

전통적으로 남성 주도적인 전문직 진출을 희망하는 여대생의 성격 및 가족환경의 특성 연구 :

—법률가 및 의사직을 준비하는 미국 여대생을 중심으로*—

Individual and Family Background Predictors of Nontraditional Career Orientation among U.S. College Women

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<요 약>

이 연구의 목적은 전통적으로 남성 주도적인 전문직 진출을 희망하는 여대생(이 연구에서는 법률가 및 의사직, 이하 비전통적인 여성이라 부름)과 전통적으로 여성 주도적인 전문직 진출을 준비중인 여대생(이 연구에서는 교사 및 간호사직, 이하 전통적인 여성이라 부름)을 구분 할 수 있는 개인의 성격 및 가족환경의 특성을 검토하는 것이었다. 남성 주도적인 전문직에 진출을 준비하거나 그 분야에 종사하는 여성들의 특성에 대한 연구가 많이 발표되었으나 그 특징들의 중요성이 상대적으로 얼마나 비중이 있는지는 연구되어 있지 않다.

발달론적 환경이론(Developmental-Contextualism)과 직업 발달에 대한 역동적 상호관계 모델(Dynamic Interaction Model)이 본 연구의 이론적 체계를 이루고 있다. 이 연구에 포함된 개인성격 및 가족 환경 요인들은 자아존중감, 성취동기감, 학교성적 성취도, 사교성, 통제성의 위치, 심리적 남성특성, 출신가정의 사회적경제수준, 그리고 부모의 뒷받침과 이해였다.

ANOVA 결과에 의하면 비전통적인 여성들이 자아존중감, 학교성적 성취도, 내적 통제성, 심리적 남성특성, 그리고 출신가정의 사회적경제수준 면에서 전통적인 여성에 비해 훨씬 높은 수준을 나타내었다. 단계적 분별 분석(Stepwise Discriminant Analysis) 결과에 따르면, 심리적 남성 특성, 내적 통제성, 학교성적 성취도, 그리고 출신가정의 사회적경제수준이 위 두집단의 여성들을 분별하는 가장 뛰어난 특성들이었으며 전체 표본의 76.99%가 이 요인들에 의해 정확하게 분류되었다. 이 연구의 결과를 토대로 볼 때, 역동적 상호관계모델은 여성의 직업발달

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을 연구하는데 있어서 이론정립과 검사에 유효한 도구로 보이며, 이 연구에 포함된 변수들은 비 전통적인 여성들의 특성을 정확하게 묘사하는데 상당한 공헌을 하고 있었다.

마지막으로, 비 전통적인 여성들의 직업발달을 연구하는데 있어서 “능력 특성군 (Competency-related traits)”의 변수들을 좀 더 정확하게 분류할 필요가 있으며, 이 변수들과 여성의 직업발달의 관계를 자세히 연구할 필요가 있다고 본다.

I. Introduction

During the last decade, two trends concerning women have emerged in the occupational sector: the rise in female labor force participation¹⁾ and the increasing number of women entering occupations previously considered the prerogative of men²⁾. Although research findings have shown that women who are interested in or pursuing traditionally male-dominated occupations are different from their traditional counterparts in many respects³⁻⁹⁾, the relative importance of the relevant factors is not well-known⁹⁾. The purpose of this study was: (a) to examine the differences between nontraditionally and traditionally career oriented women with regard to personality characteristics and family environmental factors, and (b) to compare the relative importance and explanatory power of competency-related variables and other variables in influencing the occupational choice of young women.

From a developmental-contextual perspective, individual occupational development is seen as having important bidirectional links to a changing social context. One's career perspective is affected by the context of the family environment and political and historical change. One's ability, motivation, and personality traits also influence and are influenced by the physical, social, and interpersonal environments. Based on the developmental-contextual theoretical framework, Vondracek, Lerner, and Schulenberg¹⁰⁾ have proposed a dynamic interaction model of career development.

II. Review of Literature

Empirical research indicates that women who are involved in or are interested in pursuing careers that have been traditionally male-dominated and competitive differ from their traditional counterparts³⁻⁸⁾. These women are better educated and better prepared than other women to take responsible positions in numerous occupational sectors. In terms of personality traits, nontraditional career women have been found to have more positive self-concepts and higher levels of self-esteem than other women^{4,11)}. Many studies have found that women choosing nontraditional occupations scored higher on need for achievement than women choosing traditional occupations^{6,12)}. Interestingly, traditional women tend to possess good social skills and a high level of sociability, whereas nontraditional women are more likely to perform well in an intellectual domain^{13,14)}.

