

SELF CONCEPT AND CAREER CHOICE
AMONG BLACK WOMEN

By

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CHAPTER I

INTRODUCTION

The Problem

Among the many reasons given for choosing a particular career are interest, ability, employability and socioeconomic background. Another important factor in career choice which has received considerable attention for several years is self concept.

Probably, one of the most outstanding contributions in the area of self concept and career choice was made by Allport (1943) in his discussion of ego involvement in making choices. While Allport's concern was of a general nature, Super (1957) specifically suggested that vocational choice is a process of seeking to implement a concept of oneself. To the extent that an individual is able to perform a role which is appropriate to his concept, Super believes that the individual achieves self-actualization.

The issue of self concept is extended beyond the realm of the individual by most self concept theorists (Kelley and Rasey, 1952; Maslow, 1954; Combs and Snygg, 1959; Rogers, 1961) who maintain that self-evaluation evolves basically from the evaluation of others. Therefore, when one discusses the self concept of a person or group of persons an important consideration is the evaluation placed upon them by members of their society.

In regards to the way our society views women, Tobias (1969) wrote:

While self-esteem is eroded by the cultural message that women are inferior, the very sense of self is undermined by every movie plot and magazine that shows a woman having no identity except as she is related to a man. Hence, a crisis occurs for many women students when they must choose a major. This choice is related to the task of defining oneself and making a commitment to a vision of one's future: as teachers we are asking our women students to choose a subject, say who they are and what they want to do. As a society, meanwhile we are telling them just the opposite. Is their confusion any wonder (p. 7)?

Tobias' comments refer to all women, however there are additional concerns among Black women. With reference to all Blacks in general, Williams and Byars (1968) said:

Of the pernicious effects of racial segregation, perhaps none is more debilitating than the effect on the Negro's self-esteem. Research indicates that in a segregated social milieu, feelings of self-abasement originate early in life and have a pervasive and deep effect on the Negro personality (p. 120).

A more specific example of factors which may lead to self-abasement among Blacks is the Jensen Report in which Jensen (1968) published research results indicating that Blacks are innately inferior to whites. Based on the self concept theorists position mentioned previously, reports of this nature would certainly have a demeaning effect on the self concept of Black children either directly or indirectly.

Even though the previous statements justify the notion that Black women are subjected to double discrimination it is apparent that this group makes a significant contribution to the American labor market. According to the U. S. Department of Labor (1973):

The more than 33 million women in the civilian labor force today are a cross section of all women in the nation. They are of all ages from 16 to 70 or more and of every race and color. . . About one-eighth of all women workers are of minority races.¹ The labor force participation rates of minority women

¹Data for minority races refer to all races other than white. Negroes constituted about 89 percent of all persons other than white in the United States in the 1970 census.

are generally higher than those of white women. Forty-nine percent of all minority women 16 years of age and over but only 44 percent of white women were in the labor force in 1972. Among women in the usual working ages (18 to 64), the respective proportions were 56 and 51 percent (pp. 1 and 4).

While there is a large number of Black women in the labor market, the occupational distribution is quite a different matter. Epstein concluded from her study (1973):

Black professional women are few and far between in the United States. . . According to the 1960 census there were no Black female architects, only 222 attorneys and 487 physicians. These numbers increased to 107, and 497, and 1,855 respectively in 1970. . . Nearly half of the employed Black women worked as household domestics or in service occupations in 1971. Only one in 10 had a professional position (p. 57).

In the area of income, according to the U. S. Department of Labor (1973), of the four major categories of workers (white male, non-white male, white female and non-white female) the lowest median wage for year-round full-time workers occurs among non-white females.

The statistics just cited indicate a pressing need for better educated and professionally trained Black women. In order to meet this need counselors and teachers must become aware of all factors which influence career choice. A clear understanding of the relationship between self concept and career choice will serve as a valuable tool in providing career counseling for young Black women especially during the crucial developmental stages of their lives.

Statement of the Problem

The problem of this study concerns relationships that exist between self concept and career choice among Black women.

The purpose to be served by this investigation are to examine the theory about the relationships in question, to extend empirical knowledge

about these relationships specifically among Black women, and to provide data that may aid teachers and counselors who are working with young Black women.

To expedite consideration of this problem and elucidate the results of this investigation these questions will be researched:

1. Is there a significant relationship between the self concept (high or low) and the congruence of "ideal" and "real" career choices?
2. Is the congruence of "ideal" and "real" career choices higher among Black women with high self concept than among those with low self concept?

X Potentially intervening variables for this study will be ability, academic grades, socioeconomic background, previous work experiences and declared majors for students who have already enrolled in college.

Independent variables will be the self concept scores on the Tennessee Self Concept Scale, and the congruence scores for "ideal" and "real" career choices.

Definition of Terms

Self Concept -- A combination of those perceptions, beliefs, feelings, attitudes and values which one accepts as descriptive of herself. Implicit in this definition is the belief that self concepts are based upon one's perception of others' responses to her as well as one's own perception of her characteristics and abilities.

"Ideal" Career Choice -- The career one would choose if she felt she had the academic ability, access to the job and the financial resources for adequate training.

"Real" Career Choice -- The career she feels she will pursue given her present circumstances.

Significance of the Study

This study has both social and practical implications in that current women's and minorities' movements have had favorable impact on the American employment situation. The federal government has set the stage for equal opportunity of minorities and women through The Equal Pay Act of 1963, Title VII; Civil Rights Act of 1964; and Executive Order 11246, Revised Order 4 (1972) which requires that companies who wish to bid on or keep federal contracts establish affirmative action programs.

With these employment objectives already achieved the next step which appears to be appropriate is to study the patterns of women in choosing a career. That employers are also concerned about women's career patterns is evident in the article, "Equal Opportunity for Women is Smart Business", in which Boyle (1973) stated:

Because half the problem lies in the attitudes of the women themselves--their lack of motivation and ambitious career objectives--many companies have developed special awareness and career planning sessions for them. In some cases these seminars have been cited as the turning point to a change in self-image (p. 36).

With additional information on the relationship between self concept and career choice, counselors should be better able to assist students in the career decision-making process.

Assumptions of the Study

The basic assumptions made with regard to this study are:

1. that the subjects participating in the study have had little career counseling in general and probably no career counseling

- for Black women in particular;
2. that the subjects have not been exposed to the instruments used in the study to the extent that scores obtained represent test wiseness rather than accurate indications; and
 3. that sufficient information is known about the careers listed, and a lack of knowledge will not have any effect on the results.

Limitations of the Study

1. One-third of the subjects selected have already chosen a small, predominantly Black four-year college, and may not be representative of the total population of Black women, while the remaining two-thirds will be young women whose direct contact with professional careers is probably very limited.
2. The use of only one instrument in self concept will result in scores representative of that instrument only.

Hypotheses

The hypotheses to be tested in this study will be based on the questions posed in the "Statement of the Problem" and will be stated in the null:

1. there is no significant relationship between high self concept and high congruence of "ideal" and "real" career choices; and
2. there is no significant relationship between low self concept and low congruence or incongruence of "ideal" and "real" career choices.

Organization of the Study

Chapter I presents an introduction to the problem to be studied. Included in this chapter are the statement of the problem, definition of terms, significance of the study, assumptions of the study, limitations of the study, hypotheses, and the organization of the study.

Chapter II is a review of the literature.

Chapter III describes the design of the study, the population studied, instruments used and their application to the study, testing procedures, statistical methods utilized, and summary.

Chapter IV contains a statistical analysis of the results of the tests and indications of the degree to which the hypotheses were found to be significant.

Chapter V consists of a discussion of the results of this study including inferences drawn and recommendations regarding future research in this area.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

There has been a rapid rise in interest in self concept since Super (1951) and Tyler (1951) published papers linking self concept to vocational development theory. Their conceptualization of occupational choice as the process of implementing the self concept began to bridge the gap between personality theory and vocational psychology. Other notable theorists (Erikson, 1963; Maslow, 1962; and Ginzberg, 1952) attempt to account for the personal and vocational development typical of a particular age group.

Erikson considers the immediate post high school period a crucial stage during which the development of identity and the crystallization of the self concept take place. Likewise, Maslow places emphasis on this period because it is imperative that the full realization of human potential be experienced in order for "self-actualization" to be attained.

Vocationally, during this period, youths take steps toward self realization through a trial process during which they attempt to make choices about jobs and careers that will be congruent with their self concepts. Super believes, after a period of fantasy and vicarious role-playing, reality is tested; occupational roles are explored so that intelligent decisions can be made which will lead to satisfying adult lives. Ginzberg sees in this process some elements of compromise and

irreversibility, and emphasizes the importance of matching the desired goal against both ability and availability.

