1974

A Comparison of Career and Homemaking Oriented Women Using the Strong Vocational Interest Blank

William L. Clark
Eastern Illinois University

PAPER CERTIFICATE #2

TO: Graduate Degree Candidates who have written formal theses.

SUBJECT: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or

May 9, 1974
Date

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because_____

_____

_____

_____ _____
Date Author

pdm

A COMPARISON OF CAREER AND HOMEMAKING ORIENTED WOMEN USING THE STRONG VOCATIONAL INTEREST BLANK

(TITLE)

BY

William L. Clark

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist Degree in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1974
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

6 May 74
DATE

5-8-74
DATE

A COMPARISON OF CAREER AND HOMEMAKING ORIENTED WOMEN USING THE STRONG VOCATIONAL INTEREST BLANK

TABLE OF CONTENTS

INTRODUCTION

CHAPTER I

A. Introduction

Dr. Joseph Zaccaria states that "Vocational theories are either general or male oriented".(1) If this is true then research is needed to better adapt vocational counseling to meet the needs of women.

If women cannot be treated the same as men, then there must be some basic difference in their vocational counseling needs. The basic difference is their expected societal role. Men leave school and enter the world of work directly. Women may or may not, depending on their plans and expectations for a marriage and family. Dr. Marguerite Zapoleon, author of Occupational Planning for Women, states it this way:

> "Women are more handicapped than men because of the greater unpredictability of what roles they will play and when. All boys plan to work and most plan to marry. A man is free to choose his occupation and whom and when he will marry. A girl, on the other hand, usually looks forward to marriage and plans on homemaking, but approaches it with less certainty and is especially unsure of its timing."(2)

This writer, due to his graduate counseling internship and reading decided to study a problem relative to the career-marriage dilemma of women. This study was done in the Counseling Center at Eastern Illinois University, the location of the writer's internship. The Counseling Center provided the data, staff, and facilities to make the study possible.

---

(1) Dr. Joseph Zaccaria, Theories of Occupational Choice and Vocational Development, Houghton Mifflin Co., 1970, p. 76

(2) Dr. Marguerite Zapoleon, Occupational Planning for Women, Harper and Row, 1961, p. 10

To summarize, this study is the result of reading and practical experience. These caused the writer to research a problem which was relative to the counseling of college women. The problem itself was to deal with that trait which makes a woman different from a man in a vocational counseling setting, namely, her career-marriage dilemma.

B. Statement of the Problem

The work of this study can be stated simply as:

"The study was done to learn if there were statistically significant differences in the responses to the Strong Vocational Interest Blank between two groups of college women who expressed a preference toward marriage or career. A statistical difference between the two groups will be achieved if the Null Hypothesis is disproved. The Null Hypothesis formula is as follows: $T = \frac{b - B}{\sigma_D}$ "

C. Procedure

This section of the study will give the reader an explanation of the steps the writer took in preparing this finished product.

D. The Population and Sample

The female students at Eastern Illinois University who came to the Counseling Center for vocational counseling were those whose test results were used. The number of clients who chose to participate was ninety five. These young women took the Strong Vocational Interest Blank between the first of October, 1971, and May 3, 1972. All of the subjects were enrolled as undergraduates at Eastern and ranged in age from eighteen to twenty. To the extent of the writer's knowledge, not one of the subjects was married or had been previously married.

These women represent the sample used, but the author would like also to further identify the samples. Eastern Illinois University is a State supported institution of approximately 8,500 students. The school is located in a rural community in downstate Illinois. The student body is made up of approximately 50% men and 50% women. About 40% of the student body resides in urban areas while the rest are from small rural Illinois communities. The family background of the student body is almost exclusively middle class with proportionately few students of any racial or ethnic minority.

The sample thus defined gives the reader a thorough picture of what particular biases are involved in this study. Any conclusions reached must be in light of the information provided in this section of the paper.

E. Collection and Treatment of Data

In order to separate the sample of ninety five subjects into two groups, a questionnaire(1) was mailed to each and they were asked to respond to the proposition which they felt most identified their particular situation:

> I intend to be a career woman but I may get married, especially if I don't have to give up my professional career.
>
> I expect to get married and do not plan on being a career woman, but I do hope to be qualified, through my studies, for a job in case my marriage plans do not work out.

These questions were then used to separate the sample into groups, one being marriage oriented and the other being career oriented. The Strong Vocational Interest Blank test results were then collected from the client folders. The entire number of variables on the Strong Vocational

---

(1) Sample of Questionnaire in Appendix A

Interest Blank and the results of the questionnaire were then placed on IBM punch cards so that statistical work could be performed by computer.

F. Statistical Methods

The purpose of the study was to differentiate between two groups of females as to their orientation toward marriage and career. The data for this differentiation process was collected from the results of the Strong Vocational Interest Blank. The hypothesis was that these two groups of women would indeed show significant differences in their tested responses.

The Simple Data Description Program (BMD 010) from Biomedical Computer Programs from the University of California at Los Angeles was needed to prepare the data for the test of statistical significance. This program produces this output:

1. Means
2. Standard Deviations
3. Standard Errors of the Means
4. Maximum Values
5. Minimum Values
6. Ranges
7. Sample Sizes

The data embodied eighty-five variables consisting of the various scales from the Strong Vocational Interest Blank (S.V.I.B.)

After the data was run through the descriptive program it was run through a program which calculated T-scores for all of the eighty-five variables. It is from the results of this statistical test that the results and conclusions were reported.

G. Limitations

This study is limited first by the nature of the sample. The sample, as previously described, is not necessarily representative of the university, state or nation. Any conclusions taken from this study must be made in light of the peculiarities of the sample.

Another limitation is the statistical test used. There has been criticism of the use of the multiple comparisons of T-scores. Data has shown that it may produce experimentwise error. Richard Johnson and Lawrence Jones(1) have suggested the use of other statistical tests to prevent the possibility of error, but the writer was unable to use these tests due to the fact that they were not available to the Computer Center at Eastern Illinois University.

H. Definition of Terms

For the study to be understood, the reader and the writer must find common ground for terminology. With this in mind, the writer will clarify terms that are used in this study.

1. Strong Vocational Interest Blank Form T W 398 -- A vocational interest testing device developed by Edward K. Strong and revised in 1969 by David P. Campbell.

2. Null Hypothesis -- The hypothesis that no statistically significant difference will exist between two groups of samples.

3. T - Test -- A statistical test for use when challenging the Null Hypothesis -- $T = \frac{b - 8}{\sigma_b}$

---

(1) Richard H. Johnson and Lawrence Jones, "Multiple Comparisons and Error Rates," Journal of College Personnel, March, 1974, pp. 154-157

4. Level of Significance -- Level of significance refers to the degree of improbability which is deemed necessary to cast sufficient doubt upon the truth of the hypothesis to warrant its rejection.

5. Type I Error -- An error of the first kind consists in rejecting a hypothesis that is actually true.

6. Type II Error -- An error of the second kind consists in retaining a hypothesis that is actually false.

RELATED RESEARCH

CHAPTER II

A. Introduction

The second chapter of this paper will discuss the broad subject of testing and successively narrow the topic till it relates to prior research of a similar nature done with the S.V.I.B. The discussion of this material is to give the reader the background for this study and its relationship to prior research.

B. Psychological Testing

Measurement of aptitudes, abilities, and personality has been widely accepted in our current society. L. R. Aiken states as follows:

> "Anyone who has attended public school, served in the armed forces or applied for jobs in the United States during the past few years has undoubtedly taken some kind of psychological or educational test. Testing has come to have an important influence on the lives and careers of Americans and people in many other countries as well."(1)

If testing has become so important in day to day life then its importance must be justifiable both historically and empirically.

