A study of self-esteem and career choices among black women at the Atlanta University Center

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A STUDY OF SELF-ESTEEM AND CAREER CHOICES AMONG BLACK WOMEN IN THE ATLANTA UNIVERSITY CENTER

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
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FOR THE DEGREE OF MASTER OF SOCIAL WORK

SUBMITTED BY
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APRIL, 1984
ABSTRACT

SOCIAL WORK

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A STUDY OF SELF-ESTEEM AND CAREER CHOICES AMONG BLACK WOMEN AT THE ATLANTA UNIVERSITY CENTER

Advisor: Ms. Mamie Darlington

This study attempted to answer two basic research questions: (1) is there a significant relationship between the self-esteem (high or low) and the congruence of "ideal" and "real" career choices. (2) is the congruence of "ideal" and "real" career choices higher among Black women with high self-esteem than among those with low self-esteem. Linear Correlations Coefficient was used to analyze the study data.

The major finding of the study was as follows: there existed no significant difference between the self-esteem (high or low) and the congruence of "ideal" and "real" career choices among Black women.

CONCENTRATION: Clinical

SUBSTANTIVE AREA: Child and Family Services
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Special thanks to Dr. Wesslyne Simpson Alford, the author of the Career Choice Survey Instrument for permission to use the scale. Special thanks also to the Deans of Clark College and Morris Brown College and to students from these colleges, who participated in the study. A very special thanks to Ms. Dot Jefferies, a friend whose guidance and support made the completion of this study possible.

This study is dedicated to my parents, Mr. and Mrs. Stanley Pinnix, my brothers Arnold and Stanley Jr., and my fiance' Johnny Hall for their encouragement, love and support.
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CHAPTER I

INTRODUCTION

There are many theoretical explanations as to why people choose one particular career over another. Among these theoretical explanations are socioeconomic background, individual ability, employability and vocational interest. Another important factor in career choice which has received considerable attention for several years is self-esteem.¹

The relationship between self-esteem and career choice has received a good deal of empirical attention (Korman, Ryan, Resnick, Fauble and Osipow, Greenhaus, Baily and Anderson, Maier and Herman, Barrett, and Tinsley). Those career development theories collectively referred to as the "cognitive perceptual approach" seem particularly useful in conceptualizing the underlying processes mediating this relationship. Prominent to this approach is the speculation that self perception plays a key role in unraveling one's ability to make a gratifying career choice. Theorists such as Super, Starishevsky, Jordaan, Erikson, and Munley have argued strongly for a focus on self-concept or ego-identity in accounting for the deter-

minants of vocational choice and adjustment.\(^2\)

The researcher is concerned with the relationship between self-esteem and career choices among Black women. As a Black woman living in a patriarchal society, confronted by racism and sexism, the variable self-esteem has always been intriguing and significant. Recognizing and understanding stereotypes and myths about Black women that have permeated the literature throughout history have created a desire for me to examine the issue further.

Therefore, in an effort to maintain a state of equilibrium, the researcher will seek to clarify the issue of self-esteem among Black women, which by its very nature will serve to enhance the researcher's own understanding of self-esteem.

On a broader level the lack of consistency in studies conducted on self-esteem and career choices among Black women demonstrate a definite need for this study.

In addition, the researcher believes that the relationship between self-esteem and career choice is reciprocal, and that occupational opportunities have significant bearing on both. Job security, self-confidence, equal pay and treatment are all important and are also related to self-esteem.

In regard to the self-esteem of women, Tobias described the societal views toward women. According to Tobias the self-esteem of women is changed by society through the media. It

is quite common that most contemporary movies and magazines imply that women have no identity except as she relates to a man. Consequently, a crisis occurs for many women students when they must choose a major. This choice is related to the task of defining oneself and making a commitment to a vision of one's future. We as educators are asking our women students to choose a subject, say who they are and what they want to do. As a society, meanwhile we are telling them just the opposite. Is their confusion any wonder?3

Tobias described societal views toward all women, however, there are additional societal views toward Black women. With reference to Black women, Helms stated that Black women have experienced racial and sexual discrimination. In addition, they have been vilified by stereotypical myths and exaggerated generalizations. They portray them as matriarchal, castrators of Black men, super women, hot mamas, and sapphires. Throughout history myths have been perpetuated by the dominant society. A majority of these myths originated from biased observations that the Black woman's lifestyle was often different from the typical roles played by other women. Therefore, according to preconceived notions of normality Black women have been penalized for being different.4

Much of the traditional psychological and sociological


literature discussed the oppressions mentioned above. For instance, the Moynihan Report and the Politics of Controversy, edited by Rainwater and Yancey; the works of Karon and others concluded that Black women could not possibly value themselves. In contradiction there are a substantial number of studies that dispute such erroneous conclusions. Rosenberg, Guterman, Fitcher and Epstein to name a few have proven that regardless of societal oppressions, Black (women) as a group have positive feelings about self.

In reference to career choices among Black females the dirth of knowledge leaves a wide gap in the ability of professionals to provide quality services to Black female students. Burlew concludes on her study of career choices among Black females that more emphasis needs to be given to the under representation of Black females both in higher education and in those careers that are non traditional for women.

Consequently, there is an urgent need to encourage Black women to take advantage of expanding occupational opportunities. In order to meet this need, social workers, counselors, and instructors must become sensitive to all factors which influence career choice. They must come to view Black women


as individuals and not as typical members of a subservient group. Finally, they must disavow the sexually and racially biased assumptions, beliefs, and attitudes absorbed from societal stereotyping, that have historically colored and undermined the educational and social service network available to Black female students and clients.

**STATEMENT OF THE PROBLEM**

This study will address the relationships that exist between self-esteem and career choices among Black undergraduate students in the Atlanta University Center.

The purpose of this study was to investigate and identify those factors that influence self-esteem and career choice.

My questions in this study were as follows:

1. Is there a significant relationship between self-esteem (high or low) and the congruence of "ideal" and "real" career choice?
2. Is the congruence of "ideal" and "real" career choice higher among Black women with high self-esteem than those with low self-esteem?

Possibly interposing variables for this study will be socioeconomic background, previous work experience, individual ability, academic grades and self-declared majors.

Independent variables will be self-esteem scores on Rosenberg Self-Esteem Scale, and the congruence scores on Simpson's Career Choice Survey for "ideal" and "real" career choices.
CHAPTER II

REVIEW OF THE LITERATURE

INTRODUCTION

An extensive review of the literature reveals that self-esteem can be linked to vocational choice. It can be viewed from several perspectives particularly if one is investigating the data available on Black female college students. In the following chapter, the investigator will provide information on self-esteem and career choice among women with particular emphasis is placed on Black women.

