

JUNGIAN TYPOLOGIES AND CONSCIOUS PREFERENCES
IN CAREER AND INTIMATE RELATIONSHIP
DEVELOPMENT

BY

RAYMOND PERRY, JR.

Bachelor of Arts
Central State University
Edmond, Oklahoma
1971

Master of Arts
University of Oklahoma
Norman, Oklahoma
1974

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Thesis Approved:

Judith E. Dobson
Thesis Adviser

John M. Dean

George H. Perry

Joseph A. Pearl

R. J. Kish

Norman N. Durham
Dean of the Graduate College

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PREFACE

A study of the role of unconscious personality variables in career and relationship development was completed. The unconscious variables selected for this study are based on the theories of C. G. Jung. Psychological types, and masculine and feminine archetypes identified in this study were generalized from Jung's original theories.

A decision was made to develop questionnaires that would enable the researcher to assess masculine and feminine archetypal preferences. These assessment questionnaires were developed as part of a pilot study.

The final study is based on a sample of 74 males and 91 females who were enrolled at three colleges and universities in a Southwestern state. All participants in this study completed the following psychological instruments; Myers-Briggs Type Indicator, Self-Directed Search, Masculine or Feminine Archetype Questionnaire, and a Projected-Masculine or Projected-Feminine Archetype Questionnaire.

Statistical and descriptive procedures were used to analyze nine hypotheses. Difficulties and limitations inherent in a study of conscious correlates of unconscious personality variables are evident in the results. The

findings in this study may have limited practical application at this time. Nonetheless, some of the findings may serve as a valuable guide for future research, especially in the area of masculine and feminine archetypes.

A number of individuals are recognized for the contributions they have made to my life. In memory of my parents, Raymond and Adeller Perry, I would like to express my appreciation to them for the gift of life, and the values they shared with me. The existence of my son, Raymond, has provided me with many years of inspiration and joy. I owe a special thanks to my brother, Marvin, whose faith in my abilities helped me to explore a different purpose in life. I appreciate all of my siblings' acceptance of my decision to attain this academic goal. To my sisters; Roggie, Floye, Freddie, and Nova, I am extremely grateful for their contribution to my development during childhood and adolescence. Thanks to my brothers, Cleaven and John, for being available if I needed them. Also, a special thanks to Brenda, my niece, for her interest and encouragement during the past several years of my studies.

I appreciate Joni for her support of my educational goals. I recognize Linda for her assistance in translating unconscious experiences. I appreciate Veichal for sharing his wisdom, experience, and faith in my abilities. Thanks to Lydia, who seemed to know when I

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
Theoretical Foundations.....	3
Statement of the Problem.....	10
Significance of the Study.....	13
Hypotheses.....	17
II. REVIEW OF LITERATURE.....	20
Archetypes.....	20
Masculine and Feminine Archetypes.....	22
Typological Systems.....	37
Identification of Psychological Types.....	53
Career Development.....	61
Summary.....	67
III. INSTRUMENTS AND PROCEDURES.....	70
Sample.....	70
Instruments.....	73
Design.....	82
Pilot Study.....	84
Procedures.....	97
Statistical Analyses.....	99
IV. RESULTS.....	104
Findings.....	104
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	118
Summary.....	118
Conclusions.....	122
Recommendations.....	126
REFERENCES.....	130
APPENDICES.....	138
APPENDIX A - BIOGRAPHICAL INFORMATION: PILOT STUDY.....	139
APPENDIX B - MASCULINE ARCHETYPE QUESTIONNAIRE: PILOT STUDY.....	140

Chapter	Page
APPENDIX C - FEMININE ARCHETYPE QUESTIONNAIRE: PILOT STUDY.....	142
APPENDIX D - FACTOR ANALYSIS: MASCULINE ARCHETYPE QUESTIONNAIRE.....	144
APPENDIX E - FACTOR ANALYSIS: FEMININE ARCHETYPE QUESTIONNAIRE.....	146
APPENDIX F - BIOGRAPHICAL INFORMATION: PEER REVIEW INVENTORIES.....	148
APPENDIX G - PEER REVIEW INVENTORY: MASCULINE.....	149
APPENDIX H - PEER REVIEW INVENTORY: FEMININE.....	151
APPENDIX I - BIOGRAPHICAL INFORMATION: RESEARCH PROJECT.....	153
APPENDIX J - MASCULINE ARCHETYPE QUESTIONNAIRE.....	154
APPENDIX K - FEMININE ARCHETYPE QUESTIONNAIRE.....	155
APPENDIX L - PERCENT OF AGREEMENT: PEER REVIEW OF MASCULINE ARCHETYPE ITEMS.....	156
APPENDIX M - PERCENT OF AGREEMENT: PEER REVIEW OF FEMININE ARCHETYPE ITEMS.....	157
APPENDIX N - PROJECTED-MASCULINE ARCHETYPE QUESTIONNAIRE.....	158
APPENDIX O - PROJECTED-FEMININE ARCHETYPE QUESTIONNAIRE.....	159
APPENDIX P - SELECTION RATIO TYPE TABLE: MALES.....	160
APPENDIX Q - SELECTION RATIO TYPE TABLE: FEMALES.....	161
APPENDIX R - SELECTION RATIO TYPE TABLE: NONWHITES.....	162

Chapter	Page
APPENDIX S - DOMINANT MASCULINE ARCHETYPE AND PROJECTED-FEMININE ARCHETYPE.....	163
APPENDIX T - DOMINANT FEMININE ARCHETYPE AND PROJECTED-FEMININE ARCHETYPE..	164
APPENDIX U - IACHAN INDEX: CONGRUENCE BETWEEN OCCUPATIONAL AND SDS CODES.....	165
APPENDIX V - IACHAN INDEX SCORES, CATEGORIES, AND FREQUENCIES.....	168

LIST OF TABLES

Table	Page
1. Masculine and Feminine Archetypes.....	28
2. Sixteen MBTI Types.....	59
3. Independent Variables.....	84
4. Reliability Coefficients for Masculine and Feminine Archetype Questionnaire.....	97
5. Mean Ranks for Dominant Masculine Archetypes.....	105
6. Mean Ranks for Dominant Feminine Archetypes.....	106
7. Nemenyi's Test Comparisons.....	107
8. Multivariate Test Results for Dominant Masculine and Feminine Archetypes, and Self-Directed Search Scales.....	110
9. Univariate F-Tests for Dominant Masculine and Feminine Archetypes, and Self- Directed Search Scales.....	111
10. Multivariate and Univariate Tests for Sensing-Intuition Preference on the MBTI, and SDS Scores.....	114

LIST OF FIGURES

Figure	Page
1. Bipolar Masculine and Feminine Archetypes.....	37
2. Holland Hexagon Model.....	66

CHAPTER I

INTRODUCTION

A common goal during adulthood is to develop and maintain satisfactory work and intimate relationships. The selection of a satisfying career path seems to elude many individuals although they may have an array of options, coupled with the opportunity and ability to perform in a particular career pattern. Also, the freedom of an individual to choose a mate is limited only by the boundaries set by one's family, community, and personal preferences. There are other variables related to the individual's personal development, background, and environmental circumstances that seem to influence the choice of a career and an intimate partner.

Many variables have been identified and studied with respect to career development (Chand, Crider, & Willits, 1983; King, 1985; Mitchell & Krumboltz, 1987; Super, 1983; Welfel, 1982). Some variables selected for study may focus on cognitive development or reflective judgment in the process of career development. Other studies have identified the influence of family background (Bratcher, 1982; J. V. Miller, 1985; Zingaro, 1983), environmental restrictions, or the lack of economic resources (Smith, 1983). Also, variations in individual ability may help to

explain some of the misdirection and inadequacy observed in the career development of individuals. Some existing theories and practices fail to fully consider more subtle, unconscious variables which are likely to contribute in significant ways to the career development pattern of individuals (Guzie & Guzie, 1986; Myers, 1980).

An individual's failure to establish and maintain satisfactory intimate relationships may be approached by conducting an examination of individual and family expectations relative to each relationship (Rathus & Nevid, 1986). The concept of homogamy in mate selection allows for an examination of characteristics that are dissimilar when instability is observed in intimate relationships (Rathus & Nevid, 1986). Attempts to explain the widespread dissatisfaction experienced in intimate relationships appear to overlook the likely role of unconscious variables (Sanford, 1980). The research emphasis seems to be directed more toward the role of personal characteristics such as age, educational level, ethnicity, and religion in developing and maintaining intimate relationships. Individual characteristics that are unconscious, yet identifiable, may add another dimension to the understanding of stability and instability in intimate relationships.

Theoretical Foundations

Individuation

Analytical psychology has as its central purpose the promotion of individuation (Feist, 1985; Stevens, 1983; von Franz, 1980; Whitmont, 1969). Individuation is the process of becoming an individual or whole person (Feist, 1985). Individuation is similar to the Jungian notion of self-realization; however, Jung seemed to conceptualize self-realization as representing the highest possible level of psychic maturation, while individuation is viewed as a developmental process involving a lower order of attainment (Feist, 1985). The individuation process is best viewed against the backdrop of analytical psychology, which is essentially a psychology of opposites (Feist, 1985). Jung's approach to personality was more diversified than Freud's theory (Hall & Lindzey, 1985). The causality-teleological approach used by Jung is a contrast to Freud's deterministic postulates (Feist, 1985; Hall & Lindzey, 1985). Jung held that a deterministic view is likely to lead to resignation and despair, and in a quest for understanding, an examination of the past (causality) and the future (teleological) are appropriate (Hall & Lindzey, 1985).

The polar themes in analytical psychology are observed in the theory of masculine and feminine archetypes extended from Jung's writings (Guzie & Guzie,

1984, 1986; Sherlock, 1984; Stevens, 1983; Whitmont, 1969). Jung relied on two principles from the field of physics to fortify his psychology of opposites and explain certain functions of the human psyche (Feist, 1985).

Equivalence. The Principle of Equivalence states that when a given amount of energy is expended in the performance of an activity, an equal amount of energy will appear elsewhere (Feist, 1985). This means that each psychic system has a given amount of energy, and when one function of the personality no longer demands this energy, it is available to another function of personality (Feist, 1985).

Entropy. The Principle of Entropy states that when objects of different temperatures meet, heat flows from the hotter to the colder until there is an equalization of temperature (Feist, 1985). This principle explains how greater tension is produced by the distance between opposing functions within the psyche (Feist, 1985). Jung held that tension is the essence of life, and without it, there would be no personality (Hall & Lindzey, 1985).

Masculine and Feminine Archetypes

An extension of Jungian archetypes to the shaping of male and female expressions may assist researchers and practitioners in better understanding the less visible motivating forces in the human personality. Masculine and

feminine archetypes are posited to be at the core of male and female psychology (Whitmont, 1969). These archetypes (especially the dominant and auxiliary) manifests themselves in outward expressions in men and women (Whitmont, 1969). Masculine and feminine archetypes, or archetypal images, are assumed to influence the individual's career and relationship development (Guzie & Guzie, 1986). These inborn proclivities are viewed as major thematic blueprints that serve to guide the individual throughout life (Guzie & Guzie, 1986).

Level of Consciousness. Jung (1959) distinguished two levels of the unconscious--the personal unconscious and the collective unconscious. The personal unconscious is a more or less superficial layer of the unconscious that is derived from personal experiences (Jung, 1959). However, the collective unconscious is a result of inborn psychic structures based on the experiences of the species (Jung, 1959). Jung (1959) stated that, "I have chosen 'collective' because this part of the unconscious is not individual but universal; in contrast to the personal psyche, it has contents and modes of behavior that are more or less the same everywhere and in all individuals" (p. 3). Masculine and feminine archetypal images included in this study are posited to be a part of the collective unconscious (Guzie & Guzie, 1984).

Psychological Types

Psychological types are viewed as inborn preferences because they determine the degree of attention given to others and the environment (extraversion or introversion) (Jung, 1921/1971). Psychological type preferences also determine the preferred mode of perceiving information (sensing or intuition) (Jung, 1921/1971). Once the information is within the individual's neurological system, a preferred way to judging or evaluating is established (thinking or feeling) (Whitmont, 1969). The Myers-Briggs Type Indicator (MBTI) added another dimension to Jung's typology which allows for the identification of unique traits (judging and perceiving), and creates a system to identify the dominant, auxiliary, tertiary, and inferior functions (McCaulley, 1981; Myers, 1980). The outcome of this addition is a multifaceted, multiple use inventory that is not simple in its approach or assessment outcomes (McCaulley, 1981). The MBTI is used in career counseling (Dilley, 1987; McCaulley, 1981; Myers, 1980), marriage counseling (Carlson & Williams, 1984; McCaulley, 1981; Myers, 1980), identifying learning styles (Dilley, 1987; Evans, Bener, & Hayes, 1985; Myers, 1980), and teaching styles (Dilley, 1987; Evans et al., 1985; Myers, 1980).

Vocational Personalities

A theory of vocational personalities and work environments has been developed by Holland (1985a). Holland (1985a) postulates the existence of Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C) work personalities and work environments. Holland (1985a) maintains that his theory of work personalities and work environments is primarily based on three simple ideas and their more complex elaborations. First, individuals may be characterized by their resemblance to each of the six personality types (Holland, 1985a). Second, the environments in which individuals work and live can be characterized by their resemblance to six model environments (Holland, 1985a). Third, the pairing of individuals and environments allows for a level of understanding and prediction based on the knowledge of personality types and environmental models (Holland, 1985a).

Holland (1985a) claims that the vocational personality of individuals represents a dominance of Realistic, Investigative, Artistic, Social, Enterprising, or Conventional type, and varying levels of identification with the remaining five types. Realistic type individuals have good motor coordination and skills, but lack verbal and interpersonal skills (Atwater, 1986). Investigative types like to use their mathematical and scientific abilities for activities that are observational, symbolic,

and systematic (Barkhaus & Bolyard, 1980; Holland, 1985b). Artistic individuals prefer to use their writing, musical, or artistic ability in unstructured situations where a maximum opportunity for self-expression exist (Atwater, 1986). Social types tend to use their verbal and interpersonal skills to inform, train, or enlighten (Atwater, 1986; Barkhaus & Bolyard, 1980). Enterprising individuals tend to use their leadership and speaking abilities to sell, dominate, and lead (Atwater, 1986; Holland, 1985b). Conventional types prefer to work in well-ordered environments where they may use their clerical and arithmetic abilities (Atwater, 1986; Holland, 1985b).

Intimate Partner Preferences

Choosing a marriage partner and a career pattern are crucial decisions (Atwater, 1986). Individuals are expected to make these crucial decisions without the knowledge, judgment, or self-understanding to make them wisely (Atwater, 1986). Therefore, career and intimate relationship development are viewed as significant initial and ongoing processes that span the years of adulthood.

Mate Selection. Mate selection theories vary according to the variables emphasized (Nias, 1979). Propinquity theory focuses on the importance of proximity in the selection of a marriage partner (Kersten & Kersten,

1988). Random pairing with regards to personality is an often overlooked theory of mate selection (Nias, 1979). Notwithstanding, the two theories of mate selection that address more interpersonal and personality variables are homogamy (similarity) and complementation (opposites) (Kersten & Kersten, 1988; Nias, 1979). Homogamy, matching, or similarity is the primary theory used for studying mate selection (Nias, 1979).

Archetypes and Mate Selection. There is a paucity of theory and research related to the relationship between masculine and feminine archetypes, and mate selection. Whitmont (1969) provides a theoretical framework for understanding compatible and opposite masculine and feminine archetypes. Guzie and Guzie (1986) found that men and women with opposite archetypal images are initially fascinated with each other. However, there are limits placed on long-term intimate relationships with respect to opposite archetypal preferences (Guzie & Guzie, 1986). "Marriage between opposites can be compatible or comfortable enough, but they are not always life-giving or growth producing" (Guzie & Guzie, 1986, p. 113). A generalization may be made that most married couples have similar primary and auxiliary masculine and feminine archetypes (Guzie & Guzie, 1986). Compatibility between masculine and feminine archetypes is observed to be a more significant variable than similarity of psychological types (Guzie & Guzie, 1986).

Psychological Types and Mate Selection. Sherman (1981), and Keirsey and Bates (1984) challenged the theory of homogamy when psychological type preferences are considered. Psychological type preferences between men and women do not fit the homogamy model (Keirsey & Bates, 1984; Myers, 1980; Sherman, 1981). Moreover, Beer (1986) found a positive relationship between marital satisfaction and similarity on the sensing-intuition dimension of psychological type. The importance of similarity on this dimension was not the same for all demographic groups (Beer, 1986).

Homogamy. Some studies support the principles of homogamy when psychosocial and descriptive variables such as religion, intelligence, socioeconomic status, ethnicity, and age are identified in dating and married couples (Nias, 1979; Rathus & Nevid, 1986). Rubin (1983) described couples who have similar psychosocial characteristics, however, they are intimate strangers. Similarity based on demographic and rather conscious personality variables may sufficiently explain interpersonal attraction, while they may not explain the long-term development of functional intimate relationships.

Statement of the Problem

This study is designed to research the relationship among unconscious, and conscious variables, with a focus

on career and intimate relationship development. Unconscious variables are based on theories and principles postulated by Jung (1921/1971, 1959). An identification of subjects' more conscious occupational interest pattern is based on a theory of work personalities proposed by Holland (1985a).

Research pertaining to the Jungian concepts of masculine and feminine archetypes is relatively recent (Guzie & Guzie, 1986). At the present time, an identification of clients' preferred masculine or feminine archetypal pattern is assessed through clinical interviews and educational methods (Guzie & Guzie, 1986). Sherlock (1984) developed a system for women to identify their preferred archetypal images through a derivation of the Q-Sort method and clinical interviews. A more efficient method is needed to identify masculine and feminine archetypal preferences. Therefore, part of this study involved developing questionnaires to assess preferred archetypal images, and the identification of preferred archetypal characteristics in an ideal mate.

The identification of psychological type preferences in individuals through instrumentation has a longer history. In 1975, the MBTI was marketed as a practical instrument instead of its prior status as a research instrument (McCaulley, 1981). Therefore, relatively unrestricted access to the MBTI has resulted in many studies on psychological type (McCaulley, 1981; Myers &

McCaulley, 1985). The MBTI is the most widely used instrument to identify psychological types (McCaulley, 1981).

A major cornerstone in the theory and practice of vocational psychology is the identification of interest patterns (Bradley, 1984). This focus on interest patterns does not exclude contributions made by the individual's abilities, family of origin, gender, and additional ascribed and achieved variables in the career development process. Assessment systems used in vocational counseling usually measure abilities, interest patterns, or a combination of these variables. Vocational assessment inventories tend to be based on theoretical principles that focus on a conscious awareness of interests (Holland, 1985b), decision making (Hazler & Roberts, 1984; O'Hare, 1987), and skills, values, achievements, and aptitudes (Bradley, 1984).

At the present time, career and intimate relationship research fails to adequately examine the likely role that postulates of inborn tendencies (archetypes and psychological types) may play in counseling for career and relationship development. Masculine and feminine archetypal images (Whitmont, 1969), psychological types (Jung, 1921/1971; Myers, 1980) and occupational interests (Holland, 1985b) will be studied for the purpose of identifying the relationships among these variables in career and intimate relationship development.

This study, therefore, is designed to answer the following questions: (a) Which masculine and feminine archetypal patterns are identified with which psychological type preferences? (b) Which archetype-identified males and females favor certain occupational themes? (c) Which archetype-identified men and women, with which psychological type preferences, identify theoretically compatible archetypal characteristics in an ideal mate?

Significance of the Study

This study explored the relationship among rather unconscious and conscious variables with respect to career and intimate relationship development. Unconscious variables may influence the process and outcome of career and relationship development (Guzie & Guzie, 1986; Bruch & Skovholt, 1985). The initial phases of career and intimate relationship development typically take place either during early adulthood, middle adulthood, or both. Therefore, it seems appropriate to examine the relationship among archetypal images, psychological types, and characteristics of an ideal partner.

Research on mate selection and marital compatibility appears to exclude more subtle, unconscious variables that may have a significant influence on the process and outcome of an intimate relationship. Attention given to the role of unconscious variables in attraction and mate

selection is somewhat limited (Sanford, 1980). Research designed to explore the role of unconscious variables may contribute to a better understanding of more subtle influences that serve to bind couples together, or cause irreconcilable differences to emerge.

Research in the discipline of psychology and the allied profession of counseling seems to focus on human cognitions and emotions that are primarily within the realm of consciousness. Theoretical and research adequacy exist with regard to the role of interest in the career development process. Likewise, the conscious and situational variables that contribute to the initiation and development of intimate relationships have been studied. This study examined the relationship among two Jungian constructs, vocational interests, and the preferred characteristics of an ideal mate.

Career and relationship counselors may gain a more comprehensive understanding of their clients by identifying masculine and feminine archetypal preferences and psychological type patterns. Also, clients may be better able to understand relevant inborn tendencies and unconscious forces that give meaning to their similarity with others, while respecting profound individual differences.

Definition of Terms

The following terms are important to this study.

Archetypes. Archetypes are universal images that have existed since the remotest times, and reside in the collective unconscious (Jung, 1959). Archetypes also may be viewed as "...inborn orientations that call forth our freedom in the cause of active self-determination" (Guzie & Guzie, 1986, p. 126).

Masculine and Feminine Archetypes. These archetypes or archetypal images represent extrapolations from more general universal images postulated by Jung (Whitmont, 1969). Four bipolar images have been identified to represent each gender. The masculine images are Father, Seeker, Warrior, and Sage (Guzie & Guzie, 1986). Guzie and Guzie (1986) labeled the female images as Mother, Companion, Amazon, and Mediatrix. These archetypes are unconscious images that shape various types of male and female expressions (Whitmont, 1969). In this study, questionnaires were used to assess masculine and feminine archetypal preferences, and the preferred archetypal characteristics in an ideal mate.

Psychological Types. Psychological types represent the principle ways in which the ego meets the outer world as well as the inner world of the unconscious (Whitmont, 1969). Jung (1921/1971) theorized the existence of two

attitudes (extraversion or introversion), two perceptive functions (sensing or intuition), and two judging functions (thinking or feeling). The various combinations of these preferences result in eight different psychological types. This study utilized a psychological type identification system developed by Myers (1980). Myers added an additional bipolar dimension to the original Jungian typology by identifying his implied references to the role of dominant and auxiliary functions (Myers, 1980). Therefore, the MBTI typology involves the addition of two attitudes (judging or perceptive), resulting in 16 psychological types instead of the original eight postulated by Jung (Myers, 1980).

Psychological Type Codes. The 16 type codes result from a combination of the letters that represent a preference for extraversion (E) or introversion (I), sensing (S) or intuition (N), thinking (T) or feeling (F), and judging (J) or perceptive (P) (Myers, 1980). The letters are used to denote psychological types because they are more parsimonious. In this study, the Myers-Briggs Type Indicator (MBTI) was used to identify psychological type preferences.

Occupational Themes. The Holland occupational themes or codes are derived from the typological classifications of work personalities and work environments (Holland, 1985a). Individuals' work personalities are postulated to

have characteristics that can be classified as; Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C) (Holland, 1985a). A one- two- or three-letter code based on the RIASEC classification scheme is used to denote occupational themes. In this study, the Self-Directed Search (SDS) was used to identify Holland occupational themes.

Hypotheses

The .05 level of confidence was established in testing the following hypotheses:

1. In a sample of college students, the expected mean sum of ranks are the same for all four masculine archetypes.
2. The expected mean sum of ranks are the same for all four feminine archetypes.
3. The proportion of males and females is distributed the same among MBTI psychological types.
4. The proportion of White and Nonwhite subjects is distributed the same among psychological types.
5. No significant differences exist among the dominant masculine and feminine archetypes when they are compared across the Self-Directed Search scores.
6. The preferred characteristics of an ideal mate by males are proportional among the four feminine

archetypes.

7. The preferred characteristics of an ideal mate by females are proportional among the four masculine archetypes.
8. No significant differences exist among the Self-Directed Search scores of subjects who prefer sensing, and those who prefer intuition as a perception mode on the MBTI.
9. The proportion of subjects in each of the four Self-Directed Search congruence categories assessed by the Iachan index (very close match, reasonably close match, not close match, and poor match) is the same.

Limitations of the Study

The following limitations were present in this study.

1. A representative sampling procedure was used in this study. Since an alternative to random sampling was used, the results from this study cannot be generalized to the population from which the sample was taken.
2. Data were gathered from a sample of traditional age (18-22) and adult (23 and older) college students. No attempt was made to have a heterogeneous sample with respect to the years of college completed.

Organization of the Study

Chapter I presents a summary of the theoretical foundations of this study, a statement of the problem, significance of this study, definition of terms, limitations, and hypotheses. Chapter II provides an overview of masculine and feminine archetypes, and psychological types extended and operationalized from Jungian theories and principles. Also, the theoretical constructs that support the MBTI and the SDS are presented in Chapter II. Chapter III contains a description of the sample, and the instruments used in assessing the variables identified for analysis in this study. Additionally, the overall design, pilot study, procedures, and statistical analyses are discussed in Chapter III. The results are presented in Chapter IV. Chapter V includes a summary of this study, along with conclusions and recommendations.