The earliest record of testing occurred in China in 1115 B.C. for the purpose of examining government employees. The modern era of psychological testing began in the 1880's with Sir Francis Galton, James Cattell, and Alfred Binet.(2)

---

(1) Lewis Aiken, Jr., Psychological and Educational Testing, Publisher, Allyn and Bacon Inc., 1971, p. 21

(2) Ibid, p. 3

Alfred Binet is generally credited with the major breakthrough by developing an intelligence rating based on mental age through a test developed by him and his associates in 1905.(1)

Since that 1905 date many persons, including Binet himself, revised and altered this early test and the testing instrument in revised form is still in use today.(2)

During World War I, tests were developed for the armed services to classify men as to general ability and to their specific talents. The development of these tests and their use on millions of men brought the paper and pencil tests to the public in a broad scale for the first time. It was the "heyday" of the testing movement, but little regard was paid to sound statistical examination of the tests used or their proper applications.(3)

Since that very early euphoric time, educators and psychologists have refined and sophisticated their approach to testing. Their early abuses have led to very close scrutiny of tests and their use by both professionals and laymen.(4) There are now numerous sources of reference which an individual can use to give pertinent information about pencil and paper tests. Perhaps the best known of these is Buros' The Mental Measurements Yearbook which gives a description of a test and a review of its value.

---

(1) Florence L. Goodenough, Mental Testing, Rinehart and Company, Inc. 1949, p. 49

(2) Ibid, p. 66

(3) Ibid, p. 67

(4) Ibid, p. 68

This is not to say that criticism of testing has been quieted. Tests and their philosophical and scientific bases are still under attack. Testing and tests remain under constant pressure from people critical of their use. Dr. Shlien argues against their use in philosophic terms. He makes the following statements about their use:

> "It is generally said that the aim of science is prediction and control, though understanding is aim enough for some of the best scientists. These tests are intended, above all, to be scientific--that is their main justification--and since they share the aims of science, many questions need to be publicly considered. Some are technical, some are ethical. The first kind of question asks, essentially "Can modern tests really predict human behavior?" The answer is not clear, but is relatively easy to come by. The second question is "Should modern tests control human behavior?" This is more difficult. In brief, my own answer would be that if tests really could predict behavior, then they should also control it, because it is better to use the truth than to avoid it. If man is really predictable, he may as well be controllable. As it turns out, he is not very predictable--only partly so--therefore, the ethical question bears heavily upon us. We are soon pretending to control when in fact we cannot predict".(1)

Dr. Frank Womer cautions against use of tests by untrained or uninformed practitioners. It is his belief that the use of test scores for rating individuals has been used by teachers who didn't fully understand the test and the true meaning of the scores the tests produced.(2)

---

(1) John M. Shlien, "Mental Testing and Modern Society", Readings in Psychological Tests and Measurements, edited by W. Leslie Barnett, Jr., 1964, pp. 337-343

(2) Frank B. Womer, "Testing Programs-Misconception, Misuse, Overuse", Readings in Psychological Tests and Measurements, edited by W. Leslie Barnett, Jr., 1964, pp. 17-25

C. Vocational Interest Testing

About 1900, E. L. Thorndike made the first studies involving interest testing. The results of his research were published in 1912 in Popular Science Monthly. "The Permanence of Interests and Their Relation to Abilities."(1) Since these small beginnings, the study of interests and interest testing has evolved to great proportions.

Even though T. L. Kelly developed a crude interest inventory in 1914, the first real inventory, as we know it, was developed at the Carnegie Institute of Technology. The test was developed by a study group of industrial psychologists under the direction of Walter Bingham. The Carnegie Interest Inventory (1921) and the Carnegie Interest Analysis (1923) were the two earliest products of this study group. When the program was discontinued, Mr. Bingham was asked what he thought was the most important contribution of the program. He replied that the measurement of interests would probably prove to be the most important.

In 1927, Dr. E. K. Strong of Stanford University published his first edition of the Strong Vocational Interest Blank (S.V.I.B.). Dr. Strong's inventory was closely related to an earlier test published by Karl Condery in 1924. A women's form of the S.V.I.B. was published in 1933. The

---

(1) David P. Campbell, Handbook for the Strong Vocational Interest Blank, Stanford University Press, 1971, p. 345-351

Strong Vocational Interest Blank has had the following revisions:

1938 Men's Revision
1946 Women's Revision
1966 Men's Revision
1969 Women's Revision

The subsequent revisions of the test represent an updating and were not a restandardization of the scales on the earlier blanks.(1)

Dr. Strong died in 1963 but work on the S.V.I.B. is continuing at the University of Minnesota under Dr. D. P. Campbell who authored the Handbook for the Strong Vocational Interest Blank in 1971.

Another of the early researchers in vocational interest was Dr. G. F. Kuder. He began his research in the early 1930's and in 1939 published his first test, The Kuder Preference Record. Kuder's test has also undergone much development and revision. The dates of the revisions are: 1942, 1946, 1948, 1950, 1951, 1956, 1963, and 1964.(2)

Kuder developed the approach of using one form of a test for all clients regardless of their sex.(3) This practice has been carried over through time to even the latest form of the test, Form DD.

The Cleeton Vocational Interest Inventory was developed in 1937 as an attempt to simplify the scoring of the S.V.I.B. and was constructed in the Carnegie tradition. After its initial publication in 1937, it was revised in 1943. The test was designed to be used from grades nine through

---

(1) Lewis R. Aiken, Psychological and Educational Testing, Allyn and Bacon, Inc, 1971, p. 214

(2) Donald E. Super and John O. Crites, Appraising Vocational Fitness, Harper and Row, 1962, p. 461

(3) Ibid, p. 462

(4) G. F. Kuder, Kuder Occupational Interest Survey General Manual, Science Research Associates, 1970, p. 6

adulthood. The test has never enjoyed popularity and little resear h has been done with it.(1)

A test developed and published in 1943 by the California Test Bureau was the Lee-Thorpe Occupational Interest Inventory. There were two forms of the test developed, one for children of high school age and younger with a vocabulary grade placement of 6.8 and another for adults. Research on this test showed that its results compared favorably with that of the S.V.I.B. and the Kuder.(2)

In the last thirty years many vocational interest tests have been developed though none have been researched as thoroughly as the S.V.I.B. and the Kuder.(3) New thrusts in measuring vocational interest include attempts to measure vocational interests in younger children and lower level non-professional occupations.

Science Research Associates, "What I Like To Do" Inventory is an example of an instrument for use with small children. It uses simple language in an easy to understand form to guage vocational interest.(4)

An example of a vocational interest inventory for non-professional occupations is The Minnesota Vocational Interest Inventory. It is based on research conducted by K. E. Clark during World War II and after on non-professional civilians and Navy enlisted men. It can be used with males

---

(1) Donald E. Super and John O. Crites, Appraising Vocational Fitness, Harper and Row, 1962, p. 500

(2) Ibid, p. 502

(3) Ibid, p. 417

(4) Lewis R. Aiken, Psychological and Educational Testing, Allyn and Bacon, Inc., 1971, p. 226

fifteen years and older and predicts vocational interest on twenty-one non-professional scales.(1)

There is continuing development in the study of human vocational interest. The interest inventory is a tool for the use of the counselor and his client. This statement by E. C. Craven explains its use:

> "In conjunction with other data in the counseling process, interest measures can be used creatively to open new worlds to young people. In conjunction with other data in the counseling process interest inventories can be used to therapeautically destroy narrow conceptions of the self or to help one find integrative and rewarding ways of relating to a confusing world."(2)

D. Strong Vocational Interest Blank

The historical background of the S.V.I.B. has already been discussed briefly earlier in this paper. It must be further discussed here to provide the reader with a better understanding of the basic philosophy on which the test has been developed.

The S.V.I.B.'s cornerstone is the Men's-in-General and correspondingly Women's-in-General concept. This concept is based on comparisons made against the results of these two samples of persons from many diverse occupations on the S.V.I.B.

To develop each occupational scale on the S.V.I.B., a sample of men or women from that occupation was selected and asked to take the S.V.I.B. After the results of each occupational sample had been collected,

---

(1) Ibid, p. 229

(2) E. C. Craven, The Use of Interest Inventories in Counseling, Science Research Associates, 1972, p. 43

they were compared to the responses of the Men's-in-General sample. Those test items showing significant differences in response percentages between the two were included in the scoring scale for that occupation. If a client answers those items on the inventory which are part of the scoring scale for an occupation then the client has displayed interests that are very similar to those of people in that occupation. This conclusion is fundamental to using the S.V.I.B. as a counseling tool.

