FEMALE ADOLESCENTS' PERCEPTIONS OF SELF, OF THEIR
TELEVISION FICTIONAL ROLE MODELS, AND OF THEIR
REAL WORLD ROLE MODELS;
AN EXPLORATORY STUDY

DISSERTATION

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# TABLE OF CONTENTS

| ACKNOWLEDGMENTS                        | Page  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VITA</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
</tbody>
</table>

## Chapter

1. **INTRODUCTION**                        | 1     |
2. **FRAMEWORK OF PRESENT STUDY**         | 15    |
3. **METHODOLOGY**                        | 66    |
4. **ANALYSIS OF DATA: QUESTIONNAIRE**    | 89    |
5. **ANALYSIS OF DATA: COMPARISON OF THE**| 136   |
   INDEPTH AND GENERAL SAMPLES' RESPONSES TO THE ROLE MODEL QUESTIONNAIRE
6. **ANALYSIS OF DATA: THE INVENTORY OF**  | 149   |
   FEMININE VALUES
7. **ANALYSIS OF DATA: STUDY OF VALUES**  | 198   |
   TEST
8. **DISCUSSION OF METHODOLOGY**          | 217   |
9. **SUMMARY, CONCLUSIONS, AND IMPLICATIONS** | 225 |

## APPENDIX

A. **ROLE MODEL QUESTIONNAIRE**            | 235   |
B. **LETTER TO HOMEROOM TEACHERS**         | 242   |
C. LETTER TO SUBJECT MATTER TEACHERS ........ 244
D. GENERAL SAMPLE'S TELEVISION CHARACTER MODELS ....................... 246
E. GENERAL SAMPLE'S MEDIATED REAL WORLD MODELS .......................... 249
F. INDEPTH SAMPLE'S TELEVISION CHARACTER MODELS AND MEDIATED REAL WORLD MODELS ............................. 251

BIBLIOGRAPHY ................................................................. 253
**LIST OF TABLES**

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students' Responses To Naming a Television Character Model</td>
<td>90</td>
</tr>
<tr>
<td>2. Students Naming Television Character Models in Each Model Category</td>
<td>93</td>
</tr>
<tr>
<td>3. The Ten Most Frequently Named Television Models and the Number and Percentage of the 275 Students Who Named Them</td>
<td>94</td>
</tr>
<tr>
<td>4. Students' Reasons for Selecting Their Female Television Character Models</td>
<td>96</td>
</tr>
<tr>
<td>5. Students' Reasons for Selecting Their Male Television Character Models</td>
<td>97</td>
</tr>
<tr>
<td>6. Students' Responses To Naming a Real World Model</td>
<td>99</td>
</tr>
<tr>
<td>7. Students Naming Real World Models in Each Model Category</td>
<td>100</td>
</tr>
<tr>
<td>8. Students Naming Known Real World Models in Each Model Category</td>
<td>102</td>
</tr>
<tr>
<td>9. Students' Reasons for Selecting Their Female Known Real World Models</td>
<td>103</td>
</tr>
<tr>
<td>10. Students' Reasons for Selecting Their Male Known Real World Models</td>
<td>103</td>
</tr>
<tr>
<td>11. The Ten Most Frequently Named Mediated Real World Models and the Number and Percentage of Students Who Selected Them</td>
<td>105</td>
</tr>
<tr>
<td>12. Students' Reasons for Selecting the 142 Female Mediated Real World Models</td>
<td>106</td>
</tr>
</tbody>
</table>
13. Students' Reasons for Selecting the 26 Male Mediated Real World Models .......... 106
14. Comparison of Students' Reasons for Naming Their Female Television Character, Known Real World, and Mediated Real World Models .................. 108
15. Comparison of Students' Reasons for Naming Their Male Television Character, Known Real World, and Mediated Real World Models 109
16. Comparisons of the Marital Status of the Female Models in the Three Model Groups .. 111
17. Comparisons of the Work Status of the Female Models in the Three Model Groups .. 113
18. Comparisons of the Students' Future Aspirations with Their Perceptions of Their Female Models' Marital Status ............ 117
19. Comparison of the Students' Future Aspirations with Their Perceptions of Their Female Television Character Models' Work Status ....... 120
20. Comparison of the Students' Future Aspirations with Their Perceptions of Their Known Real World Models' Work Status ...... 121
21. Comparison of the Students' Future Aspirations with Their Perceptions of Their Female Mediated Real World Models' Work Status ... 122
22. Comparison of the Indepth Sample's and the General Sample's Reasons for Naming Their Female Television Character Models .... 138
23. Comparison of the Number and Percentage of Students in the Indepth and General Samples Who Named Models in Each of the Real World Model Categories ......... 140
24. Comparison of the Number and Percentage of Students in the Indepth and General Samples Who Named Models in Each of the Known Real World Model Categories .......... 141

25. Comparison of the Indepth Sample's and the General Sample's Reasons for Naming Their Female Known Real World Models .......... 143

26. Comparison of the Indepth Sample's and the General Sample's Reasons for Naming Their Female Mediated Real World Models .......... 144

27. Comparison of the Indepth Sample's and the General Sample's Perceptions of the Marital Status of the Female Models in the Three Model Groups ......................... 146

28. Comparison of the Indepth Sample's and the General Sample's Perceptions of the Work Status of the Female Models in the Three Model Groups ......................... 147

29. Students' Average Total Scores on The Inventory of Feminine Values ................ 155

30. Students' Average Scores on the Odd and Even Items on The Inventory of Feminine Values .......... 156

31. Comparisons of SELF, TVC Models' and RW Models' Scores on the Odd and Even Items of The Inventory of Feminine Values .......... 158

32. Comparisons of the SELF, TVC Models' and RW Models' Scores for Students Naming Known Real World Models and for Students Naming Mediated Real World Models ......................... 160

33. Comparison of Students' Naming Known Real World Models SELF, TVC, and RW Models Scores with Those of Students Naming Mediated Real World Models ......................... 162

34. Comparison of the Students' IFV Score Classifications With Those of Their Perceptions of Their Female Television Character Models .......... 165
35. Comparison of the Students' IFV Score Classifications With Those of Their Perceptions of Their Female Real World Models .......... 166
36. Comparisons of Students' SELF and KRW Models' IFV Classifications .................................... 167
37. Comparisons of Students' SELF and MRW Models' IFV Classifications .................................... 167
38. Comparison of the IFV Classifications of the Female TVC and Female KRW Models as Perceived by Students Naming KRW Models ...... 169
39. Comparison of the IFV Classifications of the Female TVC and Female MRW Models as Perceived by Students Naming MRW Models ...... 170
40. Comparisons of Students' TVC Models' IFV Classifications and Their Marital Status ...... 172
41. Comparisons of Students RW Models' IFV Classifications and Their Marital Status .......... 173
42. Comparisons of Students KRW Models' IFV Classifications and Their Marital Status .......... 173
43. Comparisons of Students' MRW Models' IFV Classifications and Their Marital Status .......... 174
44. Comparison of the Students' TVC Models' IFV Classifications and Their Work Statuses ... 176
45. Comparison of the Students' RW Models' IFV Classifications and Their Work Statuses ... 177
46. Comparison of the Students' KRW Models' IFV Classifications and Their Work Statuses ... 177
47. Comparison of the Students' MRW Models' IFV Classifications and Their Work Statuses ... 178
48. Comparison of Students' IFV Classifications With Their Future Aspirations ...................... 181
49. Comparison of the TVC Models' IFV Classification With the Future Aspirations of the Students Who Named Them .................. 182

x
50. Comparison of the RW Models' IFV Classifications With the Future Aspirations of the Students Who Named Them .......... 183
51. Comparison of the KRW Models' IFV Classifications With the Future Aspirations of the Students Who Named Them .......... 184
52. Comparison of the MRW Models' IFV Classifications With the Future Aspirations of the Students Who Named Them .......... 184
53. Students' SELF, TVC Models', and RW Models' Average Scores on the Six Values of the Study of Values Test .................. 201
54. KRW and MRW Models' Average Scores on the Six Values of the Study of Values Test .... 202
55. Comparisons of SELF, TVC Models, and RW Models on the Masculine Values of the Study of Values test .................. 203
56. Comparisons of SELF, TVC Models, and RW Models on the Feminine Values of the Study of Values .................. 203
57. Comparisons of SELF, TVC Models', and RW Models' Scores for Students Naming Known Real World Models and for Students Naming Mediated Real World Models on the Masculine Values of the Study of Values Test .. 205
58. Comparisons of SELF, TVC Models', and RW Models' Scores for Students Naming Known Real World Models and For Students Naming Mediated Real World Models on the Feminine Values of the Study of Values Test .......... 206
59. Comparison of Students' Naming KRW Models SELF, TVC Models' and RW Models' Scores on the Masculine Values of the Study of Values Test with the SELF, TVC Models' and RW Models' Scores of Students Naming MRW Models ............................. 208
60. Comparison of Students' Naming KRW Models SELF, TVC Models' and RW Models' Scores on the Feminine Values of the Study of Values Test with the SELF, TVC Models' and RW Models' Scores of Students Naming KRW Models ............................................ 209
CHAPTER I

INTRODUCTION

Summary of the Project

This research study assessed high school aged girls' perceptions of their role models - people they would "like to be like." The researcher was interested specifically in comparing and contrasting the students' perceptions of two types of models, a television fictitious model and a real world model.

An initial questionnaire on which students were asked to name and describe a television fictitious model and a real world model and to give information regarding their own future aspirations upon graduation from high school was distributed to approximately 1200, 16 and 17 year old girls in seven predominantly white, middle-class, suburban high schools in the Columbus, Ohio area.

From the 342 girls who completed and returned the questionnaire, 50 were selected to comprise the in-depth sample. These girls were selected because they adequately completed the questionnaire, they expressed a willingness to participate further in the project,
and they had written parental permission to participate further in the study.

To determine how the indepth sample perceived their role models, a projection approach was utilized. The students were asked to complete two instruments - The Inventory of Feminine Values and the Allport, Vernon, Lindzey Study of Values tests - as they believed their fictional television models and their real world models would. Subjects were also asked to complete these instruments as they themselves believed.

Analyses were made of the similarities and differences among the students' self perceptions, their perceptions of their fictional television models, and their perceptions of their real world models.

Scope of Research

This research is basically a pilot study. The researcher had an interest not only in seeking answers to the questions raised in this study, but, also, in determining whether or not the method and instruments employed were able to elicit these answers.

Adequately to explore this study's objectives the scope of the research would need to be widened to include more subjects in the age and class groups included in this study as well as subjects in other age, class,
and racial groups.

The findings that did result from this present study should be regarded as possible trends. To determine whether these trends are characteristic of other groups, further research is needed.

**Limitations of the Research**

The researcher considers this present study to have four major limitations. First, this study employed a homogeneous rather than a stratified sample. The reasons for confining this initial study to 16 and 17 year old girls from predominantly white, middle-class, suburban areas are discussed in the *Sample* section of *CHAPTER III*. The researcher recognizes, however, that the use of a homogeneous group necessarily limits the ability to generalize the results of this study to other groups.

Second, because of the time involved in completing the instruments used in the *indepth* section of the study - approximately three hours - students were allowed to complete the instruments during their free time at school or at home. Consequently, the conditions under which the subjects completed the instruments were not uniform. The possibility exists, therefore, that the subjects' responses may have been influenced by a variety of environmental
factors. The researcher does not believe that these factors influenced the students to such an extent as to make their responses invalid. However, the actual extent to which they were influential is unknown.

Third, the conducting of this research depended upon the co-operation of many people. In most instances, the researcher depended upon homeroom or subject matter teachers for the proper distribution and collection of the initial questionnaire. After the teachers were supplied with an explanation of the study and with directions for the procedures to follow for the distribution and collection of the questionnaire, the researcher could only hope that the directions would be followed.

How students reacted to the questionnaire was no doubt influenced by the general attitude of the teachers toward the study as well as the amount of time the teachers were able to devote to the explanation of the project. Likewise, the teachers' attitudes toward the study were probably influenced by the attitudes toward the study by the school's administration. The researcher suspects that the degree of enthusiasm expressed toward the research by administrators, teachers, and students varied within and among the schools involved in the study.
Finally, since students were not compelled to complete the questionnaire and since students’ participation in the indepth part of the study was purely voluntary, the information gathered in the study came only from the students who were willing to give their time and effort to take part in the study. Not included are the responses of students who did not have a desire to or were not allowed to participate in the study. Whether or not these non-participants significantly differ from the participants and, if so, in what ways, is not known.

**Definition of Terms**

Many terms used throughout the framework, analysis, and discussion sections of this research need be defined and/or clarified as to their meaning when used in the context of this study. What follows are general categories of terms followed by the terms and their definitions.

**General terms.** These terms are those that are used throughout this study.

1. *Role model -* a role model is someone the student designates she would "like to be like".
2. Traditional woman - a traditional woman denotes a woman who considers her main source of achieve-
ment in life to be marriage and motherhood.
In terms of *The Inventory of Feminine Values* classifications, the traditional woman would most closely approximate the intra-family oriented woman.

3. Modern woman - a modern woman denotes a woman who does not want marriage and a family to be the source or the only source of achievement in her life. A modern woman is not necessarily undesirous of a husband and family. Rather she does not want them to be the only means by which she fulfills herself. In terms of *The Inventory of Feminine Values* classifications, the modern woman would most closely approximate the extra-family oriented woman.

4. General sample - the general sample of this study includes all students who completed and returned to the researcher the initial questionnaire.

5. Indept sample - the indept sample of this study includes the 50 girls selected from the general sample who were willing to and who had their parents written permission to participate further in the study. These students completed *The Inventory of Feminine Values* and the Study
of Values tests as they believed their models would and as they themselves believed.

Model Terms. These terms are those that describe the major categories of models contained in this study.

1. Television character model - a television character model is a fictional character who appears in a television drama or comedy program.

2. Real world model - a real world model is a non-fictional person. The model may be known personally or may be "known" through mediated sources such as newspapers; magazines; television news, interview, and documentary programs; or radio programs.

3. Known real world model - a known real world model is a real world model who is known personally by the students in this study.

4. Mediated real world model - a mediated real world model is a real world model who is "known" by the students in this study through mediated sources such as newspapers; magazines; television news, interview, or documentary programs; or radio programs.

Known Real World Model Terms. These terms are those that describe the categories into which the known real world models are placed.
1. Older female - an older female is a model that fits the following descriptions: she is older than the students in this study; she is not a fellow high school student of the students in this study; she is not the mother or a teacher of the student who named her as a model.

2. Female friend - a female friend is a peer, usually a classmate of the student who named her as a model.

3. Mother - a mother is the mother of the student naming her as a model.

4. Female teacher - a female teacher is or has been a teacher of the student who named her as a model.

5. Older male - an older male is a model that fits the following descriptions: he is older than the students in this study; he is not a fellow high school student of the students in this study; he is not the father or a teacher of the student who named him as a model.

6. Male friend - a male friend is a peer, usually a classmate, of the student who named him as a model.

7. Father - a father is the father of the student naming him as a model.
8. Male teacher - a male teacher is or has been a teacher of the student who named him as a model.

**Model Marital Status Terms.** These terms are those which describe the female models' marital and familial situation.

1. Single - a single model is one who is perceived by the student who named her to be unmarried. Models in this category may have at one time been married. They may also have children.

2. Married - a married model is one who is perceived by the student who named her to be presently married.

**Model Work Status Terms.** These terms are those which describe the female models' occupational states.

1. Career - a model in the career work status is perceived by the student who named her to be actively and solely pursuing some occupation other than that of a housewife. Models who fall into this work status are unmarried and have no children.

2. Housewife - a model in the housewife work status is perceived by the student who named her to be solely involved in activities related to the care of a home and family. These models may or may not
be married and they may or may not have children.

3. Career/Housewife - a model in the career/housewife work status is perceived by the student naming her to be pursuing a work activity outside the home while also being involved in those activities surrounding the care of a home and family. These models may or may not be married and may or may not have children. To place in this work status, though, the model must either be married or have children.

4. Student - a model in the student work status is perceived by the student naming her to be either a fulltime high school or college student. Models in this work status are unmarried and childless.

**Students' Future Aspiration Terms.** These terms are those which describe the students' immediate plans upon graduation from high school.

1. Work - a student whose falls into the work future aspiration category plans to seek immediate employment upon graduation from high school. A student placed in the work category has stated no plans for seeking further education.
2. **Training** - a student who falls into the training future aspiration category plans to continue her formal education after high school, but not at a four year college or university. Rather, she seeks specific training for a specific skill. For example, a student who is a training future aspirant may plan to attend a secretarial, cosmetology, carpentry, or modeling school.

3. **College** - a student who falls into the college future aspiration category plans to continue her education at the college level. Students who place in this future aspiration category hope to pursue occupations that require a baccalaureate degree or higher.

4. **Marriage** - a student who falls into the marriage future aspiration category plans to marry immediately or soon after high school graduation. Students placing in this category gave no plans for working or for continuing their education.

**Inventory of Feminine Value Terms.** These terms are those which describe The Inventory of Feminine Values score classifications.

1. Intra-family oriented woman - an intra-family oriented woman is one whose score on The Inventory of Feminine Values indicates that she
desires to achieve through her husband and family. She regards a family as more important than any other personal or professional activity she may pursue.

2. Extra-family oriented woman - an extra-family oriented woman is one whose score on The Inventory of Feminine Values indicates that she wants to experience achievement other than or in addition to that which she may experience through a husband and family. She regards her personal or professional activity to be as important as her family.

3. Balanced woman - a balanced woman is one whose score on The Inventory of Feminine Values falls rather evenly between those of the intra-family oriented and extra-family oriented women. In other words, the balanced woman shares some attitudes of both the intra-family oriented and extra-family oriented women.

Study of Values Terms. These are terms that describe the six interests or values assessed by the Study of Values test as well as terms used during the analysis of the data from the Study of Values test.

1. Theoretical - the theoretical interest is one of
the six interests or values assessed by the Study of Values test. Those individuals who are theoretical have a primary interest in the empirical, critical, and rational.

2. Economic - the economic interest is one of the six interests or values assessed by the Study of Values test. Those individuals who are economic have a primary interest in the useful and practical.

3. Political - the political interest is one of the six interests or values assessed by the Study of Values test. Those individuals who are political have a primary interest in power - sometimes personal power - influence, and renown.

4. Aesthetic - the aesthetic interest is one of the six interests or values assessed by the Study of Values test. Those individuals who are aesthetic have a primary interest in form, harmony, and the artistic episodes of life.

5. Social - the social interest is one of the six interests or values assessed by the Study of Values test. Those individuals who are social have a primary interest in the altruistic and philanthropic aspects of love.
6. Religious - the religious interest is one of the six interests or values assessed by the Study of Values test. Those individuals who are religious have a primary interest in unity and in relating to the cosmos as a whole.
CHAPTER II

FRAMEWORK OF PRESENT STUDY

Although no research has been conducted that has explored the specific area that this research explores, it is obvious that the concerns of this research are related to several areas of study and previous research. Consequently, this section will provide a review of theory and research upon which the premises and objectives of this study have been built.

Background: Theory and Research

Much emphasis is being placed today on the concept of providing alternative roles for women - alternatives from the traditional and expected roles of wife, mother, and homemaker. Psychologists, sociologists, and Women's Liberation spokesmen speak about the need for women to be able to fulfill themselves in areas outside the home if they so desire. (7:217-218, 1971; 98:xvii, 1970; 51:326-364, 1963; 88:234, 1968; 47:289-294, 1968)

That this need for providing alternative roles
for women is able to be discussed is due in part to the technological advances that undermine or at least make less time-consuming many of the functions involved in the traditional female role. Automated appliances, frozen foods, birth control all suggest that, indeed, "woman's work" can be done, and, if a woman chooses, never begun.

Besides technological advances, changes appear to have occurred in societal thinking. Family planning, usually leading to small families, is a much publicized concept. Meanwhile, women living in contemporary society are pursuing their education quantitatively more avidly than have most other generations of women. (84:358, 1972)

Conditions seem to be present, therefore, for women and men to be educated to a new concept of the female's role in society - a concept that acknowledges that several life styles are available to women as well as men; a concept that encourages individual women and men to consider these varying life styles and to select for themselves those that best fit their needs, desires, and hopes. To make this concept a reality, women and men need be educated to understand and to believe that the adoption of the traditional sex role in toto
or even in part should not necessarily be the criterion by which personal worth and success is assessed.

The responsibility for this educational venture obviously falls upon society’s educative and socializing agents - families, peers, churches, schools, and media. These socialization forces are responsible for transmitting the behavioral patterns and beliefs that children adopt. Indeed, teachings from these socializing agents help form an individual's self-identity. (47:211, 1960) Self-identity in turn influences a person’s behavior, attitudes, and aspirations.

