to these results, subjects were selected for the aspiring and non-aspiring groups. Parents, who were automatically placed in groups, were then contacted and were administered the Tennessee Self Concept Scale.

#### Procedures for Treating the Data

The following statistical procedures were employed in order to provide a standard basis for interpreting the results of this study.

To test Hypotheses I, II, IV, and VI, Fischer's  $t$  test for the significance of the difference between the means of small groups was computed and a  $t$  table was consulted to determine the level of significance. The findings were accepted or rejected at the .05 level of significance.

To test Hypotheses III and V, Pearson's  $r$  was used to determine the coefficient of correlation between the variables. Each correlation coefficient was transformed to a  $z$  score by way of an  $r$  to  $z$  transformation table. The two  $z$ 's were then tested for differences by the critical



ratio technique. The findings were accepted or rejected at the .05 level of significance.

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## CHAPTER IV

### ANALYSIS OF THE DATA

An analysis of the data was made to determine the tenability of the hypotheses of this study. One part of the analysis of the data was concerned with the relationships of the self concepts, ideal self concepts, and values to the vocational aspiration of the subjects. Fischer's t test for testing the significance of the difference between the means of groups was used to determine the relationships of the variables investigated in this phase of the analysis. A second part of the analysis was concerned with the relationship of the self-ideal self congruency to vocational aspiration. This phase of the analysis was statistically treated by testing for the significance of the difference between the correlation of the self-ideal Tot Pos (overall level of self esteem) self concept scores of the aspiring and non-aspiring subjects. The remainder of the analysis was concerned with the correlation of the parents' self concepts to their sons' self concepts and the relationship of this correlation to vocational aspiration. This part of the statistical analysis was accomplished by correlating the

Total Positive self concept scores of the parents with the Total Positive self concept scores of the sons. The correlation coefficients were then tested for the significance of the difference between the aspiring and non-aspiring groups. Pearson's  $r$  was used to determine the correlation of the sons' self concepts to the fathers' self concepts, sons' self concepts to the mothers' self concepts, and sons' self concepts to the sons' ideal self concepts. The  $r$ 's which were obtained were changed to  $z$ 's by way of an  $r$  to  $z$  transformation table. The  $z$ 's were then tested for significance of the difference by the critical ratio method. The .05 level of significance was used through out this investigation to determine acceptance or rejection of the null hypotheses. The .01 level of significance was considered to be highly significant.

#### Differences in Sons' Self Concepts

It was stated in Hypothesis I that there would be no significant differences in the self concept scores made on the Tennessee Self Concept Scale between those students who have vocational aspiration and those students who do not have vocational aspiration. It may be seen by an inspection of Table I that the  $t$  value which indicates the differences

TABLE I

STATISTICAL SUMMARY OF THE DIFFERENCES IN THE SELF  
CONCEPTS OF THE ASPIRING AND THE NON-ASPIRING  
HIGH SCHOOL SUBJECTS

Self Concept Variable	Aspiring Group Mean	Non- Aspiring Group Mean	Mean Difference	<u>t</u> Values
Distribution	128.15	125.29	2.90	.63
Self-Criticism	33.78	35.08	1.30	-1.21
Total Positive	347.02	333.47	13.55	2.72**
Identity	131.70	126.83	4.87	2.56*
Self-Satisfaction	103.98	99.39	4.60	1.96
Behavior	111.33	107.28	4.05	2.07*
Physical Self	74.97	72.32	2.65	2.21*
Moral-Ethical Self	66.12	62.82	3.30	2.40*
Personal Self	68.10	65.45	2.65	2.19*
Family Self	68.97	67.33	1.63	1.23
Social Self	68.50	65.73	2.77	2.15*
Total Variability	53.98	57.20	3.22	-1.37
Column Variability	34.34	36.15	1.80	-.99
Row Variability	19.47	21.02	1.55	-1.58
True-False Ratio	1.47	1.65	.18	-1.66
Net Conflict	14.07	18.70	4.63	-1.33
Total Conflict	39.48	40.93	1.45	-.67
Defense Positive	64.52	61.57	2.95	1.59
General Maladjustment	97.12	93.18	3.93	2.43*
Psychosis	52.13	52.62	.48	-.40
Personality Disorder	67.63	63.42	4.22	2.28*
Neurosis	88.05	83.77	4.28	2.46
Personality Integration	7.80	6.75	1.05	1.78
Deviant Signs	20.20	24.32	4.12	-1.46
Time	19.90	21.18	1.28	-1.20

\*Significant at the .05 level of significance with 118 degrees of freedom.