The real value of a counseling tool such as the S.V.I.B. is whether or not it does what it was designed to do. The S.V.I.B. has been studied by Dr. Strong and many others for all of its existence. One of the more recent studies was published by Dolliver, Irvin, and Bigley in May 1972. The article "Twelve Year Follow-up Study of the S.V.I.B." reaffirms the inventory's value.

The study allows its authors to make the following statements about the S.V.I.B.:

A. The chances are about one to one that a person would end up in an occupation for which he had an "A" score on the S.V.I.B.

B. The chances are about one to eight that a person would not end up in an occupation in which he had received a "C" score.(1)

These statements indicate that the S.V.I.B. is not an exact tool, but that it does do a credible job in predicting occupational choice.

---

(1) R. Dolliver, J. Irwin, and S. Bigley, "Twelve-Year Follow-up of the S.V.I.B.", Journal of Counseling Psychology, Vol. 19, 1972, pp. 212-217

The S.V.I.B. was revised and the test form used in this comparison was the Strong Vocational Interest Blank for Women Form W 398.

This form of the inventory is the result of a revision in 1969. This revision resulted in several important changes. First a new Women-in-General sample was collected. Secondly, out of date items were either discarded or reworded in more up-to-date language. Finally, invalid items which didn't discriminate between occupations well were discarded.(1)

E. Prior Studies of a Similar Nature

This study uses the S.V.I.B. to compare young women relative to their career-homemaking motivation. The following three studies approached the problem in the same manner. The first of these was published in 1958 by Donald P. Hoyt and Carroll E. Kennedy.(2) The article "Interest and Personality Correlates of Career-Motivated and Homemaking-Motivated College Women" was published in Volume Five, Number One, of the "Journal of Counseling Psychology".

The Hoyt-Kennedy study used the S.V.I.B. and the Edward's Personal Preference Schedule to attempt to find if these instruments could be used to predict those women who would be career or homemaking motivated. This study was made with four hundred and seven freshman women at Kansas State College in 1956-57. The results of their study with the S.V.I.B. showed that career oriented women scored significantly higher on the scales of

---

(1) David P. Campbell, Handbook for the Strong Vocational Interest Blank, Stanford University Press, 1971, pp. 376-383

(2) Donald P. Hoyt and Carroll E. Kennedy, "Interest and Personality Correlates of Career-Motivated and Homemaking-Motivated College Women", Journal of Counseling Psychology, Vol. 5, No. 1, 1958, pp. 44-50

artist, author, librarian, psychologist, physical education teacher, and physician. The homemaking oriented women scored significantly higher on buyer, housewife, elementary teacher, office worker, stenographer-secretary, business education teacher, home economics teacher and dietician.

Another study written using the S.V.I.B. to research this subject was by Louise Vetter and Edwin C. Lewis in 1964.(1) It was published in the "Personnel and Guidance Journal" under the title of Homemaking Vs. Career Preference Among College Home Economics Students.

The study used correlations rather than T-tests to determine the extent of the relationships between the predictor variables and the criterion. Also the sample was made up of senior home economics majors at Iowa State University instead of the broad sample of all freshman women used in the Hoyt and Kennedy study.

The results of the study showed significant correlations for career preference on the lawyer and life insurance saleswoman scales. The homemaking preference group showed significant correlations on the housewife, elementary teacher, home economics teacher, occupational therapist, and femininity-masculinity scales.

A 1966 study done at the University of Illinois by Dr. Morton Wagman used the same type of format to research this subject. He administered the S.V.I.B. to 140 women in a general psychology course at the

---

(1) Louise Vetter and Edwin C. Lewis, "Some Correlates of Homemaking Vs. Career Preference Among College Home Economics Students," Personnel and Guidance Journal, Feb. 1964, pp. 593-598

University of Illinois in 1962. Wagman used the same questionnaire developed by Hoyt and Kennedy to distinguish between the career oriented and homemaking motivated women in that class.

The data received was subjected to a T-test and the results were as follows: Wagman found that his results confirmed part of Hoyt and Kennedy's findings. His results agreed with theirs in that the career oriented women exceeded homemaking oriented women on these scales: physician, lawyer, and psychologist. The homemaking oriented women exceeded the career oriented women on the following scales: housewife, home economics teacher, and dietician. In addition, for the remaining nine of the fifteen scales on which Hoyt and Kennedy had found to be statistically significant, Wagman's study found seven of those scales to be in the same direction.(1)

Only three studies were found which dealt with the use of the S.V.I.B. to examine the Career-Homemaking Motivation of Women. These three articles were done using the old 1943 revision of the women's form of the S.V.I.B.

---

(1) Morton Wagman, "Interest and Values of Career and Homemaking Oriented Women", Personnel and Guidance Journal, April 1966, pp. 794-801

RESULTS

CHAPTER III

A. Introduction

This section of the paper will present the reader with information explaining the methods of data collection, the statistical handling of that data, and the results of those statistical processes.

B. Data Collection

In order to gain the data for this study, it was necessary to find women who had recently taken the S.V.I.B. Permission was secured to use the test results of those women who had taken the S.V.I.B. at the Counseling and Testing Center of Eastern Illinois University between October 1, 1971, and May 3, 1972. These women had been given the S.V.I.B. by the professional staff of the center for use in vocational counseling.

In order to use the results of their test scores, it was necessary to send each participant a letter which contained information about the study and a questionnaire to return. The questionnaire contained the following questions asking if they were homemaking or career motivated:

A. I intend to be a career woman. I may get married especially if I don't have to give up my professional career.

B. I expect to get married and do not plan on being a career woman, but I do hope to be qualified, through my studies, for a job in case my marriage plans don't work out.

Question A was used to identify a career motivated woman while B identified a homemaking motivated individual.

A total of ninety-five women participated in the study by return-

ing the questionnaire in usable form. Of ninety-five women, forty-nine of these women indicated that they preferred a career while forty-six indicated that they preferred homemaking instead.

The ages of the women ranged from eighteen to twenty-one years of age. The mean age of the career group was 18.7957 while that of the homemaking group was 18.3911. This suggests that the bulk of these women were freshmen and sophomores.

C. Handling of the Data

The results from the S.V.I.B. were combined with the information provided by the questionnaire and placed on punch cards. The data card was then run through a computer using the Simple Data Description Program (BMDOID) from Biomedical Computer Programs from the University of California at Los Angeles.(1)

This program produces the Means, Standard, Deviations, Standard Deviations Errors of the Means, Maximum Values, Minimum Values, Range, and Sample Size. The completion of this program placed the data in a form to complete the statistical test of significance.

After the T-test was completed, it was necessary to decide upon the level or levels of significance that should be used in analysis of the data. The critical part of this decision relates to prevention of Type I and Type II errors.

---

(1) Simple Data Description Program (BMDIOD), Biomedical Computer Programs from the University of California at Los Angeles, edited by W. J. Dixon, University of California Press, 1970, p. 42

Paul Bloomers and E. F. Lindquist state this about the choice of a level of significance,(1) that is, the selection of some probability value as the definition of what is meant by "sufficiently improbable of occurrence to discredit the hypothesis", is actually a non-statistical problem in the sense that it calls for a purely arbitrary subjective judgment. This statement gives the researcher a wide latitude in choosing how he wants to deal with Type I and II errors.

These types of errors can be summarily stated as:

> Type I - consists of rejecting a hypothesis that is actually true.
> Type II - consists of retaining a hypothesis that is actually false.(2)

The study attempts to protect as much as possible against a Type I error. A Type I error is the easiest to control by the arbitrary choice of low level of significance. A Type II error is more complicated and thus a researcher can never be sure of its elimination.(3) This author chose to analyze this data at two levels of significance.

It was decided to present information at both the .005 and the .001 levels. This then would allow the reader some interpretation of the data. He can decide which indicators meet his particular level of statistical conservatism.

---

(1) Paul Bloomers and E.F. Lindquist, Elementary Statistical Methods, Riverside Press, 1960, p. 281

(2) Ibid, p. 281

(3) Ibid, p. 284

In conclusion, this study protects primarily against the Type I error, but is conscious that a Type II error could be present. The fact that the study will report on two levels of significance should place some of the responsibility for the Type II error on the person who chooses to interpret the results.

