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Personality Correlates of Undergraduates Selecting Home Economics as an Area of Specialization in College

Nell Pauline Logan
University of Tennessee - Knoxville

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To the Graduate Council:

I am submitting herewith a dissertation written by Nell Pauline Logan entitled "Personality Correlates of Undergraduates Selecting Home Economics as an Area of Specialization in College." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in .

Druzilla C. Kent, Major Professor

We have read this dissertation and recommend its acceptance:

Ilene Brown, Orin B. Graff, E. Ohmer Milton, W.W. Wyatt

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

May 18, 1960

To the Graduate Council:

I am submitting herewith a thesis written by Nell Pauline Logan entitled "Personality Correlates of Undergraduates Selecting Home Economics as an Area of Specialization in College." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Home Economics Education.

Dorilla Kent
Major Professor

We have read this thesis and
recommend its acceptance:

E. M. Iton

W. W. Wyatt

John B. Goff

Glenn Brown

Accepted for the Council:

Alvin Hawthorn
Dean of the Graduate School

PERSONALITY CORRELATES OF UNDERGRADUATES
SELECTING HOME ECONOMICS AS AN AREA OF
SPECIALIZATION IN COLLEGE

A Thesis
Presented to
the Graduate Council of
The University of Tennessee

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Nell Pauline Logan

June 1960

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CHAPTER I

INTRODUCTION

A. STATEMENT OF THE PROBLEM

The purposes of this exploratory study were to identify:

1. Some of the factors (real or latent) which may have a bearing upon the reasons why students do or do not choose home economics as a major field of study in college.
2. Personality characteristics of individuals which tend to be dominant in a selected group who have chosen home economics as an area of specialization in college.

B. HYPOTHESIS

There will be no significant difference in the personality structure of students who select home economics as an area of specialization in college and those who select other areas of specialization.

C. ASSUMPTIONS

The present investigation was based upon the following major assumptions:

1. People seek satisfaction of their basic needs in every major aspect of their lives--including professional (occupational).

2. Students who possess certain personality characteristics will pursue home economics as their field of study.

3. Criteria which can be operationally defined should be useful to individuals in choosing home economics as a profession.

D. IMPORTANCE OF THE STUDY

The professional opportunities available today for college trained young women are at an all-time high. At the same time, a large number of these women do not enter the professional world immediately after graduation from college. The present trend of early marriages attracts many from other possible careers. Homemaking has always been the major career for most women. Entrance into the professions is often considered an undesirable second choice. For several years, however, there has been a continuing upward trend in the number of married women, many of whom are full-time homemakers, who have entered or re-entered the professions.

Educators, concerned with designing programs for those served by the colleges, are confronted with two major problems, (1) providing programs which give broad educational and professional training, and (2) attracting and securing adequate personnel with appropriate training.

The number and quality of those entering a given profession can determine, to a great extent, the structure and effectiveness of the area. Intelligent program planning and recruitment become increasingly important.

Large numbers of college trained women leave the professional positions annually. Those who enter the field tend to replace those who leave. The actual shortage remains, thus limiting opportunity or encouragement for future development of the field. Expansion of the area and services which the members are trained to perform may of necessity be confined within narrow limits. Many portions of the population continue to find services, which they seek and need, still unavailable. If those with adequate preparation do not enter the field for which they are trained, expansion and services are likewise curtailed.

Home economics is peculiarly affected by the above mentioned circumstances, singly and combined. Within recent years the situation has become increasingly serious. At the present time, in terms of numbers alone, an undeniable shortage of highly trained personnel exists. The demand for able leadership is acute at the moment and promises to become even more acute during the next ten years. The shortage of personnel in home economics with leadership experience and training is creating a serious problem for college administrators. Another limitation is added to the

problem of securing personnel, since home economics is a profession whose personnel is recruited almost exclusively from women.

Home economists have been fully aware of their dual role, namely, training for homemaking, and training for careers other than homemaking. The task of providing personnel sufficient to meet the demands of these areas is exceedingly difficult. A high percentage of trained personnel does not enter the professions. Many who do enter, do not remain long enough to secure experiences and training which would qualify them for leadership positions. The profession, no doubt, fails to realize its greater potentialities because of a lack of individuals having qualifications and abilities which are essential to the growth of any profession.

This problem has persisted over a period of years. It has become of grave concern due to the increased demands for home economists in the business world, in certain areas of research, to the rapid growth in school and college enrollments, and to the trend toward early marriage. Home economists have not been insensitive to the fact that many students seeking college preparation have failed to elect home economics in the colleges where it is offered. Leading women's colleges, such as Radcliffe, Bryn Mawr, Wellesley,

Mount Holyoke, and Sweet Briar, have never introduced home economics into the curriculum.

Several years ago Vassar added courses in euthenics. The 1959-60 catalog specifies a number of courses in child study. The fact that these eastern colleges have not included home economics perhaps influences the number of capable potential leaders available in home economics. With expanding opportunities for the home economics trained person in the professional world, and the rigorous demands on today's homemaker, it seems that the proportion of those seeking training for woman's two roles--homemaking and employment--is disproportionately low. Efforts at recruitment have been sporadic and little evidence exists that any planned systematic approach has been made to explore the real reasons why students do, or do not, choose home economics as a major field of study in college.

The feeling persists, that for students seeking education with marriage as their preferred choice, home economics offers a highly desirable area to pursue. Women who marry without professional training or specialized skills are less likely to succeed in securing work which is as remunerative as do those who are professionally trained, or possess specialized skills. It appears that those who are trained in home economics are in a unique position for entering or re-entering the related professions. Both

their training and their experience as homemaker should have furthered their development of needed competencies.

E. SCOPE OF THE STUDY

This study was restricted to: (1) forty-eight white female students enrolled in the University of Tennessee during the academic year 1959-60; (2) four areas of specialization--home economics, liberal arts, business administration, and nursing; (3) sophomores and seniors representing each of the areas (eight groups in all); (4) students who rated in the upper 10 per cent of their class scholastically; and (5) only single subjects ranging in age from seventeen to twenty-four.

F. ORGANIZATION OF THE STUDY

The report of the study is organized into seven chapters. Chapter I has presented the problem, the hypothesis, the basic assumptions, importance of the study, scope of the study, and the organization of the study.

Chapter II presents a review of the research pertinent to the study.

Chapter III presents the description of the two tests used in the study. The chapter is organized into two parts: A. The Blacky Pictures, and B. The Traditional Family Ideology Scale.

Chapter IV presents the procedure used in this exploratory study under the following headings: A. Subjects, B. Data Collection, and C. Treatment of the Data.

Chapter V presents the findings from the Blacky Pictures and the Traditional Family Ideology Scale.

Chapter VI presents a discussion of the findings.

Chapter VII presents a summary of the study and the conclusions reached as a result of the investigation.

CHAPTER II

REVIEW OF RELATED LITERATURE

There are several ways in which an exploratory study of this nature might be approached. Investigators from the fields of education, psychology, and vocational guidance have undertaken similar studies as they have investigated such problems as interest patterns, intelligence and occupation, the relation of vocational choice to parent's occupation, and college interest in relation to later adjustment. Other variables, including social status, prestige, choices of gifted students, age of individual, stability of interests, perceptions of occupations, and realism of vocational preferences have been investigated. However for the purpose of this study, these are neither sufficiently comprehensive nor thoroughly analytical. At the same time they provide preliminary findings, indicate some of the limitations of various types of approaches, and suggest a need for further research.

Vocational Interest and Choice

Patterson (30) believes that it is only recently that the right of an individual to a choice in his occupation has been widely recognized and fostered. Roe (33) has stated:

In order to understand the role of occupation in the life of an individual, we must first have some understanding of the individual and his needs. The old concept of economic man has proved totally inadequate to explain why men work as they do or what it is that they work for.

Much of the early research directed toward assessing personal characteristics of individuals was oriented toward cognitive areas rather than affective areas. Therefore, progress in achieving objectivity and validity was more marked, for example, in the area of aptitude, than in the less tangible areas of personality in which it is still somewhat rare. Investigators working in these less tangible areas have received a considerable amount of criticism regarding the validity and reliability of the data which they report. Nevertheless, it is important that investigations proceed and attempts be made to develop more appropriate methods of investigation. Application of previously used methods must also be tried in an effort to improve research in this important area.

Indications that personality is closely related to occupational choice has been noted by different writers. Attempts to identify some of the factors and how they operate have stimulated the use of a variety of research techniques. For example, Vernon (41) in studying the relationship between drive and occupational choice in a group of young women, concluded:

It appears that different drives could operate in different individuals to produce the choice of one and the same career. Also, the same, or very similar, drive could result in different individuals in the choice of very different careers. To determine any causal relationship between drive and career, far more knowledge of individual character is necessary.

Roe (33) writes that

Although the evidence is not extensive there nevertheless seems to be no doubt that some specialized occupations, at least, do attract persons who resemble each other in some personality characteristics. How far this is true of occupations generally we do not know.

Patterson (30) expresses a somewhat similar view:

If there is opportunity for vocational choice, there is place for theories of occupational selection. And if there are some similarities in personal characteristics among those in particular occupations, then this suggests that certain personal characteristics have a part in occupational choice. One might perhaps reason that different occupations require different personality characteristics, and that the person chooses the occupation on the basis of knowledge of the requirements of the occupation and of his own personal characteristics. This is no doubt true to some extent. But the personal characteristics of occupations are not well known, even to psychologists and counselors, and thus many who choose an occupation do so without knowing its requirements. And it is no doubt true that the number of people who know their own personal characteristics well is small. Vocational counselors certainly find it difficult to match clients and occupations in terms of personal characteristics.

At the same time, our knowledge of the individual's emotional needs is inadequate, and this seems especially true as to the ways in which occupational choice contributes to emotional satisfaction.

In 1945, Super (36) clearly stated the status of our knowledge about the relationship of personality factors to occupational success.

Our current knowledge of the role of personality in education and in work is impressionistic or, when qualitative, superficial. It has been shown by surveys of employment records, for example, that personality problems are the most common cause of discharge from employment. . . . Observations led to the suggestion that some people engaging in social work are motivated by an unconscious desire to solve their own problems rather than to help solve those of others. But none of these studies have /sic/ yielded data which would enable either to predict their interference or non-interference with success. The conviction of their importance is strong and nearly universal, but the evidence is virtually lacking and the means of measuring the characteristics are sadly defective.

Continuous interest in seeking possible relationships between vocational choice and personality is evident in numerous studies; some writers question that the individual has any real choice or that he even approaches the problem in a realistic fashion. At the same time, the lack of adjustment and personal satisfactions found in occupations seem to indicate the need for closer scrutiny or more penetrating analysis.

Systematic studies of interests as indicators of occupational choice and future success have been made by various occupational groups. Numerous evaluative instruments have been designed in an effort to identify individual interests. Educators have relied heavily upon interest inventories, questionnaires and rating scales as they have

attempted to work with students in the area of vocational guidance. Investigators have varied in their opinion as to which available instruments give more pertinent data relating to vocational choice. Some have found interest patterns more indicative in vocational selection than are data afforded by personality schedules and measures of aptitude. For example, Blum (8)⁶⁴ in reporting on a comparative study of students preparing for five selected professions including teaching states: "It is significant that the greatest differences were in their vocational and non-vocational interest tendencies rather than in personality."

Trigg (40) in an attempt to measure the interests of nurses found that the Kuder Preference Record used with the group of nurses and a group of women in general did an excellent job of differentiating between the interests of the two groups.

Personality inventories have been developed to identify different aspects of personality. Research has been conducted in an attempt to measure the various aspects of personality and to determine the relationship between these traits and vocational selection. The Minnesota Multiphasic Personality Inventory has been used in numerous investigations of this sort. In 1945, Lough (23) used the MMPI in an investigation 1) to compare women students enrolled in liberal arts, nursing, and teacher training

curricula, 2) to attempt to determine whether there are any significant differences on any of the scales of the Inventory between the students enrolled in these curricula, and 3) to evaluate the usefulness of this Inventory for counseling college women with respect to their vocational or educational selections. Lough found that it was not a useful instrument for differentiating between those who are suited for one occupation or another. She stated:

The primary value of the MMPI seems to be to give some insight into the emotional life of the individual and to detect those who may be in need of psychological or psychiatric counseling.

The results Beaver (5) reported from a similar study substantiated the findings of Lough. Both investigators used the MMPI as the basis for their investigations, though their approach was somewhat different.

Many counselors have been puzzled with test results that indicate large numbers of individuals have aptitudes within a specific category, or perhaps in a number of categories, yet the question remains, what is the wiser decision in regard to the selection of a particular vocation by a given individual?

The studies cited seem to reflect changing concepts in relation to one's occupational choice and to stress personality variables as extremely important. At present, limited information exists which sheds light upon the deep psychological factors of importance for vocational choice

and success. Many previous studies are somewhat similar to Reagan's study (32). She sought to identify factors influencing college students to become librarians. Her study was based upon the assumption that factors may be present in an institution of higher learning that exert influence upon students in their selection of a vocation. In other words, emphasis in research has seldom been placed upon investigating the personality structure of the individual.

The growing interest and reliance upon tests also reflects changing concepts in regard to various ways in which tests may be used profitably. Clinicians have found them indispensable in diagnostic work. Educators have realized that factors other than intelligence scores are needed to guide them as they work with students. Industrial management has more and more relied upon various kinds of tests, especially as they seek new personnel. Schools have profited from the findings of psychology. They cannot afford to neglect experimentation based upon procedures deemed likely to shed some light upon problems with which they, too, are concerned.

Patterson (30) calls attention to the fact that psychoanalytic theory of vocational choice is one of the earliest theories relating personality determinants to vocational choice. He states that "the psychoanalytic theory of vocational choice rests upon the basis of delineation of

certain character types." He also cites that, "Ernest Jones appears to be the first to stress the relation of these character types to occupations."

Industrial management has often indicated that personality factors account for the majority of problems within industrial groups. Professional groups have likewise made similar observations which reflect the seriousness of the problem; and even more dramatic, were the rejections in World War II. It seems that as efforts are made in continuously seeking aid which will assist in counseling young people in their choice of vocations, particular attention should be directed toward the core of the problem, the dynamics of human behavior. More specifically, research that is oriented toward identifying factors that affect individual choices in relation to one's vocational selection, should base investigation upon selected aspects of psychoanalytic theory, which should include recent findings about personality from such fields as the various areas of psychoanalysis.

Either approach mentioned above might yield data of importance in identifying those who might be more likely to succeed in home economics. However, there are difficulties to be overcome in pursuing either approach. At the same time there would be no indication that these people would not be equally or more successful elsewhere than in the

field of home economics. Any instrument, then, which will be of major use in analyzing personality should help in portraying, insofar as possible, the totality of behavior determinants.

A. PROJECTIVE METHODS

Personality is made up of such a multiplicity of elements that it is most difficult to derive a true picture of it. Numerous writers have indicated the lack of a unified concept of personality and the subsequent limiting effect upon research in this area. However, investigations which have been oriented toward underlying factors of a motivational nature have been fruitful and seem to offer promise for future research. Projective techniques, in recent years, have gained in popularity as a method of investigating personality. Serious criticism has been given to the trend of the wholesale production of projective tests, without due consideration to the fact that the underlying principles are the same in all projective tests. Many critics seem to feel that efforts should be directed now toward further testing the more promising of the projective techniques rather than to devising new tests.

Korner (21), in discussing the scope and limitations of projective techniques, calls attention to the basic rationale underlying them.

The first assumption upon which projective techniques draw heavily is the fact that all behavior manifestations including the most and least significant, are expressive of an individual personality. If this assumption is correct, it becomes clear that any behavior sample elicited by any technique is potentially capable of mirroring or reflecting personality at work, and that the merit of the different techniques varies largely with the degree that these techniques have been explored and the familiarity of the examiner with the various behaviour manifestations elicited by a given technique.