\*\*Significant at the .01 level of significance with 118 degrees of freedom.

in the Total Positive self concept score is highly significant ( $P = .01$ ). Nine other values were significant at the .05 level of significance and fifteen values were not significant.

The aspiring subjects are seen as the better adjusted of the two groups as indicated by the differences in maladjustment ( $P = .05$ ), personality disorders ( $P = .05$ ), and neurotic similarity ( $P = .05$ ). The aspiring group might be characterized as having fewer neurotic tendencies, fewer basic personality defects and weaknesses, and a more normal degree of general adjustment. The non-aspiring subjects indicated greater similarity to neurotic behavior, greater numbers of basic personality defects and weaknesses, and a higher degree of maladjustment. It is on this basis that this investigation supports the contention that personality adjustment is related to vocational aspiration.

In addition to adjustment, certain self concept factors appear to be significantly different for the aspiring and non-aspiring subjects. The aspiring subjects have a greater sense of adequacy and worth in social relations with other people ( $P = .05$ ). They also view their personality apart from social interaction as being a more adequate personality ( $P = .05$ ). The aspiring subjects' more positive views are not limited to personality and

social interaction. They view such things as state of their own health, physical appearance, sexuality, and their own body with a more positive perception than the non-aspiring subjects ( $P = .05$ ). In addition to these views, the aspiring subjects view the phases of their moral-ethical self such as relationship to God, moral worth, feelings of good and bad, and satisfaction with their position in religion from a more positive standpoint ( $P = .05$ ). It may be said that the aspiring subjects reflect an overall higher level of self esteem ( $P = .01$ ). They like themselves, feel that they are of worth and value, and have confidence in themselves. These subjects not only view themselves more positively but, according to their own description of their behavior, act more positively as well.

Other investigators in the field of vocations have concluded that total personality adjustment (4) and difference in personality (3) are not significantly related to vocational aspiration. At least in part, the statistical data presented in Table I do not seem to support the above positions. In other investigations, the self concept has been significantly related to ability to make a vocational decision (22), maturity of vocational interests (9), and vocational aspiration (31). Still other investigators

(19, 16, 21) have found a significant relationship between personality and implementation of one's self in a vocation, vocational aspiration, and vocational indecision.

In summarizing the findings of other investigators and the findings of this investigation, it would appear that there are self concept differences between those subjects who have vocational aspiration and those who do not have aspiration. It would also appear that there are differences in the degree of adjustment between the two groups.

The null hypothesis cannot be totally accepted or totally rejected. This investigation supports the research of other investigators (16, 3, 9, 22, 19, 31, 4, 21) which indicates that there is a relationship between the self concept, self concept adjustment and vocational aspiration. The  $t$  values which reflect significantly different self concept scores as illustrated in Table I, indicate the parts of Hypothesis I which were rejected. The remainder of Hypothesis I was accepted.

#### Differences in Sons' Ideal Self Concepts

It was stated in Hypothesis II that there would be no significant differences in the ideal self concept scores made on the Tennessee Self Concept Scale between those students who do and do not have vocational aspiration.



A review of Table II, which is a summary of the statistical data related to the ideal self concept scores, indicates that four differences, Total Variability, Column Variability, Total Conflict, and Number of Deviant Signs, reach the .05 level of significance. The remaining areas of the ideal self concept were not significantly different.

The differences which appear in Table II between the aspiring and non-aspiring subjects seem to place the aspiring subjects in the more favorable position concerning vocational behavior. The aspiring subjects indicated greater consistency ( $P = .05$ ) in their views of their physical, moral-ethical, personal, family, and social ideal selves than the non-aspiring subjects. The non-aspiring subjects seem to view themselves in a more compartmentalized manner than in a well integrated pattern ( $P = .05$ ). There also seems to be significantly more confusion, contradiction, and conflict within the various areas of the ideal self concept of the non-aspiring subjects ( $P = .05$ ). The non-aspiring subjects indicated more behavior which deviates from the norm ( $P = .05$ ) as being their ideal type of perception of behavior.

