

AN ABSTRACT OF THE DISSERTATION OF

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(Name) (Degree)  
in Education presented on June 18, 1974  
(Major Department) (Date)

TITLE: SELF CONCEPTS OF GAINFULLY EMPLOYED WOMEN IN TWO COLLEGES  
IN WASHINGTON STATE

*Redacted for Privacy*

Abstract approved: \_\_\_\_\_  
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Purpose

The purpose of this study was two fold: 1) to determine the self concepts of women workers and their relationship to certain personal variables and patterns of work, and 2) to produce basic self concept research.

Procedures

The subjects selected for this study were the women employed in 1973 at Eastern Washington State College and Central Washington State College. Eastern employed 302 women and Central employed 282 women for a total of 583 subjects. The women worked at a variety of occupations in two different work settings. The women's occupations fell into three major divisions; professional, clerical and service workers.

Each student was sent a data gathering packet that consisted of a cover letter, personal data sheet, instruction sheet, Tennessee Self Concept Scale booklet, score sheet and self-addressed-stamped envelope.

Of the packets distributed, 378 were useable. The data from the personal data sheets were put on code sheets. The TSCS was mailed to Counselor Recordings and Tests, Nashville, Tennessee for scoring. When the computer print-outs were returned to the researcher, the T scores were matched with the personal data information. The data were then processed by programmed computer to determine if there were significant differences in the marital status, job classification, total length of time worked, length of time held in present position, age and education of the women workers. The data were then processed by programmed calculator and mean scores, as well as the one-way analysis of variance, were determined.

### Conclusions

The statistical findings of this research project offers the following conclusions:

1. Marriage makes a significant difference in the self concepts of the group of working women studied. Married women had the highest self concept scores. Single women had the lowest scores. Divorced or separated women had scores higher than single women. Marriage, even if it was unsuccessful, produced higher self concept scores among the group of women studied.

2. The length of time a woman worked at her present position was directly related to her self concept score. The longer she worked, the more likely her score on the TSCS would be higher.
3. The TSCS mean scores in all the categories, under each hypothesis, showed that the respondents were above the norm of 50. This showed that the group had a positive self concept.

### Implications

In view of the findings and conclusions of this study, the following implications were drawn:

1. Marital status was the most influential factor in forming self concepts of the women studied. Schools and other social institutions would help strengthen the self concepts of all women by encouraging women to think of themselves as individually valuable married or not married.
2. The longer a woman held her present position the better her self concept became. This knowledge would be valuable to all women, as well as employers. It would mean that women who worked in the same position over a long period of time would have the confidence needed for upward job mobility. Persons with a high self concept handle stress better and that would make them more qualified for advancement.

SELF CONCEPTS OF GAINFULLY EMPLOYED  
WOMEN IN TWO COLLEGES  
IN WASHINGTON STATE

by

Helen J. Westrum

A DISSERTATION

submitted to

Oregon State University

in partial fulfillment of  
the requirements for the  
degree of

DOCTOR OF EDUCATION

June 1975

Approved:

*Redacted for Privacy*

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Dean of School of Education

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Dean of Graduate School

Date thesis is presented

*June 18, 1974*

Typed by Mary Syhlman for

HELEN J. WESTRUM

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## ACKNOWLEDGEMENTS

The author would like to express her sincere appreciation to Dr. Sylvia Lee, Chairman of her graduate committee, for her advice and willingness to help whenever needed. She wishes to also thank the other members of the committee, Miss Isabella McQuesten, Dr. Leda Scrimsher, Dr. A. W. Flath, and Dr. W. C. Jenné for their able assistance.

Dr. Lorretta Fretwell, Eastern Washington State College, Department of Psychology, receives a sincere and special thanks for the help she gave the author in all the statistics involved. The author is also grateful to Dr. Judy McElvain for operating the programmed calculator to process the data.

The writer would like to acknowledge the support and encouragement she has received from the Department Chairman, Dr. Mary B. Johnston, Eastern Washington State College.

In reaching her educational goals, the author would like to express appreciation to her parents for their unwavering support and encouragement.

To the one person, her husband Wesley, without whom this project would never have become a reality, the writer expresses her indebtedness, and sincere thanks; thanks for all the hours you spent typing, stuffing envelopes, and enduring many inconveniences.

SELF CONCEPT OF GAINFULLY EMPLOYED  
WOMEN IN TWO COLLEGES  
IN WASHINGTON STATE

CHAPTER I

INTRODUCTION

Background of the Problem

Description of Women Workers

As the calendar changed to mark the twentieth century, many germinating ideas changed into inventions, and the inventions changed the world. The nature of work changed, and this was accompanied by a change in patterns of living. The number of women in the work force has been steadily growing in this century. It was out of a concern for women workers, and the focus presented by the following kind of descriptive information, that this study began.

The Handbook on Women Workers (1969), reported that in 1900 women made up only 18 percent of the total work force, but by 1940 women made up about 25 percent. During World War II, the percentage of women in the work force reached a new high of 36 percent. After the war, there was a sharp drop in the percentage of women in the work force to 28 percent. In the early seventies, the Women's Bureau (1971) reported an increase in the percentage of women in the work force to 38 percent. This indicates a total 31.5 million women in the labor force in 1970. Recently the

Woman's Bureau reported that there are 33 million women in the labor force. (Twenty Facts on Women Workers, 1973.) Half of all women 18 to 64 years of age are workers. About one-fourth of all women workers hold part time jobs (Twenty Facts on Women Workers, 1973). This group included women of every race and color who were married, single, widowed, divorced, or separated; they lived on farms, in suburbs, and in central cities.

Women Workers Today (1973) showed the following charts that depicted occupational patterns of women and men. There is quite a difference in occupational distribution. See Chart 1.

This chart from Women Workers Today (1973) showed that women were more apt than men to be white collar workers, but that the jobs they held were usually less skilled and less well paid than those of men. Women professional workers were more likely to be teachers, nurses, and other health workers, while men were most frequently employed in other professions. Women were less likely than men to be managers and officials. They were far more likely to be clerical workers. Less than one out of six women workers were reported to be employed in a blue collar job, but almost half the men were employed in such jobs. Women were almost as likely to be factory workers as men. However, women were very seldom skilled craftsmen. On the other hand, one out of five men workers were reported in this category.

On the future jobs held by women, Oppenheimer, in Changing Women in a Changing Society (1973), predicted the following:

OCCUPATIONAL DISTRIBUTION OF WOMEN AND MEN<sup>1</sup>

CHART I: WOMEN

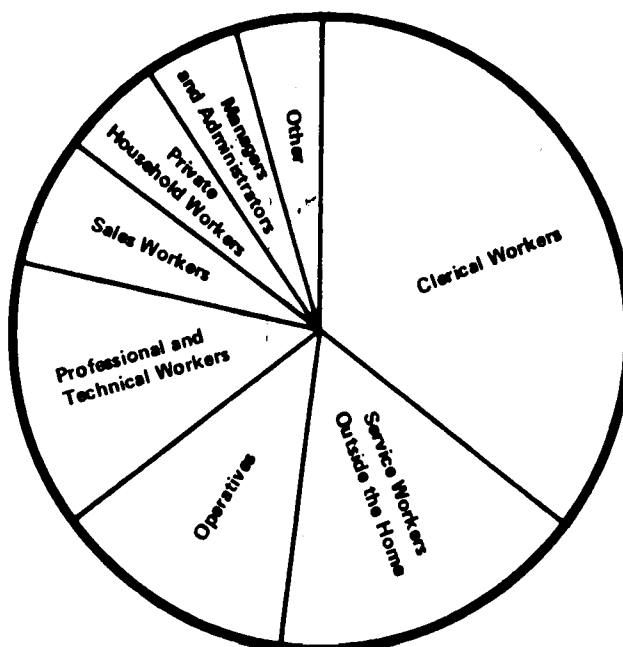
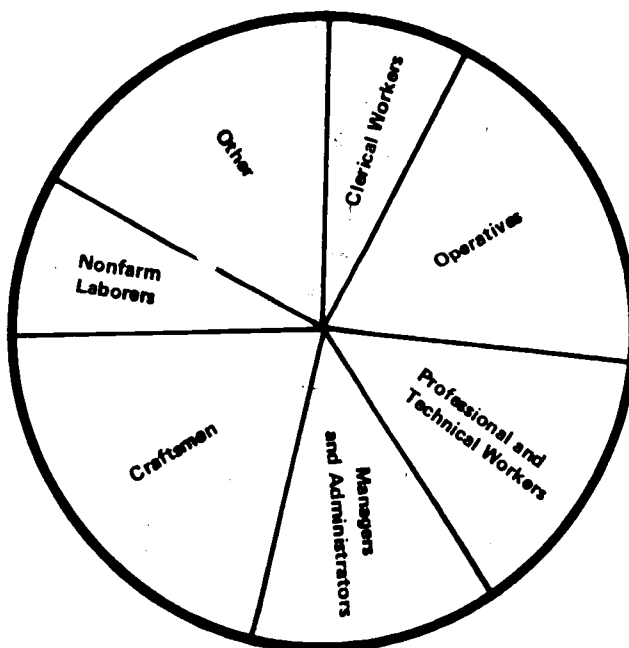


CHART II: MEN



<sup>1</sup>Women Workers Today, 1973, p. 5.

Furthermore, to the extent that employment is becoming more and more extensive throughout women's lives, there will, in all likelihood, be a growing dissatisfaction with poor pay and limited advancement characteristic of most female occupations. What was once good enough for an interim activity becomes less and less appealing as women's work roles expand. There should be rising pressures among some women, then, to break out of the traditional female occupation into male occupational world. (p. 198)

Women workers may be further described by their age and education. The President's Commission on the Status of Women (1963) reported that the average age of women working outside the home was forty-one years of age. The Handbook of Women Workers (1969) reported that the average age had dropped slightly to forty years. Women Workers Today (1971) reported the average age of a woman worker to be thirty-nine. The median age of women workers is now 38 years of age (Twenty Facts on Women Workers, 1973).

Women Workers Today (1973) reported that seven out of ten women workers had at least a high school education, and one out of nine was a college graduate. Generally, the more education a woman had, the more likely she was to be in the labor force. Of all women 16 years of age and over in the population, who had completed less than eight years of schooling, only one out of four (23 percent) was in the labor force in 1972. Half of the women who completed high school were working. Of the women, who had five or more years of college, two out of three were working.

With regard to the marital status of the 31.5 million women in the labor force in 1970; seven million were single, and 5.9 million were widowed, divorced or separated (The Myth and the Reality, 1971). This means 12.9 million women are without the financial help of husbands, and 18.6 million women do have husbands.