Super has contributed a great deal of work on occupational choice and self-concept. He surmises that a person chooses an occupation which he perceives as most congruent with his self concept.\(^8\) His theory further suggests that low self-esteem (LSE) persons choose occupations which are congruent with their self-concepts; but high self-esteem (HSE) persons choices are more congruent.

In contrast to Super's hypothesis, Roger hypothesized that:

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A person's esteem influences his perception of his ability to perform different tasks and roles. According to Rogers, low esteem leads to distortion and constriction of perceptions and concepts of which the self is a part. Derivable from Roger is the hypothesis that high self-esteem (HSE) people will be able to differentiate among possible occupational roles more easily than low self-esteem (LSE) people.9

In view of this same situation, Korman hypothesized that:

Self-Esteem operates as a moderator on the vocational choice process in that individuals high in self-esteem would seek the vocational roles which would be congruent with one's self perceived characteristics, whereas this would less likely be the case for those individuals with low self-esteem.10

More recently Tucker stated that:

The desire to find expression for one's self concept is considered a motivating force for evaluating the attractiveness of an occupation. The occupation makes it possible for the individual to play a role appropriate to or congruent with his self concept.11

In conclusion, the above mentioned authors provided evidence that there is definitely a relationship between self-esteem and career choice. Therefore, it would appear appro-

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10Ibid., p. 69.

appropriate for the literature review in this study to include self-esteem and career choice among women, particularly Black women.

SELF-ESTEEM AND CAREER CHOICES OF WOMEN

During recent years a great deal of attention and research efforts have been directed toward variables affecting the career choices of women. This increased attention has generated much research in the areas of self-esteem and career choices of women.¹²

Crawford investigated the career development and career choice in pioneer and traditional women. The subjects consisted of 106 white female subjects enrolled at a large Southwestern University. Sixty-three of the subjects were majoring in traditional female fields, while the remaining 43 were majoring in male dominated areas. Five instruments (Attitudes Toward Women Scale, The McGuire White Index of Value Orientations, Adjective Check List, Occupational Differentiation Test, and Eight Vocational Profiles) were administered to the subjects. Seven factors were found to distinguish significantly between the two groups of women. Of the seven, three factors pertained to feminine role perception. The remaining four were concerned with sex role stereotyping and various aspects of family background. This study revealed that those

projecting the traditional status orientations with 60% projecting the traditional occupations such as: beautician, nurse, stenographer, and teacher.¹³

Similar to Crawford's study, Ory and Helfrich investigated the interaction of individual characteristics and career selection in two groups of college honor students, one female group (100, 75 students were randomly sampled through the mail, with 68 of these students voluntarily completing and returning the necessary material) and one male group (130, 75 students were randomly sampled with 63 of these students voluntarily completing the mailed materials). The instruments used were (1) Demographic and Career Aspiration Questionaires, (2) Narch Inventory and (3) Sex Role Attitude Inventory. The results of the story indicated there was confirmation of the impact of cultural stereotypes on career selection among women and men.¹⁴

Findings from Crawford, Ory and Helfrich studies indicated that women who chose careers in traditional female occupations were also more conservative with respect to obligations and marital relationships. Consequently, those who were more liberal with regard to sexual behavior and vocationally intellectual were found to be more pioneer oriented in male


dominated occupations.

With regard to trends in women's career development Osipow suggested:

Women have patterns of vocational development different from men and additional empirical evidence is needed so that career counselors of women may deal more sensitively and effectively with those unique aspects of women's career development.15

Relating to the career choices of women, Sauter, Seidl and Karbon utilized a sex role survey and a questionnaire indicating demographic data and information about high school counseling experience. The participants in the study were 40 freshmen females from the University of Wisconsin. They were divided into two career choice groups, traditional and non-traditional. The investigators found that the groups did not significantly regard the major influence on their career choice. Career literature was the major influence for more than 25% of the sample. Parents, other adults and work experiences were cited as other influences. Neither group identified the guidance counselor, teacher, or the peer group as a major influence.16

Stockton, Berry, Shepson and Utz also examined the rela-

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tionship between sex role and non traditional major choices. Six hundred and ninety-three male and female students enrolled in traditional and non-traditional majors at a large midwestern university were utilized as subjects. The instrument utilized in the study was Bem's Sex Role Survey. The results indicated that males tend to choose male dominated majors without regard to sex roles. In contrast, female patterns appear to be more complex than their male counterparts. Female subjects who related to masculine sex roles were more likely than females with other sex role orientations to choose male dominated majors.17

Disabatino offers other variables that significantly affect career choices among women's she states:

There are definite barriers to occupational advancement for women that are even more detrimental to their vocational aspirations. Internal factors inhibit the female's expressions of the kinds of achievement directed behavior necessary to ensure promotions into managerial positions, nontraditional occupations, and other positions, requiring attributes and qualities presently defined by society as male. Some of these internal psychological factors are fear of failure, low self-esteem, role conflict, and the perceived consequences and incentives for engaging in achievement related behaviors.18


This investigator chooses to focus on the internal psychological factor self-esteem as it relates to career choice of women.

Greenhaus investigated the role of self-esteem in occupational choice behavior. Participants in the study were 228 college undergraduates at an eastern university: 190 of the subjects were females. The instrument used was the self-assurance scale of the Self Description Inventory. In conclusion, the relationship between self-esteem and congruence was non significant, however, the moderating effects in of self-esteem did receive some support. He concluded that high self-esteem persons tend to look at their own needs and relevant attributes in determining the satisfaction with their occupational choices, where as low self-esteem persons tend to look more toward external cues.19

A study of the relationship of self-esteem, self perceived abilities, and vocational choice was made by Mansfield. Three hundred students were chosen at random from a list of all the final year undergraduates at Oxford University who were normally residents in the United Kingdom. The students were mailed a postal questionnaire approximately halfway through the academic year. The purpose of this study was to replicate Korman's study entitled, "Self Esteem as a Moderator of the Relationship Between Self Perceived Abilities and Vocational Choice." The theory was not su-

Greenhaus, "Self-Esteem, as an Influence on Occupational Choice and Occupational Satisfaction," p. 75.
ported when the relationship between self perceived abilities perceived as required in occupations were examined. The data were consistent with the self-implementation theory of vocational choice; which predicts that an individual will choose that vocation which he perceives as most likely to allow him to implement his self concept. It was also found that those with high self-esteem were more likely than those with low self-esteem to see themselves as possessing the abilities they saw as necessary in their chosen occupation.20