TABLE II

STATISTICAL SUMMARY OF THE DIFFERENCES IN THE IDEAL SELF  
CONCEPTS OF THE ASPIRING AND THE NON-ASPIRING  
HIGH SCHOOL SUBJECTS

Self Concept Variable	Aspiring Group Mean	Non- Aspiring Group Mean	Mean Difference	<u>t</u> Values
Distribution	154.50	157.17	2.77	- .45
Self-Criticism	27.75	27.40	.35	.23
Total Positive	370.17	359.55	10.62	1.54
Identity	136.00	133.88	2.12	.82
Self-Satisfaction	110.75	105.47	5.28	1.67
Behavior	123.25	121.05	2.20	.70
Physical Self	75.58	76.38	2.20	1.45
Moral-Ethical Self	72.18	70.17	2.02	1.22
Personal Self	73.82	72.65	1.17	.71
Family Self	72.90	70.40	2.50	1.54
Social Self	72.53	70.90	1.63	1.02
Total Variability	53.18	60.68	7.50	-2.30*
Column Variability	34.48	40.47	5.98	-2.27*
Row Variability	19.12	20.25	1.13	- .97
True-False Ratio	1.46	1.65	.18	-1.62
Net Conflict	20.45	27.53	7.08	-1.96
Total Conflict	37.12	43.17	6.05	-2.16*
Defensive Positive	74.55	74.80	.25	- .10
General Maladjustment	102.88	100.82	2.07	1.00
Psychosis	56.72	58.18	1.47	-1.17
Personality Disorder	74.45	72.70	1.75	.68
Neurosis	94.93	91.28	3.65	1.66
Personality Integration	5.00	4.33	.67	1.05
Deviant Signs	29.13	36.00	6.87	-2.55*
Time	16.45	17.93	1.48	-1.61

\*Significant at the .05 level of significance with 118 degrees of freedom.

Research by other investigators studying the ideal self concept as it relates to vocational aspiration is not abundant. Wheeler (34) concluded that the ideal self concept is more similar to probable and ideal vocational choices than is the self concept. Armstrong's research (2) falls much in line with the investigation of Wheeler. Armstrong indicated that a person would view his future vocational role as being more like the person he would like to be than like the person he really is. It would seem from these investigations that the ideal self concept would be positively related to vocational behaviors. The findings of this investigation do not seem to be totally in support of the position as reported by other investigators (2, 34).

The parts of Hypothesis II which were indicated as being significantly different in Table II were rejected. The remainder of Hypothesis II, pertaining to those differences which did not achieve significance, was accepted.

#### Differences in Self-Ideal Congruency

It was stated in Hypothesis III that there would be no significant difference in the correlation coefficients for the two groups of students when the Total Positive self concept scores and the Total Positive ideal self concept

scores and the Total Positive ideal self concept scores as measured by the Tennessee Self Concept Scale are correlated for those students who do and do not have vocational aspiration.

It may be seen in Table III that the critical ratio values illustrating the significance of the differences between the two correlations was not significant. The correlations of the Total Positive self-ideal self scores for the aspiring and non-aspiring subjects were not statistically different.

TABLE III  
STATISTICAL SUMMARY OF THE CONGRUENCY DATA  
AS IT RELATES TO ASPIRATIONS

Group	r	z	Difference in z's	N	C.R.
Non-Aspire	.48	.52	15*	60	1.17
Aspire	.36	.38		60	

\*A rounding error caused the difference in z's to be not the exact difference between .58 and .38 in the z column.

The correlation of self-ideal self level of self esteem, feelings of worth and value, confidence in themselves, and confidence in their actions does not appear to be

different for the aspiring and the non-aspiring subjects. Other investigators have related self-ideal congruency to acceptance and rejection of external roles (24), readiness for a vocational choice (25), and level of aspiration (11). The findings of this investigation, as presented in Table III, do not seem to support the findings of other investigators. Hypothesis III was accepted.

#### Differences in Parents' Self Concepts

It was stated in Hypothesis IV that there would be no significant differences in the self concept scores made on the Tennessee Self Concept Scale between the parents of those students who have and who do not have vocational aspiration. The parent group of this investigation included both mothers and fathers. The analysis of the data for the mothers and the fathers was treated separately.