CHAPTER II

REVIEW OF LITERATURE

This chapter begins with a discussion of the theory of archetypes. The four masculine and four feminine archetypes are identified and described. The original eight psychological types identified by Jung (1921/1971), and the extension of these to 16 types by Myers (1980) also are discussed. An overview of a theory of work personalities postulated by Holland (1985a) is presented. A summary concludes the chapter.

Archetypes

Archetypes are psychic structures that exist in the collective unconscious and take the form of universal images that have existed since the remotest times (Jung, 1959). Jung based his hypothesis of the collective unconscious on reality and demonstrated how it could be investigated empirically, i.e., through the dreams of modern men and women (von Franz, 1980). Pearson (1986) argues that Jung was writing at a time and place that greatly encouraged psychological repression, and when most people had little or no understanding of their inner motivations. In the 1980's, the influence of psychology is such that a large percentage of the population is quite

literate about the workings of the psyche (Pearson, 1986). Therefore, individuals do not need to move to dreams and other uncensored expression to find out what is true for them (Pearson, 1986). The contemporary work of Sherlock (1984), and Guzie and Guzie (1984; 1986) also support the proposition of Pearson (1986) that there are alternatives to dream analysis for identifying archetypal images common to the collective unconscious.

The traditional belief that women naturally differ from men has met with widespread rejection--it has become customary to exaggerate the similarities between men and women while blaming those disparities which persist on the evils of social conditioning (Stevens, 1983). Gender seems to have the greatest influence on personal identity (Stevens, 1983). As soon as the ego is old enough to identify itself as a separate being, it conceives of itself quite distinctly as either a boy or girl (Stevens, 1983). Jung did not deny that the male and female behavior pattern are subject to cultural influences, but he maintained that there are limits to the modifications that these cultural influences could achieve in view of fundamental masculine and feminine archetypes (Stevens, 1983). Since masculine and feminine principles have dominated our species since its emergence, it is not sensible to deny the existence of the fundamental differences between masculine and feminine archetypes (Stevens, 1983).

Masculine and Feminine Archetypes

Jung's heuristic approach to concept development resulted in revisions of his notion of archetypes to cover all psychic manifestations of biological, psychological, psychobiological, or ideational character based on their universality (Whitmont, 1969). Jung stated that "The term archetype is not meant to denote an inherited idea, but rather an inherited mode of psychic functioning, corresponding to the inborn way in which the chick emerges from the egg, the bird builds its nest....In other words, it is a pattern of behavior" (Whitmont, 1969, p. 104). Moreover, archetypes reflect patterns of behavior by becoming archetypal images, and typical emotional and action patterns when they are actualized through personal experiences and conditioning, primarily during childhood (Whitmont, 1969).

A basic form of universal conflict within individuals, and in their encounter with others, is the male-female polarity (Whitmont, 1969). The male-female polarity may be viewed through the Jungian concepts of Logos and Eros. Logos is a masculine concept characterized by objective interest, discrimination, and cognitions (Whitmont, 1969). Eros is a feminine concept that expresses psychic relatedness and the connective quality of the feminine (Whitmont, 1969).

The universal intrapersonal conflict is represented by the anima and animus (Hillman, 1986). Anima refers to the contrasexual, less conscious aspect of the psyche of men--it is the image or archetype of the collective experiences of a man with women (Hillman, 1986). Likewise, animus is the contrasexual complex in the female (Stevens, 1983). Jung arrived at his postulate of recessive femaleness in the male (anima) and recessive maleness in the female (animus) through psychological observations quite independent of biology (Whitmont, 1969). Intrapersonal conflict within a male may be seen in males who identify greatly with their biological and social roles in their public image and who are dominated inwardly by anima, the recessive feminine in the male (Hillman, 1986).

Jung proposed a shift in men after midlife toward the recessive feminine or anima (Hillman, 1986). The recessive nature of anima and animus renders them unconscious, and they operate like separate, unknown personalities of the opposite gender--an unconscious woman in the man and an unconscious man in the woman (Whitmont, 1969). These personalities tend to function in a relatively primitive, unadapted, and inferior fashion until they become more differentiated through conscious effort (Whitmont, 1969). "Just as the man in anima-dominated state is moody, undependable, and withdrawn, the animus-ridden woman is ruled by preconceived notions,

prejudices and expectations, is dogmatic, argumentative, and overgeneralizing" (Whitmont, 1969, p. 201).

The anima and animus seem to be derived from three sources: (a) The inherited collective image of women by men (anima), and of men by women (animus); (b) personal experiences with femininity by the male, and with masculinity by the female; and (c) the latent or recessive femininity within the male and recessive masculinity within the female (Fordham, 1966). This reality makes the male and female vulnerable to love projections--the projection of inner partner images of anima and animus onto the a potential or actual partner (von Franz, 1980). This aspect of the operation of anima and animus through masculine and feminine archetypes is explored in this study by having subjects identify the projected masculine or feminine archetypal characteristics desired in an ideal mate.

Whitmont (1969) proposed the use of Yin and Yang in Chinese philosophy as general principles of symbolic images of femaleness and maleness. The use of Yin and Yang principles should not be confused with femininity and masculinity, because this philosophy holds that everything in the world of concrete manifestations has proportions of Yin and Yang, including women and men (Whitmont, 1969). Stevens (1983) notes that the contemporary wish is to develop the Yin principle in men and Yang in women is praiseworthy inasmuch as it promotes the individuation

process toward psychic wholeness. The Yin principle represents an archetype that may be described as receptive, yielding, withdrawing, concrete, enclosing, containing, gestating, cold, dark, centripetal, and the world of formation (Whitmont, 1969). Conversely, the Yang principle is characterized as energetic, dynamic, assertive, heat, light, destructive, phallic, penetrating, extraverted, and centrifugal (Stevens, 1983). Both Yin and Yang may be differentiated into two poles, dynamic at one pole and static at the other (Stevens, 1983).

The dynamic Yin expresses itself in the need to become involved with individuals rather than things or abstract ideas (Stevens, 1983). It is intensely subjective and personal, and corresponds to Jung's Eros principle representing the feminine (Stevens, 1983). Static Yin is the gestating, womb-like aspect of Yin, representing the impersonal, nonindividual, and collective orientations (Stevens, 1983).

The dynamic Yang dimension is aggressive, combative, phallic, self-assertive, and striving for dominance (Stevens, 1983). Static Yang represents reason, reflection, discernment, respect for order, justice, discipline, abstraction, and objectivity (Stevens, 1983). This polar position corresponds to Jung's Logos principle, which is masculine (Stevens, 1983).

The recessive anima in males and animus in females, represented by Yin and Yang can result in stagnation and

neurosis in males and females who seek to develop their contrasexual principle before they have brought to reality principles appropriate to their gender (Whitmont, 1969; Stevens, 1983). Consequently, there are growing numbers of dreamy, ineffectual, and insufficiently masculine men (Stevens, 1983). Traditionally, one of the prime functions of male initiation rites was to heighten the initiate's identification with Yang, and reduce or eliminate his mother-induced identification with Yin (Stevens, 1983). "The man who has insufficiently actualized the masculine principle is in danger of becoming too closely identified with anima [his feminine contrasexual], and then he lives and behaves like a second-rate woman" (Stevens, 1983, p. 177).

A woman who has not sufficiently lived out her feminine is at risk of becoming animus-dominated (Stevens, 1983). This failure is likely to result in a mannish woman who has a weak or effeminate animus (her male contrasexual) (Whitmont, 1969). Stevens (1983) and Hillman (1986) conclude that success in the first half of life is best achieved through the actualization of potential appropriate to one's gender, while the integration of contrasexual elements (anima in males and animus in females) are best achieved during the second half of life.

A typological differentiation of masculine and feminine archetypal images helps to identify outward

expressions of men and women as well as the inner influence of anima and animus (Whitmont, 1969). This study focuses on the outward expression of subjects' dominant and auxiliary archetypal images. A need exists to identify the various labels used to identify masculine and feminine archetypes. Whitmont (1969) and Stevens (1983) identify the writings of Wolff in the early 1940's as the first attempt to classify gender-related archetypes. Table 1 identifies the archetypal images developed by Wolff and other researchers since her initial identification of gender-related archetypes.

An inspection of Table 1 reveals a lack of consensus regarding the names of the four masculine and feminine archetypes. These names may be further confused with the contemporary writings of Pearson (1986). Pearson (1986) identified six archetypes that are common to both men and women. Furthermore, she postulates that they are developmental in nature (Pearson, 1986). Pearson's (1986) developmental approach to unisex archetypes is based on the writings of Jung and contemporary writers in feminine and ethnic psychology. However, these archetypes are not consistent with the masculine and feminine archetypes in this study.

Table 1

Masculine and Feminine Archetypes

Theorist/ Researcher	Archetypes	
	Masculine	Feminine
Wolff (Whitmont, 1969)		Mother Hetaira* Amazon Medium*
Whitmont (1969)	Father Son* Hero Wise Man*	Mother Hetaira* Amazon Medium*
Stevens (1983)	Father Son* Hero Wise Man*	Mother Hetaira* Amazon Medium*
Sherlock (1984)		Mother Hetaira Amazon
Guzie & Guzie (1984)	Father Eternal Boy* Warrior Sage*	Mother Hetaira* Amazon Mediatrix*
Guzie & Guzie (1986)	Father Seeker* Warrior Sage*	Mother Companion* Amazon Mediatrix*

*Indicates the opposite masculine archetype, and the opposite feminine archetype.

In the interest of clarity, this researcher has chosen to use the bipolar names for masculine and feminine

archetypes outlined by Guzie and Guzie (1986). These names include some of the earlier names derived from mythical characters. A clear and accurate reflection of the behavior patterns associated with each archetypal image is best achieved through the use of more contemporary names to identify masculine and feminine archetypes.

Hereafter, the bipolar labels for masculine archetypes are Father-Seeker, and Warrior-Sage. The labels of feminine archetypal images are Mother-Companion, and Amazon-Mediatrix. This typological classification of masculine and feminine archetypes represents a movement away from more esoteric classifications of these images.

Four Masculine Archetypes

Whitmont (1969) stated, "I believe that the differentiation of archetypal expression of masculine follows a pattern quite analogous to Wolff's description of the feminine; there are corresponding predominant traits in male psychology" (p. 181). Whitmont (1969) identified these four masculine archetypes as Father-Son, and Hero-Wise Man. The masculine classification in this study are Father-Seeker, and Warrior-Sage.

Father. This is the archetypal leader; the voice of collective authority; the figure concerned with hierarchical social order (Stevens, 1983). He expresses the Logos aspect of the Yang principle as structure and

order (Whitmont, 1983). "He directs and protects, and knows only children or subjects, not individuals" (Whitmont, 1983, p. 182). He is a natural complement to the Mother archetypal image, and enjoys those roles where he can provide for others and protect their well being (Guzie & Guzie, 1984). Unless he relates to others as peers, he will be somewhat authoritarian and condescending (Guzie & Guzie, 1984). Also, his failure to develop wisdom results in a relationship style that is rigid, cold, inflexible, and one-sided (Guzie & Guzie, 1984).

Seeker. This orientation is opposite the Father (Whitmont, 1969). This is an entirely different form of maleness when compared to the Father (Whitmont, 1969). He finds identity and fulfillment in search of his identity and fulfillment (Guzie & Guzie, 1986). The Seeker goes his own way, seeking individual relationships and his own individuality, and he generally does not concern himself with authority or permanence (Whitmont, 1969). Guzie and Guzie (1984, 1986) refer to the Seeker as the Eternal Boy who is the most open of all the masculine archetypes to new things, thoughts, and adventures. The Seeker is inclined to love and leave, although he is better at leaving (Whitmont, 1969). His greatest limitation is his lack of stability (Guzie & Guzie, 1984).

Warrior. Warriors are the most outgoing type of the masculine archetypes, and they are oriented toward

collective values (Whitmont, 1969). His collective orientation is something he holds in common with the Father (Stevens, 1983). Warriors are go-getter types who achieve through courage, determination, aggression, and the assertion of their will (Whitmont, 1969; Stevens, 1983). As a soldier, businessman, or as an ambitious professional such as a counselor or pastor, the Warrior likes to manage power and strive for prestige within a social context (Stevens, 1983; Guzie and Guzie, 1984). A Warrior-identified male either makes use of the status quo, or changes it to achieve his goals (Stevens, 1983).

Sage. The Sage is opposite the Warrior masculine archetype (Whitmont, 1969). He is concerned with meanings and ideas rather than the actions and personalities of individuals (Stevens, 1983). He is a scholar, teacher, and philosopher who relates to meaningful aspects of the Logos in a subjective manner (Whitmont, 1969). He does not fight but listens, receives, and perceives from an idea-orientation rather than a person-orientation (Whitmont, 1969). The Sage may not be a wise person (Guzie & Guzie, 1986). If he is convinced that there is meaning in everything, he may put his personal world view in front of facts that may contradict this view (Guzie & Guzie, 1984).

Four Feminine Archetypes

Mother. The Mother archetype represents a collective orientation toward individuals, with attention given to protection, homemaking, and sheltering (Whitmont, 1969). She basically cherishes and protects all that is young and growing, supports individuals, ideas, and gives security and space for the developmental process (Sherlock, 1984). Mother archetypes tends to see a man in terms of his social and collective function as a father and protector of the family rather than as an individual (Whitmont, 1969). If she is married, her efforts are focused on her husband's professional development and image, while overlooking aspects of his nature as a man (Sherlock, 1984). She sees her role as civilizing her children, while protecting them and the culture by maintaining traditions (Sherlock, 1984). A negative aspect of the Mother archetype may be her tendency to possessive and overprotective to the point that it interferes with the independence and development of her children and others close to her (Whitmont, 1969). Her anxious nursing and mothering may reflect a lack of trust in the strength of others (Guzie & Guzie, 1984).

Companion. The Companion archetype is the opposite of the Mother (Whitmont, 1969). She is oriented toward the individual as opposed to the collective (Whitmont, 1969). She is a companion to others intellectually,

spiritually, and sexually--although not necessarily all three (Guzie & Guzie, 1984). She may arouse the subjective individual aspect in men as well as herself (Whitmont, 1969). Like her male counterpart, the Seeker, she may find it difficult to commit herself to permanence in relationships (Whitmont, 1969; Sherlock, 1984). Unlike the masculine Seeker, Companions are better at loving than leaving relationships (Whitmont, 1969). If the Companion is married, her relationship with her husband is more important than her relationship with her children (Sherlock, 1984). A relationship with a man may be so important that she may put aside her personal interest and values for this relationship (Guzie & Guzie, 1984).

Amazon. The Amazon archetype reflects a feminine orientation that is impersonal, objective, independent, and self-contained (Whitmont, 1969). "Amazons are Wonder Women who are drawn toward the outer world of achievements" (Guzie & Guzie, 1984, p. 5). Her relationship with a man is more like a comrade, competitor, or colleague rather than a lover or wife (Whitmont, 1969; Sherlock, 1984). She may have love affairs and marry without a sense of dependency on the man (Sherlock, 1984). The Amazon is at risk of becoming an animus-ridden career woman who is insensitive to relationship needs and emotional values (Whitmont, 1969). Amazons who integrate their animus influences with their conscious personality are able to attain their

achievement-oriented goals and promote their own individuation (Stevens, 1983). However, Amazons who become unconsciously identified with their animus may become possessed by it, resulting in a demonic organization woman who tyrannizes and manipulate others for her personal gain and satisfaction (Stevens, 1983).

Mediatrix. The Mediatrix lives in close relationship with the collective unconscious, immersed in the subjective experience of the psychic atmosphere (Stevens, 1983; Whitmont, 1969). "There is something essentially uncanny about her, as if she had access to knowledge denied to most of us" (Stevens, 1983, p. 179). Mediatrixes intuit what is beneath the surface of a group or society, and may live on the forefront of a spiritual or social movement, occasionally startling friends and relatives with the unusual nature of their insights (Sherlock, 1984; Stevens, 1983). At her best, the Mediatrix helps to mediate the powerful world of the collective unconscious (Whitmont, 1969). At her worst, she is in danger of losing her own individuality and ability to discriminate, as some professional mediums and fortune tellers do (Whitmont, 1969). The development of a strong ego is necessary to prevent her from becoming the source of psychic infection in others, which may lead to confusion, disruption, and decadence in her life and the lives of others (Whitmont, 1969; Guzie & Guzie, 1984).

It is important to discuss the differentiation of feminine archetypes in some detail.. "because of our culture's general view--despite many remarkable individual evidences to the contrary--that a woman can only be a woman if she finds at least one husband and breeds at least two or three children" (Whitmont, 1969, p. 180). The role of mother is a manifestation of femininity that is perfectly valid and has its place, although it is by no means the only channel through which the feminine psyche may express and fulfill itself (Whitmont, 1969). Mother-identified females tend to encounter difficulties with interpersonal relationships, and in relating to themselves (Whitmont, 1969). Companion-identified females may focus on individual relationships to the point of neglecting the more collective demands of the family and their role as a mother, if children are present (Whitmont, 1969). Amazon-identified females are likely to be effective in a career, but may find themselves in difficulty when it comes to developing interdependency in an intimate relationship with a man (Guzie & Guzie, 1984; Whitmont, 1969). Mediatix-identified females are sensitive to intangibles around them, and can bring others to an awareness of things they do not sense themselves; however, she is unlikely to succeed in the business world (Whitmont, 1969).

Bipolarity of Archetypal Images

Whitmont (1969), Stevens (1983), and Guzie and Guzie (1984, 1986) discussed masculine and feminine archetypes in terms of four images that are constellated in a bipolar arrangement. This bipolar arrangement is consistent with the psychology of opposites seen in analytical psychology (Feist, 1985). However, Sherlock (1984) found that feminine archetypes may be arranged in a hierarchy from the most preferred to the least preferred without regard to their postulated bipolarity. This study makes the assumption of bipolarity of masculine and feminine archetypes as proposed by Whitmont (1969), Stevens (1983), and the research findings of Guzie and Guzie (1984, 1986). Figure 1 illustrates the configuration of masculine and feminine archetypes.

Guzie and Guzie (1984, 1986) and Sherlock (1984) have succeeded in identifying preferred archetypal images in subjects or clients. Guzie and Guzie (1984) admit that they do not have an archetype indicator similar to inventories designed to identify Jungian psychological types. Guzie and Guzie (1984, 1986) relied on each of their subjects to identify their Great Story (archetypal preferences) based on a detailed discussion of each of the masculine and feminine archetypes during seminars. They reported that their system involved having subjects identify their dominant and auxiliary archetypes (Guzie & Guzie, 1984, 1986). Guzie and Guzie (1986) claimed to

have studied approximately 2,000 men and women who were about equally divided in the over 35 and under 35 age groups.

Figure 1. Bipolar Masculine and Feminine Archetypes



Sherlock (1984) used an adapted Q-Sort method in a study of female archetypes. Subjects identified their archetypal images by ordering them from most preferred to the least preferred. A major limitation of Sherlock's (1984) study was her exclusive use of female subjects.

Typological Systems

Jung's discovery of archetypes is considered by some researchers to be the most important contribution to personality theory (Richek & Bown, 1968). Additionally, Jung's theory of psychological types is viewed by some to be the second most important contribution to the study of personality (Richek & Bown, 1968). Typological systems,

however, are not without their critics. Hicks (1984) speculates that most American behavioral scientists are strongly disposed to reject typological approaches because these systems are viewed as dogmatic, rigid, and omniscient. Hicks, therefore, differs with those who view typologies concepts as attractive.

A major controversy between those who advocate dispositional formulations versus those who advocate situational formulations has been resolved somewhat by the emergence of an interactional conceptual framework (Carlson & Nissim, 1973). The psychological type theory postulated by Jung, and operationalized by the Myers-Briggs Type Indicator is proposed as one way to guide an interactional inquiry into aspects of personality (Carlson & Nissim, 1973). Keirsey and Bates (1984) argue that the belief that individuals are fundamentally alike is mostly a twentieth century notion that is supported by democratic principles of individual equality. This assumed equality is supported by the postulates of Freud, Adler, Sullivan, and Fromm that a single instinct or force is predominant in the lives of everyone (Keirsey & Bates, 1984). Jung's theory of psychological types allows for a conceptualization of how individuals differ in fundamental ways while respecting their common characteristics (Keirsey & Bates, 1984).

Jungian Psychological Types

"The principle ways in which the ego meets the outer world as well as the inner world of the unconscious find their expression in what Jung classifies as his psychological types" (Whitmont, 1969, p. 138). Whitmont (1969) quotes Jung's premise that types are classes, groups of individuals with similar reaction patterns, typical attitudes that constitute

...an essential bias which conditions the whole psychic process, establishes the habitual reactions, and thus determines not only the style of behavior, but also the nature of subjective experience. And not only so, but it also denotes the kind of compensatory activity of the unconscious which we may expect to find (p. 139).

Origins. Jung (1875-1961), a Swiss psychiatrist and personologist, was an admirer of Freud in the early 1900s (Elkind, 1975). During this period, Jung became familiar with the work of Adler (Bennet, 1966). As Jung's admiration for Freud turned toward conflict, he became increasingly interested in the differences between Freud and Adler (Bennet, 1966). "Jung's plan for studying the differences between Adler and Freud was to take each theory and show how it could be applied in understanding and interpreting symptoms of an actual case of neurosis" (Bennet, 1966, p. 49). Jung determined that the two

theories were incompatible, and yet each explained the psychology of neurosis (Bennet, 1966). Jung concluded that the differences in Freud's and Adler's theories were accounted for by a difference in temperament--a contrast between two types of human mentality--one whose perspective is the object, and the other the subject (Bennet, 1966). Jung's comparative analysis of Freud and Adler, plus numerous observations and experiences, led him to postulate two fundamental attitude types; extraversion and introversion (Bennet, 1966; Elkind, 1975).

Jung concluded that Freud and Adler were different attitude types; Freud was an extravert, and Adler was an introvert (Bennet, 1966). Extraverts are oriented toward objects external to themselves. Therefore, Freud's theory of neurosis focused on the behavior of parents and others, and the child's reaction to this behavior (Bennet, 1966). This extraverted attitude is contrasted with Adler's focus on attaining superiority as a means of displacing feelings of inferiority (Bennet, 1966).

Eventually, Jung decided that he was an introvert (Fordham, 1966). Yet, as theorists, he and Adler were very different (Bennet, 1966). Jung thought Adler's outlook was too narrow, and overemphasized the role of individual power over others and the challenges of life (Bennet, 1966). This discrepancy between two introverts (Jung and Adler), combined with additional study, resulted in Jung's position that there are variations among

introverts and extraverts, namely function types (Bennet, 1966; Jung, 1921/1971). Jung took approximately ten years to formulate his postulates regarding psychological types (Bennet, 1966). Jung's book Psychological Types was published in 1921, and translated to English in 1923.

Two Attitude Types

Jung's book about psychological types was an attempt to find out principle differences between extraverted and introverted attitudes (Evans, 1964; Myers, 1980). Also, Jung distinguished four basic psychological functions or function types that are orthogonal to extraversion and introversion (Elkind, 1975; Jung, 1921/1971). A person may be either extraverted or introverted with one of four dominant functions. Therefore, there are eight possible combinations of attitude types and psychological functions (Elkind, 1975; Jung, 1921/1971).

In response to a question regarding a common interpretation that the world is made up of only two kinds of individuals, Jung stated:

Those are only terms to designate a certain penchant, a certain tendency. For instance, the tendency to be more influenced by environmental influences, or more influenced by the subjective fact--that's all. And so with all definite classifications, you know, they are only a sort of point to refer to, points for orientation (Evans, 1964, p. 70).

Therefore, attitude types are to be viewed as orientations and not pure or exclusive categories. "Introversion or extraversion, as a typical attitude, means an essential bias which conditions the whole psychic process, establishes the habitual reactions and thus determines not only the style of behavior, but also the nature of subjective experience" (Jung, 1933, p. 86). Jung viewed the classification of individuals as practical psychology, used to explain a husband to a wife, or vice versa (Evans, 1964).

The role of the conscious and unconscious is germane to a discussion of Jungian psychological types. Jung (1921/1971) provides a detailed discussion of the role and influence of the conscious and unconscious on attitude types and psychological functions. The superior attitude (extraversion or introversion) and the dominant psychological function (sensation, intuition, thinking, or feeling) are the most conscious (Jung, 1921/1971). The less differentiated attitude and functions are part of the unconscious and far less under the control of consciousness (Jung, 1921/1971). Jung (1933) did not emphasize unconscious processes in his discussion of psychological types. In a published interview with Evans in 1957, Jung identified the influences of the unconscious as a major reason for uncertainty regarding and individual's attitude type (Evans, 1964). Jung stated, "It is a long and painstaking procedure to find out what a

man is conscious and what he is not conscious, because the unconscious plays on him all the time" (Evans, 1964, p. 71).