Women tend to earn less than men. The Women's Bureau reported in their Fact Sheet on the Earnings Gap (1971), that women who worked at full time jobs the year around, earn only three dollars for every five dollars earned by men who are similarly employed. The Fact Sheet on the Earning Gap (1971) further stated, "The ratio varies slightly from year to year, but the gap is greater than it was fifteen years ago." (p. 1) Women's median earnings in 1970 were \$5,323, that was 59 percent of the earning of men which was \$8,966. Twenty Facts on Women Workers (1973) reported that, "... fully employed women high school graduates have less income on the average than fully employed men who have not completed elementary school." (p. 2)

The publication further stated, "Women are concentrated in low-paying dead end jobs. As a result, the average woman worker earns about three-fifths of what a man does, even when both work full time year around." (p. 1)



### Job Satisfaction and Work Values

Very little light has been shed on the reasons women choose to work (Wright, 1967). Peck (1944) reported that during World War II some of the reasons women gave for working were economic motivations. Twenty-four out of forty-eight women studied, listed economic reasons for working. However, it was the dominant motive for only seven women. In this study of 1971, women who responded to an anonymous 29-item questionnaire, Job Satisfaction and Work Values for Women, (Blai, 1970) found that women evidenced some variations in their work values according to age, marital status, field of work, and education. However, the study (Blai, 1970) clearly revealed that there was a high degree of similarity between expressed work values (or job satisfaction elements) sought by women workers. Mastery-Achievement and Social values were consistently among the "top-three" work or job satisfaction values sought. Equally consistent was the evidence that the least pre-potent work values sought were those of Dominance-Recognition and Economic which ranked among the bottom three listed values sought by women in the world of work.

The values investigated by Blai, (1970) fell into this ranking for women workers:

1. Mastery-Achievement
2. Social
3. Interesting Activity
4. Independence

5. Dominance-Recognition

6. Economic

Blai (1970) stated that when the attitudinal questions asked in the survey were correlated with a woman's career pattern, it was found that women who differed in career patterns also varied in the degree of importance which they attached to the homemaker role: 1) women who had stable working patterns attached the least importance to the homemaker role, 2) women who had never worked, and those with conventional career patterns (women who work a few years then marry and remain full time homemakers) attached the greatest importance to the homemaker role, 3) women with conventional career patterns attached the least importance to a job or career, 4) women who had never worked and those with conventional career patterns, gave the most support for the concept of a mother with pre-school children not working, and 5) the least support for the attitude that women with pre-school children should not work was offered by women with double track and stable work patterns.

Blai's work correlated well with Super's (1957) work in which he reported:

A different approach to personality and job satisfaction is found in psychoanalytic and phenomenological theories. They suggested that vocational satisfaction occurs when the dominant needs finds outlets, when the individuals can play a desired role in work.  
(p. 240)

The reported evidence that women did not work for economic reasons only, seemed to be further substantiated by Buckley (1971) who reported:

Average earnings of men employed in the Nation's metropolitan areas almost always exceed the earnings of women in the same occupation. These all-establishment differences among the sexes occur when earnings of men in firms that employ only men are compared with earnings of women in firms that employ only women. When earnings of the sexes are compared for all establishments that employ both men and women in a job, the earnings gap diminishes significantly. Smallest earnings differences are found when individual establishment data are examined.  
(p. 25)

It might be possible that women accept this salary differential because the reason they chose work was not salary.

By contrast, the Women's Bureau publication *The Myth and Reality* (1971), reported there was no mystery in why women worked. Their report showed more than half the women who work did so because of pressing economic need. The Women's Bureau (1971) further reported, the majority of women who work were either single, widowed, divorced, or separated or had husbands who were earning less than \$3,000 annually. Another 5.7 million were married, and had husbands whose incomes were between \$3,000 and \$7,000. These incomes did not meet the criteria established by the Bureau of Labor Statistics for even a low standard of living for an urban family of four. The Women's Bureau (*Twenty Facts on Women Workers*, 1973) reported that, "It is frequently the wife's earnings which raise a family out of poverty." (p. 2)

In husband and wife families, 13 percent have incomes below \$4,000 if the wife does not work; 4 percent have incomes below \$4,000 if she does work. Many women work for economic reasons, but other reasons may be also a factor.

Janeway (1971) reported that women who work because they have to work upset the equilibrium of the family more than those who work because they enjoy it. She also suggested that women gave economic need as a reason for working, because it was more socially acceptable.

#### Statement of the Problem

The problem this investigation explored was in the area of self concepts of women, who were employed at Eastern and Central Washington State Colleges in the State of Washington in 1973, to determine if there were differences in the women's self concepts as reported by the Tennessee Self Concept Scale in terms of selected variables such as age, marital status, education and length of time on the job.

#### The Purpose of the Study

The purpose of this study was two fold: 1) to determine the self concepts of women workers and their relationships to certain personal variables and patterns of work, and 2) to produce basic self concept research.

### Hypotheses

The null hypotheses the writer investigated are:

- Hypothesis I: There were no differences in the self concept scores on the Tennessee Self Concept Scale of women workers who were married, divorced, separated, widowed or single.
- Hypothesis II: There were no differences in the self concept scores on the Tennessee Self Concept Scale of women workers in regard to the position they held in the world of work.
- Hypothesis III: There were no differences in the self concept scores on the Tennessee Self Concept Scale of women workers in regard to the length of time they had worked.
- Hypothesis IV: There were no differences in the self concept scores on the Tennessee Self Concept Scale of women workers in relation to the length of time they had held their present position.
- Hypothesis V: There were no differences in the self concept scores on the Tennessee Self Concept Scale of women workers as far as age was concerned.

Hypothesis VI: There were no differences in the self concept scores on the Tennessee Self Concept Scale of women workers in regard to the length of training or education they had completed.

#### Definition of Terms

The following definitions will be used throughout this dissertation.

#### Gainfully Employed Women Worker's Work Values

The mastery achievement value that women derived from working are described as accomplishment, a sense of achievement or satisfaction.

The independence value women received from working are denoted as freedom from felt restraints, also there seemed to be a need for women to demonstrate the ability to be self-supporting.

The dominance recognition work value was defined as control or supervision of other workers.

The economic work value received by women workers are described as the monetary rewards provided by work.

The social work value provided by work for women appeared to be need fulfillment for companionship, stimulation, and social contacts.

The conventional career pattern for a woman was to work for a period of time, marry and then remain a full time homemaker.

The stable career pattern for a woman was to work and never be a full time homemaker.

The double track career pattern for a woman was a combination of work and homemaking.

The interrupted work pattern of the women was denoted by working for a period of time, marriage, full time homemaking, then a return to work.

The professional technical classification was the highest education group, which consisted of the traditional professional groups of doctors, lawyers, teachers, engineers, chemists, economists, registered nurses, and a growing group of technicians.

The clerical classification denoted people who worked as clerks, secretaries, stenographers, typists and office machine operators.

Service work denotes a third category of workers, namely those who worked in private homes, and those who worked outside the home in similar service type jobs.

#### Assumptions

1. The measures that were used are valid and reliable.
2. The respondents' answers on personal data sheet were accurate.
3. The Tennessee Self Concept Scale Scores were a true reflection of the respondents' self concepts.

### Limitations

Research in the area of self concept will always face difficulties because of the necessity to measure another human being's inner experience. Inner experiences do not submit to easy and quick measurement. Adults who are not institutionalized are very hesitant to commit themselves to paper and their inner experiences are the most defended.

This study was limited to women employed at Eastern and Central Washington State Colleges during 1973.



## CHAPTER II

## REVIEW OF RELATED LITERATURE

Women have always worked. Before the written word, women tended children, prepared food, wove baskets, made clothing, and prepared shelters. Women's work for centuries was well defined. Gradually, all this began to change under the influence of the Industrial Revolution. In addition to women's traditional routines, they began to work outside the home.

Oppenheim (1972) stated,

As long as society was organized in a way that women were fully occupied with their work in and around the home the role of women was not an issue for discussion. Only as women came to be needed less at home has concern developed about their place in society.  
(p. 285)

For a more complete description of women workers see Chapter I.

Whether a woman works full time at home or part-time or full time outside the home, her unique private psychological or phenomenal world would never be identical to that of anyone else.

Brief History of Self Concept Theories

Fitts (1971) described the self concept as:

...when man perceives himself, reacts to and assigns meanings and values to himself, and forms abstractions about himself as well as other objects, he is demonstrating a kind of self awareness, or consciousness, that represents an ability to get outside himself, to

back off and look at himself as he does the rest of the world. (p. 12)

Each person, each man and woman, perceives the world in a unique way. This viewpoint of the world is the product of the individual's self concept.

Purkey (1970) reported that he believed that sometime in the dawn of history mankind began to give serious thought to his non-physical self. With the advent of writing, man began to describe this special awareness with words like soul, spirit, and psyche. During the Middle Ages the concept of soul was further developed by theologians, who stressed its immortality and superiority to the body. (Purkey, 1970)

The turning point in man's thinking about the soul, psyche or self concept was probably formulated by Descartes in the mid-1660's. He proposed that the mind knows itself more immediately and more directly than it could ever know anything else; that the mind knows the external world only through the world's impression upon the mind in sensation and perception. (Durant, 1953) The ideas of self concept, soul or psyche were added to by other philosophers, but it seemed a very cloudy area until the beginning of the twentieth century. When James wrote his Principles of Psychology in 1890, the chapter on "The Consciousness of Self" was the longest one in the two volumes. Freud, who wrote from 1900 to 1938, gave much attention to the self under the concept of development and function of the ego. (Purkey, 1970) Major contributions in self concept were made from 1930 to 1960 by Mead,

Allport, Lewis and Goldstein. (Purkey, 1960)

### Descriptions of Self Concept Theories

Lowe's article, "The Self-Concept: Fact or Artifact" in the Psychological Bulletin (1961) reviewed self-concept theory and indicated it's usefulness at this time. He revealed that ideas regarding self concept are like other ideas, and are inventions and not discoveries. The task was not that of discerning the true self, but of constructioning tools that increased the understanding of human behavior.

Lowe (1961) discussed six ways to look at the self. The first was the "knowing self" of structural psychology, the second was the self as motivator, and the third was the humanistic, semi-religious conception of the self as that which experienced itself. He further stated that Moustakas and Rogers, when they used this approach of "Experience of feeling" and "Unique personal experience", were being more religious than scientific; therefore, self-concept became a controversial statement of what was the highest good, and not a useful tool for the psychologist. The fourth approach viewed the self as organizer. Any operational measure of self-consistency seemed to imply the existence of such a self. The fifth approach constructed the self as pacifier. The studies of Lewin and Angyal reported by Lowe (1961) indicated that the self was an adjustment mechanism which sought to maintain congruence between the self and the non-self. The sixth

view of self was the self as a subjective voice of culture, a sociological concept.

Anderson, who wrote the chapter, "The Self-Image: A Theory of the Dynamics of Behavior," in the book, *The Self in Growth, Teaching and Learning* (1965) presented a conceptual framework for the self theory. The author presented a straight forward conceptual framework that can be used to interpret the dynamics of human behavior. The framework was organized around the theme that each individual had both a physical self-image and a psychological self-image that would come into play as the individual would strive toward living in harmony with his self-image.