Korner continues as she states the second and third assumptions:

The individual taking them gives material which he either will not or cannot give otherwise. . . . Another assumption is that psychic determinism precludes a story or response to be a chance event. Each response is supposed to be brought about by a distinctive set of causal influences.

Projective Methods: Application in Educational Measurement

The areas of counseling and guidance, particularly within the field of education, have increasingly utilized the contributions of psychology. Unfortunately, however, some of the newer approaches to problems in these areas have been used sparingly. Patterson (31), in commenting on the use of projective tests in vocational counseling, notes:

In spite of the relative infrequency of the use of projective techniques in vocational counseling, there appears to be a general acceptance of the assumption that they are of value and that it would be desirable to use them more frequently.

Baker and Peatman (4) suggest that the time-consuming nature of projective tests along with their individual

nature, tends to limit their use.

It is also apparent that instruments and procedures that are more time consuming and that require considerable clinical experience and training for their administration and interpretation, such as the Rorschach for personality diagnosis, are infrequently used.

Several investigators have stressed that the answers to vocational problems are not always found in vocational tests. They have indicated that it is necessary to use a battery of clinical tests, including projective tests, to gain a better understanding of the subtle and dynamic elements of personality.

Projective Methods: Application in Child Development Research

The use of projective techniques for the study of personality development in children seemed to offer more appropriate methods for studying children than those that had been used in the past. Frank (12), in foreseeing the possibilities of using this technique for the investigation of personality development of children, cautioned that the techniques might, at that time seem far-fetched.

If the foregoing appears far-fetched it may be recalled that the lines on the spectroscopic plate were established, not by statistical procedures, but by experimental procedures through which a known chemically tested substance was spectroscopically tested so that its identifying line could be precisely located and thereafter confidently named. In much the same fashion it is being established that a child who is known

to be undergoing an affective experience will express that feeling in a play configuration that can be so recognized.

One notes the rapid growth of experimental studies utilizing the projective approach following Frank's stimulating article, written in 1939, in which the question was raised as to whether "examining the process of personality development would lead to more fruitful conceptions and satisfying methods and procedures." Several studies attempting to examine the process of personality development have helped to validate the usefulness of the approach.

Amen (3) developed a series of pictures, for use with children in projective studies, which included silhouettes and movable pictures. In reporting preliminary results considered from a normative point of view and without presenting evidence as to the clinical validity of the technique, she stated:

A projective technique based upon picture materials seems particularly appropriate for children of nursery school age for three reasons. The first is the relative lack of self-consciousness in children this age. . . . In the second place, absence of fixed habits of perceiving in little children increases the possibility of some degree of self-projection. Finally, fantasy itself, which constitutes the scientific data of projective studies is in the form of fiction play, one of the most characteristic and universal activities of children at this age.

Later Temple and Amen (39), interested in seeing "whether a specific projective technique, suggested by Horowitz and Murphy, could be used effectively to reveal

personality differences in young children," used a series of pictures, especially designed to represent situations familiar to the group.

Following the investigation Temple and Amen stated:

One may fairly conclude from this investigation that the projective technique succeeds (a) in revealing many different anxiety areas in the experiences of little children, the more important areas in the normal group proving to be the parent-child relationships, social relationships, and daily routine; (b) in demonstrating a close relationship between patterns of anxiety and type of behavioral adjustment on both normal and clinical groups; (c) and in showing that the normative approach to a projective study of anxiety in little children is of greatest value in the interpretation of individual differences.

Still later, Dorkey and Amen (9) conducted a similar study in which the number of equivocal pictures used was expanded to include those which dealt with routine behavior, typical in early childhood.

It was felt that in this area of experience the child's emotional needs are least likely to be successfully met, and that anxiety reactions associated with routine training, in the slightly maladjusted child as well as in the child with a definite behaviour problem, might be more readily investigated through this type picture.

According to Dorkey and Amen, the investigation showed "that the equivocal pictures have a definite value in discriminating between the child with a low anxiety score and the child with a high anxiety rating."

In a series of studies "designed to get at children's ideas about themselves, with reference to a specific social

grouping," Horowitz (20) used a picture technique.

Data reported here are part of a longer study designed to get at children's ideas about themselves. . . . These data seem to point to the concept of group consciousness and group identification as an intrinsic aspect of ego-development and basic to the understanding of the dynamics of attitude formation in the adult personality.

Haggard and Sargent (16) designed a test called "Authors," in which the child could act as "author" of his favorite comic strip, thereby depicting various conflict situations. In commenting on responses from subjects, Haggard says:

In the present study there seems to be a direct relationship between the degree of such distortions and severity of the child's personality difficulties as indicated by his reported behavior at school.

Symonds (37), presenting a preliminary statement to the Forty-Ninth Annual Meeting of the American Psychological Association, reports a comprehensive study of adolescent phantasy material. He used pictures of adolescents in a variety of social situations as stimuli for the writing of short stories from which the investigators identified the phantasy material. They were attempting to see what correspondence exists between themes in stories, written by adolescents, and personality trends in boys and girls of this age.

Other investigators have indicated interest in studying the predictive value of projective techniques by

using them with non-clinical populations in exploratory studies. Sigel and Hoffman (34) emphasize that success in making such predictions has been limited and suggest reasons for this limitation, especially with non-clinical populations.

The first reason revolves around the relationship existent between personality and environmental variables as they interact within a concept of real life situations; the second pertains to the content of the projective test itself and its relation to the real life situations in question.

The assumption, upon which Sigel and Hoffman based their study, indicates a strong belief that studying non-clinical populations offers material especially relevant to a better understanding of personality structure.

Normal individual's overt behavior is an expression of personality structure in conjunction with the demands of the immediate environment. Being normal, the individual is sufficiently flexible and integrated to make a variety of responses which are appropriate to the requirements of the situation. Consequently, in order to enhance prediction, it is important to denote the parameters of the real life situation. It becomes important to define and specify the types of environmental situations and conditions which one is predicting.

It is generally agreed that teachers exert an important influence upon the development of the personality of a child. Yet it is difficult to find objective evidence to support this view. Alexander (2) reports the Adult-Child Interaction (ACI) Test was designed to elucidate the perceptions of the interactive process between children and adults.

This test also utilizes picture cards which serve as stimuli for the subjects. Observational data, reported by Alexander, revealed that there was close agreement with the behavior of teachers as predicted by the projective test and the observed behavior of children in the classroom. Furthermore, results obtained from the use of this test with subjects ranging from five years old to sixty-five years old, including people in various occupations and military personnel, suggest that it may also be used for the study of relationships of personality characteristics to interaction with authority.

Wright (42) calls attention to the paucity of controlled research in which the validity of projective techniques as a diagnostic or as a therapeutic method is tested. She describes an experimental method designed to test the validity of a projective test as a tool for uncovering emotional disturbance. In this investigation, the method consisted of experimentally producing conflict and observing how that conflict was expressed through projective techniques.

Projective Methods: Application in Social Anthropology Research

Social psychology has stressed the importance of the relationship between personality and the culture within which the individual is trained and in which he matures.

Erikson (10) has vividly portrayed the modes of behavior, the needs of the individual, and how the training children receive in their formative years influences certain personality characteristics. Other writers also agree that the socialization process is extremely important.

Henry (19), in investigating the culture-personality relations, has this to say about the constant interaction of these two powerful forces:

The personality process thus operates to interpret and to distort cultural forces, so far as this is possible, to conform to the meaning and feeling already operative as a part of the personality, but must adjust itself in so far as these demands resist distortion and as they impose their demands upon the personality. With this conception of the culture-personality relationship it seemed appropriate to investigate the problem with a technique that would reflect and reveal the process of organizing and of giving meaning. The various projective methods for the study of personality seemed particularly suited to this task.

CHAPTER III

DESCRIPTION OF THE DATA-GATHERING INSTRUMENTS

The present chapter is organized into two major divisions: A. The Blacky Pictures, and B. Traditional Family Ideology Scale.

A. THE BLACKY PICTURES

Description of the Blacky Pictures

The major instrument used in this study was a series of five cartoons from the Blacky Pictures. The Blacky Pictures are described by Blum (6) as a "modified projective test for measuring psychoanalytic dimensions of personality." The test consists of twelve cartoons which depict the adventures of a dog named Blacky. The first cartoon is an introduction to the cast of characters which includes Blacky, Mama, Papa, and Tippy (a sibling of unspecified age and sex). Each of the eleven subsequent cartoons is designed to portray a stage of psychosexual development or an object-relationship within that development. The five cartoons chosen for this study were: I. Oral Eroticism; II. Oral Sadism; IV. Oedipal Intensity; VII. Identification; and X. Ego-Ideal.

The projective test presents an ambiguous stimulus for the subject's reaction. Because of the indefinite

structure of projective tests, it is believed that an individual identifies himself with a figure in the situation and ascribes his own feelings to that figure. An examination of the responses subjects make on projective tests seems to support this belief. For example, a quotation from one subject participating in this study seems to illustrate this point of view, "Well, Blacky, don't feel bad, I used to have the same reactions when my daddy took my mother in his arms and kissed her. Sickening, isn't it!"

According to psychoanalytic theory as formulated by Freud, Rank, Adler, Horney, and Sullivan, the early experiences of an individual's life are of special importance in personality development. The pattern of behavior which emerges may be thought of as adaptive. The interpersonal relations experienced during these formative years tend to shape these adaptive processes and the way the individual likewise handles interpersonal relations.

One important theoretical concept relating to the dynamics of personality is the belief that personality is structured. It is believed to remain structured unless some experience brings about gross change, for example, a severe traumatic experience or psychotherapy. Overt behavior may be consistent with the structure or it may not. Those techniques which are designed to elicit the latent content of behavior are likely to reveal the similarities

or dissimilarities between overt and covert behavior. At the present time, projective tests seem more promising in this respect than do other types of tests. It was on this basis that the Blacky Pictures were selected as the major instrument for investigating the basic personality structure of girls selecting home economics as an area of specialization in college.

Emphasis in this study has been placed upon selected aspects of the dynamics involved in personality structure as revealed by the Blacky Pictures. It was assumed that one's basic personality structure is related to one's vocational choice. A brief view of the psychoanalytic dimensions the Blacky Pictures purport to measure seems important at this point.

The psychoanalytic dimensions of personality the Blacky Pictures are designed to measure may be viewed as natural phases of the maturational process. It is believed that each stage of the developing personality attains a considerable degree of organization. These phases reveal much overlapping and the progress from one to the other is seldom a distinct step. Successful mastery of one stage tends to make the succeeding stage less difficult. Likewise unsuccessful attempts to master any given stage may cause the personality to remain relatively fixed at that point or one may regress to an earlier stage in case of

severe frustrations. The concepts of fixation and regression become prominent in analyzing personality structure.

Cartoon I, Oral Eroticism, relates to one's earliest learnings. It is generally believed that early learnings tend to be enduring. The satisfactions and frustrations associated with these experiences tend to exert lasting influence upon an individual's behavior. Studies of infancy and early childhood have portrayed vividly the role of the mother in influencing the direction of growth during this particular period of development. Because so many of an infant's early experiences are associated with oral activities, especially those relating to hunger, considerable importance becomes associated with orality.

Two of the more enduring learnings associated with orality seem to be those related to indulgence and deprivation. Infantile perceptions become closely associated with those pleasures and irritations of oral origin. Some of these perceptions seem to be related to reality, others to fantasy; some to incorporating objects, others to destroying objects. These associations tend to generalize to people--to one's view of the world. For example, individuals who show disturbance on projective tests, such as the Blacky Pictures often reveal their deep underlying frustrations which seem to stem from this stage of development. If so,

they may be described as passive-dependent people. They look to others for gratification of their needs just as they looked to parental figures for supplying their infantile needs. They tend to be limited in personal resources which will aid them in facing life's inevitable problems. Conformity tends to take precedence over creativity.

Cartoon II, Oral Sadism, depicts a later phase of the oral period. Strong disturbance on the oral sadism dimension is an expression of oral disturbance. During this developmental period, the infant becomes more active. Pleasures and frustrations are still closely linked to oral activities. The experience of devouring becomes associated with aggressive impulses. Frustrations are likely to be met with hostility, particularly those frustrations associated with one's needs, food in particular. Oral Sadism is the term used to describe this desire to injure or destroy. One recognizes a similar tendency in the adult who characteristically faces life or the solution of life's problems with biting, sarcastic remarks. It is believed that the individual who is characterized by a pessimistic approach to life may have experienced severe frustration during this stage.

According to the theoretical position of this personality dimension, the adult's attempts to retaliate, seek revenge, get the other fellow before he gets you has its

origin during this stage.

Cartoon IV, Oedipal Intensity, depicts a further stage of personality development. Prior to this period the child has been concerned with developing controls of early physical processes. Learnings during this stage are associated with the development of object relations. The theoretical position places emphasis on the genital wish the child has for the parent of the opposite sex. A gradual change in object relations is noted. Emphasis shifts to newly accelerated sexual interests. The attendant frustrations seem to be relatively simple for boys as compared to the seemingly more complicated shift for the girl. Oftentimes, especially for girls, disturbance in this area is noted from the carry-over of hostile reactions for the identified parent. Unsatisfactory resolution of the conflicts of this period seem to be renewed in the adult through such behaviors as overtly courageous behavior and tendency to attack first; furthermore, relationships tend to be immature.

Cartoon VII, Identification Process, relates to the resolution of the Oedipus conflict and is closely associated with Cartoon X, Ego-Ideal. Normal resolution of the conflict is accompanied by identification with the parent of the same sex. Since this resolution seems to indicate a rivalry position, the individual tends to incorporate within himself the characteristics of the one considered

successful. Oftentimes the internalization of these parental prohibitions and concerns are interpreted as being even more severe than they are in reality. Presumably when the individual has identified with the same sex parent, that parent has served as a successful model. The individual perceives that parent as possessing the ideals toward which she is striving. Cartoon X was designed to reveal those inner strivings.

Reliability and Validity of the Blacky Pictures

A wide variety of data gathering devices have been used in all areas of scientific investigation. Probably not any of these devices have been more controversial in regard to reliability than those designated as projective techniques. The question of reliability regarding tests useful in investigating personality dynamics continues to plague the personality research worker. The use of concrete descriptions, absolute measurements, classificatory systems, and categories that are considered to lend specificity to some areas of investigation are questionable in investigating the dynamics of personality. Considerable criticism, especially from those concerned with conventional research orientations, has been directed toward the validation of projective tests. At the same time, many personality research workers themselves are concerned with and are seeking more precise methodology.

Critics have cited the lack of clear cut statements of theoretical concepts for guiding the construction of projective tests. They have also indicated that a conceptual system to be used in interpretation is lacking. For example, Macfarlane and Tuddenham (27) state that "not all investigators with explicit theories have selected test materials systematically in accordance with the theories." They cite the Thematic Apperception Test as an example, and because

. . . this particular test was constructed with a well-formulated catalogue of needs available, one might have expected that the test materials would be chosen systematically to elicit at least the principal ones.

The Blacky Pictures are pointed out as unique in this particular aspect of test construction ordinarily used.

The Blacky Pictures differ, in that the stimulus cards were drawn to constitute a systematic canvass of situations assumed in Freudian theory to be critical for psychosexual development. The Blacky Pictures are conditioned by the adequacy of the theory and design upon which they rest. But since the stimulus materials were selected on a systematic rationale, alternate forms to test reliability can be constructed (27).

Some writers seem to express concern that problems relating to the validation of projective devices may not be solely in the projective device, but that the currently used research tools of validation may themselves be inadequate.