Jung proposed asking someone at a given moment if they are aware of what was said or observed. He hypothesized that individuals are unaware of a number of things at a given time (Evans, 1964). Fordham (1966) concludes that "...Jung is dealing mainly with a psychology of consciousness; when a person is described as extraverted or introverted, it means that his [or her] habitual conscious attitude is either one or the other" (p. 31). A balanced attitude would include equally both extraversion and introversion, but it frequently happens that one attitude is developed and the other remains unconscious, only to be manifested at times in an inferior manner (Fordham, 1966). The differentiation in attitude seems to begin early in life; so early in fact that there are grounds for considering it to be innate or inborn (Fordham, 1966; Keirsey & Bates, 1984; McCaulley, 1981; Myers, 1980; Whitmont, 1969).

Extraversion. The extraverted attitude is characterized by an interest in events, people, things, a relationship with them, and a dependence on them (Fordham, 1966). When this attitude is habitual to anyone, Jung describes the individual as an extraverted type (Fordham, 1966). Extraverts are motivated by outside factors, and are greatly influenced by the environment. They are

confident in unfamiliar surroundings and generally are on good terms with the world. The sociable orientation of the extravert results in confrontations and disagreements. They may argue, quarrel, or try to change things that are disagreeable to them (Fordham, 1966).

Introversion. Introverts concentrate on subjective factors--their inner world (Fordham, 1966). For introverts, energy is directed toward the subject, to what is within the individual (Bennet, 1966). Introverts lack confidence in relationships with others and things; they tend to be unsociable, and prefer reflection to activity (Fordham, 1966). Introverts are more reserved, but they are not lost in a personal world; they are as much in contact with external objects as the extraverts (Bennet, 1966). However, introverts differ from extraverts in the method of their focus on the outside world (Bennet, 1966).

Jung (1933) provides a metaphor for understanding introverts and extraverts when he states:

We must realize that an introvert does not simply draw back and hesitate before the object, but that he [or she] does so in a very definite way. Just as a lion strikes down his enemy or his prey with his forepaw, in which his strength resides, and not with his tail like the crocodile, so our habitual reactions are normally characterized by the application of our most trustworthy and efficient

function; it is an expression of our strength (p. 87-88).

In Western culture, the extraverted attitude is preferred because individuals who are so inclined tend to be characterized as outgoing and well adjusted (Fordham, 1966). Introverts may be seen as self-centered and even morbid because of their preference for solitary activities (Fordham, 1966; Keirsey & Bates, 1984). Until Jung pointed out that extraverted and introverted types exist with equal psychological validity, introversion was used somewhat synonymously with autism or schizophrenic tendencies (Whitmont, 1969). Although textbooks have been purged of these characterizations of introverts, there remains a cultural distrust of this attitude (Whitmont, 1969). The introverted child and adolescent are at a disadvantage in school and in their peer group because both situations value extraversion (Whitmont, 1969). Introverts may report believing that they ought to want more sociability (Keirsey & Bates, 1984). This position taken by introverts may help to explain the findings of Brooks and Johnson (1979) that introverts gave rather negative self-descriptions when asked to identify descriptors of themselves from a specific list of adjectives. Whitmont (1969) observed that in the second half of life, introverts find themselves more at ease with some of the existential realities of life; whereas extraverts may find themselves needing to develop more of

their inferior (introverted) attitude.

Generally, in the Eastern cultures, the introverted attitude is more prevalent, and more accepted (Fordham, 1966). The prevailing extraversion common to Western culture may account for the material and technical developments, contrasted with the material poverty, but greater spiritual development observed in Eastern cultures (Fordham, 1966).

Four Psychological Functions

A typology based exclusively on extraversion and introversion is insufficient to explain individual differences and the complexities of human behavior. Extraverted and introverted attitudes vary according to the individual's preferred perceiving and judging functions (Whitmont, 1969). Consistent with a psychology of opposites, the perceiving function involves a preference for either sensation or intuition, and the judging function preference is either thinking or feeling (Feist, 1985; Whitmont, 1969). Two of these functions are irrational (sensation and intuition), while two are rational (thinking and feeling) (Jung, 1921/1971). The application of the word rational to feeling is not consistent with its common usage (Whitmont, 1969). Thinking and feeling as functions may be thought of as interpretative functions because they order and value the findings or results of the perceiving functions of

sensation and intuition (Whitmont, 1969).

Thinking. Thinking is a rational or interpretative function that gives meaning and understanding to the world (Fordham, 1966; Whitmont, 1969). Thinking establishes connections between representations which come to the individual as a result of perceptions through sensation or intuition (Whitmont, 1969). Thinking enables the individual to develop a sequence of orderly connections among objective data (Jung, 1921/ 1971; Whitmont, 1969). Since thinking is an archetypal drive toward order and meaning, it is a manifestation of the Logos aspect of the Yang archetype (Whitmont, 1969).

Feeling. Feeling is a rational or interpretative function because it informs an individual of the value of that which is perceived (Jung, 1933; Whitmont, 1969). Feeling tells individuals whether something is agreeable or acceptable (Evans, 1966). When individuals like or dislike an object, they have given a personal value to what has been perceived (Whitmont, 1969). Individuals cannot judge objectively and subjectively at the same time; therefore, they cannot simultaneously both exclude and include themselves in the judgment (Whitmont, 1969). "Thinking and feeling are mutually exclusive in simultaneity; to the extent that we lean toward one we disregard the other" (Whitmont, 1969, p. 142). Jung (1933) acknowledged that feeling can be applied in many

ways in German and English languages. The feeling function is clarified by contrasting it with the perceiving function of sensation (Jung, 1933).

Sensation. Sensation is an irrational function that is perception through the senses (Fordham, 1966). Sensation is concrete perceptions of objects and individuals by means of the five senses (Whitmont, 1969). By telling individuals what something is, sensation provides them with the experience of what is commonly regarded as reality in its most direct and simple form (Whitmont, 1969).

Intuition. Intuition is an irrational function that points to possibilities and gives an individual information regarding the atmosphere which surrounds all experiences (Bennet, 1966; Fordham, 1966). Intuition is a form of perception that comes directly from the unconscious, and allows individuals to perceive possibilities and probabilities as if data are present in one or all five senses (Whitmont, 1969).

When one of the psychological functions is habitual, it is considered to be a type (Fordham, 1966). For example, some individuals think more than others. They think about decisions, think things out, and may regard thinking as the most important human attribute. These individuals may have either an extraverted or introverted attitude. Therefore, some individuals are extraverted

with a thinking orientation, and some are introverted with a thinking preference (Jung, 1921/1971).

Jung's Eight Psychological Types

A combination of the two attitudes with the four functions results in eight Jungian types (Jung, 1921/1971). A brief overview of these eight typologies is presented below.

Extraverted Thinking. This type is known for their concentration on facts; they like logic and order, and are fond of inventing neat formulae to express their viewpoints (Fordham, 1966). Extraverted thinking types believe that they are rational and logical. They tend to suppress information that does not fit into their scheme. They have a fear and dislike of irrationality, accompanied by repressed emotions and the inability to understand human weaknesses (Fordham, 1966). This type tends to have unfortunate love affairs, and may suffer from irrational moods which they do not admit (Fordham, 1966). Whitmont (1969) identifies extreme extraverted thinkers as exact, dry, precise, pedantic, tyrannical, dogmatic, resentful, and use their rationality as a creed.

Introverted Thinking. These individuals are interested in ideas, not facts (Jung, 1921/1971). Their interest is focused on inner reality, not outer reality. Introverted thinking types are primarily concerned with

inner reality and give little or no attention to their relationships with the outer world. They do not understand how others think or feel, and tend to maintain silence in the company of others because they are fearful of making inappropriate remarks (Fordham, 1966). Whitmont (1969) observed that extreme introverted thinkers are original thinkers who may also become so infatuated with their thoughts to the point of absurdity.

Extraverted Feeling. Feeling in this type is oriented toward objective data (Jung, 1921/1971). Their feeling orientation is in harmony with their objective values. They are well adjusted to the world (Fordham, 1966). Personal relationships are handled with tact and charm (Fordham, 1966). If extraverted feeling types become aware of unhappiness and injustice, they will have a real desire to help--much of social work is based on this type (Fordham, 1966). Extreme extraverted feeling types may be preoccupied with social propriety. They are excessively concerned with external relationships, consequently, they are likely to become overly dependent on the approval of others (Whitmont, 1969). This type is more common among women than men (Fordham, 1966).

Introverted Feeling. These individuals are governed by subjective factors and often give the impression of being cold; but feelings, in reality, gather intensity with a lack of expression (Fordham, 1966). The phrase,

still waters run deep, adequately represent the feelings held by this type (Jung, 1921/1971). Their outward demeanor is harmonious, inconspicuous, sympathetic, and there is a desire to impress, influence, or change others (Jung, 1921/1971). Introverted feeling types are genuine and somewhat unadaptable. Extreme introverted feeling types may seem cold, remote, banal, childish, melancholic, shy, inarticulate, and tend to hold others at arm's length (Whitmont, 1969).

Extraverted Sensation. This type takes everything as it comes, experiencing things as they are, no more and no less--a spade is a spade represents a central theme for extraverted sensation types (Fordham, 1966). The object arousing the sensation is the most important thing; therefore, these individuals are vulnerable to being involved in restless pleasure seeking, looking for new thrills (Fordham, 1966). This type is irrational because there is little logic in the senses--the same stimuli may arouse different sensations at different times (Fordham, 1966). Extreme types tend to be extremely dry, matter-of-fact, down to earth, and overly interested in sensual enjoyments and aesthetics (Whitmont, 1969).

Introverted Sensation. This type may have difficulty expressing themselves, and are very difficult to understand (Fordham, 1966). The sensation experience tends to be more important than the object of sensation.

Many musicians and contemporary artists are introverted sensing types (Fordham, 1966). For this irrational type, an observation of reality does not stop their subjective orientation from dominance. Extreme types are detached, dissociated from external reality, and cannot be moved except on their own terms, which may be quite out of tune with reality-based facts (Whitmont, 1969).

Extraverted Sensation. This type dislikes anything that is familiar, safe, or well-established because their intuition is driven by possibilities (Fordham, 1966). Since they are always seeking new possibilities, stable conditions will suffocate them (Jung, 1921/1971). Their morality is not governed by thinking or feeling; they have their own characteristic morality (Jung, 1921/ 1971). Extreme extraverted intuitives are speculators, promoters, initiators, beginners and not finishers, and have a tendency to be irresponsible adventurers (Whitmont, 1969). Their consideration for the welfare of others is low. Many business tycoons, entrepreneurs, stockbrokers, and politicians belong to this type (Jung, 1921/1971).

Introverted Intuitive. Individuals who are identified with this type see visions, have revelations of a religious or cosmic nature, prophetic dreams, or weird fantasies--all of which are as real to them as God and the Devil were to medieval humans (Fordham, 1966). These individuals seem very peculiar, almost mad, and they may

become mad unless they can find a way to relate their experiences with life (Fordham, 1966). They will usually keep quiet about their experiences, or form esoteric little groups concerned with other world experiences (Fordham, 1966). Extreme types perceive ideas, images, inner possibilities, while they show their mistrust concrete facts through withdrawal (Whitmont, 1969). Introverted intuitives "...seem rather odd, and are quite harmless, but if gripped by their inner vision they may become possessed by a force which is powerful for good or evil, and is highly contagious...." (Fordham, 1966, p. 44-45).

Identification of Psychological Types

The first system used to identify Jungian psychological types was the Gray-Wheelwright test (Bradway, 1964). However, the most widely used instrument to assess Jungian psychological types in the United States and Canada is the Myers-Briggs Type Indicator (MBTI) (McCaulley, 1981; Myers, 1980). The MBTI is the instrument of choice for this study, although the Gray-Wheelwright test is favored by Jungian analysts (Bradway, 1964). The MBTI has been widely used since 1975 in the areas of research, career counseling, marriage counseling, teaching methods, and learning styles (Dilley, 1987; McCaulley, 1981; Myers, 1980).

MBTI and Jungian Psychological Types

The MBTI is an extension of Jung's theory of psychological types (Myers, 1980). Jung (1921/1971) explicitly identified two bipolar attitudes (extraversion and introversion); two perceptive functions (sensing and intuition); and two judging functions (thinking and feeling). A combination of these two attitudes and four functions results eight psychological types.

Myers (1980) extended Jung's theory by identifying a fourth bipolar index (judging and perceiving). The judging-perceiving index is useful in its own right; however, it was primarily developed to identify the dominant and auxiliary functions (McCaulley, 1981). A preference for J (or judging) on the MBTI indicates a dominant preference for the scaled preference for either T (thinking) or F (feeling) (McCaulley, 1981). A preference for P (perceptive) on the J-P index indicates a dominant preference for either S (sensing) or N (intuition) function on the MBTI (McCaulley, 1981). The preferred attitude (extraversion or introversion) influences the identification of dominant and auxiliary functions (Myers, 1980).

Dominant and Auxiliary Functions. Myers (1980) claimed that Jung's approach "...by ignoring the auxiliary, he by-passed the combinations of perception and judgment and their broad categories of interest in

business, people, language, and science" (p. 17). The recognition of an individual's preferred way of perceiving (sensing or intuition) and judging (thinking or feeling) is easier than determining which is dominant and which is the auxiliary (Myers, 1980). Individuals need some governing force in their personality structure. The dominant function provides this stable, consistent, and governing force (Myers, 1980). Therefore, the dominant function is one of the following; S (sensation), N (intuition), T (thinking), or F (feeling) (Myers, 1980).

Some individuals prefer to think that they use all four functions equally (Myers, 1980). Jung (1933) takes the position that such impartiality would keep all of these functions underdeveloped, producing a primitive mentality because opposite ways of doing the same thing would be in conflict. Consequently, a dominant function is needed to facilitate order and consistency within individuals' personality structure.

The predominant influence of one function is insufficient to give balance to the individual's personality (Myers, 1980). Individuals need adequate (but not equal) development of a second function to serve as a complementary auxiliary (Myers, 1980). The auxiliary function provides balance (but not equality) with the dominant function (Myers, 1980). For example, an extreme perceptive type (S or N) needs some judging type (T or F) to have both form and content in their personality. The

auxiliary function also helps to provide adequate balance (but not equal) between extraversion and introversion-- between the outer and inner worlds (Myers, 1980).

Introverts use their auxiliary function instead of their dominant function to interface with the unavoidable outer world (Myers, 1980). Introverts do not like to use their dominant process on the outside world because it will necessitate that they involve themselves in more extraversion than they desire (Myers, 1980). The penalty is greater for introverts who fail to develop a useful auxiliary than for extraverts because they use their extraverted attitude to interact with the outer world (Myers, 1980).

Myers (1980) provided a metaphor to illustrate the role of the dominant and auxiliary functions with respect to extraverts and introverts:

A good way to visualize the difference is to think of the dominant process as the General and the auxiliary process as the Aide. In the case of the extravert, the General is out in the open. Other people meet him immediately and do their business directly with him. The Aide stands respectfully in the background or disappears into the tent. The introvert's General is in the tent, working on matters of top priority. The Aide is outside fending off interruptions....It is the Aide whom others meet and with whom they do their business....If people do not realize that there

is a General in the tent who far outranks the Aide they have met, they may assume that the Aide is in sole charge. This is a regrettable mistake. It leads not only to an underestimation of the introvert's abilities but also to an incomplete understanding of his wishes, plans, and point of view (p. 14-15).

Psychological Types and the Unconscious. Myers (1980) gave some attention to unconscious processes in her extension of Jung's theory. Her discussion of the sensing (S) and intuition (N) functions revealed a position that intuition (N) is primarily unconscious (Myers, 1980). The unconscious is viewed as contributing to the masculine hunch, and the woman's intuition, to examples in the creative arts and sciences (Myers, 1980).

Myers deviates from Jung's theory of psychological types in her focus on the dominant and auxiliary functions (McCaulley, 1981; Myers, 1980). The creation of the judging-perceptive index on the MBTI is based on inferences made from Jung's writings (McCaulley, 1981; Myers, 1980). Therefore, the MBTI is able to identify the individual's preference for one of 16 psychological types (Myers, 1980). The MBTI is able to assess preferences that result in seemingly baffling behavior patterns and describe individuals in ways that are both positive and reinforcing (Thuesen, 1986). Guzie and Guzie (1984, 1986) argue that the MBTI types represent the individual's

personal unconscious; whereas archetypes are part of the collective unconscious. Jung appears to take the position that an individual's dichotomous preferences are in the conscious realm, and the attitude and functions that are not preferred are in the unconscious (Whitmont, 1969). The MBTI assessment system allows for the identification of the preferred attitude of extraversion (E) or introversion (I), and the preferred perceptive and judging function. Also, the assessed preference on the judging-perceptive scale allows for an identification of the individual's dominant and auxiliary functions. An identification of the dominant and auxiliary functions then allow for the identification of the tertiary and inferior functions. Jung's theory of psychological types, which forms the basis for the MBTI, is complex and unclear at times (Keirsey & Bates, 1984). It should follow that the MBTI is not a simple instrument (McCaulley, 1981). However, there are many questions that the MBTI does not attempt to address (McCaulley, 1981).

A brief overview of the 16 MBTI types is provided in Table 2 (Myers & McCaulley, 1985). The contribution made by each preference to each type allows for a comparison of similarities and differences among types.

Table 2Sixteen MBTI Types

Contribution by Each Preference to Each Type	
<p style="text-align: center;">ISTJ</p> <p>I Depth of concentration S Reliance on facts T Logic and analysis J Organization</p>	<p style="text-align: center;">ISFJ</p> <p>I Depth of concentration S Reliance on facts F Warmth and sympathy J Organization</p>
<p style="text-align: center;">INTJ</p> <p>I Depth of concentration N Grasp of possibilities F Warmth and sympathy J Organization</p>	<p style="text-align: center;">INTJ</p> <p>I Depth of concentration N Grasp of possibilities T Logic and analysis J Organization</p>
<p style="text-align: center;">ISTP</p> <p>I Depth of concentration S Reliance on facts T Logic and analysis P Adaptability</p>	<p style="text-align: center;">ISFP</p> <p>I Depth of concentration S Reliance on facts F Warmth and sympathy P Adaptability</p>
<p style="text-align: center;">INFP</p> <p>I Depth of concentration N Grasp of possibilities F Warmth and sympathy P Adaptability</p>	<p style="text-align: center;">INTP</p> <p>I Depth of concentration N Grasp of possibilities T Logic and analysis P Adaptability</p>
<p style="text-align: center;">ESTP</p> <p>E Breadth of interests S Reliance on facts T Logic and analysis P Adaptability</p>	<p style="text-align: center;">ESFP</p> <p>E Breadth of interests S Reliance on facts F Warmth and sympathy P Adaptability</p>
<p style="text-align: center;">ENFP</p> <p>E Breadth of interests N Grasp of possibilities F Warmth and sympathy P Adaptability</p>	<p style="text-align: center;">ENTP</p> <p>E Breadth of interests N Grasp of possibilities T Logic and analysis P Adaptability</p>
<p style="text-align: center;">ESTJ</p> <p>E Breadth of interests S Reliance on facts T Logic and analysis J Organization</p>	<p style="text-align: center;">ESFJ</p> <p>E Breadth of interests S Reliance on facts F Warmth and sympathy J Organization</p>
<p style="text-align: center;">ENFJ</p> <p>E Breadth of interests N Grasp of possibilities F Warmth and sympathy J Organization</p>	<p style="text-align: center;">ENTJ</p> <p>E Breadth of interests N Grasp of possibilities T Logic and analysis J Organization</p>

Psychological Types Gender. Psychological type similarities and differences in marriage have interested theorists and researchers alike (Myers, 1980; Sherman, 1981). Questions have been raised about the frequency of specific psychological types among males and females (Stokes, 1987). Males seem to be more highly represented among Thinking types, whereas females are more likely to be among Feeling types (Stokes, 1987). Males and females seem to have different preferences on the thinking-feeling scale. The best estimates are that approximately 65 to 70 percent of the males in the United States are Thinking types, and approximately two-thirds of the females are Feeling types (McCaulley, Macdaid, & Kainz, 1985).

Psychological Types and Ethnicity. The mental processes described by psychological type theory, and the subsequent type differences are assumed to be consistent across cultures (Myers & McCaulley, 1985). However, Levy and Murphy (1972) raised questions about ethnicity and type differences in their finding that a higher proportion of Black college undergraduates had preferences for sensing over intuition, and judging over perceptive, when they were compared with White students. Recently, Malone (1988) found that Black managers had significantly higher preferences for thinking and judging when compared to Whites. Black and Hispanic managers seem to shared more common type preferences than did either group when they were compared with their White peers (Malone, 1988).

A typological system designed to identify occupational themes will be included in this study. A theory of vocational personalities and work environment (Holland, 1985a), and its primary assessment system, the Self-Directed Search (SDS), will be used to identify occupational themes. The relationship among occupational themes, masculine and feminine archetypes, and psychological types will be examined.

Career Development

Vocational theories and the related career development counseling may involve more than a focus on interest patterns. Hazler and Roberts (1984) identified the Parsonian practice of matching the traits of the individual with the characteristics of the job as the first systematic application of a vocational counseling theory. In addition to vocational interests, career development practitioners may consider the role of the client's family of origin (Bratcher, 1982; Zingaro, 1983); the special role of female client's nascent family and their planned or existing family (J. V. Miller, 1985; Tittle, 1982); the role relationship between career development and self-image for men (Skovholt & Morgan, 1981); the influence of ascribed and achieved variables in the vocational achievements of men (Chand et al., 1983); the level of reflective judgment development and career counseling clients (King, 1985; Welfel, 1982) cognitive

restructuring as a counseling approach for those facing career indecision (Mitchell & Krumboltz, 1987); and the differentiation between undecided with respect to career development options and being indecisive (O'Hare, 1987; Salomone, 1982). These studies represent a limited sample of the individual and environmental issues that may be combined with the interest patterns of clients to positively influence the outcome of career development counseling.

Holland's Theory of Work Personalities

The Holland theory represents a structural-interactive, or typological-interactive approach (Holland, 1985a). A structural-interactive approach assumes that many career and social behaviors are the outcome of individual and environmental interactions (Holland, 1985a). The theory also identifies with the fulfillment principle for it assumes that all individuals look for employment and seek to reach goals that actualize their talents, skills, and interests (Holland, 1985a). There are conscious and unconscious aspects related to seeking a work environment that will optimize the individual's interest and abilities (Holland, 1985a).

Since parents transmit particular biological endowments in the form of physical and psychological potentials, the shape of an individual's interest profile seems to have some hereditary influences (Holland, 1985a).

Holland (1985a) takes the position that this shape is not immutable, but that heredity does play a role in the direction of an individual's interest pattern. A more potent influence may be that a valid and reliable interest profile reflects an individual's reinforcement history (Holland, 1985a). Consequently, an interest inventory samples events that have learned emotional value for the individual (Holland, 1985a). Holland's theory and supporting hexagon model postulates the existence of six personality types and six types of work environments (Holland, 1985a, 1985b). The following six work personalities are the focus of this study.

Realistic type. Realistic individuals have a preference for activities that entail the explicit, ordered, or systematic manipulation of objects, tool, machines, and animals; yet, they have an aversion to educational and therapeutic activities (Holland, 1985a). M. J. Miller (1985) describes realistic individuals as those who prefer to work with things rather than ideas or people. Realistic individuals are inclined to acquire manual, mechanical, agricultural, and technical competencies (Holland 1985a).

Investigative type. Based on heredity and experiences, investigative individuals have a preference for activities that are observational, symbolic, systematic, and a research interest in physical,

biological, and cultural phenomena (Holland, 1985a). They are inclined to avoid persuasive, social, and repetitive activities (Holland, 1985a). Investigative types enjoy ambiguous challenges, and do not like highly structured situations (M. J. Miller, 1985).

Artistic type. Artistic individuals prefer ambiguous, free, unsystematized activities that entail the creation of art forms or products (Holland, 1985a). Artistic types tend to acquire competencies in language, art, music, drama, and writing (Holland, 1985a). Individuals who are artistic types resemble investigative types in their desire to work alone, but they have a higher need for self-expression (M. J. Miller, 1985). They tend to be deficient in clerical and business competencies (Holland, 1985a).

Social type. The heredity and experiences of social types results in a preference for activities involving the manipulation of others--to inform, train, develop, cure, or enlighten (Holland, 1985a). They usually express themselves well and prefer to solve problems through arranging or rearranging relationships with others (M. J. Miller, 1985). Social type have human relations competencies and tend to be deficient in manual and technical skills (Holland, 1985a).

Enterprising type. Enterprising individuals have a preference for activities related to the manipulation of others for organizational goals or economic gain (Holland, 1985a). They acquire leadership, interpersonal, and persuasive competencies (Holland, 1985a). Enterprising types tend to have a deficiency with respect to scientific competence (Holland, 1985a).