### Structure and Development of the Self

#### Structure of the Self

Jersild (1965) explained the development of the self in the following:

That which we call the self comes into being as the child, with all that is inherent in his make-up, comes to grips with the experiences of life. The self, as it is finally evolved, is made up of all that goes into a person's experiences of his individual existence. It is a person's inner world. It is a composite of a person's thought and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become and his attitudes pertaining to his worth. (p. 196)

Jersild further indicated the self has three components. They are the perceptual component, the conceptual component and the attitudinal component.

The perceptual component was the way a person viewed himself as if he were outside his own body. He had an image in his mind of what his body looked like. He had a picture in his mind of what other people thought of him.

The conceptual component of the self was the individual's conception of his distinctive characteristics, his abilities, resources, strengths and weaknesses. Part of this component was the concept of family origins, ethnic feelings, and future prospects.

The attitudinal component of the self included the feelings a person has about himself, his thoughts about his present and future status. Included in this component was the tendency to view himself with pride or shame; worthiness or unworthiness, self-esteem or self-reproach.

Anderson (1965) carried this theme in a slightly different direction in the following:

The self-concept or image is composed of many parts and each part is conceived of as having both a structure and function of having both anatomy and physiology. Every organ or member that is conceived of as doing a specific job is included in the individual's physical self-image. Organs are given different values, depending on the conceived functional value of each one. The heart, for example, is ordinarily more highly valued than the hand. (p. 2)

## Development of the Self

Allport (1937) reported in a classic in the area of self concept:

Until the child has a fairly definite concept of himself as an independent person he cannot conceptualize his relationship to the surrounding world, and hence lacks the subjective nucleus for the development of his own personality. By bringing the consciousness of the self only slowly into focus during the first three or four years of life nature seems to withhold from the individual the very keystone to his structure of personality. (p. 160)

This focusing was well described by another classic writer in the area of self, James (1952), who said:

... One great splitting of the whole universe into two halves is made by each of us; and for each of us almost all of the interest attaches to one of the halves; but we all draw the line of division between them in a different place. When I say that we all call the two halves by the same names, and that those names are "me" and "not-me" ... (p. 187)

Anderson (1965) stated,

In the development of the self-image, the first year of life is the most important, each succeeding year, becoming of lesser importance until the image is essentially completed before adolescence. (p. 7)

Through inference, the process through which the child becomes aware of himself can be assessed. From the behavior of the child, it could be reasonable to infer that soon after he was born a flood of sensations poured over him. These sensations came from within the body when he was hungry, from without the

body when he was bathed in warm water with a soft cloth, when he found his ears and pulled them. Probably the dawn of self awareness came when the child began to make distinctions between his sensations and the conditions that produced the sensations (Jersild, 1965, p. 197).

Jersild (1965) said,

Moreover, the process of self discovery is actively going on at least as long as the child is developing or discovering new potentialities, and in a healthy person the discovery of self continues as long as he lives. (p. 198)

Another step in the development of self occurred when the child began to actively control things in his environment. At first when a toy was placed in his hands, he was able to grasp it; but not able to release it. As soon as he found he had control over the toy, the child had discovered the self as a performer. In the process of developing an awareness of the self, the child developed an awareness of the body. Some babies seemed to treat their body parts almost as if they were separate objects. A baby would scratch himself and continue to do it, not realizing he caused his own pain. (Jersild, 1965)

After a child has learned to talk, signs of self awareness become increasingly apparent. He was able to distinguish between "I" and "you", and between dreams and actual happenings. He was able to acknowledge his own feelings. (Jersild, 1965)

Among the earliest experiences which influenced the child's concept of himself was the influence of significant others,

the most important of these was his mother. If he was approved, respected, liked for what he was, he would be helped to acquire a feeling of respect for himself. (Jersild, 1965)

Anderson (1965) stated:

Everyone has an image or a concept of himself as a unique or self, different from every other self. ...This concept pertains to one's self both as a physical person and as a psychological person. ...For example it is not uncommon to find adults who regard themselves as ugly or unattractive or excessively fat or thin or weak because their parents imbued them with these beliefs in regards to themselves while they were young and no amount of contrary evidence can disabuse them. (p. 2)

When older children and adults are asked to describe themselves, most of them are able to describe what they think they are and what they ought to be like. The feeling of what they ought to be like, were described as the ideal self. When the ideal self was not very distant from the actual self, the person would be comfortable with himself. With the adult or child the maintenance of the self-image was important.

Jersild reported, "It may be difficult for him to see or hear or grasp the meaning of anything, favorable or unfavorable, that goes counter to his picture of himself." (p. 205)

Dewey (1961), in a work first published in 1916, reported some of his original thinking about self concept. For example, he stated that the self was not ready-made, but something in continuous formation through choices of action.



The pattern of life of every individual was the living-out of his self-image; it was his road map for living. People could be counted on to behave according to their own patterns. This consistency was not voluntary or deliberate, but compulsive, and generally was outside of awareness. (Anderson, p. 8)

Some evidence appeared to confirm the idea that the individual's concept of himself does change through the adult years. Some studies showed that a possible crisis occurred in the early fifties that was called middle age depression. When the person reached sixty, a spontaneous recovery occurred. (Bischof, 1969) Bischof further indicated that unique social class differences appeared in studies of self-concept. Evidence seemed clear, that if you were a wealthy adult, or a poor adult your self image was tremendously affected. There was abundant evidence to indicate that emotional stability and social effectiveness tend to be positively related to social class. Upper-middle class people had the best integrated and flexible personality systems. The middle-lower class were the next best adjusted; while the very lower class people, on the average, showed unintegrated, less resourceful personalities. Probably financial resources which provide the ability to learn to enjoy life and talent in adjusting increase inner psychological resources.

### Influence of Role Models

It seems that women who work do not have a good role model to emulate. It can be determined statistically that most of them did not have a mother who worked outside the home. This lack of role model means that she is pioneering the role of what a working woman should be like. This is an uncharted area and creates difficulties for working women.

Epstein (1971) reported on role conflict in her work which stated:

Female role models which incorporate the attitudes of independence, objectivity, and assertiveness and thereby violate society's common image of femininity repel many men and women. Helen Hocker's study of working women documents the ambivalence and disapproval facing the women who displays "male" virtues: Negative feeling may attach to her for being ambitious for herself directly or in furthering her own interests to the detriment of her family. Thus, while 'ambitious' is a positive attribute for men, there is some question if a woman is complimented when she is called ambitious. (p. 24)

Epstein (1971) further commented:

Not only must the woman not possess characteristics considered male attributes, she must bear the added burden of women's generally low evaluations of themselves. Hocker identifies this as minority-group self-hatred, stemming from the subordinate group's acceptance of stereotyped concepts of itself held by the dominant group. Women everywhere refer to female 'cattiness' and disloyalty. They claim to dislike other women, assert they prefer to work for men, and profess to find female gatherings repugnant. This set of attitudes constitutes a barrier to women's aiming high

in the occupational world. For those who do aim high we suspect there is some difference in the self-image they hold, or that they consider themselves exceptions to the general view they have of women's capacities and potential. My own study of women lawyers did not attempt to measure self-evaluations but it was clear that the women lawyers interviewed rated themselves highly and felt that others in their profession thought highly of them. This seemed to indicate that professional esteem can flourish only when women are protected from low evaluations of other women. (p. 25)

The Horner (1968) study showed that 65 percent of the women studied expressed anxiety over success figures of their own sex, unconsciously equating the success with loss of femininity. The United States is an achievement oriented society, Horner reported, but only for men. Society was unable to reconcile personal ambition, accomplishment, and success with femininity. The more successful or independent a woman became, the more afraid society was that she had lost her femininity; therefore, she would be a failure as a wife and mother.

In contrast the more successful a man was in his work, the more attractive he was as a spouse and father. Whereas men were unsexed by failures, women seemed to be unsexed by success. Horner also reported that:

This fear and hence the motive to avoid success exists because for most women, the anticipation of success is competitive achievement activity especially against men, produces anticipation of certain negative consequences, e.g., the threat of social rejection and the loss of femininity. (p. 125)

Women's self-concept may be involved in her willingness to settle for low status low paying jobs, and the conflict she has with upward work mobility.

Blai's (1970) work indicated married women had a different concept of themselves than do single, divorced or widowed women workers. Yet all the women studied ranked the Dominance-Recognition and Economic values at the bottom of the rank order in reasons given for working. The majority of women, according to Blai's study, worked in jobs that were neither high status nor high pay. They were employed in clerical and service occupations. Korman's (1967) study showed that a person with high self-esteem would seek a job with which there was equally high prestige. Women were not often found in high prestige jobs. There were many reasons for this. Often a woman's career pattern was such that she dropped out to marry and rear children, then re-entered the world of work when she was in her late thirties or early forties. This meant she started at the bottom of the job classification scale when she returned. This also limited her upward mobility.

#### Self Concept as it Relates to Women Workers

The self concept is not one single perception of the self, but a series of perceptions. Super (1963) preferred to describe the self concept as a self concept system. Super stated that the self is constructed of many dimensions, he further postulated that the self concept can be measured and the results of these

measurements could be used to develop studies of the relationship of self concept and vocational preferences. Super reports (1963) that,

It should also be possible to use these measures in studies of vocational decisions, the implementing of these choices, and adjustment to work activities and working conditions. These constructs, these instruments, and the accumulating knowledge which will be made possible, should do a great deal to put the person back at the center of the vocational guidance. They should make an important contribution to self actualization in an age of pressure for conformity. (p. 30)

At this time vocational guidance for women is not based on self concept information. Many young women make their vocational choice when they are in high school. In the late high school years the girl's self concept may be it's lowest. Sherrie Mazingo in a speech to a Workshop on Women in the World of Work held in Las Vegas, Nevada, January, 1974, said that girls get consistently better grades than boys until late high school. As the girls go through school their opinions of themselves grows progressively worse as they get older, and their opinion of boys and their abilities grow better. Boys have an increasingly better opinion of themselves as they grow older, and a worse opinion of girls. A further example of valuing was found in work reported by McKee and Sherriffs (1965, p. 288), "We consider the higher evaluations of male college students by both sexes as established beyond reasonable doubt." By the time boys and girls are in college both believed that men were more valuable.

Freeman (1972), reported that by the time girls reach college they have become prejudiced against women. Women were prejudiced against female professionals, and regardless of the actual accomplishments of these professionals, would firmly refuse to recognize them as equals of their male colleagues. Therefore, lowered self concept and denigration of other females was really to be expected. Such pressures even had an effect on supposedly unchangable IQ scores. Corresponding with the drive for social acceptance, girls IQ scores dropped below those of boys during high school, rose slightly in college, and then went into a steady and consistent decline if they became full-time housewives. Social conditioning had a negative influence on girls' and women's self concepts and vocational choices.

Freeman further contended that achievement for boys and girls was completely different. Boys were socially conditioned to seek success in education for career success. Girls were socially conditioned to seek success in marriage. Girls with high achievement scores married within a year of high school graduation. The girls who had low achievement scores went on to college or did not marry. Young women who sought adult status as achievement, could do so quickly by marrying. Often these young women married a man several years older than they were.