Internality in locus of control has been found to be associated with positive self-concepts¹⁵⁾, high levels of academic achievement¹⁶⁾, and nontraditional occupational choice among women^{17,18)}. Psychological masculinity has been found to be one of the most significant personality traits differentiating women in nontraditional fields from women in traditional fields¹⁷⁻¹⁹⁾.

Women in nontraditional fields of work/study also tend to differ in family background characteristics from their traditional counterparts. The former are more likely than the latter to have a high SES background and to have parents who are supportive toward their occupational

goals^{11,17,20}).

Taken together, these findings suggested the following hypotheses: Compared to college women in female-dominated fields of study, women in male-dominated fields of study would:

- Hypothesis 1. have higher self-esteem;
- Hypothesis 2. show higher levels of achievement motivation;
- Hypothesis 3. have achieved higher levels of academic performance;
- Hypothesis 4. score lower in sociability;
- Hypothesis 5. have a greater internal locus of control;
- Hypothesis 6. score higher in psychological masculinity;
- Hypothesis 7. have higher SES levels;
- Hypothesis 8. have higher levels of parental support and influence toward their occupational goals;

Although nontraditionals have been found to differ from traditionals in these personality and family background characteristics, it is not known whether all of these eight variables are of equal importance in influencing women's occupational choice. A goal of the present study is to determine the relative strength of the variables influencing the career choice of young women.

Studies have shown that psychological masculinity and competency-related traits are characteristics of women in male-dominated occupational fields^{18,19}). For example, Lemkau¹⁹) reviewed findings from 1930 through 1976 relevant to the personality and background characteristics of women in male-dominated occupations. According to Lemkau, one of the outstanding trends emerging from the literature was the prevalence among women involved in male-dominated fields of competency traits that are stereotypically seen as characteristics of and ideal for men. Similar findings have emerged in a number of other studies²¹).

Overall, these findings suggest that the conjoint influence of high self-esteem, strong achievement motivation, high intellectual ability, and a more masculine sex-role orientation promote the pursuit of nontraditional careers among women. Specifically, a woman is more likely to aim for challenging goals when she thinks highly and positively of herself than when she has lower self-esteem. A woman who has high self-esteem would be expected to have strong achievement motivation. However, the occupational goal she sets seems to depend heavily on her sex-role orientation. In other words, if a woman has a limited, narrow view of sex-role options and endorses sex-appropriate, typical feminine sex-role behavior, her career goal would be more likely within the typically feminine occupational fields. On the other hand, if a woman has an expanded view of sex-role behavior, then she is more likely to see a broad range of career options. This might increase the chance that she will choose a nontraditional occupation. The achievement motivation of this woman is likely to be independence-oriented and direct rather than indirect and vicarious.

Having high self-esteem, strong achievement motivation, and more masculine sex-role notions might be expected to increase the chance that a woman will perform well in the academic, intellectual domain. High performance in academic and intellectual tasks appears to be necessary in preparing for less traditional occupations¹¹).

On the other hand, although low sociability, internal locus of control, high SES of the family of origin, and high parental support and influence have been found to be important social factors influencing women's occupational choice, they seem to be relatively less powerful indicators of nontraditional occupational choices among young women compared with the competency-related variables. Suppose there is a young

woman who possesses a lower level of sociability, less sophisticated social skills, and internal locus of control. These qualities are certainly among those that are characteristic of women with a nontraditional occupational orientation.

They will not, however, automatically lead her to pursue a nontraditional career unless she is strongly motivated to do so, capable of dealing with all the required work, and believes that her striving for that occupation is a worthwhile and feasible thing to do.

Likewise, a young woman who has a high SES background and strong parental support has a better chance to pursue advanced, specialized training, compared with others with low SES backgrounds and low parental support. However, these family environmental factors alone will not lead her to succeed in highly competitive fields of study unless she believes that the field of study is appropriate for her and that she is capable of handling it, is motivated to succeed in it, and is able to perform well in the field of study. On the other hand, if a young woman is confident of her ability, is strongly motivated toward independence and achievement, exhibits a high level of psychological masculinity, and performs well in intellectual matters, she has a good chance to succeed in a male-dominated, highly competitive field of study even though she may lack certain family background characteristics conducive and favorable to her doing so.