**SELF-ESTEEM AND CAREER CHOICES OF BLACK WOMEN**

In contrast to the increased attention and research efforts directed toward career choices of women, very little attention has been directed toward career choices of Black women.21

Littig examined the relationship between specific types of occupational aspirations and motivations of Black and White female college students. He placed an emphasis on occupations which have either been traditionally closed or open to Blacks. The design of the study involved three samples of 100 college women, from three social settings—White middle class, Black middle class, and Black working class. Instruments used in the study were the French Test of


Insight and a questionnaire on vocational goals of college students. The results of the study revealed no systematic relationships between motivation indices and aspiration to occupations. It was also revealed that White females were more indecisive than Black females regarding their real occupational goals.22

Smith examined the vocational development of Blacks. Smith's conclusion revealed the following:

Studies have indicated racism, and its deleterious effects should be taken into consideration. When analyzing the minority person's career development, limitations of job opportunities not only tend to perpetuate the "like father like son" syndrome but also leads toward work alienation and a low self concept. Hence, for the Black youth and the adult, two conditions may exist: (1) a global, impersonal societally imposed negative image of himself and (2) the feeling that he has little control to affect his self image by way of his occupational decisions.23

Two things seem quite evident in the majority of studies cited. First in considering the Black individual's concept of work, work values, or vocational self-concept, one must understand the importance of his cultural and racial background. Secondly, one must be aware that the research cited pertains to mainly the lower socioeconomic Black and not to


those who are members of the middle class. In short, there are serious questions as to the findings to other Black populations.24

The investigator found that Smith's Study does provide some interesting data, however contributions do not significantly impact on the career development of Black females.

The role of occupational status in the career aspirations of Black women was studied by Alternor and Alternor. The participants in the study were 115 Black women (18 to 23 years old) in attendance at a small predominantly white women's college in Pennsylvania. The students represented all four academic ranks. Each student was asked to rank the list of 25 selected occupations from the Hakel Study on the basis of perceived social status and of perceived salary potential. This material was presented with a questionnaire that was designed to ascertain attitudes toward college attendance and factors that affect vocational choice. The specific purpose of this investigation was to examine the salary potential of those occupations with a sample of Black American women. The results of this study indicate that the Black women in Alternor and Alternor's sample differed significantly in their designations of social status for particular occupations. Their rankings were remarkably different from what has been considered standards for the social status for particular occupation.25

24Ibid., p. 59.

Thomas and Neal studied collaborating careers and the differential effects of race. Two hundred and seventy Black undergraduate students enrolled in either the Human Development or Introductory Psychology courses at Tennessee State University were employed. The subjects responded to five stories about married Black physicians whose total income was greatest, respectively when the husband cared for the children (Story 1), the wife cared for the children (Story 2), either spouse cared for them (Story 3), the wife earned more than the husband (Story 4), or the husband earned more than the wife (Story 5). It contrasted to the results of a study completed by a predominantly White university. Black females favored maternal care even when the family income was reduced. Furthermore, these women had significantly less of a preference for higher relative salary for the wife than did females in the study at the predominantly White university. In contrast, Black males reportedly preferred maternal child care in Story 2 and Story 3. Thus, when compared to White males the preference was significantly less.  

In order to investigate female occupational aspirations George found that Black middle class females had the most


non-traditional preferences than either White middle or lower class females.  

Smith reviewed the career development literature on young Black females and found that after age 25, Black females are more likely to be working than any other group of majority or minority females. She further explained on the basis of a rather devastating empirical description of Black females, she urged that young Black females must be more aware of the career patterns Black women experience. Black women's own limiting stereotypes, if they are to overcome the limited educational and career developments that have kept them in disproportionately high levels of poverty.  

Pelham and Bruce investigated racial difference and attributes of career choice unrealism. The participants a mixed group of 39 Black males, 50 Black females, 72 White females, and 69 White males who were freshmen or sophomores attending a predominantly white state university. The instrument used in the study was developed by Crites. It contained variables he found most appropriate for defining vocational problems, aptitudes, and interests. The results of the study indicated that neither race nor sex has a significant effect on realism for Black and White college fresh-


men and sophomores attending a predominantly white institution.29

In another effort to understand the dynamics of career development, Simpson investigated 50 college women, 50 high school girls planning to enter college, and 50 girls with no such plans. The instruments used were the Tennessee Self Concept Scale, and a specially developed career choice survey. The results indicated no significant relationship between self-concept and career choice.30

SUMMARY

The review of the literature revealed that self-esteem has an effect on career choice. The way a woman perceives herself, her abilities, her needs, and her opportunities will influence her career choice. It was also apparent that considerable information about career choice should be given to social workers, counselors, and instructors who assist women in the career decision-making process.

Eventhough, self-esteem has an effect on career choices, researchers question to what degree self-esteem has on female career choices. Considering the fact that not all research dealing with self-esteem and career choice of women has produced clear results. Specifically arguments occur because


30Simpson, Self Concept and Career Choices
women are still disposed to selecting traditionally female careers. Black women are even more prone to selecting traditional careers; because, she models herself after other older Black women who are employed in traditional female occupations.

Another important factor is that there are more studies on female career development than those that specifically address issues related to the dynamics of Black female career choices. Consequently, in order for Black females to maximize the opportunities available through the educational system and career guidance, more specific data must be generated to lessen the current void in the literature.
CHAPTER III

THEORETICAL FRAMEWORK

INTRODUCTION

Super's self concept theory will represent the primary theoretical framework for this study. Other theories that address self-concept and career choices will be explored as they are found to expand upon this theoretical framework.