D. Results

The reader will find the complete results of the study are presented in table form in the appendix of this paper. This material should be consulted for broad information concerning the comparison of the two groups of women.

The core of these results are stated in Table I here. The goal of the statistical processes was to determine if there were statistically significant differences between the two groups of women tested with the use of the S.V.I.B.

The data from the S.V.I.B. used in the comparison was the Basic Interest Scales, Occupational Scales, Non-Occupational Scales, Administrative Indices, and age. The total number of variables compared was eighty-five.

Table I shows that twenty-three of those scales compared showed significant differences to the .005 level and seven of these were significant to the .001 level. The table identifies the description of those scales, its number, and the highest level to which it was still significant.

TABLE 1

SCALES WHICH DIFFER STATISTICALLY BETWEEN HOMEMAKING ORIENTED AND CAREER ORIENTED WOMEN

	Scale	Scale Description	Level of Significance
1.	2	Public Speaking	.005
2.	3	Law/Politics	.005
3.	7	Physical Science	.005
4.	8	Mechanical	.001
5.	19	Performing Arts	.005
6.	20	Writing	.005
7.	22	Entertainer	.005
8.	25	Art Teacher	.001
9.	26	Artist	.005
10.	27	Interior Decorator	.001
11.	39	Psychologist	.005
12.	41	Translator	.005
13.	47	Computer Programmer	.001
14.	49	Engineer	.005
15.	52	Army Officer	.005
16.	56	Bank Women	.005
17.	59	Business Ed. Teacher	.001
18.	69	Dental Assistant	.001
19.	72	Secretary	.005
20.	73	Saleswoman	.005
21.	74	Telephone Operator	.005
22.	76	Sewing Machine Operator	.001
23.	79	Academic Achievement	.001

Further, the results indicate that on the scales where significant differences occurred the career oriented group scored higher on the scales for the following:

Public Speaking
Law/Politics
Physical Science
Mechanical
Performing Arts
Writing

Entertainer
Art Teacher
Artist
Interior Decorator
Psychologist
Translator
Computer Programmer
Engineer
Army Officer
Academic Achievement

The homemaking motivated group scored higher on these scales which proved significantly different:

Bank Woman
Business Ed. Teacher
Dental Assistant
Secretary
Saleswoman
Telephone Operator
Sewing Machine Operator

In conclusion, this study did result in statistically significant differences occurring from the data used in this study. There were significant differences between the way the career motivated and homemaking participants in this study answered the S.V.I.B.

CONCLUSION

CHAPTER IV

A. Introduction

The results of this study lend themselves to a discussion of their meaning. This chapter of the paper will describe what possible conclusions can be reached from this study considering the conditions under which it was made and the related research.

B. A Description of the Scales of the S.V.I.B.

The reader, in order to fully understand the results, needs to know the nature and description of the scoring scales reported on the S.V.I.B. The following paragraphs will provide this information.

The Occupational Scales have been part of the S.V.I.B. since its inception. These scales are the manner in which the S.V.I.B. predicts occupational interest for a particular vocation. The foundation of the instrument lies in comparing the interests in occupation, as measured by the S.V.I.B., against a control group labeled as Men-in-General or Women-in-General. Prediction may occur when a client's results show that his responses to test questions differ from the control group in the same manner as the people tested in a given occupation.

The prediction is this: a client has interests like a certain occupational group when he responds to given items in a manner similar to persons in that occupational group who were tested. This allows the counselor to say that the chances of the client liking that particular occupation are good.

The Basic Scales of the S.V.I.B. are an attempt to extend the results of the test to more occupations than just those listed on the test. These are broad areas of interest that can be instrumental in many vocations. The scales were derived by statistical work on new and existing data from the S.V.I.B. They allow the counselor to explain to the client his interests relative to the nineteen subject areas reported.

The third scale listed is called Non-Occupational. These scales are experimental, but do allow some prediction about personality characteristics if used with knowledge relative to their limitations.

C. Supportive Research from Studies on the S.V.I.B.

Dr. David Campbell has done work on comparing the Occupational Scales with the Basic Interest Scales to show how the two scales relate to each other. These are stated as tables in the Hand Book for the Strong Vocational Interest Blank(1) authored by Dr. Campbell.

In effect, what these tables show is how each occupation tested ranks on each Basic Interest Scale. This is done in the handbook by ranking the occupational samples used to construct the Occupational Scales by their mean scores on a particular Basic Interest Scale. Through the use of these tables it is possible to draw support for the finding of this study.

There were six Basic Interest Scales which showed significant differences between the two groups of women. These scales were public

---

(1) David P. Campbell, Handbook for the Strong Vocational Interest Blank, Stanford University Press, 1971, p. 181-189

speaking, law/politics, physical science, mechanical, performing arts, and writing. The career oriented women scored significantly higher on each of these six scales than the homemaking oriented group.

There were sixteen occupational scales which showed significant differences between the two groups of women. Table Number 1 indicates that the career oriented group scored higher in nine and the homemaking oriented group scored higher in seven.

In order for this study to receive support from this earlier research on the S.V.I.B., those occupations which were scored higher by the career oriented group should have high means on the occupational scale mean tables for the basic scales in the handbook for the S.V.I.B.(1) Correspondingly, those occupational scales scored higher by the homemaking oriented group should have low means on those six basic scales on which there proved to be a significant difference.

Upon inspection of tables two through seven the reader will find this prediction to be generally true. There is definitely support for this study when it is compared to this earlier data.

---

(1) Ibid, pp. 181-189

TABLE 2

MEAN SCORES ON THE WOMEN'S PUBLIC SPEAKING SCALE OF THE S.V.I.B. CONDENSED FROM THE S.V.I.B. HANDBOOK

Mean Scores of Scales	Occupational Scales Which Scored Higher For Career Oriented Women	Occupational Scales Which Scored Higher For Homemaking Oriented Women
56	Army Officer, Psychologists	
53	Translator	
52	Entertainers, Interior Decorators	
50		Bankwomen, Business Ed Teacher
48		Secretary, Saleswomen
47		Dental Assistant
46	Artist	Telephone Operator
42		Sewing Machine Operators

TABLE 3

MEAN SCORES ON THE WOMEN'S LAW/POLITICS SCALE OF THE S.V.I.B. CONDENSED FROM S.V.I.B. HANDBOOK

Mean Scores of Scales	Occupational Scales Which Scored Higher For Career Oriented Women	Occupational Scales Which Soored Higher For Homemaking Oriented Women
56	Army Officer	
55	Psychologists	
53	Engineers	
52	Translators	Bankwomen
50	Interior Decorators	Business Ed. Teachers
49	Entertainers	Secretaries
48	Art Teachers	
47		Saleswomen, Dental Assistants
46		Telephone Operators
44		Sewing Machine Operators

TABLE 4

MEAN SCORES ON THE WOMEN'S PHYSICAL SCIENCE SCALE OF THE S.V.I.B. CONDENSED FROM THE S.V.I.B. HANDBOOK

Mean Scores of Scales	Occupational Scales Which Scored Higher For Career Oriented Women	Occupational Scales Which Scored Higher For Homemaking Oriented Women
64	Engineers	
59	Psychologists	
56	Translators	
52	Army Officers	
51	Artists	
50	Art Teachers	Dental Assistants
48	Interior Decorators	Secretaries, Telephone Operators
47	Entertainers	
46		Business Ed. Teachers, Sewing Machine Operators, Bankwomen
45		Secretaries

TABLE 5

MEAN SCORES ON THE WOMEN'S MECHANICAL SCALE OF THE S.V.I.B. CONDENSED FROM THE S.V.I.B. HANDBOOK

Mean Scores of Scales	Occupational Scales Which Scored Higher For Career Oriented Women	Occupational Scales Which Scored Higher For Homemaking Oriented Women
65	Engineers	
55	Psychologists	
54	Art Teachers	
53	Army Officers, Artists	
52	Translators	
50	Interior Decorators	Business Ed. Teachers, Telephone Operators
49		Dental Assistants, Sewing Machine Operators
48		Secretaries, Bankwomen
47		Saleswomen
46	Entertainers	