Much of what an individual is taught through the socializing agents is taught by role models - those who occupy a position or role to which an individual aspires. A role described by Ralph Linton in the total of cultural patterns associated with a particular status and ascribed by society to people occupying that status. These cultural patterns surrounding the role include the values, attitudes, and behavior associated with the role. (90:263, 1952)

Those people the individual knows personally or through the media that occupy the aspired-to role serve as learning sources for the individual. (127:35, 1964) Indeed, those models that have the potential to influence significantly those who aspire to a role, may
function as significant others. (17:74-75, 1953)

Some learning from models is consciously undertaken. An individual will consciously observe and learn the appropriate role behavior from the model occupying the role to which he is aspiring. But, other role learning is not as deliberate. Learning the behavior associated with general roles - e.g. the feminine, masculine, maternal roles - is often an informal and diffused process. (124:170, 1968)

An individual's incorporation of a role model's characteristics into his own behavior and thought patterns usually involves two processes - identification and imitation. According to Jerome Kagan, the identification process begins when an individual perceives a model who achieved the goals that he too wants to achieve. The individual reasons that the adoption of the characteristics of this role model will help him achieve his desired goals. The individual is reinforced in his identification with and imitation of his chosen model each time he is told that his behavior is similar to that of his model. However, believes Kagan, for this identification and imitation to be maintained the individual must begin to experience some of the desired and affective goal states of his model. (76:98-99, 1966)
Sometimes reward and approval from others will encourage an individual to maintain an identification with and imitation of a particular model or type of model. Miller and Dollard say an individual rewarded for imitating one type of model will generalize and imitate other models of the same type. By noting for which models they are rewarded for imitating and for which models they are punished for imitating, children learn to discriminate between those models with which they should and those with which they should not identify. (105:178-181, 1941)

Through the processes of identification and imitation of role models, then, the individual learns what behavior is expected of him and what behavior to expect of others in given roles. He incorporates this knowledge into his self-image and learns to expect from himself that which others expect from him. (70: 261-262, 1967)

It is through such a process that children learn the set of socially expected behaviors that surround their sex roles. (133:338, 1968) As with other socialization, sex role training emanates from many sources. The family usually establishes a child's basic sex role identity. In the family, the child usually makes an identification with the same sex parent, and, for this
he is rewarded. (77:80, 1971) This process begins at the child's birth. (52:217, 1965) According to Jerome Kagan, by age two and one-half a child has his sex role identity firmly established. (75:40, 1969) Other socializing agents - the school, peers, and the media - usually serve to reinforce the family's sex role teachings. (28:13, 1966)

Obviously sex role socialization differs for boy and girl children. Generally speaking, boys are socialized to be independent and aggressive while girls are socialized to be passive and submissive. (78:58 & 136, 1962; 28:5-13, 1964; 77:76, 1971) The processes by which these socialization goals are reached vary with each sex. Socialization of boy children into their "appropriate" sex role is pursued with greater urgency earlier in childhood than is the socialization of girl children into their "appropriate" sex role. This is evident by the fact that the range of socially acceptable behavior narrows earlier for boy than for girl children. (7:207, 1971)

Girl children are able to engage in boy type activities such as playing baseball until an older age than boys are permitted to engage in girl type activities such as playing with dolls. (7:144, 1971) Further, it is socially acceptable for girl children until late childhood and beyond to dress in boy type clothing and to possess boys' nicknames. (22:236, 1958)
At the same time girl children are allowed this greater range of activity in childhood, they are being more severely punished than are boy children for aggressive behavior. (78:112, 1962) So, while a girl child is allowed to take part in boy type activities, she is not encouraged to do so in earnest. Instead, she is rewarded throughout childhood for her involvement in traditionally feminine activities. At an early age she is given dolls to mother and other domestic toys with which to play and fantasize. (20:76, 1967) She is taught to emulate "mommy" while boy children are encouraged to be just like "daddy." (61:6, 1964)

At the onset of puberty, the permissive attitude which allowed for girls' participation in boy type activities disappears. The "young lady" is now expected to limit her activities to the feminine - those for which she has been rewarded throughout her childhood. Since she has been discouraged from being aggressive and encouraged to be passive, her sex role identity does not depend upon her athletic skills, her sense of independence, or even her academic skills. (77:87, 1971) Consequently, Douvan states, adolescent girls will tend to neglect the establishing of personal and individual standards and values and will instead attempt
to develop sensitivity and skill in her interpersonal relations. (40:439, 1969)

As Bardwick points out, many young girls during their early schooling express a desire to achieve in their academic work and to develop a self-concept dependent upon this achieving. However, while they are experiencing this desire for self-achievement, they are being taught to be dependent upon others for feelings of esteem. Often these girls will begin to use their academic achievement as a means of securing affection from their parents and teachers. With the onset of puberty and the increasing stress to achieve in social relations, particularly with members of the opposite sex, achieving academically becomes less important as a means of obtaining self-esteem. Indeed, academic achievement often becomes perceived to be a threat to what is now thought to be a more important goal - the achievement of social success. (7:178, 1971)

The difference in sex role socialization is further reflected in the occupational socialization process. Occupational socialization, as does sex role socialization, begins early and continues throughout life. Girl children have traditionally been taught
to desire and expect homemaking to be if not their sole, then their primary vocation, while boy children are socialized to be the providers of the family. (100:305, 1969)

According to Esther Matthews, though, a discernable career desiring pattern exists among girls at early puberty. They type of careers hoped for by girls at this age, however, tends to be fantasy careers - e.g. space scientists, explorers, etc. Says Matthews, girls at this age really anticipate and desire marriage and a family. But, the time when those wishes are likely to become a reality is still years away. Therefore, girls allow themselves a hope for a fantasy career. Matthews interprets this phenomenon as the girls' attempt to have a last fling at aggression and independence before adopting a passive feminine role. This career hope, though, decreases with age. (100:307, 1969)

Further support of girls' decreasing desire for a career with increasing age is presented in another study by Matthews with Tiedeman. When junior high school girls were asked if they wanted a career other than marriage, 13% answered in the affirmative. However, only 3% of the senior high school level girls in the study answered "yes" to this question. (101:382, 1964)

This decrease in career desire as the age
of the girls increases is due to the strong concern of girls in their late teens with their prospects of marriage. (54:167, 1951) Says Matthews, although marriage now becomes the girls' chief concern, they do not abandon the thought of work altogether. But, usually they consider work or future education as a supplement, rather than an alternative to what they perceive to be their future domestic functions. They think in terms of working then marrying or attending college then marrying. (100:307-308, 1969) For young women, then, work has tended to be viewed not as a way to satisfy a desire for personal achievement, but as something to do before marriage or before children.

Other studies tend to support the above conclusion. Yet, some studies also reveal that many young women are planning to be involved in work activities outside the home, perhaps indicating that more young women are rejecting the school of thought that discourages women from seeking employment unless work is a financial necessity. A study by Elkins of sixth through eleventh grade girls revealed that only three percent of the girls desired to be fulltime housewives. (43:207-272, 1958) In a study by Empey, high school and college women stated that they preferred marriage to working. But,
they tended not to choose marriage alone as their future endeavor. Even though the occupations considered by these women were those that were considered traditionally in woman's domain, the study indicated that a growing tendency exists for young women to view their future role as a combination of marriage and work. (45:155, 1958) Interestingly enough, however, Hartley's study of the attitudes toward women working of fifth, eighth, and eleventh grade girls and boys revealed that the number of boys who said they might consent to their wives working was significantly lower than the number of girls who planned to work. (60:83-90, 1959-60)

In order to understand better why some women pursue a career in earnest and other women do not, Simpson and Simpson conducted a study in which they compared career and non-career oriented women's attitudes toward, knowledge of, and selection of occupations. Thirty-four percent of the women involved in this study were classified as career-oriented. These women stated that they would continue work after marriage even if they were not required financially to do so. These women further stated that if they had children and terminated their work activities to do so, they would definitely go back to work when the children
were raised or grown. (130:379-380, 1961)

The majority of women in the study were classified as non-career oriented. They either stated that they would not work at any time during their marriage or that they would quit work if they had children and decide later whether or not they would return to work. (130:379-380, 1961)

The researchers discovered that the career-oriented women differed from the non-career oriented women in their attitudes toward work and its meaning. Sixty-two percent of the career-oriented women said they selected their career because it would foster self-expression. Only 35% of the non-career oriented women gave this as a reason for their career choice. (130:380, 1961)

This difference in attitude toward work was expressed in the career choices of the groups of women. Fifty-four percent of the non-career oriented women selected jobs that the researchers classified as general cultural occupations - e.g., teaching, nursing, etc. Only 29% of the career oriented women selected jobs that fell into this category. Career oriented women were more inclined to select expressive occupations. Twenty-nine percent said they would pursue a literary-communication occupation and 21% said they would pursue an occupation in the fine arts. (130:379, 1961)
Differences also existed between the two groups' career influences. The career oriented women were more likely to be influenced in their career choices by people in those professions to which they aspired, while the non-career oriented women tended to be more influenced in their career selection by parents, relatives, and peer group. Further, career oriented women usually named more sources of influence than did non-career oriented women. Sixty-five percent of career oriented women as compared to 29% of non-career oriented women named three or more sources as having had a strong influence on their occupational choices. (130:382, 1961)

This last finding in particular would seem to suggest that the socialization the career oriented women received differed from the socialization non-career oriented women received in that the former were more often influenced by role models in their intended professions. One wonders if the career oriented women had greater contact than the non-career oriented women with those in their aspired to occupations or if the career oriented women were more predisposed to the influence of these models.

Despite the fact that more and more women are planning to work, studies still indicate that to a
large extent the opinions of children as well as adults regarding what are the appropriate functions of each sex still follow the tradition lines of thought. Says Kagan, despite the common assumption that sex role standards are changing at a rapid rate, children continue to believe that aggression, domination, and independence are traits more appropriate for males and that passivity, nurturance, and the ability to get along are attributes more appropriate for females. (77:78, 1971)

Ruth Hartley's study of eight and eleven year old children produced results that indicated that children believe the main function of women should be the care of children and the main function of men should be the earning of money. When these same children were asked what men and women needed to know and what they should be able to do, the children replied that women should be able to care for children and men should know how to do some work. (59: 126-149, 1970)

These opinions of what are the appropriate functions for each sex are also held by adults. In a study by Steinmann and Fox college women were asked to respond to a questionnaire that assessed their beliefs as to what females' societal role should be. The women
were asked to respond to the questionnaire as they believed the ideal woman would, as they believed the average woman would, and as they believed men would when describing their ideal mate. The women also answered questions as they themselves believed. College men were also involved in this study. They were asked to respond to the questionnaire as they believed their ideal woman would.

The questions in the questionnaire were designed to distinguish between family oriented women - women who desired to devote their time and energies to their husband and children - and self-achieving women - women who wanted to devote their time and energies to activities outside the family situation.

The results of this study indicated that in general, the men's ideal woman was more balanced between the family oriented and self-achieving types than were women's perceptions of men's ideal woman. Women perceived men's ideal woman to be strongly family oriented and to be lacking desire for self-achievement. The researchers added, though, that although the men's ideal woman appeared less family oriented than the women's perceptions of men's ideal woman, a closer examination of the male responses to the individual
items reveal that men believed that women had a right to achieve outside the family only if she did not have a family. (136:265-276, 1966)

Women’s self-descriptions, perceptions of the average woman, and perceptions of the ideal woman were more balanced between the self-achieving and family oriented poles than were their perceptions of men’s ideal woman. Women’s descriptions of the ideal woman leaned more toward the self-achieving pole than did the women’s descriptions of themselves. In sum, women in this study did perceive themselves to be close to what they perceived their ideal woman to be, but they did not perceive themselves to be the type of woman that men would most desire. (136:265-276, 1966)

That differences between the traditional role functions of the sexes exist and are reflected in the perceptions of children, adolescents, and adults is to be expected. One would also expect that as the functional basis upon which many of the traditional sex role expectations are based is altered, a greater freedom of role choice for men as well as women will emerge. But, this transition will not, indeed, has not been made without role conflict. Role conflict is particularly evident in women because they must overcome a sexual inferiority complex. For, women have not
only been taught through the traditional socialization process that their societal functions differ from those of men, but also, that their functions are inferior to those of men. (7:19, 1971) As Karen Horney has said, even though a woman may be very much valued in her roles as mother and wife, the male is still considered the more important sex. (68:32, 1967)

Perhaps a part of the higher valuation of men can be explained economically, since in the traditional family, the family's economic security is dependent upon the man. Yet, this explanation is not sufficient. For, studies appear to indicate that the characteristics and personality traits usually ascribed to the male are thought by women as well as men to be superior to those usually ascribed to women. Rudy's study of sex role perceptions of adolescents determined that although the adolescents rejected as the exclusive domain of any one sex some adjectives that were previously sex-typed, they rated more highly those characteristics that have been thought to be male characteristics than those that have been thought to be female characteristics. (120:435-478, 1968-69)

Both male and female college students involved in a study by McKe and Sheriffs regarded the traditional
masculine role more highly than the traditional female role. (102:370, 1956-57) Research by Lewis Terman determined that while only two and a half percent of adult males in his study said that they had at one time or another wished that they were women, 31% of the women in the study said that they had wished to be men. (139:259, 1938) A study to determine adults' preference for male and female children revealed that 91% of the men and 66% of the women in the study said they would prefer a boy to a girl child. (37:128-130, 1954) Another study by McKee and Sheriffs required male and female subjects to check those adjectives on Sarbin's Adjective Checklist that they thought applied to men and those that they thought applied to women. Men in this study were most often described as frank, straightforward, intellectual, rational, competitive, bold and efficient. Women on the other hand were most often described as emotional, warm, and irrational. (128:463, 1956-57)

In a continuation of the above study, McKee and Sheriff asked men and women to utilize the Sarbin's Adjective Checklist to describe themselves, their ideal self, and their ideal member of the opposite sex. Further, subjects were asked to describe how they believed members of the opposite sex would describe their ideal
mate. In other words, women subjects were asked to
describe what they thought would be males' ideal mate
while male subjects were asked to describe what they
thought would be females' ideal mate. This study deter-
mined that some of the traits that were classified
as feminine in the first study were among those named
by men as traits that the ideal man should possess.
Women, too, named some feminine traits among those
characteristics that their ideal mate would possess.
On the other hand, when describing what they believe
to be men's ideal woman, the female subjects expressed
the opinion that males did not desire women to possess
masculine characteristics. Consequently, women per-
ceived man's image of the ideal woman to be markedly
"female" sex typed. The researchers state that the
female subjects appeared to be correct in their as-
sumption. Men's descriptions of their ideal mate
excluded favorable male characteristics more often
than they included them. Moreover, when describing
the ideal woman, men selected ten characteristics as-
cribed to males significantly less often than other
male adjectives. Those ten adjectives were aggressive,
courageous, daring, deliberate, dominant, dynamic,
forceful, independent, rugged, and sharp-witted. But,
the researchers also determined that women's ideal
self is only a little less sex typed than the male's
ideal woman and, in comparison with men's self descriptions, women's self descriptions were more sex typed and contained more unfavorable adjectives. (103: 357-362, 1956-57)

Rosenkrantz, Vogel, Bee, Broverman, and Broverman also asked men and women subjects to evaluate the male and female roles. Again, the male role was more highly evaluated. These same subjects were asked to evaluate their own self-concepts and to describe themselves in terms of socially desirable characteristics. Women assigned those characteristics to themselves that had been evaluated as less socially desirable more often than did men. (119:287-293, 1968)

As an extension of the above study, subjects composed of men and women psychologists, social workers, and psychiatrists were divided into three groups. Each group was asked to respond to the list of sexually stereotyped items developed in the preceding study. One group was asked to check the characteristics that would be considered desirable for a mature, normal, healthy, socially competent adult male. The second group was asked to check the characteristics that would be desirable for a mature, normal, healthy, socially competent adult female. Members of the third group
were asked to select those items that they believed characterized the mature, normal, healthy, socially competent adult - sex not specified. The results of the study indicated that these clinicians considered what was normal, healthy, adult behavior to differ for each sex. Their concepts of desirable mental health for each sex closely paralleled the sex role stereotypes of American society. Further, the researchers determined that the characteristics these professionals thought were desirable for the healthy male did not differ significantly from the characteristics they thought desirable for a healthy adult. But, the characteristics the professionals thought desirable for a healthy woman did differ significantly from the characteristics thought desirable for a healthy adult. The researchers concluded that the characteristics these professionals thought desirable for each sex had no biological basis. Rather, they were characteristics that society over the years had deemed appropriate for each sex. These clinicians viewed mental health as the process of adjusting to one's environment. Consequently, according to these professionals, to be a mature, normal, healthy, socially competent, adult female in contemporary society, a woman must adjust
to the traditional behavioral norms for her sex even though these norms are considered less desirable and less healthy than those healthy men or healthy adults should adjust to. (21:1-7, 1970)

At this stage it might be helpful to summarize a few points made thus far. People tend to learn the role behavior that is expected of them and that is shown them by their role models. They also adopt the attitudes and beliefs that surround these roles. Consequently, when learning behavior that is considered appropriate for the traditional sex roles, men and women also adopt the attitudes and beliefs that support the supposition that the traditional male role is superior to the traditional female role. It is not surprising, therefore, that women tend often to possess a low self-esteem and a low opinion of women's abilities in general.

A study of female college students illustrates this point. Subjects were given professional journal type articles to read and rate. Some subjects were told that the articles were written by men and other subjects were told the same articles were written by women. The results indicated that the articles the
subjects thought were written by women were rated significantly lower than those articles they thought were written by men. (10:22, 1970) It appears that not only is the feminine role itself considered inferior to the masculine role, but, in this instance at least, the female is considered less capable than the male to perform in what has traditionally been a male dominated area.

Attitudes such as expressed in the above reviewed study appear indicative of a generally lower self-esteem among women. Self-esteem is basically how one values oneself. Those with high self-esteem have a high degree of self-acceptance and self-satisfaction. Those with low self-esteem experience self-rejection. Their self-perception is disagreeable to them. (118:31, 1965)

Women generally do experience a lower self-esteem than men. This lower self-esteem among women results not only because the feminine role is generally considered inferior to the masculine role or because females are thought to perform less adequately in the traditionally male dominated fields of endeavor, but low self-esteem also often results in women just because they venture outside the traditional female domain. (7:155, 1971) This phenomenon in part can be explained
as a result of the uneasiness that women may experience in roles other than the traditional feminine role. Women have not often been socialized to consider or to expect to achieve in areas other than those thought most appropriate for females. In their study of adolescents, Douvan and Adelson determined that girls, unlike boys, typically displayed a lack of motivation to achieve through their personal accomplishments. Instead, the girls desired to achieve through their interpersonal relationships. Their major concern was with their popularity and with their futures which they perceived to be devoted to marriage and motherhood. Say the researchers, the degree of self-esteem the girls possessed and will possess in the future is dependent upon their success in their relations with other. (41:45, 1966)

Bardwick points out that since most females are socialized to expect to function in the traditional female roles, role conflict may occur in those women who venture into masculine dominated areas even though they may succeed in these areas. This conflict is probably most likely to occur if a woman achieves outside the traditional female roles without achieving within them - i.e. marrying and having children. No matter what her accomplishments, a woman in this situ-
ation is likely to feel that not marrying and bearing children lessens her identity as a woman. She is not fulfilling the roles that society expects of her and what she has been taught to expect of herself. These feelings can often times lead to feelings of low self-esteem. (7:155-159, 1971)

Because of the traditional societal push for women to achieve within the confines of the home, women's desire to achieve in areas outside the home has tended to be low. When a woman does want to achieve in the male dominated areas, she finds herself not only in competition with men, but also, in competition with her past socialization. The actual or anticipated low self-esteem resulting form the latter conflict may serve to deter women's achievement in the male dominated areas. For, according to Resenburg, while people with high self-esteem do not mind competition, those with low self-esteem feel unsure and uncomfortable in competitive situations. (118:227-228, 1965) Consequently, the anticipation of a lower self-esteem resulting from role conflict may contribute to women's generally lower achievement motive.