The differences between the mothers' self concept scores of the aspiring and non-aspiring subjects appear in Table IV. There are two differences: Net Conflict ( $P = .01$ ) and Total Conflict ( $P = .05$ ) which were significantly different. The remaining differences were not significantly different.

TABLE IV

STATISTICAL SUMMARY OF THE DIFFERENCES IN THE SELF  
CONCEPTS OF THE MOTHERS OF THE ASPIRING AND THE  
NON-ASPIRING HIGH SCHOOL SUBJECTS

Self Concept Variable	Aspiring Group Mean	Non-Aspiring Group Mean	Mean Difference	<u>t</u> Values
Distribution	131.73	133.22	1.50	- .26
Self-Criticism	31.42	32.35	.93	- .83
Total Positive Identity	355.66	353.06	2.60	.45
Self-Satisfaction Behavior	130.38	130.72	.34	- .17
Physical Self	109.53	107.91	1.62	.62
Moral-Ethical Self	115.93	114.19	1.74	.70
Personal Self	73.60	71.94	1.66	1.02
Family Self	70.42	70.69	.27	- .16
Social Self	68.93	70.70	1.78	-1.30
Total Variability	71.96	70.35	1.61	1.14
Column Variability	70.44	68.63	2.14	1.30
Row Variability	52.18	52.57	.39	- .16
True-False Ratio	31.56	33.04	1.47	- .77
Net Conflict	20.44	19.52	.92	.84
Total Conflict	1.28	1.48	.20	-1.94
Defensive Positive	5.38	14.70	9.32	-2.72**
General Maladjustment	34.73	39.87	5.14	-2.26*
Psychosis	64.96	67.52	2.56	-1.24
Personality Disorder	97.66	98.46	.81	- .44
Neurosis	52.15	53.43	1.28	- .89
Personality Integration	77.42	79.48	2.06	- .32
Deviant Signs	87.96	85.19	2.78	1.48
Time	7.16	6.24	.92	1.40
	17.11	21.65	4.54	-1.64
	25.33	25.11	.22	.08

\*Significant at the .05 level of significance with 107 degrees of freedom.

\*\*Significant at the .01 level of significance with 107 degrees of freedom.

The mothers of the non-aspiring subjects differ in their tendency to over-affirm their positive attributes to a greater degree than the mothers of the aspiring subjects ( $P = .01$ ). The scores of the non-aspiring subjects' mothers indicate that their view of themselves includes a higher degree of confusion, contradiction, and conflict within the same area of self perception than what is indicated by the aspiring subjects' mothers' scores ( $P = .05$ ).

Investigators in the field of vocational behavior have not studied the differences between the self concepts of the parents as variables in vocational aspiration to any extent. There have been a number of research reports which have studied parental influence on vocational development (27, 14, 23, 33, 5). The specific effects of the mother's behavior have not been studied extensively, Webster's research (33) seems to be the exception rather than the general rule. Webster concluded that the extent to which mothers were remembered was a factor in vocational aspiration and self development (33).

The theoretical position which indicates the mother is of importance to development is hard to refute. The limited amount of research on the relation of the mother's self concept to vocational aspiration does not supply

sufficient grounds to accurately evaluate the data. The findings of this research indicate that there are not great differences in the self concepts of the mothers of the aspiring subjects and the non-aspiring subjects.

That part of Hypothesis IV which relates to the self concept differences of the mothers was partially accepted and partially rejected. The part of Hypothesis IV which relates to differences in the mothers' Net Conflict and Total Conflict was rejected. The remainder of Hypothesis IV was accepted.

The differences between the fathers' self concept scores of the aspiring and non-aspiring subjects appear in Table V. There is one  $t$  value which indicates the significance of the difference in the Total Variability scores that is considered to be highly significant ( $P = .01$ ). There are eight other  $t$  values which indicate significant differences ( $P = .05$ ). The other sixteen differences were not significant at the .05 level of significance.

The findings of this investigation indicate that there are several differences between the fathers of those subjects who have vocational aspiration and those who do not.