More recently Super (1968) indicated that self concept theories of vocational development were criticized as incomplete, or as parts of theories which are vague and unable to generate testable hypotheses. He feels that although these theories lend themselves admirably to formulation of principles explanatory of occupational choice much difficulty is encountered in testing the hypotheses. Apparently, the self concept theory was viewed as dealing with just one aspect of vocational development, therefore segmental theories were developed before a sound general theory could be worked out in detail. In view of this same situation Wrenn (1959) editorialized:

What troubles me is not the number or variety of theories intended to throw light upon the psychological nature of vocational choice, rather it is a lack of research sophistication implied. The value of a theory lies not only in its psychological or other rationale. . . but in its capacity to generate research (p. 94).

The following studies provide evidence that self concept theories in vocational development have generated a significant amount of research. However, research specifically pertaining to self concept and career choice among Black women is quite meager. Therefore, the literature reviewed for this study includes self concept, aspirations and career goals of Black youth, of youth in general, and self concept and career choice among women.

Self Concept, Aspirations and Career Goals of Black Youth

While there is considerable agreement about self concept in general, much disagreement surrounds the purported "Black" self concept. In order

to investigate this matter Williams and Byars (1968) used the Tennessee Self Concept Scale to assess objectively the magnitude of self-esteem of Negro adolescents in Southern communities where desegregation of public schools and facilities was occurring. Caucasian and Negro high school seniors (males and females) were randomly selected from a cross section of rural and urban schools of both segregated and integrated academic settings.

The results of the investigation indicated pervasive differences between the Negro and Caucasian subjects but not between the Negroes attending integrated and segregated schools. Although the Negro students in integrated schools obtained slightly higher scores than those in segregated schools it was not to a significant degree. On the basis of the data Williams and Byars (1968) concluded:

The results of this study portray the Southern Negro adolescent as generally negative in self-perception, quite defensive in his self-description, not having a clear, consistent picture of himself, and having extensive personality problems (p. 123).

Douglas (1971) studied both male and female subjects to determine whether or not there is a difference between self concept among Blacks and whites. Using the Coopersmith Self-Esteem Inventory for appraising self-perception of white and Black students in a northern ghetto school, Douglas found no significant difference in the self concept.

Henderson (1966) conducted an exploratory study of the occupational aspirations of 200 Negro youths (males and females, age 13 to 18) in a poverty-stricken area of a large city. Using the two basic types of aspirations, "ideal" and "real", he discovered that middle-class Negro youths projected significantly less difference between "ideal" and "real" aspirations than the impoverished youths.

The greatest differences between lower-class and middle-class youths

were in their "real" aspirations: 88.2 per cent of the lower-class youths who ideally aspired for professional and managerial occupations did not realistically expect to attain such occupations, as compared to only 12.1 per cent of the middle-class youths who did not expect to obtain their "ideal" professional or managerial occupation.

Noting that lower-class Negro students often aspire to significantly higher occupational statuses than their parents, Henderson (1966) stated:

Therefore, social or ethnic disadvantages need not prevent lower-class Negro children from aspiring to higher horizons. . . As Negro youths look around them and see others socially like themselves who have made it, they too may tend to become motivated to aspire for high occupations (p. 44).

The structure of the relationships between needs and vocational choice by Maslow's theory was studied by Grier (1963). The study focused on all the Black male graduates (46) from one urban high school who could be located five years later. The subjects came from families at a low socio-economic level, but potentially upwardly mobile. In general, there were two parents in the home with the father's occupations ranging from unskilled to semiskilled laborers, and about half the mothers were service workers. Almost all of the parents were high school graduates, about one-quarter had some college training, and twelve parents were employed professionally, the majority of them school teachers, and women.

Seventy per cent of the Black male graduates entered four-year colleges. Five years later, only seven received bachelor's degrees. The remaining subjects gave as their reason for leaving college a wavering interest in, and an uncertainty about their initial career choice.

On the basis of his findings Grier argues that: college had been urged by the subjects' parents primarily as a means to financial security; the subjects were not prepared to go beyond this initial step

because they had no referents in their environment from whom realistic information about careers could be secured; and, based on Maslow's theory, the subjects were not ready to go beyond the lower-order need for security because it was still largely unsatisfied, and its prominence overshadowed the emergence of drives for higher order satisfactions. The college experience, demanding the fulfillment of higher order needs, would become a bewildering and frustrating experience.

Radke, et al. (1950) studied racial attitudes among children and based on their research results, suggested that there is a difference in self concept among Black males and females in that Black females are more inclined to accept devaluation of their race than Black males.

A study of the relationship between ethnic group membership and occupational aspirations was made by Berman (1972) at an all-girl public high school. Some of the factors explored previously by other investigators that Berman considered important to his study were: the most realistic period of occupational choice is between the ages of sixteen and eighteen or the latter half of one's high school studies; occupational decision-making is vastly influenced by socio-cultural factors; and the most important single influence on the occupational choice of youth is the family.

In order to further examine the influence of socio-cultural factors on occupational aspiration, Berman analyzed occupational aspiration on the basis of ethnic group and academic achievement by the use of a questionnaire. The results of the study indicated that over 50 per cent of the graduates desired to enter traditional female occupations, secretary, nursing and teaching. Only a small portion of the students desired to enter an occupation where a college education is necessary. In general,

the occupations desired tended to be occupations where status is acquired with a minimum of education. There was a noticeable difference in the occupational aspiration of students from the various ethnic groups. The Black group showed a preference for nursing, the Puerto Rican and white groups preferred secretarial work, while the Chinese group's preferences were teaching and bookkeeping.

When considering academic achievement, occupational aspiration of honor roll students tended to be different from those of the total class for all ethnic groups. Honor roll students showed preference for college-oriented occupations.

On the basis of his findings, Berman suggested that socio-cultural factors limit the perspectives of occupational aspirations both in the range of occupational choice and in the desire for higher occupational status. Also, students demonstrating achievement in the social and academic spheres would be given support to reinforce their desire for higher occupational status.

In a study of the educational goals of Black and white high school seniors in segregated and inter-racial schools, Gottlieb and Heinsohn (1971) discovered that of the group sampled most of them indicated they would prefer to attend college; however, while Black students were more likely than white students to plan to go to college, white students were more likely to be accepted by a college. Occupational aspirations of Black students in inter-racial high schools were higher than those in segregated schools. Black students, in general, were more dependent upon school personnel for career decisions due to a lack of able referents at home and among peers.

Self Concept and Career Choice of Youth

Korman (1966) hypothesized that:

Self-esteem operates as a moderator on the vocational choice process in that individuals high in self-esteem would seek those vocational roles which would be congruent with one's self-perceived characteristics, whereas this would less likely be the case for those individuals with low self-esteem (p. 65).

This hypothesis was researched by testing a mixed group (male and female) of lower-division students at a large eastern private university, who had claimed to have made a fairly definitive occupational choice. Instruments used in the research included the Ghiselli Self-Description Inventory, Ability-Assessment Questionnaire and Career Description Questionnaire.

The results of the investigation supported the hypothesis; that is, the high-self-esteem person sees himself as more likely to meet the ability requirements of his chosen occupation than does the low-self-esteem male. Concerning the results-discrepancies for females, Korman said (1966):

Hence, a person who thinks of himself/herself as being adequate and competent is more likely to wind up in these situations where he thinks he will be adequate and competent. Such situations are not, however, "balance" situations for those who feel they are inadequate and incompetent, and hence appear to be less of an incentive for them. In fact, as the results for the females show. . . they may even tend to choose an occupation which calls more for their low abilities than their high (p. 67).

Blocher and Schutz (1961) investigated the similarity of self and occupational concepts of adolescent (twelfth grade) boys. The investigators administered a 180-item check list which was marked to describe the self, the ideal self, and the most and least liked of the 45 occupations for which the Strong Vocational Interest Blank is scored. Mean similarity of self and liked occupation was greater than that of self and

disliked occupation (.01 level). This was true also of ideal self and liked versus disliked occupations. A significant correlation (.01 level) was found between self-ideal agreement and the Strong Occupational Level score, interpreted as level of vocational aspiration. Thus, Blocher and Schutz incorporated the use of the ideal-self-concept and gave support to the theory that the individual's vocational choice is an effort to implement a concept of himself.

Pursuant to the theory espoused by Blocher and Schutz, Wheeler and Carnes (1968) examined relationships among self-concepts, ideal-self-concepts, and stereotypes of probable and ideal vocational choices. For the purpose of their study it was assumed that the goals of the individual are integrated into his ideal-self-concept. It was also assumed that reality variables such as limited finances, length of training, and limited educational and vocational opportunities force many individuals to make a compromise vocational choice, that is, a choice different from or less than their ideal vocational choice.

