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Effects of "Occupational Titles" on the "Occupational Perceptions" of College Men and Women

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EFFECTS OF "OCCUPATIONAL TITLES" ON THE "OCCUPATIONAL PERCEPTIONS"
OF COLLEGE MEN AND WOMEN: THE AVOIDANCE OF A
NON-TRADITIONAL OCCUPATION

by

Stuart Joel Nathan

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
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VITA

The author, Stuart Joel Nathan, was born on November 15, 1958 in Chicago, Illinois. He is the son of Howard Joseph Nathan and Joyce Iris (Weinberg) Nathan.

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CHAPTER I

INTRODUCTION

Both men and women are part of the same species. Consequently, one might expect them to fit together like two pieces of a puzzle. Yet throughout history, the sexes have regarded each other as two very different creatures. In every society people have assumed that males and females are different not merely physically but also in the elusive qualities of spirit, soul, and ability. They are not merely supposed to do the same things, think the same way, or experience the same desires.

Sex-role conflict occurs when rigid or restrictive gender roles learned during socialization prohibit a person from using one's human potential. Specifically, sex-role conflict occurs when masculine or feminine roles have negative consequences for a person. These negative consequences result from a discrepancy between the real-self and the ideal-self that is culturally associated with gender (Garnets and Pleck, 1979; cited by O'Neil, 1981).

When restrictive or inflexible sex-role norms set standards that do not allow people to freely express themselves, two outcomes may occur. First, individuals can support rigid sex-roles and behaviors and reinforce these in self and others. In some cases, these individuals will punish and devalue those who deviate from traditional sex-role

behaviors. This devaluation of others is by definition an outcome of sex-role conflict. People who restrict others' sex-role behaviors are usually unaware of their own gender identity and pay a price (e.g., defensiveness) for devaluing others. Second, individuals can combat and resist the devaluation of their gender behavior by freely expressing themselves and their behavior spontaneously regardless of others' sex-role expectations or reactions. This is sometimes a difficult position because there are few rewards for transcending sex-roles. Furthermore, many find that continual devaluation by others is uncomfortable and difficult to integrate into daily life. Another outcome of deviation from traditional sex-roles is intense emotional reactions towards those individuals who restrict others' gender values, attitudes and beliefs.

Until recently, both psychological and sociological research has done little to help understand why differences exist in the gender values, attitudes, and beliefs of men and women. Instead of studying how men and women could become more alike, researchers have generally regarded gender-related traits as a given and have focused their attention on comparing and contrasting male and female behavior. Although researchers have demonstrated significant differences between men and women, many have overlooked the question of the underlying basis for sex-linked behaviors.

The question "Why do men and women behave differently?"

has received little attention. For both the layperson and the researcher, the answer to this question has been that behavioral differences between the sexes are a natural consequence of the biological differences between men and women. According to Sargent (1977), the traditional view held by behavioral researchers has been that, for sex-linked behavior, biology is destiny. However, in general, this view has provided little insight into the complexities of the development of sex-linked behavior.

As a result of differential socialization of the sexes toward aspiring for, and accepting occupational roles regarded as appropriate for their respective genders, men and women may perceive limited career options. According to Sargent (1977), cultural prescriptions of job appropriateness for both males and females are heavily entrenched in our society and they may act as major constraints upon the decision-making in vocational areas. Both men and women tend to be alienated from one part of themselves rather than recognize the duality of human existence. Although both sexes possess masculine and feminine tendencies, the sexes have been forced to specialize in and cultivate only one set of sex-role characteristics and deny the other.

During the past decade, there has been an influx of women entering "non-traditional" occupations - occupations that until recently have been viewed as "masculine" or jobs that "men" do. Although there are also men in non-traditional

occupations, at present there are more women entering "masculine" occupations as opposed to men entering "feminine" occupations. However, the total number of both men and women entering non-traditional occupations still remains significantly low.

The specific aim of this investigation is to determine the effect of "occupational title" on one's choice or avoidance of a non-traditional occupation. The data is based on two questionnaires developed by the author specifically for the investigation. The purpose of the study is threefold: (a) to determine the effect of occupational title on the decision-making process of both men and women when considering both traditional and non-traditional occupational choices, (b) to determine the degree to which this phenomenon exists between the sexes, and (c) to determine the relationship between occupational title and occupational description for use in career counseling.

CHAPTER II

REVIEW OF RELATED LITERATURE

Psychological Theories of Sex-Role Development

With very little specific research to rely upon, the researcher turns to possibly relevant theories of sex-role identity in hopes of formulating some specific research proposals. Freud's (1957) ideas of sex-role development are part of his general theory of psycho-sexual development. Freud believed that there is an innate biological sequence of human development and that this pattern is universal for both men and women.

Freud postulated that a kind of sexual energy called libido, is the underlying force of human behavior. This energy, or libido, is present at birth and is quite diffuse but shortly thereafter is channelled into the first of the three stages that comprise the psycho-sexual stages of development. Again, it should be noted that both this energy and pattern of development during the early years of life are governed by the biological nature of all human organisms.

Freud thought that the three major orifices of the body, the oral, anal, and genital, could be erogenized by the libido. Initially, the libido becomes fixated in the mouth, the primary organ of pleasure for the newborn. The nurturance and satisfaction derived from this "oral stage" are crucial in learning the development of trust and depend-

ency.

Towards the end of the first year, the libidinal energy shifts focus to the anal zone and involves the retention and expulsion of feces. It involves the child's first opportunity for defying and submitting to the parents and is thus the source of the developing of feelings of power. The child also learns during this "anal stage" that submitting to the parents' wishes can be powerfully rewarding.

The third stage of development according to this theory is the phallic stage. This stage represents the first clear differentiations of the sexes. At about the age of four, the penis becomes the center of erotic pleasure for the male and the clitoris for the female becomes the new focus of libidinal energy.

During this stage, guilt and anxiety are produced by incestuous desires leading to a denial and rejection of these taboo impulses coupled with an identification of the child to the same-sexed parent. This identification represents the resolution of the "Oedipus Complex" in the male and the "Electra Complex" in the female and termination of the phallic period. Freud gave the names of Oedipus Complex and Electra Complex to the early taboo sexual impulses of the child. For the next eight to ten years the child denies sexual impulses in the so-called latency stage of development and the libido is "desexualized" until it becomes reconstituted by the flowing hormones of adolescence.

When puberty occurs, the two sexes respond rather differently. The male maintains his interest in his penis and resumes his development along the same pattern as during the phallic stage. The girl, however, takes a different course of development, since up to this time she has been unaware of her vagina as a potential source of pleasure. Freud believed that this pattern of psycho-sexual development, and the development of sex-roles, is a normal innate, biologically determined sequence.

While Freud's theory of sex differences is strongly anchored in biology, others have investigated the same phenomena of sex-linked behaviors with far less emphasis on biological influences. Mischel (1970) and Bandura and Walters (1963) emphasize an approach which deemphasizes biology - social-learning theory.

The basic concept of social learning theory is that of modeling, or imitation. A child who observes another child receiving praise for drinking one's milk is more likely to drink one's milk than would otherwise be the case. Most psychologists agree that this type of vicarious reinforcement is a powerful modifier of behavior.

Another important learning principle is that behavior is controlled by its consequences. An act that is regularly followed by a reward, or reinforcer, tends to occur again; an act that produces punishment, or is ignored, drops off in frequency and tends to disappear. For example, if parents

reward little boys for playing with baseball bats, boys will continue to play with baseball bats. If adults punish them for playing with dolls, boys will tend not to develop much of an interest in them. Whether the rewards or punishments are handed out deliberately or not, the effect is the same.