TABLE V

STATISTICAL SUMMARY OF THE DIFFERENCES IN THE SELF  
CONCEPTS OF THE FATHERS OF THE ASPIRING AND THE  
NON-ASPIRING HIGH SCHOOL SUBJECTS

Self Concept Variable	Aspiring Group Mean	Non- Aspiring Group Mean	Mean Difference	<u>t</u> Values
Distribution	127.18	129.28	2.09	- .35
Self-Criticism	30.97	33.08	2.10	-1.55
Total Positive	352.50	341.28	11.23	1.64
Identity	128.95	127.60	1.35	.57
Self-Satisfaction	107.53	102.55	4.98	1.57
Behavior	115.76	110.13	5.64	1.98
Physical Self	71.37	70.03	1.34	.72
Moral-Ethical Self	70.47	67.50	2.97	1.60
Personal Self	69.08	66.98	2.10	1.26
Family Self	71.90	68.33	3.57	2.08*
Social Self	70.08	66.60	3.48	2.20*
Total Variability	49.58	58.28	8.70	-2.68**
Column Variability	30.55	36.65	6.10	-2.47*
Row Variability	19.24	21.63	2.39	-1.81
True-False Ratio	1.26	1.58	.32	-2.27*
Net Conflict	4.84	15.10	10.26	-2.15*
Total Conflict	36.32	42.43	6.11	-2.30*
Defensive Positive	63.53	61.35	2.18	.89
General Maladjustment	98.45	94.58	3.87	1.87
Psychosis	52.95	54.23	1.28	- .86
Personality Disorder	75.11	69.20	5.91	2.15*
Neurosis	85.71	83.93	1.79	.83
Personality Integration	7.42	6.20	1.22	1.69
Deviant Signs	14.92	23.28	8.35	-2.60*
Time	26.34	26.03	.32	.12

\*Significant at the .05 level of significance with 76 degrees of freedom.

\*\*Significant at the .01 level of significance with 76 degrees of freedom.

The aspiring subjects' fathers have two areas of the self which they view more positively than the non-aspiring subjects' fathers. The aspiring subjects' fathers reflect a more positive feeling of adequacy, worth, and value as a family member ( $P = .05$ ). The aspiring subjects' fathers also have the more positive view of themselves in their role in relation to social interaction with other people in general ( $P = .05$ ). The aspiring subjects' fathers view themselves as being more adequate and of greater worth in terms of interpersonal relationships both in the family and in dealing with other people. The non-aspiring subjects' fathers have the more negative view of themselves in these self roles.

The non-aspiring subjects' fathers indicated by their manner of answering the questions that they have less unity and integration between the physical, moral-ethical, personal, family, and social selves ( $P = .01$ ). This group of fathers tends to lead compartmentalized lives more than the aspiring subjects' fathers. The aspiring subjects' fathers' view of themselves indicates that they are the better integrated of the two groups in terms of the above mentioned areas of the self concept.

The aspiring subjects' fathers indicated that they have a lesser tendency to agree with the test items, regardless of item content, than the non-aspiring subjects' fathers ( $P = .05$ ). This may be interpreted from self theory as indicating the aspiring subjects' father are better able to achieve self definition by a more balanced employment of affirming what is self and eliminating what is not self. The non-aspiring subjects' fathers' scores reflect a greater tendency for them to concentrate more on affirmation of self and less on elimination of what is not self than the aspiring subjects' fathers.

The scores of the non-aspiring subjects' fathers indicate that this group is more likely to over affirm their positive attributes ( $P = .05$ ). The scores of the non-aspiring subjects' fathers reflect greater confusion, contradiction, and general conflict within the areas of the self concept ( $P = .05$ ). The scores of the aspiring subjects' fathers seem to reflect a more realistic view of their positive and negative attributes and view themselves with less confusion, contradiction, and conflict. The aspiring subjects' fathers' views of themselves indicates that they are less like individuals with basic personality defects and weaknesses ( $P = .05$ ). The view of the non-aspiring

subjects' fathers is significantly higher on this variable indicating greater similarity to individuals with basic personality defects and weaknesses.

The research literature does not indicate the differences between the self concepts or personalities of the fathers as variables in their sons' vocational aspirations. Parental influence has been studied in relation to vocational behavior and it seems to be the general contention that parents are influential in vocational behavior. Educational and vocational planning and aspiration have been studied. These variables have been related to parental pressure and awareness (27), interpersonal family relationships (14), parental desires (23), and role modelships and family interaction (6). Smith (9) studied aspiration and family interaction but his findings were inconclusive.