Male college students enrolled in lower division courses in two different types of public colleges (a community college and a college providing education through a master's degree) comprised the sample. The instrument used was modified from Blocher's Descriptive Check List.

Results of the examination indicate the following:

1. the ideal-self-concept was significantly more congruent with the stereotype occupation;
2. the ideal-self-concept was much more like the stereotype ideal occupation than was the self concept, showing that the typical person in the ideal occupation was more like the individual's ideal for himself than like his real self;

3. the ideal-self-concept was much more like the stereotype probable occupation than was the self-concept, showing that the typical person in the probable occupation was more like the individual's ideal for himself than his real self; and

4. there was more congruence between ideal-self-concept and stereotype of probable occupation and between ideal-self-concept and stereotype of ideal occupation than between self-concept and stereotype of ideal occupation.

Based on these trends Wheeler and Carnes (1968) concluded:

The individual saw his ideal self and typical people in his probable and ideal vocational choice occupations as quite congruent; yet all three were different from his present concept of himself. Both occupational stereotypes were more congruent with his ideal self than with his real self. Thus the occupation may be seen more as 'actualization' than simply as implementation (p. 530).

Ford and Muse (1972) investigated the relationship between the social psychological dimension, students' self concept, and the students' future educational plans. The subjects consisted of graduating junior college students and high school students. The investigators used a scale which measures whether an individual's self concept is characterized by a mastery over his personal life or by a sense of futuristic fatalism. The results indicate that, except for some minority students, the self concept of high school seniors and junior college graduates is positively associated with their parents' socioeconomic status. It was also found that the more positive the self-image, the more likely they are to have long-range educational plans.

A longitudinal study of 110 junior high school boys and girls was made by Gribbons and Lohnes (1968). Their objectives were: (1) to test a developmental theory of career choice, (2) to determine whether there

are significant sex differences in career sequences and, (3) to determine if self concepts and other factors influence career choice. The subjects were interviewed every two years from eighth grade to four years beyond high school graduation. It was found that intelligence, social class, place of residence and military service had joint effects on educational aspirations. Bright students from less affluent families or towns demonstrated less persistence in pursuing their early educational aspirations. The study also focused on the vocational maturity of the subjects at grade twelve. Results indicated that positive attitudes, self understanding and confidence, and the realization of the need to integrate the self concept into one's career choice were the means to later vocational success.

Resnick, et al. (1970) discovered a positive relationship between vocational crystallization and self-esteem. This was assessed by observing differences on two measures of vocational crystallization in students high and low in self-esteem students. The relationship was the same for both sexes.

A similar study was made by Greenhaus (1971). He investigated the role of self-esteem in occupational choice behavior. His tentative conclusions were that high self-esteem persons tend to look at their own needs and relevant attributes in determining the satisfaction with their occupational choice, whereas low self-esteem persons look more toward external cues.

Self Concept and Career Choice Among Women

Recognizing the need to expand theories of vocational choice to include women, Harmon (1971) used a retrospective approach to investigate

the childhood and adolescent career plans of college women. The Life Planning Questionnaire for Women and the Strong Vocational Inventory Blank for women were used to investigate these trends: (1) the overall popularity of various occupational preferences, (2) the median age at which each occupation was first considered, (3) the persistence of various occupational references, and (4) the reasons specific occupations were dropped from consideration. Results of the study indicated that relatively few occupations were considered (the mean number of occupations was 16 in a range of 1 to 90). Following the most popular occupation, Housewife, the most persistent preferences for women tended to be in educational and social service occupations. The study also showed that the early vocational considerations of college freshmen tended to be few and general.

From these findings Harmon inferred that college women do not express many or varied early preferences, that their later preferences although more varied may be restricted largely to typical women's fields, and that women's current vocational choices give some clues to their earlier patterns of vocational thinking. These findings give some credence to the notion that expressed choices do follow a history of related interests.

In a later investigation Harmon (1972) concluded that the overall persistence of women in the programs they chose on entering college is not high. Among the possible reasons given for this finding were: the birth order, that is, the first born has greater need to achieve than later borns, and women are unpredictable. If this be true, it may be because being predictable or setting realistic vocational goals and attaining them has not been rewarding for women.

With regard to trends in women's interests Campbell (1973)

commented:

Women report different vocational interests from men, no matter how the interests are assessed. One of the differences is that there is more homogeneity (i.e., more agreement) among female than male interests. A second difference is that males and females select different occupations when asked to do so on interest inventories (p. 546).

Campbell's expressed concern was for some method of deciding which psychological data would be useful in dealing with differences in vocational interests between males and females without being repressive to either sex.

Concerning cognitions of self and goal-related activities, Denmark and Guttentag (1967) wrote:

The theory of cognitive dissonance has the advantage of linking cognitions to overt behavior and specifying the conditions under which they correspond. One significant complex of cognitions relates to the self concept, including cognitions of self as presently perceived and the self toward which one is striving. Cognitive dissonance theory posits a tendency toward cognitive and behavioral consonance which does permit clear-cut predictions that cognitions will be consistent with activities (p. 113).

In order to investigate cognitive dissonance the semantic differential was used to measure the self-concepts and educational concepts of three groups of mature women--each group characterized by a different degree of commitment and effort in the pursuit of college goals. Results supported the following hypotheses: (a) the discrepancy between present and ideal self is inversely related to the time and effort spent in pursuit of a college education, and (b) the positive evaluation of goal related activities will vary directly with the effort expended in pursuit of college.

These results tend to indicate that going to college has a favorable effect on positive correlation of self concepts and goals.

Astin and Myint (1971) utilized the Project TALENT Data Bank to explore the career development of women during the five-year period after high school. Data was gathered by the use of queries and the primary method of analysis was multiple-discriminant analysis. From the predictor variables employed, the post-high school experiences were the best determinants of career outcomes. Of the personal variables, scholastic aptitudes and socioeconomic status, as well as early career choices were the best predictors. With respect to the patterns of stability and change in career plans overtime, brighter women either maintained or raised their vocational aspirations whereas the less academically capable women planned on less demanding careers.

Bailey (1968) explored the applicability of Super's Vocational Development Theory to the explanation of vocational behavior of selected young practical nursing students during the exploration life stage. Data from both a parent study and the study in question were compiled and analyzed to reveal these trends: the early part of the exploration stage was characterized by "exploration", "tentativeness", and "reality testing"; the actual implemented occupational preference was the result of a compromise among work interest, work values, and reality factors; and the exploratory patterns, in general, supported Super's theory. However, the indications were that women's vocational behavior differed significantly enough from that of men to warrant additional theoretical considerations.

Littig (1971) investigated the relationships between certain types of motivation and occupational aspirations of Black and white female college students. With emphasis on occupations which, by tradition, have been either open or closed to Blacks, the design of the study involved

three samples of 100 college women from three social settings--white middle class, Black middle class, and Black working class. Instruments used in the study were the French Test of Insight and the questionnaire on vocational goals of college students. Analysis of the data collected with these instruments revealed no systematic relationships between motivation indices and aspiration to the above occupations. However, it was noted that whites were more indecisive than Blacks regarding their real occupational goals and their ideal occupational goals. Further, it is suggested that Black women are more career-oriented and use the same occupations when responding to questions about their ideal goal as they do when stating their real goal.

Summary

The review of the literature reflects that career choice, like other behaviors, is a function of the way an individual perceives himself, his abilities, his needs, and his opportunities. It was also apparent that considerable emphasis should be placed upon the social system out of which roles evolve, standards of behavior are transmitted and self concepts emerge.

There is noticeable consensus among the researchers that women's career choices may or may not reflect their self-concept because many women are still disposed to selecting traditionally feminine careers. The tendency to defer to tradition appears to be less prevalent among Black women than white women.

Another significant factor is that the number of research studies concerning women is disproportionately smaller than those concerning males. Since there is such a paucity of literature on self concept and

career choice among Black women and the need for more research is so great, it is imperative that studies in this area be initiated immediately.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

This chapter contains the design of the study, a description of the population, a description of the instruments and their application to the study, testing procedures and statistical methods employed in the study.

Design of the Study

During the spring and summer of 1974, 150 young Black women participated in a correlational study of self concept and career choice. Each of the subjects was administered two instruments. For the testing subjects were assembled in groups of three to twenty for the expressed purpose of participating in the study.

All students were given the same specific instructions for completing the two instruments. The investigator administered the tests to each of the groups.