### Measures of Self Concept

Robinson and Shaver (1970) gathered together most of the test and scales used to measure self-concept and psychological attitudes. From their work, it can be determined that data gathering devices for self-concept fall into one of the following categories:

1. Q-sorts
2. Likert-type Scales
3. Semantic Differential Scales
4. Self-Descriptive Semantic Differential
5. Inventory of Self-Concept
6. Index of Adjustment and Values
7. Self-Esteem Scale
8. Personal Competence Scale
9. Body Cathexis Scale
10. Low Self-Esteem Scale
11. Self-Acceptance Scale
12. Adjective Check List
13. Self-Esteem Inventory
14. Ego Strength Scale
15. Interpersonal Check List
16. Projective and Open-ended Measures

Not on the Robinson-Shaver list, were the contributions of Fitts, who has been working continuously in the area of self-concept research since 1963. Fitts has constructed the Tennessee Self Concept Scale. The TSCS is more complex and appears to have more measures of validity and reliability than the tests on the Robinson-Shaver list. Fitts and his associates have written seven monographs in the field of self-concept ranging from the self concept of delinquents to demographic influences on the self concept.

#### The William H. Fitts Self Theory

Fitts (1972) reported self-theory holds that a person's behavior was always meaningful and that we could understand each person's behavior if we could only perceive his phenomenal world as he did. Since this was impossible, the closest approximation was to understand the individual's self concept. The importance of the self-concept was illustrated by the fact that not only was the self the most prominent aspect of the individual's phenomenal world, but it also tended to be the most stable feature. The person's environment was constantly shifting and changing, but the self concept was fixed and stable. Fitts revealed that furthermore, the self theory holds that the self concept was the frame of reference through which the individual interacts with the world. Thus, the self concept was a powerful influence in human behavior.



In answer to the question "What does a person see when he looks at himself?" Fitts (1971) conceptualized three principal parts of the self. The self as object (Identify Self); self as doer (Behavioral Self); and self as observer and judge (Judging Self). These terms can be defined in the following way: 1) The identity self was the most basic aspect of the self concept. It was the label and symbol assigned the self by the individual to describe himself, and establish his identity, 2) the behavior self probably preceded the identity self, because in the young child behavior was his identity. One cannot label oneself a dancer, without having first participated in some activities associated with dancing... 3) the judging self functioned as standard setter, comparer, evaluator, and observer of the self. It served as a mediator between the behavioral self and the identity self.

The P + N score of the TSCS generated data in each of the following areas of the self concept: Identity, Self Satisfaction, Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self and Social Self. These parts of the score are more completely described in Chapter III.

Fitts also has found that age did effect self concept. A person viewed himself more positively as he grew older and a person with a high self concept was better able to handle stress than a person with a low self concept.

Fitts has also collected TSCS scores from a diverse population, for example, handicapped persons, juvenile delinquents, prisoners, Air Force recruits, counselors and others.

## CHAPTER III

### PROCEDURES

The purpose of this study was to determine self concepts of women workers and ascertain the relationship of self concept to certain personal variables. The second purpose was to produce basic self concept research.

#### Selection of Subjects

The subjects selected for this study were the women employed in 1973 at Eastern Washington State College and Central Washington State College. Eastern employed 302 women and Central employed 282 women for a total of 583 subjects. The women worked at a variety of occupations in two different work settings. The women's occupations fell into three major divisions; professional, clerical and service workers. These divisions are further described in the definitions listed in Chapter I.

#### Instrument Employed

The instrument used for this research was the Tennessee Self Concept Scale. The Scale had been used widely, and it has been standardized. The multi-dimensional description of the self concept produced by the Scale is unique. The TSCS has become a popular means of studying and understanding human behavior. (Fitts, 1965)

Fitts (1965) used validation procedures of four kinds: (1) content validity, (2) discrimination between groups, (3) correlation with other personality measures, and (4) personality changes under particular conditions.

Means, standard deviations, and reliability coefficients have been published for the TSCS. These statistics were normalized from a broad sample of 626 people from various parts of the country and different races. The ages of the subjects ranged from 12 to 68 years of age. All social, economic, intellectual, and educational levels were represented in the sample of subjects.

The Scale consisted of 100 descriptive statements which the subject would use to portray himself. It was simple for the subject to use and would take about twenty minutes to complete. The Scale was self-administering for the individual or group. Subjects age twelve or older with at least a sixth grade reading level could use the test. People with varying degrees of mental health have been tested with the Scale. (Fitts, 1965)

Two forms of the Scale are available, the Counseling Form and the Clinical and Research Form. Both forms use the same test booklet and test items. The difference between the two forms centers on the scoring and profile system. The Counseling Form would be quicker to use, because it would be easier to score and deals with fewer variables. However, the researcher feels that the Clinical and Research Form lends itself better

to the hypothesis testing she proposed to do.

All the scores derived from the TSCS can be read on the T scale, and used to produce the Distribution of F table.

The TSCS scores, Clinical and Research Form, produced a great deal of data. For each respondent there was a score on the following items: Self Criticism Score, Conflict, Defensive Positive Scale, General Maladjustment Scale, Psychosis Scale, Personality Disorder Scale, Neurosis Scale, Personality Integration Scale, Number of Deviant Signs and a P + N Score, Time Score and True/False ratio.

The Self Criticism Score was composed of ten items. These were all mildly derogatory statements that most people would admit as being true. Individuals who denied most of these statements were often being defensive and making a deliberate effort to present a favorable picture of themselves. High scores generally indicated a normal healthy openness and capacity for self-criticism.

The Conflict Scores measured the extent to which an individual's responses to positive items conflict with his responses on negative items in the same area of self perception. The Defensive Positive Scale was a more subtle measure of defensiveness.

The General Maladjustment Scale served as a general index of adjustment, but provided no clue as to the nature of the pathology.

The Psychosis Scale will differentiate psychotic patients from other groups.

The Personality Disorder Scale pertained to people with personality defects in contrast to psychotic states and neurotic reactions.

The Neurotic Scale would differentiate neurotic patients from other groups.

The Personality Integration Scale would differentiate personality integrated persons from other groups.

The Number of Deviant Signs Score was an empirical measure of the number of deviant features in the other scores. This score identified deviant individuals with an 80 percent accuracy.

The P + N Score was the most important single score on the Counseling and Research Form computer print-out, because it reflected the overall level of self esteem. Persons with high scores tended to like themselves, felt that they were persons of value, had confidence in themselves and act accordingly.

The P + N score had eight parts. The first part was the identity part; these were the "what I am" items, what respondent saw as he looked at himself.

The second part was the self satisfaction section in which the individual described how he felt about himself.

The third part was the behavior part which indicated how the individual perceived his own behavior or functions.

The fourth part was the physical self part, where the individual presented his view of his body, his state of health, his physical appearance, skills, and sexuality.

The fifth part was the moral-ethical self score which described the person's frame of reference toward his feelings of moral worth, relationship to God, feelings of being a "good" or "bad" person, satisfaction with religious practice.

The sixth part was the personal self score which reflected a person's sense of worth, adequacy as a person and his evaluation of his personality.

The seventh part was the family self part which recorded a person's feelings of adequacy, worth and value as a family member.

The eighth part was the social self which reflected a person's sense of adequacy and worth in his social interaction with other people in general.

Another score found on the TSCS Clinical and Research Form was the time score. This was simply a measure, to the nearest minute, of the time that it took the subject to complete the scale.

The True-False Ratio on the TSCS was a measure of the individual's approach to the task of taking the test.

The researcher selected the P + N score to be the only one used from the TSCS as it was the one which measured self concept in the terms most applicable to this study. In the

TSCS manual Fitts stated that the P + N score was the strongest score in the test.

### Collection of Data

All the women gainfully employed at Eastern Washington State College and Central Washington State College in 1973 were sent a data gathering packet which included a cover letter, a TSCS C and R Form test booklet and score sheet, a personal data sheet which asked questions about the respondents age, marital status, education, length of time worked in present position, and job classification, an instruction sheet, and a stamped self-addressed envelope. The score sheet had the space for time and name marked out and a code number stamped on it. (See Appendix A)

The packets were mailed in the campus mail at Eastern Washington State College and by United States Postal Service to Central Washington State College. After ten days had passed a reminder was sent to the respondents in an attempt to increase sample size. (See Appendix A)

### Size of Sample

All the women employed at Eastern Washington State College and Central Washington State College were sent data gathering packets. There was one exception, Dr. Loretta Fretwell, who has acted as statistics consultant to the writer, was not sent a



packet. A total of 582 packets were distributed. Fourteen were returned by the post office marked "address unknown", one was returned because she was no longer employed at Eastern Washington State College, two were not useable. Of the 566 packets distributed, 378 were useable; 188 were not returned or returned and not completed. This represented a 66.83 percent useable packets.

### Analysis of Data

When the packets were returned to the writer the personal data were put on code sheets. The TSCS score sheets were sent to Counselor Recordings and Tests in Nashville, Tennessee where they were scored. Each score sheet produced a two page computer print-out with the scores previously described. (See Appendix B)

When the computer print-outs were returned to the writer, the code number was matched with the computer code number and the appropriate P + N score for that individual was recorded as a T score on the code sheets.

The appropriate P + N score for each individual was determined by reading the P + N score on a Profile Sheet that gave the P + N score as a T score. (See Appendix B)

After this was completed, a new code sheet was set up for each hypothesis to be tested with the appropriate columns to hold the test data.

### Specific Statistical Analysis

Mean scores from the TSCS were determined for each of the null hypothesis tested. These mean scores showed directionality for each of the groups tested.

All null hypotheses were tested for significance at the five percent level of confidence utilizing a simple one way analysis of variance design (Downie and Heath, 1970).

## CHAPTER IV

## PRESENTATION AND ANALYSIS OF FINDINGS

Included in this chapter are findings of the research study self concept scores as reported on the Tennessee Self Concept Scale of women workers as the scores relate to personal variables. The six null hypotheses were tested using a simple randomized analysis of variance design. The complete collection data may be seen in Appendix C.

The sample women employed at both institutions had a grand self concept score of 54. Their score was half a standard deviation above the mean of the group upon which the TSCS was normalized. In all the hypotheses categories the respondents scored above the means. The mean score for the TSCS is 50, and a score higher than this indicates a more positive self concept. The means of the six hypotheses studied indicated some directionality that was interesting and not visible in the one-way analysis of variance tables. The degrees of freedom, as well as N, vary somewhat because of the procedure involved in the computation.

Analysis of Hypotheses

Hypothesis I: There was no differences in the self concept scores on the TSCS of women workers who were married, divorced, or separated, widowed or single.

Marriage was the most important factor in self concept scores. The social conditioning in girls lives to get married, was a powerful force. Women may have been adversely effected by not being married.