The following theorists, Rogers, Bordin and Korman agreed that self-esteem has a direct affect on career choice. The specific references are as follows: according to Super, a person manipulates his level of self concept by choosing to enter his perceived ideal occupation. Also, Super asserts that self concept and vocational preference are directly related and both are usually contingent upon the individual's level of maturation and psychosocial development.31

Thus, one must consider the stage of career development in the context of overall development and any attention given to either must be viewed as a contingency variable of the other.32


32Ibid.
In contrast to Super, Roger argues that individual levels of self-esteem are influenced by individual ability to perform different tasks and roles, and low self-esteem leads to distortion and constriction of perceptions and concepts of which the self is a part. High self-esteem people will be able to differentiate among possible occupational roles more easily than low self-esteem people.33

Bordin concluded that an individual selects or rejects an occupation because of his belief that the field is or is not consistent with his view of himself. Therefore, vocational interest inventories represent an individual's projection of his self-concept in terms of stereotypes he holds about occupation.34

Korman on the other hand conducted a series of investigations studying the role of self-esteem in career preferences and vocational development. In his series of studies Korman validated the relevance of self-esteem to occupational choice. These studies revealed several interesting findings. First, it was found that high self-esteem persons were more likely to possess traits relevant to their chosen occupation then were persons of low self-esteem. Secondly, it was found that self-esteem was positively related to the degree of congruence between self perceived abilities and the


34Osipow, Theories of Career Development, p. 131.
abilities required in the chosen occupation. Finally, Korman confirmed that personal attitudes and vocational needs are more predictive of occupational choice for high self-esteem persons than for low self-esteem persons. Persons of high self-esteem, then, tended to choose occupations that were congruent with their self-perceived qualities. Low self-esteem persons, on the other hand, were less likely to choose an occupation appropriate to their abilities, personality, and interests.

Eventhough Super's theory was not tested on a representative Black sample the investigator chose this theory mainly because of its parsimonious quality. Super's view seems to be most congruent with this investigator's own thinking. Thus the investigator with Super's theory in mind, believes that most Black women make career choices based on their individual perception of self and stage of development. Furthermore, it is assumed that women who have high self-esteem will meet their needs more readily than Black women with low self-esteem. As Black women mature their level of self-esteem become more stable. Although, how it is implemented vocationally depends upon external conditions.

The independent variables in Super's study are self perception and career choices. This theory relates to the investigator's study because she believes as a woman matures her self perception becomes even more complex and abstract.

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In short the higher the woman's level of self-esteem, will in turn lead to more mature and complex decisions about career choice that are consistent with her level of self-esteem.

Black women are typically socialized to become educated and self-sufficient. They are encouraged to go to school, to work hard, and to become successful. Society on the other hand, minimizes the Black female's opportunities to achieve, and maximize her desires and need satisfactions. For instance, a Black female may want to become a pilot but ends up being a stewardess. Regardless of oppressions imposed by society, a majority of Black women have high self-esteem which enable them to successfully accomplish their goals. The dynamics of this deliberate process are of critical interest and significance to social workers. Thus, for the purposes of this study the dependent variables were self-esteem and career choices. The independent variables were race and sex. An all Black sample was utilized because there was such a deficit of data represented in the literature. The intent of the investigator was to determine whether self-esteem had an affect on career choice. Although sex and race were controlled, it was assumed that only race could possibly alter the results obtained from the sample.

Hypotheses that were tested in this study were as followed:

1. there is a significant relationship between high self-esteem and high congruence of "ideal" and
"real" career choice, and
2. there is a significant relationship between low self-esteem and low congruence or incongruence of "ideal" and "real" career choice.

SUMMARY

The theory that was utilized in this study was developed by Super. The researcher chose this theory because of its parsimonious quality and its congruence with this investigator's theory.

An all Black sample will be utilized because there is such a deficit of data represented in the literature. The investigator will be able to determine how self-esteem affects career choice.

The hypotheses in the study will be stated as followed: there is a significant relationship between high self-esteem and high congruence of "ideal" and "real" career choices; and there is a significant relationship between low self-esteem and low congruence or incongruence of "ideal" and "real" career choices.
CHAPTER IV

METHODOLOGY

INTRODUCTION

This chapter contains information on the design and methods utilized in the research project.

The setting for this study was the Atlanta University Center which is the largest black consortium of higher education in the world. The center is comprised of four undergraduate colleges, and three graduate schools. The undergraduate colleges are Clark, Morehouse, Morris Brown, and Spelman. The graduate schools are Atlanta University, Interdenominational Theological Center, and Morehouse School of Medicine.\textsuperscript{36}

The researcher selected Clark College and Morris Brown College as a resource pool for the sample. These two schools are private four-year coeducational liberal arts colleges. They were the most similar in academic make up and student bodies.

THE SAMPLING PROCEDURE

The sample utilized in this study was composed of 100

\textsuperscript{36}Clark College, Catalog of Clark College, (Atlanta, Georgia: Clark College Press, 1979 - 81), p. 11.
Black females ranging in age from 18 to 22 years. All subjects were randomly selected from two groups. Group A was composed of 50 first year students attending school at Clark College. Group B consisted of 50 first year students enrolled at Morris Brown College.

The investigator obtained permission from the deans of both colleges (Clark and Morris Brown). After permission was granted a list of residents was provided by the resident directors from both schools. One hundred Black female freshmen were randomly selected by the investigator. This investigator contacted each potential subject who was invited to participate in this study on self-esteem and career choices. In the event that a student refused to participate her name was added back into the pool and another name was randomly selected. This process continued until the desire sample of 100 females was achieved.

The investigator gave each participate a packet that contained a letter of informed consent, and a copy of the Rosenberg Self-Esteem Scale and the Simpson Career Choice Survey. The verbal instructions that were given by the investigator allowed each participant unlimited time for completing the tests. Upon completion of both questionnaires the investigator collected the questionnaires and thanked the participants for their cooperation. This procedure was replicated until the desired sample size was achieved.

INSTRUMENTS

The two instruments used were the Rosenberg Self-Esteem
Scale, and Simpson Career Choice Survey.

Rosenberg Self-Esteem Scale

The Rosenberg Self-Esteem Scale was developed to provide a scale that measures the self acceptance aspect of self-esteem, developed to be used with high school students. It was designed with brevity and ease of administration in mind. This Gutman-type scale consisted of ten items answered on a four point scale from strong agreement to disagreement. Therefore, the level of measurement was based on ordinal data. It was self administering and would take at most five minutes.37

The investigator chose this scale because a represented number of Blacks were used in this study and because the investigator wanted a brief scale applicable to various ages.

The validity of the Rosenberg Self Esteem Scale has been computed on the basis of convergent. Siber and Tippett found that the scale correlated from .56 to .83 with several similar measures and clinical assessment (N = 44), discriminant Siber and Tippett also found correlations with measures of self-stability were substantial (21 to .53). Correlations with (1) stability of rating of others, and (2) stability of perceptual performance were close to zero, predictive (Rosenberg presented considerable data about the con-

struct validity of both measure and self-esteem in general).\textsuperscript{38}

The test and retest reliability correlation over two weeks of .85 (N = 28) Siber and Tippett. Other evidence of reliability can be found in the similarity of profile patterns developed through repeated measures of the same individuals over long periods of time.\textsuperscript{39}

Simpson Career Choice Survey

The Simpson Career Choice Survey was developed to provide a scale that measures career choices of Black Women. It consists of 82 careers which were randomly selected from the \textit{Occupational Outlook for College Graduates}, and the \textit{Occupational Outlook Handbook}. These documents were used in order to list careers which may be pursued by the non college trained persons as well as the college trained person.\textsuperscript{40}

Simpson made the following changes in occupational listing for the survey:

1. Clergyman, with the subheadings: Protestant Minister, Rabbis, and Roman Catholic Priests were listed as Religious Occupations because of the shortage of women in these professions and regulations which

\textsuperscript{38}Ibid., p. 82.