But, the differential socialization of the sexes spoken of earlier, also contributes to the difference in achievement motive between the sexes. (25:394, 1952)
Males have been socialized to achieve to satisfy their self-standards and to promote their self-image, while females have been socialized to seek approval from others and, also to achieve through others—i.e., their husbands and children. A dominant characteristic of a male's self concept is his ability to be independent. His self-esteem depends upon this characteristic. A female's self-concept, on the other hand, largely depends on her success as a helpmate. (7:189, 1971)

A woman is able to achieve self-esteem from superiorly or even adequately performing the functions that are traditionally expected of her. This self-esteem, though, is present only when she compares herself with other women. When she compares herself with men performing the traditional male functions she tends to view her societal role as inferior and less important than the men's. Says Jerome Kagan, because of the general devaluation of the feminine role, women tend to feel generally less adequate and more fearful than most men. (77:71, 1971)

The preceding studies and discussion appear to indicate that a woman in modern American society is likely to experience some uneasiness over her feminine role. If she adopts the traditional female role she is adopting a role that is considered inferior to that
of the masculine role. But, if she ventures outside what is considered the traditional feminine role, she may experience role conflict and anxiety that may result in a lowering of self-esteem. Some women, though, appear to be able to overcome these conflicts. In one of his studies, Abraham Maslow determined that those women who felt more akin to men in their tastes, attitudes, and general personalities tended to be high dominant women. These women exhibited more self-confidence and self-assurance and less fearfulness and shyness than did their low dominant counterparts who on the whole lacked self-confidence and self-assurance and exhibited fearfulness and shyness. The women who were low dominant, though, had confidence in their abilities to perform the traditional womanly functions - e.g. cooking, sewing, mothering. (97:3-11, 1939)

Again, how an individual behaves, what he expects from himself and others is due in large part to those human relationships he is involved in and those educational forces that surround him. (126:96-106, 1967) In this sense, one's level of aspiration - what one expects of himself - is determined in large part by his social environment which contributes to his aspirational frame of reference. One would expect that if
this social environment were modified, if, specifically girl children during their upbringing were encouraged to be independent and to achieve for their own satisfaction as boys are, a change in women's aspiration level would ensue. (25:394, 1952) If female children are not taught or do not witness that a woman can be independent and achieve on her own without losing her self-esteem or her identity as a woman, then chances are good that they will not strive to achieve in areas outside the traditional female roles.

Changing a woman's frame of reference has been a frequent suggestion of writers involving themselves with the "women's issue." It is argued that the traditional sex roles are not necessarily valid in today's society. Says Mabel Cohen, socializing one sex to be active and independent and the other to be passive and dependent although embedded in our culture is passe. (28:343, 1966) What is suggested and what was suggested at the beginning of this section is that the traditional sex role boundaries be expanded and that alternatives to the traditional female and male roles be offered. To do this, children and adults need be exposed to all role possibilities. They need to be acquainted not only with women who function within the traditional female domain, but also with women who have succeeded in
combining a career and home (88:234, 1966) as well as with women who have selected to pursue a career sans family. Women, in other words, need to be presented with new images of themselves (51:72, 1963) so that they, as well as men, will be able to select the style of life that will give them the most satisfaction.

Whether or not these alternative roles are presented depends upon the socialization agents - parents, peers, schools, and media. This study concerns itself primarily with the roles that the media may play in this socialization process specifically through their presentation of role models. The media are socializing forces and, along with the other socializing agents, contribute to the role concepts or role learning of those exposing themselves to them. The implication here is not that one medium alone or the media in combination exert an omnipotent influence over their audiences. For, the extent to which the media are capable of influencing the attitudes, knowledge, and behavior of viewers depends upon several factors.

From research findings, Joseph Klapper has developed a list of conditions under which a medium is most likely to serve as a force of influence upon the viewer. Says Klapper, a medium alone does not ordinarily serve as a sufficient and necessary cause
of an effect because its content is itself mediated through other socialization agents - e.g. family, peers. A medium, therefore, generally acts as a contributory agent rather than a direct change agent. Says Klapper, on the occasions when a medium does function as a change agent, the other socialization forces which normally favor reinforcement also tend to favor change. However, some occasions do exist, states Klapper, when the media can serve as direct change agents. These are usually those occasions when the influence of the other socialization forces are for some reason or other inoperative. (82:8-9, 1960)

Besides the influence of other socialization agents, the power of media to act as contributory or as direct change agents depends, too, upon the various facets of the media themselves - e.g. source of presentation, method of presentation, etc. To illustrate one need only look at some of the studies conducted to assess the influence of the media upon audiences. For the sake of brevity, a few of the studies conducted to assess the influence upon the audience of one media content variable - mediated violence - will be reviewed. This is not intended to be a comprehensive review of all the studies conducted on mediated violence, but, rather, an illustration that
the media do have effects upon the audiences but the effectiveness varies with the variation of media variables and with the interaction of the other socialization agents.

When Albert studied eight and ten year olds to assess the effect of various mediated treatments of violence upon their level of aggression he determined that those subjects who were shown a cowboy film in which the villain was punished experienced a decrease in their level of aggression, while those subjects who were shown an unconventional cowboy film in which the villain is not punished experienced no change in their aggression level. (1:279, 1957)

A study conducted by Dominick showed that a family's attitude toward violence influences how a child is in turn influenced by mediated violence. The researcher compared children whose parents communicated an anti-violence attitude to their offspring with children whose parents left their attitudes toward violence undefined. Considering the added variable of high and low exposure to the television medium, the researcher determined that children with a high exposure to television and with parents who left their attitudes toward violence undefined showed a greater approval of
violence and a greater willingness to use violence than did children with a low exposure to television and with parents who expressed antiviolent attitudes. Considering the two variables separately, the researchers determined that boys from families in which attitudes toward violence were left undefined were generally more willing to use violence, more approving of violence, more likely to suggest violence as a response to conflict, and more likely to believe violence was an effective solution to a problem than were children from families in which violence was openly discouraged. Regarding amount of exposure to television, children who were frequently exposed to television violence differed from those who were not, in that the high exposure group were more willing to use violence and more likely to perceive violence as an effective solution to conflict. (39:6641, 1970)

Bandura, Ross, and Ross assessed the influence on subsequent aggressive behavior of children of mediated and real life violence. The children serving as subjects ranged in age from less than three to six years. One group of children viewed real life adults hitting a toy doll with a mallet. The second group saw films of adult performing the same aggression toward the doll.
A third group saw a cartoon version of the violence and a fourth group - the control group was not exposed to any of these forms of violence. After viewing this aggressive behavior the children were taken to a room filled with toys. After the children became involved with playing with the toys, a researcher entered the room and interrupted the children's play thus causing frustration in the children. The children were then immediately taken to another room filled with toys including a mallet and a doll similar to those upon which the demonstrated violence had been perpetrated. The children's behavior in this room was observed and rated for aggression. The researcher determined that the children who viewed violence exhibited more violence in their play behavior than did the children in the control group. Comparing the subjects who had seen the three forms of violence, the researchers concluded that the group of children who saw the cartoon aggression displayed the most violent play behavior followed by the group that witnessed the human aggression on film followed by the subjects that saw the real life aggression. Further, researchers determined that much of the children's play behavior was an imitation of the adult behavior
that they viewed. Eighty-eight percent of the children who viewed humans committing violence in person or on film and 74% of the children who viewed the cartoon violence engaged in some play behavior that reflected an imitation of the violence that they viewed. (6:3-11, 1963)

Various other studies of children and adults exposed to mediated aggression of varying kinds seem to support the findings that mediated aggression increases the subsequent aggression of the viewing subjects. (13:217-229, 1963; 142:244-255, 1963; 141:872-873, 1962; 57:457-458, 1969) The five volume United States Government Report on the effects of television violence on children - Television and Social Behavior - seems also to confirm that television's mediated violence affects its audience. Robert Liebert in the overview of Volume II - Television and Social Learning - concludes that it has been proven that children have been influenced by their exposure to television violence and that studies included in the report support the hypothesis that a "causal link" exists between the viewers viewing violence and their subsequent aggressive behavior. (39:1-42, 1972)

Again, the purpose for including the reviews of the above studies was not to make a conclusive statement about the role of mediated violence in producing aggression. Rather, the reviews of these studies have
been given to illustrate that the media do play some role in influencing audience beliefs and/or behavior. What the exact effect is depends upon media variables as well as factors external to the media.

The extent of the media's effects and the conditions under which the effects occur obviously will vary with the individual's perceptual framework. In most instances, as Klapper suggests, the media, along with other societal forces work to reinforce one another (82:9, 1960) and as Lazarsfeld and Merton point out, media with the other societal forces act to reinforce social norms. (87:77, 1952) Most media content, therefore, show ways of life that reinforce what is currently considered acceptable behavior. The soap operas offer a very obvious example of this norm reinforcement.

In their classic study of radio soap operas, Warner and Henry determined that the themes of the programs expressed the hopes and fears of the audience as well as the psychological realities of the members' of the audience place in life. Consequently, themes involving the family are the mainstay of this form of mediated entertainment and the housewife and mother are the soap operas' heroines. (143:61-63, 1948)

Knowing what is being transmitted through the
media, particularly the medium of television—because of its accessibility—is of importance because for children and adolescents in particular the media serve as socialization agents. Through their presentation of models who are potential educators of children, the media help transmit to the young what is considered currently acceptable adult behavior. (67:229, 1958) This is particularly true of television since most of the potential models presented on television are adults. (82:213, 1960)

As Schramm, Lyle, and Parker point out, there is no question that children learn from media models. They learn among other things customs, styles, slang, and so on. (122:58, 1961) But, according to Hans Sebald, media models can have a more powerful influence. Says Sebald, the assumption that real life or personal role models are irreplaceable may have to be changed in light of the power and the scope of the mass media. Today's children have the potential to select ego images from the characters presented to them via the media. Children cannot avoid incorporating some aspects of what they perceive into their behavior patterns as well as into their self identities and their self images. These models, believes Sebald, have the potential to serve as significant others for the child and consequently have a great potential for influencing the
child. (124:172-174, 1968)

Older children and adults are also influenced by mediated models. The Sheriffs state that an adolescent gains ideals of how to establish himself as an adult from those adults in the media as well as from those adults in his personal acquaintance. (127:55, 1964) Herzog's study of listeners of radio soap operas indicates that adults, too, learn from and are influenced by the behavior of mediated models. (66:50-55, 1955)

Several other researchers, too, have concerned themselves with trying to assess the nature of the relationship between the audience and mediated characters. Maccoby and Wilson utilizing the film medium determined that subjects - particularly children - tend to identify more strongly with a character with which they have something in common. The subjects of their study were seventh grade girls and boys of both the lower and middle classes. Basing degree of identification upon the amount a subject remembered about the actions of a given character, the researchers theorized that the subjects would identify more with the characters with which they empathized. The researchers believed the subjects would empathize with characters who were similar to themselves and who could teach them some appropriate
behavior. The researchers' hypotheses appeared to be true, particularly for males. For, when shown a film containing lower and middle class male and female characters, the lower class boys tended to identify with lower class male characters, and middle-class boys tended to identify with middle-class male characters. The girl subjects identified with female characters. But, both the lower and middle-class girls tended to identify with the middle-class female characters. (95: 76-86, 1957)

In adulthood a somewhat different pattern of attention to media characters occurs. Maccoby, Wilson, and Barton discovered that although men spent significantly more time in relation to women attending to the male characters in the film used in the study, male and female subjects spend more time attending to the film's heroine than to the film's hero. The researchers concluded that women viewers tend to concentrate on the characters with which they can identify while men viewers tend to concentrate more upon the characters which are for them the cathexed object. Women, in other words, concentrate on what is for them the ego character - the character with whom they identify. Men, although spending more time attending to the male character than do the women, spend much time
also attending to what is for them the alter-ego character - the character with whom the identified character is interacting. Say the researchers, the character who is the point of attention for the subject depends upon the need relevance of the subject. The researchers state that this finding is not unique to their study. They point to advertising in male and female magazines to illustrate their point. While many advertisements in male magazines feature seductive females selling one product or another to men, women's magazine advertisements seldom make use of seductive men to sell products to women. The researchers conclude that women tend to look at media characters after which they can mold their own appearance, while men, although attending to male characters for the same reason, spend less time doing so. (94:259-266, 1958)

Knowing that the media can serve as socialization agents through their presentation of role models and knowing that children in particular tend to focus their attentions on the like sex characters, it can be asked, exactly what is presented by the media and what is learned from the media in those areas that are of interest to this present study? One of these areas is occupational socialization. Studies have been conducted that attempt to assess the role played by
one medium - television - in influencing the occupational knowledge and choices of children. That television is an important occupational information source would appear to be an established fact as the following studies indicate. The DeFleurs assessed the source of knowledge of occupations of six to thirteen-year-olds. The researchers divided occupations into three categories - based upon how a child is likely to learn about the occupation. The first category the researchers designated as personal contact occupations. These are occupations that children may learn about from first-hand contact - e.g., gas station attendant, teacher, etc. The second category - television occupations - contained those occupations that a child may learn about from seeing them performed on television programs. Such occupations would include detectives, lawyers, and so on. The third category labelled general cultural occupations included occupations that a child would seldom see performed in person or on television such as a bank president, or a stock broker. The DeFleurs concluded from their study that the television medium was an important source of occupational knowledge for children. (35:777-782 1967)

A study of fourth and sixth grade Japanese
children using the same three occupational categories used in the DeFleurs' study determined that children knew most about occupations with which they had personal contact. But, television was the second best source of occupational information for children. The researcher concluded that the study strongly supported the DeFleurs' conclusion that television is an important source of children's occupational learning. (81: 334, 1971)

What differences exist, then, in the influence television may have on the occupational desires of boy and girl children? Daily studied fifth and sixth grade boys and girls to determine what occupations they would like to engage in as adults. The responses of the girls, particularly, were media oriented—e.g. actress, singer, etc. The amount of exposure to the television medium seemed to influence the percentage of media oriented answers. Fifty-one percent of the girls who had a high exposure to television, but only 34% of the girls who had a low exposure to television gave media oriented answers. Daily determined that overall, the aspirations of the girls in this study were lower than those of the boys. Whereas boys would aspire to be doctors, girls would aspire to be nurses. Further, the girls as a group displayed less imagination and a narrower
range of aspired to occupations than did the boy subjects. The results of this study though would seem to indicate that television influenced the girl subjects to want to perform those occupations that they saw women pursuing on television. (57, 1959)

Part of the Himmelweit study of television's influences on children concerned itself with the impact of the medium on children's occupational preferences. The subjects of this study consisted of television viewing and non-viewing children. The subjects were asked what job they would like to have and what job they thought they would have in their adulthood. As determined by the occupations they stated as expecting to pursue, the television children appeared to be more ambitious than the non-viewing children. Too, television viewers were more apt than non-viewers to state they would like to pursue professional and adventurous occupations. Of course many of the occupations pursued by television characters fall into this category. The researchers noted that the girl subjects in the study, as was true in the Baily study, tended more so than boy subjects to name glamorous occupations particularly when naming jobs they would like to have. (67: 233-237, 1958)
The conclusion that can be drawn from these studies is that television does play a role in influencing children's occupational frames of reference. The female subjects' occupational frame of reference in both the Baily and Himmelweit studies seem to be with the glamorous occupations. This is perhaps significant for two reasons. First, the glamorous occupations are those which in actuality few individuals pursue and second, the glamorous occupations may be those in which females on television most often appear.

Finally, this present study is concerned with the role the media play in sex role socialization. As mentioned earlier, the media tend to reinforce societal norms and values. Consequently, it is not surprising that media tend to reinforce the traditional sex role standards of our society. (20:74, 1967) A review of some of the studies that have assessed the female's portrayal in the media illustrate this.

Researchers who analyzed fiction contained in women's magazines determined that in the stories happy and favorably treated women did not seek power or personal achievement. Rather, they desired to be or were involved in the traditional female roles. (27:480-484, 1966)
In another study of fiction, 33% of the women characters as opposed to less than 12% of the men characters had love as their major want. (73:422, 1942)

A study in another medium—comics—revealed that the chief concerns of the male characters were power and status, while the major concern of the female characters was marriage. Further, a larger number of women than men characters were seeking romantic love. (133:83, 1953)

As a part of their study of films of the late 1940's, Wolfenstein and Leites analyzed the predominant roles of women in films. The researchers concluded that women treated favorably in American films were those who helped their man succeed. This was true even in those instances in which the researchers determined that the female was brighter than the man. Those who competed with men tended to be portrayed either as unhappy or sinister. The researchers concluded that for a woman to be happy in an American film in the late 1940's she needed to use her intelligence to help the male characters. (145:22, 1950)

Lastly, the studies of the radio soap operas mentioned earlier indicate that the favorable female characters are those that have adopted the traditional
female role. Indeed, the significance and importance of the roles of the wife and mother tend to form the main themes of this form of entertainment. (66:50-55, 1955; 143:3-71, 1948)

The purposes and objectives of this study have been formulated in relation to the theory and research represented in the literature. Before presenting the purpose and objectives of the present study, the writer will summarize the main points derived from the theory and research sections.

Summary: The process by which we learn what our culture expects of us is called socialization. Many socialization agents are involved in the socialization process—family, peers, school, church, media. One way in which we receive our socialization is through role models. Role models are very important in the socialization process because they teach us the behavior, values, and functions surrounding various roles that we may or will occupy. From these role models we learn among other things our sex roles—what is expected of us as women and men. Traditionally the socialization processes for female and male children have varied. Generally speaking, boy children are taught to be aggressive and independent and to pursue a career, while girl children are taught to be passive and dependent and to hope for a husband and a family. Further,
society as a whole tends to value the male role more than the female role.

Members of the Women's Movement and others have questioned the validity of the differential socialization process for female and male children. They say that few of the reasons that may have once provided a rationale for such differences still exist. They say that time has come for alternatives to the traditional sex role stereotypes to be offered to both sexes. Whether or not these alternatives are available very much depends upon the role models presented through the various socialization agents. The media present role models to us. Since the media have been proven to have the potential to influence and to educate, one must assume that they contribute to our socialization in general and to our sex role socialization in particular. Past studies of the latter indicate that the various media have tended to present what have been considered the traditional sex role stereotypes.

This, then, is the background theory and research findings upon which the purpose and objectives of this present research have been formulated.
Purpose and Objectives

Many proponents of the Women's Movement condemn the media for presenting limited and distorted images or role models of females. (55:147-155, 1971; 68:175-191, 1967; 44:18-32, 1970) Much of this criticism is leveled against the television medium which, say critics, presents women mostly in the traditional female roles. Further, say critics, when professional women are presented, they generally are in those occupations that have traditionally been the accepted domain of women - nursing, teaching, secretarial work.

When such criticisms of the television medium are made, they are not usually supported by research findings. At most, an example of some media content is given to "prove" that television presents limited female characterizations and, consequently, limited role models. Because of the lack of research, little is known about the relationship between the female viewer and the female television images.

This research proposes to explore the relationship between the audience and what it views on television. The approach is to examine the content of the medium through the perceptions of its viewers in order to assess whether or not the television medium presents
females in a limited role as perceived through the eyes of the viewers. The perceptions of subjects who are likely to attend to and consider these television female characters as role models were sought. These subjects were sixteen and seventeen year old females from predominately white, middle-class, suburban high schools.

For the purpose of this research, the subjects' perceptions of the television characters were compared to their perceptions of another type of model - a real world model. If the television medium does present women characters in limited roles performing traditional functions, one would logically assume that the real world would offer women in more varied roles. The subjects' perceptions of their television character and real world models were also compared with their own perceptions.

The questions surrounding this research then are many. In this supposed era of rising expectations for women, what television character and real world models do adolescent females select as role models? Do they perceive their models to be "traditional" or "modern" in their attitudes toward females' societal place? Do their perceptions of the television characters and real world models differ on this variable? What
do they perceive to be the interests and values of their models? How do their television character and their real world models compare on these variables? How do the subjects' perceptions of both their models compare with their own self perceptions? Which type of model tends to be most similar to the subjects' beliefs, values, and aspirations?

The answers to these questions will not only provide information about the subjects' perceptions of their models, but also will provide information about the variety of the models, particularly the television character models, presented for female adolescents' consumption.

This study, though, was also concerned with the approach utilized to answer the above questions. As was mentioned in the Scope of the Study section of Chapter I, this study should be considered a pilot study. A major concern to the researcher was whether or not the method used in this study was a feasible one for eliciting answers to the research questions. This determination was to be made by seeking appropriate replies to questions such as: Are subjects able to respond in the directed manner to the instruments used in this study? What is the nature of the data
that results from the usage of these instruments? Do the instruments seem capable of providing the appropriate answers?

The determination as to the feasibility of this approach was thought by the researcher to be very much dependent on the actual findings. More precisely, the researcher believed the utility of the approach was much dependent upon whether the technique and the instruments were able to reveal differences existing in the subjects' perceptions of their models. If no differences were found, the researcher was not prepared to conclude that no differences existed, though in actuality that might be the case. Rather, the researcher intended to make suggestions for modification of the method to elicit such differences as may exist in the subjects' perceptions of their models.

Consequently, the objectives of this present research are as follows:

1. To determine whom the students select as role models.

2. To determine why the students select these models.

3. To determine if the students perceive the models as believing that woman's place in society should be that of a "traditional"
woman or that of a "modern" woman.

4. To determine what the students perceive to be their models' values and interests.

5. To determine the students' own attitudes about whether a woman should be "traditional" or "modern."

6. To determine the students' values and interests.

7. To compare and contrast the students' perceptions of the television character models, the students' perceptions of the real world models, and the students' self-perceptions to determine if differences exist regarding their beliefs as to whether or not women should be "traditional" or "modern."

8. To compare and contrast the students' perceptions of the television character models, the students' perceptions of the real world models, and the students' self-perceptions to determine if differences exist among their values and interests.