TABLE 1. A summary table of TSCS mean scores of women workers in sub-groups pertaining to marital status

Description of Group	N	TSCS Mean Score
Married Women	229	55.60
Women who have never married	76	51.31
Women who are divorced or separated	50	54.14
Women who are widowed	19	54.15
Total	374	

The means recorded in Table 1 indicate that marriage, even if it was dissolved, made a difference in self concept scores of women workers. Women who had never married ranked considerably below the other three groups.

TABLE 2. An analysis of variance summary table of women's self concept scores assessing mean differences between sub-groups of marital status

Source of Variation	df	Sum of Squares	Mean Square	F	P
"Between" groups	3	1057.16	352.38	3.43	< .05
"Within" groups	370	38007.82	102.72		
Total	373	39064.98			

The null hypothesis was rejected. Table II figures yielded an F of 3.43 which was significant at the .05 level. Marital status of the women in the group studied did make a difference in reported self concept scores.

Hypothesis II: There were no differences in the self concept scores on the TSCS of women workers in regard to the position they held in the world of work.

The means of the scores of this group shows an unpredicted directionality. The service worker group of women had the highest mean score.

TABLE 3. A summary table of TSCS mean scores of women workers in sub-groups pertaining to job description

Description of Group	N	TSCS Mean Scores
Professional	114	55.47
Clerical	231	53.88
Service	29	56.24
Total	374	

The differences between the means of these groups are unusual with the service personnel ranking the highest; however, the analysis of variance showed that the differences between these groups were not significant.

TABLE 4. An analysis of variance summary table of women's self concept scores assessing mean differences between sub-groups of work positions

Source of Variation	df	Sum of Squares	Mean Square	F	P
"Between" groups	2	282.94	141.47	1.36	> .05
"Within" groups	371	38377.60	103.44		
Total	373	38660.54			

The null hypothesis was retained. Table 4 figures yielded an F of 1.36 which was not significant at the .05 level.

The clerical group was about the mean, but lower than the other two groups. Service group may be higher because their work closely approximated full time homemaking jobs. They were in more traditional woman's role.

Hypothesis III. There were no differences in the self concept scores on the TSCS of women workers in regard to the length of time they had worked.

There seemed to be some directionality in this figure with the longer a woman worked the better her self concept appeared to be. The women who had worked ten to twelve years had the highest self concept scores on this group. The group who had worked thirteen to fifteen years would probably be in their forties. This milestone may have had some adverse effects on the women's self concepts.

TABLE 5. A summary table of TSCS mean scores of women workers in sub-groups pertaining to total length of time they had worked.

Description	N	TSCS Mean Score
3 Years or less	71	51.88
4 - 6 years	81	54.55
7 - 9 years	52	54.11
10 - 12 years	38	58.81
13 - 15 years	41	53.39
16 - 21 years	36	55.60
21 years and over	56	55.07
TOTAL	375	

The highest self concept score preceded a marked decline. The age of the group who worked 13-15 years might hold a clue to this change.

TABLE 6. An analysis of variance summary table of women's self concept scores assessing mean differences between sub-groups of total length of time worked.

Source of Variation	df	Sum of Squares	Mean Square	F	P
"Between" groups	6	1304.58	217.43	2.11	> .05
"Within" groups	368	37800.61	102.71		
TOTAL	374	39105.19			

The null hypothesis was retained. Table 6 produced an F of 2.11 which was not significant at the .05 level, but it was very close, the tabled F was 2.12. The TSCS scores of this group of women studied did not show that length of time worked was significant, however, since it was so close, another larger sample might make this a more decisive variable.

Hypothesis IV: There were no differences in the self concept scores on the TSCS of women workers in relationship to the

length of time they had held their present position.

The direction of the mean scores of this group of women was an even progression in an upward direction, with the lowest mean self concept score recorded with the group of women employed in their present positions less than one year.

TABLE 7. A summary table of TSCS mean scores of women workers pertaining to the length of time they had held their present position

Description of Group	N	TSCS Mean Score
Less than one year	79	51.26
1 to 5 years	205	54.98
6 - 10 years	57	55.61
11 or more years	37	56.13
TOTAL	378	

Probably the longer a woman worked the more comfortable she became with the worker role. She would be more confident in her ability to do the job.

TABLE 8. An analysis of variance summary table of women's self concept scores assessing mean differences between sub-groups of length of time they had held their present position.

Source of Variation	df	Sum of Squares	Mean Square	F	P
"Between" groups	3	1041.58	347.19	3.24	< .05
"Within" groups	374	40042.22	107.06		
TOTAL	377	41083.80			



The null hypothesis was rejected. Table 8 figures revealed an F of 3.24 which was significant at the .05 level. The length of time a woman had worked at her present position did make a difference in her self concept. The longer she held her present position, the more likely it was that her self concept score would be higher.

Hypothesis V: There were no differences in the self concept scores on the TSCS of women workers as far as age was concerned.

Fitts, the maker of this test, stated as people grow older their self concept scores increase up to a point in old age. This set of means seemed to agree with Fitts' conclusions.

TABLE 9. A summary table of TSCS mean scores of women workers pertaining to their age

Description of Group	N	TSCS Mean Score
Under 25	67	51.59
25 - 34	110	55.51
35 - 44	80	54.37
45 - 54	72	54.63
55 and over	47	55.80
TOTAL	376	

The directionality of this group of mean scores showed an uneven progression in upward pattern.

TABLE 10. An analysis of variance summary table of women's self concept scores assessing mean differences between sub-groups of age

Source of Variation	df	Sum of Squares	Square	F	P
"Between" groups	4	760.59	190.14	1.83	> .05
"Within" groups	371	38350.24	103.36		
TOTAL	375	39110.83			

The null hypothesis was retained. Table 10 figures yielded an F of 1.83 which was not significant at the .05 level. The group of women studied did not seem to have self concept scores significantly different in regard to age.

Some differences would have been predicted to show up in regard to age and self concept scores. A wider sample may produce a significant difference.

Hypothesis IV: There are no differences in the self concept scores on the TSCS of women workers in regard to the length of training or education they had completed.

The group of women holding the Master's degree had the highest mean scores in self concept. Holding the Master's degree might be more socially acceptable for a woman than holding a doctorate.

TABLE 11. A summary table of TSCS mean scores of women workers pertaining to their education level

Description of Group	N	TSCS Mean Score
High School Graduation and Less	80	53.21
High School Graduation and Additional Training	148	54.26
Bachelors Degree	62	55.50
Master's Degree	60	56.45
Doctorate Degree	25	51.43
TOTAL	375	

The directionality of this group of mean scores progresses upward evenly until the doctorate degree. The mean scores of the group holding doctorates was less than those with high school graduation or less.

TABLE 12. An analysis of variance table of women's self concept scores assessing mean differences between sub-groups of length of training or education

Source of Variation	df	Sum of Squares	Mean Square	F	P
"Between" groups	4	595.97	148.99	1.44	> .05
"Within" groups	370	38192.31	103.22		
TOTAL	374	38788.28			

The null hypothesis was retained. Table 12 figures produced an F of 1.44 which was not significant at the .05 level. The group of women studied did not yield self concept scores that were significantly different in regard to length of training or education.

There was no significant difference in these scores because of the low mean scores of the doctorate holders. Reasons for this low score occurrence is open to wide speculation in the area of personality of doctorate holders, climate of the colleges at this time, effect of doctorate process on personality, and effect of possible discrimination toward women holding the doctorate and other factors.

## CHAPTER V

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Restatement of the Problem

The main objective for conducting this research was to determine if women who were gainfully employed at Eastern Washington State College and Central Washington State College reported significantly different self concept scores on the Tennessee Self Concept Scale in regard to personal variables such as age, education, marital status and others. The second objective was to generate basic research in the area of self concepts of women.

The Research Model

Data gathering packets, that included the TSCS booklets, score sheets, personal data sheets, instructions, self addressed envelope, and cover letter, were sent to all the women employed at the two state colleges. When the packets were returned to the researcher, the personal data sheets and score sheets were re-coded and the score sheets were sent to Counselor Recordings and Tests at Nashville, Tennessee where they were processed. Meanwhile, the personal data were put on code sheets. Computer print-outs were mailed back to the researcher and the P + N score was read on a profile sheet to a T table and recorded next to the appropriate personal data. Next the data were placed in columns

suggested by the hypotheses to be tested and run through a programmed calculator to determine the one way analysis of variance and produce the F test of significance.

### Summary of Findings

Analysis of the tests of significance for the six null hypotheses were as follows:

1. There were significant differences in the self concept scores on the TSCS of women workers who were married, divorced or separated, widowed or single.
2. There were no significant differences in the self concept scores on the TSCS of women workers in regard to the position they hold in the world of work.
3. There were no significant differences in the self concept scores on the TSCS of women workers in regard to the total length of time they had worked.
4. There were significant differences in the self concept scores on the TSCS of women workers in relationship to the length of time they had held their present position.
5. There were no significant differences in the self concept scores on the TSCS of women workers as far as age was concerned.

6. There were no significant differences in the self concept scores on the TSCS of women workers in regard to the length of training or education they had completed.

### Conclusions

The following conclusions can be made from the interpretation of this data.

1. Marriage makes a significant difference in the self concepts of the group of working women studied. Married women had the highest self concept scores. Single women had the lowest scores. Divorced or separated women had scores higher than the single women. Marriage, even if it was unsuccessful, produced higher self concept scores among the group of women studied.
2. The length of time a woman worked at her present position was directly related to her self concept score. The longer she worked, the more likely her score on the TSCS would be higher.
3. The TSCS mean scores in all the categories under each hypothesis showed that the respondents were above the norm of 50. This showed that the group had a positive self concept.

### Implications of the Study

Marital status was the most influential factor in forming self concepts of the women studied. One can surmise this was the direct result of social conditioning. For women to hope to reach self actualization, society should consider implementing more methods by which women are encouraged to develop as individuals, not merely as the extension of someone else. Schools could begin to help girls see themselves as valuable individuals, not individually more valuable because they will marry.

Some of the women who worked at the college were wives of students. Often these women were trained in jobs other than clerical work, but due to the limited jobs available on college campuses, performed this work until the husband graduated or a more suitable employment was available. These workers sifted out of the work site leaving those who had chosen the college job as a permanent career. This latter group appeared to have a high self concept probably related to the choice involved and the fact the longer a worker performed a job the more proficient she would become.

The significant differences on educational attainment, as evidenced by the TSCS mean scores, would have been a perfect upward progression had it not been for the low TSCS self concept scores reported for the women doctorate holders. The women with the doctorate had the lowest TSCS self concept scores of any group. This raises many questions. The low TSCS self concept



scores may be evidence of prejudice that society may have for women holding the doctorate, or evidence that women doctorate holders had a lower self concept before they began the work on this degree. The process of attaining the doctorate degree might be a factor in lowering the self concept scores; because the scholar would be often overwhelmed with the knowledge yet to comprehend.

However, if achievement for women is not measured in academic terms, this would be a powerful factor. Of the twenty-five women doctorate holders studied; fourteen were single. Since marriage was such a strong factor in women's self concept, this may be the factor that caused the negative influence. Nevertheless, this group still was above the norm of 50.