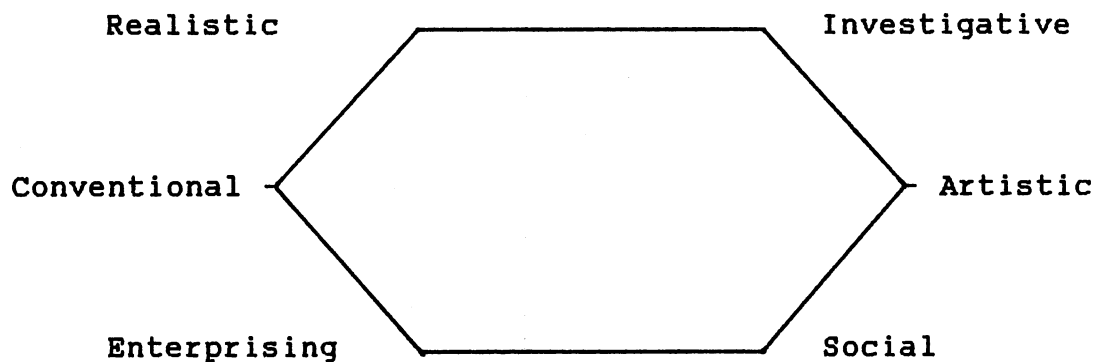
Conventional type. The influence of heredity and experience leads to a preference in conventional individuals for activities that are explicit, ordered, and the systematic manipulation of data, such as record keeping, filing, organizing written and numerical data, and operating data processing machines (Holland, 1985a). Conventional types respond well to power and are comfortable working in a well established chain of command (M. J. Miller, 1985). They avoid ambiguous, free, exploratory, or unsystematized activities (Holland, 1985a).

Holland's Hexagon Model

When Holland's theory is operationalized through the use of the Self-Directed Search (SDS), Vocational Preference Inventory (VPI), or the use of the Holland Themes on the Strong-Campbell Interest Inventory (SCII), the principle of congruence needs to be addressed (Bruch & Skovholt 1985; Dillon & Weissman, 1987; Holland, 1985a). The principle of congruence holds that a personality

pattern is consistent if its related elements have common characteristics (Holland, 1985a). The hexagon model positions each of the six personality types in a configuration where similar types are adjacent to each other, and inconsistent types are opposite each other. Figure 2 presents a diagram of the Holland hexagon and the location of each personality type (Holland, 1985b).

Figure 2. Holland Hexagon Model



The instrument selected to identify work personality patterns based on Holland's Typology is the SDS (Holland, 1985b). The SDS is an interest inventory designed to be self-administered and self-scored (Kivlighan & Shapiro, 1987). Raw scores are used to determine the individual's preferences on the following scales; Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (Holland, 1985b).

Summary

The feasibility of focusing almost totally on more conscious variables when systems are implemented for career and relationship counseling is questioned in view of the potential use of constructs that are more unconscious. Career and intimate relationship development are posited to be interrelated during adulthood. The integration of an investigative approach that accounts for both of these developmental issues increases the likelihood of a more comprehensive understanding of clients who seek career and relationship counseling.

Masculine and feminine archetypes are assumed to be part of the collective unconscious. However, they may be more accessible to the individual because of the necessity to be somewhat psychologically aware, without regards to one's occupation or profession. The identification of masculine and feminine archetypal images may serve to facilitate the individuation process of becoming a whole person.

The concept to masculine and feminine archetypes has been clearly identified in theory by Whitmont (1969), and operationalized through the research of Sherlock (1984), and Guzie and Guzie (1986). These researchers have identified four masculine and four feminine archetypes used in this study. The masculine archetypes or archetypal images are Father, Seeker, Warrior, and Sage (Guzie & Guzie, 1986). The feminine archetypes or

archetypal images are Mother, Companion, Amazon, and Mediatrix (Guzie & Guzie, 1986). These masculine and feminine archetypes are identified in a bipolar configuration that is consistent with the precepts of opposites seen in analytical psychology.

Psychological types represent another Jungian theory that is assumed to be part of the personal unconscious (Guzie & Guzie, 1984). The two attitudes and four functions postulated by Jung (1921/1971) were extended to include two additional attitudes by Myers (1980) in her system designed to assess Jung's psychological types. This extension allows for the identification of dominant, auxiliary, tertiary, and inferior function patterns among the 16 identified psychological types (Myers, 1980).

The Myers-Briggs Type Indicator (MBTI) was used in this study to assess each subject's preference for; extraversion or introversion, sensing or intuition, thinking or feeling, and judging or perceptive. The MBTI has been used in career counseling (Kunce & Cope, 1987; Lynch, 1985; Myers, 1980; Pinkney, 1983; Provost, 1984; Thuesen, 1986), and relationship counseling (Carlson & Williams, 1984; Merner, Miller, & Carskadon, 1984; Sherman, 1981; Yeakley, 1983).

A theory of vocational choice developed by Holland (1985a), provides a framework to identify vocational personalities based on the individual's interests, competencies, activities, and abilities. The SDS is an

inventory that allows for the identification of respondents' level of preference for the six scales that make up the general occupational themes (Holland, 1985b). These themes are Realistic (R), Artistic (A), Investigative (I), Social (S), Enterprising (E), and Conventional (C) (Holland, 1985a). The theory and assessment of vocational personalities draws mostly on the awareness of individuals' preferences for work-related activities, and the assessment of competencies and abilities. These more conscious elements of individuals' vocational personality will be compared statistically and descriptively with unconscious archetypes and psychological types.

CHAPTER III

INSTRUMENTS AND PROCEDURES

Chapter III provides a description of the sample and the instruments used to assess the variables included in this study. The overall design is outlined with a special focus on the pilot study designed to validate the inventories developed for use in this study. The chapter concludes with a discussion of the procedures and the statistical analyses.

Sample

In the final sample, a total of 85 male, and 106 female college students volunteered to participate in this study. Twenty-six subjects returned inventories that were incorrectly coded for proper scoring and analysis. This attrition resulted in a total of 74 male, and 91 female participants in this study. Therefore, a grand total of 165 male and female subjects participated in this study.

Participants in this study were from a comprehensive university located in a metropolitan area, a four-year liberal arts university in a rural area, and a two-year college located in a small town. All graduate and undergraduate participants were attending college in the same Southwestern state at the time of the study.

Male Subjects

A majority of the 74 male subjects (68 percent) indicated that they had never been married. Twenty-five percent were married, and seven percent were divorced.

Approximately one-half (56 percent) of the males were in the 17-24 age group. Thirty-eight percent were in the age group of 25-34 years old. Only six percent were age 35 or older.

Seventy-five percent of the males were White or Caucasian, while Black or African American subjects made up 19 percent of the sample. Native American and Asian males represented three percent, respectively. No Hispanic males participated in this study.

Approximately one-half of the males (53 percent) had 14 or 15 years of education. Twenty-six percent were involved in graduate study, 17 percent had completed either 12 or 13 years of education. The remaining four percent was divided between those with baccalaureate and graduate degrees.

The largest number of males (43 percent) grew up in a city with a population over 100,000 people. The next largest portion of males (26 percent) were from a small town with a population under 50,000 people. The remaining males were from medium size towns, 50,000 to 100,000 people (18 percent), while nine and four percent of the males were from suburbs and rural communities,

respectively.

Female Subjects

Fifty-three percent of the 91 female had not been married. Twenty-nine percent were married, and 17 percent reported that they were divorced. Only one percent was widowed.

Slightly over one-half of the females (56 percent) were between 17 and 24 years old. Twenty-four percent were between 24 and 34, and the remaining 20 percent stated that they were 35 years old or older.

A large majority of the female subjects (81 percent) were White or Caucasian. Nine percent were Black or African American, and Native Americans made up 10 percent of the female volunteers who participated in this study. Hispanic and other ethnic groups were not represented among females in this sample.

A majority of females (65 percent) had attained 13 or 14 years of education. Fifteen percent had attained 12 years of education, while 14 percent had 15 years of education. Only six percent were involved in graduate study.

Fifty-one percent of the females were from a small town with under 50,000 people. Seventeen percent were from a rural area. Fifteen percent were from a city with over 100,000 people. Thirteen and four percent were from suburbs and medium size towns, respectively.

Instruments

This study employed the use of four inventories. Two of these inventories have been widely used for more than ten years. The two additional inventories were developed by the researcher for use in this study.

The Myers-Briggs Type Indicator (MBTI) has been used for a number of years to assess Jung's psychological types (Myers, 1980). The Self-Directed Search (SDS) has been used to identify the vocational personalities and interest patterns of individuals (Holland, 1985a).

The two additional inventories were developed as part of a pilot study. These questionnaires were designed to assess the masculine and feminine archetypal preferences. Items from the masculine and feminine archetype questionnaires were used to assess subjects' preferred characteristics in an ideal mate.

Myers-Briggs Type Indicator

The MBTI, Form G, was used to identify psychological type preferences postulated by Jung in 1921 (Myers, 1980). Form G is a 126 item inventory that serves as the standard form of the MBTI (Myers & McCaulley, 1985). It may be hand scored or computer scored (Myers & McCaulley, 1985).

The MBTI measures an individual's preferences on two bipolar attitude scales and two function scales (Myers & McCaulley, 1985). The two attitude scales are extraversion-introversion (E-I), and judging-perceiving

(J-P). Sensing-intuition (S-N), and thinking-feeling (T-F) are the two bipolar scales which represent functions assessed by the MBTI.

The E-I index measures the preferred orientation of individuals toward the outer and inner worlds (McCaulley, 1981; Myers, 1980). E types are primarily oriented to the outer world of objects, people, and action, and have a tendency to get caught up with whatever is happening around them (Carlyn, 1977). I types have a more inward orientation and tend to detach themselves from the world around them (Carlyn, 1977). Introverts absorb perceptions and make judgments with little need to share them (Thuesen, 1977).

The S-N index measures the preferred way individuals perceive things (Carlyn, 1977). S types focus on perceptions received directly through their senses, noticing concrete details and practical aspects of a situation (Carlyn, 1977). N types look at things more vaguely, and like to deal with abstractions, inferred meanings, and hidden possibilities of the situation (Carlyn, 1977).

The T-F index measures the individual's preferred way of making judgments or developing interpretations (Carlyn, 1977; Whitmont, 1969). T types rely on logical structures clarify and put order into a situation (Carlyn, 1977). Thinking types also like to objectively organize, weigh facts, and impersonally judge whether something is true or

false (Carlyn, 1977). F types are skilled at understanding the feelings of others, analyzing subjective impressions, and base their decisions or interpretations on personal values (Carlyn, 1977).

The J-P index measures the preferred way individuals have for dealing with the outer world by using one of their two preferred functions (Carlyn, 1977; McCaulley, 1981). The J-P index identifies individual characteristics in addition to its role in identifying dominant and auxiliary functions. J types are organized and systematic; they live planned, orderly, and controlled lives (Carlyn, 1977). P types are more curious, flexible, open-minded, and spontaneous in relationship to events and life in general (Carlyn, 1977).

Development. The origin of the Myers-Briggs Type Indicator (MBTI) started with the work of Briggs around World War I (Myers, 1980). She became interested in personality differences and developed her own typology from biographies (McCaulley, 1981). Briggs' typology included such types as meditative, spontaneous, executive, and social (Myers, 1980). When Jung's theory of psychological types was first translated to English in 1923 from his 1921 publication, Briggs realized that Jung's typology was much more complete than her own (McCaulley, 1981). She studied the Jungian system thoroughly and taught it to her daughter, Myers

(McCaulley, 1981). For over 20 years, Briggs and Myers used the Jungian theory for an informal assessment of individual psychological type (McCaulley, 1981). World War II made an impression on Myers to the point of realizing that human misunderstanding can threaten civilization (McCaulley, 1981). In 1942, Myers took the writings of her mother, along with the observations she had made over the years, and started the task of developing items to identify psychological types based on the theory of Jung (McCaulley, 1981; Myers, 1980).

Validity. Carlyn (1977) provides a comprehensive assessment of the validity of the MBTI. Content validity is supported by correlating the MBTI with the Gray-Wheelwright Questionnaire developed in 1946. Both the MBTI and The Gray-Wheelwright Questionnaire assess the same constructs, that is, the Jungian opposites both were designed to measure (Carlyn, 1977).

Factor analysis revealed that the four Jungian dimensions on the MBTI seem to measure constructs related to the Allport-Vernon-Lindzey Test of Values (Carlyn, 1977). Tzeng, Outcalt, Boyer, Ware, and Landis (1984) used factor analysis to test the 95 items scored on the MBTI and concluded that the empirical factors matched almost perfectly with the theoretical scales. Therefore, the MBTI may be used to distinguish separate personality types in terms of the four postulated dichotomous dimensions (Tzeng et al., 1984).

Thompson and Borrello (1986) also found statistical support for the construct validity of the MBTI using first-order and second-order factor analytic methods. Sipps, Alexander, and Friedt (1985) were critical of the findings of Tzeng et al. (1984), and Carlyn (1977). Their factor analytic study failed to reveal factorially pure scales supported by Tzeng, et al. (1984). A conclusion was reached that further item analysis may be needed on the MBTI to minimize the overlap of the scales (Sipps, et al., 1986). Quenk (1979) cautioned that the process of construct validation is not simple, especially when one construct is validated with another. The MBTI seems to have limited predictive validity, although some success has been realized in the prediction of grade point averages and college attrition (Carlyn, 1977; Provost, 1985).

Reliability. The validity of the MBTI is questioned more than its reliability (Carlson, 1985). Carlyn (1977) reported that the reliabilities of the four MBTI scales are satisfactory in most cases when using either the phi coefficient method or tetrachoric coefficients. Tzeng et al. (1984) found the MBTI to be a reliable instrument. The test-retest reliability range from .95 to 1.00 agreement for the four MBTI scales over a five week period, and from .66 to .74 for low preference scores over five years (Myers & McCaulley, 1985). Subjects with

strong preferences on the four MBTI scales had a test-retest reliability of .89 to .95 over the same five year period (Myers & McCaulley, 1985).

Self Directed Search

The Self-Directed Search (SDS) (Holland, 1985a), was used to identify each subject's vocational interest pattern. It contains 228 items divided into four sections; activities, competencies, occupations, and self-estimates (Holland, 1985b; Krieshok, 1987). Subjects who complete the SDS are asked to indicate whether they like or dislike activities that involve chemistry (Investigative), and influencing others (Enterprising). Competencies and occupations are assessed by respondents indicating yes or no to statements affirming their ability to teach (Social competence), and their interest in being an accountant (Conventional occupation). Also, respondents are asked to estimate their ability on a scale from one to seven in twelve areas, e.g., mechanical ability (Realistic) and musical ability (Artistic). Subjects are requested to list their daydream occupations at the beginning of the instrument.

The SDS measures respondent's level of interest in six occupational themes (Holland, 1985a). These themes are Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C) (Holland, 1985a). These themes constitute a personality type that

corresponds with six types of work environments (Holland, 1985a). The SDS profile provides a hierarchy of occupational themes where the two or three highest preferences are most influential in directing the person's career development (Holland, 1985b).

The raw scores on the SDS are used to differentiate occupational and academic groups, and to predict occupational entry and advancement (Healy & Mourton, 1984). The SDS has been used to assess the congruence hypothesis for women (Raphael & Gorman, 1986); to assess different career education approaches (Kivlighan & Shapiro, 1987; Zener & Schnuelle, 1976); to study efficient methods for working with students with flat profiles (M. J. Miller, 1985); to test for distinctive attitudes and skills in college students (Healy & Mourton, 1984); and to assess the viability of using similar SDS codes as a basis for marital compatibility (Bruch & Skovholt, 1985). Dillon and Weissman (1987) used the Holland Themes on the SCII to assess the relationship between these themes and various scales on the MBTI.

Development. The SDS has its genesis in experiences of Holland as a vocational counselor and a consumer of the vocational literature (Holland, 1985a). Holland's first publication regarding work personalities appeared in 1959, and was followed by a book in 1966 (Holland, 1985a). This more systematic presentation of a scheme for making vocational choices generated a considerable amount of

research (Holland, 1985a).

The research of Holland and others on the theoretical constructs that underly work personalities resulted in the first publication of the SDS in 1971, and revisions in 1977 and 1985 (Holland, 1985b). The 1985 version of the SDS will be used in this study. The Occupations Finder (Holland, 1985c), and the Dictionary of Holland Occupational Codes (Gottfredson, Holland, & Ogawa, 1982), are supplements designed to be used with the SDS and other inventories that use the Holland Occupational Codes represented by RIASEC codes.

Validity. Concurrent or predictive validity of the SDS is comparable with the validity of other interest inventories (Holland, 1985b). "[The] 'percent of hits' equals the percentage of a sample whose high point code and one-letter aspirational or occupational code agree" (Holland, 1985b, p. 50). The index of agreement for the 1985 SDS range from .27 for vocational aspirations of 14-18 year old females to .49 for current occupations of 26-74 year old females (Holland, 1985b). Concurrent or predictive studies indicate that most inventories have hit rates between .40 and .55 for a six-category scheme like the SDS (Holland, 1985b).

Reliability. An analysis of the standard error of measurement in raw scores on the SDS revealed that all scales are within acceptable measurement error limits

(Holland, 1985b). At the 95 percent confidence level, the majority of summary scores that represent the strength of the RIASEC codes would be expected to vary no more than plus or minus six points on repeated measurements (Holland, 1985b).

Holland's assertion of the importance of congruence of person and environment has received fairly consistent support in the research (Krieschok, 1987). The level of congruence as measured by the Iachan index is a reliable predictor of decidedness and career maturity across groups (Krieschok, 1987).

Masculine and Feminine Archetype

Questionnaires

The need existed for a system to assess masculine and feminine archetypal preferences other than clinical and educational methods. Sherlock (1984) developed a system to identify the archetypal preferences in females. The system used by Sherlock (1984) is inadequate for this study because it was limited to females.

Development. The masculine and feminine archetype questionnaires are based on the theoretical writings of Whitmont (1969) and Stevens (1983), and the clinical and descriptive research of Sherlock (1984) and Guzie and Guzie (1984, 1986). Words and phrases used by these researchers to describe the four masculine and feminine

archetypal images were identified. A list of 21 descriptors for each masculine and feminine archetype was combined to formulate the pilot study version of the Masculine Archetype Questionnaire (MAQ) (Appendix B), and the Feminine Archetype Questionnaire (FAQ) (Appendix C). Each questionnaire contains 84 items which are formatted according to a forced-choice Likert Scale (Isaac & Michael, 1981).

Projected Masculine and Feminine Archetype Questionnaire

The need existed to examine the hypotheses related to the male's tendency to project his anima image onto females who approximate this image of an ideal mate. Likewise, a similar system was needed to assess the type of preferred image a female projects from her animus to males who approximate her image of an ideal mate.

Design

This study fits the broad interpretation of a descriptive research design (Isaac & Michael, 1981). Broadly defined descriptive research is often referred to as survey studies (Isaac & Michael, 1981). Survey studies usually propose to collect detailed factual information and describe existing phenomena, identify problems, and make comparisons and evaluations (Isaac & Michael, 1981).

A survey approach is best suited for the questions identified in this study. Subjects in this study completed questionnaires designed to identify their preferred masculine and feminine archetypal images, and their preferred characteristics in an ideal mate. The MBTI was used to assess psychological types (Myers, 1980; Myers & McCaulley, 1985). The SDS (Holland, 1985b) was used to identify subjects' occupational preferences their interest in work activities and the ability to perform certain tasks. These data may provide a more comprehensive understanding of conscious and unconscious variables that influence the process career and intimate relationship development.

A strength of this design is the amount of data collected, and the subsequent statistical and descriptive analyses of these data. One limitation of this research design is that a representative sampling procedure will not permit an extrapolation of the results to the population from which the subjects were selected. However, a sample which is adequate in its representation of the population will allow for some inferences to be made with regard to the characteristics of the population.

The independent variables and the number of levels for each are identified in Table 3.

Table 3Independent Variables

Independent variable	Levels
Dominant masculine archetype	4
Dominant feminine archetype	4
Psychological type	16
Dominant projected-masculine archetype	4
Dominant projected-feminine archetype	4
Sensing-intuition scale on the MBTI	2
Iachan index of congruence	4

Pilot Study

A pilot study was completed to assess the four masculine and feminine archetypal preferences. A sample of college students, 89 males and 159 females, from a community college and a comprehensive university in the Southwestern Region of the U.S. participated in this pilot study. The respondents initialed an informed consent statement and completed the biographical information requested in Appendix A.

The primary goal of this pilot study was to develop valid and reliable instruments for identifying masculine and feminine archetypal preferences. Once sufficient validity and reliability were established, the projection

of an individual's archetypal image regarding an ideal mate was carried out by having males identify preferred characteristics based on the female questionnaire, and vice versa. Therefore, male respondents were asked to identify their preferred characteristics in an ideal mate based on the list of descriptors determined to be valid and reliable variables that differentiate among the four feminine archetypes. Similarly, females identified their preferences in an ideal mate from the list of characteristics used to differentiate the four masculine archetypes. These two additional questionnaires are referred to as the Projected-Masculine Archetype Questionnaire, and the Projected-Feminine Archetype Questionnaire.

The projected-masculine and projected-feminine questionnaires are based on the analytical theory principle of projection (Hillman, 1986; Jung, 1982; Pearson, 1986; Sanford, 1980; von Franz, 1980). This principle holds that variations in the level sexual attraction may be accounted for by a male projecting his unconscious ideal of the feminine (anima) onto a female (Jung, 1982; Sanford, 1980). Likewise, females unconsciously project their masculine ideal (animus) onto males whom they meet (Jung, 1982; Sanford, 1980).

Characteristics of the Pilot

Study Sample

Eighty-nine males completed the masculine archetype questionnaire (Appendix B). One hundred and fifty-nine females completed the feminine archetype questionnaire (Appendix C). Forty-nine percent of the subjects were between the ages of 17 and 24. Twenty-eight were between 25 and 34, and 23 percent were 35 or older.

Most of the respondents were White (84 percent). Native Americans made up approximately nine percent, whereas Blacks represented five percent of the sample. Hispanic and international students made up the remaining two percent of the sample.

Thirty-four percent of the respondents had completed 14 years of education. Twenty-five percent had completed 13 years of education. Approximately 10 percent of the respondents had completed three or four years of college. Eleven percent were involved in graduate studies, and nine percent had earned a graduate degree. Nine percent of the subjects had 12 years of education. Only two percent of the subjects in this study had less than 12 years of formal education.

Each respondent was asked to identify which of five characteristics best identified their residence during childhood. Forty-five percent indicated that they were from a small town (population under 50,000), 28 percent were from a rural area (farm or open country), while 11

percent of the subjects were reared in a city (population over 100,000) and medium size towns (population 50,000-100,000), respectively. Approximately five percent of this sample was reared in the suburbs (a township adjacent to a city).

Statistical Analysis

A factor analysis of the responses of 89 male respondents and 159 female subjects on the respective questionnaires was analyzed by an electronic computer using SPSS-X (Norusis, 1985), with varimax rotation (Kaiser, 1958). The masculine archetype questionnaire had 84 items that each male rated on a four-point scale (strongly agree to strongly disagree) with respect to how that variable described them (Appendix B). The varimax rotation required 71 iterations to extract 25 factors (Appendix D). The iterative process involves orienting and reorienting of factors until it cannot improve upon a prespecified criterion that control the spread of loadings on the factors (Kachigan, 1982). The feminine archetype questionnaire (Appendix C) had the same number of items, and the same rating scale as the masculine archetype questionnaire. All descriptive items for each of the four archetypes in both questionnaires were taken from research which gives clinical and theoretical descriptions of masculine and feminine archetypes (Guzie & Guzie, 1984, 1986; Sherlock, 1984; Stevens, 1983; Whitmont, 1969). The

computer analysis of the responses given by 159 female subjects required 189 iterations to extract 25 factor (Appendix E).

Factor analysis can be used as an exploratory or a confirmatory technique (Hinkle, Wiersma, & Jurs, 1979). In this pilot study, factor analysis was used to confirm or refute the theory of masculine and feminine archetypes as postulated by Guzie and Guzie (1984, 1986), Sherlock (1984), Stevens (1983), and Whitmont (1969).

The masculine and feminine archetype questionnaires have 84 items each. Twenty-one variables were selected to represent each of the four masculine, and four feminine archetypes. The goals of factor analysis were (a) to identify relevant structures or factors; and (b) to reduce the number of items necessary to represent the masculine and feminine archetypes.

Twenty-five factors on both the masculine and feminine archetype questionnaires were identified after varimax rotations. Factor loadings that were at or greater than plus or minus .30 are included in Appendices D and E. A general rule is that loadings of .30 or greater are worthy of interpretation because this criterion indicates that there is at least nine percent of overlap in variance between the variable and the factor (Hinkle, et al. 1979; Tabachnick & Fidell, 1983).

Factor Matrix--Masculine. An inspection of the factor matrix representing an analysis of the masculine archetype questionnaire (Appendix D) shows a clustering of variables identified in the literature to represent Sage and Warrior archetypal images on factors one and two, respectively. There are fewer variables that represent the Father and Seeker archetypal images on their respectively labeled factors. However, a sufficient number of variables are correlated on each of the first four factors to allow for the four hypothetical archetypal structures to be identified.

Factor Matrix--Feminine. A number of hypothesized variables that represent the four feminine archetypes clearly correlated with the first four factors (Appendix E). These four factors adequately represent the four dichotomous feminine archetypes; Mother-Companion, and Amazon-Mediatrix. Therefore, these correlations between the original variables and the newly derived factors give support to the hypothesized feminine archetypes.