9. To determine whether or not the approach utilized in this research appears to be a feasible one for fulfilling the other objectives.
CHAPTER III

METHODOLOGY

Sample

The indepth sample of this study consists of fifty, sixteen and seventeen year old female students from predominantly white, middle-class, suburban, high schools in the Columbus, Ohio area. The students involved in the indepth study were able to complete appropriately a questionnaire distributed to sixteen and seventeen year old females in their high school, expressed a desire to participate further in the study which involved approximately three hours of their free time, and were able to secure written permission from their parents to allow them to do so.

Because of the relatively small number of subjects planned to be included in this initial study, it was believed that a homogeneous, rather than a stratified sample, would be preferable. The researcher realized that the ability to generalize from the findings of the research would necessarily be limited by this approach. But it was thought, considering the time, the resources,
the intentions and the scope of this initial research, that more valuable information would be gained about the perceptions of the subjects and about the possible application of this approach in more extensive research if a homogeneous sample were employed.

Several factors influenced the researchers' decision to draw the sample from a predominantly white, middle-class, suburban, sixteen and seventeen year old female population. The decision to use students from predominantly white, middle-class, high schools was made because the vast majority of female television models are middle-class whites. The researcher believed that for this initial study the subjects should be confined to those who would be most like the models presented. It is assumed that the identification process is facilitated by what is perceived to be a similarity between those who are identifying and those with whom they identify. Because of the scarcity of models from other groups, the possibility exists that subjects who were not white, middle-class would make an identification with any model who is "like" them not because they necessarily wanted to be "like" that model but, rather, because the model was "like" them. The researcher believed that this phenomenon would be likely to occur among
lower class and non-white subjects because of the scarcity of models presented to these groups on fictional television programs. This type of identification, although worthy of study, was not the major concern of this study. Consequently, an attempt was made to avoid including in this study those students who would be likely to make this form of identification.

Sixteen and seventeen year olds were selected for this study because at this age students are giving some serious thought to their future adult life. Further, the researcher believed that sixteen and seventeen year olds, more so than older subjects of college age, would still be seeking role models from the television medium. Of course younger students of junior high and early high school age would also be engaged in this model seeking process, and indeed, usually expose themselves more to the television medium than do sixteen and seventeen year olds. But, the decision to use older subjects was made because the method used to elicit the students' perceptions of their models required a degree of sophistication which the researcher believed would more likely be found among older students.

Finally, only female students were included in this study because of the concern of the researcher with the socialization of young females.
Instrumentation

Role Model Questionnaire

This initial instrument (see Appendix A) was originally developed to be used as a screening device by which students could be selected for the in-depth sample. This questionnaire asked students to name and describe their television and real world models and to give their reasons for selecting these models. Students were also asked to discuss their future plans upon graduation from high school.

The questionnaire contained a brief description of the research study along with an explanation of what further participation in the study would entail. Students who wanted to take part further in the study were asked to indicate in the space provided in the questionnaire when they would be free to meet with the researcher to discuss what participation in the in-depth study would require. Students desiring to take part further in the study were asked to take home to their parents a letter attached to the questionnaire. This letter explained to the parents the nature of the researcher and asked their written permission for their daughter's further participation in the study.
Inventory of Feminine Values

The Inventory of Feminine Values (IFV) is an instrument that was originally developed by Alexandra Fand and subsequently revised and standardized by the Maferr Foundation. The purpose of the IFV is to assess a subject's perceptions of woman's societal role. The instrument consists of thirty-four items. Seventeen of these items assess whether or not a woman is intra-family oriented. A woman who is intra-family oriented is one who considers achievements and fulfillments outside the family to be secondary to those gained through a husband and children. She considers her major achievements and fulfillments to take place through her activities within her family.

The other seventeen test items assess the extent to which the subject is extra-family oriented. Unlike women who are intra-family oriented, the extra-family oriented woman seeks achievement and fulfillment through talents besides or in addition to those employed in homemaking. If she has a family she considers her achievements and fulfillment outside the family to be as important as those she gains through her husband and children.

The subject responds to each item on the IFV by allotting the statement one point if she "strongly
agrees”; two points if she “agrees”; four points if she “disagrees”; and five points if she “strongly disagrees”. If the subject has “no opinion” she allot’s the statement three points.

The score that the subject obtains on the IFV represents the difference between the score obtained on the seventeen odd items and the score obtained on the seventeen even items. The seventeen odd items are worded in such a manner that agreement with the statement indicates an intra-family orientation, while a disagreement with the statement indicates an extra-family orientation. Agreement with the even items indicates an extra-family orientation and disagreement with these items indicates an intra-family orientation.

The score the subject obtains on the even items is subtracted from the score the subject obtains on the odd items. Consequently, a + (plus) score would indicate that a subject possessed the values and attitudes of the extra-family oriented woman and a - (minus) score would indicate that the subject leaned toward the values and attitudes of the intra-family oriented woman. Scores on the total test could theoretically range from + 68 to -68.

The IFV was selected for use in this study because it elicits subjects’ attitudes toward woman’s societal
role. When used as a projection instrument, as was done in this study, the inventory reveals what the subjects perceive their models to believe about woman's societal role and, consequently, gives information as to the type of women the subjects select as models.

The researcher also thought the IFV would be appropriate for use in this study because it has previously been used with subjects the age of the subjects involved in this present research.

**Validity.** - The items in this instrument have face validity in that they contain attitudes generally considered those held by the two types of women involved in the study. During its development, the instrument was submitted to a panel of judges who agreed on the validity of the items' categorization as statements that would assess if a woman was extra-family oriented or if a woman was intra-family oriented.

**Reliability.** - The IFV's reliability estimated through the split-half technique and subject to the correction of the Spearman-Brown procedure has been determined to be .81.

The researcher believed for the purpose of this study that another reliability estimation was necessary because the inventory was utilized in a method somewhat different from that for which it was originally
intended. Consequently, the instrument's reliability for its three methods of use - as a self-report device, as a projection technique to determine the subjects' perceptions of their television role models, and as a projection technique to determine the subjects' perceptions of their real world models - were estimated using the split-half technique and subject to the correction of the Spearman-Brown procedure. The three reliabilities were determined to be as follows:

Students' Self-Perceptions - .84
Students' Perceptions of Their Television Models - .80
Students' Perceptions of Their Real World Models - .90

The researcher concluded that the reliability of this instrument was adequate for the purpose of this study.

Study of Values Test

The Study of Values test (SV) was originally developed by Gordon Allport, Phillip Vernon, and Gardner Lindzey in 1931. Since its original publication, it has been revised twice, once in 1951 and once in 1960.

The test is based upon the theory expressed in Eduard Spranger's book Types of Men that basically six
types of people exist. People of each type are characterized by their primary interests and values. The six types of people of which Spranger speaks and the interests that typify them are as follows: the Theoretical whose interests lie with the empirical, critical, and rational; the Economic whose interests are the practical and useful; the Political whose interests are with power and influence; the Aesthetic whose interests are with form and the harmony of experience; the Social whose interests are with the altruistic and philanthropic and the Religious whose interests revolved around a search for unity and a desire to relate to the totality of the cosmos. (2: 4-5, 1970)

Allport, Vernon and Lindzey designed the Study of Values test to assess the relative strength of each of these six values. The first part of the test consists of a series of items in which the subjects are asked to make a choice between two interests or values. Although the subjects are forced to prefer one alternative to another, they are allowed to express the strength of their choice. This is possible because three points are allotted to each item. If the subjects much prefer choice A to choice B, they can assign all three points to choice A. If, however, their preference for A
over \( \overline{3} \) is a slight one, they may assign two points to choice \( \overline{4} \) and one point to choice \( \overline{3} \).

Each item on the second part of the SV presents the subjects with four alternatives which the subjects are asked to rank in their order of preference. They give the choice they prefer four points. Their second choice is allotted three points. Two points are given to their third choice and one point is allotted to their least preferred alternative.

From the subjects' responses, scores for each of the six values are obtained. The strength of any one value is relative to the strength of the other five values. In other words, the test does not assess the absolute strength of each value. This is so because only a fixed number of assignable points exists in the entire test. Consequently, it is impossible for a subject to have exceptionally high or exceptionally low scores on all values. It is possible, however, for a subject to score in the middle range on all six values. It is more common, though, for subjects to score high on some values and low on others.

The Study of Values test was selected for use in this study because the researcher desired to assess the type of people the subjects perceive their models
to be. The researcher believed that this test would be suited to this purpose. Since the subjects were going to be answering items for their models - people with whom they would not necessarily be intimately acquainted - the researcher reasoned that the subjects would be able to make more assumptions about the interests and values of their model than they would about the deeper aspects of their models' personalities.

Another reason the researcher selected the Study of Values for this study was that the test has been shown to produce differences in scores on the various values between women and men. Men tend to score higher than women on the theoretical, economic, and political values, while women tend to score higher than men on the aesthetic, social, and religious values. The researcher believed that the analysis of the subjects' perceptions of their models would be heightened if this added differential could be considered.

Finally, the Study of Values was selected because it has been used with students the age of the subjects involved in this researcher.

Validity. - Aside from face validity, the SV also has been externally validated. Groups of people in various professions have been administered the test. In most cases, the high and low scores of the groups
correspond with those one would expect of members of those professions. e.g., art students score highest on the aesthetic value, medical students score highest on the theoretical value, etc.

Reliability. - The reliability of each value has been determined by the split-half technique and subject to the correction of the Spearman-Brown procedure. The following are the reliability scores of each value:

Theoretical - .84; Economic - .93; Political - .87;
Aesthetic - .89; Social - .90; and, Religious - .95.

As with the Inventory of Feminine Values, the Study of Values test's reliability was assessed again in this study because the test was utilized in a method for which it was not originally designed. Using the split-half method and subject to the correction of the Spearman-Brown procedure, the reliability scores for each value for each of the three methods of the test's use - as a means of eliciting subjects' self-perceptions, as a means of eliciting the subjects' perceptions of their television models, and as a means of eliciting the subjects' perceptions of their real world models - were assessed. The reliability of the subjects' self-perceptions for each value were as follows: Theoretical - .79; Economic - .81; Political - .80; Aesthetic - .84; Social - .79; and, Religious - .85.
The reliability of the subjects' perceptions of their television models' scores for each value were as follows: Theoretical - .79; Economic - .93; Political - .80; Aesthetic - .38; Social - .79; and Religious - .84.

Finally, the reliability of the subjects' perceptions of their real world models' scores for each value were as follows: Theoretical - .83; Economic - .82; Political - .81; Aesthetic - .83; Social - .78; and Religious - .84.

The results of the above reliability analyses indicate that in most instances the reliability scores were not as high as those determined by Allport, Vernon, and Lindzey. The researcher believed, however, that for this initial study the scores were high enough to consider the results of the test as relatively accurate assessments of the subjects' own interest and values and of the subjects' perceptions of their television and real world models' interests and values.

Procedure
Gaining Access to the Schools

In the late summer and early fall of 1972 copies of the proposal for this study were sent to the Boards of Education of nine schools systems in the Columbus, Ohio
area. This initial contact with the school systems was made with the help of and followed the policy established by the Ohio State University Office of Educational Field Experience.

Seven of the nine school systems asked to participate in the study agreed to do so. In five schools, approval followed meetings between the researcher and the school system's superintendent or the individual in charge of approving research projects and the high school principal in whose school the research was to be conducted. In two instances central office approval was granted without the researcher having an initial meeting with a Board of Education official. In these two school systems, the researcher met only with the school principals to work out the arrangements for the schools' participation in the study. The central offices of the other two school systems initially contacted refused to participate in the project without meeting with the researcher.

At the meetings between the researcher and the superintendents and/or high school principals the procedures for the distribution and collection of the initial questionnaire and for the subsequent meetings between the researcher and students participating in
the in-depth study was established.

Gathering the Data

**Distribution of the Role Model Questionnaire.**

The Role Model Questionnaire was distributed to sixteen and seventeen year old students in the seven high schools that agreed to participate in the study during October and November of 1972. The manner in which the questionnaire was distributed depended upon the amount of time and effort each school official believed could be devoted to the project. Consequently, the method of distribution varied from school to school.

Most schools distributed the questionnaire in homeroom period. In these instances, the researcher distributed letters to homeroom teachers explaining the research project and containing instructions to be read to the students at the time the questionnaires were distributed. (See Appendix B) Announcements were made over the public address systems of these schools reminding students to complete the questionnaires and to turn them in to their homeroom teachers. The homeroom teachers were responsible for collecting the completed questionnaires and for depositing them in the designated location in the school offices.

The majority of homeroom periods in most high
schools were approximately ten minutes or less. Consequently, students had little time to complete the questionnaire during homeroom period. Most students in schools in which the questionnaire was distributed in homeroom, therefore, had to complete the questionnaire during their free periods or at home.

Other schools agreed to distribute the questionnaire during social studies classes. In these schools the social studies teachers were responsible for explaining the project to the students and for distributing and collecting the questionnaire. As with the homeroom teachers, the social studies teachers were given a written explanation of the project as well as instructions to read to the students at the time of the questionnaire's distribution. (see Appendix C)

In one of the schools that choose to distribute the questionnaire through social studies teachers, a meeting was arranged between the researcher and the chairman of the social studies department. At this meeting, the researcher explained the project to the chairman who in turn explained it to the social studies teachers who were to be involved in distributing and collecting the questionnaires in their social studies classes. These teachers also were given the written explanation
of the project, as well as instructions to read to the
students at the time of the questionnaire's distribution.

In many instances, the social studies teachers
gave the students time during their social studies
classes to complete the questionnaire. The decision
to do or not to do so was made by the teacher involved.

In one school, the researcher was allowed to meet
with the students during their social studies classes
to explain the project and to distribute the question-
naire. Students were given time to complete the ques-
tionnaire at the time of its distribution.

Regardless of the method by which they received the
questionnaire, all students who were interested in taking
part further in the study were asked to obtain the sig-
nature of one of their parents signifying parental
permission for the students to take part in the in-
depth section of the study. A letter explaining the
study to parents was attached to the questionnaire.
Students who wanted to be in the indepth study were
asked to take the letter home to their parents. Paren-
tal permission was thought necessary because the amount
of time the students would have to devote to the in-
depth study - approximately three hours - created the
likelihood that students would use some of their free
time at home to complete the instruments used in the in-depth section of the study. Further, since the project was not a regular school function, the researcher thought the parents should be informed of their daughters' participation.

Distributions of the Instruments Used in the In-depth Study. - As was stated in the sample section, the in-depth sample for this study consisted of subjects who adequately completed the original questionnaire (those who were able to name and describe their role models), who expressed an interest in participating further in the study, and who had the written permission of their parents to do so.

Approximately three weeks after the questionnaires were distributed and collected at each school, the researcher made arrangements to meet with the students who expressed interest in participating further in the study. On the initial questionnaire students had indicated when they would be able to meet with the researcher during the school day during their free periods, lunch period, or before or after school.

The researcher sent notification through the homeroom or social studies teachers to each of those students who stated they wanted to participate further in the study. These notifications stated where and when
the students were to meet with the researcher. These notifications were sent always to the high schools far enough in advance so that the students would know a day ahead of time when they were to meet with the researcher.

Most of the meetings with students took place in a room set aside for that purpose in each school. The researcher met with students individually or in small groups. In these meetings the students were told how they were to complete the instruments used in the indepth section of the research. Any questions that the students had about the study which answers would not bias their responses to the instruments were answered at these meetings. Along with the indepth instruments, a written instruction sheet summarizing the researcher's oral instructions at the time of the meeting was given each student. Students also were given a large stamped envelope addressed to the researcher in which the students were asked to place and to mail to the researcher their completed test forms. Students were given a week in which to complete and return the tests. Notices were sent to those students who had not returned their forms by the date requested, reminding them to complete and to return the tests.
Sixty-five of the eighty-nine students who fit the qualifications for inclusion into the indepth sample met with the researcher. At the time of this meeting with the researcher, some girls said they no longer had time to take part in the study. Other students expressed doubts as to their ability to complete the forms as directed. The most common reason these students gave for their inability to do so was that they did not believe that they knew the model well enough to answer some of the questions posed in the tests.

The researcher made note of the above comments at the time of the meetings with the students. The researcher subsequently determined that of the fifteen students who failed to return the completed instruments, ten were students who had stated that they no longer had time to participate in the study and two were students who had said they did not know their models well enough to answer the questions. The remaining three students who did not complete and return the instruments had made no comment to the researcher at the time of the meeting which would indicate why they did not complete the tests.

Fifty students totally completed and returned
to the researcher the indepth study instrument.

By the end of January, 1973, all data for the study were collected.

**Data Analysis**

**Role Model Questionnaire**

The data derived from the questionnaire were analyzed and are presented in the following manner:

1. The most frequently named television fictional and mediated real world models are listed. The known real world models are divided into categories such as female friend, older female, female teacher, and so on. These categories indicate the relationship of the known real world model to the student who named her/him.

2. Data are reported that reveal for each model group what reasons most and least influencing students to name the models that they did.

3. Data are given that indicate the reasons that most and least influenced students to name the most popular television models, the most popular mediated real world models, and the models in the various known real world model categories.
4. The number and percentage of single and married female models in each model group are given.

5. The number and percentage of female models in each model group that occupy the four work statuses - career, housewife, career/housewife, student - are given.

6. An analysis is given of the future aspirations of students who named single, female models and those who named married, female models.

7. An analysis is given of the future aspirations of students who named female models in the four work statuses.

Indepth. Instruments

The data obtained from both The Inventory of Feminine Values and the Study of Values test were grouped and analyzed to determine if significant differences existed among the students' self-perceptions and the students' perceptions of their models. T-tests were employed for this purpose. Any differences from the .05 to the .001 level were considered significant.

The grouped data were analyzed and are presented in the following ways:

1. The students' own scores and their perceptions of their television and real world models' scores are compared to each other.
2. Scores of students who named known real world models and these students' perceptions of their television character and known real world models' scores are compared to each other. Likewise, scores of students who named mediated real world models and these students' perceptions of their television character and mediated real world models' scores are compared to each other.

3. Comparisons were made between the self-perceptions and the perceptions of their television character and real world models of students naming known real world models and the self-perceptions and the perceptions of their television character and real world models of students naming mediated real world models.

Besides the above analyses to assess if significant differences existed among the grouped data, other analyses were conducted to compare the data obtained from The Inventory of Feminine Values and the Study of Values with the information supplied by the students on the questionnaire. These analyses will be explained in the chapters analyzing the data for the ind depth sample. (Chapters VI and VII)
CHAPTER IV

ANALYSIS OF DATA: QUESTIONNAIRE

Who Were Named as Models and Why?

Of the approximately 1200 questionnaires distributed to the schools, 342 were completed and returned to the researcher. The first questions the researcher wanted to answer were: who did the students name as models and why did they name these models?

The Television Character Models

The researcher first looked at the students' responses to being asked to name a television character model (TVC). The students' responses to this request were grouped into five response categories. Table 1 presents the number and the percentage of the 342 students whose responses fell into each of these categories.

As is evident from Table 1, a sizable minority of the students (19.5%) did not name a television
TABLE 1. - Students' responses to naming a television character model

<table>
<thead>
<tr>
<th>Model Category</th>
<th>No. Students Who Named</th>
<th>% Students Who Named</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>235</td>
<td>69</td>
</tr>
<tr>
<td>Male</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Animated Female</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Animated Male</td>
<td>12</td>
<td>3.5</td>
</tr>
<tr>
<td>No TVC Model Named</td>
<td>67</td>
<td>19.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>342</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

character model. When students did not name a model, they usually gave some explanations as to why they did not. Most of the responses expressed the opinion in one way or other that people should not try to be "like" some one else. Excerpts from some of these explanations follow:

"Why should one try to be something that she is not? I mean, if a person isn't quite happy with the way she is, she can correct some of the things she doesn't like, but that's about it. But she shouldn't try to be like someone else because she would just be running away from her problems."

"Everyone is an individual and there is nobody that is exactly like another. Everyone should try and be themselves and not try to copy another..."
because they'll not make a perfect copy. People aren't made on an assembly line like machines - so why should they be made to resemble or copy each other such as machines?"

"I just found myself - it may have taken me the whole summer but I finally did it and I don't feel like imitating anyone else. If I did try to be someone other than myself I'd be all confused all over again. I have what I want now - it took a while, but it'll stick as long as I am me and no one else."

"One should never try to be something they aren't, but make the best out of what they are."

"I see many good personality characteristics in many different people, but there is no one person I want to model myself after. I have my own goals in life and I am striving to be the best person I can."

Although in actuality conformity is very much present in the dress and behavior of students of high school age, in principle imitation of others is not considered a virtue. Consequently, these type of responses were not unexpected particularly from students in the schools in which the researcher was not able to present in person an explanation of the project.

Some students who did not name a television character model did name a real world model signifying that their decision not to name a television model was not based upon a belief that one should not want to be "like" someone else. Excerpts from some of these
students' reasons for not naming a television character model follow:

"I feel television is a medium that is trying to shape American life in a make-believe way and make life seem mostly simple. Life is not simple and, also, life cannot be shaped through a writer's story."