The parts of Hypothesis IV relating to the differences between the two groups of fathers which were significantly different in Table V were rejected. The remainder of Hypothesis IV was accepted.

#### Difference in Sons' Self and Parents' Self Congruency

It was stated in Hypothesis V that there would be no significant difference between the correlation coefficients

when the Total Positive self concept scores of the students are correlated with the Total Positive self concept scores of the parents of those students who do and do not have vocational aspiration. The parent group of this study included both mothers and fathers. The analysis of the data for the mothers and the fathers was treated separately.

The statistical data relevant to the correlation of the mothers' self score to their sons' self score are presented in Table VI. The difference between the aspiring group's correlation coefficient and the non-aspiring group's correlation coefficient was not significant at the .05 level of significance.

TABLE VI  
STATISTICAL SUMMARY OF THE MOTHER-SON  
CONGRUENCY DATA

Group	r	z	Difference in z's	N	C.R.
Non-Aspire	.34	.35	.17	54	1.23
Aspire	.48	.52		55	

The correlation of the mother-son level of self esteem, feelings of worth and value, confidence in themselves, and

confidence in their actions does not appear to be significantly different for the aspiring group and the non-aspiring group.

The statistical data relevant to the correlation of the fathers' self score to their sons' self score are presented in Table VII. The difference between the aspiring group's correlation coefficient and the non-aspiring group's correlation coefficient was significantly different ( $P = .01$ ).

#### PART VII

##### STATISTICAL SUMMARY OF THE FATHER-SON CONGRUENCY DATA

Group	r	z	Difference in z's	N	C.R.
Non-Aspire	.08	.08		40	
Aspire	.48	.52	.44	38	2.71**

\*This C. R. value is significant at the .01 level of significance.

The aspiring sons were more similar to their fathers in overall level of self esteem, feelings of worth and value, confidence in themselves, and confidence in their actions than were the non-aspiring sons similar to their fathers ( $P = .01$ ).

Other investigators have studied aspiration (6, 12, 28), choice making (10, 21, 30), and vocational indecision (20, 16) and have reported relationships of these factors to parental directives, parental identification, and acceptance of adult standards. The research seems to place greater stress on the importance of the role of the father than that of the mother. The findings of this investigation support this contention. The part of Hypothesis V, related to the significance of the similarity of the sons to their mothers, was accepted. The part of Hypothesis V, which indicated the significance of the difference between the correlations of the aspiring and non-aspiring fathers and sons, was rejected.

#### Difference in Sons' Values

It was stated in Hypothesis VI that there would be no significant differences in the values of those subjects who have and those subjects who do not have vocational aspiration.

The statistical data relevant to the significance of the differences between the values of the aspiring and the non-aspiring adolescents are presented in Table VIII. There are no t values which were significantly different.

TABLE VIII  
 STATISTICAL SUMMARY OF THE DIFFERENCES  
 IN THE SONS' VALUES

Value	Aspiring Mean	Non-Aspiring Mean	<u>t</u> Values
Theoretical	43.97	43.30	.66
Economic	38.97	39.50	.56
Aesthetic	33.10	35.47	-1.73
Social	40.27	39.70	.56
Political	41.35	41.30	.05
Religious	42.27	40.70	1.18

Other investigators have found that commitment to a vocation (13), realism of choice (26), and college and work planning (7) are related to differences in work and life values. Larson (19) and Cohen (12) studied aspiration and concluded that values were positively related to differences in aspiration. The findings of this investigation do not seem to support the findings of other investigators. Hypothesis VI, stating that there would be no differences in values, was accepted.



### Summary

An analysis of the data concerned with the relationship of the self concept, ideal self concept, values, and parental self concept to vocational aspiration was made. Significant differences were found between the aspiring adolescents and the non-aspiring adolescents self concepts and between their ideal self concepts. No significant differences were found between the aspiring adolescents and non-aspiring adolescents in values. The similarity between the aspiring adolescents and the non-aspiring adolescents self-ideal self concept was not significantly different. Significant differences were found between the self concepts of the parents. There were few significant self concept differences between the mothers of the aspiring adolescents and the mothers of the non-aspiring adolescents. There was a larger number of significant self concept differences between the fathers of the aspiring adolescents and the fathers of the non-aspiring adolescents. The correlation of the sons' self concepts to their mothers' self concepts was not significantly different for the aspiring and non-aspiring groups. The correlation of the sons' self concepts to the fathers' self concepts was significantly different for the aspiring and the non-aspiring groups. The aspiring

adolescents were more similar to their fathers than were the non-aspiring adolescents similar to their fathers.