Description of the Population

The population of this study consisted of 150 Black females ranging in age from 16 to 19 years. All subjects were randomly selected from three groups. Group A was composed of 50 students already attending college at Langston University. These students came from seven states and 19 towns in the State of Oklahoma. Group B consisted of 50 high

school students who planned to attend college, and Group C contained 50 high school students who did not plan to attend college. Groups B and C were selected from the same high schools in the following Oklahoma towns: Beggs, Coyle, Cushing, Guthrie, Kingfisher, Oklahoma City, Sapulpa, Stillwater and Tulsa.

The inclusion of subjects in the three groups previously described was an attempt to provide a fairly broad spectrum of young Black women.

Instruments and Their Application to the Study

The two instruments used were the Tennessee (Department of Mental Health) Self Concept Scale, hereafter referred to as TSCS, and a Career Choice Survey.

Tennessee Self Concept Scale

The TSCS was developed to provide a scale which is simple for the subject, widely applicable, well standardized, and multidimensional in its description of the self concept. This Likert-type instrument consists of 100 self descriptive statements which the subject uses to portray her own picture of herself. It is self administering for either individuals or groups and can be used with subjects age 12 or higher and having at least a sixth grade reading level.

The TSCS is available in two forms, a Counseling Form and a Clinical and Research Form. Both forms use exactly the same test booklet and test items. The differences in the forms center in the scoring and profiling system. The Counseling Form is quicker and easier to score because it deals with fewer variables and scores. Scoring for both forms can be accomplished either by hand, or by machine through the test publisher.

Usually, the test is completed in 10 to 20 minutes (mean time about 13 minutes). For this study the Counseling Form was used.

Fitts (1965) describes the scores on the Counseling Form in the manual as follows:

- A. The Self Criticism Score (SC). This scale is composed of 10 items. These are all mildly derogatory statements that most people admit as being true for them. Individuals who deny most of these statements most often are defensive and making a deliberate effort to present a favorable picture of themselves. High scores generally indicate a normal, healthy openness and capacity for self-criticism. Extremely high scores (above the 99th percentile) indicate that the individual may be lacking in defenses and may in fact be pathologically undefended. Low scores indicate defensiveness, and suggest that the Positive Scores are probably artificially elevated by this defensiveness.
- B. The Positive Scores (P). These scores derive directly from the phenomenological classification scheme already mentioned. In the original analysis of the item pool the statements seemed to be conveying three primary messages: (1) This is what I am, (2) This is how I feel about myself, and (3) This is what I do. On the basis of these three types of statements the three horizontal categories were formed. They appear on the Score Sheet as Row 1, Row 2, and Row 3 and are hereafter referred to by those labels. The Row Scores thus comprise three sub-scores which, when added, constitute the Total Positive or Total P Score. These scores represent an internal frame of reference within which the individual is describing himself.

Further study of the original items indicated that they also varied considerably in terms of a more external frame of reference. Even within the same row category the statements might vary widely in content. For example, with Row 1 (the What I am category) the statements refer to what I am physically, morally, socially, etc. Therefore, the pool of items was sorted again according to these new vertical categories, which are the five Column Scores of the Score Sheet. Thus the whole set of items is divided two ways, vertically into columns (external frame of reference) and horizontally into rows (internal frame of reference) with each item and each cell contributing to two different scores.

1. Total P Score. This is the most important single score on the Counseling Form. It reflects the overall level of self esteem. Persons with high scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable; often feel anxious, depressed, and unhappy; and have little faith

or confidence in themselves.

If the Self Criticism (SC) Score is low, high P Scores become suspect and are probably the result of defensive distortion. Extremely high scores (generally above the 99th percentile) are deviant and are usually found only in such disturbed people as paranoid schizophrenics who as a group show many extreme scores, both high and low.

On the Counseling Form the Positive Scores are simply designated as P Scores, while on the Score Sheet of the C and R Form they are referred to as P + N Scores in order to clarify the computations involved.

2. Row 1 P Score - Identity. These are the "what I am" items. Here the individual is describing his basic identity - what he is as he sees himself.
3. Row 2 P Score - Self Satisfaction. This score comes from those items where the individual describes how he feels about the self he perceives. In general this score reflects the level of self satisfaction or self acceptance. An individual may have very high scores on Row 1 and Row 3 yet still score low on Row 2 because of very high standards and expectations for himself. Or vice versa, he may have a low opinion of himself as indicated by the Row 1 and Row 3 Scores yet still have a high Self Satisfaction Score on Row 2. The sub-scores are therefore best interpreted in comparison with each other and with the Total P Score.
4. Row 3 P Score - Behavior. This score comes from those items that say "this is what I do, or this is the way I act." Thus this score measures the individual's perception of his own behavior or the way he functions.
5. Column A - Physical Self. Here the individual is presenting his view of his body, his state of health, his physical appearance, skills, and sexuality.
6. Column B - Moral-Ethical Self. This score describes the self from a moral-ethical frame of reference--moral worth, relationship to God, feelings of being a "good" or "bad" person, and satisfaction with one's religion or lack of it.
7. Column C - Personal Self. This score reflects the individual's sense of personal worth, his feeling of adequacy as a person as his evaluation of his personality apart from his body or his relationship to others.
8. Column D - Family Self. This score reflects one's feelings of adequacy, worth, and value as a family member. It refers to the individual's perception of self in reference to his closest and most immediate circle of associates.
9. Column E - Social Self. This is another "self as perceived in relation to others" category but pertains to "others" in a more general way. It reflects the person's sense of adequacy and worth in his social interaction with other people in general.

- C. The Variability Scores (V). The V scores provide a simple measure of the amount of variability, or inconsistency, from one area of self perception to another. High scores mean that the subject is quite variable in this respect while low scores indicate low variability which may even approach rigidity if extremely low (below the first percentile).
1. Total V. This represents the total amount of variability for the entire record. High scores mean that the person's self concept is so variable from one area to another as to reflect little unity or integration. High scoring persons tend to compartmentalize certain areas of self and view these areas quite apart from the remainder of self. Well integrated people generally score below the mean on these scores but above the first percentile.
 2. Column Total V. This score measures and summarizes the variations within the columns.
 3. Row Total V. This score is the sum of the variations across the rows.
- D. The Distribution Score (D). This score is a summary score of the way one distributes his answers across the five available choices in responding to the items of the Scale. It is also interpreted as a measure of still another aspect of self perception: certainty about the way one sees himself. High scores indicate that the subject is very definite and certain in what he says about himself while low scores mean just the opposite. Low scores are found also at times with people who are being defensive and guarded. They hedge and avoid really committing themselves by employing "3" responses on the Answer Sheet.
- Extreme scores on this variable are undesirable in either direction and are most often obtained from disturbed people. For example, schizophrenic patients often use "5" and "1" answers almost exclusively, thus creating very high D scores. Other disturbed patients are extremely uncertain and noncommittal in their self descriptions with a predominance of "2", "3" and "4" responses and very low D Scores.
- E. The Time Score. This score is simply a measure of the time, to the nearest minute, that the subject requires to complete the Scale. The author has only recently made any study of this variable, and at this point little is known as to its meaning or significance. It correlates significantly with only one of the many other scores of the Scale (Net Conflict sub-score for Column C where $r = .32$, significant at the .05 level). Therefore, any validity it may prove to have with other criteria should add to the total validity of the Scale.

The data do indicate that, provided the individual has sufficient education, intelligence, and reading ability to handle this task, the majority of subjects complete the Scale in less than 20 minutes. These qualifications are quite important; if they are not met, the Time Score obviously has little meaning. It has been found that

psychiatric patients in general take longer than non-patients. This is particularly true of those who are overly compulsive, paranoid or depressed (pp. 2-3).

According to Fitts (1965) the Total P Score represents the single most important score. Therefore, this score was used in this study, although all scores were recorded.

The test-retest reliability estimates range from .60 for Total Variability to .92 for Total Positive. A reliability coefficient of .91 and a standard error of measurement of 3.30 for Total P were computed using the Kuder-Richardson split-half technique. Other evidence of reliability can be found in the similarity of profile patterns developed through repeated measures of the same individuals over long periods of time.

The validity of the TSCS has been computed on the basis of content, discrimination between groups, correlation with other personality measures, and personality changes under particular conditions. While there is a great deal of correlational data for other personality measures available, the two instruments discussed in the Manual are the Minnesota Multiphasic Personality Inventory and the Edwards Personal Preference Scale.

Career Choice Survey

The Career Choice Survey (see Appendix A), was developed by the investigator. It consists of 82 careers which were randomly selected from the Occupational Outlook for College Graduates, 1972-73, and the Occupational Outlook Handbook, 1972-73. Both of these documents were used in constructing the Career Choice Survey in order to list careers which may be pursued by the non-college trained person as well as the

college graduate.