Macfarlane and Tuddenham (27) raise the question, "Are our currently used research tools of validation

adequate to the task of assessing the scientific worth of projective devices?" In discussing this question they continue:

The Blacky Pictures suggest a good approach for assessing the reliability with which our tests sample a domain, and this could help in establishing tests of greater accuracy than current ones in use.

They also point to a variety of difficulties in treating projective test data by statistical methods:

One difficulty is the development of objective scores which will reflect the integrity or Gestalt of the personality. Without such scores subjective judgment must be resorted to which may confound test reliability with judge reliability.

Granick and Schneflen (15) suggest:

And more important, perhaps, is the relationship between test reliability and stability of personality. Since behavior is not usually consistent, marked differences in responses might be expected on repeated administration of a test. The personality is assumed, however, to have a basic organization which should be reflected in the test responses. Reliability, therefore, may be expected where the clinical features are used as a basis for measurement.

It appears that the lack of research concerned with validating projective tests does not necessarily indicate that research cannot be designed which will lend validity, but rather indicates the orientation of the workers. Then, too, it must be remembered that projective tests have, by and large, been "shaped to meet exigencies of the clinical situation and they were badly designed for evaluation by

means of traditional psychometric procedures" (15).

Two studies, using the Blacky Test, have been reported which seem to have a bearing upon the present investigation. Teevan (38), using the Blacky Test as a diagnostic instrument, sought to determine whether or not personality factors were correlated with the choice of an area of specialization in college. Magnussen (25), stimulated by Teevan's study, attempted to determine whether the Blacky Pictures were adequate measures to appraise personality factors which had previously been found to be correlated with a choice of undergraduate fields of specialization in college. He concluded that the Blacky Pictures are fairly adequate measures for appraising personality variables as these factors are related to undergraduate fields of specialization.

B. TRADITIONAL FAMILY IDEOLOGY SCALE

Description of the TFI Scale

The Blacky Pictures (described in the preceding section) were used in this study in an attempt to reveal the dynamics of behavior. It was also considered important to use some other device suitable for personality assessment.

There are a number of ways the additional data needed might have been secured. However, an effort has been made to use those instruments which seemed likely to tap the

motivating factors underlying behavior. It was not considered appropriate to use methods which tend to reveal or to confirm only overt behavior. Basic personality may, or may not, be revealed in overt behavior. More likely than not, it is necessary to use those methods by which subtleties and covert aspects of personality might be made more assessable.

Furthermore, it seemed that along with the Blacky Pictures, some device from which one might infer probable action on the part of the individual, would be most promising. For example, it is not enough to find out from the Blacky Pictures that an individual has strong dependency needs. How is she likely to go about satisfying these needs? Will she seek creative outlets for handling these dependency needs, or will she exploit those about her?

There seems to be increasing evidence that the complex phenomena of basic personality structure operates in all aspects of an individual's performance. Likewise, the quality of one's performance in various roles is more and more recognized as influenced by personal qualities that predispose one to move toward a given role or to move away from it.

The major emphasis in this study was placed upon investigating the personality structure of girls pursuing selected areas of specialization in college, especially

those selecting home economics. It is generally agreed that the home is of utmost importance in influencing the growth and development of children. The role of the mother is of crucial importance. We know from the wealth of clinical data alone that much adult maladjustment can often be traced directly to faulty parent-child relationships. Numerous writers have pointed up the significance of adequate mothering. The disastrous effects of a poor home environment have likewise been discussed.

It is generally believed that the home plays an important role in the development of attitudes. Considerable research has been devoted to attitude measurement. Serious effort has been made to study attitudes and their subsequent effect upon behavior.

Research workers have benefited from the research which grew out of specific needs during the Second World War. At that time, there was an acute need for those techniques and procedures which would be helpful in screening personnel for the armed forces, particularly that personnel needed in the Office of Strategic Command. Devices were needed to secure information regarding an individual's ideological orientations. Those devices which were developed have become increasingly useful in the whole area of personality assessment. They have merited considerable recognition as valuable research tools.

One of the more widely recognized research projects in this area was that done by Adorno et al. (1). Essentially their investigations were directed toward finding the personality correlates of anti-Semitism. It was believed that the potentially fascistic individual would be susceptible to antidemocratic propaganda; that the individual's potential for democratic or antidemocratic thought and action would be found in the deeper personality trends.

The studies relating to the authoritarian personality investigated a number of ideologies as a means of measuring ideological trends. These investigations included (a) the study of anti-Semitic ideology; (b) the study of ethnocentric ideology; (c) the politico-economic ideology and group membership in relation to ethnocentrism; (d) ethnocentrism in relation to some religious attitudes and practices; (e) the measurement of implicit antidemocratic trends; and (f) ethnocentrism in relation to intelligence and education. The investigators (1) defined ideology as ". . . An organization of opinions, attitudes, and values--a way of thinking about man and society."

Each investigation contributed to a broadening conception of the antidemocratic individual. The isolated attitudes, opinions, and values seemed to point up a relatively unified configuration. The authors (1) state:

. . . Ideology regarding each social area must be regarded as a facet of the total person and an

expression of more central ("subideological") psychological dispositions.

In other words, the research findings ranged from surface ideology to largely unconscious traits of the subjects.

The scale developed to measure these personality characteristics has become known as the F (for fascism) scale. It has been found that the individual who scores high on this scale tends to possess a number of the characteristics described as authoritarianism. Since the work of those investigators, the term "authoritarian personality" has become widely used in reference to individuals possessing similar characteristics. Many research workers concerned with personality assessment, have either used the F-scale, or have patterned their research along similar lines.

Proceeding on the assumption that ideology may be symptomatic of a basic personality structure, Levinson and Huffman (22) developed a measure of traditional family ideology and investigated its relation to the authoritarian dimension of personality. They placed the ideological orientations regarding family functioning and structure along an autocratic-democratic continuum.

The autocratic extreme is represented by various forms of traditional family ideology--viewpoints which involve an hierarchical conception of familial relationships, emphasis on discipline in child rearing, sharp dichotomization of sex roles, and the like. The democratic orientations tend

to decentralize authority within the family, to seek greater equality in husband-wife and parent-child relationships, and to maximize individual self determination.

In this context, emphasis on discipline in child rearing refers to extreme and harsh discipline of a punitive nature in contrast to that discipline necessary for the development of inner controls.

Levinson and Huffman (22) selected five aspects of the authoritarian personality syndrome as bases for the construction of their Traditional Family Ideology Scale. The five variables selected were:

- I. Conventionalism
- II. Authoritarian Submission
- III. Exaggerated Masculinity and Femininity
- IV. Extreme Emphasis on Discipline
- V. Moralistic Rejection of Impulse Life

These particular aspects were selected because they seemed to represent focal points of meaning and affect within the sphere of family ideology.

The authors (22) state that "these variables are not thought to be mutually exclusive or statistically independent, and they, therefore, will not translate into five mutually exclusive subscores."

Specific hypotheses guiding the research through which the TFI Scale was constructed included:

- (a) That individuals are relatively consistent in their tendency to take a democratic stand on the diverse issues of family life.
- (b) That individuals are relatively consistent in their tendency to take a democratic or autocratic stand in various ideological spheres.
- (c) That the democratic-autocratic continuum of family ideology is associated with the equalitarian-authoritarian continuum of personality.

In view of the fact that the way one thinks regarding family structure and functioning is likely to affect one's actions, it seemed desirable to try to identify such orientations. It was on this basis that the decision was made to use the TFI Scale in this exploratory study.

In order to view more clearly the probable significance of using this instrument, a brief description of the personality variables the scale is designed to measure seems appropriate.

I. Conventionalism

One of the more widely recognized characteristics of the authoritarian syndrome is conventionalism. The conventional individual tends to adopt a rigid, uncompromising approach to life. There exists a notable lack of spontaneity, originality, and individuality.

In defining conventionalism, Levinson and Huffman (22) state:

Conventionalism is the attribute of a conscience which is poorly internalized and in a sense

ego-alien. It makes the person particularly dependent on the immediate external authority to whom he turns for simple, morally proper definitions of what is required in each situation.

II. Authoritarian Submission

Individuals who are basically oriented in this direction exhibit a restricted range of behavior. Interpersonal relationships are conceived in power hierarchies. There is a strong need for mastery over others and an avoidance of concern with the inner thoughts of people. Dogmatism serves their need to protect themselves against forces considered by them as overpowering. Levinson and Huffman (22) state:

Obedience to authority becomes a cardinal virtue; it is as much the duty of the authority to dominate as the duty of the subordinate to submit, and the infallibility of the authority must be questioned by neither.

III. Exaggerated Masculinity and Femininity

The authoritarian personality shows a strong tendency to make sharp distinctions between the sexes. The qualities of power, strength, and ruggedness denote, for them, the truly masculine. In contrast to these masculine qualities, the authoritarian defines femininity as the absence of aggressiveness, achievement aspirations, and sensuality.

IV. Extreme Emphasis on Discipline

Contrary to what one tends to infer from the authoritarian's overt behavior, he seeks relief from personal

responsibility. He finds it easy to rely on external authority. Extreme emphasis on discipline becomes a means for placing responsibility on external powers, in contrast to the development of inner freedom and internal control. An attempt is made to combine the emotions of fear and respect through strict adherence to imposed rules and regulations. Unquestioning obedience to external authority is sought and expected.

V. Moralistic Rejection of Impulse Life

The authoritarian personality is threatened by any acceptance of impulse life. For him, it must be inhibited or denied. Authoritarians attempt to instill similar beliefs in children and adolescents, practically demanding that conformity to rigidly dichotomized definitions of masculinity and femininity be accepted. Concerted effort is made to see that children develop defenses against wishes or behavior that is regarded as appropriate to the opposite sex.

Although there are many ways of describing the authoritarian personality syndrome, the above characteristics seem to be common to many different categories.

Reliability and Validity of the Traditional Family Ideology Scale

It will be recalled that the authors of the Traditional Family Ideology Scale employed techniques similar to

those used in the "authoritarian personality" research. Internal consistency of the TFI Scale was established by the item analysis method using the Discriminatory Power technique. The authors (22) state, "The Discriminatory Power (DP) of an item reflects its ability to differentiate between extreme high scores and extreme low scores (the upper and lower 25 per cent) on the total score." They reported a fairly adequate degree of reliability and internal consistency of the TFI Scale in its initial form and also significant relationships with several independent measures.

Prediction was made that the TFI Scale would correlate significantly with the E and F scales of the research by Adorno et al. (1). A correlation of .65 with the E scale and .73 with the F scale was found on the sample studied. Levinson and Huffman (22) state:

The correlation with the E is evidence that traditional family ideology, as represented by the TFI Scale, is part of a larger syndrome of autocratic ideology. The correlation of TFI with F, taken together with earlier clinical studies of personality differences between extreme high and low scorers on E, indicates that the democratic-autocratic continuum of family ideology is related to equalitarian-authoritarian continuum of personality.

Further investigation was made in relation to some religious preferences and practices. It was found that persons whose religious affiliations were different from that of their parents were less ethnocentric on the average than

persons who continue in the parental religion. The authors (22) state:

Thus, to a statistically significant degree (5 per cent level), change away from the parental religious pattern is associated with a more equalitarian conception of the family.

In another investigation the authors (22) report:

An abbreviated, 12-item form of the TFI Scale was presented to five groups (N = 507) in the Boston area. The group means averaged 32.6, the SD's 10.7. The reliability of this form is about .9. In these groups TFI correlated in the neighborhood of .6 with the Ethnocentrism Scale, .7 with the Authoritarianism Scale, and .5 with the Religious Conventionalism Scale.

C. CHAPTER SUMMARY

This chapter has described the two diagnostic instruments used in the present investigation:

A. The Blacky Pictures and the five selected personality dimensions used in this study, Oral Eroticism, Oral Sadism, Oedipal Intensity, Identification Process and Ego-Ideal.

B. The Traditional Family Ideology Scale and the five personality variables included in this scale: Conventionalism, Authoritarian Submission, Exaggerated Masculinity and Femininity, Extreme Emphasis on Discipline, and Moralistic Rejection of Impulse Life.

Emphasis has also been placed upon the reliability and validity of these two instruments.

CHAPTER IV

PROCEDURE

The procedures used in the study are presented under the following headings: A. Subjects, B. Data Collection, and C. Treatment of the Data.

A. SUBJECTS

The subjects participating in this study were forty-eight white female students enrolled in the University of Tennessee, 1959-60. Four areas of specialization were chosen--home economics, liberal arts, business administration, and nursing. Sophomores and seniors representing each of the areas (eight groups in all) were invited to participate in the study.

In an attempt to secure students sincerely interested in the field of specialization, selection was limited to students who rated in the upper 10 per cent of their class scholastically. Other factors influencing the choice of subjects were age, sex, and marital status. The age range of the total population included those from seventeen to twenty-four years of age. Only single subjects were used.

A list of all women students classified as sophomores and seniors was secured from the Dean of Admissions and Records Office. All students on the list were ranked

according to their grade point average. The upper 10 per cent was selected from each area of specialization and for each group, sophomores and seniors. The group representing the nurses was selected on a somewhat different basis. (See page 48.)

The class schedule for each student in all four areas was secured from the records on file in the Office of the Dean of Women. A tentative schedule was made up of possible dates on which subjects would be asked to take the selected tests. It was possible to schedule all students on either Tuesday or Thursday afternoons between the hours of two and four o'clock.

The Dean of the College of Home Economics was asked to write a letter to the sophomores and seniors in the College of Home Economics who were selected to participate in the study. Letters were then sent from her office briefly stating the nature of the research for which the subjects were being asked to cooperate. Subjects were requested to confirm their willingness to cooperate in the study within a specified period of time. One hundred per cent cooperation was secured from this group.

Since the situation in the Colleges of Liberal Arts and Business Administration differed somewhat from that in the College of Home Economics, a different approach was made in securing students in those colleges. Letters were

sent to the Dean of the College of Business Administration and the Dean of the College of Liberal Arts briefly stating the nature of the research problem and the procedure to be used for inviting the subjects representing each of these two colleges to participate in the study. It was further suggested that the findings of the study would be sent to the Deans upon their request.

Contacts with the subjects in the College of Business Administration and College of Liberal Arts were made through the Dean of Women. Since all of the subjects were not only high in their academic rating, but also active in various campus affairs, the Dean of Women knew them personally and worked with them. A letter was sent to each subject briefly stating the research problem and requesting the subjects' cooperation. All subjects who were requested to participate in the study agreed to do so.

Dates were set up for the administration of the tests to the three groups, home economics, business administration, and liberal arts, after all subjects had been invited and their consent had been secured for participation. Since it was not necessary for all subjects in a given area to take the tests at the same time, alternative dates were included. In this way it was possible for students representing different areas to take the test at the same time. Each student could schedule a date according to her convenience.

Furthermore, students in no one area had any added advantage over those in other academic groups. If there were any differences in administration, they would tend to cancel themselves.

Although a Pre-nursing Curriculum is offered at the University of Tennessee, the senior group pursuing this curriculum is not in residence on the local campus. In fact, the organization of this program does not conform to the organization of the curriculum in other areas from which the sample was drawn. In order to secure a group from the area of nursing, then, a request was made to the Director of Nursing, East Tennessee Baptist Hospital, Knoxville, for subjects representing nursing. Approval was given graciously. Plans were then made with the Director of Student Nursing Education regarding the details of the problem.

The senior nursing students of East Tennessee Baptist Hospital were at that time enrolled in a child development class in the Department of Child Development and Family Relationships, College of Home Economics, University of Tennessee. This was a service being rendered to the hospital and one which had been initiated at the beginning of the academic year, 1959-60. Joint arrangements were then made with the Director of Nursing Education and the Department of Child Development and Family Relationships for a part of the

regularly scheduled class period with the group to be used for the testing.