Most learning theorists, however, feel that reinforcement alone cannot explain how children learn everything that their sex is expected to do and not do. Children do a lot of apparently spontaneous imitating; they copy other people because adults have rewarded them for copying in the past, or perhaps they are simply natural mimics.

In order to explain how boys become masculine and girls feminine, social-learning theory assumes that children copy people similar to themselves - in particular, the same-sex parent and friends. Although parents may be potent models, children grow up with many influential people, not all of whom agree on what behavior is appropriate. For that matter, parents often do not agree on how to treat their children. Children have an entire smorgasborg of models to copy - parents, siblings, teachers, friends - with the result that each individual is a unique composite of many different influences (Tavris and Offir, 1977).

Many social-learning theorists believe that an integral part of sex-role learning occurs with the same-sex parent. Because of identification, children develop a stronger emotional commitment to their sex-role than to behavior

that is not tied to their masculinity or femininity. Identification has been used to explain not only the traditional course of sex-role learning but also less traditional outcomes. Some "non-traditional women" got the way they are by identifying with their fathers rather than with their mothers (Tangri, 1972; cited by Tavris and Offir, 1977). The conclusion at the moment is that boys and girls are likely to grow up espousing non-traditional sex-roles if they identify with either a same-sex parent espousing non-traditional sex-roles or an opposite sex parent.

It is important to note the consistency of these stereotypes: the sex-role models initially presented by the parents are the same shown in media, presented in textbooks, and experienced in the classroom. Thus, in the socialization process, relatively specific behaviors are clearly differentiated as more appropriate for males or for females. The child is in turn both directed and vicariously reinforced for behaving according to sex.

Although a valuable theory, social-learning theory does not deal explicitly with the cognitive development of individuals. Lawrence Kohlberg (1966), however, has developed a sex-typing theory that is non-biological and based on cognitive development. Kohlberg says that self-categorizations of gender become the fundamental organizers of sex-role. According to Kohlberg, the child's selection of behavior from sex-role stereotypes leads to the development of

masculine or feminine values. He states that boys and girls cognitively categorize their behavior as appropriate or inappropriate for their sex. However, his only allowance of additional causes is to state that a child's sex-role may be influenced by certain environmental variables. He does not value the effects of same-sex parents shaping sex-roles.

Kohlberg states that once masculine or feminine values are acquired, the child tends to identify with same-sex figures. This process is the reverse of social-learning theory which states that identification occurs first, followed by modeling, and then by development of masculine or feminine values.

Sex-Typing of Men and Women

In general, research indicates that males are more narrowly sex-typed than females; that is, the range of activities in which boys are expected to engage is narrower than that for girls. Lansky (1967) administered a questionnaire to the parents of 98 upper-middle-class children at a private preschool. They were asked how they would react to their children if they were to engage in sex-appropriate activities such as building versus cooking. According to the results, parents are consistently less happy when boys chose a sex-inappropriate activity than when girls do.

Stein, Pohly, and Mueller (1971) found that sixth-grade boys focused on masculine-labeled tasks more than

girls focused on feminine-labeled tasks when both are presented with masculine, feminine, and neutral tasks. The actual achievement on the tasks also varies according to the sex-typed labels for the boys, but not for the girls. The authors suggest that boys experience greater pressure for sex-appropriate behavior from parents and society than do girls.

Seyfried and Hendrick (1973) had male and female college students rate their attraction for males and females who had supposedly filled out a sex-role questionnaire resulting in either a sex-appropriate or sex-inappropriate profile. The female subjects preferred the masculine male to the feminine male, while the male subjects did not differ in their preferences for the feminine female or the masculine female. Furthermore, "...the feminine male was disliked (by males) significantly more than any other stranger" (Seyfried and Hendrick, 1973, p.19). These results indicate both the greater latitude of behavior permitted to females and the greater stigma attached to the male who crosses sex-roles.

Stanford (1975) administered the Attitudes Toward Women Scale to men and women and found that males who are brought up traditionally as far as sex-roles are concerned, are more sexist than women reared in the same fashion. This, according to the author, supports the notion that men's socialization disposes them toward more conservatism in

regard to sex-roles later on.

Sex-Roles and Vocational Choice

The proportion of men to women employed in different occupations varies widely according to the United States Department of Labor. Although this disparity may be due to discrimination, men and women may perceive limited career options as a result of differential socialization of the sexes toward aspiring for, and accepting occupational roles regarded as appropriate for their respective genders (Harren, Kass, Tinsley, and Moreland, 1979). Many studies have demonstrated that cultural prescriptions of job appropriateness for both males and females act as major constraints upon one's decision-making in many vocational areas.

There are many psychological and societal barriers to the choice of a career. However, a large barrier is connected with the issue of limitations in choice imposed on individuals simply by virtue of the sexual apparatus with which they are born. Obviously this is a universal condition, involving two groups of people of about equal numbers who have, in most societies, developed over time a hierarchical relationship with deeply ingrained psychological consequences for both (Rosaldo and Lamphere, 1974; cited by Sargent, 1977). This is also true for restrictions put on people by virtue of sex, race, age, and for all other ways societies have for classifying people and keeping them in their respect-

ive roles. Unfortunately, this results in decreased occupational options.

Sex-role stereotyping of occupations begins early in one's childhood (Baruch, 1974; Herr and Cramer, 1972; Iglitein, 1972; and Nelson, 1963; all cited by Vincenzi, 1978). Research indicates that girls tend to concentrate their occupational aspirations on sex-typed roles such as teacher, nurse, and secretary. On the other hand, boys tend to eliminate such occupations from their career choices.

During the past two decades, there has been a movement towards liberation, first identified as the women's liberation movement and very recently the beginning of a men's movement. Both sexes possess what have been labeled feminine and masculine tendencies. Unfortunately, we have forced each sex to specialize and cultivate only one set of sex-role characteristics and deny the other (Sargent, 1977). As a result, most men and women tend to be alienated from one part of themselves rather than recognize the duality of human existence.

Lunnenborg (1979) presents data on the occupational interests of men and women. Her compilations of data and that of others (Berry and Ferrier, 1980; Fottler and Bain, 1980; and Stockton, Berry, Shepson, and Utz, 1980; all cited by Skoveholt and Morgan, 1981) suggest that most men and women will continue to seek out occupational areas considered appropriate for their respective genders. For example, research

indicates that the majority of professional women are concentrated in a few professions considered traditionally feminine. Such professions include teaching, nursing, library science, and secretarial and social work (Almquist, 1974; Herman and Sadlacek, 1974; Tangri, 1972; and Valentine, Ellinger, and Williams, 1975; all cited by Stockton, Berry, Shepson, and Utz, 1980). In contrast, men tend to dominate trade and industrial occupations, management, and technical crafts (Stockton, et al., 1980).

Harren, Kass, Tinsley, and Moreland (1978) investigated the relative influence of gender, sex-role attitudes, cognitive styles, and the decision making process on whether college students have made a satisfying choice of a major. As an alternative to measuring self-attributed sex-role characteristics, the authors measured what men and women regard as appropriate roles for each sex. For example, a man with an interest in nursing may believe that it would be inappropriate for him to pursue this field because of traditional sex-role attitudes. The authors suggest the following causal inferences: "Gender influences sex-role attitudes; sex-role attitudes and cognitive style influence progress in the decision-making process; and the latter directly influences whether a satisfying choice of a major has been made" (p. 309).

In another study by the same authors, the effects of sex-role attitudes and cognitive complexity on gender-

dominant career choices were investigated (Harren, Kass, Tinsley, and Moreland, 1979). It is suggested that gender is the most influential predictor of gender dominated career choices. However, although males and females gravitate toward same-sex dominated fields, the authors suggest that this movement is potentially modifyable through counseling or educational programs.