Peer Review of Factor and Theoretical Variables

The factor analysis of the variables on the masculine and feminine archetype questionnaires gave some support to the existence of four hypothesized masculine and feminine archetypes. A peer review of items that loaded on the first four factors of the masculine and feminine

questionnaires was completed to further clarify the relationship among variables and factors. The peer review of variables associated with masculine and feminine archetypal characteristics resulted in the need to develop two additional inventories. These inventories (Appendices G and H) are based on variables that had significant loadings on the labeled factors, and additional theoretical variables.

Peer Review Inventory (Masculine Archetype Questionnaire). The first four factors resulting from the factor analysis of responses on the masculine archetype questionnaire (Appendix B) are labeled as follows; Factor 1 (Sage archetype), Factor 2 (Warrior archetype), Factor 3 (Seeker archetype), and Factor 4 (Father archetype) (Appendix D). Variables that loaded on each of these four factors at .30 and above made up the pool of variables that were used in the construction of the Masculine Archetype Questionnaire. Additional variables that were part of the original theoretical characteristics of Father-Seeker, and Warrior-Sage (Appendix B), were added to construct a 60-item Peer Review Inventory (masculine). Fifteen items were selected to represent each of the four masculine archetypes.

A introductory statement, and a request for biographical information (Appendix F), were attached to the peer review inventory for males and females

(Appendices G and H). Items on the masculine and feminine peer review inventories were coded for analysis by the researcher.

Peer Review Inventory (Feminine Archetype Questionnaire). The first four factors resulting from the factor analysis of the responses on the feminine archetype questionnaire (Appendix C) are labeled as follows; Factor 1 (Mediatrix archetype), Factor 2 (Amazon archetype), Factor 3 (Companion archetype), and Factor 4 (Mother archetype) (Appendix E). Again, variables that loaded on the four labeled factor at or above .30 were identified as the item pool from which the Feminine Archetype Questionnaire items were selected. A combination of the items with a significant loading on the first four factors (Appendix E), and theoretical variables included on the original questionnaire (Appendix C), were used to develop a 60-item Peer Review Inventory (feminine). Fifteen items were selected to represent each of the four feminine archetypal images.

Characteristics of Peer Reviewers. Seventeen students, mental health practitioners, and administrators agreed to complete the Peer Review Inventories (masculine and feminine). Nine males and eight females who were over 25 years old completed these inventories. Only two respondents were undergraduate students. Six were involved in master's level study, while the remaining nine

had completed master's or doctoral degrees. Seven identified psychology as their profession, three were social workers, and four identified counseling as their profession. The three additional respondents had other professional identities such as higher education administrator, art therapist, and pastoral counselor. Thirteen of the 17 respondents were White. Two Blacks, one Native American, and one Hispanic completed these peer review inventories.

Masculine Archetype Questionnaire

Seven items were selected for each of the four masculine archetypes because this represented the lowest number of significantly correlated (.30 and above) items on factor four (Father). These seven items were used to describe the Father archetypal image. The seven items used to represent the three additional archetypes were taken from the seven highest coefficients of the eight to 12 items that had significant correlations on the factors named for Seeker, Warrior, and Sage. The selected items were placed in the following bipolar arrangement of Father-Seeker, and Warrior-Sage. This arrangement is consistent with the clinical observations and theoretical principles of previous researchers (Guzie & Guzie, 1984, 1986; Stevens, 1983; Whitmont, 1969).

Percent of Agreement Among Peer Reviewers. Peer reviewers were asked to classify the items listed on the

inventory into one of the four archetype categories. The results reveal a number of very low agreements (0-13 percent) for items selected by factor analysis to represent the Father and Seeker archetypes (Appendix L). The level of agreement (0-100 percent) was more respectable for the items selected to represent Warrior and Sage archetypes (Appendix L).

Feminine Archetype Questionnaire

Nine items were selected to represent each feminine archetype because only nine variables had significant loadings (.30 and above) on factor four (Mother archetype). The nine items used to represent Companion, Amazon, and Mediatrix archetypes were selected from the 10 to 15 items that had the highest coefficients. These items were placed in a dichotomous arrangement to represent the following polarities of Mother-Companion, and Amazon-Mediatrix (Guzie & Guzie, 1984, 1986; Stevens, 1983; Whitmont, 1969).

Percent of Agreement Among Peer Reviewers. Peer reviewers were asked to classify the items listed on the inventory into one of the four archetype categories. A high level of agreement (60-100 percent) was found for items selected to represent Mother and Amazon on the feminine archetype questionnaire (Appendix M). Items selected to represent Companion and Mediatrix archetypes

received moderately low levels of agreement (0-100 percent) by the seventeen peer reviewers.

Scoring the Masculine and Feminine

Archetype Questionnaires

The bipolar format of the Masculine and Feminine Archetype Questionnaires (Appendices J and K) was designed to force respondents to choose the one characteristic from each pair which best described them. Their responses were scored by summing the coefficient score (the fraction multiplied by 100) obtained for each item chosen from the factor analytic study. These values were placed to the right of each set of bipolar items for convenient scoring (Appendices J and K). A value which represents the degree of variance each item contributed to the factor on which it appeared was favored over simply counting the number of items checked for each archetype. This approach accounts for the relative weight of each item based on the factor analysis of the original 84-item masculine and feminine questionnaires. The numbers that represent each of the masculine or feminine archetypes were summed to obtain a hierarchical arrangement of archetypal preferences. A clear ranking was achieved when tie scores appeared by using the system of dominant, auxiliary, tertiary, and inferior archetypal preferences (Guzie & Guzie, 1984, 1986). This system is a parallel of the conceptualization of psychological type functions (Myers, 1980; Myers &

McCaulley, 1985).

Reliability. An adequate level of reliability was achieved through the use of two sets of items for analysis. Statistically significant items (.30 or greater) that were not duplicated on the four factors that represent each of the four masculine and feminine archetypes were analyzed. The alpha coefficients for these items range from .77 to .88 for masculine and feminine variables (Table 4). An analysis of all statistically significant items that appeared on the four masculine and four feminine factors resulted in alpha coefficients that range from .79 to .89 (Table 4). These coefficients represent acceptable levels of nonerror variance (Cronbach, 1960).

Projected-Masculine and Projected-Feminine Archetype Questionnaires

The anima (female psyche within the male) and animus (male psyche within the female) are assumed to influence the formation of intimate relationships (Jung, 1982; Sanford, 1980; Stevens, 1983; Whitmont, 1969). A method was developed to obtain a ranking of respondents' projected masculine or feminine archetypal preferences. The Projected-Masculine and Projected-Feminine Archetype Questionnaires were developed to assess the ranking of subjects' preferred archetypal characteristics in an ideal mate.

Subjects who were given the projected masculine or feminine archetype questionnaire were instructed to identify their preferred characteristics in an ideal mate from the list of items included on the feminine archetype questionnaire if they were male, or from the list of items on the masculine archetype questionnaire if they were female. Therefore, the projected questionnaires have the identical items that were included on the opposite gender's archetype questionnaire. Additionally, the process of males and females projecting their anima and animus, respectively, onto their intimate partners is a theoretical principle which is common in analytical psychology (Feist, 1985; Guzie & Guzie, 1986; Hillman, 1986; Jung, 1982; von Franz, 1980). Hence, the choice of the word projected to represent the masculine and feminine archetype questionnaires designed to identify elements of the anima and animus seems to be appropriate. The Projected-Masculine and Projected-Feminine Archetype Questionnaires are included in Appendices N and O.

Table 4
Reliability Coefficients for Masculine
and Feminine Archetype
Questionnaire Items

Archetypes	Unduplicated significantly correlated items	Alpha	All significantly correlated items	Alpha
Masculine				
Father	7	.77	9	.79
Seeker	8	.85	9	.85
Warrior	15	.84	19	.87
Sage	12	.83	18	.88
Feminine				
Mother	9	.88	10	.89
Companion	10	.83	13	.87
Amazon	10	.86	12	.87
Mediatrix	16	.85	20	.88

Procedures

A sample of 165 college students participated in this study by completing the following instruments; Masculine or Feminine Archetype Questionnaire (Appendices J or K), Projected-Masculine or Feminine Archetype Questionnaire

(Appendices N or O), Myers-Briggs Type Indicator (Form G), and the Self-Directed Search. Subjects in this study gave their consent to participate by initialing a statement which was placed on the first page of the handouts given to each volunteer (Appendix I). A request was made for participants in this study to provide biographical information regarding their gender, marital status, age, race/ethnic identity, educational level, and a basic description of their residence during childhood and adolescence.

A written request was mailed to professors who had agreed to allow the researcher to solicit volunteers from their classes. At an arranged date and time, the researcher appeared in nine classes on three campuses to request that volunteers provide the requested biographical information, and complete the identified psychological instruments. Volunteers were informed by the researcher that this study involved principles related to career development and mate selection. Subjects were not given an incentive by the professor or the researcher to participate in the study. A small number of students in each class decided not to participate in this study.

Each packet given to volunteers was coded to protect their anonymity, and to facilitate accuracy and order in summarizing these data for analysis and discussion. Packets for male and female volunteers had coded instruments arranged in the following order; permission

statement and request for biographical information, Masculine or Feminine archetype Questionnaire, Projected-Masculine or Projected-Feminine Archetype Questionnaire, MBTI, and SDS. Typically, most respondents completed the requested information in 55 to 60 minutes. All students were in classes that had a 75 minute or longer meeting time. Therefore, respondents had sufficient time to complete the requested information.

Statistical Analyses

Nine formal hypotheses were tested through the use of statistical and descriptive analyses.

Hypothesis One

In a sample of male college students, the expected mean sum of ranks are the same for all four masculine archetypes.

The Friedman test for ordered data (Linton & Gallo, 1975) was used to determine whether the sum of ranks for each of the four masculine archetypes are statistically different. Nemenyi's test for specific comparisons was computed on significant Friedman test results. Nemenyi's test is used to determine which pairs of measurements differ, and controls the experimentwise error rate (Linton & Gallo, 1975).

Hypothesis Two

In a sample of female college students, the expected mean sum of ranks are the same for all four feminine archetypes.

The statistical analysis applied in hypothesis one was duplicated for hypothesis two. Data for females' preferred pattern of identification with the four feminine archetypes was used in this analysis.

Hypothesis Three

The proportion of males and females is distributed the same among the MBTI psychological types.

The Selection Ratio Type Table (SRTT) procedure (Granade, Hatfield, Smith, & Beasley, 1987) allows a researcher to compare the MBTI psychological types for a subgroup with the profiles of the total group (e.g., the Nonwhites subgroup with Whites) (McCaulley, 1985). After comparisons are made, a chi square test, or a Fisher's exact probability test will be computed to determine if the differences in observed and expected frequencies are due to chance (Fallik & Brown, 1983; Granade, et al., 1987; Wike, 1971). The SRTT computer program will use Fisher's exact probability when the observed frequencies are below the expected frequencies in the 4 X 4 MBTI contingency table (Appendices P, Q, and R) (Granade, et al., 1987). Restrictions placed on the use of chi square (Linton & Gallo, 1975), were not violated because the dependent variables used in the analysis are separate and

distinct variables, not repeated measures.

Hypothesis Four

The proportion of White and Nonwhite subjects is distributed the same among MBTI psychological types.

The statistical and descriptive procedures used to analyze hypothesis three were repeated for hypothesis four.

Hypothesis Five.

No significant differences exist among the dominant masculine and feminine archetypes when they are compared across the six occupational scales measured by the Self-Directed Search.

Two multivariate analysis of variance (MANOVA) tests were computed. The first analyzed the relationship among the means of the Self-Directed Search scores and the four levels of one independent variable (dominant masculine archetype). The second analysis compared the means for the six Self-Directed Search scores with the four levels of the other independent variable (dominant feminine archetype).

The use of MANOVAs instead of a series of analysis of variance test was favored because of the increased protection against Type I error, and an improved chance of discovering changes produced by different interactions (Tabachnick & Fidell, 1983).

Hypothesis Six

The dominant masculine archetype-identified male respondents have equal preferences for characteristics in an ideal mate that represent all four feminine archetypes. For example, Father-identified males have an equal preference for each of the four feminine archetypes.

Hypothesis Seven

The dominant feminine archetype-identified female respondents have equal preferences for characteristics in an ideal mate that represent all four masculine archetypes. For example, Mother-identified females have an equal preference for each of the four masculine archetypes.

Hypothesis Eight

No significant differences exist among the Self-Directed Search scores for respondents who prefer sensing or intuition as a perception mode on the Myers-Briggs Type Indicator.

The means of the six SDS scores were compared to the hypothetical means for the two levels of the independent variable through the use of MANOVA.

Hypothesis Nine

The proportion of subjects in each of the four SDS congruence categories is equal.

The position that most individuals seek and find occupations that are consistent with their personality development is referred to as the principle of congruence (Raphael & Gorman, 1986). Currently, two indexes are used to measure the degree of agreement between vocational aspirations and the SDS profile (Holland, 1985a). The Zener-Schnuelle index (1976) allows for the computation of scores that relate to future possibilities and decision making ability (Holland, 1985b). The Iachan (1984) index results in a score that can be interpreted according to the closeness of the subjects' vocational aspirations with their three-letter code on the SDS (Holland, 1985b). Holland (1985a) prefers the Iachan index over the Zener-Schnuelle index as a measure of congruence.

The Iachan index was used in this study to assess whether the level of congruence between subjects' primary vocational aspiration is a very close match, a reasonably close match, not close match, or a poor match with their three-letter code on the SDS. The number of subjects for each of the four categories were tabulated. A chi square test was computed to determine the relationship between observed and expected frequencies for the four Iachan index categories.

CHAPTER IV

RESULTS

The purpose of Chapter IV is to give a summary of the findings based on the nine hypotheses in this study. Each hypothesis is stated, and the results of the statistical and descriptive analyses are provided.

Findings

Hypothesis One

In a sample of male college students, the expected mean sum of ranks are the same for all four masculine archetypes.

The null hypothesis is not rejected based on the results from the Friedman test for ordered data. The sum of ranks for males are not statistically different for the masculine archetypes at or above the .05 level of significance. The statistical values are; chi square= 6.73, N= 74, D.F.= 3, and significance= .08. The mean ranks are listed in Table 5.

Table 5

Mean Ranks for Dominant Masculine Archetypes

Masculine Archetype	N	Mean Rank
Father	22	2.62
Seeker	28	2.39
Warrior	15	2.24
Sage	9	2.74

Hypothesis Two

In a sample of female college students, the expected mean sum of ranks are the same for all four feminine archetypes.

The null hypothesis is rejected. Results from the Friedman test for ordered data reveal that the mean ranks for females are statistically different for the feminine archetypes at or above the .05 level of significance. The statistical values are; chi square= 60.36, N= 91, D.F.= 3, and significance= .00. The mean ranks are listed in Table 6.

Table 6

Mean Ranks for Dominant Feminine Archetypes

Feminine Archetype	N	Mean Rank
Mother	24	2.19
Companion	3	3.20
Amazon	16	2.78
Mediatrix	48	1.84

Nemenyi's test is a specific comparisons or multiple comparisons test used after a Friedman test which results in a significant chi square (Linton & Gallo, 1975). Linton and Gallo (1975) suggested that a table be constructed for the Nemenyi's test if there are four or more levels of the independent variable. The comparison values resulting from the Nemenyi's test are included in Table 7.

An examination of Table 7 reveals that significant differences exist between the mean ranks of some categories (feminine archetypes) based on a computed critical difference value of .54 at the .05 level of significance. The differences between the mean rank of Group 3 (Amazon) and 4 (Mediatrix) exceeds the critical difference value. Additionally, the critical difference value is exceeded when the mean rank of Group 2

(Companion) is compared with Group 4 (Mediatrix), when Group 1 (Mother) is compared with Group 3 (Amazon), and when the mean rank of Group 1 (Mother) is compared with Group 2 (Companion).

Table 7

Nemenyi's test Comparisons

	\bar{X}_{T_4} 1.84	\bar{X}_{T_1} 2.19	\bar{X}_{T_3} 2.78	\bar{X}_{T_2} 3.20
\bar{X}_{T_4} 1.84	----	.35	.94*	1.36*
\bar{X}_{T_1} 2.19		----	.59*	1.01*
\bar{X}_{T_3} 2.78			----	.42
\bar{X}_{T_2} 3.20				

*p < .05.

Hypothesis Three

The proportion of males and females is distributed the same among the MBTI psychological types.

Selection Ratio Type Tables (Granade, et al., 1987) were computed for males and females. A comparison of the MBTI types for the 74 males with the total sample of 165 subjects resulted in significant differences in five of the 16 psychological types. A chi square test or a Fisher's exact probability test resulted in a significant difference among males for ISFJ, INTJ, INTP, ENFP, and ESFJ. Males were underrepresented among ISFJs and ESFJs, and not represented among ENFPs. They were overrepresented among INTJs and INTPs. Additional differences are evident among one- and two-letter MBTI scales for males (Appendix P).

A comparison of the MBTI types of the 91 female subjects with the total sample resulted in a chi square test or a Fisher's exact probability test which was at the .05 level of significance for the following types; ISFJ, INTJ, INTP, ENFP, and ESFJ. Females were underrepresented among INTPs, and not represented among INTJs. They were overrepresented among ISFJs, ENFPs, and ESFJs. Additional differences are evident among one- and two-letter MBTI scales for females (Appendix Q).

Hypothesis Four

The proportion of White and Nonwhite subjects is distributed the same among MBTI psychological types.

The psychological types of 35 Nonwhite subjects were compared with the type preferences of 130 White subjects. Nonwhite ISTPs were overrepresented based on a chi square test at or above the .05 level of significance (Appendix R). Significant differences exist between Whites and Nonwhites among a number of two-letter type classifications (Appendix R).

Hypothesis Five

No significant differences exist among the dominant masculine and feminine archetypes when they are compared across the six occupational scales measured by the Self-Directed Search.

The null hypothesis is rejected for the multivariate analysis of variance involving male and female subjects. All tests of multivariate differences are significant at or above the .05 level of significance for the both independent variables (dominant masculine and feminine archetypal preference) across the scores on the six occupational scale measured by the Self-Directed Search (Table 8). The tests of multivariate differences that were significant for males and females are; Pillai's trace, Hotelling's trace, and Wilks' lambda (Table 8).

The results of the univariate F-tests for males revealed that two of the six dependent variables (Self-Directed Search scales) are significant at or above the .05 level (Table 9). Therefore, specific differences exist among males who are identified by their dominant archetypal preference and their scores on the Investigative and Enterprising scales of the Self-Directed Search.

Table 8

Multivariate Tests Results for Dominant Masculine and Feminine Archetype, and Self-Directed Search Scales

Multivariate test	Males: significance of F	Females: significance of F
Pillai's trace	.00*	.01*
Hotelling's trace	.00*	.00*
Wilks' lambda	.00*	.01*

*p < .05.

The averaged univariate F-test for males is significant at or above the .05 level. Results from the Roy-Bargman stepdown F-tests are not meaningful because the dependent variables were not entered according to a

specific arrangement based on the prior analyses (Norusis, 1985).

All univariate F-tests for females were not significant at or above the .05 level (Table 9). Additionally, the averaged F-test was not significant at or above the .05 level. A meaningful interpretation of the Roy-Bargman stepdown F-tests cannot be made because the dependent variables (six Self-Directed Search scales) were not entered on the basis of results obtained from the prior multivariate analysis (Norusis, 1985).

Table 9

Univariate F-tests for Dominant Masculine and Feminine Archetypes, and Self-Directed Search Scales

Dependent variable	Males: significance of F	Females: significance of F
Realistic	.10	.51
Investigative	.00*	.46
Artistic	.86	.80
Social	.71	.13
Enterprising	.00*	.13
Conventional	.99	.87

*p < .05.

Hypothesis Six

The dominant masculine archetype-identified male respondents have equal preferences for characteristics in an ideal mate that represent all four feminine archetypes. For example, Father-identified males have an equal preference for each of the four feminine archetypes.

Male subjects identified their preferred characteristics in an ideal mate on the Projected-Masculine Archetype Questionnaire. All male respondents, regardless of their dominant masculine archetype identification, indicated an overwhelming preference for an ideal mate with characteristics associated with the Medatrix feminine archetype. Approximately three-fourths (76 percent) of the males indicated a preference for the Medatrix characteristics (Appendix S). Characteristics associated with the Mother Archetype were preferred by only one percent of the males. Whereas, Companion and Amazon characteristics were preferred by 12 and 11 percent of the males, respectively.

Hypothesis Seven.

The dominant feminine archetype-identified female respondents have equal preferences for characteristics in an ideal mate that represent all four masculine archetypes. For example, Mother-identified females have an equal preference for each of the four masculine archetypes.

Female subjects identified their preferred characteristics in an ideal mate on the Projected-Feminine Archetype Questionnaire. Collectively, females had the highest preference (36 percent) for characteristics associated with the Father masculine archetype (Appendix T). Characteristics identified with the Warrior masculine archetype was the second most preferred with 29 percent. Twenty-one percent of the females preferred the characteristics of a Seeker masculine archetype in an ideal mate. Only 14 percent of the females preferred the characteristics of a Sage masculine archetype.

Hypothesis Eight

No significant differences exist among the Self-Directed Search scores for respondents who prefer sensing or intuition as a perception mode on the Myers-Briggs Type Indicator.

The null hypothesis is rejected for the multivariate analysis of variance which examined the relationship between the two levels of the independent variable (sensing or intuition on the MBTI) and the six dependent variables (scores that represent the Self-Directed Search scales). All tests of multivariate differences are significant at or above the .05 level (Table 10). Univariate F-tests analyses reveal that two of the dependent variables (Investigative and Artistic) are significant at or above the .05 level (Table 10).

Therefore, the scores associated with the Investigative and Artistic scales on the SDS are statistically different when the sensing-intuitive scale on the MBTI is identified as an independent variable.

Table 10

Multivariate and Univariate Tests for Sensing-Intuitive Preference on the MBTI, and SDS Scores

	<u>Significance of F</u>
Multivariate tests	
Pillai's trace	.00*
Hotelling's trace	.00*
Wilks' lambda	.00*
Univariate F-tests	
Realistic	.32
Investigative	.00*
Artistic	.00*
Social	.69
Enterprising	.12
Conventional	.45

*p< .05.

The averaged univariate F-test is significant at or above the .05 level. Results from the Roy-Bargman stepdown F-tests are not meaningful because the dependent variables were not entered according to a specific arrangement based on the prior analyses (Norusis, 1985).

Hypothesis Nine

The proportion of subjects in each of the four SDS congruence categories is equal.

A request that subjects state their most desirable future occupation was embedded in the form which requested biographical information (Appendix I). This information represents the equivalent of the respondents' daydream occupation (Holland, 1985b). The primary daydream occupation is used in calculating the Iachan index as a measure of congruence between the three-letter code which represents the identified occupation, and the assessed SDS code (Holland, 1985b; Iachan, 1984).

A total of 80 subjects met the criteria used to analyze this hypothesis. First, some respondents did not specify a daydream occupation. Second, other subjects were too general in their response, e.g., management, entrepreneur, or executive. Third, subjects who had tied SDS codes were not used for this analysis.

The Iachan index was computed for 32 males and 48 females who met the criteria for inclusion in this analysis (Appendix U). Slight differences exist in the

biographical information for these 80 male and female subjects when compared to the overall sample of 165 subjects.

Approximately one-half (56 percent) of these respondents had not been married. Twenty-nine percent were married, and 14 percent were divorced. One percent stated that they were a widow or widower.

Fifty-six percent were between the age of 17 and 24. Twenty-nine percent were between 25 and 34 years of age. The additional 15 percent were age 35 or over.

Most of the subjects included in an analysis of this hypothesis were White (80 percent). Blacks made up 15 percent, whereas the remaining five percent were Native Americans.

Sixty percent of these subjects had completed 13 or 14 years of education. Sixteen percent had completed 15 years of education. Those who were involved in graduate study made up 14 percent. Only 10 percent had completed 12 years of education.

Subjects who were reared in a small or medium size town (population up to 100,000) represent 60 percent. Twenty-two percent were from a city (population over 100,000). Thirteen percent were reared in a rural area. Only five percent reported being from a suburban area.

The Iachan index scores for each subject was computed according to a system described by Holland (1985b). These index scores range from zero to 28, and represent four

categories. The 80 subjects were distributed among the four index categories as follows; very close match (N= 13), reasonably close match (N= 30), not close match (N= 8), and poor match (N= 29) (Appendix V).

A one-way chi square test was computed for the one independent variable (congruence) with four levels (Iachan index categories). The null hypothesis is rejected at or above the .05 level of significance because the chi square-computed (18.70) exceeds the chi square-tabled (7.81) with three degrees of freedom, and 80 subjects.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to identify the role which unconscious variables may play in career and intimate relationship development. One set of unconscious variables selected for study is based Myers (1980) application of psychological type theory (Jung, 1921/1971). Additional unconscious variables are based on an extension of the theory of archetypes to include masculine and feminine archetypes postulated by Whitmont (1969), and based on theoretical principles developed by Jung (1959).

A sample of 165 college students (74 males, 91 females) participated in this study. All participants in this study volunteered to complete the psychological instruments requested by the researcher.