The tests were administered to the entire group. The tests used in the analysis of the findings, were restricted to those representing the upper 10 per cent of the group. The same criteria for selection of subjects applied to all groups.

The second group of nurses used was known as the pre-clinical group. Because of the strict schedule nurses follow, the tests were administered to this group on Saturday morning at ten o'clock. Arrangements were made for the subjects to be brought to the College of Home Economics and the tests were administered under the same general conditions as for all other groups.

B. DATA COLLECTION

Two diagnostic instruments were used in this study:

1. The major instrument was comprised of a series of five cartoons from the Blacky Pictures. An examination of the Blacky Pictures revealed that not all of the cartoons seemed pertinent to the proposed study. Therefore, a pilot study was conducted with four groups of students enrolled in the University of Tennessee during the summer, 1959. The selection of cartoons which seemed appropriate to be used in the major study was made on the basis of the

findings from the pilot study.

2. The second instrument for securing data used in this study was the Traditional Family Ideology (TFI) Scale. This scale was selected for the purpose of providing data which might shed some light on some of the ideological orientations regarding family structure and functioning.

Administration of The Blacky Pictures

The form for the Blacky Pictures was presented to each subject. The form consisted of twelve sheets. Each sheet was labeled with the appropriate cartoon number; two sheets were used for each cartoon and one sheet for rating cartoons, like or dislike. A selection was made of the cartoon liked best, and the cartoon liked least. Explanations were given for each selection.

Although the records had been carefully checked, it seemed appropriate to provide an additional check to see if any irregularities, according to the established criteria, had occurred in the selection of subjects. Subjects were asked to give certain identification information on a cover sheet. Two subjects did not meet the established criteria; one was a young widow, the other was beyond the specified age range. The next two high ranking subjects in that area of specialization were then asked to cooperate in the study.

The procedure followed was that recommended by Blum (7), for the group administration of the Blacky Pictures.

Students were instructed not to turn any given page of the form given them until a signal was given by the experimenter. An opaque projector was used for projecting the cartoons upon the screen. Two minutes were allowed for writing the spontaneous story which the cartoon suggested to the subject. Following the completion of the spontaneous story, ninety seconds were allowed for answering the inquiry questions accompanying the cartoon. The same procedure was followed for each of the subsequent four cartoons. The subjects then rated the cartoons either, like or dislike. A selection was made as to the cartoon liked best and the cartoon liked least. An explanation was given as to why the particular cartoon was chosen. Approximately thirty minutes were used for the administration of the Blacky Pictures. The time included collecting the papers.

Administration of the TFI Scale

The TFI Scale was administered to the eight groups of selected students following the completion of the Blacky Pictures. The subjects were given mimeographed copies of the forty-item scale together with answer sheets appropriate for mechanical scoring. Instructions were given for marking the scale. The subjects were to indicate the degree of their agreement or disagreement with each item on a scale ranging from +3 (strong agreement) to -3 (strong disagreement). A high score on the test represented strong

adherence to "traditional" or autocratic family ideology, as conceived in the bases for setting up the scale; a low score represented opposition to this viewpoint. It is important to keep in mind, when reading the results of the test, that the scores are in reverse when viewed with usual test results.

C. TREATMENT OF THE DATA

The Blacky Picture Protocols

The Blacky Picture protocols were submitted to the experimenter's major adviser after the test was administered to each group of subjects. All identifying material was deleted and a random number was assigned to each protocol. The procedure for scoring was that recommended by Blum (7). In explaining how the scores are obtained, Blum (6) states:

Scores are recorded in terms of three categories of involvement: "Very strong" (++); "Fairly strong" (+); and "Weak or absent" (0). Thus, an individual's test responses are expressed as a profile of score along the dimension. . . . A subject's score (++ or + or 0) on any single dimension is based upon the data from four sources: Spontaneous Story, Inquiry, Cartoon Preference, and Related Comments on other cartoons.

These four source scores are then combined into an overall dimensional score (++ or + or 0) which appears in the profile for each area of specialization represented in the study. (See Appendix, Tables I, II, III, IV.)

The over-all dimensional score was used as a basis for establishing inter-rater reliability of the obtained scores and for the statistical treatment of the data. A reliability check was made by having a random sample of ten Blacky protocols scored by a clinical psychologist who is a staff member of the Department of Psychology, University of Tennessee. The discrepancies between the scores obtained by the rater and the experimenter were minor. They were within the raw score of a particular dimension and only on the objective part of that dimension. A discussion of the discrepancies found, indicated that they were due to oversights in checking the objective part of the test, thus it was agreed that 100 per cent agreement was achieved by the two scorers.

The subject's scores were tabulated under two categories: (a) those showing neutral responses (0), and (b) those showing disturbance responses (+). The disturbance response (+) represents the subject's combined responses that were "Very strong" (++) and "Fairly strong" (+). The scores were converted into percentages for statistical treatment. Table V, in the Appendix of this study, shows the results obtained by each area of specialization.

The significance of difference between percentages was used to see whether there were differences between the four areas of specialization on the five selected personality

dimensions as measured by the Blacky Pictures. The formula suggested by Garrett (14) for testing the differences between percentages was used for statistical treatment. Table VI, in the Appendix, shows the results of the statistical treatment of the data.

The Traditional Family Ideology Scale

The subjects participating in the present study were provided answer sheets for the TFI Scale which were suitable for mechanical scoring. The scores were computed mechanically by the Department of Business Education, University of Tennessee. Six scores were computed for each subject: a total score (score made on the forty-item scale) and a score for each of the five personality variables included in the scale. A frequency table was set up for the forty-eight subjects on the total score. (See Table VII in the Appendix.) The scores were then arranged into four groups according to the area of specialization represented by the subjects. (See Appendix, Table VIII.) Frequency tables were likewise set up for each area of specialization on each of the five personality variables. (See Appendix, Tables IX, X, XI, XII, XIII.)

Mean scores, standard deviations, and t-scores were computed. The mean scores for the three areas, liberal arts, business administration, and nursing were compared

with the mean scores of the home economics group. (See Appendix, Tables XIV, XV, XVI.)

The t-test for testing the significance of difference between means in small samples, as suggested by Garrett (14), was used for comparing the means of the six possible scores of the four groups represented. Tables were set up to show the obtained results. (See Appendix, Tables XVII, XVIII, XIX, XX, XXI, XXII, XXIII, XIV, XV.)

CHAPTER V

PRESENTATION OF THE DATA

A. FINDINGS FROM THE BLACKY PICTURES

The data from the Blacky protocols were analyzed according to the area of specialization represented in this study, home economics, liberal arts, business administration, and nursing. The results of the investigation are summarized in Tables I, II, III, IV, and V, in the Appendix of this study.

It will be recalled that scores indicating neutral responses (0) and disturbance (+) responses have been obtained on each of the five Blacky dimensions. The dimensions are associated with the cartoons as follows:

<u>Cartoon</u>	<u>Dimension</u>
Cartoon I	Oral Eroticism
Cartoon II	Oral Sadism
Cartoon IV	Oedipal Intensity
Cartoon VII	Identification Process
Cartoon X	Ego Ideal

The over-all dimensional score has been used in the statistical analyses. It should be kept in mind that neutral responses represent the desirable score.

Home Economics

The home economics subjects obtained slightly more total neutral responses (55.29 per cent) than either of the other three groups. Business administration ranked second in total neutral responses (55.00 per cent). (See Appendix, Table XXVII.) The home economics subjects also obtained more neutral responses on three of the five Blacky dimensions, Oral Eroticism (70.59 per cent), Oral Sadism (52.94 per cent), and Identification Process (70.59 per cent) than did the other three groups. These subjects obtained the lowest number of neutral responses on the Blacky dimension Oedipal Intensity (17.65 per cent), and ranked second on Ego Ideal (76.47 per cent). (See Appendix, Table V.) The difference between the neutral responses of home economics subjects and nursing subjects as to the total number of neutral responses indicated that the two groups differ. The difference was found to be significant at the 1 per cent level of confidence. The difference between the neutral responses on Oral Eroticism was statistically significant at the 10 per cent level of confidence. The difference between the neutral responses on Identification Process was statistically significant at the 5 per cent level of confidence. (See Appendix, Table VI.)

Liberal Arts

There seemed to be no impressive pattern for the

scores of the liberal arts subjects. They ranked third or fourth on neutral responses on all of the Blacky dimensions.

The liberal arts group had the highest number of disturbance scores on two of the five Blacky dimensions, Oral Eroticism and Ego Ideal.

Teevan (38) and Magnussen (25) used only liberal arts students for investigating whether or not personality factors are correlated with the choice of an area of specialization in college. Each investigator classified the liberal arts subjects into three divisions. One division was designated as the literature division, since the majority of subjects were from the English department. Both studies reported that the literature division obtained the highest disturbance score on Oral Eroticism. However, the liberal arts subjects were treated as one group in this investigation. They obtained the highest disturbance score on Oral Eroticism of the four groups tested.

Business Administration

The business administration subjects ranked second on total neutral responses (55.00 per cent). They obtained the highest number of neutral responses on two of the five Blacky dimensions. The scores on these two Blacky dimensions, however, were not statistically significant when compared with the scores of the home economics subjects. Business administration subjects obtained their largest number

of neutral responses on Ego Ideal (87.50 per cent) and their second largest on Identification Process (62.50 per cent). Their disturbance score on Oral Sadism and Oedipal Intensity was the same (62.50 per cent). (See Appendix, Table V).

Nursing

The subjects in the nursing group had considerably higher disturbance responses than neutral responses on four out of five of the Blacky dimensions. Only the score on Ego Ideal showed more neutral responses (66.66 per cent), than disturbance responses (33.33 per cent) for this group. However, they were second in rank on neutral response for two of the Blacky dimensions, Oral Eroticism (44.44 per cent) and Oedipal Intensity (22.22 per cent). It will be remembered that statistically significant differences on neutral responses were found between nursing subjects and home economics subjects on two of the Blacky dimensions and on the total number of neutral responses. This seems to indicate that these two groups differ on these dimensions.

Comparison of the Findings of This Study with Blum's Study

A major aspect of Blum's (6) study was to see if the Blacky Pictures would differentiate between males and females. The analysis of his data was limited to those dimensions for which statistically significant differences

were found, on the basis that attempts to account for the insignificant findings were more conjectural.

A comparison of the findings of the present study with Blum's investigation reveals some interesting trends. In viewing these findings, Blum's observations will be summarized, followed by a summary of the findings for the total population participating in this study.

Blum found that:

1. (a) More females than males chose the oral sadistic alternative (3) in answer to the following question on Cartoon II: "What will Blacky do next to Mama's collar?"
 - 1) Get tired of it and leave it on the ground.
 - 2) Return it to Mama.
 - 3) Angrily chew it to shreds.
2. (a) The scores for the females were less strong than for the males on Oedipal Intensity.
 - (b) There was greater retention of the pre-oedipal components in females than male object relationships. Both pre-oedipal and oedipal selections were possible from Cartoon IV.
 - (c) Significantly more females preferred to be with the same sex parent.

3. (a) Both males and females chose "Papa" in answer to the question relating to confusion in the Identification Process, "Who is Blacky most likely to obey--Mama or Papa or Tippy?" Significantly more males than females chose "Papa."
- (b) In answer to the second question relating to confusion in identification process, "Whom would Blacky rather pattern herself after--Mama or Papa or Tippy?" a greater percentage of males said "Papa" than females said "Mama."
- (c) Females tended to be less decisive in their answer to the above questions.
- (d) Significantly more females than males selected the aggressive alternative for the question, "What would Blacky have an impulse to do if she were in the position of the toy dog?" The aggressive alternative was, "Start fighting."
4. (a) Significantly more females than males chose the pessimistic alternative "Very poor," in answer to the question, "Actually, what are Blacky's chances of growing up to be like the figure in her dream?" Blum noted that the Spontaneous Stories written by females on this

cartoon were largely concerned with physical beauty of the ideal cartoon figure.

The findings from the present study using the Blacky Pictures and limited to females only are summarized as follows:

1. (a) Only one subject of the forty-eight chose the sadistic alternative, "Angrily chew it to shreds," to the question on Cartoon II, "What will Blacky do next to Mama's collar?"
2. (a) The highest disturbance scores for all areas of specialization were obtained on Oedipal Intensity.
(b) Twenty-three subjects (47.91 per cent) preferred the same sex parent; sixteen (33.33 per cent) preferred the opposite sex parent; and nine (18.75 per cent) made no choice or indicated "Neither."
(c) An examination of the Spontaneous Stories indicated that many statements were made which included pre-oedipal components.
3. (a) Twenty-three (52.83 per cent) of the subjects indicated "Papa" in answer to the question, "Who is Blacky most likely to obey--Mama or Papa or Tippy?" Seventeen (35.42 per cent)

answered "Mama"; six (12.50 per cent) were indecisive.

- (b) In answer to the question, "Whom would Blacky rather pattern herself after--Mama or Papa or Tippy?" Twelve (25.00 per cent) indicated "Papa"; thirty-two (66.66 per cent) indicated "Mama"; three (6.25 per cent) were indecisive. An interesting observation was noted regarding this point: out of the thirty-two (66.66 per cent) who identified with "Mama," nineteen (59.38 per cent) chose the hostile alternative 4) in answer to the question, "What would Blacky have an impulse to do if she were in the position of the toy dog?"

- 1) Get frightened and hide.
- 2) Stand there and take it.
- 3) Get mad and sulk.
- 4) Start fighting.

B. FINDINGS FROM THE TFI SCALE

Scores Made by the Combined Groups of Sophomores and Seniors

The total population participating in this study was made up of a selected group of college students classified as sophomores and seniors in the University of Tennessee during the academic year 1959-60. A total score (score made

on the forty items included in the scale) for each student was obtained, together with subscores (scores made on each of the personality variables of the scale), making a total of six scores for each subject. Scores were arranged in ascending order without regard to the area of specialization represented by the subject. Frequency tables were set up for each of the six scores. (See Appendix, Tables VIII, IX, X, XI, XII, XIII.)

The possible range for the scores in this scale was from 40 to 280. The scores for the entire group of forty-eight subjects in the study ranged from 82 to 187. It will be noticed that for this group of subjects, the range of scores was confined well within the possible range; the group was compact rather than dispersed. Their responses tended to be alike rather than unlike.

Due to the nature of the scale and the way it was constructed, it was not possible to get a range of the subscores. As has been pointed out, the five personality variables for which subscores were obtained, are not mutually exclusive variables.

Mean scores were obtained for each group of subjects representing the four areas of specialization. The mean score for the total score (score made on the forty items included in the scale) was lower for the home economics group than were the mean scores for the other three

groups represented. (Home economics, 136.47; business administration, 140.62; liberal arts, 147.14; and nursing 152.33) (See Appendix, Table XIV.) The differences between the mean scores tend to be small: the range of differences between the home economics group and the three other groups was from 4.15, business administration to 15.86, nursing, with the liberal arts group in between, 10.67. The mean scores did not differ significantly.

Subscores for the combined sophomore and senior groups revealed that home economics students made the lowest mean subscore on three of the five personality variables. However, the particular variables on which the low subscores were made seem to be of more importance than the number of low scores made because of the nature of the items comprising a given variable. Home economics subjects made the lowest subscores on the variables, II. Authoritarian Submission, III. Exaggerated Masculinity and Femininity, and IV. Extreme Emphasis on Discipline. The difference between the mean subscore of 53.11 for the home economics subjects and of 62.57 for the liberal arts subjects on the variable II. Authoritarian Submission, and the difference between the mean subscore of 22.05 for the home economics subjects and of 29.28 for the liberal arts subjects on the variable IV. Extreme Emphasis on Discipline were both statistically significant at the 1 per cent level of confidence. (See Appendix, Table XVII.)

