

OCCUPATIONAL VALUE ORIENTATIONS AND THE  
ORIENTATION TOWARD ANOMIE AMONG  
SELECTED CATEGORIES OF  
COLLEGE STUDENTS

By

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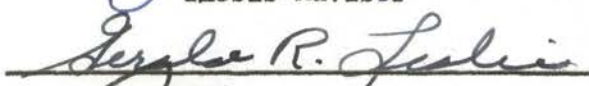
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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION. . . . .	1
Statement of Hypotheses. . . . .	7
II. REVIEW OF LITERATURE AND THEORETICAL ORIENTATION. . . . .	11
Introduction . . . . .	11
Rosenberg's Study on Occupations and Values. . . . .	11
Other Pertinent Literature on Occupational Value Orientations . . . . .	15
The Concept of Anomie. . . . .	19
Relationship between Anomie and Occupational Value Orientation. . . . .	26
III. METHODOLOGY OF THE STUDY. . . . .	32
Selection of the Population. . . . .	32
The Questionnaire. . . . .	34
Occupational Value Orientation Scales. . . . .	36
Srole's Anomia Scale . . . . .	38
Method of Statistical Analysis . . . . .	38
Explanation of the Hypotheses Tested . . . . .	39
IV. RESULTS OF STATISTICAL ANALYSIS . . . . .	43
Introduction . . . . .	43
Relationship of the Selected Categories of Students to Occupational Value Orientations: Scale I. . . . .	43
Relationship of the Selected Categories of Students to Occupational Value Orientations: Scale II . . . . .	46
Relationship of the Background Variables to the Three Categories of Students . . . . .	49
Relationship of Males and Females to the Occupational Value Orientation Scales I and II . . . . .	51
Relationship of Occupational Value Orientation to Anomie: Occupational Value Orientation Scale I. . . . .	55

Chapter	Page
Relationship of Occupational Value Orientation to Anomie: Occupational Value Orientation Scale II . . . . .	59
Summary of Tests of Hypotheses . . . . .	64
V. SUMMARY AND CONCLUSIONS . . . . .	66
Introduction . . . . .	66
Summary of the Results Taken from the Occupational Value Orientation Scales with Regard to the Selected Categories of Students. . .	66
Summary of the Relationship of Occupational Value Orientation and Anomie Taken from the Occupational Value Orientation Scales and the Anomie Scale . . . . .	68
Problems Encountered in the Study. . . . .	70
Suggestions for Related Future Research. . . . .	72
SELECTED BIBLIOGRAPHY. . . . .	74
APPENDIX . . . . .	77

LIST OF TABLES

Table	Page
I. Distribution of the Selected Categories of Students According to Occupational Value Orientation as Measured by Scale I by Percentage and Frequency . . . . .	44
II. Distribution of the Selected Categories of Students According to Occupational Value Orientation as Measured by Scale II by Percentage and Frequency . . . . .	47
III. Distribution of the Selected Categories of Students According to Sex by Percentage and Frequency . . . . .	50
IV. Distribution of Males and Females by Occupational Value Orientation as Measured by Scale I by Percentage and Frequency . . . . .	52
V. Distribution of Males and Females by Occupational Value Orientation as Measured by Scale II by Percentage and Frequency . . . . .	54
VI. Extent of Anomie Including Those Students Whose Orientations Coincide and Those Students Whose Orientations Do Not Coincide with the Occupational Value Orientation Held by the Majority of Students within their Category as Measured by Scale I with Class II Students Omitted by Percentage and Frequency . . . . .	56
VII. Extent of Anomie Including those Students Anticipating Careers in Art or Music Whose Orientations Do Not Coincide with the Occupational Value Orientation Held by the Majority of Students within their Category as Measured by Scale I by Percentage and Frequency . . . . .	57

LIST OF TABLES (Continued)

Table	Page
VIII. Extent of Anomie Including those Students Anticipating Careers in Social Work whose Orientations Coincide and Those Students Whose Orientations Do Not Coincide with the Occupational Value Orientation Held by the Majority of Students Within Their Category as Measured by Scale I by Percentage and Frequency. . . . .	58
IX. Extent of Anomie Including Those Students Whose Orientations Coincide and Those Students Whose Orientations Do Not Coincide with the Occupational Value Orientation Held by the Majority of Students Within Their Category as Measured by Scale II by Percentage and Frequency . . . . .	60
X. Extent of Anomie Including Those Students Anticipating Careers in Art or Music Whose Orientations Do Not Coincide With the Occupational Value Orientation Held by the Majority of Students Within Their Category as Measured by Scale II by Percentage and Frequency. . . . .	61
XI. Extent of Anomie Including Those Students Anticipating Careers in Accounting or Banking and Finance Whose Orientations Coincide and Those Whose Orientations Do Not Coincide with the Occupational Value Orientation Held by the Majority of Students Within Their Category as Measured by Scale II by Percentage and Frequency. . . . .	62
XII. Extent of Anomie Including Those Students Anticipating Careers in Social Work Whose Orientations Coincide and Those Students Whose Orientations Do Not Coincide With the Occupational Value Orientation Held by the Majority of Students within Their Category as Measured by Scale II by Percentage and Frequency. . . . .	63



## CHAPTER I

### INTRODUCTION

A democratic society allows the freedom of choice of its members in many areas of life. One of these areas of choice is that of gainful employment or occupation. Theoretically, in the United States, one has the freedom to choose his or her vocation and select the type of preparatory training required to enter the desired occupational field. While this freedom does not exist equally for all members of the society, it does prevail to some extent for most.

The freedom of occupational choice, while being highly valued in the United States, produces a potential for conflict for the individual making the decision. If the society were characterized by occupational ascription, then each individual would follow the guide lines of tradition and enter the occupational field socially designated for him. In this case no conflict arises in selecting the proper occupation, since the selection has previously been made through custom. In the United States, however, the decision regarding one's occupation is, to some degree, an individual responsibility. The individual must mentally sort through all the occupational advice from family, friends, teachers and other significant persons, as well as compare the various occupational roles which he encounters to come to a decision about his future occupation. Ginzberg and colleagues, in a study concerning the problem of occupational choice, explain that the individual in making a choice



about occupations. is influenced not only by his capacities, interests, goals and values, but also significantly influenced by key persons. Key persons are those persons who directly or indirectly influence the individual with regard to his interpretation of external reality.<sup>1</sup>

If the received advice or other stimuli influence the individual to enter or prepare for an occupation which is contradictory to his own values, then a conflict may arise. For example, suppose a young man feels that he has a talent to paint and desires to enter an occupation which will allow him to be creative and use his particular talent. However, his family influences him to enter a more lucrative occupation which will not allow the expression of his talent. Then a contradiction between his personal values and his chosen course of action may produce a conflict.

This conflict may be viewed in terms of means and ends. The ends in this case are expressed in the value orientation of the individual. The means of realizing the value orientation are through entering or training for an occupation which will coincide with the value orientation. If, as illustrated in the above example, there is a disjunction between the means and ends, then the conflict may produce anomie.

Anomie, according to Robert K. Merton, occurs when there is a disjunction between the culturally defined ends or goals and the socially specified means of reaching these goals.<sup>2</sup> Merton stresses the fact that anomie is a social condition rather than a psychological state of this or that individual.<sup>3</sup> Anomic social conditions do produce psychological states in the individuals who are subject to these conditions. L. J. Srole explains that, "anomia" (the psychological state of anomie) refers to one's sense of self to others alienation.<sup>4</sup> In a recent and comprehensive study concerning the psychological state of anomie, McClosky and Schaar

write,

"The anomic feels literally de-moralized; for him, the norms governing behavior are weak, ambiguous, and remote. He lives in a normative 'low pressure' area, a turbulent region of weak and fitful currents of moral meaning. The core of the concept is the feeling of moral emptiness."<sup>5</sup>

The reader must remember that there are two different orientations with regard to the study of anomie. One involves the study of the social conditions which produce anomie. The other orientation involves the study of the subjective feelings of the anomic individual. Writers with the latter orientation usually use the terms "anomia" or "anomy".

The writer feels that the emphasis on occupational preparation in the American education system creates a potential for anomie. The fact that formal education and particularly a college education is considered to be primarily a preparation for entering the occupational world is expressed by Williamson and Darley. They write,

"Society seems to imagine that the objective of education is to make silk purses out of sow's ears. Education is expected not only to prepare the student for a vocation, but to prepare him for a vocation beyond his abilities. Students and parents both feel that a college degree is a job guarantee."<sup>6</sup>

Studies do seem to indicate that a college education does serve as an avenue to the higher socioeconomic status occupations. Havemann and West report, "At the time of this study the men graduates earned a median income of \$4,689. For all American men at work that year, the median income was less than half that, or \$2,220."<sup>7</sup> Warner and Abegglen found that fifty-seven percent of their sample of eight thousand business leaders were college graduates, while only seven percent of the male population over thirty years of age at the time of the study were college graduates.<sup>8</sup> In 1960, the United States Department of Labor found that seventy-five percent of the professional and technical workers in the

United States had some college education.<sup>9</sup>

Research indicates that college students generally regard a college education as a preparation for an occupation and a time for occupational decisions. Davie, describing the typical Yale student, writes,

"During their college days they have seriously considered from one to three different occupational fields as possible life time work and at the time of graduation are fairly certain of the field they will enter."<sup>10</sup>

O'Dowd and Beardslee explain in their study of college students and occupational stereotypes, that there is a great interest shown in the occupational world by contemporary undergraduates.<sup>11</sup> Iffert found, in a study of college students, that the initial reasons for going to college were for occupational reasons for the majority of males.<sup>12</sup> Douvan and Kaye state that half of all male students' college plans are couched in specific vocational terms.<sup>13</sup>

It is this emphasis upon occupational preparation in the American educational system that the writer feels produces a potential for anomie. Most colleges and universities provide various major field curricula. Many of these curricula are designed to prepare the student to enter a particular occupational field. The student, through course work, reading, and informal conversations, is able to gain an idea of what type of work is involved in his selected future occupation. By the time the student has reached the junior or senior level, he should have compiled some kind of picture of the type of occupation to which his curriculum is leading. Also at this level the student may have invested two to three years in the curriculum and in the college study. If the curriculum does not manifest particular qualities which the student is seeking, then dissatisfaction could result. The student, by his own choice, has limited himself to a certain area in the occupational world. He has travelled the incorrect

path to reach an occupation which will coincide with his own occupational value orientation. At the junior or senior level, however, he may feel compelled to remain in the curriculum, even though it presents some dissatisfaction. In this case, the student has engaged the incorrect means of obtaining his goal. There is, therefore, a disjunction between these means and the desired ends. It is at this point, that the writer feels that the response to this conflict may be anomic.

The prevalence of students whose value orientations differ to any great extent from those manifested by the curriculum may be relatively small. It is, however, logical to assume, considering the freedom of curriculum and occupational choice available in the American education system, that there still will be a number of students whose values do differ significantly enough from their course of action to cause conflict resulting in anomie.