\textsuperscript{39}Ibid.

\textsuperscript{40}Simpson, \textit{Self-Concept and Career Choices Among Black Women}, p. 28.
prevent their entering them.

2. All occupations under engineering were listed as Engineering Occupations.

3. Ecologist was attached to occupations under Environmental Sciences because it was a popular occupation with the age group tested.

4. Under Performing Arts, actors were deleted because Simpson's concern was females.

5. Musicians and singers were listed as Musician/Singer.41

Simpson's Career Choice Survey yielded scores ranging from 0 to 10. A score of 0 expressed no relationship between "ideal" and "real" career choice while a score of 10 showed perfect congruence between "ideal" and "real" career choice. The level of measurement was based on ordinal data. There were no tests of validity or reliability for the instrument.

The investigator chose this instrument because it was applicable to this study. The investigator's study will be similar in many ways to Simpson's study. For example, independent variables (sex and race) and dependent variables (self perception and career choice) will be the same as Simpson's.42

41Ibid., p.

42Ibid., p.
METHODS OF ANALYSIS

In order to test the hypothesis in the study that a significant relationship exists either between high self-esteem and high congruence of "ideal" and "real" career choices or between low self-esteem and low congruence of "ideal" and "real" career choices—a correlational analysis was used.

The investigator made a correlation between self-esteem and career choice congruence for the entire sampling population using the linear correlation coefficient. It was found that there were no significant relationships between self-esteem and career choice congruence.

SUMMARY

This chapter has included the setting, the sampling procedure, instruments and the method of analysis. One hundred Black women were selected by a random sampling from two predominantly Black, four-year private colleges. Each of the subjects was administered the Rosenberg Self-Esteem Scale and Simpson Career Choice Survey. The Linear correlation coefficient was utilized in the analysis of the data.
CHAPTER V

FINDINGS

INTRODUCTION

This chapter contains a description of the data, the statistical treatment of that data, and a statement of the results. As stated in Chapter I, the primary purpose was to examine relationships that exist between self-esteem and career choice among Black women. This investigation was made between two groups. Group A consisted of 50 first-year students attending Clark College. Group B consisted of 50 first-year students attending Morris Brown College. The combination of Group A and B represents the Total Study Group.

ANALYSIS OF DATA

Composition of Groups by Age

The researcher categorized the subjects by age in order to present a clearer picture of the study group and to contribute to already existing knowledge relating to self-esteem. The ages ranged from eighteen to twenty-two. The percentage of each age group in the total are given in Table 1.
TABLE 1

COMPOSITION OF GROUPS BY AGE

<table>
<thead>
<tr>
<th>AGE</th>
<th>GROUP A</th>
<th>GROUP B</th>
<th>TOTAL STUDY GROUP</th>
<th>PERCENTAGE OF SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>27</td>
<td>34</td>
<td>61</td>
<td>.61</td>
</tr>
<tr>
<td>19</td>
<td>21</td>
<td>12</td>
<td>33</td>
<td>.33</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>.04</td>
</tr>
<tr>
<td>21</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>.01</td>
</tr>
<tr>
<td>22</td>
<td>___</td>
<td>1</td>
<td>1</td>
<td>.01</td>
</tr>
<tr>
<td>50</td>
<td>50</td>
<td>100</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in Table 1, 18 year old subjects comprise more than half (61 percent) of the entire sample. The combination of 19 and 20 year olds account for slightly more than one third (37 percent) of the sample with each age contributing 33 and 4 percent, respectively. The smallest percentage (1 percent) was contributed by the 21 and 22 year olds. It is important to note that only one 21 year old subject was involved in the entire sample (Group A). Also, only one 22 year old subject was involved in the entire sample (Group B).

Rosenberg Self-Esteem Scale

The researcher administered the Rosenberg Self-Esteem Scale to one hundred subjects. An investigation of the mean self-esteem scores was made for each group (A and B) that comprised the total study group. The statistical analysis
of these scores is reported in Table II.

### TABLE II

**ROSENBERG SELF-ESTEEM SCALE: A STATISTICAL COMPARISON OF GROUPS A AND B**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>MEAN</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>50</td>
<td>89.2</td>
<td>9.864</td>
</tr>
<tr>
<td>B</td>
<td>50</td>
<td>84.4</td>
<td>16.433</td>
</tr>
</tbody>
</table>

A difference of significance at the .05 level.

The statistical comparison in Table II indicated that significant differences exist between the mean self-esteem scores of Group A and B.

**Career Choice Survey**

Simpson Career Choice Survey yielded scores ranging from 0 to 10. A score of 0 expresses no relationship between "ideal" and "real" career choice, while a score of 10 shows perfect congruence between "ideal" and "real" career choice. (See Appendix C for scoring procedures).

The investigator analyzed the scores for each of the study groups in Simpson Career Choice Survey. The highest mean score occurred in Group B, with first year students attending Morris Brown College. A statistical comparison of these scores is made in Table III.
TABLE III

CAREER CHOICE SURVEY:
A STATISTICAL COMPARISON OF GROUPS A AND B

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NO.</th>
<th>MEAN</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>50</td>
<td>1.76</td>
<td>2.875</td>
</tr>
<tr>
<td>B</td>
<td>50</td>
<td>2.04</td>
<td>3.245</td>
</tr>
</tbody>
</table>

Difference not significant

The data presented in Table III indicated that no significant difference exists between the two groups. The investigator found that the mean scores did not present an accurate picture of central tendency. Therefore, a frequency distribution was developed to give a clearer picture of congruence or incongruence among the groups. In addition, the frequency distribution was constructed using interval of one. The frequency distribution is made in Table IV.
Examination of Table IV reveals the unusual distribution of scores. The investigator found the mode score for both groups to be 0. A mode score of 0 indicates the high degree of incongruence in "ideal" and "real" career choices for the two groups. Besides more than half of the subjects (65 out of 100) had perfect incongruence.