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## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The chief purpose of this investigation was to study the relationships of selected personality factors to vocational aspiration in a group of Negro male adolescents. This investigation was designed to determine the significance of the differences in values, self concepts, and ideal self concepts between a group of aspiring and a group of non-aspiring subjects in high school. Included in this investigation was the plan to determine the significance of the difference between the self concepts of the parents of the aspiring adolescents and the parents of the non-aspiring adolescents. A third area of this investigation was to determine the significance of the difference between correlations of selected self concept variables for several different types of groups in this study.

The cooperation of several high school administrators in central Texas was sought and secured. The testing of the subjects--a group of male Negro high school seniors--began in October of 1968. The subjects were administered

a questionnaire to determine the individual's vocational aspiration and to determine the adolescent's place of residence. No subject's scores were included in the study if the subject did not reside with either one or both of his natural parents. The Otis Quick Scoring Mental Ability Test was administered and the subjects selected for this investigation were those individuals who met the I.Q. limitations of 85 to 115. The Tennessee Self Concept Scale was next administered to secure a set of self concept scores. The Allport-Vernon-Lindzey Study of Values was then administered to secure a sampling of the subjects' values. The Tennessee Self Concept Scale was then administered a second time to secure a set of ideal self concept scores. The parents of those students selected for study were administered the Tennessee Self Concept Scale to secure a set of their self concept scores. The parents formed another group of subjects to be investigated. Testing ended the first week in December of 1968.

Fischer's t test for determining the significance of the difference between means was used to evaluate the differences between the aspiring and non-aspiring groups self, ideal self, and values. This statistical technique was also used in determining the significance of the



difference between the self concepts of the aspiring and the non-aspiring subjects' parents.

The critical ratio method of determining the difference between two z scores was employed after the Pearson r's were transformed to z's by way of an r to z transformation table. These r's were obtained when the Total Positive self concept scores of the high school subjects' self and ideal self were correlated. The parents' Total Positive self concept scores were correlated with their sons' Total Positive self concept scores. This formed another area of investigation.

### Findings

Six hypotheses served as a basis for testing. Following the data collection, scoring, and statistical treatment, an analysis of the statistical materials revealed the following findings.

1. The aspiring adolescents indicated fewer neurotic tendencies, fewer basic personality defects and weaknesses, and a more normal degree of general adjustment than the non-aspiring adolescents. The aspiring adolescents also have a greater sense of adequacy and worth in social relations with other people and view their personality as being more

adequate personality. The non-aspiring subjects view their own health, physical appearance, sexuality, and their own body more negatively. The non-aspiring adolescents also have the more negative view of their relationship to God, their moral worth, feelings of good and bad, and satisfaction with their religion. The aspiring adolescents like themselves better, feel that they are of greater worth and value, and have greater confidence in themselves.

2. The aspiring adolescents indicated greater consistency in their views of the various roles that the ideal self plays. The non-aspiring adolescents tend to view their ideal self in a more compartmentalized manner, and indicated greater confusion, contradiction, and conflict within the various roles of the self than the aspiring subjects. The non-aspiring adolescents also indicated more behavior as being their ideal which deviates from the normal type of behavior in our society.

3. There was no significant difference between the aspiring adolescents' self-ideal correlation of level of self esteem, feelings of worth, confidence in themselves, and confidence in their actions and the non-aspiring adolescents' correlation of these same perceptions.

4. The mothers of the non-aspiring adolescents tend to over-affirm their positive attributes to a greater degree than the mothers of the aspiring adolescents. The non-aspiring adolescents' mothers also indicated that their view of themselves was more contradictory, had a greater degree of confusion, and more conflict than the aspiring subjects' mothers.