The following changes in occupational listings were made for the Survey.

1. Clergyman, with the subheadings: Protestant ministers, Rabbis, Roman Catholic priests, will be listed as Religious Occupations because of the paucity of women in these professions and regulations which prevent their entering them. For example, Roman Catholic priests would not be a realistic choice for a woman at the present time.
2. All occupations under Engineering will be listed as Engineering Occupations.
3. Ecologist has been added to occupations under Environmental Sciences because it is currently a popular occupation with the age group to be tested.
4. Under Performing Arts, actors will be deleted because the only concern in this investigation is females.
5. Instead of music teachers and singing teachers the list will reflect College/University Teacher, and Public School Teacher.
6. Musicians and Singers will be listed as Musician/Singer.

Testing Procedures

Of prime importance to the investigator was the atmosphere of each testing session. Therefore, all tests were administered in familiar surroundings such as classrooms, school libraries and lunchrooms. In order to maintain uniformity in the instructions and administration of the tests, the investigator administered all tests. It was necessary, particularly with high school students, to spend several minutes establishing rapport before testing could begin.

Because of the impersonal nature of the Survey it was always administered first. Upon its completion by the entire group instructions were given for the TSCS. The subjects were informed that the instruments were not timed, such that they could have ample time to complete both of them.

The Survey was scored (see Appendix B) by the investigator, and the TSCS was machine scored by the test publisher.

Statistical Methods

Considering the hypotheses tested in the study -- that no significant relationship exists either between high self concept and high congruence of "ideal" and "real" career choices, or between low self concept and low congruence of "ideal" and "real" career choices -- a correlational analysis was mandated. The data were analyzed as follows:

1. a correlation was made between self concept and career choice for the entire sampling population using the product-moment coefficient of correlation for ungrouped data; due to the unusual nature of the distribution of career choice scores it was necessary to construct a scattergram or correlation table for the purpose of calculating the coefficient of correlation;
2. after computing the correlation in Step 1, Fischer's "z" coefficient was obtained in order to determine the significance of "r"; and
3. the .05 level was used to determine the significance of the findings.

Summary

This chapter has included the design of the study, a description of the population, a description of the instruments and their application to the study, testing procedures and statistical methods employed in the study. One hundred-fifty young Black women were selected by random sampling from a predominantly Black, four-year public college and from 10 public high schools in Oklahoma. Each of the subjects was administered the Tennessee Self Concept Scale and the Career Choice Survey. The product-moment coefficient of correlation was utilized in the analysis of the data with a .05 significance level.

CHAPTER IV

TREATMENT OF DATA

Introduction

This chapter will contain a detailed description of the data, the statistical treatment of that data and a statement of the results. The primary concern of this study, as stated in Chapter I, was to examine relationships that exist between self concept and career choice among Black women. Raw scores of the instruments administered (Tennessee Self Concept Scale, Career Choice Survey) were analyzed using the two-tailed test. In the analysis which follows, Group A designates the college group, Group B refers to the high school college-bound group, Group C is the high school non-college-bound group, and the combination of Groups A, B and C will be referred to as the Total Study Group.

Analysis of Data

Composition of Groups by Age

In order to present a more interpretable picture of each of the study groups, and to add to already existing knowledge relating to self concept the subjects in each group were categorized by age. The ages ranged from sixteen to nineteen for Groups B and C while the age-range for Group A was seventeen to nineteen. The percentages of each age group in the Total Study Group are given in Table I.

TABLE I
COMPOSITION OF GROUPS BY AGE

Age	Group A	Group B	Group C	Total Study Group	Percentage of Sample
16		25	17	42	28.00
17	5	12	19	36	24.00
18	29	12	13	54	36.00
19	16	1	1	18	12.00
	<u>50</u>	<u>50</u>	<u>50</u>	<u>150</u>	<u>100.00%</u>

Upon examination of Table I one notes that the 18 year old subjects comprise slightly more than one-third (36 per cent) of the entire sample. The combination of 16 and 17 year olds accounts for more than half (52 per cent) of the sample with each age contributing 28 and 24 per cent, respectively. The smallest percentage (12 per cent) was contributed by the 19 year old age group. It is important to notice that only one 19 year old subject was involved in Group B and Group C.

Tennessee Self Concept Scale

One hundred and fifty subjects were administered the TSCS. An investigation of the mean self concept scores was made for each group (A, B and C) that comprised the total study group. The statistical analysis of these scores is reported in Table II.

The statistical comparison in Table II indicates that no significant differences exist between the mean self concept scores of Groups A, B and

C. However, it should be observed that a greater similarity in mean self concept scores exists between Group A, the college students, and Group B, the college-bound high school students than between either A or B and Group C, the non-college bound high school group. The relationship of mean self concept scores between the groups is made clearer by comparing the t value of 0.88 for A with C, and 0.80 for B with C. A t value of 0.22 for A with B indicates that less difference exists between these two groups than exists between either Group A or Group B with Group C.

TABLE II

TENNESSEE SELF CONCEPT SCALE: A STATISTICAL
COMPARISON OF GROUPS A, B AND C

Group	No.	Mean	S.D.	Comparison Group	<u>t</u> value*
A	50	329.64	39.84	A with B	0.22 N.S.
				A with C	0.88 N.S.
B	50	328.08	27.57	B with C	0.80 N.S.
C	50	323.40	30.54		

*A t value of 1.68 is required for significance at the .05 level.

Further investigation of self concept scores for the Total Study Group (150 subjects) yielded a mean of 327.04, and a standard deviation of 33.65. The median, located at 328.00, indicated that the mean (327.04) is an appropriate measure of central tendency for this data.

Career Choice Survey

The Career Choice Survey, developed by the investigator, yielded scores ranging from 0 to 10. A score of 0 expresses no relationship between "ideal" and "real" career choice while a score of 10 shows perfect congruence between "ideal" and "real" career choice. (See Appendix B for scoring procedures.)

The Career Choice Survey scores were analyzed for each of the study groups. The highest mean score occurred in Group A, with the college-bound and non-college-bound groups following respectively. A statistical comparison of these scores is made in Table III.

TABLE III

CAREER CHOICE SURVEY: A STATISTICAL COMPARISON OF GROUPS A, B AND C

Group	No.	Mean	S.D.	Comparison Group	t value
A	50	3.30	3.18	A with B	2.45 (significant at .02 level)
				A with C	2.33 (significant at .05 level)
B	50	2.80	3.27	B with C	1.55* N.S.
C	50	1.88	2.60		

*A t value of 1.68 was required for significance at the .05 level.

The data presented in Table III indicate that career choice congruence is significantly higher in Group A (college students) than in either Group B or C (high school students). No significant difference exists between Groups B and C.

Upon completion of the statistical analysis of career choice scores in Table III, it became apparent that due to the extreme nature of scores the mean did not present an accurate picture of central tendency. Therefore, in order to give a clear picture of career choice congruence, or incongruence, a frequency distribution was constructed using intervals of one. The frequency distribution may be observed in Table IV.

TABLE IV

CAREER CHOICE SURVEY: FREQUENCY DISTRIBUTION OF EACH GROUP

Career Choice	Group A	Group B	Group C	Total Study Group
10	2	2	2	6
8	10	7	2	19
6	6	3	2	11
4	3	10	3	16
2	9	3	17	29
0	20	25	24	69
	<u>50</u>	<u>50</u>	<u>50</u>	<u>150</u>

Examination of Table IV reveals the unusual distribution of scores. By inspection one notes that the median for each of the groups, including the Total Study Group, is 2.00. Therefore, the median will be used instead of the mean which appears in Table III. A median of 2.00 indicates the high degree of incongruence in "ideal" and "real" career choice for the group under study. Of significant concern is the large number of subjects (69 out of 150) who had perfect incongruence; that is, they had career choice scores of 0.

Of the occupations listed in the Career Choice Survey certain occupations were found to be the overwhelming preferences of all groups. (See Appendix A.) Occupations listed by at least ten subjects as "ideal" careers are shown in Table V.

From Table V we find that of the ten most frequently selected "ideal" careers, Lawyer, a highly respected profession, appears in the third position. It should be noted that over half of the persons expressing this as "ideal" had no plans to enter college. Public School Teacher and Social Worker, both common careers among college-trained Black women, appear in the eighth and fifth positions, respectively. Registered Nurse, a career offering high employability, was the tenth choice. The remaining six careers, Model, Stewardess, Musician/Singer, Receptionist, Actress and Typist are respectable and generally thought of as glamorous careers which do not require extensive academic preparation.

The "real" career listings are very important to this study in that they express what the subjects feel they really will pursue given their present circumstances. These listings are presented in Table VI.