TABLE 6

MEAN SCORES ON THE WOMEN'S PERFORMING ARTS SCALE OF THE S.V.I.B. CONDENSED FROM THE S.V.I.B. HANDBOOK

Mean Scores of Scales	Occupational Scales Which Scored Higher For Career Oriented Women	Occupational Scales Which Scored Higher For Homemaking Oriented Women
60	Entertainers	
54	Art Teachers, Psychologists, Interior Decorators	
53	Translators, Artists	
51	Army Officers	
49		Secretaries, Saleswomen
48	Engineers	Telephone Operators, Dental Assistants
46		Business Ed. Teachers, Bank Women
43		Sewing Machine Operators

TABLE 7

MEAN SCORES ON THE WOMEN'S WRITING SCALE FOR THE S.V.I.B. CONDENSED FROM THE S.V.I.B. HANDBOOK

Mean Scores of Scales	Occupational Scales Which Scored Higher For Career Oriented Women	Occupational Scales Which Scored Higher For Homemaking Oriented Women
56	Translators	
55	Psychologists	
54	Entertainers, Army Officers	
52	Interior Decorators, Art Teachers	
51	Artists	
50		Secretaries
49	Engineers	
48		Business Ed. Teachers, Saleswomen
47		Bankwomen, Telephone Operators
46		Dental Assistants
42		Sewing Machine Operators

The results of this study show that there are similarities with some of the earlier studies. The Occupational Scale of Psychologist appears in the Hoyt-Kennedy study, the Wagman study and also in this study. There also is agreement between the Hoyt-Kennedy study and this study on three other scales. The results of the four studies tend to indicate that the second two studies support the Hoyt-Kennedy study as does this one, but there is little relation between the Vetter-Lewis and the Wagmon study when compared to this study.

The comparison of the earlier research with this study suggests that two conclusions can be made. First that the research presented in the S.V.I.B. Handbook on the relationship of occupational mean scores to the Basic Interest Scales tend to support the results of this study. Secondly, it could be concluded that the results of the four studies do not present enough similarities to allow exact prediction of homemaking-career desires in women with the use of the S.V.I.B.

There are, however, several scales which are significant in three of the studies while others are significant in two of the studies.

A conclusion that can be made with certainty is that the two groups of women studied by this author did differ statistically significantly on many scales reported from their results on the Strong Vocational Interest Blank.

In addition to the comparison of mean scores of occupations to Basic Scales, the Handbook also compares the mean scores of occupations

with the Academic Achievement Scale. This comparison is also necessary for the writer's work because the Academic Achievement Scale also produced significant differences between the two groups of women.

Women who were career oriented scored higher than homemaking oriented women. If this is true, then the occupational scales that showed significant differences between the groups should compare as they did in the case of occupational scales and basic scales.

TABLE 8

MEAN SCORES ON THE WOMEN'S ACADEMIC ACHIEVEMENT SCALE FOR OCCUPATIONAL SAMPLES

Mean Scores of Scales	Occupational Scales Which Scored Higher For Career Oriented Women	Occupational Scales Which Scored Higher For Homemaking Oriented Women
60	Psychologists	
57	Translators	
52	Artists	
51	Army Officers	
50	Art Teachers	
46	Interior Decorators	
45		Business Ed. Teachers
44	Entertainers	
42		Bankwomen
40		Dental Assistants, Secretaries
38		Saleswomen, Telephone Operators
37		Instrument Assembly
35		Sewing Machine Operators

Table Eight shows this comparison. Those occupational scales which

scored higher by career oriented women gravitated to the top of the table. Those occupational scales which were scored higher by the marriage oriented group fell to the lower end of the table.

This writer believes that these comparisons illustrate that the results of this study is supported by prior research on the S.V.I.B.

D. Conclusions

The first conclusion is that there was a difference between the career oriented and marriage oriented women. This difference was measured by a statistical test and the differences were statistically proved to be significant.

The second conclusion is that the results of the study compare favorably to prior research done on the S.V.I.B. This favorable comparison lends weight to the results of the study and makes them more viable.

In the three earlier research projects the researchers used the 1943 form of the Women's S.V.I.B. Since this study used the 1969 form of the S.V.I.B. complete comparison is impractical. It is, however, necessary to illustrate any relationships which do exist between those studies and this study.

The 1969 revision contains a new scale which was not part of the inventory in 1943. The Basic Interest Scale was not part of the earlier form of the test. Also some of the Occupational Scales used in 1943 are no longer in use while others have been added.

The following table indicates those occupational scales which were determined to be significant by the authors of the earlier studies compared with the results of this study.

TABLE 9

A COMPARISON OF THE RESULTS OF THIS STUDY WITH
THE RESULTS OF PRIOR STUDIES OF A SIMILAR NATURE

Author of Studies Compared	Scales of The S.V.I.B. Which Career Oriented Women Scored Significantly Higher in Studies Listed	Scales of the S.V.I.B. Which Homemaking Oriented Women Scored Significantly Higher in Studies Listed
Hoyt-Kennedy	Artist* Author Librarian Psychologist* Physical Ed. Teacher Physician	Buyer Housewife Elementary Teacher Office Worker Steno-Secretary* Business Ed. Teacher* Home Eco. Teacher Dietician
Vetter-Lewis	Lawyer Life Insurance Salesman	Housewife Elementary Teacher Home Economics Teacher Occupational Therapist Feminity-Masculinity Scale
Wagman	Physician Lawyer Psychologist*	Housewife Home Economics Teacher Dietician

* Indicates that the occupational scale was found to be significant in this study in a similar way.

E. Suggestions For Further Research

The results of this study suggest that more research be done on other sample groups of women to further establish if the S.V.I.B. could predict the marriage-career interest of women. The comparisons in the earlier paragraphs appear to indicate similarities between the four studies, but the similarities are not conclusive in the eyes of the writer.

Secondly, it would seem to the writer that follow-up studies on the samples used for this study and other studies mentioned, would help to establish if those women who indicated a preference for either career or marriage actually remained truthful to their choice and if not, why. This type of longitudinal study could give more meaning to efforts at prediction.

This study was an attempt to further research the counseling problem of helping young women to resolve their career and marriage conflict. The study resolved little, but it did provide more information about a real problem that faces every young woman. The information provided here and future studies could lead to more definite methods of prediction of their choice with the use of a tool such as the Strong Vocational Interest Blank.

APPENDIX

APPENDIX A

QUESTIONNAIRE

EASTERN ILLINOIS UNIVERSITY

COUNSELING ANO TESTING CENTER

Your help is needed in a research project being done at the Counseling Center. The purpose of this research is to be able to predict whether a young woman is more interested in a vocation or a marriage and family.

During the past school year you took the Strong Vocational Interest Blank at the Center. This questionnaire and the results of that test will be used statistically to provide the knowledge we desire. We would like to note that your test results are confidential and in no way will this research devulge any information pertaining to you.

Upon the completion of this research project we will be able to better help young women with their career choice. We hope you will assist us in our work by filling out this questionnaire and returning it to the Counseling Center through the Campus Mail or the envelope provided.

DIRECTIONS

Pick the choice that pertains to you and indicate it by checking the appropriate box.

☐ I intend to be a career woman but I may get married especially if I don't have to give up my professional career.

☐ I expect to get married and do not plan on being a career woman, but I do hope to be qualified, through my studies, for a job in case my marriage plans don't work out.