Approximately one-half of the 74 males in this study were between the age of 17 and 24. A majority (68 percent) had not been married. Three-fourths were White or Caucasian. About one-half had completed 14 or 15 years of education. However, 26 percent were involved in

graduate study.

Approximately one-half of the 91 females in this study were between the age of 17 and 24. Fifty-three percent had not been married. A majority (81 percent) were White or Caucasian. Sixty-five percent of the females had completed 13 or 14 years of education. Only six percent were involved in graduate study.

In addition to providing biographical information, each participant in the study completed the following instruments; Myers-Briggs Type Indicator (Form G), Self-Directed Search, Masculine or Feminine Archetype Questionnaire, and the Projected-Masculine or Projected-Feminine Archetype Questionnaire.

The masculine and feminine questionnaires were developed as part of a pilot study, and are designed to identify archetypal preferences. These questionnaires are conceptualized as indicators of psychic structures that are based on theoretical and clinical characteristics of each of the four masculine, and four feminine archetypes (Guzie & Guzie, 1984, 1986; Sherlock, 1984; Stevens, 1983; Whitmont, 1969).

The valid and reliable items selected for the masculine and feminine archetype questionnaires were used to develop projected-masculine and projected-feminine archetype questionnaires. These questionnaires are based on the theory of anima (the female within a male) and animus (the male within a female) projections as

unconscious variables that may facilitate the development of intimate relationships (Sanford, 1980).

Data related to the nine hypotheses in this study were analyzed using statistical and descriptive procedures. The statistical test included; Friedman test for ordered data, MANOVA, Selection Ratio Type Table analysis, one-way chi square, and Nemenyi's test for ordered data. Percentages were used to describe some of the findings.

The mean ranks of the dominant masculine archetypes were not deemed to be significantly different after statistical analysis. However, significant differences among the mean ranks for the dominant feminine archetype were evident after completing the statistical analyses. A higher proportion of females identified with the Mediatrix archetypal image.

Psychological types assessed by the MBTI revealed some differences among the groups examined. Males were overrepresented among Thinking types (INTJ and INTP), and females among Feeling types (ISFJ, INFP, and ESFJ). Nonwhites (mostly Blacks) were significantly overrepresented among the ISTP psychological type. An analysis of specific ethnic minority groups could not be completed because the expected cell frequencies for a four by four contingency table must be at least two (Linton & Gallo, 1975). Levy and Murphy (1972) found that Black undergraduates were more likely to prefer sensing over

intuition when compared to their White counterparts. An examination of two-letter MBTI combinations reveal that Nonwhites were overrepresented among STs, SPs, and ISs (Appendix R).

An analysis of relationships between subjects' dominant masculine and feminine archetype preference, and their scores on the Self-Directed Search was inconclusive for both males and females. Univariate F-tests for the male group revealed statistically significant differences for Investigative and Enterprising scales on the SDS (Table 9). However, a more precise meaning of these differences were not determined due to a limitation in the analysis.

The projected-masculine and projected-feminine archetype questionnaires represent an attempt to determine the characteristics of anima projections for males, and animus projections for females. Approximately three-fourths of the males preferred the descriptors used to identify the Mediatrix feminine archetype to represent their primary characteristics in an ideal mate (Appendix S). Females selected characteristics in an ideal mate that were somewhat representative of all four masculine archetypes. Father as a projected archetypal image, was selected by 36 percent of the females (Appendix T). Twenty-nine percent of the females selected Warrior characteristics to represent their preferred descriptors of an ideal mate. Seeker and Sage was selected by 21 and

14 percent of the females, respectively.

An analysis which identified the sensing-intuition scale as the independent variable, and the six SDS scores as dependent variables, resulted in all multivariate tests having significance above the .05 level. The univariate F-tests revealed that Investigative and Artistic dependent variables were significant at or above the .05 level. However, a more accurate determination of the influence of these two variables cannot be made due to limitations in the statistical analysis. Dillion and Weissman (1987) found that a positive relationship existed between a preference for intuition on the MBTI and the Investigative theme for females. Another study found that both men and women who had an Artistic occupational theme showed a preference for intuition on the MBTI (Martin & Bartol, 1986).

An analysis of the congruence between the daydream occupation and SDS codes for 48 females and 32 males was completed using the Iachan index. A one-way chi square test revealed that a statistically significant difference exists ($p < .05$) between the observed and expected frequencies among the four congruence categories.

Conclusions

The results of the study serve as the basis for the following conclusions.

1. Analytical psychology is best viewed as a theory of opposites, which is largely based on the first and second laws of thermodynamics (Feist, 1985). Therefore, theoretical principles that are based on opposites or bipolarity may not be congruous with the linear model of statistical analyses. Statistical procedures that assume a normal distribution of scores in the population from which sample scores are drawn may have limited application in the analysis of bipolar theoretical principles.

2. Research is needed to develop a parsimonious counselor-client interactive questionnaire which will assist in identifying archetypal structures. A method is needed to identify what is postulated to be inborn and mostly unconscious forces that govern the major direction of individuals' lives (Guzie & Guzie, 1984, 1986; Sherlock, 1984; Pearson, 1986). Also, a level of anima and animus awareness gained through a projected archetype questionnaire has potential benefits for relationship counseling. Individuals who develop and maintain positive, functional intimate relationships are more available to fulfill other domains of their lives, especially their career development.

3. Females seemed to be more unified in their self-descriptions by their high endorsement of items used to describe the Medatrix archetypal image. Males did not show a similar preference for one of the four masculine archetypes. However, males had an overwhelming preference

for characteristics used to identify Mediatrices. Females were more representative in their endorsement of characteristics associated with all four masculine archetypes. The typical role of females as reactors in initiating intimate relationships (Goldberg, 1983) may contribute to their diversity in selecting preferred characteristics in an ideal mate. Typical descriptions of the Mediatrice-identified female as uncanny, and very much in touch with unconscious phenomena (Guzie & Guzie, 1984, 1986; Sherlock, 1984; Stevens, 1983; Whitmont, 1969) were not included in the list of items because they did not load onto the factor named for this feminine archetype. Therefore, caution should be exercised in the interpretation of these data.

4. The sensing-intuition scale on the MBTI measures individuals' preferred mode of perception--how they incorporate information into their psychological framework (Myers, 1980). The sensing-intuition preference seems to have a profound influence on individuals' preferred communication style (Yeakley, 1983), and level of interest in concrete facts (sensing) versus abstract possibilities (intuition) (Carlyn, 1977; Myers, 1980). Also, similarity on this scale is positively related to marital compatibility (Sherman, 1981). Results in this study indicate that Nonwhites have a preference for sensing over intuition. McCaulley, et al. (1985) estimated that about 75 percent of the U.S. population has a preference for

sensing over intuition. A recent study of 49 Black and 44 Hispanic managers revealed that no significant differences existed in their psychological type preferences (Malone, 1988).

5. Jung (1959) proposed that the unconscious contains a treasure of eternal images. Individuation, or the achievement of psychological unity, cannot be achieved without assimilating the unconscious into the totality of personality (Feist, 1985; Jung, 1959; von Franz, 1980). Therefore, the use of an efficient method to identify dominant and auxiliary masculine and feminine archetypes may facilitate the individuation process. Although the relationship between dominant gender-related archetypal images and conscious occupational interests remain somewhat open to questions, the goal to acquire more precise information about the role of unconscious variables in career development should remain.

6. An analysis of the congruence between subjects' desired occupation and their SDS code raises some questions about how clear undergraduate and graduate college students are regarding their occupational goals. College students may need additional self-knowledge through career development counseling, and more information about specific occupations in the world of work. Also, some subjects may be identified with the situational approach to career development which involves a belief in external circumstances and chance as major

factors in occupational options (Osipow, 1983).

Recommendations

The results of this study serve as the foundation for the following recommendations for future research and counseling practice.

Theoretical Recommendations

1. Careful consideration should be given to developing a functional balance between unconscious Jungian principles and statistical analysis procedures that are based on linear mathematical models. A methodological approach which gives balance between analytical theory and statistical procedures is likely to decrease threats to internal validity in developing masculine and feminine archetype questionnaires.

2. An alternate system of listing masculine and feminine archetypal characteristics, and a different response format needs additional research and evaluation. Also, special attention should be given to minimizing or eliminating response set bias in future research.

3. Research should continue regarding the likelihood that Blacks and other ethnic minorities have a higher preference for sensing over intuition when compared to their White counterparts. Additional research approaches should include ways to control for social conditioning and environmental expectations as an influence on the

preference for sensing over intuition by ethnic minorities.

4. Additional research is needed to determine the relationship between unconscious personality variables represented by dominant masculine and feminine archetypes, and more conscious interests and competencies.

5. Additional study is needed to explore the role of unconscious variables in initiating and maintaining intimate relationships. The credence given to the role of anima and animus in initiating intimate relationships should be validated through experimental methods.

6. Future research on the congruence between subjects' desired occupation and their SDS three-letter code should use the Iachan index, or an alternate method, instead of researcher-based definitions of congruence.

Practical Recommendations for Professional Counselors

1. Additional analyses should be completed on the theoretical and clinical descriptors used to differentiate among the four masculine, and four feminine archetypes identified in this study. Questionnaires that contain more accurate characteristics for masculine and feminine archetypes may be needed prior to a recommendation for experimental clinical use in career and relationship counseling.

2. A disproportionately low number of ethnic minorities who have a psychological type preference for intuition may have implications for learning environments, career development, and lifestyle choices. Myers and McCaulley (1985) reported that there is an inverse relationship between a sensing preference and the years of formal education. The attrition of Sensing types from educational settings becomes evident during the high school years (Myers & McCaulley, 1985).

3. Males overwhelmingly endorsed characteristics associated with the Mediatrix archetype as their description of an ideal mate. Females were more representative in their selection of preferred characteristics in an ideal mate. Therefore, males were asked to participate in anima projections, and females in animus projections. These anima and animus projections are assumed to result in powerful psychological ties to the person who carries the projection (Sanford, 1980). Furthermore, these projections rarely remain on a long term partner, instead, the image of an ideal partner is projected onto someone outside the marriage or long term relationship (Sanford, 1980). Counselors working in the area of relationship counseling should explore the likelihood that male and female clients are involved in the projection process when extramarital sexual or platonic relationships are counseling issues.

4. The absence of a high level of congruence between subjects' desired occupation and their SDS three-letter code seems to indicate a need for more career development counseling. This observation is applicable to both males and females because the congruence categories are based on the SDS, a unisex vocational interest inventory (Holland, 1985b). An assessment of the level of congruence using the Iachan index may serve as a valuable starting point in the process of career development counseling.

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APPENDICES

APPENDIX A

BIOGRAPHICAL INFORMATION:

PILOT STUDY

My affixed initials below authorizes this researcher to use the information I have volunteered to provide for scientific research. I understand that my identity will not be revealed to this researcher or anyone else involved with this research. Therefore, I agree to provide the following biographical information and respond to the attached inventories with the full knowledge that I may discontinue my participation at any time.

(Initials)

____/____/_____
(Date)

Biographical Information

Instructions: Circle the number for each category below that best describe you. Please respond to each category.

GENDER

1. Male
2. Female

AGE

1. 17-24
2. 25-34
3. 35 or over

RACE/ETHNIC ORIGIN

1. White
2. Black
3. Native American
4. Hispanic
5. Other (Specify): _____

EDUCATIONAL ATTAINMENT (Indicate the highest)

1. Less than 12 years
2. 12 years
3. 13 years
4. 14 years
5. 15 years
6. Baccalaureate Degree
7. Graduate Study
8. Graduate Degree (s)

RESIDENCE:

Which of the following would best describe your residence (s) during childhood and adolescence? (Indicate only one)

1. City (over 100,000)
2. Suburbs (township adjacent to a city)
3. Medium Size Town (50,000-100,000)
4. Small Town (under 50,000)
5. Rural (farm or open country)

OCCUPATIONAL ASPIRATIONS:

For me, the most desirable occupation in the future is (please

specify): _____

APPENDIX B

MASCULINE ARCHETYPE QUESTIONNAIRE:

PILOT STUDY

Instructions: For each word or phrase below, indicate your level of agreement by circling one number using the following scale: 4= Strongly Agree; 3= Agree; 2= Disagree; 1= Strongly Disagree. Please respond to each item.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I CAN BEST DESCRIBE MYSELF AS SOMEONE				
WHO (IS)...				
1. Disciplined.....	4	3	2	1
2. A provider.....	4	3	2	1
3. Protective.....	4	3	2	1
4. Duty-oriented.....	4	3	2	1
5. Helpful.....	4	3	2	1
6. Upholds traditions.....	4	3	2	1
7. Conservative.....	4	3	2	1
8. Likes responsibility.....	4	3	2	1
9. Stable.....	4	3	2	1
10. Rigid.....	4	3	2	1
11. Directive.....	4	3	2	1
12. Supports the status quo.....	4	3	2	1
13. Shuns intense intimacy.....	4	3	2	1
14. Nurturing.....	4	3	2	1
15. Traditional.....	4	3	2	1
16. Values permanence.....	4	3	2	1
17. Reluctant to ask for help.....	4	3	2	1
18. A natural leader.....	4	3	2	1
19. Discounts originality.....	4	3	2	1
20. Law and order oriented.....	4	3	2	1
21. Prefers structured relationships.....	4	3	2	1
	<u>(Fa)</u>			T=___
22. Adventurousome.....	4	3	2	1
23. Prefers his goals over responsibility.....	4	3	2	1
24. Searching for an identity.....	4	3	2	1
25. Discounts authority.....	4	3	2	1
26. Personable.....	4	3	2	1
27. Has his own set of rules.....	4	3	2	1
28. Open-minded.....	4	3	2	1
29. Indifferent to others' expectations..	4	3	2	1
30. Unstable.....	4	3	2	1
31. An explorer.....	4	3	2	1
32. Dynamic.....	4	3	2	1
33. Prefers change over permanence.....	4	3	2	1
34. Seeks new relationships.....	4	3	2	1
35. Has high ideals.....	4	3	2	1
36. Has a nontraditional lifestyle.....	4	3	2	1
37. Loves women and leave.....	4	3	2	1
38. Intolerant of conflict.....	4	3	2	1
39. Open to new job opportunities.....	4	3	2	1
40. Self-directed.....	4	3	2	1
41. Has a diffused work identity.....	4	3	2	1
42. Opportunistic.....	4	3	2	1

(Se)
Continued...

T=___

MAQ Continued...

	Strongly <u>Agree</u>	Agree	Disagree	Strongly <u>Disagree</u>
I CAN BEST DESCRIBE MYSELF AS SOMEONE WHO (IS)...				
43. Goal directed.....	4	3	2	1
44. Determined.....	4	3	2	1
45. Task-oriented.....	4	3	2	1
46. Adopts societal values.....	4	3	2	1
47. Efficient.....	4	3	2	1
48. A go-getter.....	4	3	2	1
49. Attentive to people with power.....	4	3	2	1
50. Competitive.....	4	3	2	1
51. Wants a place in society.....	4	3	2	1
52. Impersonal.....	4	3	2	1
53. Courageous.....	4	3	2	1
54. Prefers an impressive job.....	4	3	2	1
55. Has little empathy.....	4	3	2	1
56. Favors tasks over personal needs.....	4	3	2	1
57. Success-oriented.....	4	3	2	1
58. Motivated to obtain power.....	4	3	2	1
59. Aggressive.....	4	3	2	1
60. Has a strong personal will.....	4	3	2	1
61. Desires prestige.....	4	3	2	1
62. Materialistic.....	4	3	2	1
63. Impatient with others' problems.....	4	3	2	1
	(Va)			T=
64. Searching for meaning.....	4	3	2	1
65. Motivated to understand.....	4	3	2	1
66. Values meaning more than doing.....	4	3	2	1
67. Has a changing philosophy of life.....	4	3	2	1
68. Develops theories and hypotheses.....	4	3	2	1
69. Marginally involved with groups.....	4	3	2	1
70. Prophetic.....	4	3	2	1
71. Noncompetitive.....	4	3	2	1
72. Interested in the meaning of things..	4	3	2	1
73. Likes to explain.....	4	3	2	1
74. Good with words.....	4	3	2	1
75. Likes theories.....	4	3	2	1
76. A listener.....	4	3	2	1
77. Develops explanatory models.....	4	3	2	1
78. Idea-oriented.....	4	3	2	1
79. Knowledgeable.....	4	3	2	1
80. Scholarly.....	4	3	2	1
81. Impatient with practical details.....	4	3	2	1
82. Philosophical.....	4	3	2	1
83. Informative.....	4	3	2	1
84. Discounts "small talk".....	4	3	2	1
	(Sa)			T=

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APPENDIX C

FEMININE ARCHETYPE QUESTIONNAIRE:

PILOT STUDY

Instructions: For each word or phrase below, indicate your level of agreement by circling one number using the following scale: 4= Strongly Agree; 3= Agree; 2= Disagree; 1= Strongly Disagree. Please respond to each item.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I CAN BEST DESCRIBE MYSELF AS SOMEONE				
WHO (IS)...				
1. Available to others.....	4	3	2	1
2. Values traditions.....	4	3	2	1
3. Enduring.....	4	3	2	1
4. Sheltering.....	4	3	2	1
5. Has a strong sense of duty.....	4	3	2	1
6. Protective.....	4	3	2	1
7. Accepts authority.....	4	3	2	1
8. Stable.....	4	3	2	1
9. Encourage and enable others.....	4	3	2	1
10. Impersonal.....	4	3	2	1
11. Enjoys helping others.....	4	3	2	1
12. Uncomplicated.....	4	3	2	1
13. Conventional.....	4	3	2	1
14. Values family members' roles.....	4	3	2	1
15. Nurturing.....	4	3	2	1
16. Will sacrifice for others.....	4	3	2	1
17. Adheres to moral codes.....	4	3	2	1
18. Attentive to others.....	4	3	2	1
19. Conservative in many ways.....	4	3	2	1
20. Likes financial security.....	4	3	2	1
21. Enjoys being needed.....	4	3	2	1
	(Ho)			T=
22. Eager to please.....	4	3	2	1
23. Free of traditions.....	4	3	2	1
24. Accommodating.....	4	3	2	1
25. Vibrant.....	4	3	2	1
26. Dislikes social roles.....	4	3	2	1
27. Intriguing.....	4	3	2	1
28. Values individuality.....	4	3	2	1
29. Unpredictable.....	4	3	2	1
30. Supports the enthusiasm of others....	4	3	2	1
31. Personal.....	4	3	2	1
32. Values intimacy.....	4	3	2	1
33. Intense.....	4	3	2	1
34. Prefer a variety of relationships....	4	3	2	1
35. An excellent companion to men.....	4	3	2	1
36. Passionate.....	4	3	2	1
37. Attuned to the feelings of men.....	4	3	2	1
38. Loves men and leave.....	4	3	2	1
39. Adaptable.....	4	3	2	1
40. Views sex and love as separate.....	4	3	2	1
41. An unselfish giver.....	4	3	2	1
42. Closer to men than to women.....	4	3	2	1

(Co)
Continued...

T=

FAQ Continued...

I CAN BEST DESCRIBE MYSELF AS SOMEONE WHO (IS)...	Strongly		Strongly	
	Agree	Disagree	Agree	Disagree
43. Self-confident.....	4	3	2	1
44. Confident.....	4	3	2	1
45. Has inborn energy and drive.....	4	3	2	1
46. Directive.....	4	3	2	1
47. Likes responsibility.....	4	3	2	1
48. Planful.....	4	3	2	1
49. A natural leader.....	4	3	2	1
50. Competitive.....	4	3	2	1
51. Independent of men.....	4	3	2	1
52. Decisive.....	4	3	2	1
53. Success-oriented.....	4	3	2	1
54. Impersonal.....	4	3	2	1
55. Objective.....	4	3	2	1
56. Has a need to be in control.....	4	3	2	1
57. Works comfortably with men.....	4	3	2	1
58. Views marriage as a partnership.....	4	3	2	1
59. Constructively aggressive.....	4	3	2	1
60. Achievement-oriented.....	4	3	2	1
61. Persuasive.....	4	3	2	1
62. A doer.....	4	3	2	1
63. Autonomous.....	4	3	2	1
(Am) T=				
64. Touches others deeply.....	4	3	2	1
65. Unconventional.....	4	3	2	1
66. Arouse ideas in others.....	4	3	2	1
67. Searching.....	4	3	2	1
68. Interested in spiritual values.....	4	3	2	1
69. Sensitive.....	4	3	2	1
70. Responsive to other women.....	4	3	2	1
71. Supportive.....	4	3	2	1
72. Intensely loyal.....	4	3	2	1
73. Imaginative.....	4	3	2	1
74. Interested in the ultimate meaning... ..	4	3	2	1
75. Understanding.....	4	3	2	1
76. Vulnerable.....	4	3	2	1
77. Idealistic.....	4	3	2	1
78. Sees through situations.....	4	3	2	1
79. Mysterious to others.....	4	3	2	1
80. Noncritical.....	4	3	2	1
81. Allows others space to grow.....	4	3	2	1
82. A visionary.....	4	3	2	1
83. Philosophical.....	4	3	2	1
84. Ahead of one's time.....	4	3	2	1
(Me) T=				

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APPENDIX D

FACTOR ANALYSIS: MASCULINE
 ARCHETYPE QUESTIONNAIRE

FACTOR ANALYSIS
 MASCULINE ARCHETYPE QUESTIONNAIRE

	F01	F02	F03	F04	F05	F06	F07	F08	F09	F10	F11	F12	F13	F14	F15	F16	F17	F18	F19	F20	F21	F22	F23	F24	F25		
(FATHER ARCHETYPAL IMAGE)																											
1. Disciplined.....																										.75	
2. A provider.....	.40																									.35-.34	
3. Protective.....										.91																	
4. Duty-oriented.....					.47									-.40	.43												
5. Helpful.....						.42																				-.32	
6. Upholds traditions.....						.53				.30							.33										
7. Conservative.....						.65																					
8. Likes responsibility....	.36	.44																									
9. Stable.....		.34								.36	-.33	-.32															-.33
10. Rigid.....																											.64
11. Directive.....		.34	.33								-.38							.31									
12. Supports the status quo..								.52																			
13. Shuns intense intimacy...								.47																			.30
14. Nurturing.....																											.78
15. Traditional.....						.84																					
16. Values permanence.....						.45								.31													
17. Reluctant to ask for help																											.81
18. A natural leader.....	.50																										
19. Discounts originality....					.36								-.39														.38
20. Law and order oriented...					.78																						
21. Prefers structured relati					.66																						
(SEEKER ARCHETYPAL IMAGE)																											
22. Adventurousome.....							.55																				
23. Prefers his goals over re																											
24. Searching for an identity										-.31			.34														
25. Discounts authority.....											.39		.36														.81
26. Personable.....																											.83
27. Has his own set of rules.											.77																
28. Open-minded.....																											.83
29. Indifferent to others' ex											.63																
30. Unstable.....											.30																
31. An explorer.....							.83																				
32. Dynamic.....	.39						.61																				
33. Prefers change over perma		.31																									
34. Seeks new relationships..													.85														
35. Has high ideals.....																											
36. Has a nontraditional life								.32			.39																
37. Loves women and leave....									.80					.72													
38. Intolerant of conflict...																											
39. Open to new job opportuni					.40								.51		.31												
40. Self-directed.....		.65																									
41. Has a diffused work ident																											
42. Opportunistic.....	.52	.30					.39																				
(HARRIDR ARCHETYPAL IMAGE)																											
43. Goal directed.....		.69																									
44. Determined.....		.80																									
45. Task-oriented.....		.50			.31						-.38																
46. Adopts societal values...		.30			.35																						
47. Efficient.....	.47	.32																									
48. A go-getter.....	.33	.55																									
49. Attentive to people with	.36	.51	.37																								
50. Competitive.....		.47								.36																	
51. Wants a place in society.		.55																									.34
52. Impersonal.....																											
53. Courageous.....	.34	.49																									
54. Prefers an impressive job																											.90

Continued...

55. Has little empathy.....				.80						.34
56. Favors tasks over persona			.47							
57. Success-oriented.....	.42	.61								
58. Motivated to obtain power		.63								
59. Aggressive.....		.58		.32	.37					
60. Has a strong personal vil	.30				.45	.32				-.41
61. Desires prestige.....		.82								
62. Materialistic.....		.70								-.30
63. Impatient with others' pr										
(SAGE ARCHETYPAL IMAGE)										
64. Searching for meaning....										.70
65. Motivated to understand..	.37	.35	.36							
66. Values meaning more than			.38							-.56
67. Has a changing philosophy						.73				
68. Develops theories and hyp	-.37	.64								
69. Marginally involved with										.80
70. Prophetic.....	.41			.37						.42
71. Noncompetitive.....			-.39				.37			
72. Interested in the meaning	.37									
73. Likes to explain.....	.56	.59		-.33						-.30
74. Good with words.....	.44			-.36						
75. Likes theories.....		.64				.32				
76. A listener.....		.77								
77. Develops explanatory mode	.37	.62								
78. Idea-oriented.....	.48	.37								
79. Knowledgeable.....	.85									
80. Scholarly.....	.71									
81. Impatient with practical			-.30							
82. Philosophical.....		.36-.35			.37				.32	
83. Informative.....	.86									.83
84. Discounts 'small talk'...										