The writer's interest in the emphasis placed on college education as an occupational preparation and the potential for anomie has resulted in an exploration of the occupational value orientations of selected groups of Oklahoma college students. The three categories of students investigated are as follows:

- (1) students majoring in accounting or banking and finance who plan to enter some occupational field related to these majors,
- (2) students majoring in fields such as sociology, psychology and similar areas who plan a career in the field of social work,
- (3) students majoring in the fields of visual art and music who plan to enter an occupation involving some facet of visual art or music.

The above mentioned categories of students were studied in terms of the following three general occupational value orientations: "people-



oriented", "extrinsic reward-oriented", and "self-expression-oriented". These value orientations were originally investigated by Morris Rosenberg at Cornell University.<sup>14</sup> Each of these value orientations will be discussed more fully in Chapter II.

The writer first sought to see if one of the above occupational value orientations was shared by the majority of students within each of the three categories. Also, the differences between the categories, with regard to occupational value orientation were explored. If differences were found to exist between the three categories of students and one of the value orientations was found to be shared by the majority of students within the category then it might be assumed that common expectations about ideal qualities in an occupation do exist within a major field curriculum.

The three particular categories of students were selected because the writer postulates that the students in these categories would tend to be oriented toward one of the general occupational value orientations stated above. Students majoring in accounting should be primarily "extrinsic reward-oriented". This postulate is based on the fact that Rosenberg found that students majoring in business were primarily "extrinsic reward-oriented". Accounting is a division of the College of Business and, unlike management or ~~personnel~~ management, would not tend to attract persons who are people oriented. Students majoring in visual art or music should be "self-expression-oriented". Students planning careers in social work should be predominantly "people-oriented". These assumptions are based upon a study by O'Dowd and Beardslee concerning college students' stereotypes of these occupations which coincide with the respective occupational value orientation.<sup>15</sup> Both the O'Dowd and

Beardslee study and Rosenberg's study are discussed in more detail in Chapter II.

The writer studied the students who do not share the same occupational value orientation as the majority of students within their major field curriculum with regard to anomie. The writer was interested in finding out if these students tended to be more anomic than the majority.

#### Statement of the Hypotheses

The following hypotheses are advanced:

I.  $H_0$ : There will be no significant difference in the "anomia" scores between students whose occupational value orientations differ significantly from the majority of students in their academic category, and the "anomia" scores of the majority of students who share the common occupational value orientation.

$H_1$ : Students whose occupational value orientations are significantly different from the majority of students within their academic major will be significantly more anomic.

II.  $H_0$ : There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations among students majoring in accounting and banking and finance.

$H_1$ : A significantly more frequent number of students majoring in accounting and banking and finance will be "extrinsic reward-oriented".

III.  $H_0$ : There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations, among students who are in pre-social work majors.

$H_1$ : A significantly more frequent number of students in pre-social work majors will be "people-oriented".

IV.  $H_0$ : There will not be one occupational value orientation, which will be significantly more frequent than the other occupational value orientations among students majoring in visual art and music.

$H_1$ : A significantly more frequent number of students majoring in visual art and music will be "self-expression-oriented".



#### FOOTNOTES

<sup>1</sup>Eli Ginzberg et al., "The Problem of Occupational Choice", American Journal of Orthopsychiatry, Vol. 20 (1950), pp. 165-196.

<sup>2</sup>Robert K. Merton, "Social Structure and Anomie", Social Theory and Social Structure (Glencoe, 1957), pp. 131-160.

<sup>3</sup>Robert K. Merton, "Anomie, Anomia, and Social Interaction", ed., Marshall B. Clinard, Anomie and Deviant Behavior (Glencoe, 1964), p. 226.

<sup>4</sup>Leo Srole, "Social Integration on Certain Corollaries: An Exploratory Study", American Sociological Review, Vol. 21 (1956), p. 711.

<sup>5</sup>Herbert McClosky and John H. Schaar, "Psychological Dimensions of Anomy", American Sociological Review, Vol. 30 (1965).

<sup>6</sup>E. G. Williamson and J. G. Darley, Student Personnel Work (New York, 1937), quoted from E. D. Sisson, "Vocational Choices of College Students", School and Society, Vol 46 (1937), p. 765.

<sup>7</sup>Ernest Havemann and Patricia Salter West, They Went to College (New York, 1952), p. 26.

<sup>8</sup>W. L. Warner and J. C. Abegglen, Occupational Mobility in American Business and Industry (Minneapolis, 1957), p. 47.

<sup>9</sup>Manpower: Challenge of the 1960's (U.S. Department of Labor, 1960), p. 17

<sup>10</sup>James S. Davie, "Satisfaction and the College Experience", Psycho-social Problems of College Men, ed. Bryant M. Wedge (New Haven, 1958), pp. 15-45.

<sup>11</sup>Donald D. O'Dowd and David C. Beardslee, College Student Images of a Selected Group of Professions and Occupations (Cooperative Research Project No. 562 (8142), 1960), p. 70.

<sup>12</sup>R. E. Iffert, Retention and Withdrawal of College Students (U.S. Department of Health, Education and Welfare--Office of Education, 1958), p. 24

<sup>13</sup>Elizabeth Douvan and Carol Kaye, "Motivational Factors in College Entrance". The American College, ed. R. Nevitt Sanford, (New York, 1962), p. 203.

<sup>14</sup>Morris Rosenberg, Occupations and Values (Glencoe, 1957).

<sup>15</sup>O'Dowd and Beardslee, pp. 36-40.

## CHAPTER II

### REVIEW OF LITERATURE AND THEORETICAL ORIENTATION

#### Introduction

In Chapter I, the writer briefly introduced the basic theoretical orientation underlying the hypotheses which are tested in this study. Chapter II consists of a more detailed explanation of this orientation. This explanation is integrated with a review of literature related to the concepts of occupational values and anomie.

#### Rosenberg's Study on Occupations and Values

In 1950, Rosenberg and colleagues studied 2,758 students at Cornell University.<sup>1</sup> This study was concerned with an exploration of the occupational, educational, economic, political, religious and social values of these students. The original study was followed up in 1952, by a similar study involving a sample of 4,585 Cornell students. Nine-hundred forty-four of the students involved in the original study were represented in the 1952 sample.

The paramount area of interest of Rosenberg's study was the occupational value orientations and occupational choices of the Cornell students. Rosenberg classified student's occupational values in terms of the following three broad "value orientations": "people-oriented", "extrinsic reward-oriented" and "self-expression-oriented".

The "people-oriented" occupational value orientation denoted a major

concern to enter an occupation which is primarily concerned with interpersonal relationships. Students who were designated as "people-oriented" sought gratification from working with people rather than objects. Occupations which were associated with the "people-oriented" value orientation involved opportunities to be of service to others or to relate to others in a helpful manner, such as social work or medicine.

The "extrinsic reward-oriented" occupational value orientation related to the desire to obtain material wealth or social prestige through one's occupation. Students who were "extrinsic reward-oriented" sought to enter occupations which would provide an opportunity to earn a great deal of money or provide an avenue to social prestige. They did not view work as an end in itself. Work was considered to be only a means of providing external rewards which were the primary source of satisfaction for the student who was classified as "extrinsic reward-oriented". Examples of occupational fields which coincide with the "extrinsic reward orientation" are sales promotion and real estate.

The "self-expression-oriented" occupational value orientation referred to the desire to enter an occupation which allowed the creative expression of one's special abilities. Individuals who were "self-expression-oriented" viewed work as an end in itself. In other words, students who were considered to be "self-expression-oriented" sought occupations in which the performed activities provided gratification with regard to creative expression, as in art or architecture.

Rosenberg employed a questionnaire to study the occupational value orientations of the Cornell students. The students were asked to consider the importance of particular qualities in an "ideal" occupation. They were to select one item which they felt was "most important" in an "ideal"

occupation. They were then asked to classify the items according to the following three classifications: (1) highly important, (2) medium important and (3) little or no importance, irrelevant or distasteful.

Rosenberg found that the occupational value orientations of the Cornell students tended to be consistent with the structure of the occupation which they were planning to enter. For example, students planning to enter the occupational fields of architecture, art, journalism, or drama were strongly "self-expression-oriented". Students planning to enter social work, medicine, teaching, social science and personnel work were found to be primarily "people-oriented". Individuals who were planning to enter real estate or finance, sales-promotion, hotel management, law, advertising and business were found to be primarily "extrinsic reward-oriented". These results point to the fact that the occupational value orientation and the designated future occupation were in most cases directly related.

Those students whose occupational value orientations were not commensurate with their indicated choice of future occupation were in terms of the overall relationship between the occupational value orientation and anticipated occupation psychologically inconsistent. Rosenberg found in his 1952 study that fifty-four percent of those students who were psychologically inconsistent had become psychologically consistent by changing either their occupational values or their occupational goals in the two year lapse of time. Forty percent of the students, who were psychologically inconsistent in the 1950 study did not change either their occupational value orientations or their occupational goals and thus remained psychologically inconsistent. Six percent of the students who were originally inconsistent changed both their occupational value orientations

and their occupational goals in 1952, therefore becoming inconsistent in a different manner than in the original study. These findings point out a mildly significant tendency of students to become psychologically consistent over a period of time.

Rosenberg also found that those persons whose occupational value orientations were not in harmony with their occupations were more likely to change their occupations than those individuals whose occupational value orientations and occupations were commensurate. In 1950 it was observed in a sample of teachers who chose teaching as their occupational goal, that forty-three percent of those teachers who were "people-oriented" left teaching by 1952, and eighty-one percent of those teachers who were "non-people-oriented" left teaching by 1952. These percentages were found to be significantly different at the .01 level.

In a sample of business men it was found that forty-three percent of those who when students were designated as "extrinsic reward-oriented" left business by 1952 and that sixty-eight percent of those who were "non-extrinsic reward-oriented" left business occupations by 1952. These percentages were found to be significantly different at the .05 level.

Rosenberg's study brings out two important points which imply support for the hypotheses tested in this paper. (1) He found in general, that student's occupational value orientations did coincide with the occupation which they intended to enter. (2) Rosenberg found that those students who were psychologically inconsistent did tend to change occupations over a period of time: also, a small majority became psychologically consistent by changing major curricula while in college.

The fact that students' occupational goals and occupational value orientations did coincide leads one to assume that there is a selective

process in students' choice of future occupations. In other words, students with similar occupational value orientations enter similar fields. Thus there is a positive correlation between occupational value orientations and occupational goals. From the above assumption, one can further assume that the major field curricula do manifest certain qualities which will induce the students with similar occupational value orientations to enter these curricula.

An alternative assumption, which in fact is not mutually exclusive of the first, is that a student's occupational value orientation changes under the influence of his participation in the curriculum or in anticipation of the future occupational role which he will assume. This also leads one to assume that the major field curricula do manifest certain qualities which are related to a particular value orientation.