In the Simpson Career Choice Survey certain occupations were found to be the overwhelming preference of all groups. Occupations listed by ten subjects or more as "ideal" careers are shown in Table V.
### TABLE V

**OCCUPATIONS LISTED AS "IDEAL" CAREERS BY TEN OR MORE SUBJECTS**

<table>
<thead>
<tr>
<th>OCCUPATIONS</th>
<th>GROUP A</th>
<th>GROUP B</th>
<th>TOTAL STUDY GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>19</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Actress</td>
<td>13</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>Musician/Singer</td>
<td>11</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>Lawyer</td>
<td>11</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>Physician</td>
<td>15</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>FBI Special Agent</td>
<td>9</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Psychologist</td>
<td>11</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Police Woman</td>
<td>9</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Stewardess</td>
<td>8</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Interior Decorator/Designer</td>
<td>8</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Accountant</td>
<td>6</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Programmer</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Engineering Occupation</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Social Worker</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Beautician</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Dentist</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Receptionist</td>
<td>6</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Postal Clerk</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>
TABLE VI
OCCUPATIONS LISTED AS "REAL" CAREERS
BY TEN OR MORE SUBJECTS

<table>
<thead>
<tr>
<th>OCCUPATIONS</th>
<th>GROUP A</th>
<th>GROUP B</th>
<th>TOTAL STUDY GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Worker</td>
<td>14</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>Lawyer</td>
<td>15</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>Psychologist</td>
<td>16</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>Accountant</td>
<td>11</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Programmer</td>
<td>10</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Physician</td>
<td>7</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>Registered nurse</td>
<td>10</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Receptionist</td>
<td>9</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Model</td>
<td>9</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Physical/Occupational Therapist</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Counselor</td>
<td>10</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>FBI Special Agent</td>
<td>3</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Typist</td>
<td>3</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Stewardess</td>
<td>7</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Engineering Occupations</td>
<td>9</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Actress</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

From Table V the researcher found the ten most frequently selected ranked as followed: (1) Model, (2) Actress, (3) Musician/Singer, (4) Lawyer, (5) Physi-
cian, (6) FBI Special Agent, (7) Psychologist, (8) Police Woman, (9) Stewardess, (10) Interior Decorator/Designer. Six out of the ten careers (Model, Actress, Musician/Singer, Police Woman, Stewardess and Interior Decorator/Designer) are generally thought of as glamorous careers which do not require extensive academic preparation. In contrast to Lawyer, Physician and FBI Special Agent that requires more academic preparation then the above mentioned careers.

In Table VI the "real" careers are listed. The researcher observed from this table that the career (Social Worker) was the most frequently selected career. Lawyer and Psychologist the second and third most popular "real" careers. Accountant, Programmer, Physician, Registered Nurse, Physical/Occupational Therapist appeared in fourth, fifth, sixth and tenth position. The afore mentioned careers all require academic preparation. In contrast to Receptionist and Model, appeared eighth and ninth, none of which requires academic preparation.

When comparing Table V ("Ideal" Careers) to Table VI ("Real" Careers) the researcher found that a majority of the careers listed for "real" careers were also listed for "ideal" careers except for the careers Registered Nurse and Counselor. Further investigation of the two groups revealed that there were 18 "ideal" careers listed in Table V, 48 additional careers were listed as "ideal" careers by fewer than 10 subjects. These careers are presented in Table VII. On the other hand, only 16 "real" careers were
listed in Table VI, 45 additional careers were listed as "real" careers by fewer than 10 subjects. These occupations appear in Table VIII.

When comparing Tables VII and VIII careers such as College/University Teacher, Broadcast Technician, Dentist, Dietitian, Economist, Electrician, Life Scientist, Practical Nurse and Public School Teacher received very little attention. It is important to note that in the latter table, two additional careers were listed by two subjects, Buyer for Store, and Manager (Grocery Store). One subject also placed Fine Artist in front of the career painter.
40

**TABLE VII**

**OCCUPATION LISTED AS "IDEAL" CAREERS BY FEWER THAN TEN SUBJECTS**

<table>
<thead>
<tr>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airline Dispatcher</td>
</tr>
<tr>
<td>Architect</td>
</tr>
<tr>
<td>Astronomer</td>
</tr>
<tr>
<td>Auto Mechanic</td>
</tr>
<tr>
<td>Bank Officer</td>
</tr>
<tr>
<td>Broadcast Technician</td>
</tr>
<tr>
<td>Chemist</td>
</tr>
<tr>
<td>College/University Teacher</td>
</tr>
<tr>
<td>Commercial Artist</td>
</tr>
<tr>
<td>Cook</td>
</tr>
<tr>
<td>Counselor</td>
</tr>
<tr>
<td>Day Care Worker</td>
</tr>
<tr>
<td>Dentist</td>
</tr>
<tr>
<td>Dietitian</td>
</tr>
<tr>
<td>Ecologist</td>
</tr>
<tr>
<td>Economist</td>
</tr>
<tr>
<td>Electrician</td>
</tr>
<tr>
<td>Electrotyper</td>
</tr>
<tr>
<td>Federal Civilian Employee</td>
</tr>
<tr>
<td>Florist</td>
</tr>
<tr>
<td>Geologist</td>
</tr>
<tr>
<td>Home Economist</td>
</tr>
<tr>
<td>Hotel Operator</td>
</tr>
<tr>
<td>House Keeper</td>
</tr>
<tr>
<td>Jeweler</td>
</tr>
<tr>
<td>Laboratory Technician</td>
</tr>
<tr>
<td>Life Scientist</td>
</tr>
<tr>
<td>Meteorologist</td>
</tr>
<tr>
<td>Military Occupations</td>
</tr>
<tr>
<td>Motion Picture Projectionist</td>
</tr>
<tr>
<td>Optometrist</td>
</tr>
<tr>
<td>Painter</td>
</tr>
<tr>
<td>Personnel Worker</td>
</tr>
<tr>
<td>Physical/Occupational therapist</td>
</tr>
<tr>
<td>Practical Nurse</td>
</tr>
<tr>
<td>Public School Teacher</td>
</tr>
<tr>
<td>Purchasing Agent</td>
</tr>
<tr>
<td>Registered Nurse</td>
</tr>
<tr>
<td>Religious Occupations</td>
</tr>
<tr>
<td>Salesman</td>
</tr>
<tr>
<td>Security guard</td>
</tr>
<tr>
<td>Sociologist</td>
</tr>
<tr>
<td>Soil Conservationist</td>
</tr>
<tr>
<td>System Analyst</td>
</tr>
<tr>
<td>Telegrapher</td>
</tr>
<tr>
<td>Telephone Operator Typist</td>
</tr>
<tr>
<td>Waitress</td>
</tr>
</tbody>
</table>
TABLE VIII