TABLE A

TABLE OF VARIABLES USED FROM THE SCALES OF THE STRONG VOCATIONAL INTEREST BLANK BY SEQUENTIAL ORDER DESCRIPTION, AND TYPE

Sequential Number	Scale Description	Sequential Number	Scale Description
1	Age	35	Guidance Counselor
		36	Social Science Teacher
	Basic Interest Scales	37	Social Worker
		38	Speech Pathologist
2	Public Speaking	39	Psychologist
3	Law Politics	40	Librarian
4	Merchandising	41	Translator
5	Law Practices	42	Physician
6	Numbers	43	Dentist
7	Physical Science	44	Medical Technology
8	Mechanical	45	Chemist
9	Outdoors	46	Mathematician
10	Biological Science	47	Computer Programmer
11	Medical Service	48	Math-Science Teacher
12	Teaching	49	Engineer
13	Social Service	50	Army-Enlisted
14	Sports	51	Navy-Enlisted
15	Homemaking	52	Army-Officer
16	Religious Activities	53	Navy-Officer
17	Music	54	Lawyer
18	Art	55	Accountant
19	Performing Arts	56	Bankwoman
20	Writing	57	Life Ins. Underwriter
		58	Buyer
	Occupational Scales	59	Business Ed. Teacher
		60	Home Economics Teacher
21	Music Teacher	61	Dietician
22	Entertainer	62	Physical Ed. Teacher
23	Musician Performer	63	Occupational Therapist
24	Model	64	Physical Therapist
25	Art Teacher	65	Public Health Nurse
26	Artist	66	Registered Nurse
27	Interior Decorator	67	Lic. Practical Nurse
28	Newswoman	68	Radiologic Technologist
29	English Teacher	69	Dental Assistant
30	Language Teacher	70	Executive Housekeeper
31	YWCA Staff Member	71	Elementary Teacher
32	Recreation Leader	72	Secretary
33	Director, Christian Ed.	73	Saleswoman
34	Nun - Teacher	74	Telephone Operator

TABLE A--Continued

75	Instrument Assembler
76	Sewing Machine Operator
77	Beautician
78	Airline Stewardess

Non-Occupational Scales

79	Academic Achievement
80	Diversity of Interests
81	Masculinity-Femininity
82	Occupational Introversion-Extroversion

Administrative Indices

83	Like Percentage
84	Indifferent Percentage
85	Dislike Percentage

TABLE 8

RESULTS OF SIMPLE DATA DESCRIPTION PROGRAM ON DATA RECEIVED FROM THE WOMEN WHO INDICATED A CAREER PERFERENCE

Variable No.	Mean	Standard Deviation	Standard Error of the Mean	Sample Size	Maximum	Minimum	Range
1	18.7957	0.9570	0.1367	49	21.0000	18.0000	3.0000
2	48.6937	9.1177	1.3025	49	62.0000	29.0000	33.0000
3	48.1427	11.6297	1.6614	49	73.0000	32.0000	41.0000
4	48.6529	9.0930	1.2997	49	68.0000	31.0000	37.0000
5	48.6529	9.5406	1.3629	49	72.0000	37.0000	35.0000
6	46.9386	9.0906	1.2987	49	72.0000	35.0000	37.0000
7	45.3468	10.2542	1.4649	49	67.0000	29.0000	38.0000
8	46.6325	9.3601	1.3372	49	67.0000	34.0000	33.0000
9	48.6937	9.3679	1.3383	49	65.0000	23.0000	42.0000
10	48.4080	12.0570	1.7224	49	67.0000	33.0000	34.0000
11	50.0610	11.8364	1.6909	49	73.0000	32.0000	41.0000
12	49.3672	10.3454	1.4779	49	69.0000	30.0000	39.0000
13	51.9386	9.6099	1.3728	49	72.0000	32.0000	40.0000
14	51.1019	8.9518	1.2788	49	65.0000	29.0000	36.0000
15	48.7345	9.2753	1.3250	49	61.0000	24.0000	37.0000
16	47.5508	11.4374	1.6411	49	65.0000	27.0000	38.0000
17	49.7345	10.4299	1.4900	49	63.0000	31.0000	32.0000
18	50.7141	7.7728	1.1104	49	64.0000	32.0000	32.0000
19	49.9794	9.4085	1.3441	49	64.0000	33.0000	31.0000
20	48.4080	9.0460	1.2923	49	64.0000	28.0000	36.0000
21	17.7753	12.7054	1.8151	49	43.0000	0.0	43.0000
22	29.9794	10.0176	1.4311	49	52.0000	10.0000	42.0000
23	28.4896	9.5024	1.3575	49	51.0000	8.0000	43.0000
24	31.3060	12.1521	1.7360	49	59.0000	6.0000	53.0000
25	21.0406	12.1979	1.7426	49	46.0000	0.0	46.0000
26	26.9794	10.6721	1.5246	49	50.0000	6.0000	44.0000
27	16.2039	11.5072	1.6439	49	42.0000	0.0	42.0000
28	27.8162	13.2109	1.8873	49	57.0000	6.0000	51.0000
29	27.8365	12.1524	1.7361	49	50.0000	4.0000	46.0000
30	30.5304	11.4293	1.6328	49	59.0000	8.0000	51.0000
31	31.1631	9.4060	1.3437	49	44.0000	7.0000	37.0000
32	32.0815	11.0337	1.5762	49	51.0000	3.0000	38.0000
33	20.5917	12.3860	1.7694	49	43.0000	0.0	43.0000
34	14.5306	11.4766	1.6395	49	37.0000	1.0	37.0000
35	23.2243	13.5926	1.9418	49	48.0000	0.0	48.0000
36	27.6937	11.4349	1.6336	49	55.0000	9.0000	46.0000
37	17.0203	12.1097	1.7300	49	39.0000	0.0	39.0000
38	22.5101	13.0625	1.8661	49	50.0000	0.0	50.0000
39	14.5102	12.7934	1.8276	49	46.0000	0.0	46.0000
40	23.7346	12.9453	1.8493	49	53.0000	0.0	53.0000
41	23.8579	12.7197	1.8171	49	56.0000	4.0000	52.0000

TABLE B--Continued

Variable No.	Mean	Standard Deviation	Standard Error of the Mean	Sample Size	Maximum	Minimum	Range
42	20.7753	13.0417	1.8774	49	56.0000	0.0	56.0000
43	19.1835	11.5085	1.6441	49	50.0000	0.0	50.0000
44	24.2243	14.3922	2.0560	49	63.0000	0.0	63.0000
45	8.6939	11.4804	1.6401	49	48.0000	0.0	48.0000
46	13.3877	13.1114	1.8731	49	50.0000	0.0	50.0000
47	29.1019	9.9021	1.4146	49	57.0000	7.0000	50.0000
48	29.4284	10.2975	1.4696	49	56.0000	8.0000	48.0000
49	17.8978	12.2614	1.7516	49	45.0000	0.0	45.0000
50	31.0406	8.6143	1.2306	49	50.0000	11.0000	39.0000
51	34.2243	8.4441	1.2063	49	56.0000	8.0000	48.0000
52	25.8978	11.5402	1.6489	49	50.0000	0.0	50.0000
53	33.9386	9.4811	1.3544	49	57.0000	18.0000	39.0000
54	19.8570	13.7310	1.9615	49	63.0000	0.0	63.0000
55	18.7753	10.9263	1.5609	49	49.0000	-0.0	49.0000
56	24.5917	10.0990	1.4413	49	49.0000	-0.0	49.0000
57	21.0406	10.8242	1.5463	49	47.0000	-0.0	47.0000
58	16.2244	9.0936	1.2976	49	33.0000	-0.0	33.0000
59	21.3672	10.0471	1.4353	49	45.0000	-0.0	45.0000
60	27.1427	15.3310	2.1901	49	57.0000	0.0	57.0000
61	24.3264	9.5074	1.3582	49	44.0000	-0.0	44.0000
62	31.9794	11.0959	1.5937	49	55.0000	-0.0	55.0000
63	33.9386	13.2439	1.8919	49	62.0000	-0.0	62.0000
64	32.5917	14.3930	2.0547	49	58.0000	-0.0	58.0000
65	29.8774	11.0467	1.5641	49	48.0000	-0.0	48.0000
66	30.6121	13.0477	1.8640	49	57.0000	-0.0	57.0000
67	23.3671	13.3739	1.9106	49	53.0000	-0.0	53.0000
68	32.3060	12.8044	1.8406	49	55.0000	-0.0	55.0000
69	26.2551	12.3074	1.7696	49	48.0000	-0.0	48.0000
70	25.0406	12.4045	1.7721	49	53.0000	2.0000	51.0000
71	31.6121	13.0445	1.8635	49	57.0000	8.0000	49.0000
72	35.8570	11.7562	1.6795	49	62.0000	13.0000	49.0000
73	24.4896	13.8520	1.9789	49	52.0000	0.0	52.0000
74	27.6937	14.4051	2.0579	49	57.0000	0.0	57.0000
75	29.8978	10.6931	1.5276	49	52.0000	9.0000	43.0000
76	20.7957	12.4582	1.7797	49	43.0000	0.0	43.0000
77	37.6937	11.3379	1.6197	49	61.0000	14.0000	47.0000
78	32.2243	12.4084	1.7726	49	50.0000	5.0000	55.0000
79	40.9386	11.9188	1.7027	49	65.0000	22.0000	43.0000
80	47.4896	8.5419	1.2203	49	67.0000	31.0000	36.0000
81	44.0202	8.5183	1.2169	49	62.0000	21.0000	41.0000
82	53.2039	12.6606	1.8087	49	87.0000	32.0000	55.0000
83	32.1019	12.4937	1.7848	49	64.0000	4.0000	60.0000
84	27.9590	10.8512	1.5502	49	48.0000	4.0000	44.0000
85	40.7345	17.4353	2.4908	49	84.0000	13.0000	71.0000