APPENDIX E

FACTOR ANALYSIS: FEMININE
 ARCHETYPE QUESTIONNAIRE

FACTOR ANALYSIS
 FEMININE ARCHETYPE QUESTIONNAIRE

	F01	F02	F03	F04	F05	F06	F07	F08	F09	F10	F11	F12	F13	F14	F15	F16	F17	F18	F19	F20	F21	F22	F23	F24	F25	
(MOTHER ARCHETYPAL IMAGE)																										
1. Available to others.....	.35																									
2. Values traditions.....			.50																							
3. Enduring.....																										
4. Sheltering.....				.74																						
5. Has a strong sense of dut				.54	-.30																					
6. Protective.....				.82																						
7. Accepts authority.....																										
8. Stable.....	.32																									
9. Encourage and enable othe	.64																									
10. Iapersonal.....																										
11. Enjoys helping others....	.36																									
12. Uncomplicated.....																										
13. Conventional.....																										
14. Values family members' ro																										
15. Nurturing.....	.32			.60																						
16. Will sacrifice for others	.36			.43																						
17. Adheres to moral codes...				.53																						
18. Attentive to others.....	.42			.38																						
19. Conservative in many ways				.48																						
20. Likes financial security.																										
21. Enjoys being needed.....	.31																									
(COMPANION ARCHETYPAL IMA																										
22. Eager to please.....	.80																									
23. Free of traditions.....																										
24. Accommodating.....	.36																									
25. Vibrant.....	.37			.38	.45																					
26. Dislikes social roles....																										
27. Intriguing.....				.30																						
28. Values individuality.....				.31																						
29. Unpredictable.....																										
30. Supports the enthusiasa o	.60																									
31. Personal.....	.63																									
32. Values intimacy.....																										
33. Intense.....																										
34. Prefer a variety of relat																										
35. An excellent companion to																										
36. Passionate.....				.33	.76																					
37. Attuned to the feelings o					.64																					
38. Loves men and leave.....					.62																					
39. Adaptable.....																										
40. Views sex and love as sep																										
41. An unselfish giver.....				.38																						
42. Closer to men than to wom					.46																					
(AMAZON ARCHETYPAL IMAGE)																										
43. Self-confident.....	.77																									
44. Confident.....																										
45. Has inborn energy and dri																										
46. Directive.....																										
47. Likes responsibility.....																										
48. Planful.....																										
49. A natural leader.....																										
50. Competitive.....																										
51. Independent of men.....																										
52. Decisive.....																										
53. Success-oriented.....																										
54. Iapersonal.....																										

Continued...

55. Objective.....			.54						
56. Has a need to be in contr	.51	.46							.48
57. Works comfortably with me									.67
58. Views marriage as a partn									
59. Constructively aggressive	.46	.35							
60. Achievement-oriented.....	.57		.36						
61. Persuasive.....		.44		.40					
62. A doer.....	.47				.32				
63. Autonomous.....					.71				
(MEDIATRIX ARCHETYPAL IMA									
64. Touches others deeply....	.43	.44	.31						
65. Unconventional.....					.77				
66. Arouse ideas in others...	.40	.45			.36				
67. Searching.....			.35		.34				
68. Interested in spiritual y									
69. Sensitive.....	.48								.66
70. Responsive to other women									.80
71. Supportive.....	.81								
72. Intensely loyal.....	.58								
73. Imaginative.....		.46							
74. Interested in the ultimat									.65
75. Understanding.....	.62	.30							
76. Vulnerable.....									.77
77. Idealistic.....	.33		.37						.31
78. Sees through situations..			.44						
79. Mysterious to others.....			.53	.37					
80. Noncritical.....					.76				
81. Allows others space to gr			.42	.35		.47			
82. A visionary.....					.61				
83. Philosophical.....					.73				
84. Ahead of one's time.....			.50	.42					

APPENDIX F

BIOGRAPHICAL INFORMATION: PEER
REVIEW INVENTORY

PEER REVIEW INVENTORY

Raymond Perry, Jr., Graduate Student
Applied Behavioral Studies
Oklahoma State University
Stillwater, OK 74078

Dear Colleague:

I am researching the characteristics of four (4) theoretical life themes for males and females. I am requesting your participation in the review of variables that may enable researchers and practitioners to identify preferences for these masculine and feminine life themes.

Please provide the biographical information requested below, and complete the two (2) attached surveys.

Your initials are requested as an indication of your willingness to serve as a reviewer of the variables included in the attached surveys.

(Initials)

____/____/____
(Date)

Biographical Information

Instructions: Circle the number for each category below which best describes you.

Gender

1. Male
2. Female

Age

1. 17-24
2. 25-34
3. 35 or over

Educational Attainment (Indicate the highest)

1. Undergraduate Study
2. Graduate Study (Master's)
3. Master's Degree
4. Graduate Study (Doctoral)
5. Doctoral Degree

Race/Ethnic Origin

1. White
2. Black
3. Native American
4. Hispanic
5. Other (Specify): _____

Professional Identity (As a student or practitioner)

1. Psychology (e.g., counseling, clinical, etc.)
2. Social Work (e.g., clinical, administrative, etc.)
3. Counseling (e.g., mental health, school, etc.)
4. Other (Specify): _____

APPENDIX G

PEER REVIEW INVENTORY: MASCULINE

PEER REVIEW INVENTORY (MAQ)

INSTRUCTIONS: A list of words and phrases will follow a brief description of four (4) types of theoretical life themes for males. For each variable (word or phrase), indicate which type of male (1, 2, 3, or 4) is best described by this variable. Please circle the number following each variable which corresponds with the type of male you determine to be the best match based on the descriptions provided below.

Example:

1. Aloof..... 1 2 3 4

DESCRIPTION OF MALE LIFE THEMES

Type 1. This male is interested in directing and protecting others. He is committed to maintaining social order and roles. He prefers to be in a position of authority in his personal and occupational life.

Type 2. This male does not concern himself with authority or permanence in relationships. He expresses his individuality through his ever-changing social and work relationships. Paradoxically, he finds identity and fulfillment in his search for the same.

Type 3. This male is outgoing and achieves his goals through courage, determination, and aggression. He likes to manage power, and seeks prestige in social and work situations. He will challenge the existing social order to attain his goals.

Type 4. This male is most concerned with meanings and ideas. He prefers to focus on the mysteries and meanings of life instead of personal relationships. His listening, and perception formations are based on ideas rather than the person.

					Official Use Only
1. Disciplined.....	1	2	3	4	TV F
2. A provider.....	1	2	3	4	FV A
3. Protective.....	1	2	3	4	TV F
4. Upholds traditions.....	1	2	3	4	TV F
5. Conservative.....	1	2	3	4	TV F
6. Likes responsibility.....	1	2	3	4	FV W
7. Stable.....	1	2	3	4	FV W
8. Rigid.....	1	2	3	4	TV F
9. Directive.....	1	2	3	4	FV W
10. Nurturing.....	1	2	3	4	TV F
11. Traditional.....	1	2	3	4	TV F
12. Reluctant to ask for help.....	1	2	3	4	TV F >
13. A natural leader.....	1	2	3	4	FV A
14. Personable.....	1	2	3	4	TV S >
15. Has his own set of rules.....	1	2	3	4	TV S
16. Open-minded.....	1	2	3	4	TV S >
17. An explorer.....	1	2	3	4	TV S >
18. Dynamic.....	1	2	3	4	FV A
19. Prefers change over permanence.....	1	2	3	4	FV W
20. Seeks new relationships.....	1	2	3	4	TV S >
21. Loves women and leave.....	1	2	3	4	TV S
22. Intolerant of conflict.....	1	2	3	4	TV S
23. Open to new job opportunities.....	1	2	3	4	FV S
24. Self-directed.....	1	2	3	4	FV W
25. Opportunistic.....	1	2	3	4	FV W
26. Goal directed.....	1	2	3	4	FV W
27. Determined.....	1	2	3	4	FV W >

Continued...

Peer Review Inventory (MAQ) Continued...

DESCRIPTION OF MALE LIFE THEMES

Type 1. This male is interested in directing and protecting others. He is committed to maintaining social order and roles. He prefers to be in a position of authority in his personal and occupational life.

Type 2. This male does not concern himself with authority or permanence in relationships. He expresses his individuality through his ever-changing social and work relationships. Paradoxically, he finds identity and fulfillment in his search for the same.

Type 3. This male is outgoing and achieves his goals through courage, determination, and aggression. He likes to manage power, and seeks prestige in social and work situations. He will challenge the existing social order to attain his goals.

Type 4. This male is most concerned with meanings and ideas. He prefers to focus on the mysteries and meanings of life instead of personal relationships. His listening, and perception formations are based on ideas rather than the person.

28. Task-oriented.....	1	2	3	4	FV W
29. Adopts societal values.....	1	2	3	4	FV W
30. Efficient.....	1	2	3	4	FV A
31. A go-getter.....	1	2	3	4	FV W
32. Attentive to people with power.....	1	2	3	4	FV S
33. Competitive.....	1	2	3	4	FV W
34. Wants a place in society.....	1	2	3	4	FV W
35. Courageous.....	1	2	3	4	FV W
36. Prefers an impressive job.....	1	2	3	4	FV S >
37. Success-oriented.....	1	2	3	4	FV S
38. Motivated to obtain power.....	1	2	3	4	FV S
39. Aggressive.....	1	2	3	4	FV S
40. Has a strong personal will.....	1	2	3	4	FV W
41. Desires prestige.....	1	2	3	4	FV S >
42. Materialistic.....	1	2	3	4	FV S
43. Motivated to understand.....	1	2	3	4	FV A
44. Values meaning more than doing.....	1	2	3	4	FV F
45. Has a changing philosophy of life....	1	2	3	4	TV A
46. Develops theories and hypotheses....	1	2	3	4	FV F
47. Marginally involved with groups.....	1	2	3	4	TV A
48. Prophetic.....	1	2	3	4	FV A
49. Interested in the meaning of things..	1	2	3	4	FV A
50. Likes to explain.....	1	2	3	4	FV F
51. Good with words.....	1	2	3	4	FV A
52. Likes theories.....	1	2	3	4	FV F
53. A listener.....	1	2	3	4	FV F
54. Develops explanatory models.....	1	2	3	4	FV F
55. Idea-oriented.....	1	2	3	4	FV A
56. Knowledgeable.....	1	2	3	4	FV A >
57. Scholarly.....	1	2	3	4	FV A
58. Philosophical.....	1	2	3	4	FV F
59. Informative.....	1	2	3	4	FV A >
60. Discounts "small talk".....	1	2	3	4	TV A >

DH4-011889

APPENDIX H

PEER REVIEW INVENTORY: FEMININE

PEER REVIEW INVENTORY (FAQ)

INSTRUCTIONS: A list of words and phrases will follow a brief description of four (4) types of theoretical life themes for females. For each variable (word or phrase), indicate which type of female (1, 2, 3, or 4) is best described by this variable. Please circle the number following each variable which corresponds with the type of female you determine to be the best match based on the descriptions provided below.

Example:

1. A risk-taker..... 1 2 3 4

DESCRIPTION OF FEMALE LIFE THEMES

Type 1. This female is more interested in home and family activities than adult relationships. She protects the young, and provides security and space for individual development. She tends to focus on her male partner's occupational development and image at the expense of his personal needs.

Type 2. This female prefers to accompany men intellectually, spiritually, and sexually. She may find it difficult to commit herself to permanence in relationships. Her relationship with her husband or a male partner is more important than the relationship she has with her children.

Type 3. This female is self-sufficient and career oriented. She relates to her husband or a male partner as a comrade, competitor, or colleague rather than a wife. She does not perceive the need for a man to facilitate success in her personal and occupational life.

Type 4. This female has special insights into the uncommon experiences of herself and others. Her access to the unconscious gives her knowledge denied to most individuals. She may help others experience and mediate their unconscious experiences.

					Official <u>Use only</u>
1. Available to others.....	1	2	3	4	FV E
2. Values traditions.....	1	2	3	4	FV M
3. Enduring.....	1	2	3	4	TV M
4. Sheltering.....	1	2	3	4	FV M
5. Has a strong sense of duty.....	1	2	3	4	FV M
6. Protective.....	1	2	3	4	FV M >
7. Stable.....	1	2	3	4	FV E
8. Encourage and enable others.....	1	2	3	4	FV E
9. Impersonal.....	1	2	3	4	TV M
10. Enjoys helping others.....	1	2	3	4	FV E
11. Conventional.....	1	2	3	4	TV M
12. Values family members' roles.....	1	2	3	4	TV M
13. Nurturing.....	1	2	3	4	FV M
14. Will sacrifice for others.....	1	2	3	4	FV M
15. Adheres to moral codes.....	1	2	3	4	FV M
16. Attentive to others.....	1	2	3	4	FV E
17. Conservative in many ways.....	1	2	3	4	FV M
18. Likes financial security.....	1	2	3	4	TV M >
19. Enjoys being needed.....	1	2	3	4	TV M
20. Eager to please.....	1	2	3	4	FV E >
21. Accommodating.....	1	2	3	4	FV E
22. Vibrant.....	1	2	3	4	FV C
23. Dislikes social roles.....	1	2	3	4	TV C
24. Intriguing.....	1	2	3	4	FV C
25. Values individuality.....	1	2	3	4	FV C

Continued...

Peer Review Inventory (FAQ) Continued...
DESCRIPTION OF FEMALE LIFE THEMES

Type 1. This female is more interested in home and family activities than adult relationships. She protects the young, and provides security and space for individual development. She tends to focus on her male partner's occupational development and image at the expense of his personal needs.

Type 2. This female prefers to accompany men intellectually, spiritually, and sexually. She may find it difficult to commit herself to permanence in relationships. Her relationship with her husband or a male partner is more important than the relationship she has with her children.

Type 3. This female is self-sufficient and career oriented. She relates to her husband or a male partner as a comrade, competitor, or colleague rather than a wife. She does not perceive the need for a man to facilitate success in her personal and occupational life.

Type 4. This female has special insights into the uncommon experiences of herself and others. Her access to the unconscious gives her knowledge denied to most individuals. She may help others experience and mediate their unconscious experiences.

26. Supports the enthusiasm of others....	1	2	3	4	FV E
27. Personal.....	1	2	3	4	FV E
28. Intense.....	1	2	3	4	TV C >
29. Prefers a variety of relationships...	1	2	3	4	TV C
30. An excellent companion to men.....	1	2	3	4	TV C
31. Passionate.....	1	2	3	4	FV C
32. Adaptable.....	1	2	3	4	TV C
33. An unselfish giver.....	1	2	3	4	FV M
34. Self-confident.....	1	2	3	4	FV E
35. Confident.....	1	2	3	4	FV C
36. Has inborn energy and drive.....	1	2	3	4	FV C
37. Directive.....	1	2	3	4	FV A
38. Likes responsibility.....	1	2	3	4	FV A
39. Planful.....	1	2	3	4	FV A
40. A natural leader.....	1	2	3	4	FV A
41. Competitive.....	1	2	3	4	FV A
42. Independent of men.....	1	2	3	4	TV A
43. Decisive.....	1	2	3	4	FV A
44. Success-oriented.....	1	2	3	4	FV A
45. Impersonal.....	1	2	3	4	TV A
46. Objective.....	1	2	3	4	TV A
47. Has a need to be in control.....	1	2	3	4	FV A
48. Views marriage as a partnership.....	1	2	3	4	TV A
49. Constructively aggressive.....	1	2	3	4	FV C
50. Achievement-oriented.....	1	2	3	4	FV A
51. A doer.....	1	2	3	4	FV A
52. Autonomous.....	1	2	3	4	TV A
53. Touches others deeply.....	1	2	3	4	FV E
54. Arouse ideas in others.....	1	2	3	4	FV C
55. Sensitive.....	1	2	3	4	FV E
56. Supportive.....	1	2	3	4	FV E >
57. Intensely loyal.....	1	2	3	4	FV E
58. Imaginative.....	1	2	3	4	FV C
59. Understanding.....	1	2	3	4	FV E
60. Idealistic.....	1	2	3	4	FV C

D#4-011889

APPENDIX I

BIOGRAPHICAL INFORMATION:
RESEARCH PROJECT

RESEARCHER: Raymond Perry, Jr.

PERMISSION STATEMENT

My affixed initials below authorizes this researcher to use the information I have volunteered to provide for scientific research. I understand that my identity will not be revealed to this researcher or anyone else involved with this research. Therefore, I agree to provide the following biographical information and respond to the attached inventories with the full knowledge that I may discontinue my participation at any time.

(Initials)

____/____/_____
(Date)

Biographical Information

Instructions: Circle the number for each category below which best describes you. Please respond to each category.

<u>GENDER</u>	<u>MARITAL STATUS</u>	<u>AGE</u>
1. Male	1. Never Married	1. 17-24
2. Female	2. Married	2. 25-34
	3. Divorced	3. 35 or over
	4. Widow/Widower	

RACE/ETHNIC ORIGIN

1. White
2. Black (African American)
3. Native American
4. Hispanic
5. Other (Specify): _____

EDUCATIONAL ATTAINMENT (Indicate the highest)

1. 12 years
2. 13 years
3. 14 years
4. 15 years
5. Baccalaureate Degree
6. Graduate Study
7. Graduate Degree (s)

RESIDENCE:

Which of the following would best describe your residence (s) during childhood and adolescence? (Indicate only one)

1. City (over 100,000)
2. Suburbs (township adjacent to a city)
3. Medium Size Town (50,000-100,000)
4. Small Town (under 50,000)
5. Rural (farm or open country)

OCCUPATIONAL ASPIRATIONS:

For me, the most desirable occupation in the future is (please

specify): _____

PLEASE FOLLOW THE DIRECTIONS FOR EACH OF THE FOLLOWING INVENTORIES...

APPENDIX J

MASCULINE ARCHETYPE QUESTIONNAIRE

M A QUESTIONNAIRE

Instructions: Read each pair of words or phrases below. Then decide which word or phrase best describes you by indicating your preference. Please respond to each pair of items listed.

Examples:

1. Graceful.....(X)	() Awkward.....	46:58
2. Honest.....()	(X) Helpful.....	71:37

I CAN BEST DESCRIBE MYSELF AS SOMEONE WHO (IS):

1. A listener.....()	() Prefers an impressive job.....	77:90
2. Develops theories and hypotheses()	() Desires prestige.....	64:82
3. Likes theories.....()	() Materialistic.....	64:72
4. Develops explanatory models.....()	() Motivated to obtain power.....	62:63
5. Likes to explain.....()	() Success-oriented.....	59:61
6. Values meaning more than doing..()	() Aggressive.....	38:58
7. Philosophical.....()	() Attentive to people with power	36:51

Official
Use

Fa _____

Se _____

1. Determined.....()	() Informative.....	80:86
2. Goal directed.....()	() Knowledgeable.....	69:85
3. Self-directed.....()	() Scholarly.....	65:71
4. A go-getter.....()	() A natural leader.....	55:50
5. Wants a place in society.....()	() Idea-oriented.....	55:48
6. Opportunistic.....()	() Efficient.....	52:47
7. Task-oriented.....()	() Good with words.....	50:44

Wa _____

Sa _____

SCORE	RANK
Fa _____	Fa _____
Se _____	Se _____
Wa _____	Wa _____
Sa _____	Sa _____

D#5-022189

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APPENDIX K

FEMININE ARCHETYPE QUESTIONNAIRE

F A QUESTIONNAIRE

Instructions: Read each pair of words or phrases below. Then decide which word or phrase best describes you by indicating your preference. Please respond to each pair of items listed.

Examples:

1. Graceful.....(X)	() Awkward.....	39 : 51
2. Honest.....()	(X) Helpful.....	68 : 56

I CAN BEST DESCRIBE MYSELF AS SOMEONE WHO (IS):

	Official Use
1. Protective.....() () Confident.....	82 : 76
2. Sheltering.....() () Has inborn energy and drive.....	74 : 60
3. Nurturing.....() () Imaginative.....	60 : 46
4. Has a strong sense of duty.() () Constructively aggressive.....	54 : 46
5. Adheres to moral codes.....() () Arouse ideas in others.....	53 : 45
6. Values traditions.....() () Vibrant.....	50 : 38
7. Conservative in many ways..() () Idealistic.....	48 : 33
8. Will sacrifice for others..() () Passionate.....	43 : 33
9. An unselfish giver.....() () Values individuality.....	38 : 31

Mo _____
Co _____

1. Likes responsibility.....() () Supportive.....	79 : 81
2. Planful.....() () Eager to please.....	73 : 80
3. Achievement-oriented.....() () Self-confident.....	57 : 77
4. Directive.....() () Encourage and enable others.....	56 : 64
5. Success-oriented.....() () Personal.....	56 : 63
6. Competitive.....() () Understanding.....	52 : 62
7. Has a need to be in control() () Supports the enthusiasm of others	51 : 60
8. A doer.....() () Intensely loyal.....	47 : 58
9. Decisive.....() () Sensitive.....	47 : 48

Am _____
Me _____

SCORE	RANK
Mo _____	Mo _____
Co _____	Co _____
Am _____	Am _____
Me _____	Me _____

D#5-022189

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APPENDIX L

PERCENT OF AGREEMENT: PEER REVIEW
OF MASCULINE ARCHETYPE ITEMS

	Percent <u>Agreement*</u>
FATHER	
1. A listener.....	7
2. Develops theories and hypotheses.....	-
3. Likes theories.....	-
4. Develops explanatory models.....	7
5. Likes to explain.....	13
6. Values meaning more than doing.....	-
7. Philosophical.....	-
SEEKER	
1. Prefers an impressive job.....	7
2. Desires prestige.....	-
3. Materialistic.....	7
4. Motivated to obtain power.....	-
5. Success-oriented.....	7
6. Aggressive.....	7
7. Attentive to people with power.....	-
WARRIOR	
1. Determined.....	80
2. Goal directed.....	73
3. Self-directed.....	40
4. A go-getter.....	93
5. Wants a place in society.....	33
6. Opportunistic.....	60
7. Task-oriented.....	27
SAGE	
1. Informative.....	-
2. Knowledgeable.....	73
3. Scholarly.....	93
4. A natural leader.....	-
5. Idea-oriented.....	100
6. Efficient.....	-
7. Good with words.....	33

*The agreement among peer reviewers that the identified items belong in the indicated archetype category.

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APPENDIX M

PERCENT OF AGREEMENT: PEER REVIEW OF FEMININE ARCHETYPE ITEMS

	<u>Percent Agreement*</u>
MOTHER	
1. Protective.....	86
2. Sheltering.....	100
3. Nurturing.....	87
4. Has a strong sense of duty.....	93
5. Adheres to moral codes.....	60
6. Values traditions.....	100
7. Conservative in many ways.....	80
8. Will sacrifice for others.....	80
9. An unselfish giver.....	60
COMPANION	
1. Confident.....	27
2. Has inborn energy and drive.....	13
3. Imaginative.....	13
4. Constructively aggressive.....	13
5. Arouse ideas in others.....	-
6. Vibrant.....	47
7. Idealistic.....	13
8. Passionate.....	87
9. Values individuality.....	14
AMAZON	
1. Likes responsibility.....	80
2. Planful.....	80
3. Achievement-oriented.....	87
4. Directive.....	93
5. Success-oriented.....	93
6. Competitive.....	93
7. Has a need to be in control.....	73
8. A doer.....	100
9. Decisive.....	100
MEDIATRIX	
1. Supportive.....	40
2. Eager to please.....	-
3. Self-confident.....	6
4. Encourage and enable others.....	60
5. Personal.....	67
6. Understanding.....	60
7. Supports the enthusiasm of others....	47
8. Intensely loyal.....	13
9. Sensitive.....	80

*The agreement among peer reviewers that the identified items belong in the indicated archetype category.

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APPENDIX N

PROJECTED-MASCULINE ARCHETYPE

QUESTIONNAIRE

P-M A QUESTIONNAIRE

Instructions: Listed below are pairs of words and phrases that represent traits and behaviors. Determine which trait from each pair best represents your conceptualization of an "ideal" mate. Please respond to each pair of words and phrases.