Marriage was a positive influence on working women's self concept; therefore, it would follow that the position held by the woman in the world of work would not be significant.

The fact that age did not produce significant differences on the TSCS score was not expected. Fitt's population, a mixture of men and women, on which the scale was normalized, showed that as a person grew older his self concept improved up to a point in advanced age. It was possible the aging process was viewed differently by men and women. Kethley, (1973) stated that it was very difficult for women to accept her own aging body, because of the emphasis on youth in this culture. Few clothes are designed for the older woman. Women in the present society suffer feelings

of inadequacy as they get older. Negative feelings may be prevalent as women age; but the sub-groups of women workers studied, showed mean scores above the norm.

#### Recommendations for Additional Study

Women workers are generating a great deal of research data from the point of view of how much education they have, pay in relationship to men's salaries, how old they are, work they do and in other areas. Self concepts of women workers seemed to be a new area, the following recommendations for additional study are presented:

1. Replications of this study should be carried out with other groups of women workers.
2. Replications of this study should be carried out with the male counterparts of group studied.
3. Replications of this study should be carried out with full time homemakers.
4. Replications of this study should be carried out on the same group studied in five years to determine changes with regard to the social revolution about women's place in society that is now in progress.

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## APPENDICES

APPENDIX A  
RESEARCH PACKET



Home Economics Department  
Hargraeves Hall  
Eastern Washington State College  
Cheney, Washington 99004

Dear Respondent:

As a woman who is gainfully employed at Eastern Washington State College you have been selected to participate in this research study. The question that I am investigating is to determine if there is a difference between women workers self concepts in terms of certain variables apparent in the personal data sheet. A composite of these surveys will be used for my doctoral dissertation at Oregon State University.

This will only take twenty minutes of your time. Your responses will be treated confidentially. For your convenience I am enclosing a self-addressed, stamped envelope.

You will notice a code number on your packet. This is to enable me to check off who has responded and mail reminders to those who have not responded. After the packets are returned to me, I will destroy the list of code numbers and names.

This research will contribute to an area where basic research is scarce. I sincerely request your help. I will be happy to send you an abstract of the research, when it is completed, if you check the last item on the DATA SHEET.

I will appreciate your help.

Sincerely yours,

Helen Westrum  
Ass't Professor

TENNESSEE  
SELF CONCEPT SCALE

by

William H. Fitts, Ph.D.

Published by  
Counselor Recordings and Tests

Box 6184 - Acklen Station

Nashville, Tennessee 37212

**INSTRUCTIONS**

On the top line of the separate answer sheet, fill in your name and the other information except for the time information in the last three boxes. You will fill these boxes in later. Write only on the answer sheet. Do not put any marks in this booklet.

The statements in this booklet are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item! Read each statement carefully; then select one of the five responses listed below. On your answer sheet, put a circle around the response you chose. If you want to change an answer after you have circled it, do not erase it but put an X mark through the response and then circle the response you want.

When you are ready to start, find the box on your answer sheet marked time started and record the time. When you are finished, record the time finished in the box on your answer sheet marked time finished.

As you start, be sure that your answer sheet and this booklet are lined up evenly so that the item numbers match each other.

Remember, put a circle around the response number you have chosen for each statement.

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

You will find these response numbers repeated at the bottom of each page to help you remember them.

	Page 1	Item No.
1. I have a healthy body.....		1
3. I am an attractive person.....		3
5. I consider myself a sloppy person.....		5
19. I am a decent sort of person.....		19
21. I am an honest person.....		21
23. I am a bad person.....		23
37. I am a cheerful person.....		37
39. I am a calm and easy going person.....		39
41. I am a nobody.....		41
55. I have a family that would always help me in any kind of trouble.....		55
57. I am a member of a happy family.....		57
59. My friends have no confidence in me.....		59
73. I am a friendly person.....		73
75. I am popular with men.....		75
77. I am not interested in what other people do.....		77
91. I do not always tell the truth.....		91
93. I get angry sometimes.....		93

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5


















- 2. I like to look nice and neat all the time..... 2
- 4. I am full of aches and pains..... 4
- 6. I am a sick person..... 6
- 20. I am a religious person..... 20
- 22. I am a moral failure..... 22
- 24. I am a morally weak person..... 24
- 38. I have a lot of self-control..... 38
- 40. I am a hateful person..... 40
- 42. I am losing my mind..... 42
- 56. I am an important person to my friends and family..... 56
- 58. I am not loved by my family..... 58
- 60. I feel that my family doesn't trust me..... 60
- 74. I am popular with women..... 74
- 76. I am mad at the whole world..... 76
- 78. I am hard to be friendly with..... 78
- 92. Once in a while I think of things too bad to talk about..... 92
- 94. Sometimes, when I am not feeling well, I am cross..... 94

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

	Page 3	Item No.
7. I am neither too fat nor too thin.....		7
9. I like my looks just the way they are.....		9
11. I would like to change some parts of my body.....		11
25. I am satisfied with my moral behavior.....		25
27. I am satisfied with my relationship to God.....		27
29. I ought to go to church more.....		29
43. I am satisfied to be just what I am.....		43
45. I am just as nice as I should be.....		45
47. I despise myself.....		47
61. I am satisfied with my family relationships.....		61
63. I understand my family as well as I should.....		63
65. I should trust my family more.....		65
79. I am as sociable as I want to be.....		79
81. I try to please others, but I don't overdo it.....		81
83. I am na good at all from a social standpoint.....		83
95. I do nat like everyone I know.....		95
97. Once in a while, I laugh at a dirty joke.....		97

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

- 8. I am neither too tall nor too short..... 
- 10. I don't feel as well as I should..... 
- 12. I should have more sex appeal..... 
- 26. I am as religious as I want to be..... 
- 28. I wish I could be more trustworthy..... 
- 30. I shouldn't tell so many lies..... 
- 44. I am as smart as I want to be..... 
- 46. I am not the person I would like to be..... 
- 48. I wish I didn't give up as easily as I do..... 
- 62. I treat my parents as well as I should (Use past tense if parents are not living) 
- 64. I am too sensitive to things my family say..... 
- 66. I should love my family more..... 
- 80. I am satisfied with the way I treat other people..... 
- 82. I should be more polite to others..... 
- 84. I ought to get along better with other people..... 
- 96. I gossip a little at times..... 
- 98. At times I feel like swearing..... 

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

	Page 5	Item No.
13. I take good care of myself physically.....		13
15. I try to be careful about my appearance.....		15
17. I often act like I am "all thumbs".....		17
31. I am true to my religion in my everyday life.....		31
33. I try to change when I know I'm doing things that are wrong.....		33
35. I sometimes do very bad things.....		35
49. I can always take care of myself in any situation.....		49
51. I take the blame for things without getting mad.....		51
53. I do things without thinking about them first.....		53
67. I try to play fair with my friends and family.....		67
69. I take a real interest in my family.....		69
71. I give in to my parents. (Use past tense if parents are not living).....		71
85. I try to understand the other fellow's point of view.....		85
87. I get along well with other people.....		87
89. I do not forgive others easily.....		89
99. I would rather win than lose in a game.....		99

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5



14. I feel good most of the time ..... 14
16. I do poorly in sports and games ..... 16
18. I am a poor sleeper ..... 18
32. I do what is right most of the time ..... 32
34. I sometimes use unfair means to get ahead ..... 34
36. I have trouble doing the things that are right ..... 36
50. I solve my problems quite easily ..... 50
52. I change my mind a lot ..... 52
54. I try to run away from my problems ..... 54
68. I do my share of work at home ..... 68
70. I quarrel with my family ..... 70
72. I do not act like my family thinks I should ..... 72
86. I see good points in all the people I meet ..... 86
88. I do not feel at ease with other people ..... 88
90. I find it hard to talk with strangers ..... 90
100. Once in a while I put off until tomorrow what I ought to do today ..... 100

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

FORM C. AND R.

## TENNESSEE SELF CONCEPT SCALE

## ANSWER SHEET

ITEM NO.	PAGES 5 AND 6	ITEM NO.	PAGES 3 AND 4	ITEM NO.	PAGES 1 AND 2
13	1 2 3 4 5	7	1 2 3 4 5	1	1 2 3 4 5
14	1 2 3 4 5	8	1 2 3 4 5	2	1 2 3 4 5
15	1 2 3 4 5	9	1 2 3 4 5	3	1 2 3 4 5
16	1 2 3 4 5	10	1 2 3 4 5	4	1 2 3 4 5
17	1 2 3 4 5	11	1 2 3 4 5	5	1 2 3 4 5
18	1 2 3 4 5	12	1 2 3 4 5	6	1 2 3 4 5
31	1 2 3 4 5	25	1 2 3 4 5	19	1 2 3 4 5
32	1 2 3 4 5	26	1 2 3 4 5	20	1 2 3 4 5
33	1 2 3 4 5	27	1 2 3 4 5	21	1 2 3 4 5
34	1 2 3 4 5	28	1 2 3 4 5	22	1 2 3 4 5
35	1 2 3 4 5	29	1 2 3 4 5	23	1 2 3 4 5
36	1 2 3 4 5	30	1 2 3 4 5	24	1 2 3 4 5
49	1 2 3 4 5	43	1 2 3 4 5	37	1 2 3 4 5
50	1 2 3 4 5	44	1 2 3 4 5	38	1 2 3 4 5
51	1 2 3 4 5	45	1 2 3 4 5	39	1 2 3 4 5
52	1 2 3 4 5	46	1 2 3 4 5	40	1 2 3 4 5
53	1 2 3 4 5	47	1 2 3 4 5	41	1 2 3 4 5
54	1 2 3 4 5	48	1 2 3 4 5	42	1 2 3 4 5
67	1 2 3 4 5	61	1 2 3 4 5	55	1 2 3 4 5
68	1 2 3 4 5	62	1 2 3 4 5	56	1 2 3 4 5
69	1 2 3 4 5	63	1 2 3 4 5	57	1 2 3 4 5
70	1 2 3 4 5	64	1 2 3 4 5	58	1 2 3 4 5
71	1 2 3 4 5	65	1 2 3 4 5	59	1 2 3 4 5
72	1 2 3 4 5	66	1 2 3 4 5	60	1 2 3 4 5
85	1 2 3 4 5	79	1 2 3 4 5	73	1 2 3 4 5
86	1 2 3 4 5	80	1 2 3 4 5	74	1 2 3 4 5
87	1 2 3 4 5	81	1 2 3 4 5	75	1 2 3 4 5
88	1 2 3 4 5	82	1 2 3 4 5	76	1 2 3 4 5
89	1 2 3 4 5	83	1 2 3 4 5	77	1 2 3 4 5
90	1 2 3 4 5	84	1 2 3 4 5	78	1 2 3 4 5
99	1 2 3 4 5	95	1 2 3 4 5	91	1 2 3 4 5
100	1 2 3 4 5	96	1 2 3 4 5	92	1 2 3 4 5
		97	1 2 3 4 5	93	1 2 3 4 5
		98	1 2 3 4 5	94	1 2 3 4 5

PUBLISHED BY:

COUNSELOR RECORDINGS AND TESTS  
 BOX 6184, ACKLEN STA.  
 NASHVILLE, TENN. 37212

©WILLIAM H. FITTS 1964

PERSONAL DATA SHEET  
Oregon State University  
Doctoral Research Survey

This survey is for the purpose of collecting material for a doctoral dissertation. To assure your privacy, you need not write your name on the Tennessee Self Concept Scale or the Personal Data Sheet.