In Table VI it is observed that Typist, the most frequently chosen "real" career, received approximately the same number of choices from

TABLE V
OCCUPATIONS LISTED AS "IDEAL" CAREERS BY TEN OR MORE SUBJECTS

Occupation	Group A	Group B	Group C	Total Study Group
Model	14	15	24	53
Stewardess	14	18	16	48
Lawyer	10	11	26	47
Musician/Singer	10	11	12	33
Social Worker	8	8	14	30
Receptionist	6	17	2	25
Actress	2	12	10	24
Public School Teacher	5	5	14	24
Typist	9	8	6	23
Registered Nurse	3	12	8	23
Beautician	4	10	8	22
Seamstress	4	9	8	21
Interior Decorator/ Designer	5	10	4	19
Telephone Operator	4	5	10	19
Accountant	10	3	4	17
Bookkeeper	6	3	8	17
Cashier	4	5	8	17
FBI Special Agent	7	7	2	16
Home Economist	2	4	10	16
Counselor	6	5	4	15
Physician	7	2	2	11
Programmer	4	7	0	11
Psychologist	5	2	4	11
Chemist	5	5	0	10
Day Care Worker	4	2	4	10
Waitress	0	2	8	10

TABLE VI
 OCCUPATIONS LISTED AS "REAL" CAREERS BY TEN OR MORE SUBJECTS

Occupation	Group A	Group B	Group C	Total Study Group
Typist	18	16	16	50
Public School Teacher	18	10	4	32
Accountant	13	15	2	30
Model	5	12	12	29
Stewardess	4	10	14	28
Telephone Operator	5	9	14	28
Bookkeeper	9	8	8	25
Seamstress	9	6	10	25
Social Worker	10	11	2	23
Receptionist	5	14	2	21
Day Care Worker	6	3	8	17
Musician/Singer	4	5	6	15
Housekeeper	2	7	6	15
Policewoman	4	4	6	14
Practical Nurse	3	5	6	14
Laboratory Technician	7	5	2	14
Actress	4	5	4	13
Beautician	1	4	8	13
Counselor	5	4	4	13
Registered Nurse	4	9	0	13
Cashier	6	5	0	11
Cook	0	5	6	11
Military Occupation	1	4	6	11
Federal Civilian Employee	3	3	4	10
Lawyer	2	8	0	10
Home Economist	7	3	0	10

each of the subgroups. Public School Teacher, the second selection, requires a college degree and received over half of its choices from the college group (A) and only 4 choices were made by Group C. Accountant and Social Worker, the third and ninth most popular "real" careers, respectively, had distributions very similar to Public School Teacher. Model and Stewardess appeared fourth and fifth in total choices but were chosen by only nine college students as "real" careers. Telephone Operator, Bookkeeper, Seamstress and Receptionist, none of which requires a college degree, appeared in the sixth, seventh, eighth and tenth positions, respectively.

Lawyer, the third most frequently chosen "ideal" career, was chosen by only ten subjects as a "real" career. Not one of the non-college-bound high school students selected Lawyer as a "real" career in contrast to 26 who listed Lawyer as an "ideal" career in Table V.

Further inspection of career choices revealed that in addition to the 26 "ideal" career choices listed in Table V, 44 additional careers were listed as "ideal" by fewer than 10 subjects. These careers are presented in Table VII.

One notes that careers such as College/University Teacher, Dentist, Dietitian, Newspaper Reporter and Optometrist received little attention. One additional career was listed by one subject, Ambassador.

Forty-three occupations were chosen as "real" careers by fewer than 10 subjects. These occupations appear in Table VIII.

When comparing Tables VII and VIII it is apparent that careers chosen by fewer than ten subjects as "ideal" are essentially the same as those careers listed by fewer than ten subjects as "real" careers. Those careers which appear in both Table VII and Table VIII are listed in

TABLE VII
OCCUPATIONS LISTED AS "IDEAL" CAREERS BY FEWER THAN TEN SUBJECTS

Airline Dispatcher	Industrial Traffic Manager
Animal Trainer	Insurance Agent
Architect	Jeweler
Astronomer	Laboratory Technician
Bank Officer	Librarian
Broadcast Technician	Meteorologist
College/University Teacher	Military Occupation
Commercial Artist	Newspaper Reporter
Cook	Optometrist
Cooperative Extension Worker	Painter
Dentist	Personnel Worker
Dietitian	Physical/Occupational Therapist
Ecologist	Policewoman
Electrician	Postal Clerk
Electrotyper	Practical Nurse
Engineering Occupation	Purchasing Agent
Florist	Religious Occupation
Forester	Salesman
Furniture Upholsterer	Sociologist
Geologist	Systems Analyst
Historian	Telegrapher
Hotel Operator	Other--Ambassador
Housekeeper	

TABLE VIII
 OCCUPATIONS LISTED AS "REAL" CAREERS BY FEWER THAN TEN SUBJECTS

Airline Dispatcher	Insurance Underwriter
Animal Trainer	Interior Decorator/Designer
Architect	Jeweler
Auto Mechanic	Librarian
Bank Officer	Life Scientist
Broadcast Technician	Motion Picture Projectionist
Chemist	Newspaper Reporter
College/University Teacher	Optometrist
Commercial Artist	Painter
Dentist	Personnel Worker
Dietitian	Physician
Ecologist	Physical/Occupational Therapist
Economist	Postal Clerk
Electrician	Programmer
Electrotyper	Psychologist
FBI Special Agent	Purchasing Agent
Florist	Religious Occupation
Forester	Sociologist
Furniture Upholsterer	Systems Analyst
Historian	Telegrapher
Hotel Operator	Waitress
Insurance Agent	

Table IX.

TABLE IX
OCCUPATIONS LISTED AS "IDEAL" AND "REAL"
CAREERS BY FEWER THAN TEN SUBJECTS

Airline Dispatcher	Hotel Operator
Animal Trainer	Insurance Agent
Architect	Jeweler
Bank Officer	Librarian
Broadcast Technician	Newspaper Reporter
College/University Teacher	Optometrist
Commercial Artist	Painter
Dentist	Personnel Worker
Dietitian	Physical/Occupational Therapist
Ecologist	Postal Clerk
Electrician	Purchasing Agent
Electrotyper	Religious Occupation
Florist	Sociologist
Forester	Systems Analyst
Furniture Upholsterer	Telegrapher
Historian	

On the basis of similarities of career choice in the "real" and "ideal" category, it appears that familiarity with a given career is very influential in career choice.

Table X contains those occupations that were not chosen by any subject in either the "real" or the "ideal" categories.

With the exception of Cooperative Extension Worker and Elevator Operator, the careers not chosen by anyone have been traditionally male careers.

TABLE X
OCCUPATIONS NOT LISTED BY ANY SUBJECT

"Real" Careers	"Ideal" Careers
Astronomer	Auto Mechanic
Book Binder	Book Binder
Butcher	Butcher
Cooperative Extension Worker	Economist
Elevator Operator	Elevator Operator
Engineering Occupation	Federal Civilian Employee
Geologist	Insurance Underwriter
Industrial Traffic Manager	Life Scientist
Meteorologist	Motion Picture Projectionist
Salesman	Sanitarian
Sanitarian	Security Guard
Security Guard	Soil Conservationist
Soil Conservationist	

Correlation of Self Concept and Career

Choice Congruence

In order to test the hypothesis of the study a coefficient of correlation was computed for the self concept and career choice scores. Due to the extreme scores which occurred in career choice congruence it was necessary to plot a scattergram which would show the joint distribution of the two variables in this study, self concept and career choice congruence. The scattergram may be observed in Figure 1.

The most significant factor observed in the scattergram is that 69 of the 150 subjects occur in the Career Choice interval of 0-1. The next highest number of subjects is placed in the Career Choice interval 2-3. Also, there is no apparent aggregation of scores occurring near the middle of the range of scores.

Career Choice Scores (Y-Variable)	Self Concept Scores (X-Variable)								f_y	M_{sc}
	240-259	260-279	280-299	300-319	320-339	340-359	360-379	380-399		
10-11		1	1		2	1	1		6	322.83
8-9			2	3	4	7	3		19	335.82
6-7		1	2	3	1	2	2		11	322.23
4-5			1	3	7	3	1	1	16	333.25
2-3	1	1	2	7	7	6	4	1	29	328.81
0-1	1	6	7	16	17	11	9	2	69	324.57
f_x	2	9	15	32	38	30	20	4	150	
M_{cc}	1.50	2.50	3.57	2.63	3.13	3.90	3.40	2.00		

Figure 1. Self Concept and Career Choice: A Scattergram of Scores of 150 Subjects

The highest mean career choice score, 3.90, occurs at the self concept score interval of 340-359. There appears to be no identifiable pattern of career choice congruence when compared to the self concept scores. This can be more easily observed in the summary of the scattergram which appears in Table XI.