According to Barnett and Baruch (1974), concern has been expressed over the underrepresentation of women in many prestigious occupations. It has been suggested that this phenomenon may be due to attitudinal barriers stemming from early socialization and sex-role learning. Barnett (1975) investigated the relationship between sex differences and age trends in occupational preference or aversion to occupational prestige. The data obtained suggest that the relationships between preference and prestige are positive and stronger for men than for women. On the other hand, the relationships between aversion and prestige are positive and stronger for women than for men. Barnett suggests that attraction to prestigious occupations occurs during early sex-role related learning. Consequently, "Males learn to prefer prestigious occupations; females learn to avoid them" (p. 35).

While men have been barred from relatively few occupational areas, masculine values have limited employment opportunities for many males by labeling some occupations as

"unmanly." For example, very few stenographers, nurses, secretaries, or librarians are male. Furthermore, because occupations sex-role stereotyped as feminine usually have lower salaries than occupations sex-role stereotyped as masculine, males entering these fields pay a price in both social support and in income.

Ory and Helfrich (1978) studied the interaction of individual characteristics and career aspirations in a group of college men and women. All participants responded to a demographic and career aspiration questionnaire and to an achievement motivation inventory. Women also responded to a sex-role attitude inventory. The results of the study lend further support to the impact of cultural stereotypes on the career selection of men and women. According to the authors, even with individuals of near equal ability and talent, it is much more common for men than women to aspire to professional careers. Their findings also suggest that the single best predictor of career aspirations is an individual's sex.

Vocational Learning and the Effects of Occupational Information

Career development is a process. The acquisition of accurate knowledge about the world of work and one's own vocational potential, help to clarify one's understanding of how this process works. It is a simple fact that boys and girls "learn" how to be doctors, lawyers, nurses, and teachers.

However, there is a core of cognitive material which must be grasped by the individual. In order to make an intelligent decision about a career, one must have some knowledge about careers (O'Hara, 1968).

Readiness is a term used in learning theory and it depends upon needs. Needs in the area of career development evolve through a socialization process. Furthermore, since we are all socialized in different ways, our degree of vocational readiness may vary greatly. O'Hara (1968) states:

This socially created state of readiness controls the expectations one has for "what is likely to lead to what." For example, an aspect of vocational readiness is awareness on the part of the child that open consideration of career choices may lead to social approval from parents, counselors, teachers, and adults in general (p.637).

The more occupational information an individual knows, the more one will be able to differentiate and integrate within the occupational world. This fundamental concept of learning is an integral part in the vocational development process. Unfortunately, much of the occupational information available becomes quickly out-dated.

Osipow (1962) studied the perceptions of occupations as a function of occupational titles and occupational descriptions. He suggests that career choices are influenced by the perceptions of occupational titles. Osipow employed the evaluative, potency, and activity scales of the semantic differential in comparing the attitudes held by univer-

sity students to a pair of job titles, namely Building Superintendent and Janitor, in the absence and presence of occupational information. He hypothesized that attitudes to the two job titles alone would differ on all three semantic differential dimensions. He also hypothesized that the provision of occupational information would result in the elimination of these differences in attitude on all dimensions by the evaluative dimension. Osipow's results indicate that perceptions of job titles alone do differ significantly but only on the evaluative and potency dimensions, and that the addition of occupational information results in the elimination of existing differences on the potency and evaluative scales. Osipow's study clearly indicates the general trend that occupational information does have a pronounced leveling effect on one's occupational perceptions.

In a similar study, Remenyi and Fraser (1977) also investigated the effects of occupational information on occupational perceptions. However, whereas Osipow's (1962) design compares perceptions of two different occupations using only one description as a comparison of the perceptions of two occupations, Remenyi and Fraser's (1977) design is four-fold. Specifically, they propose that: (1) perceptions of each of a range of nine occupational titles are affected by adding their specific occupational descriptions to them; (2) different occupational perceptions are

held by different populations (e.g., school students, university students, and teachers); (3) the addition of occupational information has a differential effect on the occupational perceptions held by the three different population groups; and (4) that status level of an occupation makes a difference.

The data on occupational perceptions were collected by administering two questionnaires containing semantic differential scales. The first questionnaire administered contained nine different occupational titles (three classifiable as high status, three as medium status, and three as low status) and the semantic differential scales. The second questionnaire, administered after the subjects completed the first questionnaire, contained occupational descriptions in addition to occupational titles and the semantic differential scales.

The results of the study provide evidence: (1) to strongly support that occupational information influences one's occupational preferences; (2) to suggest that school students perceive some occupations differently from university students and teachers; (3) to suggest that the addition of occupational information affected all subjects differentially in some cases; and (4) to indicate that the findings of (1) and (3) varied for occupations of different status levels.

Summary and Hypotheses

Theories and research in the areas of sex-role development and vocational choice have been briefly reviewed. The evidence from the literature indicates that a great deal of stereotypical thinking exists concerning the appropriateness of certain occupations for men and women. Evidence also indicates that women tend to experience greater support for considering traditionally masculine occupations than men have for considering traditionally feminine occupations. As has been noted, however, males and females still continue to seek out occupations considered by society as appropriate for their respective genders.

Although one's career choice is heavily related to early socialization and what "society" deems as appropriate for one's gender, it nevertheless seems profitable to investigate why women and men tend to choose traditional occupations and avoid non-traditional occupations. Based on the research to date, it is interesting to note that with only a few exceptions, the effect of adding occupational information to occupational titles is to raise the rating of the occupation. Since there is no reason to believe the occupational descriptions are biased in a positive direction, a reasonable conclusion is that the addition of occupational information to an occupational title makes it possible to view occupations in less categorical terms. Based on this conclusion, the following hypotheses are put

forth:

Hypothesis 1: Non-traditional occupational descriptions will be perceived more positively than the same non-traditional occupational titles by both males and females.

Hypothesis 2: If Hypothesis 1 is true, then the effect will be greater for males than for females. Specifically, the difference males perceive between a non-traditional occupational description and the same non-traditional occupational title will be greater than the difference in perception experienced by females.

Hypothesis 3: Occupational descriptions, in general, will be perceived more positively than the same occupational titles irrespective of sex.

CHAPTER III

METHOD

Subjects

The subjects are 61 male and 60 female junior college students enrolled in introductory sociology courses. The students participated at the request of their instructor. The final data collected is on 60 males and 60 females; one male has been eliminated because he completed only one of the two questionnaires. The mean age for the males is 20.4 years; for the females it is 21.6 years. All 60 of the males are Caucasian; of the 60 females, 54 are Caucasian, 2 are Hispanic, 2 are Indian and 2 are Black. The mean years of full-time work experience for males is 2.3 years; for the females it is 2.4 years.

Measures

The data on occupational perceptions were collected by administering two questionnaires developed by the researcher. The first questionnaire administered is the Occupational Preference Scale - Form D, hereafter to be referred to simply as Form D (see Appendix A for reproduction of this questionnaire). Form D consists of ten "Occupational Descriptions" in random order, each followed by four questions to be answered on a scale as follows: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. Five of the

ten occupations are traditionally masculine (Architect, Airline Pilot, Securities Sales Worker, Mail Carrier, and Dentist) and five of the occupations are traditionally feminine (Librarian, Registered Nurse, Bank Teller, Elementary School Teacher, and Secretary). It should also be noted that the researcher has defined a "traditionally feminine and traditionally masculine occupation" as any occupation with at least 75% of its employees being either male or female. The data on the percentage of men and women employed in the various occupations contained in the questionnaires was obtained from statistics compiled by the United States Department of Labor (Green, Goings, and Epstein, 1982).