#### Other Pertinent Literature on Occupational Value Orientations

A study by Philip Jacob does not support the assumption that students in different curricula possess different value orientations. This study involved a selective survey of curricula at thirty institutions. Curricula which were thought to be significantly effective with regard to students' values were observed. Jacob also compared data from other studies and found "little evidence that the values of students change consistently as a result of the particular type of educational program in which they are enrolled or of the field of study in which they major".<sup>2</sup> He states, "Patterns of value are almost identical among students in different fields...within each university and across the sample as a whole."<sup>3</sup>

Joseph Katz and Nevitt Sanford report, however, that the college



curriculum does have an effect on the student's personality. They explain, "It is our thesis that all the individual's knowledge is a part of his personality, and that all curricula either favor or hamper personality development regardless of whether they are designed with such development in mind."<sup>4</sup> The Katz and Sanford study represents a theoretical approach to the study of the effect of the college curriculum on personality.

To the writer's knowledge, Rosenberg's study has not been replicated. There are, therefore, no studies available to directly support or oppose Rosenberg's findings. Most research related to values of college students is concerned with the values of the student culture as a whole. They do not explore the values in terms of the various major fields curricula. Davie, for instance, found that Yale University students were for the most part "self-expression-oriented." In other words, he found that "the chance to use their special abilities and the chance to be creative and original" are considered to be highly important qualities in an ideal job.<sup>5</sup> Gillespie and Allport found in a sample of Harvard College, Radcliffe College, and Miami University students that the predominant value-orientation was "the desire to lead a rich full life".<sup>6</sup>

The second important implication of Rosenberg's study, the fact that students who were psychologically inconsistent tended to change their curricula or their occupations, leads one to assume that a conflict between occupational value orientations and occupational preparation may produce dissatisfaction. This finding is supported by E. K. Strong, Jr. Strong found that men tended to enter or to shift to occupations in which their interest scores were high.<sup>7</sup> R. F. Berdie found that the abilities of

individuals were unrelated to chosen occupational fields but that interests were related.<sup>8</sup>

Another important study which does have a bearing on Rosenberg's study of values is one done by Donald O'Dowd and David C. Beardslee on "College Student Images of a Selected Group of Professions and Occupations." O'Dowd and Beardslee found that students' stereotypes of certain occupations were consistent for four northeastern liberal arts colleges.<sup>9</sup> This study is pertinent to this thesis because it illustrates the images of occupations which college students hold. These images in part may be viewed in terms of the three occupational value orientations explored by Rosenberg. O'Dowd and Beardslee found the following to be the description of a social worker held by the college students in their sample.

"The social worker is highly sensitive to the needs and wants of others. He is a person who is eager to help others even at the cost of great personal sacrifice...The social worker is rewarded with great personal satisfaction and little else...In terms of material success, wealth, public power, he is near the bottom of all the occupations."<sup>10</sup>

The image of a social worker presented above definitely reflects the image of a "people-oriented" individual. The satisfaction of the social worker is felt to come solely from helping others. It is for this reason that the writer classified students planning careers in social work as being "people-oriented".

The artist is represented by the following picture.

"The artist is of course noted most prominently for his sensitivity to matters of aesthetic importance...The artist is uninterested in people and evidently unsuccessful with them...The only reward that he can expect for his work is a high sense of satisfaction. Neither wealth nor status nor any other marks of the rich full life are associated with the artist."<sup>11</sup>

The above description of an artist definitely does not reflect a "people-oriented" or an "extrinsic reward-oriented" individual. If a

student were interested in entering an occupation which was primarily concerned with interpersonal relationships or which served as an avenue to wealth or high social prestige, then it is doubtful that he would seek to become an artist if he stereotyped the artist's role in the above manner. The description does, however, coincide with the qualities of a "self-expression-oriented" individual.

The image of the accountant which O'Dowd and Beardslee found to exist in the student's minds is indeed negative. The accountant is stereotyped as

"low in status, not well-to-do, and unsuccessful. He has little power in public affairs, not much opportunity for advancement, and his job is lowest of all the occupations studied in providing personal satisfaction. He is not very intelligent, nor has he developed his personal and aesthetic sensibilities."<sup>12</sup>

The description of the accountant does not seem to illustrate any one of the three occupational value orientations. It does not present any type of positive value orientation. The writer has observed, however, that a large number of students at both Oklahoma State and Oklahoma University are majoring in the field of accounting. One can assume that these students are seeking some type of goal. This goal would not lie in the realm of personal relations, since the accountant deals primarily with figures rather than people. This goal also would not be related to self-expression or creativity. The writer postulates that these students are seeking to enter the field of accounting in order to gain extrinsic rewards. This postulate is based in part on Rosenberg's study. Rosenberg found that students majoring in fields related to business were primarily "extrinsic reward-oriented". Accounting is definitely an aspect of the business world. This postulate is also based on informal conversations

with persons who are planning to enter the occupational field of accounting. These persons explicitly exhibit an extrinsic reward orientation.

The study by O'Dowd and Beardslee is used in part to justify the writer's hypotheses. It must be pointed out, however, that these findings may not be an accurate description of the images possessed by the college student in large state universities. Their findings were based on a sample of four, highly selective liberal arts colleges, all located in the northeastern part of the United States. These images may not be, therefore, an accurate description of the stereotypes held by students attending the state universities in a southwestern state.

#### The Concept of Anomie

The concept of anomie was first introduced by Emile Durkheim in his The Division of Labor in Society.<sup>13</sup> Anomie was used as a description of one type of imperfect organic solidarity. The concept of anomie was of especial importance in Durkheim's Suicide,<sup>14</sup> where he was exploring the relationship between suicide and the social structure. Durkheim described anomie as a societal condition in which the norms are discarded and discredited. This condition produces wide-spread social disorganization and confusion.

The term anomie is derived from the Greek. Nomous in Greek denotes laws or norms. The negative prefix a added to Nomous forms anomous, which means no laws or a lack of laws.<sup>15</sup>

In order to explore the Durkheimian concept of anomie, one must first understand his conception of the nature of the derived appetites or

learned needs of man and the effects of society on these desires. Durkheim felt that man's basic needs were controlled by his physiological nature, which would provide a check or place a limit on the appetites which are learned and not a part of his basic nature.

He explained that these artificial needs, such as the need for material wealth, social prestige, and so on, are potentially insatiable. If these desires are not controlled or limited, man lives in a state of "perpetual unhappiness" because the free reign of man's unlimited goals would never produce satisfaction. The gratification of attaining one goal only whets the appetite and intensifies the desire to pursue other, more far reaching goals.

The salvation of man from his uncontrollable drives, according to Durkheim, is found in his integration into society. Durkheim writes in Suicide, "A regulative force must play the same role for moral needs, which the organism plays for physical needs."<sup>16</sup> The normative order of society imposes a moral force upon its members. This force limits the passions of men to obtainable goals. The social structure, therefore, defines man's goals or ends as well as the means of obtaining these ends.

When, however, the social order is in an unstable condition and the means or the ends are rapidly changed or redefined, then the appetites and passions of the individuals involved undergo de-regulation and anomie develops. If for example an individual experiences rapid socio-economic ascendancy, then his means (limited material wealth) are no longer limited. The pre-existing regulations have fallen away and there is no restraint upon his desires.

Anomie arises when societies undergo rapid change such as an economic depression or any type of acute social crisis which will result

in a breakdown of the normative order. Durkheim, however, stated that one sphere of life is characterized by a chronic state of anomie. He felt that the area of industrial relations was a continual source of anomie because of the lack of regulations previously exerted by government and religion. The economic expansion of industrial production and market created limitless desires and aspirations which can never be completely satisfied.

The concept of anomie, according to Durkheim, involves two important elements: (1) a normless de-regularized state of society brought by (2) a breakdown in a pre-existing normative order. The normative order stabilized the relationship between the means and ends. When, however, there is a disruption in the normative order, the means and ends are disjoined. This disjunction between the means and ends results in anomie.

Robert K. Merton has been especially influential in his clarification of the concept of anomie. Merton's theory of anomie arises out of his attempt to "discover how some social structures exert a definite pressure upon certain persons in the society to engage in nonconforming rather than conforming conduct."<sup>17</sup> Merton uses the concept to explain not only suicide, as did Durkheim, but also many other forms of deviant behavior. Merton differs fundamentally from Durkheim in that he does not use conceptions about man's biological nature to explain anomie.

Merton discusses anomie in terms of the social structure and the cultural structure. The social structure is defined as, "that organized set of social relationships in which members of the society or group are variously implicated".<sup>18</sup> The cultural structure is defined as "that organized set of normative values governing behavior which is common to

members of a designated society or group".<sup>19</sup> Anomie occurs when there is "a breakdown in the cultural structure, occurring particularly when there is an acute disjunction between the cultural norms and goals and the socially structured capacities of members of the group to act in accord with them".<sup>20</sup> Merton states that the American culture creates a potential for anomie in that there is a heavy emphasis placed upon the cultural goal of success without a correspondingly heavy emphasis placed upon the legitimate means of arriving at this goal.<sup>21</sup> Thus, the cultural goals and the socially legitimate means are not well joined. Merton has developed a famous typology of modes of individual adaptation which explains anomic responses in terms of a disjunction between the cultural goals and the institutionalized means of attaining these goals.<sup>22</sup>

The writer feels that it is important to point out that Merton's theory is almost entirely sociological. His theory does not apply to single individuals but to groups of individuals. He explains group responses which result from social forces.

The aspect of Merton's theory which has probably been the greatest concern of social researchers is that of the relationship between the social structure and anomie. It is Merton's thesis that there is an inverse relationship between anomie and socio-economic class. This hypothesis is based upon the means-ends theory. According to Merton, groups which do not possess adequate means to obtain certain ends but have internalized these ends will be more anomic than those groups which have greater access to the ends. For example, if the members of the lower social class have internalized the cultural goals of success and material wealth but do not have the opportunity to obtain these goals, then there



is a disjunction between the ends and the means of reaching these ends. Anomie will therefore evolve as a result of this disassociation between the means and the ends.

Following the basic theoretical framework of Durkheim and Merton, several theorists have concerned themselves with the subjective or psychological aspects of anomie. Leo Srole has probably made the most significant contributions in this area. Srole has conceptualized an "eunomia"- "anomia" continuum.<sup>23</sup> Srole explains, "More concretely, this variable is conceived as referring to the individual's generalized, pervasive sense of 'self-to-others belongingness' as one extreme compared with 'self-to-others distance' and 'self-to-others alienation' at the other pole of the continuum".<sup>24</sup> Srole, operating within this framework, has developed a scale to measure anomia. It is this scale which was used by the writer to test the hypothesis concerning the existence of anomie among those students who did not share the common occupational value orientation within their academic category. The scale consists of five items.

Srole's scale represents five dimensions concerning the subjective feeling of anomie. The first item explores the individual's feeling of belongingness or alienation from his community leaders. It reflects the feeling that the community leaders are indifferent to his needs and well being. The second item is intended to measure the feeling of the individual about his social order. It concerns the individual's perception of the unpredictability and orderlessness of his society. The third item reflects the individual's feeling of retrogression rather than progression toward his goals. Item four approximates Durkheim's definition of anomie, involving the extreme sense of meaninglessness of life. The

fifth item measures the individual's lack of faith in his immediate personal relationships.<sup>25</sup>

Srole's Anomia Scale has been used in numerous studies involving the relationship of anomia to class level, authoritarianism, prejudice, religion, income, education, delinquency, ethnocentrism and attitudes toward specific problems.