OCCUPATION LISTED AS "REAL" CAREERS
BY FEWER THAN TEN SUBJECTS

<table>
<thead>
<tr>
<th>Advertisement</th>
<th>Jeweler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airline Dispatcher</td>
<td>Laboratory Technician</td>
</tr>
<tr>
<td>Animal Trainer</td>
<td>Life Scientist</td>
</tr>
<tr>
<td>Architect</td>
<td>Manager (Grocery Store)</td>
</tr>
<tr>
<td>Beautician</td>
<td>Meteorologist</td>
</tr>
<tr>
<td>Broadcast Technician</td>
<td>Military Occupation</td>
</tr>
<tr>
<td>Buyer for Store</td>
<td>Motion Picture Projectionist</td>
</tr>
<tr>
<td>Cashier</td>
<td>Musician/Singer</td>
</tr>
<tr>
<td>College University Teacher</td>
<td>Optometrist</td>
</tr>
<tr>
<td>Commercial Artist</td>
<td>Personnel Worker</td>
</tr>
<tr>
<td>Cook</td>
<td>Postal Clerk</td>
</tr>
<tr>
<td>Day Care Worker</td>
<td>Practical Nurse</td>
</tr>
<tr>
<td>Dentist</td>
<td>Public School Teacher</td>
</tr>
<tr>
<td>Dietitian</td>
<td>Religious Occupation</td>
</tr>
<tr>
<td>Economist</td>
<td>Salesman</td>
</tr>
<tr>
<td>Electrician</td>
<td>Seamstress</td>
</tr>
<tr>
<td>Electrotyper</td>
<td>Soil Conservationist</td>
</tr>
<tr>
<td>Federal Civilian Employee</td>
<td>Systems Analyst</td>
</tr>
<tr>
<td>Fine Artist (Painter)</td>
<td>Telegrapher</td>
</tr>
<tr>
<td>Historian</td>
<td>Telephone Operator</td>
</tr>
<tr>
<td>Hotel Operator</td>
<td></td>
</tr>
<tr>
<td>House Keeper</td>
<td></td>
</tr>
<tr>
<td>Industrial Traffic Manager</td>
<td></td>
</tr>
<tr>
<td>Insurance Underwriter</td>
<td></td>
</tr>
<tr>
<td>Interior Decorator/Designer</td>
<td></td>
</tr>
</tbody>
</table>

Those careers that were not selected by any subject either "ideal" or "real" categories appears in Table IX.
The careers listed under "ideal" careers were also listed in "real" careers except for four careers (Animal Trainer, Cashier, Industrial Traffic Manager, Insurance Underwriter and Seamstress).
TABLE IX
OCCUPATION NOT LISTED BY ANY SUBJECT

<table>
<thead>
<tr>
<th>&quot;IDEAL&quot; CAREERS</th>
<th>&quot;REAL&quot; CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Trainer</td>
<td>Astronomer</td>
</tr>
<tr>
<td>Bookbinder</td>
<td>Auto Mechanic</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>Bank Officer</td>
</tr>
<tr>
<td>Butcher</td>
<td>Bookbinder</td>
</tr>
<tr>
<td>Cashier</td>
<td>Bookkeeper</td>
</tr>
<tr>
<td>Cooperative Extension Worker</td>
<td>Cooperative Ext. Worker</td>
</tr>
<tr>
<td>Elevator Operator</td>
<td>Butcher</td>
</tr>
<tr>
<td>Forester</td>
<td>Chemist</td>
</tr>
<tr>
<td>Furniture Upholsterer</td>
<td>Ecologist</td>
</tr>
<tr>
<td>Industrial Traffic Manager</td>
<td>Elevator Operator</td>
</tr>
<tr>
<td>Insurance Agent</td>
<td>Florist</td>
</tr>
<tr>
<td>Insurance Underwriter</td>
<td>Forester</td>
</tr>
<tr>
<td>Librarian</td>
<td>Furniture Upholsterer</td>
</tr>
<tr>
<td>Newspaper Reporter</td>
<td>Home Economist</td>
</tr>
<tr>
<td>Sanitarian</td>
<td>Insurance Agent</td>
</tr>
<tr>
<td>Seamstress</td>
<td>Librarian</td>
</tr>
<tr>
<td></td>
<td>Newspaper Reporter</td>
</tr>
<tr>
<td></td>
<td>Police Woman</td>
</tr>
<tr>
<td></td>
<td>Purchasing Agent</td>
</tr>
<tr>
<td></td>
<td>Sanitarian</td>
</tr>
<tr>
<td></td>
<td>Security Guard</td>
</tr>
<tr>
<td></td>
<td>Sociologist</td>
</tr>
<tr>
<td></td>
<td>Waitress</td>
</tr>
</tbody>
</table>

Correlation of Self-Esteem and Career Choice Congruence

In order to test the hypothesis of the study a Linear Correlation Coefficient was computed for the self-esteem scores and the career choice congruence scores. The correlation was near zero; thus, there was no correlation between self-esteem and career choice. In other words, there was no consistent congruency between "ideal" careers or "real" careers among students with high or low self-esteem. Therefore, the investigator rejected the hypothesis.
IMPLICATIONS

This study has both social and practical implications. The women's liberation movement has brought attention to many aspects of women's participation in all facets of life. Although this increased attention has generated much research in the area of self-esteem and vocational choice, additional information is needed. This study can contribute additional information regarding the relationship between self-esteem and career choice.

Data derived from this study can enable Social Workers to assist Black women in the career decision making process. Social Workers must encourage Black women to take advantage of expanding occupational opportunities. They must be sensitive to all factors which influence career choice. They must come to view Black women as individuals and not as typical members of a subservient group. Finally, they must disavow the sexually and racially biased assumptions, beliefs, and attitudes absorbed from societal stereotyping, that have historically colored and undermined the educational and social service network available to Black women.
CHAPTER VI

SUMMARY AND CONCLUSION

In relationship between self-esteem and career choice has received a great deal of empirical attention. This attention has generated much research in the area of career choices of women in general, but it has generated little research in the career choices of Black women.