The second questionnaire administered to the subjects is the Occupational Preference Scale - Form T, hereafter to be referred to simply as Form T (see Appendix B for reproduction of this questionnaire). This questionnaire was administered after the subjects completed and turned in Form D. Form T consists of the "Occupational Titles" for each of the ten occupational descriptions contained in Form D. As in Form D, the items in Form T are also presented in random order and each occupational title is followed by the same four questions that follow each description in Form D. The occupational descriptions are all derived from the Occupational Outlook Handbook (1982), although some rewording and abbreviation has been necessary.

As has been noted in the literature review, the effects of occupational stereotyping are considerable. Therefore, it seemed reasonable to choose occupations which are, as far as possible, equal on some level. Consequently, in an attempt to decrease the variability between occupations, only "white collar" occupations have been chosen as opposed to a combination of white and blue collar occupations. Furthermore, the researcher chose to omit blue collar occupations because of the significant lack of female dominated occupations. The questionnaires also request the following demographic data from the subjects for use in a post hoc analysis: age, race, and years of full-time work experience. All respondents were provided with separate answer sheets on which to record their responses.

Procedure

The subjects were given two questionnaires to complete, Form D and Form T. The directions, as well as the assurance of confidentiality were verbally explained by the researcher to all subjects before the first form of the questionnaire was administered. The first questionnaire to be administered was Form D. Upon completion of this form, the subjects returned it to the researcher and received the next form, Form T. Subjects completed the two questionnaires in a quiet classroom with other subjects present. There was no time limit; however, most subjects

completed both forms in about twenty minutes.

A variety of statistical computations and procedures are employed in the data analysis. For Hypothesis 1, the mean scores for males and females on Form D are compared with the mean scores on Form T using a t -test for dependent means. For Hypothesis 2, the same statistical techniques used to analyze Hypothesis 1 are employed. For Hypothesis 3, the mean scores for the total group (both men and women combined) on Form D are compared with the mean scores on Form T using a t -test for dependent means.

CHAPTER IV

RESULTS

Only one of the three experimental hypotheses (Hypothesis 2) is confirmed by the data obtained. T-tests were applied to mean scores for males, females, and the total group (males and females combined) for each sub-question connected to the occupational descriptions and the occupational titles. However, because of a large concentration of data around the "neutral" response, the statistical results obtained are misleading. Although statistical significance is obtained in several areas, the statistical differences calculated are not practical differences. Consequently, the results are analyzed in terms of "directional trends" using mean differences between Form D and Form T.

Hypothesis 1

Non-traditional occupational descriptions will be perceived more positively than the same non-traditional occupational titles by both men and women.

The results obtained indicate that Hypothesis 1 is unconfirmed by the experimental data. The data indicate that men are more interested in and willing to enter non-traditional occupations, based on occupational descriptions, than occupational titles (see Table 1). As can clearly be seen in the

TABLE 1

Descriptive Statistics for Occupational Preference Scales for Men

Variables	Form D ^a		Form T ^b		Mean Diff.	t	df
	Mean	(SD)	Mean	(SD)			
<u>Librarian^c</u>							
Interest	3.33	(.75)	2.20	(.94)	1.13	16.39**	59
Enter	2.68	(.68)	1.92	(.70)	.77	13.92**	59
Male	2.55	(.91)	2.67	(.84)	-.12	-2.43	59
Female	2.85	(.92)	3.50	(.98)	-.65	-9.78**	59
<u>Registered Nurse^c</u>							
Interest	3.56	(.95)	3.02	(.89)	.54	8.49**	59
Enter	2.83	(.94)	2.10	(.78)	.73	11.77**	59
Male	2.86	(.79)	2.48	(.95)	.38	5.67**	59
Female	2.95	(.89)	3.68	(1.05)	-.73	-11.77**	59
<u>Architect</u>							
Interest	4.08	(.77)	3.97	(.76)	.11	2.79*	59
Enter	3.57	(.83)	3.58	(.89)	-.01	-0.28	59
Male	3.58	(.83)	2.82	(.95)	.76	11.88**	59
Female	2.67	(.73)	2.82	(.95)	-.15	-2.26	59
<u>Airplane Pilot</u>							
Interest	3.32	(1.00)	4.15	(.69)	-.83	-9.00**	59
Enter	2.70	(.98)	3.62	(1.01)	-.92	-12.65**	59
Male	3.45	(.98)	3.65	(1.02)	-.20	-3.84**	59
Female	2.42	(.79)	2.58	(.98)	-.16	-3.08*	59
<u>Bank Teller^c</u>							
Interest	2.73	(.92)	2.76	(.91)	-.03	-0.70	59
Enter	2.38	(.80)	2.53	(.95)	-.15	-2.61	59
Male	2.87	(.83)	2.93	(.82)	-.06	-2.05	59
Female	3.10	(1.00)	3.12	(.86)	-.02	-0.38	59

^a N = 60 * p < .01

^b N = 60 ** p < .001

^c non-traditional masculine occupation

TABLE 1 - continued
 Descriptive Statistics for Occupational Preference Scales for Men

Variables	Form D ^a		Form T ^b		Mean Diff.	t	df
	Mean	(SD)	Mean	(SD)			
<u>Securities Sales Worker</u>							
Interest	3.68	(.89)	3.23	(.98)	.45	6.95**	59
Enter	3.22	(.99)	2.70	(.91)	.52	7.94**	59
Male	3.23	(.91)	3.26	(.82)	-.03	-0.81	59
Female	2.83	(.79)	2.90	(.78)	-.07	-1.66	59
<u>Elementary School Teacher^c</u>							
Interest	3.25	(1.05)	3.02	(1.00)	.23	4.24**	59
Enter	2.66	(1.04)	2.53	(.98)	.13	2.40	59
Male	2.78	(.90)	2.81	(.95)	-.03	-0.81	59
Female	3.50	(1.11)	3.48	(1.00)	.02	0.38	59
<u>Mail Carrier</u>							
Interest	2.80	(.89)	2.68	(.85)	.12	2.79*	59
Enter	2.38	(.80)	2.33	(.82)	.05	1.76	59
Male	3.08	(.93)	3.25	(.95)	-.17	-3.44*	59
Female	2.78	(.80)	2.65	(.78)	.13	3.01	59
<u>Secretary^c</u>							
Interest	2.88	(.94)	2.56	(.98)	.32	5.23**	59
Enter	2.48	(.91)	2.08	(.93)	.40	6.27**	59
Male	2.67	(.86)	2.35	(.95)	.32	4.87**	59
Female	3.32	(1.08)	3.77	(1.08)	-.45	-6.95**	59
<u>Dentist</u>							
Interest	3.05	(.96)	3.32	(.98)	-.27	-4.63**	59
Enter	2.40	(.94)	2.37	(.96)	.03	1.00	59
Male	3.15	(.86)	3.40	(.96)	-.25	-4.43**	59
Female	2.97	(.78)	2.80	(.86)	.17	3.44*	59

^a N = 60 * p < .01

^b N = 60 ** p < .001

^c non-traditional masculine occupation

directional trends, men perceive four of the five non-traditional masculine occupations (Librarian, Registered Nurse, Elementary School Teacher, and Secretary) as more "interesting", when provided with occupational descriptions, than occupational titles. Mean differences on interest in non-traditional occupations (see Table 1) are greatest between the occupational description of a Librarian and its occupational title (Mean Diff. = 1.13). Men are also more willing to consider "entering" these same four non-traditional occupations. Differences on willingness to enter a non-traditional occupation are again greatest between the occupational description of Librarian and its occupational title (Mean Diff. = .77). The only non-traditional occupation not to follow this trend is Bank Teller (Mean Diff. = .15).