Herbert McClosky and John H. Schaar have recently published research on the "Psychological Dimensions of Anomy".<sup>26</sup> They used an eleven item scale, similar to Srole's Anomia Scale, to measure correlations between anomy and various psychological characteristics of individuals. They write,

"We have attempted in this paper to show that the tendency to perceive the society as normless, morally chaotic, and adrift--in a word, anomic--is governed not only by one's position and role in the society but also, in no small measure, by one's intellectual and personality characteristics."<sup>27</sup>

They found that anomy is correlated with scales measuring pessimism, bewilderment, alienation, anxiety, hostility, and a sense of political futility.<sup>28</sup> This study provides empirical research illustrating the psychological feelings, which are associated with anomie.

As mentioned earlier in this paper, the greatest concern of contemporary researchers interested in anomie is the relationship of anomie to the social structure. This relationship, while not directly related to the hypotheses tested in this paper, is of indirect importance. It is important because it illustrates the tendency of those persons who are not able to reach their goals to be anomic. The same fundamental reasoning is used in this paper, even though the writer is not primarily concerned with socioeconomic status.

In 1959, Dorothy Meier and Wendell Bell tested the following hypothesis: "In American society anomia results when individuals lack access to means for the achievement of life goals".<sup>29</sup> Their study was a continuation of a study made by Bell in San Francisco in 1957.<sup>30</sup> In the 1957 study, Bell found that socioeconomic status, social participation and level of economic status of the neighborhood in which the respondent lived were inversely related to anomia. Meier and Bell found the opportunity to achieve life goals inversely related to anomia. They also found that socioeconomic class to be the most important predictor of anomia.

Studies by Melvin Tumin and Roy Collins<sup>31</sup> and E. H. Mizruchi<sup>32</sup> support the findings of Meier and Bell concerning the inverse relationship between anomia and socioeconomic class. Lewis M. Killian and Charles M. Grigg found that socioeconomic status was inversely related to anomia for whites and urban Negroes, but was not related to socioeconomic status for rural Negroes.<sup>33</sup>

Richard L. Simpson and H. Max Miller studied the degree of anomia within class levels.<sup>34</sup> Their findings did not support Meier and Bell's hypothesis regarding the inverse relationship between anomia and the access to means for the achievement of life goals. Their study suggests that anomia seems to be associated with the length of exposure to life in lower-status groups where the prevailing attitudes are more anomic.

Lewis Rhodes, in a study involving white male and female high school seniors in Tennessee, found that family occupational level, occupational aspiration, and urban school context were all inversely related to anomia.<sup>35</sup> He found, however, that when occupational aspiration level is

controlled, that the inverse relationship between anomia and class tends to disappear. Rhodes points out that, "The adolescents tended to score high on an anomia scale when there was a wide discrepancy between aspiration and chances for success provided the family position in the social structure is one where economic stress is maximized."<sup>36</sup> Rhodes' study seems to indicate that aspiration is the key variable associated with anomia. These findings also lend indirect support to the thesis of this paper that there is also a discrepancy between the aspirations of students who are seeking to enter an occupation which is not commensurate with their occupational value orientations.

#### Relationship Between Anomie and Occupational Value Orientation

Robin M. Williams, Jr. explains that the qualities of values are as follows:<sup>37</sup> (1) "Values have a conceptual element." Values are more general and more abstract than emotions, sensations, and reflexes. They are derived from the individual's immediate experience. (2) "Values are affectively charged." They are more than simply an intellectual interest. Values also represent an emotional orientation toward someone or something. (3) "Values are not the concrete goals of action, but rather the criteria by which goals are chosen." The writer would like to point out that while Williams does not consider values to be specific goals, general goals are expressed in an individual's general value orientation. The value orientation is a reflection of his goals. Harold Fallding in his "A Proposal for the Empirical Study of Values" explains, "A value, then, is a generalized end that guides behavior toward uniformity in a variety of situations, with the object of repeating a particular self-sufficient satisfaction."<sup>38</sup> It is in the

context of generalized goals, which the writer has made use of value orientations in this study. (4) Williams states that "Values are important". They are important because they guide human behavior.

Williams writes,

"Values are thus "things" in which people are interested--things that they want, desire to be or become, feel as obligatory, worship, enjoy. Values are modes of organizing conduct--meaningful, affectively invested pattern principles that guide human action."<sup>39</sup>

Merton's theory of anomie discusses the malintegration of societal means of reaching cultural goals. When the means and goals of society are not well integrated, then anomie may result. In most cases, as pointed out earlier, social researchers have found that groups who do not have access to the means of realizing their goals are in fact more anomic than those who do.

The writer has employed this same basic reasoning in regard to students. The students possess certain occupational value orientations, which reflect particular goals. These goals are to be realized by preparing for the occupation with which their occupational value orientations are commensurate. If the student is in a college curriculum which will prepare him for an occupation that coincides with his goals or occupational value orientations, then the means do directly lead to the ends. In this case the student is utilizing the most rational means of realizing his goals. If, on the other hand, the student has entered a curriculum which will not directly allow him to enter an occupation which is commensurate with his value orientation, then he is not engaging the most rational means available. This malintegration of the means and ends may produce anomie. Powell writes, "When the ends of action become contradictory, inaccessible or insignificant, a condition of anomie arises."<sup>40</sup>

The writer has pointed out earlier that Rosenberg found that the occupational value orientations and anticipated occupations of students to be in harmony. It was also shown that student images of certain occupations are implicitly related to Rosenberg's three occupational value orientations. These facts do seem to indicate that certain occupations correlate with particular value orientations subjectively for the college student. Thus, certain occupations do represent certain goals. The findings of Rosenberg and Strong with regard to the shift of persons from occupations which do not coincide with their interests or values further support this assumption.

The writer realizes that the conflict between occupational value orientations and occupational choice is greater when the individual has actually entered the occupation. It is not, however, the purpose of this paper to explore the occupational world. The writer's purpose concerns an exploration of malintegration of means and ends within the college culture to see if the degree of conflict is great enough to produce anomia, as indicated by the Srole scale.

FOOTNOTES

<sup>1</sup>Rosenberg.

<sup>2</sup>Philip E. Jacob, Changing Values in College: An Exploratory Study of the Impact of College Teaching, (New York, 1957), p. 58.

<sup>3</sup>Ibid., p. 59.

<sup>4</sup>Joseph Katz and Nevitt Sanford, "The Curriculum in the Perspective of the Theory of Personality Development", The American College, ed. Nevitt Sanford (New York, 1962), p. 425.

<sup>5</sup>Davie, pp. 15-45.

<sup>6</sup>James M. Gillespie and Gordon W. Allport, Youth's Outlook on the Future (Garden City, 1955), p. 9.

<sup>7</sup>E. K. Strong, Jr., Vocational Interests 18 Years After College (Minneapolis, 1955).

<sup>8</sup>R. F. Berdie, "Aptitude Achievement, Interest, and Personality Tests: A Longitudinal Comparison", Journal of Applied Psychology, 39:1955, pp. 103-114.

<sup>9</sup>O'Dowd and Beardslee.

<sup>10</sup>Ibid., p. 36.

<sup>11</sup>Ibid., pp. 39-40.

<sup>12</sup>Ibid., pp. 38-39.

<sup>13</sup>Emile Durkheim, The Division of Labor in Society, tr. George Simpson (New York, 1947).

<sup>14</sup>Emile Durkheim, Suicide, trs. John A. Spaulding and George Simpson (Glencoe, 1951), p. 248.

<sup>15</sup>Isabel Cary-Linberg, "On Durkheim, Suicide, and Anomie", American Sociological Review, Vol. 24 (1959), p. 250.

<sup>16</sup>Durkheim, Suicide, p. 248.



- <sup>17</sup>Merton, Social Theory and Social Structure, p. 132.
- <sup>18</sup>Ibid., p. 162.
- <sup>19</sup>Ibid., p. 162.
- <sup>20</sup>Ibid., p. 162.
- <sup>21</sup>Ibid., pp. 131-160.
- <sup>22</sup>Ibid., pp. 140-157.
- <sup>23</sup>Srole, pp. 709-716.
- <sup>24</sup>Ibid., p. 711.
- <sup>25</sup>Ibid., pp. 709-716.
- <sup>26</sup>Herbert McClosky and John H. Schaar, "Psychological Dimensions of Anomy", American Sociological Review, Vol. 30 (1965), pp. 14-40.
- <sup>27</sup>Ibid., pp. 38-39.
- <sup>28</sup>Ibid., p. 40.
- <sup>29</sup>Dorothy L. Meier and Wendell Bell, "Anomia and Differential Access to the Achievement of Life Goals", American Sociological Review, Vol. 24 (1959), pp. 189-202.
- <sup>30</sup>Wendell Bell, "Anomie, Social Isolation, and the Class Structure", Sociometry, Vol. 20 (1957), pp. 105-116.
- <sup>31</sup>Melvin Tumin and Roy C. Collins, "Status Mobility and Anomie: A Study in Readiness for Desegregation", British Journal of Sociology, Vol. 10 (1959), pp. 253-267.
- <sup>32</sup>E. H. Mizruchi, "Alienation and Anomie: Theoretical and Empirical Perspectives", The New Sociology: Essays in Honor of C. Wright Mills, ed., Louis Horowitz (New York, 1964), pp. 253-267.
- <sup>33</sup>Lewis M. Killian and Charles M. Grigg, "Urbanism, Race, and Anomia", American Journal of Sociology, Vol. 67 (1962), pp. 661-665.
- <sup>34</sup>Richard L. Simpson and H. Max Miller, "Social Status and Anomia", Social Problems, Vol. 10 (1963), pp. 256-264.
- <sup>35</sup>Lewis Rhodes, "Anomie, Aspiration, and Status", Social Forces, Vol. 42 (1964), pp. 434-440.
- <sup>36</sup>Ibid., p. 434.
- <sup>37</sup>Robin M. Williams, Jr., American Society: A Sociological Interpretation (New York, 1957), p. 374.

<sup>38</sup>Ibid., p. 374.

<sup>39</sup>Ibid., p. 374.

<sup>40</sup>Elwin H. Powell, "Occupation, Status and Suicide: Toward A Redefinition of Anomie", American Sociological Review, Vol. 23 (1958), pp. 131-139.

## CHAPTER III

### METHODOLOGY OF THE STUDY

#### Selection of the Population

During the spring semester of 1965 the writer distributed a three page questionnaire to selected categories of upper division college students attending Oklahoma State University and the University of Oklahoma. The categories were as follows: (1) students majoring in accounting or banking and finance who plan to enter some occupational field related to these majors, (2) students majoring in fields such as sociology, psychology and similar areas who plan a career in the field of social work and related areas, (3) students majoring in the fields of visual art and music who plan to enter an occupation involving some facet of visual art or music. The students received and filled out this questionnaire during one of their regular class periods.