The lowest subscores on the two remaining variables, I. Conventionalism and V. Moralistic Rejection of Impulse Life, were made by the subjects representing business administration. The home economics group ranked second on the mean subscores for these two variables. The mean subscore of 50.35 for the home economics group and 59.11 for the nursing group indicates that these groups differ on the personality variable I. Conventionalism. The difference was found to be significant at the 5 per cent level of confidence. (See Appendix, Table XXIII.)

Scores Made by the Total Sophomore Group

Further analysis was made by dividing the subjects in each area of specialization into two groups, sophomore and senior, according to their academic classification. Tables XV and XVI, in the Appendix, show the comparison of the mean scores for these subjects. The findings indicate that for all of those subjects of sophomore classification, those representing business administration made the lowest score on each of the six possible scores (the total score and the five subscores). Home economics subjects ranked second on each of the six scores.

Furthermore, the mean score of 139.75 for the home economics group and 164.00 for the nursing group indicates that these sophomore groups differ on the total score. The difference was found to be significant at the 1 per cent

level of confidence. (See Appendix, Table XXIV.) The data also revealed that there were statistically significant differences between home economics subjects and nursing subjects on the means of the subscore of the variable I. Conventionalism. The difference of the mean subscore of 51.50 for the home economics group and 60.60 for the nursing group was found to be significant at the 10 per cent level of confidence. (See Appendix, Table XXIV.)

It has been mentioned above that the business administration sophomore subjects made the lowest scores on each of the six possible scores. The mean subscores of 24.50 for the business administration group and 34.75 for the home economics group on the variable V. Moralistic Rejection of Impulse Life indicate a difference between these two groups. The difference was significant at the 5 per cent level of confidence. This was the only significant difference between mean scores in favor of the business administration group. (See Appendix, Table XXI.)

Another difference of statistical significance was between the mean subscore 22.37 for the home economics group and 28.87 for the liberal arts group on the variable IV. Extreme Emphasis on Discipline. The difference was significant at the 10 per cent level of confidence. (See Appendix, Table XVIII.)

Scores Made by the Total Senior Group

The data for the senior subjects representing each area of specialization were likewise tabulated and analyzed. Table XVI, in the Appendix, shows the comparison of scores for this group of subjects. The pattern of scores for the senior group varies considerably from that of the sophomore group. It will be recalled that those sophomores representing business administration made the lowest mean scores on all of the six possible scores. The senior group of business administration subjects did not make the lowest mean scores on any of the six possible scores.

The most striking shift in the pattern of mean scores for this group of subjects was that of business administration. They moved from the lowest mean score on all six possible scores to the highest on three of the six scores, and third in rank on the other three subscores. (See Appendix, Table XXVI.)

Home economics subjects made the lowest score of the senior group on the total score. It was surprising to note that business administration shifted to fourth in rank on this mean total score; the sophomore group had ranked first. Despite the shift on the six scores only one difference of statistical significance was noted between the two groups. The difference was between the mean subscores of 67.66 for the home economics subjects and of 84.75 for the business

administration subjects on variable III. Exaggerated Masculinity and Femininity which was found to be significant at the 10 per cent level of confidence. (See Appendix, Table XXII.)

It is especially important to note that again the differences between the mean subscores of home economics and liberal arts subjects on the variable, II. Authoritarian Submission and IV. Extreme Emphasis on Discipline were of statistical significance. The mean subscore of 51.77 for the home economics subjects and 65.16 for the liberal arts subjects on variable II. Authoritarian Submission were found to be significant at the 5 per cent level of confidence. (See Appendix, Table XIX.) The mean subscore of 21.77 for the home economics subjects and 29.83 for liberal arts subjects on variable IV. Extreme Emphasis on Discipline were found to be significant at the 10 per cent level of confidence. It will be noted that in the analysis of the data statistically significant differences were found on the mean subscores of these two variables for the combined group of seniors and sophomores, and also for the sophomore and the senior group when analyzed separately. (See Appendix, Tables XVII, XVIII, XIX.)

It is of special importance to note that for this group the differences between the means of the subscores of the subjects in home economics and nursing were again

statistically significant on the variable I. Conventionalism. The mean subscore of 49.33 for the home economics subjects and of 57.25 for the nursing subjects indicate a difference between these two groups on this personality variable. The difference was found to be significant at the 5 per cent level of confidence. (See Appendix, Table XXV.)

Comparison of the Mean Scores for the Senior and Sophomore Groups

A number of interesting observations were noted from comparing the mean scores on all of the six possible scores for the sophomore and senior groups from the four areas of specialization. (See Appendix, Table XXVI.) It will be recalled that a low score on the TFI Scale is believed to be indicative of a more democratic orientation toward family structure and functioning. Some of the observations of the two groups are as follows:

1. The mean scores of the senior subjects in liberal arts decreased on only two of the six possible scores from that of the mean scores of the sophomore subjects in liberal arts. Specifically, the decreased scores were for the subscores on the variables, I. Conventionalism, and V. Moralistic Rejection of Impulse Life. There was a slight increase on the mean scores of this group of seniors on four of the six possible scores over that of the mean scores for the sophomore group. The increased scores were on the total

score and the subscores on the variables, II. Authoritarian Submission, III. Exaggerated Masculinity and Femininity, and IV. Extreme Emphasis on Discipline.

2. The mean scores for the senior subjects in business administration increased on all of the six possible scores over the mean scores made by the sophomore subjects in business administration.

3. The mean scores of the senior subjects in nursing decreased on all of the six possible scores from the mean scores of the pre-clinical nursing subjects.

4. The mean scores of the senior subjects in home economics decreased on all of the six possible scores from the mean scores of the sophomore subjects in home economics.

Summary of the Findings from the TFI Scale

The TFI Scale was one of the two instruments used in this study in testing the hypothesis that there is no significant difference in the basic personality structure of students who select home economics as an area of specialization in college at the undergraduate level and those who pursue other areas of specialization. The findings from the TFI Scale support the rejection of this hypothesis. Although the differences indicated by the means of the total scores for combined sophomore and senior groups representing each area of specialization were not statistically significant, differences were found between the means of

the subscores on three of the five personality variables which were statistically significant.

The differences revealed in favor of the home economics subjects were between the subjects in home economics and liberal arts on the two variables, II. Authoritarian Submission and IV. Extreme Emphasis on Discipline. The difference between the means of the subscores for these two variables were both significant at the 1 per cent level of confidence. (See Appendix, Table XVII.) The other difference was between the mean subscores of home economics and nursing groups on the variable, I. Conventionalism. The difference between the mean subscores on this variable was significant at the 5 per cent level of confidence. (See Appendix, Table XXIII.) Furthermore, the home economics subjects (sophomores and seniors combined) made the lowest score on two other of the six possible scores.

It would be difficult for one to interpret, with any degree of accuracy, the statistical differences noted in analyzing the data for the sophomores and seniors separately in each area of specialization, because the sample represented is so small. Nevertheless, it might be well to emphasize that the difference between the mean subscores of the subjects in home economics and liberal arts on the two variables where statistical differences were found for the combined groups were also found for the groups when they

were analyzed separately. In other words, the differences found seem too great to be attributed to chance. In light of the data secured and the statistical analyses made, it seems reasonably certain that the two groups differ on these variables.

Likewise, it can be emphasized that the difference between the mean subscores of the subjects in home economics and nursing on the variable I. Conventionalism, which was statistically significant for the combined groups, was also statistically significant when the data were analyzed separately. This also seems to indicate that these two groups differ on this particular personality variable.

Although the difference between the means of the subscores for the subjects in home economics and business administration revealed no differences of statistical significance for the combined groups, differences were found when the data for sophomore and senior subjects were analyzed separately. For the sophomore subjects, the difference between the means of the subscores on variable, V. Moralistic Rejection of Impulse Life was found to be significant at the 5 per cent level of confidence in favor of business administration. For the senior subjects, the difference between the means of the subscores on variable, III. Exaggerated Masculinity and Femininity was found to be significant at the 10 per cent level of confidence in favor

of home economics.

It can again be stated that the total number of statistically significant differences found in analyzing the data from the TFI Scale seem too large to be attributed to chance, and, therefore, they support the rejection of the hypothesis as tested by this instrument.

CHAPTER VI

DISCUSSION

A. CHARACTERISTICS OF THE MATURE PERSON

One of the major purposes of this exploratory study was to identify personality characteristics which tend to be dominant in a selected group who have chosen home economics as an area of specialization in college. The findings from this study have revealed some data which probably should be called tendencies rather than characteristics. However, for the sake of attempted clarity in this discussion, they will be called characteristics.

A review of the literature failed to indicate research findings describing the basic personality structure of girls selecting home economics as an area of specialization in college with which these data might be compared. Nor was the writer able to locate research findings which identified personality characteristics dominant in a given population of home economics subjects. Therefore, these data must be considered tentative and suggestive. They may even be considered as hypotheses for further testing.

One recognizes that considerable research is needed on various questions which this particular study poses. Investigations of a more comprehensive nature must be made. Nevertheless, the present findings seem to shed some light

on the subject. The evidence of certain characteristics revealed about these selected subjects seem to suggest that it is highly unlikely the results obtained were due to chance factors alone operating within the population investigated.

The present study attempted to identify some of the factors which might have a bearing upon the reasons why students do or do not choose home economics as an area of specialization in college, and to identify personality characteristics of individuals which tend to be dominant in a selected group who have chosen home economics as an area of specialization in college.

At the present time personality theories are highly speculative and probably will remain so for some time to come. Empirical research using more objective methods, such as factor analysis and the q-technique continues to present problems since these methods do not seem to reflect the totality of personality. An attempt will be made in this chapter to relate the statistically significant differences found between the subjects represented in this study, to some of the beliefs currently expressed by leading personality theorists. The discussion of the identified characteristics, although based upon the data, is highly speculative and applies to this population only. Further investigations are needed for one to move from the realm of

conjecture to validated generalizations.

It appears important that speculations be made in this discussion regarding the mature characteristics identified from the date of this investigation. These characteristics of the mature person seem to point up suggestions for curriculum building which emphasize the unique contributions home economics should provide in training young women in this area of specialization.

A syndrome of personality characteristics was delineated from the data of this investigation. The personality characteristics noted are those generally used in describing the mature person. They appear likely for all mature people, not just home economics individuals.

Well-known writers have used a variety of terms to describe the mature person, such as Fromm's (13) "the productive type," and Maslow's (26) "the self-actualizing person." In this study the home economics subjects tended to show slightly more evidence of these mature characteristics, as measured by the two selected tests, than did those subjects representing other areas of specialization. On some of the personality dimensions these two tests were designed to measure, differences between groups of subjects were noted which were statistically significant. These mature characteristics for which statistically significant differences were found, along with supporting evidence from the

Blacky protocols and the TFI Scale are as follows:

Home economics subjects tended to be less dependent upon other people than were the other subjects. The high number of total neutral responses along with desirable neutral responses on the five selected personality dimensions measured by the Blacky Pictures is offered as supporting evidence for this characteristic. Neutral responses indicated little or no personality disturbance. The personality dimensions Oral Eroticism and Oral Sadism, both phases of the orality period are specifically designed as measures of dependency needs. Home economics subjects obtained the desirable neutral responses on these dimensions.

Further evidence of this characteristic was supported by the low mean total score the home economics subjects made on the TFI Scale. Inference is drawn here that the better adjusted individual who gives evidence of a more democratic orientation to family life and structuring is indicative of the mature personality.

The mature individual seems to have developed a balance of dependent and independent responses to other people. This individual seeks to develop a variety of responses which will aid her in satisfying her needs without requiring or demanding others to respond in particular ways.

The origin of dependency needs as well as the methods and techniques by which they are handled is believed to be

associated with the quality of interpersonal relationships experienced early in life, particularly during the period of orality. It is during this period of personality development that important foundations are laid for growth toward maturity. The needs, perceptions, and responses learned exert a powerful influence upon future motivation. Empirical research reported by noted anthropologists, such as Mead and Benedict, indicates that the period of dependency in our society is a longer period than that of other cultures. Consequently the opportunities for indulgence or deprivation, and for gratification or frustration add unique problems for the individual to solve in the very process of becoming socialized. The direction of growth acquired is influenced by the opportunities provided the individual to experiment independently while safe with a dependable adult.

The mature person should be that dependable person who would be able to nurture the young child in its growth toward maturity. She should recognize the importance of a pattern of mothering that would foster the child's growth in learning to handle dependency needs in a satisfactory manner. Not only should she exhibit those skills and abilities associated with the physical care of the child but of even more importance, she should exhibit an understanding of and an emotional acceptance of her significant role as the nurturing one. It is as important for the nurturing one to

need to respond as it is for the dependent one to need nurturing.

During the period of extreme helplessness, the infant is completely dependent upon the nurturing adult. It appears that the mature subjects who have given evidence of some competence in handling their own dependency needs would be more likely to possess many of the skills needed for nurturing the dependent child than those subjects with less competence in this area.

It is during the process of learning to be dependent and learning to be independent that the affective tones of behavior become accentuated, particularly those of the "significant others" in the individual's life. An intangible quality related to these affective tones seems to be conveyed through non-verbal communication during this intimate period of mother-child relationships. It appears to be closely related to a feeling of easiness within one's self which cannot be conveyed by the tense and excitable person. When the nurturing one possesses this feeling of easiness it seems to stimulate a similar response in the child. Escalona's (11) study of the feeding disturbances in very young children supports this point of view. Sullivan (35) used the term "empathy" in relation to the "sensory pathways of communication from mother to child." The data from Escalona's (11) investigation of food preferences

emphasizes the significance of this empathetic feeling. Although the research directed toward this important phase of interpersonal relationships is limited, Harlow's (17) experimental research with animals demonstrated that early experiences with the mother is a variable of measurable importance; that the affectional responses are strong and persisting and that the length of time the infant spends with the mother is of major importance.

Because this dimension of interpersonal relationships seems so effectual in relation to enduring responses that are learned in early infancy, it seems important that any discussion of maturity should focus attention on this dimension which is too often neglected. It seems doubly important in relation to home economics subjects who have given some evidence of handling dependency needs in an adequate fashion and who are pursuing training designed to help prepare them for homemaking. In other words, it seems that the mature home economics subjects are in a unique position for helping others learn desirable ways of handling dependency needs. They should be able to provide emotional support for the child in an intelligent fashion so that the responses being learned, such as the need for approval, affection, and reassurance assume their relative importance and do not become ends within themselves.

The mature person skillful in handling her own dependency needs should be able to demonstrate, as she works with children, her understanding that children progress at their own rate of speed and in their own fashion. She should recognize the importance of learning to be dependent as a necessary prerequisite for learning to be independent. Moreover, she should be critical of the all too prevalent notions that children living in the space age need to develop independent behavior at a very early age; that being "tough" in one's relationship with children leads to desirable independent behavior. At the same time she should be sensitive to the disastrous effects of overprotection. Because of the emphasis that is placed upon independent behavior in our society, children tend to be highly rewarded when independent behavior is exhibited. Many adults seem to be unaware of the anxieties children often experience in their attempts to learn or to demonstrate independent responses which bring adult approval. Consequently the period of dependency, during which time the child should be learning appropriate dependent responses, is too often extremely limited. It is believed that the quality of interpersonal relationships during the period of dependency is crucial in the development of mature personalities.

The mature individual has not only learned a variety of ways of handling her own dependency needs but has also

developed a reservoir of resources for helping those dependent upon her to develop similar resources. One observes evidences of such dependency responses as succorance, nurturance, and mutual affection in the handling of interpersonal relationships.