The results obtained for women are quite different from those obtained for men (see Table 2). Women perceive only two of the five non-traditional feminine occupations (Securities Sales Worker and Mail Carrier) as more "interesting", when provided with occupational descriptions, than occupational titles. Although the greatest mean difference on interest occurs between the occupational description of a Securities Sales Worker and its occupational title (Mean Diff. = .53), this difference is not very significant. In fact, two of the non-traditional occupations (Architect and Dentist) show no statistical mean difference between descrip-

TABLE 2

Descriptive Statistics for Occupational Preference Scales for Women

Variables	Form D ^a		Form T ^b		Mean Diff.	t	df
	Mean	(SD)	Mean	(SD)			
<u>Librarian</u>							
Interest	3.12	(.85)	2.55	(.93)	.57	8.78**	59
Enter	2.60	(.89)	2.20	(.82)	.40	6.27**	59
Male	2.37	(.86)	2.47	(.75)	-.10	-1.94	59
Female	2.58	(.85)	2.92	(.93)	-.33	-5.43**	59
<u>Registered Nurse</u>							
Interest	4.10	(.57)	3.93	(.63)	.17	3.44*	59
Enter	3.47	(1.03)	3.10	(1.09)	.37	5.84**	59
Male	2.42	(.87)	2.45	(.59)	-.03	-0.57	59
Female	2.63	(.99)	3.18	(1.05)	-.55	-8.49**	59
<u>Architect^c</u>							
Interest	3.60	(.98)	3.60	(.81)	.00	0.00	59
Enter	2.53	(.89)	2.76	(.95)	-.23	-3.62**	59
Male	3.23	(1.10)	2.95	(.93)	.28	4.83**	59
Female	2.43	(.70)	2.65	(.73)	-.22	-4.04**	59
<u>Airline Pilot^c</u>							
Interest	2.58	(1.04)	3.80	(.94)	-1.22	-13.02**	59
Enter	2.22	(.90)	2.77	(1.02)	-.55	-8.49**	59
Male	3.15	(1.00)	3.13	(1.02)	.02	0.38	59
Female	2.47	(.70)	2.72	(.83)	-.25	-3.81**	59
<u>Bank Teller</u>							
Interest	2.92	(1.05)	2.80	(1.02)	.12	2.79*	59
Enter	2.50	(.93)	2.40	(.94)	.10	2.19	59
Male	2.53	(.75)	2.61	(.78)	-.08	-1.93	59
Female	2.80	(.90)	2.77	(.83)	.03	1.00	59

^a $\bar{N} = 60$ * $p < .01$

^b $\bar{N} = 60$ ** $p < .001$

^c non-traditional feminine occupation

TABLE 2 - continued

Descriptive Statistics for Occupational Preference Scales for Women

Variables	Form D ^a		Form T ^b		Mean Diff.	<u>t</u>	<u>df</u>
	Mean	(SD)	Mean	(SD)			
<u>Securities Sales Worker^c</u>							
Interest	3.46	(.95)	2.93	(.97)	.53	8.21**	59
Enter	2.88	(1.09)	2.38	(.87)	.50	7.68**	59
Male	2.77	(.83)	2.80	(.88)	-.03	-1.00	59
Female	2.68	(.73)	2.58	(.74)	.10	2.56	59
<u>Elementary School Teacher</u>							
Interest	4.05	(.68)	3.82	(.81)	.23	3.89**	59
Enter	3.55	(1.16)	3.32	(1.08)	.23	4.24**	59
Male	2.58	(.72)	2.55	(.77)	.03	0.63	59
Female	3.45	(1.08)	3.08	(.98)	.37	5.84**	59
<u>Mail Carrier^c</u>							
Interest	2.67	(.95)	2.57	(.87)	.10	2.56	59
Enter	2.05	(.68)	2.20	(.71)	-.15	-3.23**	59
Male	2.93	(.88)	2.93	(.84)	.00	0.00	59
Female	2.50	(.62)	2.60	(.64)	-.10	-2.56	59
<u>Secretary</u>							
Interest	3.05	(1.00)	2.97	(.96)	.08	2.32	59
Enter	2.73	(1.06)	2.63	(.96)	.10	2.56	59
Male	2.58	(.70)	2.42	(.65)	.16	3.44*	59
Female	3.12	(1.06)	3.18	(.93)	-.06	-1.43	59
<u>Dentist^c</u>							
Interest	3.42	(1.03)	3.42	(1.06)	.00	0.00	59
Enter	2.72	(1.12)	2.62	(1.08)	.10	2.19	59
Male	2.90	(1.02)	2.82	(.91)	.08	1.69	59
Female	2.73	(.84)	2.63	(.74)	.10	2.19	59

^a N = 60 * $p < .01$

^b N = 60 ** $p < .001$

^c non-traditional feminine occupation

tion and title and one non-traditional occupation (Airline Pilot) is found to yield a mean difference contrary to the predicted trend (Mean Diff. = -1.22). The data for women also indicate that they are less willing to consider "entering" non-traditional occupations, based on occupational descriptions, than occupational titles. Specifically, based on mean differences, Securities Sales Worker (Mean Diff. = .50) and Dentist (Mean Diff. = .10) are the only two non-traditional occupations women are more willing to enter, based on occupational descriptions than occupational titles.

Hypothesis 2

If Hypothesis 1 is true, the effect will be greater for men than for women. Specifically, the difference males perceive between a non-traditional occupational description and the same non-traditional occupational title will be greater than the differences in perception experienced by women.

The results obtained indicate that the hypothesis is confirmed (see Table 3). For both males and females, there are five non-traditional occupations each followed by a question concerning willingness to enter the occupation. The data obtained suggest that male responses are generally more positive in nature than female responses when provided with occupational descriptions as opposed to occupational titles. Specifically, men responded more positively for eight of the

TABLE 3

Descriptive Statistics for Males^a and Females^b on Non-Traditional Occupations

Male Variables	Form D Mean	Form T Mean	(Mean Diff.)	Female Variables	Form D Mean	Form T Mean	(Mean Diff.)
<u>Librarian^c</u>				<u>Librarian</u>			
Interest	3.33	2.20	(1.13)	Interest	3.12	2.55	(.57)
Enter	2.68	1.92	(.77)	Enter	2.60	2.20	(.40)
<u>Registered Nurse^c</u>				<u>Registered Nurse</u>			
Interest	3.56	3.02	(.54)	Interest	4.10	3.93	(.17)
Enter	2.83	2.10	(.73)	Enter	3.47	3.10	(.37)
<u>Bank Teller^c</u>				<u>Bank Teller</u>			
Interest	2.73	2.76	(-.03)	Interest	2.92	2.80	(.12)
Enter	2.38	2.53	(-.15)	Enter	2.50	2.40	(.10)
<u>Elementary School Teacher^c</u>				<u>Elementary School Teacher</u>			
Interest	3.25	3.02	(.23)	Interest	4.05	3.82	(.23)
Enter	2.66	2.53	(.13)	Enter	3.55	3.32	(.23)
<u>Secretary^c</u>				<u>Secretary</u>			
Interest	2.88	2.56	(.32)	Interest	3.05	2.97	(.08)
Enter	2.48	2.08	(.40)	Enter	2.73	2.63	(.10)

^a N = 60^b N = 60^c = Non-traditional masculine occupations^d = Non-traditional feminine occupations