The writer attempted to gain a response from the total population of students who would represent the categories studied. The questionnaires were distributed in several sections of classes offering upper division work in accounting, social work, art and music. This method was, however, not successful in producing responses from the total number of students within the selected categories for the following reasons: (1) Many of the students in

the categories were not in the particular classes in which the questionnaires were distributed. (2) The writer did not distribute the questionnaires in all the sections of accounting because there was not a significant number of students available in these sections who could be used in the study. These sections usually contained a very limited number of upper division students. (3) There seems to be no information available concerning the total number of students attending Oklahoma State University and the University of Oklahoma who could be classified into the selected categories used in this study. The available information concerning the student enrollment in a particular academic major does not indicate how many of these students intend to enter an occupation which coincides with their major. Therefore the writer does not know the exact percentage of the total population which he was able to sample. The following number of subjects were obtained for each of the categories: sixty-seven art and music majors, ninety accounting and banking and finance students, and forty-seven social work students. Students at both Oklahoma State University and the University of Oklahoma were studied in order to have enough data for the statistical analysis.

Another method which could have been used to distribute the questionnaires is that of mailing the questionnaires to all students enrolled in the academic majors within the categories. The writer, however, chose not to employ this method for the following reasons: (1) It was felt that the number of responses obtained from the returned mail would not be sufficient to analyze by statistical procedures. The data were gathered close to the end of the spring

semester. At this time students are concerned with such activities as final exams and preparing to leave the campus. Thus, the writer felt that mailed responses would be low. (2) A second reason regarding the method of questionnaire distribution rather than by mail was the expenses which would be entailed. Securing envelopes and purchasing postage stamps would have involved additional expenditures not needed in the method which was actually employed by the writer. Taking all into consideration, the writer felt that distributing the questionnaires in the classroom was the most optimum method which could be used in this study.

#### The Questionnaire

The questionnaire consisted of four main sections.<sup>1</sup> The first section involved questions concerning general background information, such as the subject's age, sex, and overall grade point during the fall, 1964 semester. The second and third sections each consisted of a scale used to measure occupational value orientation as devised by Rosenberg. The last section of the questionnaire consisted of Srole's Anomia scale.

Specifically the first section of the questionnaire consisted of questions regarding the following background variables: subject's level of education; sex; college; major field; present age; overall grade point during the fall, 1964 semester; anticipated occupation; and father's occupation. Each of these background variables was studied in relation to each other as well as to the response to the scales in order to analyze their influence on the scale responses. The writer was interested in exploring the relationship of these

background variables to the three categories of students. These particular variables were selected because (1) they were relatively simple to handle statistically and (2) they provided a means of identifying the student according to the three categories studied. By analyzing these variables, the writer was able to obtain a more accurate picture of the relationship between the specific independent and dependent variables related to the hypotheses which were tested.

The background variables were broken down into various classifications for purposes of statistical analysis. The subjects were enrolled in seven different colleges which are as follows: (1) Arts and Sciences--Oklahoma State University, (2) Fine Arts--University of Oklahoma, (3) Business--Oklahoma State University and University of Oklahoma, (4) University College--University of Oklahoma, (5) Home Economics--Oklahoma State University and University of Oklahoma, (6) Education--Oklahoma State University and University of Oklahoma, (7) School of Nursing--University of Oklahoma.

The major field curricula were classified as follows: (people-oriented) sociology, family relations and child development, psychology, speech therapy, nursing, special education, physical therapy and social work; (self-expression-oriented) art, art education, music, music education, and fine arts; (extrinsic reward-oriented) accounting and banking and finance.

The method of classification of the father's occupation was based on the revised NORC ratings.<sup>2</sup> These ratings were derived from an opinion study done by Cecil C. North and Paul K. Hatt in 1947.<sup>3</sup>

### Occupational Value Orientation Scales

The first occupational value orientation scale consisted of six items taken from the Rosenberg study. Each of the six items was paired with the other five, yielding a fifteen paired-item scale.<sup>4</sup> The students were given the following instructions concerning this scale: "In each of the following fifteen pairs of statements, pick one statement out of each pair which you consider to be the most important in an "ideal" occupation. Place an (X) in the appropriate space next to the desired statement. Make only one selection for each pair of statements."

The writer assigned numbers one through six to the six items. The item number was recorded each time it was chosen. The response frequency of the items was charted to give a description of the total number of times each item was chosen for each questionnaire. This total ranged from possible high of five to a low of zero choices. The scores of the pair of items related to a particular occupational value orientation. In other words, the number of choices recorded for "provide an opportunity to use my special abilities or aptitudes" was added to the number of choices recorded for "permit me to be creative and original" to give the total number of responses for the "self-expression-orientation". This same procedure was followed for each of the occupational value orientations.

The respondent was classified according to one of the three occupational value orientations. This was done simply by placing the respondent in the occupational value orientation category in which he had scored the highest number of responses. If one of the subject's response cate-

gories was not higher than the other two, then he was given no classification.

The second occupational value orientation scale consists of fifteen different occupational fields.<sup>5</sup> Five of the fields represent occupations which coincide with the "self-expression-orientation." They are as follows: architecture, journalism-drama, art, natural science and engineering. Five of the occupational fields represent occupations which coincide with the "extrinsic reward-orientation." These fields are: real estate-finance, hotel-food, sales promotion, law and advertising. The remaining five occupational fields coincide with the "people-oriented" value orientation. They are: social work, medicine, teaching, social science and personnel work. These occupational fields were found to correlate with their respective occupational value orientation in the Rosenberg study.<sup>6</sup>

The above occupational fields were grouped into threes with each occupational value orientation represented in each group, such as: architecture, social work, real estate-finance. The subject was asked to select one field out of each group of three, as the field in which he would most desire to work. The total number of responses for each occupational value orientation category was observed. The subject was then categorized according to the occupational value orientation category in which he scored the highest. The subject was not classified if one of the value orientation categories was not higher than the other two.

The writer analyzed each of the occupational value orientation scales independently. Each scale was correlated with each background variable as well as the "anomia" scale.



### Srole's Anomia Scale

Srole's five item "anomia" scale was used with five response choices for each item.<sup>7</sup> The response choices are as follows: Strongly agree, agree, undecided, disagree, strongly disagree. The writer believed that the use of the five response choices would produce more accurate results than Srole's two response choices. The five response category provides the subject an opportunity to respond more specifically to the opinion statement. Thus, the writer can obtain a more specific evaluation of the subject's opinion. On the other hand the five response category does not provide the researcher with clear cut dichotomized answers as would be the case if only agree and disagree were used for response choices. The scoring of the responses was based on a method developed by Meier and Bell.<sup>8</sup>

### Method of Statistical Analysis

A chi-square analysis was used to test the differences between the various variables. Chi-square was used because the data could only be classified as nominal data. Nominal data do not lend themselves to parametric statistics. The chi-square analysis was found to be the most efficient non-parametric statistic to employ in this study.

Each of the seven background variables was compared with each item on each scale as well as the total scale scores. This was done by the use of chi-square contingency tables. The writer believed that an item by item analysis of the occupational value orientation scales should be made since each of these scales was greatly modified from its original use in the Rosenberg study.

Each of the variables was compared with each of the other variables in chi-square contingency tables. These comparisons, as mentioned earlier, were made in order to gain a complete picture of the relationship of the occupational value orientations to the major field curricula and the anomia scale.

#### Explanation of the Hypotheses Tested

The null hypotheses dealt with the selected categories of college students and the occupational value orientations were as follows:

- (1) There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations among students majoring in accounting and banking and finance.
- (2) There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations among students who are in pre-social work majors.
- (3) There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations among students majoring in visual art and music.

By testing these particular hypotheses, the writer is seeking to find out if a significant majority of the students within each of the selected categories do share a common occupational value orientation. A student is classified as holding a particular occupational value orientation if he has selected items representing this orientation on the occupational value orientation scales more times than he has selected items representing either of the other two orientations.

The majority of students who have selected a particular occupational value orientation are compared with the other orientations. In other

words, the writer compared the difference between the largest percentage of students who selected a particular value orientation with the combined percentages of students who selected one of the other two orientations. If there was a significant difference between these percentages at the .05 level, then the writer rejected the null hypothesis.

The procedure for testing the difference between these percentages was as follows: (1) First the categories of students were compared with the three occupational value orientations in a chi-square contingency table. The difference between the three categories with regard to the occupational value orientations was tested at the .05 level. (2) If in step one there was revealed a significant difference, then the occupational value orientation which was selected with the greatest frequency was compared with the other two orientations. This was done within each category of students. The writer made this test by placing ninety-five percent confidence limits around the two percentages which were to be compared. If these limits did not overlap and the percentage of the single occupational value orientation was larger than the combined percentages of the other two occupational value orientations, then the null hypothesis was rejected.<sup>9</sup>

The null hypothesis which dealt with the relationship between the occupational value orientations and anomie was as follows: There will be no significant difference in the "anomia" scores between students whose occupational value orientations differ significantly from the majority of students in their academic category, and the "anomia" scores of the majority of students who share the common occupational value orientation.

The writer is seeking to find out if the students who deviate from the majority held occupational value orientation within their category are more anomic than the majority. A student is defined as anomic if he scores five or above on the Srole Anomia Scale.

The writer tested this hypothesis by comparing the students who shared the common occupational value orientation in their category with those students who did not share the common occupational value orientation in their category with anomie in a two-by-two chi-square contingency table. This relationship was tested at the .05 level.

#### FOOTNOTES

<sup>1</sup>Appendix A contains a copy of the questionnaire employed in this study.

<sup>2</sup>Albert J. Reiss, Occupations and Social Status, (Glencoe, 1961), pp. 263-275.

<sup>3</sup>National Opinion on Occupations: Final Report of a Special Opinion Survey Among Americans 14 and Over (National Opinion Research Center, University of Denver, 1947).

<sup>4</sup>See Part I of questionnaire in Appendix A.

<sup>5</sup>See part II of questionnaire in Appendix A.

<sup>6</sup>Rosenberg, Chapter I.

<sup>7</sup>See part III of questionnaire in Appendix A.

<sup>8</sup>Meier and Bell, pp. 189-202.

<sup>9</sup>For a more detailed explanation of this method See: Margaret J. Hagood and Daniel O. Price, Statistics for Sociologists (New York, 1952), pp. 367-368.

## CHAPTER IV

### RESULTS OF STATISTICAL ANALYSIS

#### Introduction

Chapter IV consists of a presentation of the results of the analysis of the questionnaire responses. These data are used to test the hypotheses stated in Chapter I. The significance of the hypotheses is tested by chi-square analysis and the use of ninety-five percent confidence limits. The value of chi-square required to reject the null hypothesis was set at the .05 level. The data related to the hypotheses are presented in percentage and frequency tables.