It was, therefore, predicted in the present study that a cluster of competency-related characteristics would differentiate a group of young women with a nontraditional occupational orientation at a statistically significant level.

This study was an effort to explore and to test the viability of the competency-related cluster of variables in distinguishing occupational orientation among women.

This cluster was derived from suggestions

made by Broverman, Vogel, Broverman, Clarkson, and Rosenkrantz²²⁾ and by Lemkau¹⁹⁾. Of eight variables selected for the present study, four variables were considered as competency-related: psychological masculinity, high intellectual achievement, high achievement motivation, and high self-esteem.

The final hypotheses were:

Hypothesis 9a. A cluster of competency-related characteristics variables (self-esteem, achievement motivation, academic achievement, and psychological masculinity), relative to other variables, would distinguish a group of young women with a nontraditional occupational orientation from a group of young women with a traditional occupational orientation at a significant level; and

Hypothesis 9b. This cluster of competency-related variables would account for significantly more variance in the occupational orientation of young women than would the non-competency variables such as sociability, locus of control, SES, and parental support and influences.

III. Methods

Subjects

The subjects for this study were 113 college women, the majority of whom were in their junior ($n=55$) or senior ($n=53$) year of study. Traditional women ($n=57$) consisted of 36 education majors and 21 nursing students, whereas nontraditional women ($n=56$) included 32 pre-law

students and 24 pre-medicine students. Based on *the Economic Report of the President*²³⁾ and the Standard International Occupational Prestige Scale²⁴⁾, law and medicine are chosen to represent traditionally male-dominated, high-prestige occupations, whereas teaching and nursing are designated as representative of traditionally female-dominated occupations.

The subjects were predominantly Whites ($n=97$, 86.6%). The sample included a small number of Blacks ($n=4$, 3.6%), Hispanics ($n=8$, 7.1%), and Orientals ($n=2$, 1.8%). The majority of the subjects were never-married and not engaged ($n=99$, 87.6%) and 14 (12.4%) were engaged to be married. The subjects in this study appeared homogeneous in terms of age, marital status, and other demographic variables to a great extent, which was intended by the investigator to avoid any possible confounding effects due to heterogeneity.

Procedures

The instructors who taught classes at a major Southwest state university in U.S. were contacted and asked for approval and cooperation in administering the questionnaires to their classes. Some of the subjects in nontraditional fields of study were contacted through the schools of law and medicine located at the same university. College senior and junior women who had applied to these professional schools from all over the state of Texas and who met the sampling criteria for this study were invited to participate in this study.

Measures

The Personal Data Sheet was developed by the investigator to obtain demographic information such as age, religion, marital status, educational plan, parents, education and occupation, family income, and family relationship variables.

The Rosenberg Self-Esteem Scale²⁵⁾ is a 10-item scale intended to measure an individual's self-esteem. Respondents were asked to either strongly agree (scored 1), agree, disagree, or strongly disagree (scored 4) with each item. The RSES was found to have high levels of reliability²⁶⁾ and validity²⁷⁻²⁹⁾.

The California Psychological Inventory³⁰⁾ consists of 18 standard scale and measures personality characteristics important for social living and social interaction. In this study two scales from the CPI were administered: Achievement via Independence (AI) and Sociability (SOC). Respondents were asked to indicate whether they think each statement is true or false for them or whether they agree or disagree with the statement by circling 1 (true) or 2 (false). AI scale is intended to identify factors concerning interest and motivation facilitating achievement in any setting where autonomy and independence are positive behaviors. This scale consists of 32 items. The results of the test-retest reliability test and the convergent validity test of this scale were found to be acceptable³⁰⁾. SOC scale is designed to identify persons of outgoing, sociable, and participative temperament. This scale consists of 36 items. SOC scale was found to be a highly reliable and valid instrument³⁰⁾.

Academic achievement was assessed by means of self-reported high school GPA and the college GPA obtained through the registrar's office at the university and the schools of law and medicine. The ratings of GPAs ranged from 1 ("below 1.99") to 5 ("3.50-4.00"). Self-reported high school GPA and official college GPA were summed to obtain the scores of academic achievement.

The Rotter Internal-External Locus of Control Scale³¹⁾ is a measure of one's generalized expectancy that his/her reinforcement is controlled by his/her behaviors. This scale consists of 23 forced-choice internal/external items along with

six filler items. On each item, the respondents were asked to choose between two statements about the cause of events in various life situations. Rotter³¹⁾ reported high levels of the test-retest reliability, the Spearman-Brown internal consistency, and the construct validity.