TABLE C

RESULTS OF SIMPLE DATA DESCRIPTION PROGRAM ON DATA RECEIVED FROM THE WOMEN WHO INDICATED A HOMEMAKING PREFERENCE

Variable No.	Mean	Standard Deviation	Standard Error of the Mean	Sample Size	Maximum	Minimum	Range
1	18.3911	0.5765	0.0850	46	20.0000	18.0000	2.0000
2	43.1737	10.6297	1.5673	46	69.0000	11.0000	58.0000
3	41.8911	9.9068	1.4607	46	73.0000	27.0000	46.0000
4	49.0215	9.2123	1.3583	46	66.0000	34.0000	32.0000
5	51.6303	12.0708	1.7797	46	72.0000	11.0000	61.0000
6	42.3042	8.7072	1.2838	46	65.0000	19.0000	46.0000
7	39.6086	6.9008	1.0175	46	58.0000	25.0000	33.0000
8	39.9781	7.4461	1.0979	46	58.0000	14.0000	44.0000
9	47.2172	8.7633	1.2921	46	63.0000	26.0000	37.0000
10	43.9129	8.5915	1.2668	46	62.0000	27.0000	35.0000
11	48.4563	8.9286	1.3165	46	65.0000	34.0000	31.0000
12	50.8042	7.6409	1.1266	46	64.0000	33.0000	31.0000
13	54.2390	7.7465	1.1422	46	69.0000	37.0000	32.0000
14	54.1085	7.7150	1.1375	46	69.0000	39.0000	30.0000
15	50.4781	9.6049	1.4162	46	67.0000	23.0000	44.0000
16	48.8911	12.0355	1.7745	46	65.0000	12.0000	53.0000
17	44.3477	12.0484	1.7764	46	64.0000	24.0000	40.0000
18	43.5651	13.4390	1.9815	46	64.0000	-0.0	64.0000
19	42.8694	13.5542	1.9985	46	67.0000	-0.0	67.0000
20	41.8259	13.3903	1.9743	46	64.0000	-0.0	64.0000
21	16.8694	11.5057	1.6964	46	44.0000	0.0	44.0000
22	21.1303	11.9268	1.7585	46	57.0000	-0.0	57.0000
23	23.1955	12.1812	1.7960	46	52.0000	-0.0	52.0000
24	27.9563	11.8489	1.7470	46	54.0000	-0.0	54.0000
25	10.2391	11.6889	1.7234	46	48.0000	0.0	48.0000
26	20.1520	10.9949	1.6211	46	45.0000	0.0	45.0000
27	7.4565	8.6454	1.2747	46	32.0000	0.0	32.0000
28	20.8042	12.9591	1.9107	46	59.0000	0.0	59.0000
29	24.9998	13.1419	1.9377	46	55.0000	-0.0	55.0000
30	29.2825	11.7239	1.7286	46	50.0000	-0.0	50.0000
31	25.9346	11.0260	1.6257	46	56.0000	-0.0	56.0000
32	30.0433	11.4987	1.6954	46	59.0000	-0.0	59.0000
33	22.1085	12.1018	1.7843	46	45.0000	-0.0	45.0000
34	15.8261	10.5605	1.5571	46	35.0000	0.0	35.0000
35	22.1303	11.9175	1.7571	46	53.0000	-0.0	53.0000
36	26.3911	10.6468	1.5698	46	53.0000	-0.0	53.0000
37	14.4348	11.0888	1.6350	46	38.0000	0.0	38.0000
38	17.7607	12.2205	1.8018	46	60.0000	1.0000	59.0000
39	6.6087	12.3674	1.8235	46	55.0000	0.0	55.0000
40	19.3259	11.8566	1.7482	46	54.0000	0.0	54.0000

TABLE C--Continued

Variable No.	Mean	Standard Deviation	Standard Error of the Mean	Sample Size	Maximum	Minimum	Range
41	15.9999	11.3685	1.6762	46	46.0000	0.0	46.0000
42	13.7174	13.6441	2.0117	46	56.0000	0.0	56.0000
43	15.8042	10.0876	1.4873	46	45.0000	0.0	45.0000
44	22.4781	10.1428	1.4955	46	45.0000	6.0000	39.0000
45	3.9813	10.9223	1.6104	46	53.0000	0.0	53.0000
46	8.2826	10.6618	1.5720	46	37.0000	0.0	37.0000
47	22.7172	9.4626	1.3952	46	49.0000	10.0000	39.0000
48	32.9781	10.7113	1.5793	46	57.0000	10.0000	47.0000
49	11.1956	11.3325	1.6709	46	47.0000	0.0	47.0000
50	32.7172	9.4508	1.3934	46	56.0000	10.0000	46.0000
51	38.4129	8.6322	1.2727	46	59.0000	20.0000	39.0000
52	18.8477	10.3279	1.5228	46	48.0000	1.0000	47.0000
53	29.0216	8.6551	1.2761	46	53.0000	9.0000	44.0000
54	14.6304	13.3821	1.9731	46	57.0000	0.0	57.0000
55	16.2390	11.8943	1.7537	46	43.0000	0.0	43.0000
56	30.7390	11.9989	1.7691	46	58.0000	9.0000	49.0000
57	19.1738	7.6021	1.1209	46	39.0000	1.0000	38.0000
58	18.6085	8.9131	1.3142	46	33.0000	0.0	33.0000
59	29.9129	11.9160	1.7569	46	56.0000	7.0000	49.0000
60	31.0650	12.6673	1.8677	46	60.0000	0.0	60.0000
61	22.7825	9.0306	1.3315	46	44.0000	8.0000	36.0000
62	37.1303	9.8829	1.4572	46	57.0000	13.0000	44.0000
63	29.0215	12.2863	1.8115	46	50.0000	1.0000	49.0000
64	32.9998	10.3408	1.5247	46	54.0000	8.0000	46.0000
65	34.7172	9.7995	1.4449	46	55.0000	9.0000	46.0000
66	33.8694	12.0418	1.7755	46	58.0000	6.0000	52.0000
67	28.8694	10.1337	1.4941	46	56.0000	0.0	56.0000
68	33.4346	8.9657	1.3219	46	58.0000	9.0000	49.0000
69	35.7172	12.6397	1.8636	46	56.0000	2.0000	54.0000
70	27.9563	10.3986	1.5332	46	53.0000	0.0	53.0000
71	37.3694	11.0340	1.6269	46	59.0000	11.0000	48.0000
72	42.6738	11.9518	1.7622	46	70.0000	13.0000	57.0000
73	32.0650	12.2934	1.8126	46	57.0000	0.0	57.0000
74	36.6520	12.9977	1.9164	46	60.0000	0.0	60.0000
75	35.8042	11.3951	1.6801	46	65.0000	6.0000	59.0000
76	29.4346	12.0805	1.7812	46	57.0000	0.0	57.0000
77	42.8259	11.8139	1.7419	46	56.0000	0.0	56.0000
78	30.3476	9.9246	1.4633	46	51.0000	12.0000	39.0000
79	32.9129	9.3377	1.3768	46	53.0000	-0.0	53.0000
80	44.9346	11.5053	1.6964	46	71.0000	-0.0	71.0000
81	40.9998	13.0605	1.9257	46	66.0000	-0.0	66.0000
82	54.3042	17.4430	2.5718	46	83.0000	-0.0	83.0000
83	27.6955	12.3969	1.8278	46	61.0000	-0.0	61.0000
84	25.6303	10.3136	1.5207	46	51.0000	-0.0	51.0000
85	43.6303	15.4349	2.2758	46	80.0000	-0.0	80.0000