#### Relationship of the Selected Categories of Students to Occupational Value Orientations: Scale I

Table I, on page 44 illustrates the relationship of the three categories or classes of college students to the three occupational value orientations as measured by occupational value orientation scale I. This scale, as mentioned earlier, consists of fifteen paired items taken from Rosenberg's study of occupations and values. The differences between the categories with regard to the occupational value orientations were significant at the .01 percent level. In other words, it was found by chi-square analysis that the relationship between the categories of students and the occupational value orientations is

TABLE I

DISTRIBUTION OF THE SELECTED CATEGORIES OF STUDENTS BY  
OCCUPATIONAL VALUE ORIENTATION AS MEASURED BY  
SCALE I BY PERCENTAGE AND FREQUENCY

Student Categories	Self Expression Oriented % (N)	Extrinsic Reward Oriented % (N)	People Oriented % (N)	Total % (N)
Class I- Students anticipating careers in art or music	72.0 (41)	1.6 (1)	26.4 (15)	100 (57)
Class II- Students anticipating careers in accounting or banking and finance	35.5 (28)	39.1 (31)	25.4 (20)	100 (79)
Class III- Students anticipating careers in social work	13.0 (6)	0 (0)	87.0 (40)	100 (46)
Total	41.2 (75)	17.6 (32)	41.2 (75)	100 (182)

Chi-square = 97.43 Degrees of Freedom = 6  
Significant at .01 level

something other than random association.

Class I consists of students majoring in the fields of visual art or music who plan to enter an occupation involving some facet of visual art or music. Seventy-two percent of the class I students were found to be "self-expression-oriented". The writer tested the difference between the percentage of Class I students who were "self-expression-oriented" and the combined percentages of the Class I students who were found to be "extrinsic reward-oriented" and "people-oriented". This was done by placing ninety-five percent confidence limits around the two percentages. The limits were found not to overlap. Thus, the percentages are significantly different at the .05 percent level.

The writer rejected the following null hypothesis:

There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations among students majoring in visual art and music.

Since the percentage of class I students who were "self-expression-oriented" was significantly greater than the percentage of class I students holding the other two value orientations, the writer accepted the alternative hypothesis:

A significantly more frequent number of students majoring in visual art and music will be "self-expression-oriented".

Class II students are those students majoring in accounting or banking and finance who plan to enter some occupational field related to these majors. The largest percentage (thirty-nine percent) of class II students was associated with the "extrinsic reward-orientation". This percentage was found, however, to be significantly less than the combined percentages of class II students holding one of the other two occupational value orientations. The writer accepted the following null hypothesis:



There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations among students majoring in accounting and banking and finance.

Class III consists of those students majoring in fields such as sociology, psychology and similar areas who plan a career in the field of social work. A significant difference was found to exist between the percentage of class III students who were "people-oriented" and the percentage of class III students who held the other two occupational value orientations. The writer, therefore, rejected the following null hypothesis:

There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations, among students who are pre-social work majors.

The fact that the percentage of class III students (eighty-seven percent) who were found to be "people-oriented" was significantly greater than the combined percentages of the class III students holding the other two occupational value orientations allowed the writer to accept the following alternative hypothesis:

A significantly more frequent number of students in pre-social work majors will be "people-oriented".

#### Relationship of the Selected Categories of Students to the Occupational Value Orientations: Scale II

Table II, on the following page, consists of a presentation of the percentages of the three classes of college students on the occupational value orientations as measured by scale II. Scale II consists of five groups of three occupational fields. Each of the occupational fields represents one of the three occupational value orientations considered by the writer.

TABLE II

DISTRIBUTION OF THE SELECTED CATEGORIES OF STUDENTS BY  
OCCUPATIONAL VALUE ORIENTATION AS MEASURED BY  
SCALE II BY PERCENTAGE AND FREQUENCY

Student Categories	Self Expression Oriented % (N)	Extrinsic Reward Oriented % (N)	People Oriented % (N)	Total % (N)
Class I- Students anticipating careers in art or music	62.0 (31)	8.0 (4)	30.0 (15)	100 (50)
Class II- Students anticipating careers in accounting or banking and finance	2.7 (2)	72.0 (54)	25.3 (19)	100 (75)
Class III- Students anticipating careers in social work	0 (0)	2.2 (1)	97.8 (44)	100 (45)
Total	19.4 (33)	34.6 (59)	46.0 (78)	100 (170)

Chi-square = 162.89    Degrees of Freedom = 6  
Significant at .01 level

The differences between the three classes of students with regard to occupational value orientations were found to be significant at the .01 percent level. These differences were found to be significant by employing chi-square analysis as was done with scale I.

The majority of class I students (sixty-two percent) were "self-expression-oriented". This percentage was not, however, significantly greater than the combined percentages of the other two occupational value orientations at the .05 percent level. The writer, thus, accepted the null hypothesis:

There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations among students majoring in accounting and banking and finance.

The percentage of class I students who were "self-expression-oriented" was, however, significantly greater than the percentage of class I students who were "people-oriented", and, therefore, significantly greater than the percentage of class I students who were "extrinsic reward-oriented" as the .05 percent level.

The majority of class II students (seventy-two percent) were found to be "extrinsic reward-oriented". The difference between the percentage of class II students who were "extrinsic reward-oriented" and the percentage of class II students who held the other occupational value orientations was found to be significant at the .05 percent level. The writer thus rejected the following null hypothesis:

There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations among students majoring in accounting and banking and finance.

The fact that the percentage of class II students was significantly higher than the percentage of class II students holding the two other

occupational value orientations allowed the writer to accept the alternative hypothesis:

A significantly larger number of students majoring in accounting and banking and finance will be "extrinsic reward-oriented".

A very large majority of class III students (97.8 percent) were found to fall in the classification of "people-oriented". This percentage, when compared, by the use of ninety-five percent confidence limits, with the combined percentages of the class III students who were found to be significantly greater at the .05 percent level. The following null hypothesis was rejected:

There will not be one occupational value orientation which will be significantly larger than the other occupational value orientations among students who are in pre-social work majors.

The alternative hypothesis was accepted:

A significantly larger number of students in pre-social work majors will be "people-oriented".

#### Relationship of the Background Variables to the Three Categories of Students

Chi-square analysis revealed the fact that only one of the background variables was significantly related to the selected categories of students at the .05 percent level. These variables will not be discussed because they cannot be used to explain the relationship of the selected categories of students with the occupational value orientations. The only variable which was significantly related to the three categories was sex.

Table III, on the following page, illustrates the association of the percentages of males and females with the three classes of students. This table points out the fact that class I and class III are largely

TABLE III

DISTRIBUTION OF THE SELECTED CATEGORIES OF STUDENTS  
ACCORDING TO SEX BY PERCENTAGE AND FREQUENCY

Student Categories	Males % (N)	Females % (N)	Total % (N)
Class I- Students anticipating careers in art or music	37.7 (23)	62.3 (38)	100 (61)
Class II- Students anticipating careers in accounting or banking and finance	93.3 (83)	6.7 (6)	100 (89)
Class III- Students anticipating careers in social work	12.8 (6)	87.2 (41)	100 (47)
Total	56.8 (112)	43.2 (85)	100 (197)

Chi-Square = 94.44    Degrees of Freedom = 2  
Significant at .01 level

composed of females, while class II is made up primarily of males. The relationship of males and females to the selected categories of students was found to be significant at the .01 percent level.

The Relationship of Males and Females to the Occupational Value  
Orientation Scales I and II

The relationship of males and females to the occupational value orientation scales was analyzed in order to understand the part this variable played in the relationship between the three classes of students and the occupational value orientations. The following table illustrates the relationship of males and females to the occupational value orientations as measured by scale I.

Table IV, on the next page, illustrates the fact that occupational value orientations are dependent upon the sex of the respondent. This dependency was found to be significant at the .01 percent level. The greatest percentage of males (forty-two point five) was found to be "self-expression-oriented". Only twenty percent of the total population of males were in class I which was significantly "self-expression-oriented". Thus, sex cannot be explained as the cause of this relationship.

Seventy-four percent of the total population of males were in class II. Class II, however, was not found to be significantly related to any of the occupational value orientations. The fact that the greatest percentage of males was "self-expression-oriented" provides the writer with some insight into the reason why class II was not significantly "extrinsic reward-oriented". The effect of sex evidently had a nullifying effect on the influence of the category with regard to class II's

TABLE IV

DISTRIBUTION OF MALES AND FEMALES BY OCCUPATIONAL VALUE ORIENTATION  
AS MEASURED BY SCALE I BY PERCENTAGE AND FREQUENCY

Sex	Self Expression Oriented % (N)	Extrinsic Reward Oriented % (N)	People Oriented % (N)	Total % (N)
Males	42.5 (43)	24.7 (28)	29.8 (30)	100 (101)
Females	39.0 (32)	3.7 (3)	57.3 (47)	100 (82)
Total	41.0 (75)	16.9 (3)	42.1 (77)	100 (183)

Chi-Square = 26.35    Degrees of Freedom = 3  
Significant at .01 level

occupational value orientation. The largest percentage of females (fifty-seven percent) were found to be "people-oriented". This percentage was not, however, found to be significantly greater than the percentage of females who were "self-expression-oriented". Thus, the variable of sex cannot be used to explain why the class I and class II students were "self-expression-oriented" and "people-oriented" respectively even though these classes were mainly composed of females.

Table V, on page 54, illustrates the association between sex and occupational value orientation as measured by scale II. The relationship between sex and the occupational value orientations measured by scale II was found to be significant at the .01 percent level.

Table V indicates that the largest percentage of males (fifty-five percent) was "extrinsic reward-oriented". This fact could indicate that the effect of sex was the reason that class II was significantly "extrinsic reward-oriented" since ninety-three percent of class II was males. The largest percentage of females was "people-oriented". The explanation which is based solely on the influence of sex breaks down, however, when one considers the fact that sixty-two percent of the class I students were "self-expression-oriented". This percentage, while not being significantly greater than the combined percentages of the other two occupational value orientations, was significantly greater than the individual percentages of class I students holding the other two occupational value orientations. Thus, the significance of the relationship between the selected categories of students and occupational value orientations as measured by scale II must be explained in terms of the influence of the category of the students.



TABLE V.

DISTRIBUTION OF MALES AND FEMALES BY OCCUPATIONAL VALUE ORIENTATION  
AS MEASURED BY SCALE II BY PERCENTAGE AND FREQUENCY

Sex	Self Expression Oriented % (N)	Extrinsic Reward Oriented % (N)	People Oriented % (N)	Total % (N)
Males	15.6 (14)	55.6 (50)	28.8 (26)	100 (90)
Females	23.4 (19)	9.9 (8)	66.7 (54)	100 (81)
Total	19.3 (33)	33.9 (58)	46.8 (80)	100 (171)

Chi-Square = 49.80    Degrees of freedom = 3  
Significant at .01 level

Relationship of Occupational Value Orientation to Anomie:  
Occupational Value Orientation Scale I

Table VI, on page 56, presents the percentage and frequency relationships of students holding the dominant occupational value orientation within their category and the students deviating from the occupational value orientation shared by the majority of students within their category to anomie.

As mentioned in chapter III, anomics are defined as those students who scored five or above on the Srole Anomia Scale. The non-anomics are defined as those students who scored less than five on the Srole Anomia Scale.

Table VI excludes the class II students since there was no occupational value orientation which was found to be significant in this class with regard to scale I. Table VI, thus, consists only of class I and class III students.

The writer was not able to analyze the relationship of the students who possess the dominant occupational value orientation and those who do not with anomie by chi-square analysis. One of the theoretical cell frequencies was less than the value of five. If the theoretical frequency value is less than five, then the chi-square analysis is not valid. One can observe, however, that there is no association between the deviants and non-deviants, and anomie.