The aspiring adolescents' fathers have a more positive feeling of adequacy, worth, and value as a family member and in social interaction with other people in general. The non-aspiring adolescents' fathers tend to lead more compartmentalized lives with a lesser degree of integration between the physical, moral-ethical, personal, family, and social roles than the fathers of the aspiring subjects. The aspiring adolescents' fathers are better able to achieve self definition with a more balanced use of what is self and what is not self. The aspiring adolescents' fathers also indicated that they were less confused and contradictory in their views of themselves than the non-aspiring subjects' fathers. The non-aspiring subjects' fathers showed greater basic personality defects and weaknesses than the aspiring subjects' fathers.

5. There was no significant difference between the correlation of the aspiring adolescents' self and his mothers' self in terms of level of self esteem, feelings of worth, confidence in themselves, and confidence in their actions and the non-aspiring adolescents' correlation with his mothers' perceptions on these same self factors.

There was a significant difference between the correlation of the aspiring adolescents' self and his fathers' self in terms of level of self esteem, feelings of worth, confidence in themselves, and confidence in their actions and the non-aspiring adolescents' correlation with his fathers' perceptions on these same factors. The aspiring adolescents were more similar to their fathers in their perceptions of themselves.

6. There was no difference in values as measured by the Study of Values between the aspiring and the non-aspiring adolescents.

### Conclusions

It may not be assumed that the conclusions drawn from these data may be interpreted to apply to any group other than that studied in this investigation. The following conclusions may be drawn from the present study.

1. A more positive self concept and a more favorable degree of adjustment are factors in the vocational aspiration of adolescent Negro males.

2. The ideal self concept does not play a major role in the vocational aspiration of adolescent Negro males.

3. Similarity between the self and the ideal self concept is not a factor in the vocational aspiration of adolescent Negro males.

4. The few differences which were found between the self concepts of the mothers do not play an influential or major role in the vocational aspiration of adolescent Negro males.

A positive self concept and a favorable degree of self adjustment in the fathers are factors in the vocational aspiration of adolescent Negro males.

5. Similarity of the self concept of the mother to the self concept of the son is not a factor in the vocational aspirations of adolescent Negro males.

Similarity of the self concept of the adolescent to the self concept of the father is a factor in the vocational aspirations of adolescent Negro males.

6. Values, as measured by the Study of Values, are not factors in the vocational aspirations of adolescent Negro males.

### Implications

The implications accompanying such conclusions should lead to a close evaluation of the school program and the home. These two institutions have great responsibilities to young people. These responsibilities include providing an environment which facilitates the child's development as a whole and more particularly vocational development. The home has the initial and possibly the most influential role in the creation of such an environment. However, the brunt of the development of our children will, in all likelihood, have to be assumed by our public school systems. The schools have in recent years seemingly assumed more and more of the responsibilities of educating our children. The task of vocational development will be simply another responsibility.

The developmental program of the schools should be centered around three major implied needs concerning vocations. First, there is a need for a program to develop the self concept and vocational decision making capabilities of some of the students. Second, there is a need for a remedial program to aid those students who already have some problem with their self concept or vocational adjustment and who need help in developing a positive self concept,

an acceptable degree of personal adjustment, and vocational decision making capabilities. And third, there is a need for a different type of educational program which will take full advantage of those students who are better able to plan for the future and who are more able to direct their own actions.

#### Recommendations

It is recommended that the following changes need to be made in our schools and that greatest emphasis should be placed on a developmental program.

1. An elementary school counseling program administered by a competent counselor should be added as an integral part of the public school program.

2. Experiences need to be structured and those situations which are already in our educational system and which aid in developing a self concept need to be taken advantage of in a positive manner.

3. The child needs opportunities to succeed in those things his peers value.

4. Great emphasis needs to be placed on the presentation of educational and vocational information to elementary school children in their normal curriculum.

5. Elementary school counselors need to work very closely with the elementary school teachers in the development and implementation of such vocational information programs in their curriculum.

6. More men teachers need to be employed in elementary positions to provide masculine identification figures for the boys.

7. Programs should be provided which aid the parents in understanding themselves and their children and, where possible, in developing their own self concepts.

8. Curriculum offerings which will give the individual a wider variety of experience need to be expanded.

9. The non-aspiring individual needs a more general offering of experiences in order to explore the possibilities available to him.

10. In structuring a program for the positively adjusted and aspiring students, more specific activities need to be offered but greater opportunity for self direction should be employed.

11. Finally, there is a need for more study of vocational aspiration using different age populations, different race populations, and also female populations



in order to better clarify the findings concerning this aspect of vocations.

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