The mature person tends to use a variety of methods of lending emotional support appropriate to any given developmental stage of the child. Furthermore, for the mature home economics person, her intellectual understanding and knowledge of child growth and development should aid her in developing an even keener sensitivity to adapting modes of response which should further desirable responses the child needs for effective living. The selection of responses appropriate to the child's need for love and affection should reveal a quality of discrimination. For example, she should understand the difference between the need for cuddling the infant, for spending time with the toddler, for patting the older child on the back or giving a nod of approval.

Likewise, the mature person should be aware of the strong motivational power that the need for approval may have for the child. The perceptions formed of others during the period of dependency may be directly related to achieving goals. She should be able to recognize the difference between the child's efforts to attract attention and his needs for learning independent behavior; to recognize when the

child needs to master tasks rather than merely to complete the task at hand, and to know when to respond on the basis of performance so that status-giving support is experienced by the child. The mature person should be resourceful in providing the child a variety of experiences so that he may develop greater accuracy in his perceptual responses while testing his abilities with the dependable adult who gives approval wisely.

The mature person should be able to provide needed reassurance in an intelligent fashion. The need for reassurance is prominent when one fears undesirable outcomes or when one anticipates undesirable outcomes. She should be sensitive to the child's feelings at times when the need for reassurance is likely inevitable, whether it be the small child's fear of the dark or the older child's fear of failure when peer groups expect the mastery of certain tasks. She should recognize the need for reassurance when children are developing some competencies in evaluating their own performances. Accuracy in evaluation should help the child develop personal resources needed for securing reassurance of a more independent nature as he grows toward maturity.

The mature individual seems to respond to life in creative ways. As growth in this direction proceeds, greater discrimination is used in selecting particular

responses which are more appropriate to given circumstances. Spontaneity and originality become prominent as satisfactions from creative endeavors enhance the personality. The creative person tends to maintain a mood of adventure, a much needed dimension for adding zest to life. The variety of ways in which the mature person's imagination fosters creativeness seems infinite and inexhaustible. Various media are perceived as possibilities for self-expression--both those of a concrete nature and those of an abstract nature.

The mature person tends to handle interpersonal relationships with a sensitivity that is challenging and stimulating. The perceptual responses become distinctive with a richness and stability that is exhilarating.

In contrast to the mature person the immature or dependent person tends to expect certain desired responses from other people in order to satisfy her needs. These responses tend to be restricted within a narrow range. A petulant behavior is often exhibited when the anticipated responses are not forthcoming. All people possess dependency needs. One of the crucial points which distinguishes the mature person from the immature person is the manner in which these dependency needs are handled.

The immature adult deficient in handling her own emotional strivings is less likely to be concerned with or

prepared for fostering creative ways of handling dependency needs when working with others. Interpersonal relationships are likely to be manipulative and exploitative. For the immature adult, life expectancies tend to persist at an infantile level.

The immature person has limited resources from which selected responses can be made. Oftentimes the overt behavior becomes less and less flexible. Rigidity through the use of repetitive responses poorly chosen in the first place assumes exaggerated importance for this person. For example, the utterance of cliches seems to relieve one of the responsibility that should accompany the cliché in order to make it meaningful. Responses associated with affectional satisfactions become more and more difficult. Conformity becomes a requirement. Experiences of an experimental nature are viewed as threatening. The need for power over others, preference for hierarchical systems of relationships, the use of authoritative speech and mannerisms though often exercised with subtle skill all become prominent with alarming significance. They become attempts to reduce one's own inner anxieties.

Home economics subjects tended to be less conventional than the other subjects. Evidence for this characteristic again resides in the personality dimension of the Blacky Pictures measuring orality on which the home economics

subjects made the desirable score. Since response patterns learned are closely associated with this period of development, it seems reasonable to assume that desirable scores on the personality dimension, Oral Eroticism and the variable, Conventionalism of the TFI Scale support the belief that the home economics subjects may be described as less conventional than the other subjects.

The mature individual feels inhibited by conventional modes of expression. Since conventionalism stifles creative expression, it tends to be anxiety-provoking for the mature person. Efforts are directed toward continuous improvement of one's own potentialities rather than following the predetermined patterns convention tends to perpetuate.

The mature person finds it difficult to accept societal demands without being concerned with the evaluation and improvement of these demands. Significant goals for the mature person are concerned with expanding and enhancing new horizons. The concerns for home and family naturally broaden into concern for the well-being of others. Vision is accepted as an imperative stimulus of life. Inspiration for helping others is guided by and requires intelligence. Growth beyond one's self assumes proportions beyond the scope of the immature, dependent individual.

Home economics subjects tended to hold a more positive self-concept than did the other subjects. The scores made on the personality dimensions, Identification Process and Ego-Ideal of the Blacky Pictures are presented as evidence to support this characteristic. Home economics subjects obtained the most desirable score of the four groups on Identification Process. They were second with a high percentage of neutral responses on the dimension Ego-Ideal.

The mean scores on the variable Authoritarian Submission and Exaggerated Masculinity and Femininity of the TFI Scale lend further support to this characteristic.

The mature individual tends to be more accurate in perceptive ability than does the immature person. For example, it is believed that the accuracy one exhibits when viewing what one is and what one wishes to be is associated with maturity. Discrepancies seem to be found more often in the immature person. The ability to see one's self with a relatively high degree of accuracy is associated with the perceptions one develops in relation to those important people during one's earlier years.

One aspect of positive self-concept is assuming one's own sex role. In our technological society this tends to be a difficult task for women. The symbolic standards some women seek are too often those appropriate for the opposite sex. It becomes increasingly difficult for women to avoid

becoming grimly efficient, important as efficiency is for both the homemaker and the career woman. Likewise it becomes difficult for many women to find satisfactions as homemakers. Unfortunately, the common reply, "I am just a housewife," too often belies the true acceptance of the homemaker's extraordinary role. No amount of success can substitute for the loss of the true acceptance of the feminine role regardless of one's life work.

The immature person seems limited in self-evaluation. The ability to weigh perceptively seems meager. Probably no other aspect of her being reveals this limitation so tragically as her attempts to emulate men. The wisdom and astuteness which she needs for handling her own unique qualities, when associated with masculine standards too often becomes excessive worldliness or cynicism.

Home economics subjects tended to place greater emphasis upon self-discipline than did the other subjects.

The desirable score on the Blacky dimension, Oral Eroticism, associated with learning various controls, and the low subscore on the variable, Extreme Emphasis on Discipline of the TFI Scale are presented as evidence to support this characteristic. It will be recalled that there was a statistically significant difference between the mean subscore of the home economics subjects and the liberal arts subjects

on this variable of the TFI Scale for the combined group. Furthermore, there was a statistically significant difference on this variable when the data for the sophomores and seniors were analyzed separately.

The selection of home economics as an area of specialization in college may be viewed as an illustration of self-discipline. Many people would agree that few decisions should be made more intelligently than that affecting one's preparation for life. Because of the professional nature of the home economics curriculum, the decision to select it, along with the relatively few drop-outs or changes to other areas of specialization, seem to give some evidence of the maturity exercised by girls deciding to pursue training in home economics. In other words, the behaviors exhibited seem fairly consistent with the ideological beliefs to which they subscribe.

The mature individual places reliance upon self-discipline. The discipline of both thought and action is highly prized. The development of inner controls assumes priority over compliance with external authorities. The value placed upon authorities is dependent upon the contributions these authorities offer.

The mature person recognizes the need for a value system for guiding behavior. Efforts are made to restate certain unchanging values, such as, truth, justice, and

integrity rather than seeking to deny, to discard, or to make them rigid with the conventionality of following external authorities. Satisfactions are evaluated by increased confidence in one's ability to rely upon sound inner controls guided by a value system which has been strengthened through experience.

The immature person becomes uneasy and anxious in situations in which boundaries are not clearly defined, preferably defined by others. Relief from self-discipline is experienced through excessive faith in external authorities. Reliance is placed upon the judgment of others rather than in the participation of the process of establishing judgment. The pursuit of purposes other people propose is followed in a routine fashion. Goals are nearly always pursued with terminal points fixed; seldom is there evidence of new goals emerging in the process while working toward desired objectives. Satisfactions are evaluated by the emotional responses characteristic of the immature person.

Home economics subjects tended to reveal greater evidences of positive parental identifications than did the other subjects. The high percentage of neutral responses the home economics subjects obtained on the Blacky dimensions, Identification Process and Ego Ideal, are presented as evidence to support this characteristic. The home

economics subjects obtained more neutral responses on the Blacky dimension Identification Process than did the other subjects. There was a statistically significant difference between the home economics subjects and the nursing subjects on the Blacky dimension, Identification Process. The home economics subjects ranked second on Ego-Ideal. Both of these dimensions are designed as measures of positive identification.

The mean subscores on the personality variable Authoritarian Submission, Exaggerated Masculinity and Femininity and Extreme Emphasis on Discipline of the TFI Scale lend further support to this characteristic.

The mature individual seems to be guided by the ability to make positive identifications. One of the underlying assumptions upon which this study was designed, although it was not directly stated, was that girls who have made positive identifications with parental figures, especially the mother, will tend to select home economics as an area of specialization in college. Where this identification has been satisfactory, a situation conducive to more intimate interpersonal relationships is likely to be created. The young girl, then, may be placed in a more favorable position for seeing herself, not only as a female, but as an individual who must grow mentally, physically, and emotionally. She should be in a better position to see

her growth potentials as enduring goals toward which she must strive. Life for her, then, becomes an affirmation of selfhood.

If one may proceed on this assumption, one may further assume that the predisposition to select an area of specialization which focuses on developing one's own unique potentialities was a conscious choice on the part of those enrolling in home economics. Home economics, as an area of specialization, is built upon a firm belief in the worth and integrity of the individual. Efforts are devoted toward the development of the uniqueness of the individual within the family setting. McGinnis (29) has stated that family centered education contributes to this goal.

Family centered education enhances the worth and dignity of each member of the family and teaches in ways that reduce guilt feelings. . . . A family centered program in home economics, then, wherever it is taught, is one related to the realities of family living, including all the stages through which each family goes. It takes into account the infinite varieties of backgrounds and traditions from which people who make up families come and in which they are living to-day. It includes men as equal partners in homemaking and child rearing. Each aspect of family life and homemaking is taught in relation to cost in terms of personal or family goals in money, time, energy, and fatigue.

Although there is no knowledge available as to whether the mothers of these girls selecting home economics as a major in college, were themselves trained in the area of home economics, the quality of maturity revealed in the

reactions of their daughters to the selected tests, might lead one to assume that their mothers tended to work with them in a relatively mature fashion. This assumption is based upon the research of Escalona (11), Sullivan (35), Harlow (17), and others who have reported the importance of the affectional responses one learns from early interpersonal relationships, and the persistence of these responses throughout life.

Identification with the mother implies an acceptance of the feminine role. Girls interested in homemaking may be those who seek that education in which emphasis is placed on those techniques and procedures which would help her in fulfilling her feminine needs and complement the masculine role of family living. A close observation of college catalogs reveals the lack of planning based upon sound psychological principles that goes into various programs.

Curricula designed primarily for men, and offering limited opportunities for women, may appeal to the girl whose previous experiences have emphasized a competitive approach to life. It would hardly seem possible that the mature young woman seeking fulfillment of her feminine capacities would select such training.

Many forces in present day society tend to add to woman's confusion of her role. Probably no other period in

history has held such diversity of opinion as to woman's role. Meyer (28), Lundberg and Farnham (24) have indicated that much of woman's present dilemma seems to stem directly from the era in which the feminist movement operated in full force. These writers emphasized the bitter heritage of the feminist movement which taught women to see themselves as rivals of men rather than as partners of a common endeavor, whether on the job or in the home. Meyer (28) states:

We must concede that great numbers of American women are restless, unhappy, confused, and, therefore, suffer from emotional attrition. Some are rebelling against what seems to them the boredom of family responsibilities; others complain bitterly that not enough women have positions in government and industry; and far too many are frustrated by the inescapable fact that they are women.

McGinnis (29) also expresses concern over the fact that many women do not find their role as women satisfying. She states:

To be a woman, to be responsible for "the care of life," to be a partner with a man in making a marriage and a home--nothing can yield more returns in joy and satisfaction. Yet many women do not find it so to-day, why not? What does home economics do to improve the durable satisfactions of marriage and homemaking?

Perhaps no aspect of the maturational process is more important for the course of normal development, than that of learning one's appropriate sex role. Havighurst (18) has enumerated developmental tasks of six broad life periods. In the period of early infancy, he included,

"learning sex differences and sexual modesty" and stresses the "abiding effect upon his sexuality throughout life." In middle childhood, he included, "learning an appropriate sex role; to learn to be a boy or a girl--to act the role that is expected and rewarded." In pointing up the psychological basis for this task, Havighurst (18) states:

The psychological basis for this task is laid in the family, where boy-babies are taught to behave like boys, and girl-babies like girls. The teachings are reinforced by the psychological identification which the child usually makes with the parent of the same sex in early childhood.

Each period of life has its appropriate developmental task which must be learned for successful living--for growth toward maturity.

A summary of the characteristics which have been suggested by the data of this investigation seems important at this point.

Home economics subjects more than the other three groups tested, tended:

- (a) to be less dependent upon other people
- (b) to be less conventional in their approach to life
- (c) to hold a more positive self-concept
- (d) to place greater emphasis upon self-discipline
- (e) to reveal greater evidence of positive parental identification.

The characteristics of maturity which have been used to describe the home economics subjects are not mutually exclusive. Yet progress in any one aspect probably proceeds with varying degrees of success.

B. COMPETENCIES THE MATURE HOME ECONOMICS
PERSON SHOULD EXHIBIT

It was stated in the assumptions underlying this investigation that criteria could be operationally defined which should be useful to individuals in choosing home economics as a profession. At this point it seems more relevant, in terms of the exploratory nature of this study, to suggest certain competencies which should be exhibited by the mature home economics person. It is proposed that the suggested competencies be considered as hypotheses for setting up needed criteria and that the hypotheses are dependent upon further investigations.

Human behavior seems to possess certain intangible elements and some of these present difficulties in any scientific investigation. Nevertheless, this intangible quality or inner dimension is expressive, not only in the subtle overtones of life, but also in the general life style of the individual. Perhaps the feeling one experiences in the presence of a truly happy, wholesome family group, or

in the presence of a "good" teacher, conveys the strength of this silent power.

It is this intangible quality of the mature individual's life style, or the family's wholesome atmosphere, that gives authenticity to what is said and done; children, as well as adults, sense this quality of individual behavior. What is said and done by such people, tends to be impressive because it has been conceived and strengthened through meaningful experiences. The mere fulfillment of duties, even though duties may have been carried out in an expert fashion, may not necessarily be related to this intangible quality. The person who possesses this inner dimension brings a "new" personality to those in whose presence he appears. In reality, his attributes relate to character and to growth toward maturity, a goal which each person must laboriously develop for himself.

It is generally agreed that the family is the keystone of character development or, if one prefers, the development of mature personalities. To the extent that one's relationships in the early stage of learning are satisfying and pleasurable, the individual is likely to build similar concepts in relation to how he perceives other people and the world about him. The opposite of these satisfying experiences tend to result in distorted perceptions, and responses tend to be of a hostile nature.

If this reasoning is sound, then it appears that the role of the family, especially the role of the mother, is too crucial to be left to chance. It appears that education which is oriented toward helping prospective mothers develop competencies needed in this task, would be important. The importance of the home cannot be minimized as a vital factor in the development of mature personalities.

Home economics, as an area of specialization, is designed to help prepare girls for the career of homemaking, as well as for professional careers. It is concerned with defining and interpreting problems of living, with special reference to the family. The nature of the task is complicated by attempting to help girls develop the variety of skills and abilities needed in maintaining a home, and at the same time, helping them to develop some understanding of these competencies in relation to the total family setting.