Tables VII and VIII, on pages 57 and 58, illustrate a percentage and frequency relationship of those students sharing the dominant occupational value orientation and those deviating from the dominant occupational value orientation with anomie within class I and class II respectively. The cell frequencies for these were too small to analyze by chi-square.

TABLE VI

EXTENT OF ANOMIE INCLUDING THOSE STUDENTS WHOSE ORIENTATIONS  
COINCIDE AND THOSE STUDENTS WHOSE ORIENTATIONS DO NOT  
COINCIDE WITH THE OCCUPATIONAL VALUE ORIENTATION  
HELD BY THE MAJORITY OF STUDENTS WITHIN  
THEIR CATEGORY AS MEASURED BY SCALE I  
WITH CLASS II STUDENTS OMITTED BY  
PERCENTAGE AND FREQUENCY

Classification of Anomie	Students Whose Ori- entations Do Coincide With the Majority of Students in their Cate- gory		Students Whose Ori- entations Do <u>Not</u> Coincide with the Majority of Students in their Category		Total	
	%	(N)	%	(N)	%	(N)
Non-anomic-- Those who scored less than 5 on the Srole Anomia Scale	83.2	(64)	80.0	(20)	82.5	(84)
Anomic-- Those who scored 5 or above on the Srole Anomia Scale	16.8	(13)	20.0	(5)	17.5	(18)
Total	100	(77)	100	(25)	100	(102)

TABLE VII

EXTENT OF ANOMIE INCLUDING THOSE STUDENTS ANTICIPATING CAREERS  
IN ART OR MUSIC WHOSE ORIENTATIONS DO NOT COINCIDE WITH  
THE OCCUPATIONAL VALUE ORIENTATION HELD BY  
THE MAJORITY OF STUDENTS WITHIN THEIR  
CATEGORY AS MEASURED BY SCALE I  
BY PERCENTAGE AND FREQUENCY

Classification of Anomie	Students Anticipating Careers in Art or Music whose Or- ientations Do Coincide with the Majority of Students in their Category		Students Anticipating Careers in Art or Music whose Or- ientations Do Not Coincide With the Ma- jority of Students in their Category		Total	
	%	(N)	%	(N)	%	(N)
Non-anomic-- Those who scored less than 5 on the Srole Anomia Scale	81.5	(31)	72.2	(13)	78.6	(44)
Anomic-- Those who scored 5 or above on the Srole Anomia Scale	18.5	(7)	27.8	(5)	21.4	(12)
Total	100	(38)	100	(18)	100	(56)

TABLE VIII

EXTENT OF ANOMIE INCLUDING THOSE STUDENTS ANTICIPATING CAREERS  
 IN SOCIAL WORK WHOSE ORIENTATIONS COINCIDE AND THOSE  
 STUDENTS WHOSE ORIENTATIONS DO NOT COINCIDE WITH  
 THE OCCUPATIONAL VALUE ORIENTATION HELD BY  
 THE MAJORITY OF STUDENTS WITHIN THEIR  
 CATEGORY AS MEASURED BY SCALE I BY  
 PERCENTAGE AND FREQUENCY

Classification of Anomie	Students Anticipating Careers in Social Work whose Ori- entations Do Coin- cide with the Majority in their Cate- gory		Students Anticipating Careers in Social Work whose Ori- entations Do <u>Not</u> Coincide with the Majority in their Category		Total	
	%	(N)	%	(N)	%	(N)
Non-anomic-- Those who scored less than 5 on the Srole Anomia Scale	84.6	(33)	100	(7)	87.0	(40)
Anomic-- Those who scored 5 or above on the Srole Anomia Scale	15.4	(6)	0	(0)	13.0	(6)
Total	100	(39)	100	(7)	100	(46)

One can observe that within class I and class II there seems to be no relationship between the student's occupational value orientation and anomie.

The Relationship of Occupational Value Orientation to Anomie:  
Occupational Value Orientation Scale II

Table IX, on page 60, presents the percentage relationship of students holding the dominant occupational value orientation within their class and the students deviating from the occupational value orientation shared by the majority of students within their category to anomie as measured by occupational value orientation scale II.

Table IX includes all three classes of students, since within each class there was an occupational value orientation which was held by a majority of students. The relationship between occupational value orientations and anomie within the categories of students was not found to be significant at the .05 percent level. The following null hypothesis was accepted:

There will be no significant difference in the anomia scores between students whose occupational value orientations differ significantly from the majority of students in their academic category, and the "anomia" scores of the majority of students who share the common occupational value orientation.

Tables X, XI, and XII, on pages 61, 62, and 63, illustrate the frequency and percentage relationship of occupational value orientation and anomie within each of the three classes. The cell frequencies in these tables were too small to analyze by chi-square.

One can observe from tables X, XI, and XII that there seems to be no relationship between anomie and occupational value orientation within any of these classes.

TABLE IX

EXTENT OF ANOMIE INCLUDING THOSE STUDENTS WHOSE ORIENTATIONS  
 COINCIDE AND THOSE STUDENTS WHOSE ORIENTATIONS DO NOT  
 COINCIDE WITH THE OCCUPATIONAL VALUE ORIENTATION  
 HELD BY THE MAJORITY OF STUDENTS WITHIN  
 THEIR CATEGORY AS MEASURED BY  
 SCALE II BY PERCENTAGE  
 AND FREQUENCY

Classification of Anomie	Students whose Ori- entations Do Coincide with the Majority of Students in their Category		Students whose Ori- entations Do <u>Not</u> Coin- cide with the Majo- rity of Students in their Category		Total	
	%	(N)	%	(N)	%	(N)
Non-anomic-- Those who scored less than 5 on the Srole Anomia Scale	82.6	(102)	78.0	(50)	80.3	(152)
Anomic-- Those who scored 5 or above on the Srole Anomia Scale	18.4	(23)	22.0	(14)	19.7	(37)
Total	100	(125)	100	(64)	100	(189)

Chi-Square = .157      Degrees of Freedom = 1  
 Not Significant at .05 level

TABLE X

EXTENT OF ANOMIE INCLUDING THOSE STUDENTS ANTICIPATING CAREERS  
IN ART OR MUSIC WHOSE ORIENTATIONS DO NOT COINCIDE WITH  
THE OCCUPATIONAL VALUE ORIENTATION HELD BY  
THE MAJORITY OF STUDENTS WITHIN THEIR  
CATEGORY AS MEASURED BY SCALE II  
BY PERCENTAGE AND FREQUENCY

Classification of Anomie	Students Anticipating Careers in Art or Music whose Or- ientations Do Coincide with the Majority of Students in their Category		Students Anticipating Careers in Art or Music whose Or- ientations Do <u>Not</u> Coincide with the Ma- jority of Students in their Category		Total
	%	(N)	%	(N)	% (N)
Non-anomic-- Those who scored less than 5 on the Srole Anomia Scale	83.0	(24)	74.0	(20)	78.7 (44)
Anomic-- Those who scored 5 or above on the Srole Anomia Scale	17.0	(5)	26.0	(7)	21.3 (12)
Total	100	(29)	100	(27)	100 (56)



TABLE XI

EXTENT OF ANOMIE INCLUDING THOSE STUDENTS ANTICIPATING CAREERS  
 IN ACCOUNTING OR BANKING AND FINANCE WHOSE ORIENTATIONS  
 COINCIDE AND THOSE WHOSE ORIENTATIONS DO NOT COINCIDE  
 WITH THE OCCUPATIONAL VALUE ORIENTATION HELD BY  
 THE MAJORITY OF STUDENTS WITHIN THEIR  
 CATEGORY AS MEASURED BY SCALE II  
 BY PERCENTAGE AND FREQUENCY

Classification of Anomie	Students Anticipating Careers in Accounting or Banking and Finance Whose Orientations Do Coincide with the Majority of Students in their Cate- gory	Students Anticipating Careers in Accounting or Banking and Finance Whose Orientations Do <u>Not</u> Coincide with the Majority of Students in their Cate- gory	Total
	% (N)	% (N)	% (N)
Non-anomic-- Those who scored less than 5 on the Srole Anomia Scale	77.0 (40)	80.0 (28)	78.2 (68)
Anomic-- Those who scored 5 or above on the Srole Anomia Scale	23.0 (12)	20.0 (7)	21.8 (19)
Total	100 (52)	100 (35)	100 (87)

TABLE XII

EXTENT OF ANOMIE INCLUDING THOSE STUDENTS ANTICIPATING CAREERS  
IN SOCIAL WORK WHOSE ORIENTATIONS COINCIDE AND THOSE  
STUDENTS WHOSE ORIENTATIONS DO NOT COINCIDE WITH  
THE OCCUPATIONAL VALUE ORIENTATION HELD BY  
THE MAJORITY OF STUDENTS WITHIN THEIR  
CATEGORY AS MEASURED BY SCALE II BY  
PERCENTAGE AND FREQUENCY

Classification of Anomie	Students Anticipating Careers in Social Work whose Orien- tations Do Coin- cide with the Majority in their Cate- gory		Students Anticipating Careers in Social Work whose Orien- tations Do <u>Not</u> Coincide with the Majority in their Category		Total	
	%	(N)	%	(N)	%	(N)
Non-anomic-- Those who scored less than 5 on the Srole Anomia Scale	86.5	(38)	100	(2)	87.0	(40)
Anomic-- Those who scored 5 or above on the Srole Anomia Scale	13.5	(6)	0	(0)	13.0	(6)
Total	100	(44)	100	(2)	100	(46)

### Summary of Tests of Hypotheses

The following null hypotheses were rejected regarding occupational value orientation scale I:

There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations among students majoring in visual art and music.

There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations among students who are in pre-social work majors.

The following null hypothesis was accepted regarding occupational value orientation scale I:

There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations among students majoring in accounting and banking and finance.

The following null hypothesis was neither accepted nor rejected as measured by occupational value orientation scale I because of insufficient cell frequencies in the Chi-square contingency table.

There will be no significant difference in the "anomia" scores between students whose occupational value orientations differ significantly from the majority of students in their academic category, and the "anomia" scores of the majority of students who share the common occupational value orientation.

The following alternative hypotheses were accepted as measured by scale I:

A significantly more frequent number of students majoring in visual art and music will be "self-expression-oriented".

A significantly more frequent number of students in pre-social work majors will be "people-oriented".

The following null hypotheses were rejected as measured by occupational value orientation scale II:

There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations among students majoring in accounting and banking and finance.

There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations among students who are in pre-social work majors.

The following null hypothesis was accepted as measured by

Occupational value orientation scale II:

There will not be one occupational value orientation which will be significantly more frequent than the other occupational value orientations among students majoring in art and music.

There will be no significant difference in the "anomia" scores between students whose occupational value orientations differ significantly from the majority of students in their academic category, and the "anomia" scores of the majority of students who share the common occupational value orientation.

The following alternative hypotheses were accepted as measured by

occupational value orientation scale II:

A significantly more frequent number of students majoring in accounting and banking and finance will be "extrinsic reward-oriented".

A significantly more frequent number of students in pre-social work majors will be "people-oriented".