"Television shows people in weirdo circumstances and you can't really tell what they're like when they aren't locked in an elevator or in some supposedly exciting circumstances."

Other reasons for not naming a television character model were given by students, the most frequent being that they - the students - were too busy with other activities to watch television.

Concentrating our attentions now on the responses of those students who did name television character models, Table 2 presents the number and percentage of students who named television character models that fell into each of the four television character model categories that the researcher established - Female, Male, Animated Female and Animated Male. The researcher placed those television character models portrayed by human actresses and actors into the Female and Male categories. The cartoon characters named as models were placed in either the Animated Female or the Animated Male categories obviously depending upon whether the cartoon character was female or male.
TABLE 2. - Students naming television character models in each model category

<table>
<thead>
<tr>
<th>Model Category</th>
<th>No. Students Who Named</th>
<th>% Students Who Named</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>235</td>
<td>85.5</td>
</tr>
<tr>
<td>Male</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>Animated Female</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Animated Male</td>
<td>12</td>
<td>4.5</td>
</tr>
<tr>
<td>Total</td>
<td>275</td>
<td>100.00</td>
</tr>
</tbody>
</table>

As is apparent from Table 2, the most frequently named type of television character model was the human Female.

Knowing the general categories into which the television character models fell, the investigator then asked, "Who did the 275 students who named television character models name as models and of these models, which were the most frequently named?" The names of the 77 different television character models selected by students are contained in Appendix D. Of these 77 television character models, the ten most frequently selected are presented in Table 3 along with the number and percentage of the 275 students selecting television character models who named them.

As is evident from Table 3, Mary Richards was the
TABLE 3. - The ten most frequently named television models and the number and percentage of the 275 students who named them

<table>
<thead>
<tr>
<th>Television Model</th>
<th>No. Students Who Named</th>
<th>% Students Who Named</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Richards (Mary Tyler Moore Show)</td>
<td>43</td>
<td>16</td>
</tr>
<tr>
<td>Doris Martin (Doris Day Show)</td>
<td>21</td>
<td>8</td>
</tr>
<tr>
<td>Julie Barnes (Mod Squad)</td>
<td>18</td>
<td>6.5</td>
</tr>
<tr>
<td>Anne Marie (That Girl)</td>
<td>18</td>
<td>6.5</td>
</tr>
<tr>
<td>Sally McMillian (McMillian and Wife)</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Samantha Stevens (Bewitched)</td>
<td>15</td>
<td>5.5</td>
</tr>
<tr>
<td>Bridget Steinberg (Bridget Loves Bernie)</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Alice Johnson (Room 222)</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Sandy Stockden (Sandy Duncan Show)</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Rhoda Morgenstern (Mary Tyler Moore Show)</td>
<td>7</td>
<td>2.5</td>
</tr>
<tr>
<td>Ten Model Total</td>
<td>168</td>
<td>61.00</td>
</tr>
<tr>
<td>All Others</td>
<td>107</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>275</td>
<td>100.00</td>
</tr>
</tbody>
</table>
most popular television character model named by the students. It is also evident that none of the models was named by an overwhelming majority of the students.

Besides wanting to know whom students named as their models, the researcher desired to know why students named the models that they did. On the questionnaire, each student was asked to circle one of four given reasons that best described why she named each of her models. The four choices the researcher presented to the students were: I would like to look and dress as the model does; I would like to have the job that the model does; I would like to have the personality that the model has; and, I would like to live the type of life the model does.

Also, besides knowing what most influenced each student to name her model, the researcher thought it would be of interest to have each student circle the one of the four reasons that least influenced her choice of each of her models.

The researcher first studied the responses of those students who named female television character models. For these students, Table 4 lists the number and percentage of students naming female television character models who selected each reason as the reason that most influenced their choice of their models and the number and percentage of these students who selected each reason.
as the one that least influenced their choices.

In Table 4 as in most tables in this paper, the researcher found it necessary to utilize abbreviations or abbreviated phrases. In Table 4 and in the following tables in which the reasons for students' selections of their models are analyzed, the following abbreviations for the four reasons are used: Looks - I want to look and dress as the model does; Job - I want to have the job that the model does; Personality - I want to have the personality that the model has; and, Type of Life - I want to live the type of life the model does.

TABLE 4. - Students' reasons for selecting their female television character models

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Most Influenced</th>
<th></th>
<th>Least Influenced</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Looks</td>
<td>41</td>
<td>17</td>
<td>74</td>
<td>30</td>
</tr>
<tr>
<td>Job</td>
<td>23</td>
<td>9</td>
<td>104</td>
<td>43</td>
</tr>
<tr>
<td>Personality</td>
<td>112</td>
<td>46</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Type of Life</td>
<td>67</td>
<td>28</td>
<td>52</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>243</strong></td>
<td><strong>100</strong></td>
<td><strong>243</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As is evident from Table 4, the Personality factor most influenced and the Job factor least influenced the model choice of students naming female television
character models.

But, what about the 32 students who named male television character models? What most and least influenced their model choice? Table 5 presents their responses.

**TABLE 5. - Students' reasons for selecting their male television character models**

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Most Influenced</th>
<th>Least Influenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Looks</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Job</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Personality</td>
<td>14</td>
<td>44</td>
</tr>
<tr>
<td>Type of Life</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 5 indicates that those students who named male television character models were most often influenced in their choice by their models' personalities as were the students who named female television character models. Unlike the students naming female television character models, though, students naming male models were least influenced to do so because of the model's appearance or the *Looks* factor.

Knowing who students selected as their tele-
vision character models and why students selected these models, the investigator now wanted to determine who students named as their real world models, why they named these models, and how their reasons for naming their real world models compared with their reasons for naming their television character models.

The Real World Models

The researcher grouped the students' responses to being asked to name a real world model into eleven categories. Table 6 gives the number and percentage of the 342 students responding to the questionnaire whose responses fell into each of the categories.

As is evident from Table 6, 11% of the students responding to the questionnaire failed to name a real world model. The reader may recall that 19.5% of the students did not name a television character model. Those students not naming a real world model gave reasons similar to those given by those students not naming television character models who stated that they did not want to be "like" anyone else. Some students who named a television character model, but who did not name a real world model made comments such as the following:

"There is no one in real life that I admire enough to want to be like."
TABLE 6. - Students' responses to naming a real world model

<table>
<thead>
<tr>
<th>Model Category</th>
<th>No. Students Who Named</th>
<th>% Students Who Named</th>
</tr>
</thead>
<tbody>
<tr>
<td>Older Female</td>
<td>57</td>
<td>17</td>
</tr>
<tr>
<td>Female Friend</td>
<td>32</td>
<td>9</td>
</tr>
<tr>
<td>Female Teacher</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Mother</td>
<td>13</td>
<td>3.8</td>
</tr>
<tr>
<td>Male Friend</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Older Male</td>
<td>5</td>
<td>1.4</td>
</tr>
<tr>
<td>Male Teacher</td>
<td>5</td>
<td>1.4</td>
</tr>
<tr>
<td>Father</td>
<td>3</td>
<td>.9</td>
</tr>
<tr>
<td>Mediated Female</td>
<td>142</td>
<td>41.5</td>
</tr>
<tr>
<td>Mediated Male</td>
<td>26</td>
<td>8</td>
</tr>
<tr>
<td>No Model Named</td>
<td>37</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>342</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Now let us look at the data for those students who named real world models. Table 7 presents the number and percentage of students naming models in each of the ten real world model categories. The researcher will not give an explanation of each of the real world model categories here because she believes the categories are self-explanatory. However, definitions of the categories can be found in the "Definition of Terms" section of Chapter Three.
TABLE 7. - Students naming real world models in each model category

<table>
<thead>
<tr>
<th>Model Category</th>
<th>No. Students Who Named</th>
<th>% Students Who Named</th>
</tr>
</thead>
<tbody>
<tr>
<td>Older Female</td>
<td>57</td>
<td>19</td>
</tr>
<tr>
<td>Female Friend</td>
<td>32</td>
<td>10.4</td>
</tr>
<tr>
<td>Female Teacher</td>
<td>14</td>
<td>4.5</td>
</tr>
<tr>
<td>Mother</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Male Friend</td>
<td>8</td>
<td>2.5</td>
</tr>
<tr>
<td>Older Male</td>
<td>5</td>
<td>1.6</td>
</tr>
<tr>
<td>Male Teacher</td>
<td>5</td>
<td>1.6</td>
</tr>
<tr>
<td>Father</td>
<td>3</td>
<td>.9</td>
</tr>
<tr>
<td>Mediated Female</td>
<td>142</td>
<td>47</td>
</tr>
<tr>
<td>Mediated Male</td>
<td>26</td>
<td>8.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>305</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

As the researcher examined the real world models named by students it became evident that two distinct types of real world models were named. Some students named real world models that they knew personally. The first eight real world model categories in Table 7 contain those models who were "known" by students. Other students named real world models that they read about, saw on television news, talk, or interview programs, heard on radio programs, or saw in docu-
mentary films or television broadcasts. These students had become acquainted with these models through mediated sources. The researcher questioned whether or not these two types of real world models - the "known" and the "mediated" - were perceived similarly by the students who named them. Consequently, the investigator decided to analyze the students' perceptions of the "known" real world models and the students' perceptions of the "mediated" real world models separately.

**Known Real World Models.** - Approximately 45% (137) of the real world models named by students were known real world models (KRW). Table 8 gives the number and percentage of students who named known real world models in each of the eight KRW model categories.

It is evident from Table 8 that most of the known real world models named were female and the the "Older Female" model was the most frequently named model type.

Table 9 gives the analysis of why students naming female known real world models named their models, while Table 10 presents the reasons why students naming male known real world models named their models.

Tables 9 and 10 reveal that students most often select their known real world models for the Personality factor as did the students who selected television
character models.

TABLE 8. Students naming known real world models in each model category

<table>
<thead>
<tr>
<th>Model Category</th>
<th>No. Students Who Named</th>
<th>% Students Who Named</th>
</tr>
</thead>
<tbody>
<tr>
<td>Older Female</td>
<td>57</td>
<td>42</td>
</tr>
<tr>
<td>Female Friend</td>
<td>32</td>
<td>23</td>
</tr>
<tr>
<td>Female Teacher</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Mother</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Male Friend</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Older Male</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Male Teacher</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Father</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>137</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The Looks factor was most frequently named by students as least influencing their selection of both their female and male known real world models. The reader may remember that the Looks factor also was most often selected as the least influential reason for naming their models by students who selected male television character models. However, students who named female television character models stated most frequently that they were least influenced to do so.
because of the Job factor.

TABLE 9. Students' reasons for selecting their female known real world models

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Most Influenced</th>
<th>Least Influenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Looks</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Job</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Personality</td>
<td>71</td>
<td>61</td>
</tr>
<tr>
<td>Type of Life</td>
<td>27</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>116</td>
<td>100</td>
</tr>
</tbody>
</table>

TABLE 10. Students' reasons for selecting their male known real world models

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Most Influenced</th>
<th>Least Influenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Looks</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Job</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Personality</td>
<td>15</td>
<td>71</td>
</tr>
<tr>
<td>Type of Life</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

The researcher now wanted to determine what mediated real world models were selected by students and why these models were chosen by these students.
The investigator was particularly curious to know whether or not students who named mediated real world models were influenced to do so for the same reasons that influenced students to name their known real world models and their television character models.

**Mediated Real World Models.** - Fifty-five percent (163) of the real world models named by students were mediated real world models (MRW). Eighty different MRW models were named by students. A list of all 80 models appears in Appendix E. However, Table 11 does present a list of the ten most frequently named MRW models and the number and percentage of the 163 students naming mediated real world models who selected them.

The data presented in Tables 12 and 13 give an answer to the question, "Were the students' reasons for naming their mediated real world models similar to those given by students naming known real world models and students naming television character models?" Table 12 presents the reasons that most and least influenced students naming female mediated real world models to do so, while Table 13 presents the data for students who named male mediated real world models.

As can be seen from Tables 12 and 13, student
TABLE 11. - The ten most frequently named mediated real world models and the number and percentage of students who selected them

<table>
<thead>
<tr>
<th>Mediated Real World Model</th>
<th>No. Students Who Named</th>
<th>% Students Who Named</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cher</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Carol Burnett</td>
<td>9</td>
<td>5.2</td>
</tr>
<tr>
<td>Pat Nixon</td>
<td>7</td>
<td>4.1</td>
</tr>
<tr>
<td>Barbra Streisand</td>
<td>7</td>
<td>4.1</td>
</tr>
<tr>
<td>Julie Andrews</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Cathy Rigby</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Carole King</td>
<td>4</td>
<td>2.4</td>
</tr>
<tr>
<td>Jane Fonda</td>
<td>4</td>
<td>2.4</td>
</tr>
<tr>
<td>Jacqueline Onassis</td>
<td>4</td>
<td>2.4</td>
</tr>
<tr>
<td>Susan St. James</td>
<td>4</td>
<td>2.4</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>74</strong></td>
<td><strong>44.00</strong></td>
</tr>
<tr>
<td><strong>All Others</strong></td>
<td><strong>94</strong></td>
<td><strong>56.00</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>168</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

naming mediated real world models most often said they were influenced to do so by the Personality of the model. This response was similar to that given by students who named known real world models and by the students when responding to why they named their television character models. Students naming mediated
TABLE 12. - Students' reasons for selecting the 142 female mediated real world models

<table>
<thead>
<tr>
<th>Reason</th>
<th>Most Influenced</th>
<th>Least Influenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Looks</td>
<td>30</td>
<td>21</td>
</tr>
<tr>
<td>Job</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>Personality</td>
<td>50</td>
<td>35</td>
</tr>
<tr>
<td>Type of Life</td>
<td>38</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>142</td>
<td>100</td>
</tr>
</tbody>
</table>

TABLE 13. - Students' reasons for selecting the 26 male mediated real world models

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Most Influenced</th>
<th>Least Influenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Looks</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Job</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Personality</td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>Type of Life</td>
<td>11</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>

real world models most often said the Looks factor least influenced their choice of a model. This finding was similar to that determined for students who named known real world models. The reader should be aware,
though, that the students' reasons for selecting their mediated real world models were more evenly distributed over all four factors than were the reasons given by the students who named television character models or the reasons given by the students who named known real world models. The reader will be able to not more clearly this difference by referring to Tables 14 and 15. Table 14 brings together the data presented in Tables 4, 9, and 12 to illustrate better the similarities and differences among students' most and least influential reasons for naming their female models in each model group. Table 15 brings together the data presented in Tables 5, 10, and 13 to compare the students' responses for naming their male models in each model group.

Knowing who students selected as their television character and real world models, why students selected these models, and how the students' reasons for selecting their models compared and contrasted among the three model groups, the researcher began to raise other questions about the students' perceptions of their models. Those questions and the answers to them are presented in the following section.
TABLE 14. - Comparison of students' reasons for naming their female television character, known real world, and mediated real world models

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Most Influenced</th>
<th>Least Influenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Looks</td>
<td>41</td>
<td>17</td>
</tr>
<tr>
<td>Job</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>Personality</td>
<td>112</td>
<td>46</td>
</tr>
<tr>
<td>Type of Life</td>
<td>67</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>243</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Most Influenced</th>
<th>Least Influenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Looks</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Job</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Personality</td>
<td>71</td>
<td>61</td>
</tr>
<tr>
<td>Type of Life</td>
<td>27</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>116</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Most Influenced</th>
<th>Least Influenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Looks</td>
<td>30</td>
<td>21</td>
</tr>
<tr>
<td>Job</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>Personality</td>
<td>50</td>
<td>35</td>
</tr>
<tr>
<td>Type of Life</td>
<td>38</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>142</td>
<td>100</td>
</tr>
</tbody>
</table>
TABLE 15. - Comparison of students' reasons for naming their male television character, known real world, and mediated real world models

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Most Influenced</th>
<th>Least Influenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Looks</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Job</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Personality</td>
<td>14</td>
<td>44</td>
</tr>
<tr>
<td>Type of Life</td>
<td>11</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Most Influenced</th>
<th>Least Influenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Looks</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Job</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Personality</td>
<td>15</td>
<td>71</td>
</tr>
<tr>
<td>Type of Life</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Most Influenced</th>
<th>Least Influenced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Looks</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Job</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Personality</td>
<td>12</td>
<td>46</td>
</tr>
<tr>
<td>Type of Life</td>
<td>11</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>
How Did Students' Perceptions of the Models in the Three Model Groups Compare on Selected Variables?

The researcher had determined that differences existed among the model groups when students' reasons for naming their models were compared. The investigator wondered if the model groups varied on other variables as well. To make this determination, the researcher turned to the data students supplied about their models on the questionnaire. After students named their models and chose the reasons that most and least influenced their choice, they were asked on the questionnaire to describe the appearance, job, personality, and type of life of each model they named. The marital and work statuses of the models as perceived by the students were two types of information the researcher was able to derive from these descriptions.

Model marital and work statuses were of particular interest to the investigator. Knowing such information about the female models would supply further elaboration about the type of women these students selected as models. Did the students' models tend to be married or single? Did students select housewives or career women as models? Did differences exist among the model groups on these two variables?

Looking first at the marital status of the female models named by students, Table 16 presents the number
and percentage of single and married female models in each model group.

**TABLE 16. - Comparisons of the marital status of the female models in the three model groups**

<table>
<thead>
<tr>
<th>Model Marital Status</th>
<th>TVC Models</th>
<th>XRW Models</th>
<th>HRW Models</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>32.</td>
<td>28.</td>
<td>32.</td>
</tr>
<tr>
<td>Single</td>
<td>170</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>Married</td>
<td>70</td>
<td>45</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>243</td>
<td>116</td>
<td>142</td>
</tr>
</tbody>
</table>

Table 16 indicates that a difference does exist between the female television character models and the female real world models. Over two-thirds of the female television character models were perceived to be single, while 55% of the female known and 63% of the female mediated real world models were perceived to be married.

Students also perceived the work status of the female models to vary among the three model groups. Before presenting the data for this analysis, the researcher should first describe how the models were classified by work status. Based upon the data supplied by the student about the model on the questionnaire, if a model was perceived to be single and working she was placed in the Career status. A model perceived to be
married with no means of employment outside the home was placed in the Housewife status. A model who was working and who was either married, married with children, or single with children was placed in the Career/Housewife status. A model who was either a high school or a college student with no means of employment was placed in the Student status.

The researcher should stress that the status into which each model was placed depended only upon the descriptions supplied by the students. It was possible for a student to perceive and describe her model as belonging to one work status when in actuality the model belonged to another. In all instances the researcher accepted the perceptions of the students since student perceptions were what were being assessed in this study.

The comparison of the students' perceptions of the work status of their models in the three model groups is contained in Table 17. When looking at Table 17 the reader will ascertain that differences do exist among students' perceptions of the work status of their female models in the three model groups. Nearly 60% of the female television character models were perceived to fall into the Career status. Only 15% of the female known real world models and 19.5% of the female mediated real world models fell into this status. The female known real world models were
TABLE 17. - Comparisons of the work status of the female models in the three model groups

<table>
<thead>
<tr>
<th>Model Work Status</th>
<th>TVC models No.</th>
<th>TVC models %</th>
<th>KRW models No.</th>
<th>KRW models %</th>
<th>MRW models No.</th>
<th>MRW models %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>143</td>
<td>59</td>
<td>18</td>
<td>15</td>
<td>28</td>
<td>19.5</td>
</tr>
<tr>
<td>Housewife</td>
<td>51</td>
<td>21</td>
<td>21</td>
<td>18</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Career/Housewife</td>
<td>40</td>
<td>16</td>
<td>46</td>
<td>40</td>
<td>99</td>
<td>69.5</td>
</tr>
<tr>
<td>Student</td>
<td>9</td>
<td>4</td>
<td>31</td>
<td>27</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>243</td>
<td>100</td>
<td>116</td>
<td>100</td>
<td>142</td>
<td>100</td>
</tr>
</tbody>
</table>

most frequently Career/Housewives. Forty percent were so classified. However, over two-thirds - 69.5% - of the female mediated real world models fell into the Career/Housewife status. If the percentages of models perceived to occupy the Career and the Career/Housewife statuses are combined, it is clear that more than half of the female models in each of the three model groups were perceived to be working women. However, the percentage of models in each model group so considered ranged from 55% for the female known real world models to 75% for the female television character models to 89% for the female mediated real world models.

The answer to the researcher's question, "Do differences exist among the students' perceptions of
the marital and work statuses of their models in the three model groups?" is yes. Why such differences may exist will be discussed a little later in this chapter. But, before presenting that discussion, the researcher wants to raise and answer another question.

How Did the Students' Future Aspirations Influence Their Perceptions of Their Female Models' Marital and Work Situations?