Would you please answer the following questions?

1. Your marital status is:
 

<input type="checkbox"/> Married	<input type="checkbox"/> Divorced or separated
<input type="checkbox"/> Never married	<input type="checkbox"/> Widowed
  
2. Your job is:
 

<input type="checkbox"/> Professional: Teacher, librarian, nurse, professor
<input type="checkbox"/> Clerical: Stenographer, secretary clerk, officer machine operator
<input type="checkbox"/> Service: Cook, waitress, custodian, food service worker
  
3. What is the total amount of time you have worked:
 

<input type="checkbox"/> less than one year	<input type="checkbox"/> 13 to 15 years
<input type="checkbox"/> one to 3 years	<input type="checkbox"/> 16 to 18 years
<input type="checkbox"/> 4 to 6 years	<input type="checkbox"/> 19 to 21 years
<input type="checkbox"/> 7 to 9 years	<input type="checkbox"/> more than 21 years
<input type="checkbox"/> 10 to 12 years	
  
4. What is the length of time you held your present position?
 

<input type="checkbox"/> Less than one year	<input type="checkbox"/> 11 to 15 years
<input type="checkbox"/> one to 5 years	<input type="checkbox"/> More than 20 years
<input type="checkbox"/> 6 to 10 years	
  
5. Your present age?
 

<input type="checkbox"/> Under 25	<input type="checkbox"/> 45 - 54
<input type="checkbox"/> 25 - 34	<input type="checkbox"/> 55 and over
<input type="checkbox"/> 35 - 44	
  
6. Your education?
 

<input type="checkbox"/> Less than high school graduation.
<input type="checkbox"/> Less than high school graduation, but with special training.
<input type="checkbox"/> High school graduation
<input type="checkbox"/> High school graduation and special training
<input type="checkbox"/> Bachelor's degree
<input type="checkbox"/> Master's degree
<input type="checkbox"/> Doctor's degree
  
7. I would like a copy of your results. Yes  No

740 Clover Court  
Cheney, Washington 99004

November 6, 1973

Dear Respondent:

Some time ago you received a packet from me containing some survey material. If you will fill it out, I will appreciate it. So far 42% of the surveys have been filled out and returned. I need a few more to reach the goal of 51%.

No one will be identified by name in the research. The Tennessee Self Concept Scale is scored in Nashville, Tennessee. Every effort is being made to keep your return confidential.

If you have mis-laid your packet and you will fill one out for the research, just check the box below, and I will send a packet to you. Thank you.

Sincerely,

Helen J. Westrum  
Ass't Professor  
Home Economics  
Hargreaves Hall

I will fill out a packet



# Tennessee Self Concept Scale

WILLIAM H. FITZ 1964

# PROFILE SHEET

Clinical and Research Form  
 PUBLISHED BY  
 COUNSELOR RECORDINGS AND TESTS  
 BOX 6184, ACKLEN STA  
 NASHVILLE, TENN. 37212

NAME		SCHOOL GRADE		SEX		AGE		DATE		TOTAL TIME																	
T SCORE	SELF CRITICISM	CONFLICT		TOTAL	POSITIVE SCORES					PERCENTILE SCORES	VARIABILITY		DISTRIBUTION					EMPIRICAL SCALES					NDS	T SCORE			
		NET	TOTAL		ROW		COLUMN				T OT	COL TOT	ROW TOT	D	5	4	3	2	1	DP	GM	PSY			PD	N	PI
		1	2		3	A	B	C	D																		
90	50	3.00	80	450	150	150	90	90	90	99.99	200	65	60	75	55	60	95	50	80	30	30	25	80	90			
80	50	2.00	60	440	150	145	145	85	85	99.9	110	70	45	190	55	50	60	45	50	90	60	75	35	40	65	80	
70	50	1.60	30	410	145	135	140	80	85	99	90	55	35	175	45	45	45	45	80	75	60	50	55	20	40	70	
60	50	1.30	10	380	140	125	130	75	80	90	65	40	25	155	30	35	30	30	70	85	55	60	70	15	20	60	
50	50	1.10	0	350	135	115	125	75	70	70	60	35	20	140	25	30	25	25	65	95	50	70	80	5	5	50	
40	50	0.90	-10	330	125	100	110	70	65	40	45	25	15	110	15	15	15	15	50	100	45	80	85	10	10	50	
30	50	0.70	-25	290	110	80	95	55	50	5	30	15	10	80	10	10	10	10	40	110	35	95	100	0	0	30	
20	50	0.50	-35	240	100	65	85	50	45	1	25	10	5	70	5	5	5	5	25	115	30	100	105	20	20	20	
10	50	0.30	-40	200	85	55	70	45	40	0.1	15	5	5	45	0	0	0	0	15	120	25	110	110	0	0	20	
10	50	0.20	-50	150	80	45	65	40	35	0.01	0	0	0	30	0	0	0	0	10	125	25	115	115	0	0	10	

APPENDIX B

PUBLISHERS LETTER OF PERMISSION

ONE INDIVIDUAL'S TSCS COMPUTER PRINT-OUT

COUNSELOR RECORDINGS AND TESTS  
BOX 6184 ACKLEN STATION  
Nashville, Tennessee 37212

May 10, 1974

Ms. Helen J. Westrum  
740 Clover Court  
Cheney, Washington 99004

Dear Ms. Westrum:

You have the permission of the publisher and the author to include in the Appendix of your dissertation the Tennessee Self Concept Scale, score sheet and computer print out, as explained in your letter of May 7, 1974.

Congratulations on the completion of your work. We would indeed like to have a copy of the abstract. Thank you.

Sincerely,  
*Redacted for Privacy*

Nancy S. ~~Pyke~~ /  
Executive Secretary



NUMBR	003	RAW	T	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	99	
SC		35	49																					
T/F		1.17	97																					
NET C		2	99																					
YDT C		24	69																					
TOTAL		464	69																					
ROM 1		153	68																					
ROM 2		131	70																					
ROM 3		120	64																					
COL A		81	62																					
COL B		78	59																					
COL C		79	64																					
COL D		89	70																					
COL E		65	73																					
V YDT		34	37																					
V COL		20	37																					
V ROM		14	39																					
DST 0		179	72																					
DST 1		37	68																					
DST 2		16	38																					
DST 3		3	30																					
DST 4		9	34																					
DST 5		39	69																					
DP		67	61																					
GM		163	42																					
PSY		34	32																					
PD		47	31																					
M		97	38																					
PI		9	67																					
NDS		4	49																					

NUMBER 003

COLUMN A	COLUMN B	COLUMN C	COLUMN D	COLUMN E	SELF-CRIT	SUB-TOTALS		
5 5 4 5 5 5	5 4 5 5 5 5	4 5 4 5 5 5	4 5 4 5 5 5	6 5 5 5 4 5	1 1 5 5 P + N	P-N	P-N	V
P 14 N 15	P 14 N 15	P 13 N 15	P 13 N 15	P 15 N 14		ALG N-ALG		
P+N 29 P-N-1	P+N 29 P-N-1	P+N 28 P-N-2	P+N 28 P-N-2	P+N 29 P-N 1	143	-5	7	1
4 5 4 5 1 5	5 4 4 5 1 5	4 3 5 4 5 5	4 5 4 5 5 5	4 5 5 5 5 5	5 2 5 1			
P 13 N 11	P 13 N 11	P 12 N 14	P 13 N 15	P 14 N 15				
P+N 24 P-N 2	P+N 24 P-N 2	P+N 26 P-N-2	P+N 28 P-N-2	P+N 29 P-N-1	131	-1	9	5
5 5 5 3 5 5	4 5 5 5 5 1	5 1 5 1 4 5	5 5 5 4 5 5	5 4 5 5 5 3	5 5			
P 15 N 13	P 14 N 11	P 11 N 10	P 15 N 14	P 14 N 13				
P+N 28 P-N 2	P+N 25 P-N 3	P+N 21 P-N 1	P+N 29 P-N 1	P+N 27 P-N 1	SC = 35 130	8	8	8
COLUMN	P+N 81	78	75	85	85	TOT POS(P+N) T = 70		
TOTALS	ALG P-N 3	4	-3	-3	1	TOT NGT (ALG P-N) = 2		
	N-ALG P-N 5	6	5	5	3	TOT CONFLICT(N-ALG P-N) = 24		
						RON-TOT-V = 14		
	V 5	5	7	1	2	COLUMN TOT V		= 20
						TOT V		= 34

DISTRIBUTION OF RESPONSES

RESPONSE	5	4	3	2	1	T/F = 1.175
TOTALS	37	16	3	5	39	= 100
0 =	74	16	5	78		= 173

EMPIRICAL SCALES

OP =	67	PD =	97
GM =	105	N =	97
PSY =	35	PI =	9

APPENDIX C

COMPLETE COLLECTED DATA ON CODE SHEETS

## KEY TO COMPLETE DATA

Columns 1, 2, 3: Identity Number of Respondent

Column 4 : Marital Status

- 1 = Married
- 2 = Never married
- 3 = Divorced or separated
- 4 = Widowed

Column 5 : Job Classification

- 1 = Professional: Teacher, librarian, nurse
- 2 = Clerical: Stenographer, clerk, secretary
- 3 = Service: Cook, waitress, custodian,  
food service worker

Column 6 : Total Amount of Time the Woman Has Worked

- 1 = Less than one year
- 2 = One to 3 years
- 3 = 4 to 6 years
- 4 = 7 to 9 years
- 5 = 10 to 12 years
- 6 = 13 to 15 years
- 7 = 16 to 18 years
- 8 = 19 to 21 years
- 9 = More than 21 years

Column 7 : Length of Time Woman Worker Has Held Present Position

- 1 = Less than one year
- 2 = One to 5 years
- 3 = 6 to 10 years
- 4 = 11 to 15 years
- 5 = More than 20 years

Column 8 : Age of Respondent

- 1 = Under 25 years of age
- 2 = 25 to 34 years of age
- 3 = 35 to 44 years of age
- 4 = 45 to 54 years of age
- 5 = 55 and over years of age

Column 9 : Education of Respondent

- 1 = Less than High School
- 2 = High School and some training
- 3 = High School graduate
- 4 = High School graduation and training
- 5 = Bachelor's degree
- 6 = Master's degree
- 7 = Doctor's degree