The Bem Sex-Role Inventory³²⁾ is designed to measure one's sex-role orientation by measuring the extent to which an individual endorses qualities that have been consensually regarded as desirable either for males or for females. Since the 60-item long form of the BSRI was published in 1974, it has become one of the most frequently used instruments of sex-role orientation. The BSRI was reported to have high level of the internal consistency and the test-retest reliability³²⁾. In this study, the shorter form of the BSRI³³⁾ was utilized. The short form consists of 30 items.

The SES of the subjects' family of origin was assessed by question items on the Personal Data Sheet such as parents' education, occupation levels, and annual family income. Ratings on these items were summed to obtain an SES score.

The variable of parental support and influence

was measured through responses to questions in the Personal Data Sheet. These questions dealt with the subjects' perception of the extent to which their fathers and mothers had been: (1) supportive and encouraging of their choice of the present college major, (2) supportive and encouraging of the respondents' future career goals, (3) close to the respondents in terms of family relationship, and (4) influential, career role models to the respondents. Ratings of eight items were summed to obtain a score of parental support.

IV. Results

In order to test the hypotheses, analyses of variance (ANOVA) and a discriminant analysis were conducted. The results of the ANOVAs for the first eight hypotheses are shown in Table 1. Hypotheses 1,3,5,6, and 7 were supported in this study. As predicted, nontraditional women were found to score significantly higher in self-esteem, academic achievement, internal locus of control, psychological masculinity, and SES than traditional women. On the other hand, hypotheses 2,4, and 8 were not supported.

Table 1. Results of ANOVA : means and standard deviations of traditional and nontraditional women ($n=113$)

Variable	Traditional ($n=57$)		Nontraditional ($n=56$)		<i>df</i>	<i>F</i>
	Mean	<i>SD</i>	Mean	<i>SD</i>		
Self-esteem	32.60	4.50	34.20	3.68	1,111	4.28*
Ach. Mot.	52.25	9.21	55.48	9.52	1,111	3.38
Academic Ach.	7.96	1.48	8.79	1.38	1,106	9.07**
Sociability	51.53	10.67	58.00	7.77	1,111	13.54***
LOC ²	11.80	4.37	8.53	4.01	1,108	14.68***
Masculinity	4.84	.86	5.43	.70	1,110	15.95***
SES	24.24	5.73	27.79	4.99	1,107	4.36*
Parental Support	32.13	5.25	32.50	4.95	1,109	.15

1. Discrepancies in degrees of freedom are due to missing data.

2. Higher scores indicate externality.

* $p < .05$

** $p < .01$

*** $p < .001$

Table 2. Summary table for discriminators of traditional and nontraditional women according to step entered, step removed, multivariate *F* ratio, and Wilks' Lambda

Step	Variable	<i>F</i> -ratio (multivariate)	Wilks' Lambda
1	Sociability	15.46	.86
2	Academic Achievement	12.70	.79
3	Locus of Control	10.19	.76
4	Masculinity	8.67	.73
5	Sociability-Removed	11.23	.74
6	SES	9.04	.72
Finsufficient to enter analysis beyond this step ($F < 1.00$)			
7	Self-esteem		
8	Achievement Motivation		
9	Sociability		
10	Parental Support & influence		

Table 2 shows the results of the discriminant analysis. One discriminant function was derived from the 8 classifying variables (Wilks' lambda = .72, $x^2 = 30.93$, $p < .001$). Sociability was entered into the analysis first, followed by academic ability, locus of control, psychological masculinity, and SES. Sociability, however, did not meet the minimum value of *F*-to-enter, which was set at the 1.00 level, at step 5, and thus was eliminated from further analysis. Table 3 presents the standardized discriminant function coefficients for career orientations according to the discriminant function. The most significant discriminator in the function was psychological masculinity (.55), followed by locus of control (-.52), academic achievement (.49), and SES of the family of origin (.29).

In this study, a cluster of competency-related variables was predicted to distinguish between the two groups at a statistically significant level (Hypothesis 9a). The results of a discriminant analysis revealed that two of the competency-related variables were among the most significant discriminators between the two groups: psychological masculinity and academic achievement. Hypothesis 9a was partially supported.