Examples:

- | | | |
|----------------------------------|------------------------|---------|
| 1. Adaptable.....(X) | () Impersonal..... | 82 : 65 |
| 2. Needs to be in control....() | (X) Accommodating..... | 57 : 53 |

MY "IDEAL" MATE IS SOMEONE WHO (IS):

		Official Use
1. Protective.....()	() Confident.....	82 : 76
2. Sheltering.....()	() Has inborn energy and drive.....	74 : 60
3. Nurturing.....()	() Imaginative.....	60 : 46
4. Has a strong sense of duty.()	() Constructively aggressive.....	54 : 46
5. Adheres to moral codes....()	() Arouse ideas in others.....	53 : 45
6. Values traditions.....()	() Vibrant.....	50 : 38
7. Conservative in many ways.()	() Idealistic.....	48 : 33
8. Will sacrifice for others.()	() Passionate.....	43 : 33
9. An unselfish giver.....()	() Values individuality.....	38 : 31
		Mo _____
		Co _____
1. Likes responsibility.....()	() Supportive.....	79 : 81
2. Planful.....()	() Eager to please.....	73 : 80
3. Achievement-oriented.....()	() Self-confident.....	57 : 77
4. Directive.....()	() Encourage and enable others.....	56 : 64
5. Success-oriented.....()	() Personal.....	56 : 63
6. Competitive.....()	() Understanding.....	52 : 62
7. Has a need to be in control()	() Supports the enthusiasm of others	51 : 60
8. A doer.....()	() Intensely loyal.....	47 : 58
9. Decisive.....()	() Sensitive.....	47 : 48
		Am _____
		Me _____

SCORE	RANK
Mo _____	Mo _____
Co _____	Co _____
Am _____	Am _____
Me _____	Me _____

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APPENDIX O

PROJECTED-FEMININE ARCHETYPE

QUESTIONNAIRE

P-F A QUESTIONNAIRE

Instructions: Listed below are pairs of words and phrases that represent traits and behaviors. Determine which trait from each pair best represents your conceptualization of an "ideal" mate. Please respond to each pair of words and phrases.

Examples:

- | | | |
|------------------------|----------------------------------|-------|
| 1. Traditional.....(X) | () Intolerant of conflicts..... | 55:42 |
| 2. Directive.....() | (X) Motivated to understand..... | 45:72 |

MY "IDEAL" MATE IS SOMEONE WHO (IS):

- | | | |
|---|------------------------------------|-------|
| 1. A listener.....() | () Prefers an impressive job..... | 77:90 |
| 2. Develops theories and hypotheses.....() | () Desires prestige..... | 64:82 |
| 3. Likes theories.....() | () Materialistic..... | 64:72 |
| 4. Develops explanatory models.....() | () Motivated to obtain power..... | 62:63 |
| 5. Likes to explain.....() | () Success-oriented..... | 59:61 |
| 6. Values meaning more than doing.....() | () Aggressive..... | 38:58 |
| 7. Philosophical.....() | () Attentive to people with power | 36:51 |

Official
Use

Fa _____
Se _____

- | | | |
|-------------------------------------|---------------------------|-------|
| 1. Determined.....() | () Informative..... | 80:86 |
| 2. Goal directed.....() | () Knowledgeable..... | 69:85 |
| 3. Self-directed.....() | () Scholarly..... | 65:71 |
| 4. A go-getter.....() | () A natural leader..... | 55:50 |
| 5. Wants a place in society.....() | () Idea-oriented..... | 55:48 |
| 6. Opportunistic.....() | () Efficient..... | 52:47 |
| 7. Task-oriented.....() | () Good with words..... | 50:44 |

Wa _____
Sa _____

SCORE	RANK
Fa _____	Fa _____
Se _____	Se _____
Wa _____	Wa _____
Sa _____	Sa _____

D#5-022189

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APPENDIX P

SELECTION RATIO TYPE TABLE: MALES

Source of data
MBTIs from college students at OU, LU, & SJC in March-April, 1989

Group tabulated:
Males

MBTI Type Table
Center for Applications of Psychological Type

Legend: % = percent of total choosing this group who fall into this type.
I = Self-selection index: Ratio of percent of type in group to % in sample.

N = 74

SENSING types with THINKING		INTUITIVE types with FEELING		N	%	I
ISTJ	ISFJ	INFJ	INTJ	J	E	31 41.89 0.82 "
N= 10	N= 1	N= 2	N= 7	U	I	43 58.11 1.18 "
%= 13.51	%= 1.35	%= 2.70	%= 9.46	D I	S	43 58.11 0.92
I= 1.49	I= 0.20	I= 0.64	I= 2.23	GN	N	31 41.89 1.13
-----				IT	T	60 81.08 1.49 *
ISTP	ISFP	INFP	INTP	NR	F	14 18.92 0.42 *
N= 9	N= 5	N= 2	N= 7	GO	J	31 41.89 0.92
%= 12.16	%= 6.76	%= 2.70	%= 9.46	V	P	43 58.11 1.07
I= 1.34	I= 0.93	I= 0.74	I= 1.95	PE	IJ	20 27.03 1.11
-----				ER	IP	23 31.08 1.25
ESTP	ESFP	ENFP	ENTP	RT	EP	20 27.03 0.91
N= 7	N= 3	N= 0	N= 10	CS	EJ	11 14.86 0.70
%= 9.46	%= 4.05	%= 0.00	%= 13.51	E	ST	33 44.59 1.31 #
I= 1.20	I= 0.74	I= 0.00	I= 1.49	P	SF	10 13.51 0.46 *
-----				T	NF	4 5.41 0.33 *
ESTJ	ESFJ	ENFJ	ENTJ	IE	NT	27 36.49 1.77 *
N= 7	N= 1	N= 0	N= 3	VX	SJ	19 25.68 0.77
%= 9.46	%= 1.35	%= 0.00	%= 4.05	ET	SP	24 32.43 1.09
I= 1.20	I= 0.14	I= 0.00	I= 1.67	SR	NP	19 25.68 1.03
-----				A	NJ	12 16.22 1.34
ESTP	ESFP	ENFP	ENTP	JV	TJ	27 36.49 1.54 *
N= 7	N= 1	N= 0	N= 3	UE	TP	33 44.59 1.44 *
%= 9.46	%= 1.35	%= 0.00	%= 4.05	DR	FP	10 13.51 0.57 #
I= 1.20	I= 0.14	I= 0.00	I= 1.67	GT	FJ	4 5.41 0.25
-----				IS	IN	18 24.32 1.43 "
ESTJ	ESFJ	ENFJ	ENTJ	N	EN	13 17.57 0.88
N= 7	N= 1	N= 0	N= 3	G	IS	25 33.78 1.05
%= 9.46	%= 1.35	%= 0.00	%= 4.05	ES	ES	18 24.32 0.79
I= 1.20	I= 0.14	I= 0.00	I= 1.67			

Note concerning symbols following the selection ratios:
 " implies significance at the .05 level, i.e., Chi-square > 3.8;
 # implies significance at the .01 level, i.e., Chi-square > 6.6;
 * implies significance at the .001 level, i.e., Chi-square > 10.8.
 _ (underscore) indicates Fisher's exact probability used instead Chi-square.

Base population used in calculating selection ratios:
 Sample of OU, LU, & SJC college students
 Base total N = 165. Sample and base are dependent.

*** Calculated values of Chi-square or Fisher's exact probability ***
 Type table order

0.1022	0.0238	0.4609	0.0031	E 4.3654	IJ 0.5665	SJ 3.5406	IN 5.1509
1.5314	1.0000	0.6920	0.0230	I 4.3654	IP 2.7911	SP 0.4809	EN 0.4962
0.4619	0.5173	0.0013	0.1022	S 1.3951	EP 0.4581	NP 0.0492	IS 0.1701
0.4619	0.0009	0.5023	0.3265	N 1.3951	EJ 3.2345	NJ 2.1123	ES 2.7243
				T 38.1063	ST 6.7944	TJ 12.2750	
				F 38.1063	SF 15.7836	TP 11.7676	
				J 0.6869	NF 0.0006	FP 7.6175	
				P 0.6869	NT 20.6831	FJ 0.0000	

APPENDIX Q

SELECTION RATIO TYPE TABLE: FEMALES

Source of data
MBTIs from college
students at OU, LU, & SJC
in March-April, 1989

Group
tabulated:
Females

N = 91

MBTI Type Table
Center for Applications
of Psychological Type

Legend: % = percent of
total choosing this group
who fall into this type.
I = Self-selection index:
Ratio of percent of type
in group to % in sample.

SENSING types with THINKING		FEELING		INTUITIVE types with FEELING		THINKING		N	%	I
ISTJ	ISFJ	INFJ	INTJ	J	E	53	58.24	1.14	"	
N= 5	N= 10	N= 5	N= 0	U	I	38	41.76	0.85	"	
%= 5.49	%= 10.99	%= 5.49	%= 0.00	D I	S	61	67.03	1.06		
I= 0.60	I= 1.65	I= 1.30	I= 0.00	GN	N	30	32.97	0.89		
-----				IT	T	30	32.97	0.60	*	
ISTP	ISFP	INFP	INTP	NR	F	61	67.03	1.47	*	
N= 6	N= 7	N= 4	N= 1	GO	J	44	48.35	1.06		
%= 6.59	%= 7.69	%= 4.40	%= 1.10	V	P	47	51.65	0.95		
I= 0.73	I= 1.06	I= 1.21	I= 0.23	PE	IJ	20	21.98	0.91		
-----				ER	IP	18	19.78	0.80		
ESTP	ESFP	ENFP	ENTP	RT	EP	29	31.87	1.07		
N= 6	N= 6	N= 12	N= 5	CS	EJ	24	26.37	1.24		
%= 6.59	%= 6.59	%= 13.19	%= 5.49	E	ST	23	25.27	0.74	#	
I= 0.84	I= 1.21	I= 1.81	I= 0.60	P	SF	38	41.76	1.44	*	
-----				T	NF	23	25.27	1.54	*	
ESTJ	ESFJ	ENFJ	ENTJ	IE	NT	7	7.69	0.37	*	
N= 6	N= 15	N= 2	N= 1	VX	SJ	36	39.56	1.19		
%= 6.59	%= 16.48	%= 2.20	%= 1.10	ET	SP	25	27.47	0.93		
I= 0.84	I= 1.70	I= 1.81	I= 0.45	SR	NP	22	24.18	0.97		
-----				A	NJ	8	8.79	0.73		
ESTJ	ESFJ	ENFJ	ENTJ	JV	TJ	12	13.19	0.56	*	
N= 6	N= 15	N= 2	N= 1	UE	TP	18	19.78	0.64	*	
%= 6.59	%= 16.48	%= 2.20	%= 1.10	DR	FP	29	31.87	1.35	#	
I= 0.84	I= 1.70	I= 1.81	I= 0.45	GT	FJ	32	35.16	1.61		
-----				IS	IN	10	10.99	0.65	"	
ESTJ	ESFJ	ENFJ	ENTJ	N	EN	20	21.98	1.10		
N= 6	N= 15	N= 2	N= 1	G	IS	28	30.77	0.96		
%= 6.59	%= 16.48	%= 2.20	%= 1.10	ES	ES	33	36.26	1.17		
I= 0.84	I= 1.70	I= 1.81	I= 0.45							

Note concerning symbols following the selection ratios:

" implies significance at the .05 level, i.e., Chi-square > 3.8;

implies significance at the .01 level, i.e., Chi-square > 6.6;

* implies significance at the .001 level, i.e., Chi-square > 10.8.

— (underscore) indicates Fisher's exact probability used instead Chi-square.

Base population used in calculating selection ratios:

Sample of OU, LU, & SJC college students

Base total N = 165. Sample and base are dependent.

*** Calculated values of Chi-square or Fisher's exact probability ***
Type table order

0.1022	0.0238	0.4609	0.0031	E 4.3654	IJ 0.5665	SJ 3.5406	IN 5.1509
1.5314	1.0000	0.6920	0.0230	I 4.3654	IP 2.7911	SP 0.4809	EN 0.4962
0.4619	0.5173	0.0013	0.1022	S 1.3951	EP 0.4581	NP 0.0492	IS 0.1701
0.4619	0.0009	0.5023	0.3265	N 1.3951	EJ 3.2345	NJ 2.1123	ES 2.7243
				T 38.1063	ST 6.7944	TJ 12.2750	
				F 38.1063	SF 15.7836	TP 11.7676	
				J 0.6869	NF 0.0006	FP 7.6175	
				P 0.6869	NT 20.6831	FJ 0.0000	

APPENDIX R

SELECTION RATIO TYPE TABLE: NONWHITES

Source of data
College student sample
from OU, LU, & SJC in
March-April, 1989

Group
tabulated:
Nonwhites

N = 35

MBTI Type Table
Center for Applications
of Psychological Type

Legend: % = percent of
total choosing this group
who fall into this type.
I = Self-selection index
Ratio of percent of type
in group to % in sample.

SENSING types with				INTUITIVE types with				N	%	I
THINKING	FEELING	FEELING	THINKING	THINKING	FEELING	FEELING	THINKING			
ISTJ	ISFJ	INFJ	INTJ	J	E	15	42.86	0.81		
N= 5	N= 3	N= 1	N= 1	U	I	20	57.14	1.22		
%= 14.29	%= 8.57	%= 2.86	%= 2.86	D	S	30	85.71	1.51		
I= 1.86	I= 1.39	I= 0.62	I= 0.62	GN	N	5	14.29	0.33		
-----				IT	T	21	60.00	1.13		
ISTP	ISFP	INFP	INTP	NR	F	14	40.00	0.85		
N= 6	N= 3	N= 0	N= 1	GO	J	17	48.57	1.09		
%= 17.14	%= 8.57	%= 0.00	%= 2.86	V	P	18	51.43	0.93		
I= 2.48	I= 1.24	I= 0.00	I= 0.53	PE	IJ	10	28.57	1.24		
-----				ER	IP	10	28.57	1.20		
ESTP	ESFP	ENFP	ENTP	RT	EP	8	22.86	0.72		
N= 3	N= 3	N= 1	N= 1	CS	EJ	7	20.00	0.93		
%= 8.57	%= 8.57	%= 2.86	%= 2.86	E	ST	18	51.43	1.76 *		
I= 1.11	I= 1.86	I= 0.34	I= 0.27	P	SF	12	34.29	1.24		
-----				T	NF	2	5.71	0.30		
ESTJ	ESFJ	ENFJ	ENTJ	I	NT	3	8.57	0.36		
N= 4	N= 3	N= 0	N= 0	V	SJ	15	42.86	1.39		
%= 11.43	%= 8.57	%= 0.00	%= 0.00	ET	SP	15	42.86	1.64 #		
I= 1.65	I= 0.86	I= 0.00	I= 0.00	S	NP	3	8.57	0.29 #		
-----				A	NJ	2	5.71	0.41		
ESTP	ESFP	ENFP	ENTP	J	TJ	10	28.57	1.28		
N= 3	N= 3	N= 1	N= 1	U	TP	11	31.43	1.02		
%= 8.57	%= 8.57	%= 2.86	%= 2.86	D	FP	7	20.00	0.81		
I= 1.11	I= 1.86	I= 0.34	I= 0.27	G	FJ	7	20.00	0.90		
-----				I	IN	3	8.57	0.45		
ESTJ	ESFJ	ENFJ	ENTJ	N	EN	2	5.71	0.24 #		
N= 4	N= 3	N= 0	N= 0	G	IS	17	48.57	1.75 #		
%= 11.43	%= 8.57	%= 0.00	%= 0.00	E	ES	13	37.14	1.27		
I= 1.65	I= 0.86	I= 0.00	I= 0.00							

Note concerning symbols following the selection ratios:
 # implies significance at the .05 level, i.e., Chi-square > 3.8;
 * implies significance at the .01 level, i.e., Chi-square > 6.6;
 * implies significance at the .001 level, i.e., Chi-square > 10.8.
 _ (underscore) indicates Fisher's exact probability used instead Chi-square.

Base population used in calculating selection ratios:
Whites

Base total N = 130. Sample and base are dependent.

*** Calculated values of Chi-square or Fisher's exact probability ***
Type table order

0.1318	0.6816	0.6824	0.6824	E	2.0085	IJ	0.8145	SJ	3.2853	IN	0.0792
0.0117	0.7014	0.1904	0.6737	I	2.0085	IP	0.5889	SP	6.9188	EN	0.0045
1.0000	0.3423	0.2866	0.1107	S	0.0000	EP	1.6718	NP	0.0019	IS	10.4272
0.2498	1.0000	0.6035	0.3396	N	0.0000	EJ	0.0671	NJ	0.1520	ES	1.4494
				T	0.9217	ST	11.4084	TJ	1.0842		
				F	0.9217	SF	1.0398	TP	0.0098		
				J	0.3033	NF	0.0222	FP	0.5498		
				P	0.3033	NT	0.0188	FJ	0.1472		

APPENDIX S

DOMINANT MASCULINE ARCHETYPE AND
PROJECTED-MASCULINE ARCHETYPE

Masculine Archetypes
N = 74

	Father	Seeker	Warrior	Sage	(Row Totals)
Mother	0 (-)	1 (1%)	0 (-)	0 (-)	1 (1%)
Companion	2 (3%)	5 (7%)	1 (1%)	1 (1%)	9 (12%)
Amazon	1 (1%)	3 (4%)	4 (6%)	0 (-)	8 (11%)
Mediatrix	19 (26%)	19 (26%)	10 (13%)	8 (11%)	56 (76%)
(Column Totals)	22 (30%)	28 (38%)	15 (20%)	9 (12%)	74 (100%)

Projected-Masculine Archetypes

APPENDIX T

DOMINANT FEMININE ARCHETYPE AND
PROJECTED-FEMININE ARCHETYPE

Feminine Archetypes
N= 91

Projected-
Feminine
Archetypes

	Mother	Companion	Amazon	Mediatrix	(Row Totals)
Father	10 (11%)	0 (-)	4 (4%)	19 (21%)	33 (36%)
Seeker	4 (4%)	1 (1%)	5 (6%)	9 (10%)	19 (21%)
Warrior	6 (7%)	2 (2%)	5 (6%)	13 (14%)	26 (29%)
Sage	4 (4%)	0 (-)	2 (2%)	7 (8%)	13 (14%)
(Column Totals)	24 (26%)	3 (3%)	16 (18%)	48 (53%)	91 (100%)

APPENDIX U

IACHAN INDEX: CONGRUENCE BETWEEN
OCCUPATIONAL AND SDS CODES

Occupations*	Occupational Code	SDS Three-Letter Code	Index Score
MALES			
1. Consultant	IRE	EIS	14
2. Manager, Sales	ERS	ERA	27
3. Stockbroker	ERS	ESI	24
4. Systems Analyst, Electronic Data	IER	ICE	24
5. Manager, Communications	ESC	ESR	27
6. Lawyer	ESA	ECI	22
7. Manager, Electronic Data Processing (Manager of Information Systems)	IEA	IAE	26
8. Computer Applications Engineer (Software Development and Design)	IRE	ASE	1
9. Auditor	REC	SCE	4
10. Manager, Sales	ERS	ERS	28
11. Foreign Service Officer	AES	ECS	11
12. Aeronautical Engineer (Aerospace Engineering)	IRS	IRE	27
13. Financial Analyst	CSI	ICR	14
14. Systems Analyst, Electronic Data	IER	ASI	4
15. Manager, Financial Institution	ESR	IAE	4
16. College Professor	SEI	SIR	24
17. Manager, Electronic Data Processing (Manager of Information Systems)	IEA	ECS	10
18. Manager, Financial Institution	ESR	ECR	23
19. Programmer, Information System	IEC	ECA	12
20. Farmer	RIS	RSC	24
21. Architect	AIR	ESA	4
22. Stockbroker	ESI	ECR	22
23. Athletic Trainer (Coach--Strength/Conditioning)	SRE	IRS	9
24. Producer (T.V. Production)	ESI	RAE	4
25. Elementary School Teacher (Elementary Educator)	SAE	SIR	22
26. Social Worker, Psychiatric (Social Worker)	SEA	SAE	26
27. Minister (Clergy)	SIE	SRE	26
28. Manager, Hotel	ESR	ECS	24
29. Politician	ESA	AER	14
30. Special Agent (Special Agent, FBI)	ERI	SEI	11
31. Mechanic, Automotive (Mechanic)	RSE	RIS	24
32. Market Research Analyst (Marketing)	IAS	ESR	2
FEMALES			
33. Manager, Electronic Data Processing (Manager of Information Systems)	IEA	SIE	12
34. Manager, Electronic Data Processing (Manager of Information Systems)	IEA	SEC	5

Occupations*	Occupational Code	SDS Three-Letter Code	Index Score
35. Animal Trainer (Horse Trainer)	RES	SEC	12
36. Purchasing Agent	ESA	SEC	20
37. Systems Analyst, Electronic Data	IER	ECS	10
38. Financial Analyst	CSI	SEC	14
39. Manager, Food Processing	ESR	SEI	20
40. Writer, Nonfiction (Novelist)	AES	ASC	24
41. Psychologist, Counseling (Psychologist)	SIE	SAI	23
42. Elementary School Teacher (Elementary Educator)	SAE	SEC	24
43. Physical Therapist	SIE	ASI	12
44. Probation Officer (Probation/Parole Officer)	SEC	SEA	27
45. Teacher, Secondary School (Teacher)	SAE	CSI	10
46. Social Worker, Psychiatric (Social Worker)	SEA	SCE	24
47. Model	ESA	ACS	6
48. Teacher, Secondary School (Teacher)	SAE	SEC	24
49. Market Research Analyst (Marketing)	IAS	SEC	4
50. Lawyer	ESA	SEA	21
51. Elementary School Teacher (Elementary Teacher)	SAE	ESC	14
52. Screen Writer	AEI	SEA	9
53. Nurse, General Duty (Registered Nurse)	SIE	RCS	4
54. Nurse, General Duty (Registered Nurse)	SIE	SAI	24
55. Manager, Personnel	AES	SEI	9
56. Child Care Attendant (Child Care Worker)	RES	SAI	4
57. English Teacher	ASE	SAE	21
58. Nurse, General Duty (Registered Nurse)	SIE	RSI	12
59. Detective, Narcotics/Vice (Undercover Investigator)	SRE	ESC	14
60. Teacher, Secondary School (Teacher)	SAE	SIE	23
61. Child Care Attendant (Child Care Worker)	RES	ASI	2
62. Nurse, General Duty (Registered Nurse)	SAE	SCA	24
63. Nurse, General Duty (Registered Nurse)	SAE	SAR	27
64. Nurse, General Duty (Registered Nurse)	SIE	ICS	14
65. Physician	ISA	SIC	20
66. Secretary	CSE	CSE	28
67. Programmer, Electronic Data	IEC	CES	9
68. Social Worker, Psychiatric (Social Worker)	SEA	SEC	27

	Occupations*	Occupational Code	SDS Three-Letter Code	Index Score
69.	Parole Officer (Probation/Parole Officer)	SEC	SCA	24
70.	Nurse, General Duty (Registered Nurse)	SIE	SEI	26
71.	Nurse, General Duty (Registered Nurse)	SIE	SIC	27
72.	Nurse, General Duty (Registered Nurse)	SIE	ASI	12
73.	Elementary School Teacher (Elementary Educator)	SAE	SIR	22
74.	Nurse, General Duty (Registered Nurse)	SIE	ISR	20
75.	Management, Hotel	ESR	SEC	20
76.	Computer Operator	CES	CAI	20
77.	Social Worker, Psychiatric (Social Worker)	SEA	SCE	24
78.	Elementary School Teacher (Elementary Educator)	SAE	CSE	11
79.	Sociologist	IES	ISE	26
80.	Accountant	CES	ESC	16

() Indicates the occupational daydream title recorded by the respondent. The occupational title which precedes the titles in parentheses is the formal title listed in the Dictionary of Holland Occupational Codes.

Interpretation of Index Scores
(Levels of Congruence)

26-28	Very Close Match
20-25	Reasonably Close Match
14-19	Not A Close Match
13 and Below	Poor Match

APPENDIX V

IACHAN INDEX SCORES, CATEGORIES,
AND FREQUENCIES

	26-28 Very Close Match	20-25 Reasonably Close Match	14-19 Not Close Match	13 & below Poor Match	Total
Observed Frequencies	Males= 6 Females= 7 TOTAL= 13	Males= 11 Females=19 TOTAL= 30	Males= 3 Females= 5 TOTAL= 8	Males= 12 Females= 17 TOTAL= 29	80
Expected Frequencies	20	20	20	20	80

VITA

Raymond Perry, Jr.

Candidate for the Degree of
Doctor of Philosophy

Thesis: JUNGIAN TYPOLOGIES AND CONSCIOUS PREFERENCES
IN CAREER AND INTIMATE RELATIONSHIP
DEVELOPMENT

Major Field: Applied Behavioral Studies

Specialization: Counseling and Development

Biographical:

Personal Data: Date of birth, March 14, 1948, in
Pauls Valley, OK.

Education: Baccalaureate Degree (B.A.), Psychology
and Sociology, Central State University,
Edmond, Oklahoma, May, 1971; Master's Degree
(M.A), Human Relations, The University of
Oklahoma, Norman, Oklahoma, May, 1974;
Doctoral Candidate, Applied Behavioral
Studies, Oklahoma State University,
Stillwater, Oklahoma, December, 1988; Doctor
of Philosophy (Ph.D.), Applied Behavioral
Studies, Specialization in Counseling and
Development, Oklahoma State University,
Stillwater, Oklahoma, July, 1989.

Professional Experience: Doctoral Counseling
Intern, The University of Oklahoma Counseling
Services, Norman, OK, August, 1988 to May,
1989; Counselor and Adjunct Instructor,
Seminole Junior College, Seminole, OK, July,
1977 to August, 1988; Practicum Coordinator,
Juvenile Bureau, District Court of Oklahoma
County, July 1973 to July 1977; Probation
Counselor, Juvenile Bureau, District Court of
Oklahoma County, July, 1971 to July, 1973.