Columns 10, 11 : TSCS T Score

COMPLETE DATA

Identity Number of Respondent	Marital Status	Job Description	Total Amount of Time Worked	Length of Time in Present Position	Respondent's Age	Education of Respondent	TSCS T Scores
001	1	2	4	2	3	3	60
002	1	2	3	2	1	4	60
003	1	2	5	3	3	4	69
004	4	5	5	2	3	7	32
005	1	1	5	2	2	7	72
006	1	2	7	4	5	3	51
007	1	2	2	2	1	4	63
008	1	2	6	2	4	3	55
009	1	2	5	1	3	3	48
010	2	1	9	4	4	6	52
011	1	2	2	1	1	4	39
012	3	3	9	1	3	4	66
013	1	1	6	4	4	6	60
014	1	3	9	2	4	3	84
015	1	2	2	1	1	4	55
016	1	2	2	1	1	4	47
017	1	3	3	2	5	4	71
018	3	2	9	2	4	4	62
019	1	2	5	2	3	4	72
Identity Number of Respondent	Marital Status	Job Description	Total Amount of Time Worked	Length of Time in Present Position	Respondent's Age	Education of Respondent	TSCS T Scores
020	1	3	7	2	4	3	48
021	1	2	3	1	2	5	57
022	1	1	9	5	5	6	48
023	1	1	9	4	4	6	48
024	2	1	9	5	5	6	39
025	2	2	2	2	1	3	50
026	1	2	2	2	1	3	47
027	1	3	3	2	3	1	52
028	1	2	9	3	3	3	47
029	1	2	3	2	2	3	57
030	1	2	7	1	3	4	56
031	1	2	3	2	1	4	56
032	1	1	9	5	5	7	40
033	3	2	3	2	2	4	70
034	1	2	4	2	2	4	50
035	2	1	9	2	5	6	32
036	2	1	1	1	1	5	40
037	1	2	5	2	2	4	51

038	1	2	5	2	2	4	51
039	1	1	5	2	2	5	70
040	4	2	5	2	5	4	58
041	1	2	4	1	3	5	33
042	1	1	2	2	1	5	47
043	1	2	3	1	2	4	52
044	1	1	9	3	5	5	70
045	3	2	5	2	3	4	53
046	3	2	9	4	5	4	75
047	1	2	6	3	2	4	47
048	3	2	9	2	3	4	50
049	1	1	6	3	4	6	45
050	3	2	9	4	5	3	78
051	1	2	9	4	5	4	64
052	1	2	3	2	1	3	42
053	3	1	9	2	4	6	54
054	1	2	2	1	1	5	63
055	1	2	6	3	3	4	47
056	1	2	2	1	2	5	56
057	2	2	2	1	1	3	49
058	1	2	4	2	2	4	43
059	1	2	3	1	2	4	68
060	1	2	3	2	5	4	64
061	2	1	9	2	3	7	44
062	1	2	3	1	2	5	64
063	1	2	5	2	4	4	69
064	1	1	3	2	2	5	54
065	3	2	3	1	1	4	67
066	2	2	2	2	1	5	38
067	1	2	3	1	1	4	54
068	1	1	9	3	3	6	50
069	3	2	3	1	1	3	35
070	2	3	7	2	3	2	55

071	1	2	3	1	2	5	47
072	1	1	9	3	4	6	62
073	3	3	3	1	3	4	43
074	3	2	3	2	2	4	46
075	1	2	4	2	2	3	70
076	3	2	3	2	2	5	63
077	1	3	5	2	3	4	67
078	1	2	5	2	2	4	45
079	4	2	9	4	5	4	63
080	1	2	3	2	2	4	63
081	2	2	5	2	2	3	47
082	1	2	5	2	2	4	64
083	1	2	3	2	2	4	53
084	1	2	3	2	4	5	54
085	2	2	6	2	2	3	47
068	1	2	6	2	3	3	62
087	1	2	9	3	4	4	67
088	3	2	5	2	4	6	64
089	3	2	6	1	3	3	59
090	2	2	3	1	1	4	54
090	1	1	3	2	2	5	63
092	1	1	4	2	2	4	59
093	2	1	6	3	3	6	57
094	1	1	5	2	2	5	55
095	1	2	3	2	2	4	46
096	1	2	3	2	1	4	53
097	1	2	9	3	3	4	62
098	3	1	3	2	2	6	66
099	3	2	3	2	1	4	55
100	1	2	3	2	3	4	58
101	1	1	8	2	3	5	74
102	1	2	3	1	1	4	44
103	1	3	4	1	3	4	63

104	1	2	4	2	2	3	55	136	1	1	2	2	1	5	68
105	2	2	4	1	1	4	47	137	1	2	2	1	1	3	48
106	1	1	9	1	4	4	63	138	2	2	3	2	1	4	51
107	3	2	9	2	3	4	51	139	2	2	2	2	1	4	55
108	1	2	4	3	2	4	66	140	1	2	3	1	1	5	34
109	1	1	3	2	2	7	63								
110	3	2	4	2	2	4	62	141	2	1	4	3	3	7	51
								142	1	2	2	1	1	4	55
111	1	3	9	2	5	4	55	143	1	2	2	1	1	3	33
112	1	3	5	4	5	3	72	144	3	1	3	1	5	6	50
113	1	3	6	4	5	1	76	145	2	2	3	2	1	4	55
114	1	1	4	2	3	6	52	146	1	2	2	1	1	4	54
115	1	2	9	3	3	4	57	147	3	1	3	1	2	7	54
116	4	2	9	3	5	4	53	148	2	2	2	2	1	5	51
117	2	2	2	2	1	4	42	149	1	2	4	2	4	4	45
118	2	1	9	2	3	7	63	150	3	2	8	1	4	4	*
119	1	1	5	2	2	3	70								
120	1	2	6	3	3	3	66	151	4	1	8	3	4	5	54
								152	2	2	3	1	1	4	53
121	1	2	4	2	4	4	61	153	1	2	7	3	3	3	46
122	1	2	2	2	2	4	62	154	1	2	7	1	3	4	38
123	1	2	2	1	2	5	67	155	4	2	8	3	5	3	50
124	2	2	2	2	1	3	53	156	1	3	8	2	4	3	59
125	1	2	3	1	1	4	68	157	2	1	1	1	1	5	55
126	4	2	1	1	3	4	53	158	3	1	2	1	1	5	43
127	1	2	4	2	2	4	49	159	2	2	2	1	2	5	46
128	1	2	6	2	4	4	38	160	1	3	5	4	5	1	54
129	1	2	6	3	2	3	37								
130	2	1	8	3	4	7	57	161	1	1	9	2	5	7	54
								162	2	1	2	2	1	6	55
131	1	2	2	1	2	4	47	163	1	2	8	2	4	4	39
132	2	2	2	2	1	4	49	164	1	1	3	2	2	6	70
133	3	2	8	2	3	3	54	165	1	2	3	1	2	4	44
134	1	2	5	2	3	4	60								
135	1	2	6	3	3	6	55								

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166	3	2	6	2	4	2	43	198	1	2	6	1	2	4	36
167	1	2	9	2	4	3	55	199	1	2	2	2	3	3	67
168	1	2	4	1	2	4	45	200	1	1	6	2	4	7	51
169	1	1	7	2	4	6	66	201	4	1	9	3	5	6	58
170	2	1	7	3	3	7	37	202	1	1	9	3	5	6	63
171	1	2	3	2	2	5	55	203	1	1	5	3	3	6	81
172	1	1	3	1	2	5	59	204	1	1	6	2	3	6	59
173	1	2	5	2	4	5	47	205	1	2	3	2	2	4	52
174	1	1	3	2	3	5	53	206	1	1	4	2	3	6	69
175	4	2	9	4	5	3	55	207	1	2	4	1	2	4	59
176	1	2	2	1	2	5	62	208	3	1	4	2	4	5	63
177	3	2	5	2	3	5	54	209	1	2	7	3	5	4	54
178	4	1	8	2	4	6	72	210	3	1	9	5	5	6	57
179	1	2	4	2	1	4	56	211	1	2	3	2	2	4	64
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181	1	1	4	2	3	3	54	213	1	1	9	3	5	5	64
182	1	3	4	2	2	3	33	214	2	2	3	2	1	4	46
183	2	1	6	4	3	6	50	215	1	1	6	3	2	5	55
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185	4	3	5	3	5	1	51	217	1	2	3	2	1	4	58
186	4	2	8	3	5	4	64	218	1	2	6	3	3	4	62
187	1	2	3	2	2	5	49	219	3	1	1	1	3	1	37
188	1	2	2	2	3	6	64	220	2	2	2	2	1	3	49
189	1	1	4	2	2	5	45	221	1	2	3	2	3	3	45
190	1	2	2	2	1	4	53	222	2	2	4	2	2	4	37
191	1	2	6	4	5	3	55	223	2	1	9	5	4	7	40
192	1	2	6	2	2	3	64	224	2	1	3	2	2	6	52
193	1	2	2	1	1	5	62	225	1	2	3	2	4	3	52
194	2	1	8	5	4	6	65	226	1	2	3	2	2	5	76
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196	1	2	6	3	3	4	45	228	1	2	7	2	3	6	65
197	1	2	5	3	4	4	64	229	1	2	4	2	2	3	39



293	1	2	6	2	4	4	55	326	1	1	8	2	2	6	77
294	3	1	9	2	4	6	57	327	1	2	4	3	2	4	67
295	2	2	2	2	2	7	63	328	1	2	3	1	2	5	42
296	3	2	6	2	3	4	65	329	2	1	9	2	4	7	29
297	1	2	3	2	2	4	50	330	1	1	6	1	4	6	62
298	1	2	6	2	4	4	55								
299	3	1	6	2	5	6	51	331	1	2	3	2	2	5	57
300	3	1	9	3	5	7	55	332	2	1	7	2	3	6	54
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301	2	1	4	2	2	6	47	334	1	2	3	2	2	3	66
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305	1	1	4	2	3	6	60	338	3	2	2	1	5	3	47
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309	1	3	3	3	4	1	55	341	3	3	3	2	2	1	62
310	3	2	5	3	4	4	43	342	1	1	3	2	2	6	37
								343	2	1	6	2	2	5	65
311	3	2	9	5	5	3	28	344	4	3	2	2	5	3	55
312	4	1	8	3	5	4	53	345	1	2	3	1	2	4	47
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314	3	3	7	2	4	4	37	347	1	2	8	3	5	4	68
315	2	1	3	2	3	6	57	348	1	2	4	1	2	5	52
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321	1	2	6	4	5	4	44	354	3	1	8	2	4	7	67
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324	1	2	4	2	2	4	68	357	1	2	3	2	5	5	62
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367	1	1	3	2	2	5	58
368	1	2	4	1	2	5	78
369	1	2	5	2	2	4	55
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371	2	1	8	3	3	6	55
372	1	1	4	2	4	5	49
373	3	3	3	2	4	1	44
374	2	1	9	3	4	6	53
375	1	2	6	1	2	3	56
376	1	1	9	4	5	6	54
377	1	2	5	4	4	4	*
378	2	3	2	2	1	3	*

\* No Computer Print-out  
 \* No Computer Print-out