TABLE 3 continued

Descriptive Statistics for Males^a and Females^b on Non-Traditional Occupations

Male Variables	Form D Mean	Form T Mean	(Mean Diff.)	Female Variables	Form D Mean	Form T Mean	(Mean Diff.)
<u>Architect</u>				<u>Architect</u> ^d			
Interest	4.08	3.97	(.11)	Interest	3.60	3.60	(0.00)
Enter	3.57	3.58	(-.01)	Enter	2.53	2.76	(-.23)
<u>Airline Pilot</u>				<u>Airline Pilot</u> ^d			
Interest	3.32	4.15	(-.83)	Interest	2.58	3.80	(-1.22)
Enter	2.70	3.62	(-.92)	Enter	2.22	2.77	(-.55)
<u>Securities Sales Worker</u>				<u>Securities Sales Worker</u> ^d			
Interest	3.68	3.23	(.45)	Interest	3.46	2.93	(.53)
Enter	3.22	2.70	(.52)	Enter	2.88	2.38	(.50)
<u>Mail Carrier</u>				<u>Mail Carrier</u> ^d			
Interest	2.80	2.68	(.12)	Interest	2.67	2.57	(.10)
Enter	2.38	2.33	(.05)	Enter	2.05	2.20	(-.15)
<u>Dentist</u>				<u>Dentist</u> ^d			
Interest	3.05	3.32	(-.27)	Interest	3.42	3.42	(0.00)
Enter	2.40	2.37	(.03)	Enter	2.72	2.62	(.10)

^a N = 60^b N = 60^c = Non-traditional masculine occupation^d = Non-traditional feminine occupation

ten questions (four on interest in the non-traditional occupation and four on willingness to enter the non-traditional occupation), when provided with occupational descriptions rather than occupational titles. In contrast, women responded more positively to only four of the ten questions (two on interest in the non-traditional occupation and two on willingness to enter the non-traditional occupation), when provided with occupational descriptions, than occupational titles. Furthermore, as can be seen by the mean differences, the largest difference in support of the hypothesis is obtained from the men (Mean Diff. = 1.13 for Librarian) whereas the largest difference contrary to the hypothesis is obtained from the women (Mean Diff. = -1.22 for Airline Pilot).

A statistical analysis was also performed on the mean of the means. Specifically, t -scores for dependent means were calculated between sex, using the same forms and questions. However, the results obtained in this post hoc analysis did not yield any statistical significance ($t = -.19$ for Form D - Interest; $t = .03$ for Form D - Enter; $t = -1.23$ for Form T - Interest; $t = -.31$ for Form T - Enter).

Hypothesis 3

Occupational descriptions, in general, will be perceived more positively than the same occupational titles irrespective of sex.

For the analysis, male and female responses are com-

bined to obtain a "group" score. Results indicate, however, that the experimental hypothesis is unconfirmed. Of the ten occupations presented to the subjects, eight are perceived by the group as more "interesting," when provided with occupational descriptions, than occupational titles (see Table 4). Only Registered Nurse (Mean Diff. = -.90) and Dentist (Mean Diff. = -.13) show results contrary to the predicted trend. On the other hand, the groups responses are more positive to only six of the ten occupations, when provided with occupational descriptions, rather than occupational titles (i.e., Architect, Airline Pilot, Securities Sales Worker, Elementary School Teacher, and Dentist).

TABLE 4

Descriptive Statistics for Occupational Preference Scales for Group

Variables	Form D ^a		Form T ^b		Mean Diff.	t	df
	Mean	(SD)	Mean	(SD)			
<u>Librarian</u>							
Interest	3.84	(.91)	3.78	(.80)	.06	1.71	119
Enter	3.05	(1.00)	3.17	(1.00)	-.12	-2.77*	119
Male	3.41	(.99)	2.88	(.94)	.53	10.77**	119
Female	2.55	(.72)	2.73	(.85)	-.18	-4.30**	119
<u>Registered Nurse</u>							
Interest	3.08	(1.04)	3.98	(.84)	-.90	-15.13**	119
Enter	2.46	(.97)	3.19	(1.09)	-.73	-14.32**	119
Male	3.30	(1.00)	3.39	(1.05)	-.09	-2.58	119
Female	2.44	(.74)	2.65	(.90)	-.21	-4.90**	119
<u>Architect</u>							
Interest	3.23	(.80)	2.38	(.94)	.85	15.81**	119
Enter	2.64	(.79)	2.06	(.77)	.58	12.91**	119
Male	2.46	(.89)	2.57	(.79)	-.11	-3.09*	119
Female	2.72	(.89)	3.12	(1.00)	-.49	-10.39**	119
<u>Airplane Pilot</u>							
Interest	3.83	(.82)	3.47	(.90)	.36	8.15**	119
Enter	3.15	(1.03)	2.60	(1.06)	.55	11.67**	119
Male	2.64	(.86)	2.47	(.79)	.17	3.62**	119
Female	2.79	(.95)	3.43	(1.07)	-.64	-14.10**	119
<u>Bank Teller</u>							
Interest	2.82	(.98)	2.78	(.96)	.04	1.29	119
Enter	2.44	(.87)	2.47	(.94)	-.03	-0.65	119
Male	2.70	(.81)	2.77	(.81)	-.07	-2.79*	119
Female	2.95	(.96)	2.94	(.87)	.01	0.30	119

^a $\bar{N} = 120$ * $\bar{p} < .01$

^b $\bar{N} = 120$ ** $\bar{p} < .001$

TABLE 4 - continued
 Descriptive Statistics for Occupational Preference Scales for Group

Variables	Form D ^a		Form T ^b		Mean Diff.	t	df
	Mean	(SD)	Mean	(SD)			
<u>Securities Sales Worker</u>							
Interest	3.57	(.92)	3.08	(.98)	.49	10.73**	119
Enter	3.05	(1.05)	2.54	(.90)	.51	11.09**	119
Male	3.00	(.90)	3.03	(.88)	-.03	-1.27	119
Female	2.76	(.76)	2.74	(.77)	.02	0.58	119
<u>Elementary School Teacher</u>							
Interest	3.65	(.97)	3.42	(.99)	.23	5.76**	119
Enter	3.11	(1.18)	2.93	(1.10)	.18	4.67**	119
Male	2.68	(.82)	2.68	(.87)	.00	0.00	119
Female	3.48	(1.09)	3.28	(1.00)	.20	4.62**	119
<u>Mail Carrier</u>							
Interest	2.73	(.92)	2.63	(.86)	.10	3.80**	119
Enter	2.22	(.76)	2.27	(.76)	-.05	-1.75	119
Male	3.01	(.90)	3.09	(.91)	-.08	-2.56	119
Female	2.64	(.73)	2.63	(.71)	.01	0.53	119
<u>Secretary</u>							
Interest	2.97	(.97)	2.77	(.99)	.20	5.45**	119
Enter	2.61	(.99)	2.36	(.98)	.25	6.30**	119
Male	2.63	(.78)	2.38	(.81)	.24	5.90**	119
Female	3.22	(1.07)	3.48	(1.05)	-.26	-5.94**	119
<u>Dentist</u>							
Interest	3.23	(1.01)	3.36	(1.02)	-.13	-3.77**	119
Enter	2.56	(1.04)	2.49	(1.02)	.07	2.35	119
Male	3.03	(.95)	3.11	(.98)	-.08	-2.07	119
Female	2.85	(.82)	2.72	(.80)	.13	4.00**	119

^a $\bar{N} = 120$ ** $p < .001$

^b $\bar{N} = 120$

CHAPTER V

DISCUSSION

The focus of this study has been on the effects of occupational descriptions and titles and their influence on the perception of non-traditional occupations. In discussing the obtained findings, it must be stressed that the instruments used are developed by the author. Moreover, despite the author's confidence in the strengths of the questionnaires, there still remains a certain amount of insecurity regarding the instruments due to limited prior usage. As it turned out, difficulty was encountered in that the statistical analysis produced erroneous results due to a concentration of responses around the "neutral" response on the questionnaires. It is for this reason that the data are analyzed in terms of directional trends with the understanding that some of the trends reported may not be statistically significant.

The Occupational Preference Scales were designed and selected for use because an instrument was needed which would provide two scales of separate, yet related measures of occupational preference. One scale is based on occupational descriptions and the other is based on occupational titles. This choice permits a close examination of what appears to be two basic components related to occupational choice. Such an analysis seems warranted based upon the fact that relatively little research has been conducted on the effects of occu-

pational information and one's choice to enter or avoid non-traditional occupations. Therefore, it was necessary to obtain as much relevant information as possible regarding the inter-play of occupational descriptions and occupational titles. The Occupational Preference Scales are designed with this objective.