The personal traits considered desirable for the home economics trained person are equally desirable for those trained in other fields of specialization. The personal traits that are considered essential for the home economics trained person are considered essential for those trained in any vocation. At the same time, there are those competencies that are of special importance in any given field.

It seems doubly important that the development of certain characteristics (those which tend to describe the mature person), should receive special emphasis during one's training in homemaking education. Furthermore, it appears that characteristics which describe the mature, healthy personality might be evaluated in light of the enduring values we believe important in our society, especially those so closely related to family living. It seems reasonable to assume that these criteria might also help in guidance programs designed to identify students who are likely to be successful in the area of home economics.

Perhaps the above comments can be more clearly illustrated by examining some of the values the mature home economics person should exemplify in a family setting. She should be able to translate enduring values, such as, belief in the worth and dignity of the individual and respect for the integrity of the individual, into child care and child rearing practices that would tend to foster healthy personality development. She should be able to translate these same enduring values into warm, satisfying interpersonal relations in a total family setting.

Because woman more universally represents the affective tones of life (those which dare her to care for the human, the person), which are necessary for the wholeness of life, she should be capable of nurturing and fostering

this much needed dimension. Sometimes a woman seems to be innately endowed with this capability but, more often than not, a woman needs considerable help in developing this quality which is her unique strength. Her potential influence in the home is less effective if this quality is arrested in the maturational process. Her role in the professional world often becomes difficult when she abandons this quality, or when it becomes fragmented, in response to the pressures she feels in trying to play the "expected" role of the professional person.

Some educational programs tend to "remove" the individual from this aspect of her being, not by design, but by emphasizing values of another sort. Individuals in these programs may tend to see the role of the homemaker in an entirely different fashion from the person trained in home economics.

The mature home economics person should be able to demonstrate the skills and abilities needed for successful living in her present home and in making such changes as would help her to live successfully in her home of the future. Evidence of her ability to adapt to changing conditions might be clearly noted in the way in which she makes decisions. Decision-making is a managerial ability needed by all homemakers. It is a skill that involves independence and competence. Perhaps no area so clearly depicts the

need for making wise decisions as does the area dealing with family finance. A lack of intelligent financial management has often been cited as a persistent cause of family tension and discord.

Families are constantly faced with making decisions. Decision-making requires a great deal of knowledge in seeking alternatives and recognizing the consequences of each. Homemakers who use this skill effectively tend to weigh responsibilities in relation to the total scheme of family values and plan action accordingly. The girl trained in a program giving emphasis to some facet of a similar situation, may be limited in the possible alternatives which might guide her decision-making. Limitations of knowledge would probably result in less rewarding consequences for the family.

The mature home economics person should receive gratification for some of her own emotional needs through having provided well for her family. For example, her enlightened sense of management, so basic to the total well-being of the family, would tend to serve as a means of enhancing satisfaction in the home. It could help to reduce tensions that can be so easily felt when routine chores become tedious and monotonous. Neither maternal instinct nor good will, valuable as they both are, are sufficient to "revitalize" the weary homemaker who has not developed additional inner

resources to help her supply some of her emotional needs. In contrast, the person who has not developed additional inner resources for helping her to maintain a realistic perception of her role, is likely to exploit those around her in an infantile search for the gratification of her own emotional needs.

The mature home economics person should see family living as an active, dynamic process guided by generous, affectionate interpersonal relationships. Individual members are likely to receive sound encouragement and support as they seek to attain their aspirations.

To-day's family living may, or may not, be more complex than that of other eras. It is simply different from that of other eras. The problems faced are no less soluble than problems families have faced and solved in the past. To-day's family needs to practice new approaches and new techniques in regard to the solution of problems. The authoritarian pattern, so prevalent in years past, is hardly conducive to the development of characteristics needed to-day.

The home economics person should use problem-solving procedures as she encounters the every-day problems of life. These procedures should help her in sharing the joys of creative expression, in numerous situations ranging from helping children explore the world about them, to helping the awkward adolescent gain some insight into his evolving adult status. It would also include other forms of self-expression, through experimentation with creative

arrangements of texture, form, and color, in foods, in clothing, in home furnishings. Furthermore, she should generalize that the creative mind tends to be competent in using problem-solving procedures.

The mature home economics person should realize that her own family could not develop their creativeness through regimentation, imitation, and constant exposure to inert ideas. It is the task of helping her family develop their creative talents that she in turn becomes more genuinely creative herself. It becomes her avenue to self-actualization.

In contrast to the person who has examined fundamental values of living and who has developed some of the needed competencies, with emphasis on home and family, others might be limited in seeing how as one gives of one's self, one's self along with others, becomes alive.

The mature home economics person should be able to glimpse the total perspective of the life process. She should encourage individual members of her family to share in the solution of present-day social and economic problems. She should anticipate that concern for the "larger world" would become increasingly important at each developmental stage--knowing that early learnings tend to be enduring learnings, seeking expression in various forms.

A summary of the competencies the mature home economics person should exhibit is as follows:

The mature home economics person should be able to

(a) Translate enduring values, such as, belief in the worth and dignity of the individual and respect for the integrity of the individual, into child care and child rearing practices that would tend to foster healthy personality development.

(b) Demonstrate the skills and abilities needed for successful living in her present home and in making such changes as would help her to live successfully in her home of the future.

(c) Receive gratification for some of her own emotional needs through having provided well for her family.

(d) See family living as an active, dynamic process guided by generous, affectionate interpersonal relationships.

(e) Use problem-solving procedures as she encounters the problems of everyday living.

(f) Realize that her own family could not develop their creativeness through regimentation, imitation, and constant exposure to inert ideas.

(g) Glimpse the total perspective of the life process.

CHAPTER VII

SUMMARY AND CONCLUSIONS

A. SUMMARY

The purposes of the present exploratory study were to identify some of the factors (real or latent) which may have a bearing upon the reasons why students do or do not choose home economics as an area of specialization in college, and to identify personality characteristics of individuals which tend to be dominant in a selected group who have chosen home economics as an area of specialization in college.

It was hypothesized that there would be no significant difference in the personality structure of students who select home economics as an area of specialization in college and those who select other areas of specialization.

It was assumed that people seek satisfaction of their basic needs in every major aspect of their lives--including professional (occupational); students who possess certain personality characteristics will pursue home economics as their field of study; criteria can be operationally defined which should be useful to individuals in choosing home economics as a profession.

The study was limited to forty-eight white female students enrolled in the University of Tennessee during the

academic year 1959-60. Four areas of specialization were chosen--home economics, liberal arts, business administration, and nursing. Sophomores and seniors (eight groups in all) participated in the study. Selection of students was limited to those who rated in the upper 10 per cent of their class scholastically. Only single students between the ages of seventeen and twenty-four were included.

Two diagnostic instruments were used for securing the data. The major instrument was comprised of a series of five cartoons from the Blacky Pictures, a projective test designed to get at the underlying factors of personality structure. The selection of cartoons used in this study was made on the basis of the findings from a pilot study conducted at the University of Tennessee during the summer term, 1959. The second instrument was the Traditional Family Ideology Scale. This scale was designed to identify one's ideological orientations regarding family structure and functioning.

An analysis of the data from the Blacky Pictures revealed that the home economics subjects showed less disturbance on the personality dimensions as measured by the Blacky Pictures than did the other three areas who participated in the study. Furthermore, the difference between the neutral responses of the home economics subjects and the nursing subjects on the total number of neutral

responses indicated that the two groups differ. The difference was found to be significant at the 1 per cent level of confidence. Statistically significant differences between these two groups of subjects were also found on two of the personality dimensions. The difference between the neutral responses on Oral Eroticism was found to be significant at the 10 per cent level of confidence. The difference between the neutral responses on Identification Process was found to be significant at the 5 per cent level of confidence.

An analysis of the data from the Traditional Family Ideology Scale revealed a number of statistically significant differences between the means of the obtained scores.

1. There was a difference between the mean subscores of the home economics subjects and the liberal arts subjects (sophomores and seniors combined) on two variables, Authoritarian Submission and Extreme Emphasis on Discipline. The difference between the means of the subscores for these two variables were both significant at the 1 per cent level of confidence.

2. There was a difference between the mean subscores of the home economics sophomore subjects and the liberal arts sophomore subjects on the personality variable, Extreme Emphasis on Discipline. The difference was found to be significant at the 10 per cent level of confidence.

3. There was a difference between the mean subscores of the home economics senior subjects and the liberal arts senior subjects on the variable, Authoritarian Submission. The difference was found to be significant at the 5 per cent level of confidence. The difference between the mean subscores on the variable, Extreme Emphasis on Discipline was found to be significant at the 10 per cent level of confidence.

4. There was a difference between the mean subscores of the home economics sophomore subjects and the business administration sophomore subjects on the variable, Moralistic Rejection of Impulse Life. The difference was found to be significant at the 5 per cent level of confidence. The difference was in favor of the business administration subjects.

5. There was a difference between the mean subscores of the home economics seniors and the business administration senior subjects on the personality variable, Exaggerated Masculinity and Femininity. The difference was found to be significant at the 10 per cent level of confidence.

6. There was a difference between the mean subscores of the home economics subjects and the nursing subjects on the personality variable, Conventionalism. The

difference was found to be significant at the 5 per cent level of confidence.

7. There was a difference between the means of the total score of the home economics sophomore subjects and the nursing sophomore subjects. The difference was found to be significant at the 1 per cent level of confidence.

8. There was a difference between the mean subscores of the home economics sophomore subjects and the nursing sophomore subjects on the personality variable, Conventionalism. The difference was found to be significant at the 10 per cent level of confidence.

B. CONCLUSIONS

The major significance of this study lies in the attempt to identify personality characteristics which tend to be dominant in a selected group who have chosen home economics as an area of specialization in college. The following conclusions suggested by the data of this exploratory investigation seemed justified:

Home economics subjects more than the other three groups tested, tended:

- (a) To be less dependent upon other people
- (b) To be less conventional in their approach to life
- (c) To hold a more positive self-concept

- (d) To place greater emphasis on self-discipline
- (e) To reveal greater evidence of positive parental identification

The preceding conclusions delineated from the analysis of the data of this exploratory study support the rejection of the hypothesis as tested by the two diagnostic instruments used in this investigation.

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APPENDIX

TABLE I

PROFILE OF FIVE DIMENSIONAL SCORES MADE ON THE
 BLACKY PICTURES BY SEVENTEEN UNDERGRADUATE
 HOME ECONOMICS SUBJECTS

Subjects	Oral Eroticism	Oral Sadism	Oedipal Intensity	Identification Process	Ego- Ideal
<u>Sophomores</u>					
1	+	0	0	0	0
2	0	+	0	++	0
3	0	+	++	0	0
4	++	+	++	0	++
5	++	0	++	0	+
6	0	+	++	++	0
7	0	0	++	0	0
8	+	0	+	0	0
<u>Seniors</u>					
1	0	+	0	+	0
2	0	0	++	0	0
3	0	0	++	0	0
4	0	0	++	++	++
5	++	+	++	++	+
6	0	++	++	0	0
7	0	0	+	0	0
8	+	+	++	0	0
9	0	0	++	+	0

TABLE II

PROFILE OF FIVE DIMENSIONAL SCORES MADE ON THE
 BLACKY PICTURES BY FOURTEEN UNDERGRADUATE
 LIBERAL ARTS SUBJECTS

Subjects	Oral Eroticism	Oral Sadism	Oedipal Intensity	Identification Process	Ego- Ideal
<u>Sophomores</u>					
1	0	0	++	0	++
2	++	0	++	++	+
3	0	++	++	0	0
4	++	+	++	+	+
5	0	0	++	0	0
6	+	+	++	0	0
7	++	+	0	+	0
8	+	0	++	++	0
<u>Seniors</u>					
1	++	+	++	++	+
2	0	0	++	++	+
3	0	+	0	0	0
4	0	+	0	0	0
5	+	+	++	+	0
6	+	0	+	0	0

TABLE III

PROFILE OF FIVE DIMENSIONAL SCORES MADE ON THE
 BLACKY PICTURES BY EIGHT UNDERGRADUATE
 BUSINESS ADMINISTRATION SUBJECTS

Subjects	Oral Eroticism	Oral Sadism	Oedipal Intensity	Identification Process	Ego- Ideal
<u>Sophomores</u>					
1	0	0	0	+	0
2	+	0	0	0	0
3	0	+	++	0	0
4	++	0	+	0	0
<u>Seniors</u>					
1	+	+	++	+	+
2	0	+	+	0	0
3	+	+	++	+	0
4	0	++	0	0	0

TABLE IV

PROFILE OF FIVE DIMENSIONAL SCORES MADE ON THE
 BLACKY PICTURES BY NINE UNDERGRADUATE
 NURSING STUDENTS

Subjects	Oral Eroticism	Oral Sadism	Oedipal Intensity	Identification Process	Ego- Ideal
<u>Sophomores</u>					
1	+	0	++	++	0
2	++	+	++	++	0
3	0	0	++	++	0
4	0	+	++	++	0
5	++	0	0	++	+
<u>Seniors</u>					
1	+	++	++	++	0
2	++	+	0	+	+
3	0	0	+	0	0
4	0	+	++	0	++

TABLE V
PERCENTAGE OF EACH AREA OF SPECIALIZATION SHOWING DISTURBANCE (+)
AND NEUTRAL (0) RESPONSES TO FIVE BLACKY DIMENSIONS

Blacky Dimension	Home Economics	Liberal Arts	Business Administration	Nursing
I. Oral Eroticism				
Disturbed (+)	29.41	57.15	50.50	55.55
Neutral (0)	70.59	42.85	50.50	44.44
II. Oral Sadism				
Disturbed (+)	47.06	57.14	62.50	55.55
Neutral (0)	52.94	42.86	37.50	44.44
IV. Oedipal Intensity				
Disturbed (+)	82.35	78.57	62.50	77.77
Neutral (0)	17.65	21.43	37.50	22.22
VII. Identification Process				
Disturbed (+)	29.41	50.50	37.50	77.77
Neutral (0)	70.59	50.50	62.50	22.22
X. Ego Ideal				
Disturbed (+)	23.52	35.71	12.50	33.33
Neutral (0)	76.47	64.29	87.50	66.66

TABLE VI
SIGNIFICANCE OF DIFFERENCE BETWEEN PERCENTAGES OF
NEUTRAL RESPONSES OF SEVENTEEN HOME ECONOMICS
SUBJECTS AND NINE NURSING SUBJECTS
ON THE BLACKY PICTURES

<u>Blacky Pictures</u>	<u>Level of Confidence</u>		
	<u>.10</u>	<u>.05</u>	<u>.01</u>
Oral Eroticism	S*		
Identification Process		S	
Total number of neutral responses			S

*S (significant)

TABLE VII

THE TABULATION OF SCORES MADE BY FORTY-EIGHT
UNDERGRADUATE COLLEGE STUDENTS ON THE
TRADITIONAL FAMILY IDEOLOGY SCALE

Class Interval Scores	F	Per Cent
82- 91	1	2.08
92-101	1	2.08
102-111	3	6.25
112-121	3	6.25
122-131	10	20.83
132-141	3	6.25
142-151	6	12.50
152-161	9	18.75
162-171	6	12.50
172-181	5	10.42
182-191	1	2.08

TABLE VIII

THE TABULATION OF SCORES MADE BY FORTY-EIGHT UNDERGRADUATE
COLLEGE STUDENTS, GROUPED ACCORDING TO AREA OF
SPECIALIZATION, ON THE TRADITIONAL
FAMILY IDEOLOGY SCALE