Table 3. Standard discriminant function coefficient for nontraditional occupational orientation according to function

Variable	Coefficient for Function 1
Masculinity	.55
Locus of Control	-.52
Academic Achievement	.49
SES	.29
Variance explained by classifying variables : 27.79%	

The proportion of variance explained in the discriminant analysis by the competency-related variables was 27.79% ($R_c = .53$). The percentage of "grouped" cases correctly classified by the analysis was 76.99%. The proportion of variance explained by the noncompetency variables was 23.23% ($R_c = .48$). The percentage of "grouped" cases correctly classified by the analysis was 66.37%.

In order to test hypothesis 9b, a test for significance of difference between two proportions³⁴⁾ was performed. The result of the test revealed that the *z* value was not significant at the .05 level. The amount of variance explained by the cluster of competency-related variables was not significantly greater than that accounted for by

the other four variables. Hypothesis 9b was not supported.

V. Discussion and Conclusion

The first eight hypotheses of this study were intended to replicate the findings of previous studies. Eight variables of individual psychological and family characteristics were included to assess the differences between traditionals and nontraditionals. The ninth hypothesis was designed to determine the relative importance and explanatory power of a cluster of competency-related variables in discriminating between two groups of young women.

As predicted, nontraditional women were found to have significantly higher self-esteem, higher academic achievement, greater internality in locus of control, higher psychological masculinity, and higher SES family background than traditional women. Achievement motivation and parental support were found to be greater for nontraditional women than traditional women, as hypothesized, but these differences were not statistically significant. Sociability was found to be significantly higher among nontraditional women than among traditional women. This finding was the opposite of the prediction and was interpreted in light of measurement problems and current situation factors.

The results of the discriminant analysis indicate that two competency characteristics, psychological masculinity and intellectual achievement, are powerful predictors of nontraditional career interests among women, along with internal locus of control and high SES. Locus of control was significantly correlated with sociability, self-esteem, achievement motivation, and psychological masculinity. This indicates that internally-oriented women tend to be more sociable, to have higher self-esteem and achievement motivation,

and to be more masculine psychologically.

It appears that the conjoint influence of these characteristics may promote the independence of thoughts and behaviors which may increase the likelihood that a young woman chooses a pioneer, nontraditional field of study. It is, thus, argued in this study that locus of control is to be considered as a competency-related variable.

Nontraditional women scored significantly higher in masculinity and locus of control than traditional women. Although masculinity and locus of control were strongly correlated, two variables were found to be the most significant discriminators between the two groups of women. These findings suggest that highly task-oriented, instrumental characteristics and a belief in one's own ability as a determinant of the outcome of efforts are important characteristics of women in pioneer fields of study.

The pattern of the results suggests that the conjoint influence of masculinity and locus of control may facilitate women to pursue a nontraditional field of study when they have high academic achievement and high SES background, more so than when they do not. There is no evidence in the data to determine a cause-and-effect relationship among these variables. It appears, however, that the combination of masculinity, locus of control, and academic achievement along with high SES is interacting in a dynamic manner to lead women to pursue nontraditional field of study. It has been also suggested that the results of this study may indicate that although parents of both groups are equally supportive of their daughters, this support is directed toward different goals. Two groups of women were found to be equally achievement oriented, but to seek achievement in different fields of study that were perhaps most in keeping with their personal abilities and characteristics.

The theoretical framework of this study was

developmental-contextualism, from which a dynamic interaction model of career development was derived. This model guided the selection of individual and ecological variables for this study. This study employed variables from multiple levels of analysis such as individual psychological and family background levels. The results of the discriminant analysis suggest that employing variables from multiple levels of analysis is useful to assess the relative strength and explanatory power of variables in the study of women's career orientation.

Taken together, the findings of this study suggest that variables of family ecological level are interacting with ones of individual psychological levels and that considering the family environmental variables along with individual psychological characteristics in assessing the relative importance of the variables is an appropriate approach to the study of women's occupational development. The results of the present study indicate the importance of the SES variable in examining women's nontraditional career orientation, particularly for women who are heading for the nontraditional occupations such as law and medicine, and provide the support for the dynamic interaction model of occupational development.

In conclusion, a dynamic interaction approach to women's occupational development is useful effort to the development and empirical testing of theory. The variables included in this study were found to be among significant indicators of women's nontraditional occupational orientations with 76.99% of cases correctly classified. Based on the findings of this study, the cluster of competency-related variables are revised to exclude self-esteem and achievement motivation and to include locus of control. There still remains, however, the need to refine the concept of the competency cluster in a more precise

manner and to explore its relation to women's occupational development.

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