This summary brings into focus the unusual nature of the relationship between self concept and career choice congruence in this study. Starting with the lowest interval of self concept scores (240-259) there is a direct relationship between the two variables for the first three intervals. That is, as the self concept increased, career choice congruence increased from 1.50 for the self concept interval of 240-259, to 2.50 for self concept scores of 260-279, to 3.57 for the self concept interval of 280-299. Above the three lowest intervals career choice congruence fluctuates as the self concept scores ascend. Of particular

interest is that the highest interval of self concept scores (380-399) has a mean career choice of 2.00, which is second from the lowest mean career choice.

TABLE XI
TENNESSEE SELF CONCEPT SCALE AND CAREER CHOICE SURVEY:
SUMMARY OF SCATTERGRAM

Self Concept	Mean Career Choice for Given Interval	Career Choice	Mean Self Concept for Given Interval
380-399	2.00	10-11	322.83
360-379	3.40	8- 9	335.82
340-359	3.90	6- 7	322.23
320-339	3.13	4- 5	333.25
300-319	2.63	2- 3	328.81
280-299	3.57	0- 1	324.57
260-279	2.50		
240-259	1.50		

In the column showing the career choice scores the highest mean self concept, 335.82, occurred in the career choice interval of 8-9. Again, the three lowest intervals of career choice scores show a direct relationship with mean self concept scores. After the third career choice score interval (4-5), the mean self concept fluctuates with increasing career choice scores.

The most significant observation made on the basis of Table XI is that there does not appear to be any relationship between high self concept and high congruence of "ideal" and "real" career choice, or low self concept and low congruence of career choice.

The scattergram presented in Figure 1 will be used in Figure 2 to graphically represent the correlation between the two variables, self concept and career choice.

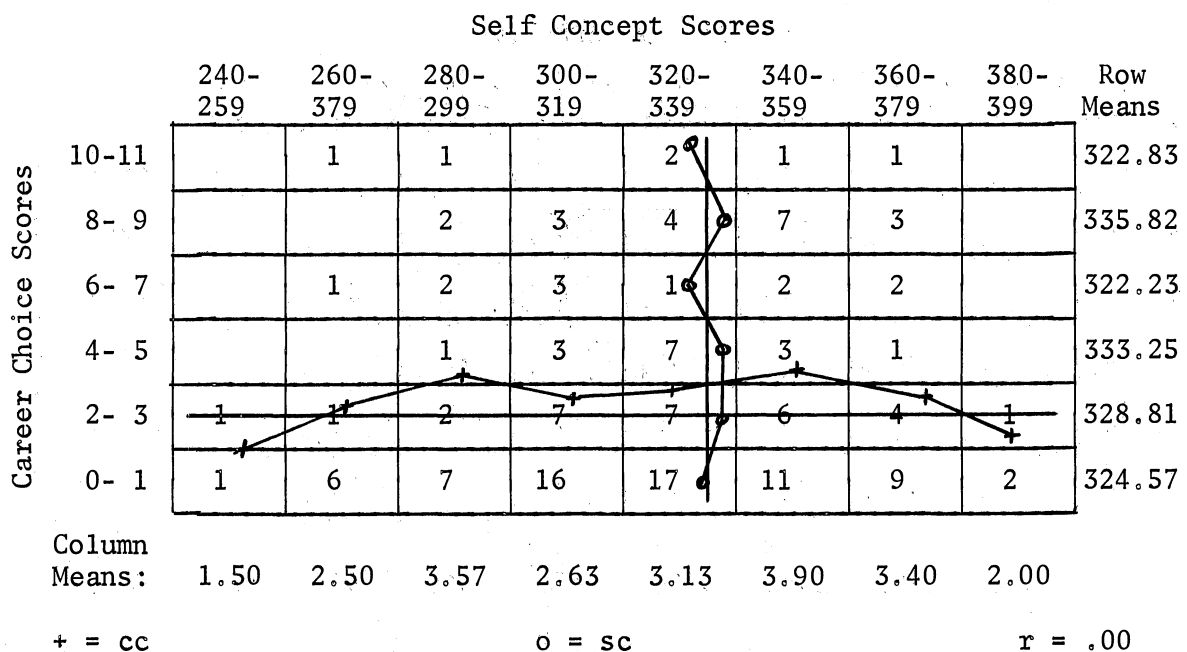


Figure 2. Self Concept and Career Chbice: A Graphic Representation of the Coefficient of Correlation

Using (+) to indicate career choice, a regression line is drawn to represent the change in mean value of career choice over the range of self concept scores. A second regression line, using small circles (o) to represent self concept, is drawn to show the change in mean value of

self concept scores over the range of career choice scores. Together, these two lines represent the linear relationship between self concept and career choice in this study. It is very obvious that the two regression lines are spread out such that they are perpendicular to each other. The perpendicularity is more easily seen by observing the straight or "best-fit" lines. This graphic situation is analogous to a correlation coefficient of 0.00, or no correlation.

To further investigate the relationship between self concept and career choice Figure 1 will be used to determine the coefficient of correlation by the product-moment method. (See Figure 3.)

In Figure 3, double lines were drawn to show that the assumed mean for the self concept scores occurs in the interval 320-330; and for career choice the assumed mean occurs in the interval, 2-3. The deviation scores (x', y') were determined for the X and Y distributions. After multiplying the frequencies times the deviation scores squared (fx'^2, fy'^2) the correction in units of interval was obtained for each distribution (c_x, c_y). With this information it was possible to compute the standard deviations as shown in the calculations. Leaving the corrections and standard deviations in units of interval the coefficient of correlation was computed according to the formula ($r_{xy} = \dots$) in Figure 3.

It is apparent from the results of the calculations, $r = +0.04$ (Fischer's z of .04), that no significant relationship exists between self concept and career choice congruence. Therefore, based on the outcome of this study, the null hypothesis is accepted.

		Self Concept Scores (X)								
		240- 259	260- 279	280- 299	300- 319	320- 339	340- 359	360- 379	380- 399	f_y
Career Choice Scores (Y)	10-11		(-12) 1 -12	(-8) 1 -8		0 2 0	(4) 1 4	(8) 1 8		6
	8-9			(-6) 2 -12	(-3) 3 -9	0 4 0	(3) 7 21	(6) 3 18		19
	6-7		(-6) 1 -6	(-4) 2 -8	(-2) 3 -6	0 1 0	(2) 2 4	(4) 2 8		11
	4-5			(-2) 1 -2	(-1) 3 -3	0 7 0	(1) 3 3	(2) 1 2	(3) 1 3	16
	2-3	0 1 0	0 1 0	0 2 0	0 7 0	0 7 0	0 6 0	0 4 0	0 1 0	29
	0-1	(4) 1 4	(3) 6 18	(2) 7 14	(1) 16 16	0 17 0	(-1) 11 -11	(-2) 9 -18	(-3) 2 -6	69
f_x	2	9	15	32	38	30	20	4	150	

x'	-4	-3	-2	-1	0	1	2	3		
fx'	-8	-27	-30	-32	0	30	40	12 =	(-15)	
fx'^2	32	81	60	32	0	30	80	36 =	351	
$\sum y'$	-1	0	8	2	12	21	9	-1 =	50	
$\sum x'y'$	4	0	-16	-2	0	21	18	-3 =	22	

Figure 3. Self Concept and Career Choice: Calculation of the Product-Moment Coefficient of Correlation

y'	4	3	2	1	0	-1		
fy'	24	57	22	16	0	-69 =		50
fy'^2	96	171	44	16	0	69 =		396
$\sum x'y'$	$\left\{ \begin{array}{l} +12 \quad 39 \quad 12 \quad 8 \\ -20 \quad 21 \quad 20 \quad 5 \end{array} \right.$						$\left. \begin{array}{l} 52 = 123 \\ 35 = 101 \end{array} \right\}$	22
$\sum x'$	-2	6	-4	3	-1	-17 =		-15
$\sum x'y'$	-8	18	-8	-3		17 =		22

Check:

$$(1) \quad \begin{array}{l} fy' = y' \\ 50 = 50 \end{array}$$

$$(2) \quad \begin{array}{l} fx' = x' \\ -15 = (-15) \end{array}$$

$$(3) \quad \begin{array}{l} \text{Row } \sum x'y' = \text{Column } \sum x'y' \\ 22 = 22 \end{array}$$

$$c_y = \frac{50}{150} = .333$$

$$c_x = \frac{22}{150} = .147$$

$$c_{y^2} = .1109$$

$$c_{x^2} = .0225$$

$$\sigma_y = \sqrt{\frac{fy'^2}{N} - c_{y^2}(i)}$$

$$\sigma_y = \sqrt{\frac{396}{150} - .1109} \quad (2)$$

$$\sigma_y = 1.59 \times 2 = 3.18$$

$$\sigma_x = \sqrt{\frac{351}{150} - .0225} \quad (20)$$

$$\sigma_x = 1.52 \times 20 = 30.40$$

$$r_{xy} = \frac{\frac{x'y'}{N} - c_x c_y}{\sigma_x \sigma_y}$$

$$r_{xy} = \frac{\frac{22}{150} - (.333 \times .147)}{1.59 \times 1.52} = +0.04$$

Figure 3. (Continued)

Summary

Two instruments were administered to a group of one hundred fifty young Black females in order to test the null hypothesis which states: there is no significant relationship between high self concept and high congruence of "ideal" and "real" career choices; and, there is no significant relationship between low self concept and low congruence, or incongruence, of "ideal" and "real" career choices.