Thus, the researcher has been concerned with the relationship between self-esteem and career choices among Black women. The Black woman in America lives in a patriarchal society confronted by racism and sexism. As she develops cognitive skills that are necessary for decision making, she also becomes aware of limitations imposed upon her by the society in which she lives. Therefore, society minimizes the Black female's opportunities to achieve and maximizes her desires and need satisfactions. However, the Black woman is typically socialized to become educated and self-sufficient. She is encouraged to go to school, to work hard, and to become successful. Regardless of oppressions imposed by society, a majority of Black women have high self-esteem which enables them to successfully accomplish

their goals.

The purpose of this study was to investigate the relationship between self-esteem and career choices among Black women. The sample contained two subgroups: Group A consisted of fifty first-year students attending Clark College; Group B consisted of fifty first-year students attending Morris Brown College.

Each subject was administered two instruments: the Rosenberg Self-Esteem Scale and the Simpson Career Choice Survey. Both instruments were hand scored by the investigator. It was concluded that there was no significant relationship between self-esteem and career choice. Therefore, the hypothesis was rejected.

Although no significant relationship was found between self-esteem and career choice congruence much information was revealed as a result of the study. There was no significant difference in self-esteem among groups. However, career choice congruence was significantly higher among Group B. Based upon these two observations, the researcher assumed that the decision to attend college is determined by opportunity rather than by the self-esteem of persons making the decision. It was also assumed that career choices are determined by the preferred roles of an individual rather than the self-esteem of an individual.

The most preferred careers in both the "ideal" and "real" categories were measured. In the ideal category the two most preferred careers were model and actress. These
careers have many similar characteristics: neither requires a college education, both are generally thought of as glamorous careers, and both demand attention from others. Therefore, the researcher inferred that career choice is a means of fulfilling psychological needs as well as increasing self-esteem.

Musician/singer was the third most frequently listed "ideal" career. This career is also generally thought of as a glamorous career, which demands the attention of others. In addition, Blacks have been historically accepted in this career by society at large. Twenty-six subjects chose Musician/singer.

The fourth most frequently listed career was lawyer, a highly respectable occupation. Because of this Black women may feel that through the law, they can change their social status and better control their destiny.44

The fifth most frequently listed career was physician. It appears to be significant that many Black females would aspire toward this nontraditional profession.

The five careers which were the most popular "real" careers were social worker, lawyer, psychologist, accountant and programmer. Of these five careers only two—accountant and programmer—do not require the completion of a four-year college degree.

The selection of careers attainable without a college

44Ibid., p. 54.
education appeared in both "ideal" and "real" categories. However, in the "real" career categories more subjects selected professional careers. Therefore, the researcher assumed that the subjects studied had high levels of aspiration.

LIMITATIONS

The investigator recognized that the subjects in the study were a part of a large universe of Black women who are enrolled in college. Other limitations were that all the subjects resided in the dormitory were enrolled in two private predominantly Black four-year colleges. The study cannot be generalized to other Black women.
APPENDIX A

DEFINITION OF TERMS
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1. Self-Esteem - a person's characteristic evaluation of himself as an individual.45

2. Low Self-Esteem - a sense of personal inadequacy and an inability to achieve need satisfaction in the past.46

3. High Self-Esteem - a sense of personal adequacy and a sense of having achieved need satisfaction in the past.47

4. "Ideal" Career Choice - the career one would choose if she felt she had the academic ability, access to adequate training, financial resources, and access to the job.48

5. "Real" Career Choice - the career she feels she will pursue given her present circumstance.49


46 Ibid.

47 Ibid.

48 Ibid.

49 Ibid.
APPENDIX B
SIMPSON CAREER CHOICE SURVEY
Indicate your classification: ______ First Year Student
Age ______ ______ Second Year Student

DIRECTIONS: Many careers are listed below. Please read each of them carefully. Then decide on five careers you think you would like. Don't worry about whether or not you would be good at the job or about not being trained for it. Think only about your desire to pursue that career. List these careers in order under Ideal Careers. Make No. 1 your first choice, No. 2 your second choice, and so on.

Now read the list again to find the careers you really think you will follow. Write these under Real Careers. Make No. 1 your first choice, No. 2 the second most likely career, and so on.

Accountant
Actress
Airline dispatcher
Animal trainer
Architect
Astronomer
Auto mechanic
Bank officer
Beautician
Bookbinder
Broadcast technician
Butcher
Cashier
Chemist
College/university teacher
Commercial artist
Cook
Cooperative extension worker
Counselor
Day care worker
Dentist
Dietician
Ecologist
Economist

Electrician
Electrotypist
Elevator operator
Engineering occupation
FBI special agent
Federal civilian employee
Florist
Furniture upholsterer
Geologist
Historian
Home Economic
Hotel operator
House keeper
Industrial traffic manager
Insurance underwriter
Interior decorator/designer
Jeweler
Laboratory technician
Lawyer
Librarian
Life scientist
Meteorologist
Military occupation
Model
<table>
<thead>
<tr>
<th>Ideal Careers</th>
<th>Real Careers</th>
<th>Do not write below</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________________</td>
<td>1. __________________________</td>
<td>A</td>
</tr>
<tr>
<td>2. __________________________</td>
<td>2. __________________________</td>
<td></td>
</tr>
<tr>
<td>3. __________________________</td>
<td>3. __________________________</td>
<td></td>
</tr>
<tr>
<td>4. __________________________</td>
<td>4. __________________________</td>
<td></td>
</tr>
<tr>
<td>5. __________________________</td>
<td>5. __________________________</td>
<td></td>
</tr>
</tbody>
</table>

Motion picture projectionist
Musician/Singer
Optometrist
Painter
Personnel worker
Physician
Physical/occupational therapist
Police woman
Postal clerk
Practical nurse
Programmer
Psychologist
Public school teacher
Purchasing agent
Receptionist
Registered nurse
Religious occupation
Salesman
Sanitarian
 Seamstress
Security guard
Social worker
Sociologist
Soil Conservationist
Stewardess
Systems analyst
Telegrapher
Telephone operator
Typist
Waitress

Career Choice Survey
(Simpson 1975)
APPENDIX C

SCORING PROCEDURES FOR CAREER CHOICE SURVEY
POSSIBLE SCORES

10 All (5) "ideal" choices are indicated as "real" choices.

8 Four (4) "ideal" choices are indicated as "real" choices.

6 Three (3) "ideal" choices are indicated as "real" choices.

4 Two (2) "ideal" choices are indicated as "real" choices.

2 One (1) "ideal" choice is indicated as a "real" choice.

0 No "ideal" choice appears as a "real" choice.
BIBLIOGRAPHY


Clark College. Clark College Catalog. Atlanta, Georgia: Clark College Press, 1979-81, p. 11.