TABLE D

A COMPARISON OF THE HOMEMAKING AND CAREER MOTIVATED WOMEN ON THE S.V.I.B BY T-SCORE

Variable Number	Career Motivated		Homemaking Motivated		T-Score
	Mean	Standard Deviation	Mean	Standard Deviation	
1	18.79	.95	18.39	20.57	2.476
2	48.69	9.11	43.17	10.62	2.721 *
3	48.14	11.62	41.89	9.90	2.811 *
4	48.65	9.09	49.02	9.21	.196
5	48.65	9.54	51.63	12.07	1.338
6	46.93	9.09	42.30	8.70	2.253
7	45.34	10.25	39.60	6.9	3.178 *
8	46.63	9.36	39.97	7.44	3.818 **
9	48.69	9.36	47.21	8.76	0.792
10	48.40	12.05	43.91	8.59	2.080
11	50.06	11.83	48.45	8.92	0.742
12	49.36	10.34	50.80	7.64	0.766
13	51.93	9.60	54.23	7.74	1.279
14	51.10	8.95	54.10	7.71	1.748
15	48.73	9.27	50.47	9.60	0.900
16	47.55	11.48	48.89	12.03	0.555
17	49.73	10.42	44.34	12.04	2.333
18	50.71	7.77	43.56	13.43	3.19
19	49.97	9.40	42.86	13.55	2.985 *
20	48.40	9.04	41.82	13.39	2.822 *
21	17.77	12.70	16.86	11.50	0.363
22	29.97	10.01	21.13	11.92	3.924 **
23	28.48	9.50	23.19	12.18	2.369
24	31.30	12.15	27.95	11.84	1.358
25	21.04	12.19	10.23	11.68	4.401 **
26	26.97	10.67	20.15	10.99	3.070 *
27	16.20	11.50	7.45	8.64	4.167 **
28	27.81	13.21	20.80	12.95	2.609
29	27.83	12.15	24.99	13.14	1.093
30	30.53	11.42	29.28	11.72	0.525
31	31.16	9.40	25.93	11.02	2.491
32	32.08	11.03	30.04	11.49	0.881
33	20.59	12.38	22.10	12.10	0.603
34	14.53	11.47	15.82	10.56	0.571
35	23.22	13.59	22.13	11.91	0.416
36	27.69	11.43	26.39	10.64	0.573

* $p < .005$ or (2.66)

** $p < .001$ or (3.23)

TABLE D--Continued

Variable Number	Career Motivated		Homemaking Motivated		T-Score
	Mean	Standard Deviation	Mean	Standard Deviation	
37	17.02	12.10	14.43	11.08	1.083
38	22.51	13.06	17.76	12.22	1.827
39	14.51	12.79	6.60	12.36	3.057 *
40	23.73	12.94	19.32	11.85	1.727
41	23.85	12.71	15.99	11.36	3.166 *
42	20.77	13.84	13.71	13.64	2.500
43	19.18	11.50	15.80	10.08	1.517
44	24.22	14.39	22.47	10.14	0.679
45	8.69	11.40	3.89	10.92	2.086
46	13.38	13.11	8.28	10.66	2.074
47	29.10	9.90	22.71	9.46	3.208 *
48	29.42	10.28	32.97	10.71	1.647
49	17.89	12.26	11.19	11.33	2.761 *
50	31.04	8.61	32.71	9.45	0.904
51	34.22	8.44	38.41	8.63	2.390
52	25.89	11.54	18.84	10.32	3.128 *
53	33.93	9.48	29.02	8.65	2.634
54	19.85	13.73	14.63	13.38	1.877
55	18.77	10.92	16.23	11.89	1.083
56	24.59	10.08	30.73	11.99	2.708 *
57	21.04	10.82	19.17	7.60	0.966
58	16.22	9.08	18.60	8.91	1.290
59	21.36	10.04	29.91	11.91	3.787 **
60	27.14	15.33	31.06	12.66	1.354
61	24.32	9.50	22.78	9.03	0.810
62	31.97	11.08	37.13	9.88	2.384
63	33.93	13.24	28.02	12.28	2.253
64	32.59	14.38	32.99	10.34	0.157
65	29.87	11.64	34.71	9.79	2.184
66	30.61	13.04	33.86	12.04	1.262
67	23.36	13.37	28.86	10.13	2.249
68	32.30	12.88	33.43	8.96	0.492
69	26.26	12.38	35.71	12.63	3.680 **
70	25.04	12.40	27.95	10.39	1.237
71	31.61	13.04	37.36	11.03	2.315
72	27.69	14.40	42.67	11.95	2.801 *
73	35.85	11.75	32.06	12.29	2.812 *
74	27.69	14.40	36.65	12.99	3.175 *

* $p < .005$ or (2.66)

** $p < .001$ or (3.23)

TABLE D--Continued

Variable Number	Career Motivated		Homemaking Motivated		T-Score
	Mean	Standard Deviation	Mean	Standard Deviation	
75	29.89	10.69	35.80	11.39	2.606
76	20.79	12.45	29.43	12.08	3.427 **
77	37.69	11.33	42.82	11.81	2.160
78	32.22	12.40	30.34	9.92	0.810
79	40.93	11.91	32.91	9.33	3.637 **
80	47.48	8.54	44.93	11.50	1.234
81	44.02	8.51	40.99	13.06	1.343
82	53.20	12.66	54.30	17.44	0.353
83	32.10	12.49	27.69	12.39	7.240
84	27.95	10.85	25.63	10.31	1.070
85	40.73	17.43	43.63	15.43	0.854

* p .005 or (2.66)

** p .001 or (3.23)

SELECTED BIBLIOGRAPHY

Books

Aiken, Lewis, Jr., Psychological and Educational Testing, Allyn and Bacon, Inc., 1971

Bloomers, Paul, and Lindquist, E.F., Elementary Statistical Methods,

Campbell, David P., Handbook for the Strong Vocational Interest Blank, Stanford University Press, 1971

Craven, E. C., The Use of Interest Inventories in Counseling, Science Research Associates, 1972

Goodenough, Florence L., Mental Testing, Rinehart and Company Inc., 1949

Kuder, G. G., Kuder Occupational Interest Survey General Manual, Science Research Associates, 1970

Shlien, John M., "Mental Testing and Modern Society", Reading in Psychological Tests and Measurements, edited by Leslie Barnett, Jr. 1964

Super, Donald E., and Crites, John O., Appraising Vocational Fitness, Harper and Row, 1962

Womer, Frank B., "Testing Programs-Misconception, Misuse, Overuse", Readings in Psychological Tests and Measurements, edited by Leslie Barnett, Jr., 1964

Zaccaria, Joseph, Theories of Occupational Choice and Vocational Development, Houghton Mifflin Co., 1970

Zapoleon, Marguerite, Occupational Planning for Women, Harper and Row, 1961

Part of Series

Simple Data Description Program, (BMDIOD), Biomedical Computer Programs from the University of California at Los Angeles, edited by W. J. Dixon, University of California Press, 1970

Articles in Journals

Dolliver, R., Irwin, J., and Bigley, S., "Twelve-Year Follow-up of the S.V.I.B.", Journal of Counseling Psychology, Vol. 19, 1972, pp. 212-217

Hoyt, Donald P., and Kennedy, Carroll E., "Interest and Personality Correlates of Career-Motivated and Homemaking-Motivated College Women", Journal of Counseling Psychology, Vol. 5, No. 1, 1958, pp. 44-50

Johnson, Richard H., and Jones, Lawrence, "Multiple Comparisons and Error Rates", Journal of College Personnel, March 1972, pp. 154-157

Vetter, Louise, and Lewis, Edwin C., "Some Correlates of Homemaking vs. Career Preference Among College Home Economics Students", Personnel and Guidance Journal, Feb. 1964, pp. 593-598

Wagman, Morton, "Interest and Values of Career and Homemaking Oriented Women", Personnel and Guidance Journal, April 1965, pp. 794-801