The participants are 120 college men and women enrolled in introductory sociology classes at a Junior College in Des Plaines, Illinois. Subjects completed the questionnaire containing occupational descriptions (Form D) first. Then, after handing this form in, they received a second questionnaire (Form T) which contained occupational titles. In addition, data is obtained on the following demographic variables: race, age, sex, and years of full-time work experience.

Three experimental hypotheses have been formulated based on the literature review. The first hypothesis suggests that non-traditional occupational descriptions will be perceived more positively than their respective occupational titles for both men and women. The second hypothesis suggests that if the first hypothesis is true, then the effect observed will be greater for men than for women. Specifically, the difference perceived between a non-traditional occupational description and its respective occupational title will be greater for men than the difference experienced by women. The final hypothesis suggests that occupational

descriptions, in general, will be perceived more positively than their respective occupational titles irrespective of sex.

The data indicates that men are more interested in and willing to enter non-traditional occupations, based on occupational descriptions, than occupational titles. Women, on the other hand, are found to be less interested in and willing to enter non-traditional occupations based on occupational descriptions. It is also been determined that when provided with occupational descriptions and occupational titles, the male responses are generally more positive than the female responses. Finally, it has been discovered that even though occupations are perceived more positively when based on occupational descriptions, both description and title are equally important when it comes to considering whether or not to enter an occupation.

Hypothesis 1: Findings and Implications

The first hypothesis of this study deals with the effects of occupational information on the perceptions of non-traditional occupations by both males and females. Based on the findings of Osipow (1962) and Remenyi and Fraser (1977), it was anticipated that occupational descriptions would influence occupational perceptions. In fact, even though the hypothesis is unconfirmed, the data reveals a differential effect between males and females when presented with occupa-

tional descriptions. Specifically, non-traditional descriptions influence the perceptions of men more than the perceptions of women. In general, men are more interested in and willing to enter non-traditional occupations, based on occupational descriptions, than on occupational titles.

It is interesting to find that occupational sex-typing breaks down somewhat when individuals are presented with "neutral" occupational descriptions as opposed to "sex-typed" occupational titles. It is also interesting to note that men are influenced more than women are when presented with the descriptions. Perhaps these findings are due in part to sharply defined stereotypes relative to unfamiliar occupations. Although most men are familiar with the occupation of Nurse, many may be unfamiliar with all of the duties and responsibilities that the occupation entails. Consequently, it is suggested that occupational descriptions in the absence of titles may serve to reduce the stereotypical sex-typed connotations inherent in many occupational titles. If this speculation is true, then counselors may be able to use this information to assess one's occupational interests based on "neutral" occupational descriptions versus "loaded" occupational titles. The implication of this would be that individuals could gain a clearer understanding of their occupational interests without the influence of sex-typed titles.

Hypothesis 2: Findings and Implications

The second hypothesis deals with the degree of difference perceived by men and women between non-traditional occupational descriptions and non-traditional occupational titles. Specifically, it is suggested that the difference in perception will be greater for men than for women. According to the findings, this hypothesis is supported. It is suggested that women (responded less stereotypical than men) as a result of the women's movement through which women have been receiving increasingly greater support for pursuing non-traditional occupations which have been until recently, the exclusive domain of men.

Although the number of men in nursing and secretarial work is increasing, it is suggested that any significant change which would substantially increase the male labor force in these and other non-traditional occupations cannot occur so long as basic values and attitudes concerning sexual division of labor in society remains unchanged. It is further suggested that even with support, it will be very difficult to overcome certain attitudes we have acquired through socialization. Although most social controls are informal, their messages are clear. These social controls are so strong and subtle that, even when there are no societal or family sanctions, and even when men and women can enter non-traditional occupations, most choose to enter in their

traditional sex-typed field.

Hypothesis 3: Findings and Implications

The third hypothesis deals with the general effects of occupational descriptions as opposed to occupational titles in occupational perceptions irrespective of sex. The findings indicate that, with only a few exceptions, individuals rate occupations (traditional and non-traditional) more positively, when provided with an occupational description, than an occupational title. Since there is no reason to believe that the descriptions are biased in a positive direction, it seems reasonable to assume that occupational information makes it possible for individuals to view occupations in less categorical terms. It is perhaps also reasonable, then, to assume that the less information one has at hand about an occupation, the more likely one is to rate it conservatively and rely on safe, well-known stereotypical notions, whereas additional information permits the disregarding or modifying of the stereotype.

Demographic Variables

Data on several variables have been obtained in an effort to add to the understanding of the influence of occupational information and its effects on an individual's career decision-making process. The demographic variables

selected are race, age, and years of full-time work experience. No hypotheses have been drawn concerning these variables because they are merely intended for use in a post hoc analysis.

The total sample consists of 120 college students, 60 males and 60 females. The subject pool is almost exclusively Caucasian. The only variations occurred in the female sample where two women are Hispanic, two are Indian, and two are Black. Because the sample is almost entirely composed of the same race, a differential effect by race was not encountered. Nevertheless, it is suggested that future investigations focus more closely on the relationship (s) which exist between race and career decision-making style when an individual is presented with occupational descriptions as opposed to occupational titles.

Demographic data was also obtained on age. The mean age for males is 20.4 years, whereas the mean age for females is 21.6 years. However, a statistical analysis reveals no significance between the mean age differences. Again, as with the variable of race, because there is no previous data to refer to for comparison, additional research is needed with respect to different age groups.

The final demographic variable obtained is years of full-time work experience. The mean number of years for the males is 2.3 years; for the females it is 2.4 years. Again, there is no statistical significance between

the two groups or previous data to refer to for comparison. However, it may be important to determine how one's perception of traditional and non-traditional occupations vary according to vocational maturity.

Implications and Future Considerations

As this study is both descriptive and exploratory, a large number of variables and interrelationships are generated. At this point, one can only suggest that occupational descriptions are perceived more positively than their respective titles. These and other variables cited in this study should be further investigated so that we may help individuals choose a career in which they can attain their fullest potential and yet be satisfied with their decision.

I feel that it is possible to anticipate some of the consequences of career choice if all people, male and female, have all options, traditional and non-traditional, available to them. Some men and women have begun to realize that entering a sex-traditional occupation is not a law of nature, but a law of man. Consequently, they have begun to make changes in their attitudes. We are beginning to see that sexism and sex-role stereotyping, not nature, have set the rules by which people are living, and these things are being challenged more and more. However, I believe that

it will take a combined effort by all members of our society to counteract the years of role-related behaviors which have become sex-role stereotyped.

I believe that counselors need to help facilitate the occupational liberation of men, as well as women, from the prescribed options for work and support diversity and flexibility. However, since people-in-general hold strong beliefs about sex-appropriate behavior, it seems safe to assume that counselors too hold these notions. It is suggested that since counselors are part of the culture, they will tend to share both the traditional values of the culture and the culture's resistance to change. Counselors, therefore may find it difficult to deal with individuals who are espousing non-traditional gender aspirations. As a result, counselor attitudes and beliefs concerning the issues of sex-appropriate and sex-inappropriate career aspirations must be recognized in order to avoid the possible negative impact they may have on the goals of the counselee as expressed in the counseling session. Furthermore, counselors must understand the institutional constraints in which both men and women are enmeshed or which they select.