The instruments used were the Tennessee Self Concept Scale and the Career Choice Survey (developed by the writer). Due to the unusual nature of career choice congruence, the scores on the two instruments were correlated by computing the product-moment coefficient from a correlation table. The resultant "r" was converted to Fischer's "z" with the .05 level of significance used as the criterion.

The statistical results supported the null hypothesis of the study.

CHAPTER V

SUMMARY AND CONCLUSIONS

General Summary

The relationship between self concept and career choice has been explored by many investigators. Even though all the parameters of this relationship have not been clearly defined there appears to be substantial evidence that self concept is reflected in career aspirations.

The stage of personality development of most high school and college students is crucial to the crystallization of self concept. According to Erikson's theory it is during this stage when the individual seriously searches for identity in terms of adult roles. The roles which one strives for, inevitably, are determined by the opportunities and incentives provided by one's environment. Therefore, it is important to consider whether or not society provides assurances that an individual's preferred roles may lead to viable goals.

The Black female in America finds herself in a precarious situation because she has been traditionally discriminated against not only on the basis of sex, but also on the basis of race. As she begins to develop cognitive skills that are necessary for sound decision-making she also becomes aware of limitations imposed upon her by the society in which she lives. Consequently, the period in which the self concept emerges becomes a period of identity-crisis. Her unwillingness to commit herself to the pursuance of a specific career must be due, at least in part, to

her assumption of society's unwillingness to accept her in that role. Certainly this dilemma would precipitate doubts about her personal worth and result in the diminution of self concept.

The purpose of this study was to investigate the relationship between self concept and career choice among Black women. The sample contained three subgroups: Group A consisted of fifty college females from seven states and nineteen Oklahoma towns attending Langston University; Group B consisted of fifty high school females from ten Oklahoma high schools who plan to attend college; and Group C consisted of fifty high school females, from the same ten high schools represented in Group B, who do not plan to attend college.

Each subject was administered two instruments: the Tennessee Self Concept Scale, and the Career Choice Survey (developed by the writer). The Tennessee Self Concept Scale was machine-scored by the test publisher and the Career Choice Survey was hand-scored by the writer.

Conclusions

Results of the study indicated there is no significant relationship between high self concept and high congruence of "ideal" and "real" career choice; and, there is no significant relationship between low self concept and low congruence or incongruence of "ideal" and "real" career choice. Therefore, the null hypothesis was accepted.

Discussion

Although no significant relationship was found between self concept and career choice much information was revealed as a result of the study. There were no significant differences in self concept among groups.

Career choice congruence was significantly higher among college students than high school students. However, no significant difference was observed in career choice congruence between high school students who plan to enter college and high school students who do not plan to enter college.

Two observations are of paramount importance to this discussion. They are: no significant difference in self concept was found among Groups A, B and C; and, there was a significant difference in career choice congruence between Group A and Groups B and C. Based upon these two observations one might assume that going to college is determined, by and large, by one's opportunity rather than one's self esteem. Moreover, if an individual has the opportunity to go to college, then preferred roles may become viable goals.

Another factor of cogent concern to the writer was the selection of careers. In the "ideal" category the two most preferred careers were Model and Stewardess. These careers bear many similar characteristics: for example, neither requires a college education, both are characterized by glamour and immaculateness, and both demand attention from others. From this example it may be inferred that career choice is not only an implementation of the self concept, but also a means of fulfilling psychological needs. Model and Stewardess also appear in the "real" category as the fourth and fifth choices, respectively.

Lawyer was the third most frequently listed "ideal" career. It appears to be significant that many Black females would aspire for this profession. They may feel that through the law they could learn how, and be in a strategic position, to initiate necessary changes in their social status and better control their destiny. It is interesting to note that

only ten subjects listed Lawyer as a "real" career.

The fourth most frequently listed "ideal" career was Musician/Singer. Undoubtedly, the historical acceptance of Blacks in music plus the assumed proclivity Blacks have for music add to the desirability of this career. Fifteen subjects chose Musician/Singer as a "real" career.

The fifth most frequently listed career was Social Worker. This career which represents an opportunity to help disadvantaged people is often chosen by members of minority groups.

The five careers which were the most popular "real" choices were Typist, Public School Teacher, Accountant, Model and Stewardess. Of these five careers only one, Public School Teacher, requires completion of a college degree.

The selection of careers attainable without a college education was preponderant in both the "real" and the "ideal" categories. There was a noticeable lack of expressed interest in the professional careers other than Lawyer. One might assume that the lack of expressed choices of professional careers is a reflection of either the lack of aspiration inherent in the subjects studied, or the limited career opportunities to which the subjects have been exposed.

Suggestions for Future Study

As a result of this study, the following suggestions are made.

- 1) This study should be replicated with the following adjustments:
 - A. the size of the sample should be enlarged so as to increase the reliability of the results;
 - B. the sample should contain a similar number of subjects in each group in order to further investigate significant

differences in self concept by age; and

- C) an additional reputable instrument which measures self concept should be used in order to compare the performance of the subjects on more than one instrument.
- 2) A similar study should be conducted in which an equal number of white females are included in order to make a comparison of career choice congruence.

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APPENDIX A

CAREER CHOICE SURVEY

CAREER CHOICE SURVEY

Do you plan to attend college?
 Age Yes No

If you are already in college, indicate your classification.
 F So Jr Sr

DIRECTIONS: Many careers are listed below. Please read each of them carefully. Then decide on five careers you think you would like. Don't worry about whether or not you would be good at the job or about not being trained for it. Think only about your desire to pursue that career. List these careers in order under Ideal Careers. Make No. 1 your first choice, No.2 your second choice, and so on.

Now read the list again to find the careers you really think you will follow. Write these under Real Careers. Make No.1 the most likely career, No. 2 the second most likely career, and so on.

Accountant Actress Airline dispatcher Animal trainer Architect Astronomer Auto mechanic Bank officer Beautician Bookbinder Bookkeeper Broadcast technician Butcher Cashier Chemist College/University teacher Commercial artist Cook Cooperative extension worker Counselor Day care worker Dentist Dietitian Ecologist Economist Electrician Electrotyper Elevator operator Engineering occupation FBI special agent Federal civilian employee	Florist Forester Furniture upholsterer Geologist Historian Home Economist Hotel operator Housekeeper Industrial traffic manager Insurance agent Insurance underwriter Interior decorator/designer Jeweler Laboratory technician Lawyer Librarian Life scientist Meteorologist Military occupation Model Motion picture projectionist Musician/singer Newspaper reporter Optometrist Painter Personnel worker Physician Physical/occupational therapist Policewoman Postal clerk	Practical nurse Programmer Psychologist Public school teacher Purchasing agent Receptionist Registered nurse Religious occupation Salesman Sanitarian Seamstress Security guard Social worker Sociologist Soil Conservationist Stewardess Systems analyst Telegrapher Telephone operator Typist Waitress	<p><u>Ideal Careers</u></p> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ <p><u>Real Careers</u></p> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ <p>Do not write below</p> _____ A _____ Cb _____ Cr
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APPENDIX B

SCORING PROCEDURES FOR CAREER CHOICE SURVEY

Possible
Scores

10	All (5) "ideal" choices are indicated as "real" choices.
8	Four (4) "ideal" choices are indicated as "real" choices.
6	Three (3) "ideal" choices are indicated as "real" choices.
4	Two (2) "ideal" choices are indicated as "real" choices.
2	One (1) "ideal" choice is indicated as a "real" choice.
0	No "ideal" choice appears as a "real" choice.

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