Obviously many factors affect an individual's perceptions of another person. Likewise, no doubt many factors influenced the students in this study to name their models and perceive their models as they did. The researcher was curious to know what relationship may exist between one such factor - a student's future aspirations and the marital status of the model she named. In other words, the researcher asked, "What is the relationship between how an adolescent girl views her immediate future and what she perceives the marital status of her female television character and real world models to be?" Further, the researcher asked, "Does a relationship exist between an adolescent girl's future aspirations and the work status she perceives her female television character and real world models to occupy?"

Before the data that will supply answers to these questions are presented, the researcher needs to explain how information about the students' future aspirations
was obtained and how the information was grouped into the four students future aspiration groups used in these analyses.

On the questionnaire students were asked to supply some information telling their anticipated plans upon graduation from high school. From the information the students so supplied, the researcher grouped students into four future aspirations groups. Those students who anticipated attending college to enroll in at least a four year program were placed in the College aspirant group. The Training aspirant group included those students who wanted to continue their education, but not at a four year college or university. For example, this group contained those students who planned to attend a secretarial school. The Work aspirants were those students who planned to seek employment immediately upon graduation from high school. These students had no plans for continuing their education. Finally, the Marriage group consisted of those students who stated that upon graduation from high school, or soon thereafter, they planned to marry. These students gave no plans to continue their education or to seek employment.

As a point of interest the researcher determined that of the students who named female television
character models, 55% were College aspirants, 18% were Training aspirants, 25% were Work aspirants and 2% were Marriage aspirants. For those students who named female known real world models, 59% were College aspirants, 17% were Training aspirants, 20% were Work aspirants and 4% were Marriage aspirants. Fifty-one percent of the students who named female mediated real world models were College aspirants, 17% were Training aspirants, 30% were Work aspirants and 2% were Marriage aspirants.

Table 18 presents the comparison between the future aspirations of students and the marital status of the female models in each of the three model groups. This table should be read in the following manner: 134 College aspirants named female television character models. Seventy-seven percent of these students named female television character models that were single, and 23% named female TVC models that were married. Moving to the known real world model category, 68 College aspirants named female KRW models. Of these, 49% named models perceived to be single, while 51% named models perceived to be married. Finally, 72 College aspirants named female mediated real world models. Forty-two percent of these students perceived their models to be single and 58% perceived their models to be married. Table 18 should be so read for students in each future aspiration group.
TABLE 18. - Comparisons of the students' future aspirations with their perceptions of their female models' marital status

<table>
<thead>
<tr>
<th>Students' Aspiration Groups</th>
<th>EVC Models</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Single No.</td>
<td>Married No.</td>
<td>Total No.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>103</td>
<td>77</td>
<td>31 23</td>
<td>134 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>30</td>
<td>68</td>
<td>14 32</td>
<td>44 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td>35</td>
<td>57</td>
<td>26 43</td>
<td>61 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marriage</td>
<td>2</td>
<td>50</td>
<td>2 50</td>
<td>4 100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students' Aspiration Groups</th>
<th>KRW Models</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Single No.</td>
<td>Married No.</td>
<td>Total No.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>33</td>
<td>49</td>
<td>35 51</td>
<td>68 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>7</td>
<td>35</td>
<td>13 65</td>
<td>20 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td>10</td>
<td>43</td>
<td>13 57</td>
<td>23 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marriage</td>
<td>2</td>
<td>33</td>
<td>3 67</td>
<td>5 100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students' Aspiration Groups</th>
<th>KRW Models</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Single No.</td>
</tr>
<tr>
<td>College</td>
<td>30</td>
</tr>
<tr>
<td>Training</td>
<td>10</td>
</tr>
<tr>
<td>Work</td>
<td>12</td>
</tr>
<tr>
<td>Marriage</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 18 indicates that the percentage of students naming single television character models decreases as one looks from the data for the College aspirants to the Training aspirants to the Work aspirants to the Marriage aspirants. Conversely, the percentage of married female TVC models named by students increases as one looks from the data for the College to the Training to the Work to the Marriage aspirants. For those students who named female known or mediated real world models, College aspirants named a higher percentage of single models and a lower percentage of married models than did the students in the other aspiration groups. However, these trends did not appear to be as strong as they were for the students naming the television character models.

The answer to the researcher's question, "Does a relationship exist between the students' future aspirations and the marital status of their female models?" is yes. The relationship, though, appears to be strongest when the students' future aspirations are compared with the marital status of their female television character models.

The researcher will present the comparisons of the students' future aspirations with the work status of their female models in each of the three model
groups in three separate tables - Tables 19, 20, and 21 - to avoid crowding the data into one table.
Table 19 presents the analysis for students who named female television character models; Table 20 presents the analysis for students who named female known real world models; and Table 21 presents the analysis for those students who named female mediated real world models.

Each of the above Tables should be read as follows:
Looking at the College aspirant group in Table 19, 142 College aspirants named female television character models. Of these 142 students, 68% named female TVC models they perceived to occupy the Career status; 12% named female TVC models they perceived to be Housewives; 19% named models perceived to be Career/Housewives; and 1% named female TVC models they perceived as Students.

Table 19 indicates that if the Marriage aspirants are excluded, a trend exists for the percentage of female TVC models perceived to fall into the Career category to be highest among College aspirants, next highest among Training aspirants and lowest among the Work aspirants. A tendency exists for the percentage of models perceived to fall into the Housewife category to be highest among Work aspirants, next highest
TABLE 19. - Comparison of the students' future aspirations with their perceptions of their female television character models' work status.

<table>
<thead>
<tr>
<th>Students' Aspiration</th>
<th>TVC Model</th>
<th>Work Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Career</td>
<td>Housewife</td>
</tr>
<tr>
<td>College</td>
<td>91</td>
<td>16</td>
</tr>
<tr>
<td>Training</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>Work</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>Marriage</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
TABLE 20. - Comparison of the students' future aspirations with their perceptions of their female known real world models' work status.

<table>
<thead>
<tr>
<th>Students' Aspiration Groups</th>
<th>Career</th>
<th>Housewife</th>
<th>Career/House</th>
<th>Student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>14</td>
<td>11</td>
<td>24</td>
<td>19</td>
<td>68</td>
</tr>
<tr>
<td>Training</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Work</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>Marriage</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KMW Model</th>
<th>Career</th>
<th>Housewife</th>
<th>Career/House</th>
<th>Student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>College</td>
<td>21</td>
<td>16</td>
<td>35</td>
<td>28</td>
<td>100</td>
</tr>
<tr>
<td>Training</td>
<td>5</td>
<td>20</td>
<td>50</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Work</td>
<td>4</td>
<td>22</td>
<td>44</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Marriage</td>
<td>40</td>
<td>20</td>
<td>40</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

121
TABLE 21. - Comparison of the students' future aspirations with their perceptions of their female mediated real world models' work status

<table>
<thead>
<tr>
<th>Students' Aspiration Group</th>
<th>Career</th>
<th>Housewife</th>
<th>Care/House</th>
<th>Student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>13</td>
<td>11</td>
<td>48</td>
<td>0</td>
<td>72</td>
</tr>
<tr>
<td>Training</td>
<td>8</td>
<td>3</td>
<td>13</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Work</td>
<td>7</td>
<td>0</td>
<td>35</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>Marriage</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>
among the Training aspirants and lowest among the College aspirants.

Table 20 indicates that the same two trends exist for students who named known real world models. Table 21 indicates that the trend for the percentage of Housewife models named by students to increase as the students' aspiration level moves from College to Training to Work also is present among students who named female mediated real world models. However, the percentage of students who named female mediated real world models in the Career status was not highest among College aspirant students. Rather Training aspirants named the largest percentage of female models in the Career status.

The analyses in Tables 19, 20, and 21 indicate to the researcher that although some relationships did appear to exist between the students' future aspirations and the work status of their female models, the differences evidenced among the model groups themselves appear more predominant.

To this point the researcher has determined whom students named as models, what influenced the students to named these models, what differences existed among the three model groups' marital and work statuses, and what differences existed among the students in the four future aspiration groups with respect to their
perceptions of the marital and work statuses of their models in the three model groups. The questions to be asked now are, "What are some possible explanations for why students have responded as they have and why have students perceived differences to exist among the three model groups?"

What Are Some Possible Explanations for the Students' Selection and Perceptions of Their Models?

Knowing how students responded to the questionnaire and learning what differences the students perceived to exist among the models in the three model groups, the researcher began to speculate about the reasons that prompted the students to respond as they did. The researcher will share these speculations with the reader, but the reader must remember that further research is necessary to determine the validity of these speculations.

Eighty-five percent of students who named television character models named females. One would expect the sixteen and seventeen year old female students mostly to select models of the same sex.

The reason most often given by students as influencing their choice of television character models - female and male - was the models' personality, while the job factor was the reason most frequently stated as
having the least influence on the students' choice of their female models and the Looks factor was the reason most frequently stated as having the least influence on students' selection of their male models. These findings may indicate that a sizable proportion of the sixteen and seventeen year old females are seeking models who can serve as "personality" guides. Television characters are generally attractive people. They are often portrayed as being witty, cheerful, and popular. It is not surprising, therefore, that a sizable percentage of adolescent females would desire to have the personality of these models.

That the Job factor most often least influenced the students' choice of their female models may indicate that female models on television do not enact the type of occupations with which the students could identify. Or, as some critics have suggested, television may not devote much time to the female character "on her job."

The finding indicating that students were least influenced to name their male television character models for the Looks factor is understandable, again considering that the students responding to the questionnaire were young females.

Seven of the ten most popular television character models listed in Table 3 were young, single, career
women. Seventy percent of all students who named female TVC models selected a model they perceived to be single, while 59% of these students named a female television character model they perceived to fall into the Career work status.

These findings may indicate that students select the single/career female because they perceive themselves to be future occupants of this role. But, the finding may also be attributed to the dominance among women television characters of the young, single/career female. Indeed, most of the female television characters appear to be either young, single/career or the married/housewife types. Having to choose between the two types, perhaps students are more likely to select characters that provide for them the more immediate model. In other words, perhaps students anticipate that they will occupy the role of young, single/career woman before they occupy the role of married/housewife.

It should be mentioned, too, that a lack of married, career/housewife female characters seem to exist on television programs. Considering the number of students who select real world models that fall into those categories, the researcher wonders whether if more married, career/housewife female models were presented on television, students would select them
more often than they have selected the single/career models.

Relationships appear to exist between students' future aspirations and their perceptions of the marital and workd statuses of their female television character models. The percentage of students naming single television character models decreased from the College to the Training to the Work aspiration groups and the percentage of students naming married models increased from the College to the Training to the Work aspiration groups. Too, the percentage of students naming female TVC models with careers decreased from the College to the Training to the Work aspiration groups, while the percentage of students naming models who were Housewives increased from the College to the Training to the Work aspiration groups.

One could conclude from these findings that those students who plan to continue their education beyond high school are more likely to identify with a single/career model perhaps because they anticipate and desire to function in that role themselves after they receive their further education. Conversely, those students whose aspirations do not include further education may be less enthusiastic about occupying such a role
and they may tend more often to select the married/housewife models because they have a more immediate desire for marriage.

Although students primarily named female real world models, a somewhat larger percentage of students named male real world models than named male television character models. Perhaps the better a student knows an individual the more likely she is to consider a person of the opposite sex as one with whom she wants to identify. Since students were not personally acquainted with television character models they may have been more likely to make an identification with the like-sexed characters. In real life, however, individuals are personally acquainted with both males and females and no doubt they perceive attributes in both worth emulating.

Although the above explanation may explain why students named their male real world models, it does not explain why they would name more mediated male real world models than male television character models. Possibly an explanation could be that students will select like-sexed models when there are such models that they want to emulate. When liked-sexed models do not exist, they may select opposite sexed models with whom to identify. Of course the same reasoning could
apply to the students' selection of male television character models. If this is so, the conclusion would have to be made that television provides more female models with which students can identify than do the students' known real world acquaintances or the non-fiction media. Obviously, the reasons for students' selection of male models need further study.

The most frequent reason students gave for naming their known and mediated real world models was the Personality factor, while the Looks factor was the most frequently selected least influential reason given by students naming both known and mediated real world models.

A larger percentage of students selected female known real world models because of the Personality factor than selected female television character or female mediated real world models for that reason. This may in part be due to the greater physical attractiveness of the female television character and the female mediated real world models. Models in both of these groups were more often named for the Looks factor than were female known real world models.

The reasons given by students for naming or not naming the mediated real world female models were more evenly distributed over the four factors than
were the reasons given by students for naming their female television or female known real world models. The diversity of models named in this model group no doubt influenced this result. Many of the MRW models are entertainers - singers, actresses, etc. However, other types of models - political activists, journalists, etc. - were also named in this category. Thus, the motivating factors for naming the mediated real world models may have been more diverse than those for naming the television character or known real world models.

A substantial percentage of students named the Looks factor as being the least influential reason for their selection of their female mediated real world models. Perhaps, this is explained by the fact that even though a number of students named glamorous entertainment types in this category, many students did so because they were desirous of the entertainers' talents, rather than their physical attractiveness. This is reflected, too, in the higher percentage of students naming female mediated real world models who stated that the Job factor most influenced them to select their model.

Students selected male known real world models more often for the Personality factor than did students who selected male television character or male mediated
real world models. This finding may indicate that the males in the students' immediate environment offer less factors with which the students can identify than do the television or mediated real world models. Or, the finding may indicate that the Personality factor becomes a more influential factor for naming a model the better the student knows the model and the better the student knows the model's personality.

In contrast to the findings for the female television character models, most of the female known and mediated real world models were married. This finding no doubt reflects the reality that most older real world females which the students know personally or through the media are married. That a higher percentage of known than mediated real world female models were perceived by students to be single probably is a reflection of the inclusion of the "Female Friends" known real world model category.

The most frequently named work status for known and mediated real world models was the Career/Housewife status, unlike that which was true for the female television character models. Again, this finding probably reflects the most frequent type of models to which the students are exposed in real life. That
students tend to select the types of models available to them is further reflected in the number of students who named their fellow students as models. Students or student type characters comprised only a small percent of the mediated real world and television character model groups.

However, the higher percentage of students selecting real world Career/Housewife models may not be entirely explicable by the increased presence of this type of model in real life. It is possible that students consider the Career/Housewife situation to be the most desirable. As mentioned earlier, this type of model is not often portrayed on television. The researcher wonders whether if more Career/Housewives were portrayed on television more students would select them as models and less students would choose the Career models.

The same relationship found to exist between students' aspiration levels and the female TVC models' marital status were evident between the students' aspiration levels and the marital status of their female mediated real world models. But these trends were not entirely present among students naming female KRW models. Like the College aspirants who named TVC and female KRW models, College aspirants naming known real world models selected the highest percentage
of single female known real world models and the lowest percentage of married female known real world models of all the aspiration groups. The Marriage aspirants, on the other hand, selected the lowest percentage of single models and the highest percentage of married models of all aspiration groups. The trend, however, was broken among students in the two middle aspiration groups. The Work aspirants named a higher percentage of single models than did the Training aspirants. It is difficult to speculate about why this may be so. The analysis of the future aspirations of the students with the work status of the models they named may help provide some reasons for this finding.

The comparison of the students' aspiration level with the work status of their known real world models indicate that if the rather under represented Marriage aspirants are excluded, the highest percentage of Career models were named by students in the College aspiration group. Rather surprisingly, though, the lowest percentage of Career/Housewife known real world models was also named by College aspirants. However, considering the Career and Career/Housewife statuses together, a tendency existed for the percentage of models named in the two work statuses to be the highest for
College aspirants and to decrease as the students' future aspirations move from the College to the Training to the Work aspiration groups. That finding would appear to support what has been suggested earlier—that those students who plan to further their education perhaps seek out models that occupy the role that they themselves anticipate occupying after they receive their further education.

The results of the comparison of the aspirations of the students who named female mediated real world models with the students' perceptions of their models' work statuses were somewhat confusing. Most of the College and Training aspirants named models who were pursuing a career or who combined a career with housewife functions. This is what would be expected based upon earlier reported data. The unexpected finding, though, was that all of the Work aspirants named models that fell either into the Career or Career/Housewife work statuses—the largest percentage falling into the latter category. It was speculated earlier that Work aspirants would probably be more likely than students in the Training or College aspiration groups to select models who were Housewives. Although this speculation appears supportable from the data reported for students who named television character models and known real world models, it does not appear supportable based
upon data for the mediated real world models.

Perhaps the reason why it is not may be explained by the nature of the mediated real world models named. Most MRW models were in or on the media because of their occupational endeavors. Few well known *Housewives* exist. Those that do tend to be related in one way or another to famous men - e.g. Pat Nixon, Jackie Onassis, etc. Considering the many types of real world models, famous housewives are few in number. Consequently, the fact that the *Housewives* are probably not as highly represented among the real world mediated model category as they were among the known real world models or even the television character models, may contribute to the non-appearance among the mediated models of the relationship evidenced between the students' future aspirations and the work status of the known real world and television character models.

This chapter has reported on the responses on the Role Model Questionnaire of the 342 students who completed the questionnaire. The question the researcher now asked was, "How did the responses to the Role Model Questionnaire of the 342 students in the general sample compare to those of those 50 students who comprised the indepth sample?" The next chapter answers that question.
CHAPTER V

ANALYSIS OF DATA: COMPARISON OF THE INDEPTH AND GENERAL SAMPLES' RESPONSES TO THE ROLE MODEL QUESTIONNAIRE

The responses of the 342 students in the general sample who filled in the Role Model Questionnaire have been analyzed in the preceding chapter. The indepth portion of this study involved 50 of these 342 students. Their responses to the Role Model Questionnaire will now be compared with those of the 342 students in the general sample. What the researcher is asking is, "How similar or dissimilar are the responses of the indepth sample to the responses of the general sample on the questionnaire?"

The purpose of asking this question is to determine how representative of the general sample are the 50 students of the indepth group. Therefore, throughout this chapter data presented in the previous chapter will be compared with data supplied on the questionnaire by the 50 indepth students. However, not all the responses of the indepth sample were analyzed in all
the ways that the responses of the general sample were
in Chapter IV. Some analyses, for example those for
male models and the comparisons of the future aspirations
of the students with the perceived work status of
their female models, were excluded due to the rela-
tively small number of students involved in the indepth
study. In the opinion of the researcher the number of
students coupled with the number of categories involved
in some of these analyses would render many of these
findings meaningless. Consequently, the researcher will
only compare the responses of the students in the in-
depth sample with the responses of the students in the
general group with respect to who they named as models,
what influenced them to name their models, and what
they perceived the marital and work statuses of their
female models in the three model groups to be.

Who and Why Did the Students in the Indepth Sample Name
As Models? How Do These Models and Reasons Compare To
Those of the Students in the General Sample?

The Television Character Models

Ninty-four percent or 47 of the television character
models named by the indepth sample were female. This
compares with the 88.5% or the 243 female television
character models named by the general sample. Four or
six percent of the indepth sample's TVC models were male
as compared to 26 or 11.5% named by the general sample.

Table 22 compares the reasons given by the students in the indepth sample and general sample for naming their female television character models.

**TABLE 22. - Comparison of the indepth sample’s and the general sample’s reasons for naming their female television character models**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Indepth Sample</th>
<th>General Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Most Influenced</td>
<td>Least Influenced</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Looks</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Job</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Personality</td>
<td>28</td>
<td>60</td>
</tr>
<tr>
<td>Type of Life</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100</td>
</tr>
</tbody>
</table>
Students in both the indepth sample and the general sample most frequently selected the Personality factor as the reason that most influenced their selection of their female television character models. Looks was the factor most often named as least influencing students' selection of their models in the indepth sample while the Job factor was selected by the students in the general sample as least influencing their television character model choice.

For the reader who is interested in knowing what television character models were selected by the students in the indepth sample, a complete list of the 50 students' selections is contained in Appendix F.

The Real World Models

Fifty-six percent or 28 of the students' in the indepth sample real world models fell into the known real world model category, while 44% or 22 fell into the mediated real world model category. These percentages and numbers compare with the 45% or 138 known real world models and 55% or 168 of the mediated real world models named by students in the general sample.

Table 23 compares the number and percentage of students in the indepth sample and general sample who named models in each of the real world model categories.
TABLE 23. - Comparison of the number and percentage of students in the indepth and general samples who named models in each of the real world model categories

<table>
<thead>
<tr>
<th>Model Category</th>
<th>Indepth Sample</th>
<th>General Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Who Named</td>
<td>% Who Named</td>
</tr>
<tr>
<td>Older Female</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>Female Friend</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Female Teacher</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Mother</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Older Male</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Male Friend</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Male Teacher</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Father</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Mediated Female</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Mediated Male</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Although differences exist between the percentage of models the students in the indepth and general samples named in each real world category, in the opinion of the researcher the indepth sample's responses appear to be representative of the general sample's responses.
Table 24 presents the data comparing the number and percentage of students in the indepth and general samples who named known real world models in each of the known real world model categories.