Although I feel the Occupational Preference Scales (Forms D and T) employed in this study are valuable instruments, improvement in their design is needed. First, the

five point rating scales need to be revised in light of the concentration of data which occurs around the "neutral" response and the significant lack of responses at the extremes. It is suggested that the data would be pulled from the neutral response by expanding the present five-point scale to at least a seven-point scale or by adopting a six-point forced choice scale without a neutral response. Second, the experimental questions, concerning the appropriateness of each occupation for males and females, need to be redesigned because there is too much room for variance with each question. For example, some responses indicate that the occupations are suited neither for a man nor for a woman. Because of the various ways in which individuals interpreted these questions, it is suggested that the two questions (See questions c and d in questionnaires presented in Appendices) be combined into one. An example of this combination might read as follows: This occupational description/title is best suited for a man/women (Please circle one). The rationale behind this type of question is that it is more direct and less likely to be misinterpreted.

Many subjects reported that the occupational descriptions are easily recognizable. Consequently, it is suggested that the pros and cons of both recognizable and unrecognizable occupational descriptions be explored. In addition, the

effect of the use of different status levels of occupations needs to be considered, as well as, possibly increasing the selection of occupations for use in the questionnaires. For example, people in general may be more attracted to those occupations considered masculine because their average salaries are higher than those occupations considered feminine. It is further suggested that one might look at the influence of other variables such as education and work hours. Finally, it is suggested that this information can be useful to psychologists and counselors in the development and implementation of programs in career education and counseling.

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APPENDIX A

OCCUPATIONAL PREFERENCE SCALE

FORM D

FORM D

INSTRUCTIONS

The following pages contain a series of ten (10) occupational descriptions each followed by four (4) statements. Please indicate your degree of agreement or disagreement with each statement by checking how you actually feel about each occupational description. Your responses are to be recorded on a separate answer sheet which has been provided. Please Do Not write in the booklets themselves.

1. An individual in this occupation makes information available to people. People in this occupational field act as a link between the endless sources of information and the public by selecting and organizing materials and making them more accessible.

- a. This is an interesting occupational description.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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2. An individual in this occupation is involved in a wide variety of health care functions. People in this occupational field administer medications; instruct individuals in proper health care maintenance; observe, assess, and record progress of patients; and they assist in the rehabilitation of patients.

- a. This is an interesting occupational description.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
--------------------------	--------------	----------------	-----------------	-----------------------------

- c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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3. An individual in this occupation designs buildings and other structures ranging from a home to a large office building or an entire city's redevelopment. People in this occupational field are involved in all phases of a project from initial planning through construction.

- a. This is an interesting occupational description.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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4. An individual in this occupation works in facilities ranging from tiny county airfields to huge metropolitan airports. People in this occupation field work as power line inspectors, aerial photographers, or crop dusters.

a. This is an interesting occupational description.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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5. An individual in this occupation cashes checks and processes deposits and withdrawals. People in this occupational field may also sell savings bonds, sell travelers' checks, handle foreign currencies, and accept customers' payment of utility bills.

a. This is an interesting occupational description.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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6. An individual in this occupation works with individuals with a few hundred dollars to large institutions with millions of dollars to invest. People in this occupational field serve investors who want to buy or sell stocks, bonds, or other financial products.

a. This is an interesting occupational description.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
--------------------------	--------------	----------------	-----------------	-----------------------------

b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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7. An individual in this occupation plays a vital role in the development of children. People in this occupational field observe and evaluate performance and potential of children, and they try to instill an appreciation of learning along with good study habits.

- a. This is an interesting occupational description.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
--------------------------	--------------	----------------	-----------------	-----------------------------

- b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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8. An individual in this occupation travels planned routes delivering and collecting. People in this occupational field working in rural areas may also sell stamps and money orders and accept parcels, letters, and items to be registered, certified, or insured.

- a. This is an interesting occupational description.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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9. An individual in this occupation is at the center of communication within a firm. People in this occupational field perform a variety of clerical and administrative duties. They schedule appointments, provide information to callers, organize and maintain files, and fill out forms.

a. This is an interesting occupational description.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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10. An individual in this occupation examines teeth and other tissues of the mouth to diagnose diseases and abnormalities. People in this occupational field spend most of their time providing direct patient care, but many devote some time to lab work.

- a. This is an interesting occupational description.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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OCCUPATIONAL PREFERENCE SCALE - FORM D ANSWER SHEET

Age _____

Sex _____

Race _____

Years of full time work experience _____

NOTE: SA = STRONGLY AGREE
 A = AGREE
 N = NEUTRAL
 D = DISAGREE
 SD = STRONGLY DISAGREE

	SA	A	N	D	SD
1.a					
b					
c					
d					

	SA	A	N	D	SD
2.a					
b					
c					
d					

	SA	A	N	D	SD
3.a					
b					
c					
d					

	SA	A	N	D	SD
4.a					
b					
c					
d					

	SA	A	N	D	SD
5.a					
b					
c					
d					

	SA	A	N	D	SD
6.a					
b					
c					
d					

	SA	A	N	D	SD
7.a					
b					
c					
d					

	SA	A	N	D	SD
8.a					
b					
c					
d					

	SA	A	N	D	SD
9.a					
b					
c					
d					

	SA	A	N	D	SD
10.a					
b					
c					
d					

APPENDIX B

OCCUPATIONAL PREFERENCE SCALE

FORM T

FORM T

INSTRUCTIONS

The following pages contain a series of the (10) occupational titles each followed by four (4) statements. Please indicate your degree of agreement or disagreement with each statement by checking how you actually feel about each occupation. Your responses are to be recorded on a separate answer sheet which has been provided. Please Do Not write in the booklets themselves.

1. REGISTERED NURSE:

- a. This is an interesting occupation.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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2. SECURITIES SALES WORKER:

- a. This is an interesting occupation.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
--------------------------	--------------	----------------	-----------------	-----------------------------

3. DENTIST:

a. This is an interesting occupation.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
--------------------------	--------------	----------------	-----------------	-----------------------------

b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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4. SECRETARY:

- a. This is an interesting occupation.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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5. MAIL CARRIER:

- a. This is an interesting occupation.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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- c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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6. BANK TELLER:

a. This is an interesting occupation.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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7. AIRPLANE PILOT:

a. This is an interesting occupation.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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8. ELEMENTARY SCHOOL TEACHER

a. This is an interesting occupation.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u>
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9. LIBRARIAN:

a. This is an interesting occupation.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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10. ARCHITECT:

a. This is an interesting occupation.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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b. This is an occupation that I would consider entering.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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c. This is an occupation suited more for a man.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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d. This is an occupation suited more for a woman.

<u>Strongly</u> Agree	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> Disagree
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OCCUPATIONAL PREFERENCE SCALE - FORM T ANSWER SHEET

Age _____
Sex _____
Race _____
Years of full time work experience _____

NOTE: SA = STRONGLY AGREE
A = AGREE
N = NEUTRAL
D = DISAGREE
SD = STRONGLY DISAGREE

	SA	A	N	D	SD
1.a					
b					
c					
d					

	SA	A	N	D	SD
2.a					
b					
c					
d					

	SA	A	N	D	SD
3.a					
b					
c					
d					

	SA	A	N	D	SD
4.a					
b					
c					
d					

	SA	A	N	D	SD
5.a					
b					
c					
d					

	SA	A	N	D	SD
6.a					
b					
c					
d					

	SA	A	N	D	SD
7.a					
b					
c					
d					

	SA	A	N	D	SD
8.a					
b					
c					
d					

	SA	A	N	D	SD
9.a					
b					
c					
d					

	SA	A	N	D	SD
10.a					
b					
c					
d					

APPROVAL SHEET

The thesis submitted by Stuart J. Nathan has been read and approved by the following committee:

Dr. John A. Wellington, Director
Professor, Guidance and Counseling, Loyola University
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The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval by the Committee with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

20 April 1983

Date

John A. Wellington

Director's Signature