Class Interval Scores	F	Home Economics N = 17		Liberal Arts N = 14		Business Administration N = 8		Nursing N = 9	
		F	Per Cent	F	Per Cent	F	Per Cent	F	Per Cent
82- 91	1	0		0		1	12.50	0	
92-101	1	1	5.88	0		0		0	
102-111	3	3	17.65	0		0		0	
112-121	3	2	11.76	1	7.14	0		0	
122-131	10	3	17.65	3	21.42	2	25.00	2	22.22
132-141	3	0		2	14.29	0		1	11.11
142-151	6	2	11.76	2	14.29	2	25.00	0	
152-161	9	3	17.65	2	14.29	1	12.50	3	33.33
162-171	6	1	5.88	3	21.42	1	12.50	1	11.11
172-181	5	1	5.88	1	7.14	1	12.50	2	22.22
182-191	1	1	5.88	1	7.14	0		0	

TABLE IX

THE TABULATION OF SCORES MADE BY FORTY-EIGHT COLLEGE STUDENTS,
GROUPED ACCORDING TO AREA OF SPECIALIZATION, ON THE
PERSONALITY VARIABLE I, CONVENTIONALISM OF THE
TRADITIONAL FAMILY IDEOLOGY SCALE

Class Interval	F	Home Economics N = 17		Liberal Arts N = 14		Business Administration N = 8		Nursing N = 9	
		F	Per Cent	F	Per Cent	F	Per Cent	F	Per Cent
25-34	1	0		0		1	12.50	0	
35-44	9	5	29.41	4	28.57	0			
45-54	20	7	41.18	5	35.71	6	75.00	2	22.22
55-64	14	5	29.41	3	21.43	1	12.50	5	55.55
65-74	4	0		2	14.29	0		2	22.22

TABLE X

THE TABULATION OF SCORES MADE BY FORTY-EIGHT COLLEGE STUDENTS,
 GROUPED ACCORDING TO AREA OF SPECIALIZATION, ON THE
 PERSONALITY VARIABLE II, AUTHORITARIAN SUBMISSION
 OF THE TRADITIONAL FAMILY IDEOLOGY SCALE

Class Interval Scores	F	Home Economics N = 17		Liberal Arts N = 14		Business Administration N = 8		Nursing N = 9	
		Per Cent		Per Cent		Per Cent		Per Cent	
		F	Cent	F	Cent	F	Cent	F	Cent
34-43	8	7	41.76	0		1	12.50	0	
44-53	6	1	5.88	3	21.43	0		2	22.22
54-63	20	4	23.53	4	28.57	7	87.50	5	55.55
64-73	12	4	23.53	6	42.80	0		2	22.22
74-83	2	1	5.88	1	7.14	0		0	

TABLE XI

THE TABULATION OF SCORES MADE BY FORTY-EIGHT COLLEGE STUDENTS,
GROUPED ACCORDING TO AREA OF SPECIALIZATION, ON THE
PERSONALITY VARIABLE III, EXAGGERATED MASCULINITY
AND FEMININITY, OF THE TRADITIONAL FAMILY
IDEOLOGY SCALE

Class Interval Scores	F	Home Economics N = 17		Liberal Arts N = 14		Business Administration N = 8		Nursing N = 9	
		Per		Per		Per		Per	
		F	Cent	F	Cent	F	Cent	F	Cent
41- 50	2	1	5.88	0		1	12.50		
51- 60	6	4	27.05	1	7.14			1	11.11
61- 70	15	4	27.05	5	35.71	2	25.00	4	44.44
71- 80	14	5	29.41	5	35.71	3	37.50	1	11.11
81- 90	6	1	5.88	3	21.43			2	22.22
91-100	5	2	11.76	0		2	25.00	1	11.11

TABLE XII

THE TABULATION OF SCORES MADE BY FORTY-EIGHT COLLEGE STUDENTS,
 GROUPED ACCORDING TO AREA OF SPECIALIZATION, ON THE
 PERSONALITY VARIABLE IV, EXTREME EMPHASIS ON
 DISCIPLINE, OF THE TRADITIONAL FAMILY
 IDEOLOGY SCALE

Class Interval	F	Home Economics		Liberal Arts		Business Administration		Nursing	
		N = 17		N = 14		N = 8		N = 9	
		F	Per Cent	F	Per Cent	F	Per Cent	F	Per Cent
11-20	13	6	35.69	2	14.29	2	25.00	3	33.33
21-30	24	9	52.94	5	35.71	5	37.50	5	55.55
31-40	10	2	11.76	6	42.80	1	12.50	1	11.11
41-50	1	0		1	7.14	0		0	

TABLE XIII

THE TABULATION OF SCORES MADE BY FORTY-EIGHT COLLEGE STUDENTS,
 GROUPED ACCORDING TO AREA OF SPECIALIZATION, ON THE
 PERSONALITY VARIABLE V, MORALISTIC REJECTION OF
 IMPULSE LIFE, OF THE TRADITIONAL FAMILY
 IDEOLOGY SCALE

Class Interval Scores	F	Home Economics N = 17		Liberal Arts N = 14		Business Administration N = 8		Nursing N = 9	
		Per Cent		Per Cent		Per Cent		Per Cent	
		F	Cent	F	Cent	F	Cent	F	Cent
14-23	4	2	11.76	0		1	12.50	1	11.11
24-33	17	7	41.76	5	35.71	4	50.00	1	11.11
34-43	20	6	35.69	7	50.00	2	25.00	5	55.55
44-53	6	1	5.88	2	14.29	1	12.50	2	22.22
54-63	1	1	5.88	0		0		0	

TABLE XIV

COMPARISON OF MEAN SCORES MADE ON THE TRADITIONAL FAMILY IDEOLOGY
SCALE BY FORTY-EIGHT UNDERGRADUATE STUDENTS GROUPED
ACCORDING TO AREA OF SPECIALIZATION IN COLLEGE

Number	Group	Total Score	Personality variables included in the scale				
			I	II	III	IV	V
17	Home Economics	136.47	50.35	53.11	69.00	22.05	33.70
14	Liberal Arts	147.14	51.00	62.57	71.50	29.28	35.78
8	Business Administration	140.62	48.75	56.25	73.75	23.00	30.87
9	Nursing	152.33	59.11	60.33	73.00	23.00	38.22

TABLE XV
COMPARISON OF MEAN SCORES MADE ON THE TRADITIONAL FAMILY IDEOLOGY
SCALE BY TWENTY-FIVE SOPHOMORE STUDENTS GROUPED ACCORDING
TO AREA OF SPECIALIZATION IN COLLEGE

Number	Group	Total Score	Personality variables included in the scale				
			I	II	III	IV	V
8	Home Economics	139.75	51.50	54.62	70.50	22.37	34.75
8	Liberal Arts	147.12	52.37	60.62	71.25	28.87	37.00
4	Business Administration	122.25	44.75	52.00	62.75	21.50	24.50
5	Nursing	164.00	60.60	65.00	78.20	26.60	43.80

TABLE XVI

COMPARISON OF MEAN SCORES MADE ON THE TRADITIONAL FAMILY IDEOLOGY
SCALE BY TWENTY-THREE SENIOR STUDENTS GROUPED ACCORDING
TO AREA OF SPECIALIZATION IN COLLEGE

Number	Group		Personality variables included in the scale				
			I	II	III	IV	V
9	Home Economics	133.55	49.33	51.77	67.66	21.77	32.77
6	Liberal Arts	147.16	49.16	65.16	71.83	29.83	34.16
4	Business Administration	159.00	52.75	60.05	84.75	24.50	37.25
4	Nursing	137.75	57.25	54.50	67.00	18.50	31.25

TABLE XVII

SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF THE TOTAL SCORE
AND OF THE FIVE SUBSCORES FOR SEVENTEEN HOME ECONOMICS
SUBJECTS AND FOURTEEN LIBERAL ARTS SUBJECTS ON
THE TRADITIONAL FAMILY IDEOLOGY SCALE

Scores	Level of Confidence		
	.10	.05	.01
Total score	N.S.*		
Subscores:			
Conventionalism	N.S.		
Authoritarian Submission			S.**
Exaggerated Masculinity and Femininity	N.S.		
Extreme Emphasis on Discipline			S.
Moralistic Rejection of Impulse Life	N.S.		

*N.S. (Not significant)
**S. (Significant)

TABLE XVIII

SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE TOTAL SCORE AND
OF THE FIVE SUBSCORES FOR EIGHT SOPHOMORE HOME ECONOMICS
SUBJECTS AND EIGHT SOPHOMORE LIBERAL ARTS SUBJECTS
ON THE TRADITIONAL FAMILY IDEOLOGY SCALE

Scores	Level of Confidence		
	.10	.05	.01
Total score	N.S.*		
Subscores:			
Conventionalism	N.S.		
Authoritarian Submission	N.S.		
Exaggerated Masculinity and Femininity	N.S.		
Extreme Emphasis on Discipline	S.**		
Moralistic Rejection of Impulse Life	N.S.		

*N.S. (Not significant)
**S. (Significant)

TABLE XIX

SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF THE TOTAL SCORE
AND OF THE FIVE SUBSCORES FOR NINE SENIOR HOME ECONOMICS
SUBJECTS AND SIX SENIOR LIBERAL ARTS SUBJECTS ON
THE TRADITIONAL FAMILY IDEOLOGY SCALE

Scores	Level of Confidence		
	.10	.05	.01
Total score	N.S.*		
Subscores:			
Conventionalism	N.S.		
Authoritarian Submission		S.**	
Exaggerated Masculinity and Femininity	N.S.		
Extreme Emphasis on Discipline	S.		
Moralistic Rejection of Impulse Life	N.S.		

*N.S. (Not significant)
**S. (Significant)

TABLE XX

SIGNIFICANCE OF THE DIFFERENCE BETWEEN MEANS OF THE TOTAL SCORE
AND OF THE FIVE SUBSCORES FOR SEVENTEEN HOME ECONOMICS
SUBJECTS AND EIGHT BUSINESS ADMINISTRATION SUBJECTS
ON THE TRADITIONAL FAMILY IDEOLOGY SCALE

Scores	Level of Confidence		
	.10	.05	.01
Total score	N.S.*		
Subscores:			
Conventionalism	N.S.		
Authoritarian Submission	N.S.		
Exaggerated Masculinity and Femininity	N.S.		
Extreme Emphasis on Discipline	N.S.		
Moralistic Rejection of Impulse Life	N.S.		

*N.S. (Not significant)

TABLE XXI

SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE TOTAL SCORE AND
OF THE FIVE SUBSCORES FOR EIGHT SOPHOMORE HOME ECONOMICS
SUBJECTS AND FOUR SOPHOMORE BUSINESS ADMINISTRATION
SUBJECTS ON THE TRADITIONAL FAMILY IDEOLOGY SCALE

Scores	Level of Confidence		
	.10	.05	.01
Total score	N.S.*		
Subscores:			
Conventionalism	N.S.		
Authoritarian Submission	N.S.		
Exaggerated Masculinity and Femininity	N.S.		
Extreme Emphasis on Discipline	N.S.		
Moralistic Rejection of Impulse Life		S.**	

*N.S. (Not significant)
**S. (Significant)

TABLE XXII

SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE TOTAL SCORE AND
OF THE FIVE SUBSCORES FOR NINE SENIOR HOME ECONOMICS SUBJECTS
AND FOUR SENIOR BUSINESS ADMINISTRATION SUBJECTS ON
THE TRADITIONAL FAMILY IDEOLOGY SCALE

Scores	Level of Confidence		
	.10	.05	.01
Total score	N.S.*		
Subscores:			
Conventionalism	N.S.		
Authoritarian Submission	N.S.		
Exaggerated Masculinity and Femininity	S.**		
Extreme Emphasis on Discipline	N.S.		
Moralistic Rejection of Impulse Life	N.S.		

*N.S. (Not significant)
**S. (Significant)

TABLE XXIII
SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE TOTAL SCORE AND
OF THE FIVE SUBSCORES FOR SEVENTEEN HOME ECONOMICS
SUBJECTS AND NINE NURSING SUBJECTS ON THE
TRADITIONAL FAMILY IDEOLOGY SCALE

Scores	Level of Confidence		
	.10	.05	.01
Total score	N.S.*		
Subscores:			
Conventionalism		S.**	
Authoritarian Submission	N.S.		
Exaggerated Masculinity and Femininity	N.S.		
Extreme Emphasis on Discipline	N.S.		
Moralistic Rejection of Impulse Life	N.S.		

*N.S. (Not significant)
**S. (Significant)

TABLE XXIV

SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE TOTAL SCORE AND
OF THE FIVE SUBSCORES FOR EIGHT SOPHOMORE HOME ECONOMICS
SUBJECTS AND FIVE SOPHOMORE NURSING SUBJECTS ON
THE TRADITIONAL FAMILY IDEOLOGY SCALE

Score	Level of Confidence		
	.10	.05	.01
Total score			S.*
Subscores:			
Conventionalism			S.
Authoritarian Submission			N.S.**
Exaggerated Masculinity and Femininity			N.S.
Extreme Emphasis on Discipline			N.S.
Moralistic Rejection of Impulse Life			N.S.

*S. (Significant)
**N.S. (Not significant)

TABLE XXV

SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS OF THE TOTAL SCORE AND
OF THE FIVE SUBSCORES FOR NINE SENIOR HOME ECONOMICS
SUBJECTS AND FOUR SENIOR NURSING SUBJECTS ON
THE TRADITIONAL FAMILY IDEOLOGY SCALE

Scores	Level of Confidence		
	.10	.05	.01
Total score	N.S.*		
Subscores:			
Conventionalism		S.**	
Authoritarian Submission	N.S.		
Exaggerated Masculinity and Femininity	N.S.		
Extreme Emphasis on Discipline	N.S.		
Moralistic Rejection of Impulse Life	N.S.		

*N.S. (Not significant)
**S. (Significant)

TABLE XXVI

COMPARISON OF MEAN SCORES MADE ON THE TOTAL SCORE AND THE FIVE
PERSONALITY VARIABLES OF THE TRADITIONAL FAMILY IDEOLOGY
SCALE BY UNDERGRADUATE STUDENTS, SOPHOMORES AND
SENIORS, GROUPED ACCORDING TO AREA
OF SPECIALIZATION IN COLLEGE

Personality Variables	Home Economics	Liberal Arts	Business Admin- istration	Nursing
<u>I. Conventionalism</u>				
Sophomores	51.50	52.37	44.75	60.60
Seniors	49.33	49.16	52.75	57.25
<u>II. Authoritarian Submission</u>				
Sophomores	54.62	60.62	52.00	65.00
Seniors	51.77	65.16	60.05	54.50
<u>III. Exaggerated Masculinity and Femininity</u>				
Sophomores	71.50	71.25	62.75	78.20
Seniors	67.66	71.83	84.75	67.00
<u>IV. Extreme Emphasis on Discipline</u>				
Sophomores	22.57	28.87	21.50	26.60
Seniors	21.77	29.83	24.50	18.50
<u>V. Moralistic Rejection of Impulse Life</u>				
Sophomores	34.75	37.00	24.50	43.80
Seniors	32.77	34.16	37.25	31.25
<u>Total score</u>				
Sophomores	139.75	147.12	122.25	164.00
Seniors	133.55	147.16	159.00	137.75
Sophomores	N = 8	N = 8	N = 4	N = 5
Seniors	N = 9	N = 6	N = 4	N = 4

TABLE XXVII

PERCENTAGE OF EACH AREA OF SPECIALIZATION SHOWING
TOTAL DISTURBANCE (+) AND NEUTRAL (0) RESPONSES
TO FIVE BLACKY DIMENSIONS

Area of Specialization	N	Disturbance Responses (+)	Neutral Responses (0)
Home Economics	17	44.71	55.29
Liberal Arts	14	55.60	44.30
Business Administration	8	45.00	55.00
Nursing	9	58.14	41.86