**TABLE 24.** - Comparison of the number and percentage of students in the indepth and general samples who named models in each of the known real world model categories

<table>
<thead>
<tr>
<th>Model Category</th>
<th>Indepth Sample</th>
<th>General Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Who Named</td>
<td>% Who Named</td>
</tr>
<tr>
<td>Older Female</td>
<td>13</td>
<td>46</td>
</tr>
<tr>
<td>Female Friend</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Female Teacher</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Mother</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Older Male</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Male Friend</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Male Teacher</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Father</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 24 indicates that the percentages of known real world models in the various known real world model categories closely correspond with the percentages of
models named in these categories by the students in the general sample.

How do the indepth sample students' reasons for selecting their known real world models compare with those given by students in the general sample? Table 25 makes this comparison for students who named female known real world models.

Table 25 indicates that the 'students' in the indepth sample reasons for selecting their female known real world models approximate those given by students in the general sample. The Personality factor was most frequently selected as the most influential reason for naming the female models while the Looks factor was the factor most frequently selected as least influencing model choice. This is similar to the finding for the general sample.

As for the mediated real world models named by students in the indepth sample, 91% or 20 were female while nine percent or 2 were male. These data compare to the 84.5% or 142 female and 15.5% or 26 male mediated real world models named by students in the general sample. Table 26 compares the students' in the indepth sample reasons for naming their female mediated real world models with those of the students in the general sample.
TABLE 25. - Comparison of the in-depth sample's and the general sample's reasons for naming their female known real world models

<table>
<thead>
<tr>
<th>Reason</th>
<th>In-depth Sample</th>
<th>General Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Most Influenced</td>
<td>Least Influenced</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Looks</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Job</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Personality</td>
<td>13</td>
<td>54</td>
</tr>
<tr>
<td>Type of Life</td>
<td>10</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

As is evident from Table 26 unlike the students in the general sample, the students in the in-depth study did not name their female mediated real world models most often for the Personality factor. The Type of Life and Looks factors both were named by in-depth sample students as influencing their choice.
TABLE 26. - Comparison of the indepth sample's and the
general sample's reasons for naming their
female mediated real world models

<table>
<thead>
<tr>
<th>Reason</th>
<th>Indepth Sample</th>
<th>General Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Most Influenced</td>
<td>Least Influenced</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Locks</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Job</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Personality</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Type of Life</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

of their model more often than was the Personality
factor. However, the indepth students' reasons for
selecting their female mediated models were more evenly
distributed among the factors than were the students'
reasons for selecting their female known real world
or the female television character models. This trend was also present among the students in the general sample.

For those interested, the complete list of the mediated real world models named by the students in the indepth study is presented in Appendix F.

How Do the Perceptions of Their Female Models' Marital and Work Statuses of Students in the Indepth Sample Compare To the Corresponding Perceptions of the Students in the General Sample?

Table 27 presents the comparisons between the marital status of the female models in the three model groups as perceived by the students in the indepth sample, and the marital status of the female models in the three model groups as perceived by students in the general sample. The researcher thinks that the data presented in Table 27 indicates that the indepth students' perceptions of their female models' marital status closely approximates the perceptions of the female models' marital status by students in the general sample.

Finally, Table 28 presents the comparisons between the work status of the female models in the three model groups as perceived by the students in the indepth sample, and the marital status of the female models in the three model groups as perceived by students in the general sample.
TABLE 27. - Comparison of the indepth sample's and the general sample's perceptions of the marital status of the female models in the three model groups

<table>
<thead>
<tr>
<th>Model Marital Status</th>
<th>TVG Models No.</th>
<th>TVG Models %</th>
<th>TVG Models No.</th>
<th>TVG Models %</th>
<th>TVG Models No.</th>
<th>TVG Models %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>34</td>
<td>72</td>
<td>11</td>
<td>46</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Married</td>
<td>13</td>
<td>28</td>
<td>13</td>
<td>54</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>100</td>
<td>24</td>
<td>100</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model Marital Status</th>
<th>General Sample TVG Models No.</th>
<th>General Sample TVG Models %</th>
<th>General Sample TVG Models No.</th>
<th>General Sample TVG Models %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>170</td>
<td>70</td>
<td>52</td>
<td>45</td>
</tr>
<tr>
<td>Married</td>
<td>73</td>
<td>30</td>
<td>64</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>243</td>
<td>100</td>
<td>116</td>
<td>100</td>
</tr>
</tbody>
</table>

Again, the researcher believes that Table 28 indicates that with respect to their perceptions of the work status of their female models, the responses of the students in the indepth sample are fairly representative of the responses of students in the general sample.

Discussion of Results

These comparisons of the responses to the Role Model Questionnaire of the 50 students in the indepth
TABLE 28. - Comparison of the indepth sample's and the general sample's perceptions of the work status of the female models in the three model groups

<table>
<thead>
<tr>
<th>Model Status</th>
<th>TYC Models</th>
<th>SRF Models</th>
<th>LRW Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>28</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>Housewife</td>
<td>9</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>Car./House.</td>
<td>7</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Student</td>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
<td><strong>100</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model Status</th>
<th>TYC Models</th>
<th>SRF Models</th>
<th>LRW Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>143</td>
<td>59</td>
<td>18</td>
</tr>
<tr>
<td>Housewife</td>
<td>51</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Car./House.</td>
<td>40</td>
<td>16</td>
<td>46</td>
</tr>
<tr>
<td>Student</td>
<td>9</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>243</strong></td>
<td><strong>100</strong></td>
<td><strong>116</strong></td>
</tr>
</tbody>
</table>

Sample with the responses to the questionnaire of the 342 students in the general sample have indicated to the researcher that the indepth sample is not entirely representative of the general sample. However, the researcher thinks that most of the differences between
the indepth and general samples were differences of degree rather than direction. In other words, the indepth sample responses in most instances followed the trends evident among the general sample's responses, although the students in the indepth sample sometimes responded to a greater or lesser extent than did the students in the general sample. In toto, the researcher considers the similarities between the responses of the students of the indepth sample and the students in the general sample to be stronger than the differences. But, when reading through the next chapters and interpreting the data presented therein, the reader should keep in mind that differences between the indepth and general samples did exist.
CHAPTER VI

ANALYSIS OF DATA: INVENTORY OF FEMININE VALUES

Introduction

In the preceding two chapters the researcher has raised and answered several questions about how the 342 students in the general sample and the 50 students in the indepth sample responded to questions about their models on the Role Model Questionnaire. Comparisons of the students' perceptions of the models in the various model groups were made and some differences among the three model groups (television character, known real world, and mediated real world) were shown to exist.

From the onset of this study the researcher had planned to elicit from students more indepth information about their models than was possible to obtain from the questionnaire alone. Two other instruments - The Inventory of Feminine Values (IFV) and the Study of Values (SV) - were selected for this purpose.
The investigator selected these instruments to answer two major questions about the types of models selected by the students in this study. The *Study of Values* was selected to answer the question, "What do students perceive the values and interests of their models to be, and are these values and interests those traditionally thought of as masculine or feminine?"

The *Inventory of Feminine Values* was chosen to answer the question, "Did students select models who believed woman's societal role was that of the traditional female (housewife/mother) or did students select models who believed women should function in what will be labelled in lieu of a more appropriate term, modern female roles (career; career/housewife; career/housewife/mother)?"

The 50 students in the indepth sample were asked to respond to each of these instruments as they believed their models would if they were completing the instruments. Too, students responded to each of the two instruments as they themselves believed.

The researcher thought that utilizing this projection technique would provide a good description of the type of models these young females selected as well as indicate any differences the students perceived to exist among the three model groups.
In this chapter the researcher will ask and answer questions about the students' perceptions of their models' beliefs about what should be woman's societal role. In the next chapter questions about the students' perceptions of their models' values and interests will be answered.

*Did Students Perceive Themselves and Their Models To Be Traditional or Modern Women?*

To answer this question, the researcher employed *The Inventory of Feminine Values*. So that the reader will clearly understand how the data from the IFV are presented throughout this chapter, the researcher needs to describe further the instrument.

As was explained in Chapter III, *The Inventory of Feminine Values* actually consists of two tests in one. One half of the test items when agreed with indicate the respondee is intra-family oriented (IFO). An intra-family oriented woman is one whose values and beliefs approximate those we would expect of a woman who thought that women should function in the traditional female societal role. She would consider a woman's main source of achievement in life to be marriage and motherhood.

The items on the other half of the test when agreed with indicate the respondee is extra-family oriented (EFO). An extra-family oriented woman is one
whose beliefs and values approximate those of a woman who does not want marriage and a family to be the source or the only source of achievement in her life. An extra-family oriented woman is not necessarily undesirous of a husband and family. Rather she does not want them to be the only means by which she fulfills herself. We could label a woman who so believes a modern woman although these beliefs are not necessarily unique to contemporary society.

A low score on the odd items of The Inventory of Feminine Values indicates an agreement with the intra-family oriented values while a high score on those same items indicates an agreement with the extra-family oriented values. For the even items, the reverse is true. A low score reveals an agreement with the EFO values while a high score reveals an agreement with the IFO values.

Because of the above explained nature of The Inventory of Feminine Values, some of the analyses in this chapter consider the students’ scores on the odd and even items separately. However, in most instances the total IFV score (score on odd items minus score on even items) was used as the basis for analysis.

The developers of this instrument set the following standards by which the total Inventory of Feminine Values
score can be interpreted. A plus (+) score on the IFV indicates the subject is extra-family oriented. A minus (-) score indicates the subject is intra-family oriented. Scores ranging from +4 to -4 fall into the Balanced category. These scores indicate that the degree of the student's agreement with the intra-family oriented and the extra-family oriented values are about equal. Those scores ranging from +5 to +12 indicate a Somewhat agreement with the EFO values. A score falling between +13 and +20 indicates the student is Much in agreement with the EFO values, while a score of +21 or higher indicates the student is in Extreme agreement with the extra-family oriented values. The same ranges apply to the minus scores and the intra-family oriented values. A score of -5 to -12 indicates a subject is Somewhat intra-family oriented; -13 to -20 Much IFO; and -21 or over Extremely intra-family oriented.

One other comment should be made before preceding to the data. Those subjects who named male models were asked to respond to The Inventory of Feminine Values as they believed their male model would if he were describing his ideal woman. Due to the small number of male models named - three television character and six real world - most of the analyses made on the
IFV data were made for the female models alone. The researcher believed that any analysis of the male models would necessarily be insignificant because of the small number of males represented in the sample. For some of the general analyses, however, the male responses will be presented.

Now, let us look at the data. Table 29 presents the 50 indepth sample students' average total scores on The Inventory of Feminine Values for their self-perceptions (SELF), their perceptions of their television character models (TVC), their perceptions of their real world models together (RW), their perceptions of their known real world models (KRW), and their perceptions of their mediated real world models alone (MRW). The range of scores for each of these categories is also presented.

To illustrate how students responded and how they perceived their models to respond on the odd and even items of The Inventory of Feminine Values, Table 30 presents the average scores of the students' self-perceptions, their perceptions of the television character models, and their perceptions of their real world models on the odd and even items. The range of these scores are also presented.

These average scores as presented in Tables 29
TABLE 29. - Students' average total scores on The Inventory of Feminine Values

<table>
<thead>
<tr>
<th>Response Group</th>
<th>No. of Cases</th>
<th>Average Score</th>
<th>Range of Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF</td>
<td>50</td>
<td>+ .54</td>
<td>-16 - +32</td>
</tr>
<tr>
<td>TVC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Models</td>
<td>47</td>
<td>+ .54</td>
<td>-33 - +32</td>
</tr>
<tr>
<td>Male Models</td>
<td>3</td>
<td>-.67</td>
<td>-4 - +6</td>
</tr>
<tr>
<td>RW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Models</td>
<td>44</td>
<td>+ 3.92</td>
<td>-30 - +43</td>
</tr>
<tr>
<td>Male Models</td>
<td>6</td>
<td>-13.67</td>
<td>-52 - +11</td>
</tr>
<tr>
<td>KRW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Models</td>
<td>24</td>
<td>- 3.58</td>
<td>-30 - +23</td>
</tr>
<tr>
<td>Male Models</td>
<td>4</td>
<td>-19.25</td>
<td>-52 - +11</td>
</tr>
<tr>
<td>MRW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Models</td>
<td>20</td>
<td>+12.3</td>
<td>-15 - +43</td>
</tr>
<tr>
<td>Male Models</td>
<td>2</td>
<td>-2.5</td>
<td>-11 - +6</td>
</tr>
</tbody>
</table>

and 30 indicate that both the students' SELF and their female television character models' scores fell into the Somewhat extra-family oriented category. The female real world models were less extra-family oriented than were the students themselves or the female television character models and fell into the Balanced category. The most dramatic difference, though, was between the known real world and the mediated real world female models. The KRW female models were perceived to fall into the Balanced category with a slight
TABLE 30. - Students' average scores on the odd and even items on The Inventory of Feminine Values

<table>
<thead>
<tr>
<th>Response Group</th>
<th>No. of Cases</th>
<th>Average Odd Items</th>
<th>Range of Scores</th>
<th>Average Even Items</th>
<th>Range of Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF</td>
<td>50</td>
<td>51.24</td>
<td>38-71</td>
<td>45.86</td>
<td>30-60</td>
</tr>
<tr>
<td>TVC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Models</td>
<td>47</td>
<td>51.61</td>
<td>28-71</td>
<td>46.17</td>
<td>24-61</td>
</tr>
<tr>
<td>Male Models</td>
<td>3</td>
<td>47.3</td>
<td>44-53</td>
<td>48</td>
<td>45-48</td>
</tr>
<tr>
<td>RW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Models</td>
<td>44</td>
<td>50.68</td>
<td>21-74</td>
<td>47.97</td>
<td>25-67</td>
</tr>
<tr>
<td>Male Models</td>
<td>6</td>
<td>41.17</td>
<td>21-56</td>
<td>55</td>
<td>50-73</td>
</tr>
<tr>
<td>KRW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Models</td>
<td>24</td>
<td>47.66</td>
<td>31-72</td>
<td>51.12</td>
<td>33-67</td>
</tr>
<tr>
<td>Male Models</td>
<td>4</td>
<td>36</td>
<td>21-56</td>
<td>55.5</td>
<td>45-73</td>
</tr>
<tr>
<td>MRW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Models</td>
<td>20</td>
<td>54.4</td>
<td>21-74</td>
<td>42</td>
<td>25-54</td>
</tr>
<tr>
<td>Male Models</td>
<td>2</td>
<td>51.5</td>
<td>47-57</td>
<td>54</td>
<td>50-58</td>
</tr>
</tbody>
</table>

leaning toward the intra-family oriented values, while the MRW female models were perceived to fall at the highest end of the *somewhat* extra-family oriented category.

Students who named male models tended to perceive them as desiring women who tended to be intra-family oriented. The averages of the TVC males and the MRW males though, did fall into the balanced category. However, the KRW males were perceived as
desiring women who were much intra-family oriented. The reader need remember that the small number of male models prohibits these findings from being generalized.

The question now asked by the researcher was, "Are the differences among the students' own scores and their perception of their models' scores on The Inventory of Feminine Values statistically significant differences?" To make this determination, the investigator applied T-tests to the data. In these tests of significance, the researcher excluded students' perceptions of male models and, when applicable, the data for the self-perceptions of students who named male models. These exclusions were made, again because the small number of students who named male models would make any such analysis meaningless.

In the first set of analyses, the results of which are presented in Table 31 the researcher applied the T-test for dependent means to the data from The Inventory of Feminine Values for the following sets of comparisons: the self-perceptions of students who named female television character models were compared with their perceptions of their female TVC models' scores on the odd and even items (SELF-TVC); the self-perceptions of students who named female real world models
were compared with their perceptions of their female 
RW models' scores on the odd and even items (SELF-RW); 
the students' perceptions of their female television 
character models' scores and their perceptions of their 
female real world models' scores on the odd and even 
items were compared (TVC-RW). Because only female 
models and those students who named them were included 
in these analyses, the number of students included in 
each of these analyses were as follows: SELF-TVC = 47; 
SELF-RW = 44; TVC-RW = 42.

**TABLE 31. - Comparisons of SELF, TVC models' and RW 
models' scores on the odd and even items 
of The Inventory of Feminine Values**

<table>
<thead>
<tr>
<th>Comparison Groups</th>
<th>No. of Cases</th>
<th>&quot;t&quot; odd items</th>
<th>&quot;t&quot; even items</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-TVC</td>
<td>47</td>
<td>.30</td>
<td>.292</td>
</tr>
<tr>
<td>SELF-RW</td>
<td>44</td>
<td>.507</td>
<td>.51</td>
</tr>
<tr>
<td>TVC-RW</td>
<td>42</td>
<td>.715</td>
<td>1.659</td>
</tr>
</tbody>
</table>

Table 31 indicates that when the data are grouped 
into the three major categories of responses no signifi-
cant differences are evident.

The investigator wondered what would be the re-
sults of analyses if the scores of students who named
known real world models were analyzed separately from the scores of students who named mediated real world models. The researcher took the scores from *The Inventory of Feminine Values* just for the students who named female known real world models and applied a T-test for dependent means to the following sets of comparisons: the self-perceptions of those students who named female known real world models were compared with their perceptions of their female television character models' scores (SELF-TVC); the self-perceptions of students who named female known real world models were compared with their perceptions of their female known real world models' scores (SELF-KRW); students' who named female known real world models perceptions of their female television character models were compared with their perceptions of their female known real world models (TVC-KRW). The researcher then took the scores of students who named female mediated real world models and analyzed their scores in the same way. T-tests for dependent means were applied to the following three sets of comparisons: SELF-TVC; SELF-KRW; TVC-MRW. Table 32 presents the results of these analyses for both the students who named known real world models and the students who named mediated real world models.

As Table 32 indicates, statistically significant
### Table 32. Comparisons of the SELF, TVC models' and RW models' scores for students naming known real world models and for students naming mediated real world models

<table>
<thead>
<tr>
<th>Comparison Groups</th>
<th>No. of Cases</th>
<th>&quot;t&quot; odd items</th>
<th>&quot;t&quot; even items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENTS NAMING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KRW MODELS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SELF-TVC</td>
<td>26</td>
<td>.880</td>
<td>.061a</td>
</tr>
<tr>
<td>SELF-KRW</td>
<td>24</td>
<td>1.023</td>
<td>2.480b</td>
</tr>
<tr>
<td>TVC-KRW</td>
<td>23</td>
<td>1.369</td>
<td></td>
</tr>
<tr>
<td><strong>STUDENTS NAMING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRW MODELS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SELF-TVC</td>
<td>21</td>
<td>.765</td>
<td>1.330</td>
</tr>
<tr>
<td>SELF-MRW</td>
<td>20</td>
<td>.137</td>
<td>1.320</td>
</tr>
<tr>
<td>TVC-MRW</td>
<td>19</td>
<td>.457</td>
<td>1.761</td>
</tr>
</tbody>
</table>

\( ^a \text{Significant at .05} \\
\( ^b \text{Significant at .02} \)

differences are evident when the responses of the students who named known real world models and the students who named mediated real world models are considered separately. These significant differences occurred on the even items among the students who named known real world models. The differences between the SELF-MRW and between the TVC-KRW on the even items in both instances are in the direction of the KRW models being perceived as less extra-family oriented than the students who named...
them perceived themselves or their television character models to be.

No statistically significant differences were apparent for students who named mediated real world models. The average scores of the students who named mediated real world models indicates that these students did perceive themselves to be less extra-family oriented than they perceived their TVC or RW models to be. Too, these students perceived their television character models to be less extra-family oriented than their mediated real world models. Although these differences did not prove to be statistically significant, further study may prove them to be so.

Since differences existed within the groups of students naming the known and mediated real world models, the researcher questioned whether or not differences may exist between the self-perceptions of students who named known real world models and those who named female mediated real world models - SELF (KRW)-SELF (MRW). Further, the researcher wondered if differences existed between these two groups of students' perceptions of their television character models - TVC (KRW)-TVC (MRW) and between these two groups of students' perceptions of their real world models - RW (KRW)-RW (MRW). The investigator applied a T-test for independent means to each of the three sets of comparisons. The results
of these analyses are contained in Table 33.

**TABLE 33.** - Comparison of students' naming known real world models SELF, TVC, and RW models scores with those of students naming mediated real world models

<table>
<thead>
<tr>
<th>Comparison Groups</th>
<th>No. of Cases</th>
<th>&quot;t&quot; odd items</th>
<th>&quot;t&quot; even items</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF(KRW)-SELF(MRW)</td>
<td>28-22</td>
<td>.740</td>
<td>.930</td>
</tr>
<tr>
<td>TVC(KRW)-TVC(KRW)</td>
<td>26-21</td>
<td>.175</td>
<td>.247</td>
</tr>
<tr>
<td>RW(KRW)-RW(MRW)</td>
<td>24-20</td>
<td>1.497</td>
<td>3.490&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>a</sup>Significant at .01

Table 33 indicates that a statistically significant difference occurred between the students' perceptions of the two types of real world models. On the even items of *The Inventory of Feminine Values*, the female known real world models were perceived by the students who named them to be less extra-family oriented or less modern than the female mediated real world models were perceived to be by the students who named them.