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Introduction

Chapter V consists of a summary of the results of the analysis of the research on occupational value orientations and anomie. The writer also discusses many of the problems which were encountered in the study. Suggestions for related, future research are also pointed out.

#### Summary of the Results Taken From the Occupational Value Orientation Scales With Regard to the Selected Categories of Studies

The chi-square analysis of occupational value orientation scale I revealed the fact that class I and class III students are primarily "self-expression-oriented" and "people-oriented" respectively. These findings support the Rosenberg study.<sup>1</sup> They also coincide with the findings of O'Dowd and Beardslee.<sup>2</sup> Class II students were not found, primarily to be "extrinsic reward-oriented". This fact leads the writer to two conclusions: (1) Class II students are not in fact "extrinsic reward-oriented" or (2) Class II students are "extrinsic reward-oriented" as predicted by the Rosenberg study but the occupational value orientation scale I employed by the writer was inadequate in measuring this value orientation correctly.

In considering these two conclusions one must compare the results taken from the value orientation scale II. Class II students were

found to be significantly "extrinsic reward-oriented" when measured by scale II. An item by item analysis of scale I points out that in only five of the eight items in which the "extrinsic reward" item was paired with an item representing another orientation, did a majority of the class II students select the "extrinsic reward" item. In only two of the five cases the percentage of the class II students selecting the "extrinsic reward" item was greater than sixty percent. An item by item analysis of occupational value orientation scale II reveals that the largest percentage of class II students selected "extrinsic reward" items in three of the five cases.

The writer postulates that possibly the "extrinsic reward" items used in occupational value orientation scale I were too direct. The writer feels that students do not like to admit that they are "extrinsic reward oriented". It is possible that items which are less direct in expressing the extrinsic reward orientation would be more effective in exploring this particular orientation.

Occupational value orientation scale I and II did not exactly coincide with regard to class I students. Class I students were not found to be significantly "self-expression-oriented" when compared with the other two occupational value orientations when measured by occupational value orientation scale II as was found in scale I. The writer attributes this lack of significance to item five of scale II. Item five offered the three following choices: (1) personnel work (2) advertising (3) engineering. In this case advertising represented the "extrinsic reward orientation" while the choice of engineering represented "self-expression-orientation". However, sixty-three percent of the class

I students selected the choice of advertising as the field in which they would most desire to work. Twenty-eight percent of the class I students select the choice of engineering. The writer feels that the art and music students perceived the field of advertising as a more creative occupational field than engineering. It is also possible that many of the art majors were interested in entering the field of advertising as one facet of the field of commercial art. This item probably presented some distortion with regard to the measurement of the "self-expression-orientation" since advertising was scored as representing the "extrinsic reward-orientation".

#### Summary of the Relationship of Occupational Value Orientation and Anomie Taken from the Occupational Value Orientation Scales and the Anomie Scale.

In neither of the occupational value orientation was there found a relationship between those students holding the dominant occupation value orientation within their category and those students deviating from the dominant occupational value orientation within their category with anomie. This resulted in the acceptance of the following null hypothesis for both occupational value orientation scales: There will be no significant difference in the "anomia" scores between students whose occupational value orientations differ significantly from the majority of students in their academic category, and the "anomia" scores of the majority of students who share the common occupational value orientation.

The acceptance of this null hypothesis could be attributed to several causes. (1) The first and most obvious conclusion is that there is no relationship between occupational value orientations and anomie. If this conclusion is true, then the theory regarding that direct

relationship between those students who deviate from the occupational value orientation which is dominant within their category with anomie is not valid. If this is the case, then the defect in the theory may lie in the fact that the goals or occupational value orientations lack enough strength to cause an anomie response. Students may not place enough value on their occupational goals to become anomic if they are not reached.

Another possible defect in the theory could be the fact that the deviants are not aware that their occupational value orientations do not coincide with their anticipated occupations. If this is true, then a conflict would probably not arise.

A third possible flaw in the theory could be the fact that the selected categories of students do not coincide closely enough to one particular occupational value orientation to block the gratification of the other occupational value orientations. In other words, a student who is in category III and is "extrinsic reward-oriented" may find that a career in social work will allow him to earn a great deal of money. If this were the case then there would not be a disjunction between the means and goals, thus anomie would not arise.

(2) Another conclusion which could explain the acceptance of the null hypothesis is the fact that the scales used did not adequately measure the occupational value orientations. This is an entirely possible conclusion since both of the occupational value orientation scales had not been tested prior to this study. Rosenberg used the six items employed in the occupational value orientation scale I in different form. The validity of his scale, does not, therefore, guarantee the validity of the scale employed by the writer. The second



occupational value orientation scale was based upon the results of his study. This scale has not been used prior to this study. The writer does not question the validity of Srole's Anomia scale. It has been tested and employed by several sociologists with success.

(3) A third conclusion concerning the acceptance of the null hypothesis is that the writer may not have employed procedures in scoring the occupational value orientation which would significantly differentiate between those students who share the dominant occupational value orientation within their category and those who did not share the dominant occupational value orientation within their category. It is possible that other methods could have been used which would have enabled the writer to rank the students according to the strength with which they held a particular occupational value orientation. If this were the case, it may be possible to find a relationship between the holding of particular occupational value orientation and anomie.

#### Problems Encountered in the Study

The greatest problem encountered by the writer was in obtaining enough data to adequately conduct this study. The writer faced a great deal of difficulty in locating enough students to represent the selected categories. A large majority of the questionnaires which were distributed had to be discarded because the subjects did not meet the criteria associated with the categories. The sample was originally to be taken only from Oklahoma State University. The writer found, however, distributing the questionnaire in all art, music, and social work classes and most accounting classes in which upper division students were found, that he had recovered an insufficient amount of data. It was at this

point that the writer decided to include the University of Oklahoma in this study. The questionnaires were then distributed in two of four social work classes. The two not included were no longer in session. The questionnaires were also distributed to the department heads of art and accounting to almost all upper division art and accounting classes. The writer would like to point out that there are far fewer students who meet the criteria of the selected categories than one would assume.

Another problem involved with this study is the fact that there is no information available which indicated the size of the universe of each of the categories. The writer does not, therefore, know the degree to which his sample is representative of all students at the two universities who meet the criteria of the selected categories.

A third problem encountered in this study is related to the size of the sample obtained. The writer was not able to test the relationship between the students holding the dominant occupational value orientation and those deviating from this dominant value orientation within their class with anomie for scale I. This was due to the fact that the class II students had to be removed from the comparison because there was no dominant occupational value orientation within that class. This resulted in an inadequate theoretical frequency for one of the cells in the contingency table for the chi-square analysis. An assumption for making a chi-square test was therefore violated. One could, however, see that there was no significant difference between the deviants and the non-deviants with regard to anomie, by observation.

### Suggestions for Related Future Research

The writer would like to stress the point that more research needs to be done in the area of occupational value orientations of college students. Rosenberg's study of Occupations and Value is the only contemporary research which is greatly concerned with this area. More occupational value orientations could be defined and explored. The three occupational value orientations used in Rosenberg's and in this study could be explored in greater depth by developing more scale items to tap these orientations.

The writer would also like to suggest that this study could be expanded to include more selected categories of students. It would be possible to explore the relationship between occupational value orientation and academic curriculum with more depth if a greater variety of categories of students were selected.

The writer feels that there is a need to explore the existence of anomie among college students. Even though there was no relationship found between anomie and occupational value orientations, the writer did find students who were anomic. This existence of anomie provokes the writer to suggest that research be done to explore the factors which are related to anomie among college students.

FOOTNOTES

<sup>1</sup>Rosenberg, Chapter 1.

<sup>2</sup>O'Dowd and Beardslee, pp. 36-40.

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Appendix A



## OCCUPATIONAL VALUE ORIENTATION - ANOMIE

## Questionnaire

This questionnaire is being used to study occupational values among students at Oklahoma State University and the University of Oklahoma. It would be appreciated if you would answer the following questions sincerely on the basis of your own feelings and opinions.

1. Classification: (Check one) Freshman ( ), Sophomore ( ), Junior ( ), Senior ( ), Graduate Student ( ), Other ( ).
2. Sex: (Check one) Male ( ) Female ( ).
3. College: \_\_\_\_\_
4. Major Field (If none; state none): \_\_\_\_\_
5. Present Age: \_\_\_\_\_
6. Overall grade point during the fall, 1964 semester: \_\_\_\_\_
7. State the specific occupation for which you are training. (If undecided; write none): \_\_\_\_\_
8. Father's occupation (If your father is deceased, then state his last occupation before death.): \_\_\_\_\_

## Part I

In each of the following fifteen pairs of statements, pick one statement out of each pair which you consider to be the most important in an "ideal" occupation. Place an (X) in the appropriate space next to the desired statement. Make only one selection for each pair of statements.

1.  Provide an opportunity to use my special abilities or aptitudes.  
 Provide me with a chance to earn a good deal of money.

2.  Give me social status and prestige.  
 Give me an opportunity to be helpful to others.
3.  Give me an opportunity to work with people rather than things.  
 Provide an opportunity to use my special abilities or aptitudes.
4.  Give me an opportunity to be helpful to others.  
 Permit me to be creative and original.
5.  Provide me with a chance to earn a good deal of money.  
 Give me social status and prestige.
6.  Provide an opportunity to use my special abilities or aptitudes.  
 Give me an opportunity to be helpful to others.
7.  Give me an opportunity to work with people rather than things.  
 Provide me with a chance to earn a good deal of money.
8.  Permit me to be creative and original.  
 Provide me an opportunity to use my special abilities or aptitudes.
9.  Give me an opportunity to be helpful to others.  
 Provide me with a chance to earn a good deal of money.
10.  Permit me to be creative and original.  
 Give me social status and prestige.
11.  Give me an opportunity to work with people rather than things.  
 Give me an opportunity to be helpful to others.
12.  Provide me with a chance to earn a good deal of money.  
 Permit me to be creative and original.
13.  Give me social status and prestige.  
 Provide an opportunity to use my special abilities or aptitudes.
14.  Permit me to be creative and original.  
 Give me an opportunity to work with people rather than things.
15.  Give me an opportunity to work with people rather than things.  
 Give me social status and prestige.

## Part II

Out of each group of these occupational fields, pick the one in which you would most desire to work. Place the number of the desired field in the appropriate space in the left hand column.

- 7 a. (1) Architecture (2) Social Work (3) Real Estate-Finance

- 3 b. (1) Medicine (2) Hotel-Food (3) Journalism-Drama
- 1 c. (1) Teaching (2) Art (3) Sales Promotion
- 2 d. (1) Law (2) Social Science (3) Natural Science
- 2 e. (1) Personnel Work (2) Advertising (3) Engineering

## Part III

Signify your responses to the following statements by circling only one of the listed responses under the statement which most closely corresponds to your personal feeling about the statement.

1. In spite of what some people say, the lot of the average man is getting worse.

Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree

2. It's hardly fair to bring children into the world with the way things look for the future.

Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree

3. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.

Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree

4. These days a person doesn't really know whom he can count on.

Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree

5. There's little use writing to public officials because often they aren't really interested in the problems of the average man.

Strongly Agree    Agree    Undecided    Disagree    Strongly Disagree

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