The results of the analyses presented in Tables 32 and 33 indicated that as the average scores of the female known real world and the female mediated real
world models hinted, the major difference among the model groups on The Inventory of Feminine Values occurred between these two types of female real world models.

The results of all these analyses can be interpreted to indicate the following: students who named female known real world models perceive these models to be significantly less modern women than the students perceived themselves or their female television character models to be. Too, students naming known real world models perceived these models to be significantly less modern women than the students who named female mediated real world models perceived their models to be.

Considering the data in Tables 31, 32, and 33, it can be said that the female mediated real world models tend to be viewed by students who named them as modern women, while the female known real world models tend to be perceived by the students who named them as more traditional women.

Knowing now the differences that students perceived to exist between their own scores and their models' scores on The Inventory of Feminine Values and knowing too what differences the students perceived among these model groups, other questions were raised by the researcher. One of these questions was, "Did a student
who perceived herself to be extra-family oriented or intra-family oriented also perceive her female models similarly?" Too, the researcher wondered, "Did students who named an extra-family oriented or intra-family oriented female television model name a female real world model who she perceived to have similar beliefs?"

How Similar Was a Student's Self-Perceptions To Her Perceptions of Her Female Models and How Similarly Did She Perceive Her Models?

To determine the answers to these questions, the researcher grouped the students' scores and their perceptions of their female models' scores on The Inventory of Feminine Values into three score classifications. Scores falling between +4 and -4 were classified as Balanced. Scores of +5 or over were classified as Extra-Family Oriented (EFO) and scores of -5 or over were designated as Intra-Family Oriented (IFO).

Table 34 presents the comparisons of the students' score classifications on The Inventory of Feminine Values with those of their perceptions of their female television character models. Table 34 indicates that students who perceived themselves to be either extra-family oriented or intra-family oriented tended to perceive their female television character models as
TABLE 34. - Comparison of the students' IFV score classifications with those of their perceptions of their female television character models

<table>
<thead>
<tr>
<th>SELF Responses</th>
<th>MGC Models' Perceived Responses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IF0</td>
<td>ARLANCED</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>IF0</td>
<td>16</td>
<td>73</td>
</tr>
<tr>
<td>BALANCED</td>
<td>10</td>
<td>67</td>
</tr>
<tr>
<td>IF0</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

being similar types of women. This was not true, though, for those students who were halanced. Over two-thirds of these students selected female television character models they perceived to be more extra-family oriented than themselves.

Table 35 presents the comparisons of the students' score classification on The Inventory of Feminine Values with those for their perceptions of their female real world models. As is evident from Table 35 over 60\% of the extra-family oriented and the intra-family oriented students selected real world models whom they perceived to score similarly. Fifty-three percent of the students who were balanced named real world models whom they also perceived to be balanced.
TABLE 35. - Comparison of the students' IFV score classification with those of their perceptions of their female real world models

<table>
<thead>
<tr>
<th>SELF Responses</th>
<th>RW Models' Perceived Responses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EFO</td>
<td>BALANCED</td>
</tr>
<tr>
<td>EFO</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>BALANCED</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>IFO</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Because of the differences that had previously been shown to exist between the students' perceptions of the female known real world models and the female mediated real world models, the researcher divided the data presented in Table 35 to present the comparison of the students' who named female known real world models' IFV score classification with those of their female known real world models. This comparison is presented in Table 36. Likewise, The Inventory of Feminine Values score classifications for students who named female mediated real world models are compared with their models' score classification in Table 37.

Table 36 indicates that students who name female known real world models tend to perceive their models to
TABLE 36. - Comparisons of students' SELF and KRW models' IFV classifications

<table>
<thead>
<tr>
<th>SELF Responses</th>
<th>KRW Models' Perceived Responses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EPO No.</td>
<td>%</td>
</tr>
<tr>
<td>EPO</td>
<td>7 58</td>
<td></td>
</tr>
<tr>
<td>BALANCED</td>
<td>0 0</td>
<td></td>
</tr>
<tr>
<td>IPO</td>
<td>0 0</td>
<td></td>
</tr>
</tbody>
</table>

TABLE 37. - Comparisons of students' SELF and MRW models' IFV classifications

<table>
<thead>
<tr>
<th>SELF Responses</th>
<th>KRW Models' Perceived Responses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EPO No.</td>
<td>%</td>
</tr>
<tr>
<td>EPO</td>
<td>6 67</td>
<td></td>
</tr>
<tr>
<td>BALANCED</td>
<td>4 50</td>
<td></td>
</tr>
<tr>
<td>IPO</td>
<td>1 33</td>
<td></td>
</tr>
</tbody>
</table>

score similarly to themselves on The Inventory of Feminine Values. Fifty-eight percent of the students who were extra-family oriented named female KRW models whom they perceived to fall into the same classification, while 57% of the balanced students named female known real world models they perceived also to be balanced. The most agreement between the scores of the students and the female known real world models occurred
among intra-family oriented students. Eighty percent of these students named intra-family oriented female known real world models.

Table 37 indicates that the agreement between students' naming female mediated real world models IFV classification and those of their female mediated real world models was not as great as that occurring among students who named known real world models. Over two-thirds of the extra-family oriented students and one half of the balanced students perceived their female MRW models to fall into the same IFV classification as they themselves. Only three of the students who named female mediated real world models were intra-family oriented. Each of these students named a female MRW model whom they perceived fell into a different IFV classification.

Finally, the researcher asked, "How similar are The Inventory of Feminine Values classifications of the female television character models and The Inventory of Feminine Values classifications of the real world models named by the same students?" "Do students tend to name real world models they perceive to be similar to their television character models?"

The data to answer these questions appear in Tables 38 and 39. Table 38 compares the perceptions
of their female television character models with their perceptions of the female known real world models of those students who named known real world models. Table 39 then, compares the perceptions of their female television character models with their perceptions of their female mediated real world models of those students who named mediated real world models.

**TABLE 38. - Comparison of the IFV classifications of the female TVC and female KRW models as perceived by students naming KRW models**

<table>
<thead>
<tr>
<th>TVC Models' Perceived Responses</th>
<th>KRW Models' Perceived Responses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EFO</td>
<td>BALANCED</td>
</tr>
<tr>
<td>EFO</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>BALANCED</td>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td>IF0</td>
<td>1</td>
<td>16.5</td>
</tr>
</tbody>
</table>

Tables 38 and 39 indicate that the relationships between the students' perceptions of their female television character models' and their female real world models' scores on The Inventory of Feminine Values are not as strong as those relationships that existed between the students' own scores and those of their models. However, in two classifications there did tend to be some relationship between the two types of models'
TABLE 39. - Comparison of the IFV classifications of the female TVC and female MRW models as perceived by students naming MRW models

<table>
<thead>
<tr>
<th>TVC Models' Perceived Responses</th>
<th>MRW Models' Perceived Responses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EFO</td>
<td>BALANCED</td>
</tr>
<tr>
<td>EFO</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>BALANCED</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>IFO</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

scores. Table 38 indicates that 67% of the students who named television character models they perceived to be intra-family oriented also perceived their female known real world models to fall into the same classification. Table 39 reveals that 70% of the students who named extra-family oriented female television character models also named extra-family oriented female mediated real world models.

The answers to the questions the researcher posed at the beginning of this section then, are as follows. Some relationships do exist between the students' self-perceptions on The Inventory of Feminine Values and their perceptions of their female models' scores. These relationships appeared among students in all of the IFV classifications. Overall, though, the relationships were strongest between students who were
either extra-family oriented or intra-family oriented rather than balanced. Students who perceive themselves to be balanced did not as frequently perceive their models as also falling into that classification. With two exceptions students did not perceive their female television character models and their female real world models as scoring similarly on *The Inventory of Feminine Values*. The two exceptions were these: students who named intra-family oriented television character models also tended to name intra-family oriented female known real world models; and students who named extra-family oriented female television character models also tended to name extra-family oriented female mediated real world models.

Those questions answered, the researcher raised another.

*What Were the Relationships Between Students' Perceptions of Their Female Models' Inventory of Feminine Values Classifications and Their Models' Marital Status?*

The researcher was very curious to determine what relationship if any existed between how students perceived their models to score on *The Inventory of Feminine Values* and what they perceived to be their models' marital status. Table 40 presents the answer to the question for students who named female television
character models. That table presents the comparison between the students' perceptions of their female television character models' responses on The Inventory of Feminine Values instrument and their marital status.

TABLE 40. - Comparisons of students' TVC models' IFV classifications and their marital status

<table>
<thead>
<tr>
<th>TVC Models' Perceived Responses</th>
<th>TVC Models' Marital Status</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Single Models</td>
<td>Married Models</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>EFO</td>
<td>23</td>
<td>88</td>
<td>3</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>BALANCED</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>IFO</td>
<td>5</td>
<td>50</td>
<td>6</td>
<td>55</td>
<td>11</td>
</tr>
</tbody>
</table>

As is evident from Table 40, 88% of the female television character models perceived to be extra-family oriented were single, while only half of the TVC models in the balanced and 45% of the TVC models in the intra-family oriented classifications were single. On the other hand, 12% of the extra-family oriented, 50% of the balanced and 55% of the intra-family oriented female models were perceived to be married.

Do the same relationships exist among students' perceptions of their female real world models? Table
41 presents the comparison of the students' perceptions of *The Inventory of Feminine Values* classifications and the marital status for all the female real world models. Table 42 presents the same comparison just for the female known real world models, while Table 43 presents the comparison just for the female mediated real world models.

**TABLE 41. - Comparisons of students' RW models' IFV classification and their marital status**

<table>
<thead>
<tr>
<th>RW Models' Perceived Responses</th>
<th>RW Models' Marital Status</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>6</td>
<td>7</td>
<td>39</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>EFO</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BALANCED</td>
<td>3</td>
<td>23</td>
<td>10</td>
<td>77</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>IFO</td>
<td>6</td>
<td>46</td>
<td>7</td>
<td>54</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

**TABLE 42. - Comparisons of students' KRW models' IFV classification and their marital status**

<table>
<thead>
<tr>
<th>KRW Models' Perceived Responses</th>
<th>KRW Models' Marital Status</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>6</td>
<td>7</td>
<td>29</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>EFO</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BALANCED</td>
<td>2</td>
<td>29</td>
<td>5</td>
<td>71</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>IFO</td>
<td>5</td>
<td>50</td>
<td>5</td>
<td>50</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
TABLE 43. - Comparisons of students' MRW models' IFV classification and their marital status

<table>
<thead>
<tr>
<th>MRW Models' Perceived Responses</th>
<th>Single Models</th>
<th>Married Models</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>EFO</td>
<td>6</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>BALANCED</td>
<td>1</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>IPO</td>
<td>1</td>
<td>33</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 41 indicates that 61% of the real world models perceived to be extra-family oriented were single, while only 46% of the intra-family oriented real world models were single. Only 39% of the extra-family oriented real world models were married as compared to 54% of the intra-family oriented and 77% of the balanced female real world models so perceived.

Table 42 indicates that 71% of the EFO known real world models were single, while only 29% of the known real world models in the balanced classification and 50% of the models in the intra-family oriented classification were single.

As is evidenced in Table 43, 55% of the extra-family oriented mediated real world models were single, while only 17% of those mediated real world models in the balanced classification and 33% in the intra-
family oriented classification were so perceived. On the other hand, 45% of the extra-family oriented, 83% of the balanced and 67% of the intra-family oriented female mediated models were perceived to be married.

These findings indicate to the investigator that relationships do exist between the students' perceptions of their models' scores on The Inventory of Feminine Values and their models' marital status. Those relationships were what might be expected. The models students perceived to be extra-family oriented tended to be single, while the models students perceived to be intra-family oriented tended to be married.

These analyses also indicate that these relationships appear to be somewhat stronger among the television character models than among the real world models.

If differences of marital status were evident among the models in the three Inventory of Feminine Values categories, did differences of work status also exist among the models? This was the next question asked by the researcher.

What Was the Relationship Between the Students' Perceptions of Their Female Models' Inventory of Feminine Values Category and Their Models' Work Status?

Table 44 presents the comparison between the students' perceptions of their female television character
models' Inventory of Feminine Values categories and their perceptions of their models' work status.

TABLE 44. - Comparison of the students' TVC models' IFV classifications and their work status

<table>
<thead>
<tr>
<th>TVC Models</th>
<th>Career</th>
<th>House</th>
<th>Car./Student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFO</td>
<td>19</td>
<td>73</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>BALANCED</td>
<td>5</td>
<td>50</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>IPO</td>
<td>4</td>
<td>36</td>
<td>55</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 44 indicates that nearly three-fourths of the extra-family oriented models fall into the Career work status, while over half of the intra-family oriented models were perceived to be Housewives. Half of the balanced models were also perceived to fall into the Career work status.

Table 45 presents the comparison of the students' perceptions of all of the female real world models' Inventory of Feminine Values categories with their perceptions of these models' work status. Table 46 presents this analysis just for those students who named female known real world models, while Table 47 presents
the comparison just for those students who named female mediated real world models.

Table 45. - Comparison of the students' RW models' IFV classifications and their work status

<table>
<thead>
<tr>
<th>RW Models Perceived Responses</th>
<th>RW Models' Work Status</th>
<th>Career</th>
<th>House</th>
<th>Car./Student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>EFO</td>
<td>5</td>
<td>27</td>
<td>2</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>BALANCED</td>
<td>1</td>
<td>8</td>
<td>2</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>IFO</td>
<td>1</td>
<td>8</td>
<td>3</td>
<td>27</td>
<td>5</td>
</tr>
</tbody>
</table>

TABLE 46. - Comparison of the students' KRW models' IFV classifications and their work status

<table>
<thead>
<tr>
<th>KRW Models Perceived Responses</th>
<th>KRW Models' Work Status</th>
<th>Career</th>
<th>House</th>
<th>Car./Student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>EFO</td>
<td>3</td>
<td>43</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>BALANCED</td>
<td>1</td>
<td>14</td>
<td>2</td>
<td>29</td>
<td>4</td>
</tr>
<tr>
<td>IFO</td>
<td>1</td>
<td>10</td>
<td>3</td>
<td>30</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 45 indicates that unlike the female television character models, the extra-family oriented real world models most frequently fell into the Career/Housewife work status. Over three-fourths of the real
TABLE 47. - Comparison of the students' MRW models' IFV classifications and their work status

<table>
<thead>
<tr>
<th>MRW Models' Perceived</th>
<th>MRW Models' Work Status</th>
<th>Career House</th>
<th>Car./House</th>
<th>Student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>EFO</td>
<td>2</td>
<td>18</td>
<td>2</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>BALANCED</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>IFO</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

World models perceived to be balanced also were perceived to be Career/Housewives. However, only 38% of the intra-family oriented female real world models fell into that work status.

When the data for the female known real world models are considered separately in Table 46, it is evident that neither a majority of the extra-family oriented nor the intra-family oriented models were perceived to fall into any one work status. However, most of the extra-family oriented females (66%) fell into either the Career or Career/Housewife work status, while only 30% of the female intra-family oriented models fell into either of those statuses. Fifty-seven percent of the known real world models in the balanced category fell into the Career/Housewife work status, while another 14% were perceived to be Career.
women.

It is evident from Table 47 that 11 of 20 of the female mediated real world models were extra-family oriented and four-fifths of all the female mediated real world models were perceived to be Career/Housewives. All of the female mediated real world models in the balanced and intra-family oriented classifications fell into this work status, while eighty-two percent of the extra-family oriented models fell either into the Career/Housewife or the Career work status. Two or 18% were perceived to be Housewives.

Because Tables 46 and 47 involve such small numbers of students, it is impossible to generalize from the findings. But the findings may indicate possible trends which further research might either verify or reject. However, when the data for the female television character models and the data for both the female known and mediated real world models are considered together, relationships between students' perceptions of their female models' Inventory of Feminine Values classifications and their perceptions of their models' work status are apparent. Those extra-family oriented models more often were perceived to be women pursuing a career or to be Career/Housewives than
were the intra-family oriented models. Models in this latter group were more often perceived to be Housewives than were the female extra-family oriented models. As was true when comparing the models' Inventory of Feminine Values classifications with their marital status, the relationship between IFV classifications and work status were stronger among the female television character models than among the real world models.

Knowing now the relationship between students' perceptions of their models' Inventory of Feminine Values classification and their perceptions of these models' marital and work statuses, and knowing the differences between the female television character and female real world models with respect to these comparisons, the researcher had one further question.

Is There a Relationship Between the Students' Perceptions of Their Models' Inventory of Feminine Values Classifications and the Students' Future Aspirations?

The investigator believed that knowing the answer to this question would provide further insights into how and why students perceived their models as they did. First, the researcher wanted to determine what relationship, if any, existed between the students' own Inventory of Feminine Values classifications and
their future aspirations. Table 48 compares the students' Inventory of Feminine Values classifications with their future aspiration groups.

**Table 48. **Comparison of students' IFV classifications with their future aspirations

<table>
<thead>
<tr>
<th>SELF Responses</th>
<th>Students' Future Aspirations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College Training</td>
<td>Work</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>EFO</td>
<td>19</td>
<td>79</td>
</tr>
<tr>
<td>BALANCED</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>IPO</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

As is evident from Table 48 nearly 80% of the students who perceived themselves to be extra-family oriented planned to attend college, while 17% of the extra-family oriented students were Training aspirants and only four percent were Work aspirants. Only 20% of the intra-family oriented students were College aspirants while 40% were Training and 40% were Work aspirants. The balanced students appeared to be more evenly distributed among the three future aspiration categories.

Let us look now at the comparison of the students' future aspirations with their perceptions of their female television character models' Inventory of...
Feminine Values categories. Table 49 presents this comparison.

**TABLE 49.** - Comparison of the TVC models' IFV classification with the future aspirations of the students who named them

<table>
<thead>
<tr>
<th>TVC Perceived Responses</th>
<th>Students' Future Aspirations</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College Training Work No. 1</td>
<td>No. 2</td>
</tr>
<tr>
<td>BFG</td>
<td>16 62</td>
<td>5 19</td>
</tr>
<tr>
<td>BALANCED</td>
<td>5 56</td>
<td>2 22</td>
</tr>
<tr>
<td>IPO</td>
<td>3 25</td>
<td>5 42</td>
</tr>
</tbody>
</table>

Table 49 indicates that over 60% of the female television character models perceived by students to be extra-family oriented were so perceived by students planning to attend college. The training and work aspirants each named only 19% of the extra-family oriented models. Twenty-five percent of the intra-family oriented female television character models were named by College aspirants, 42% were so perceived by Training aspirants and 33% were named by Work aspirants. Does this tendency for extra-family oriented models to be mostly named by College aspirants and the intra-family oriented models to be mostly named by Training and Work aspirants hold true for students' perceptions
of their real world models?

Table 50 presents the comparison of students' perceptions of the Inventory of Feminine Values classifications for all of the female real world models with the students' future aspirations. Table 51 presents the comparison for the female known real world models and the students who named them, while Table 52 presents the comparison for the female mediated real world models and the students who named them.

**TABLE 50. - Comparison of the RW models' IFV classifications with the future aspirations of the students who named them**

<table>
<thead>
<tr>
<th>RW Perceived Responses</th>
<th>Students' Future Aspirations</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College Training</td>
<td>Work</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td></td>
<td>No.</td>
<td></td>
<td>No.</td>
<td></td>
</tr>
<tr>
<td>EPO</td>
<td>11</td>
<td>61</td>
<td>4</td>
<td>22</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>BALANCED</td>
<td>4</td>
<td>31</td>
<td>5</td>
<td>38</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>IFO</td>
<td>8</td>
<td>62</td>
<td>2</td>
<td>15</td>
<td>3</td>
<td>23</td>
</tr>
</tbody>
</table>

Tables 48, 49, and 50 indicate that although the majority of the extra-family oriented female real world models - both known and mediated - are named by college aspirants, half of the intra-family oriented female known real world models, and all three of the
TABLE 51. - Comparison of the KRW models' IFV classification with the future aspirations of the students who named them

<table>
<thead>
<tr>
<th>KRW Perceived Responses</th>
<th>Students' Future Aspirations</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College Training</td>
<td>Work</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>EPO</td>
<td>5</td>
<td>72</td>
<td>1</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>BALANCED</td>
<td>3</td>
<td>43</td>
<td>2</td>
<td>28.5</td>
<td>2</td>
</tr>
<tr>
<td>IFO</td>
<td>5</td>
<td>50</td>
<td>2</td>
<td>20</td>
<td>3</td>
</tr>
</tbody>
</table>

TABLE 52. - Comparison of the MRW models' IFV classification with the future aspirations of the students who named them

<table>
<thead>
<tr>
<th>MRW Perceived Responses</th>
<th>Students' Future Aspirations</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College Training</td>
<td>Work</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>EPO</td>
<td>6</td>
<td>55</td>
<td>3</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>BALANCED</td>
<td>1</td>
<td>17</td>
<td>3</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>IFO</td>
<td>3</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

intra-family oriented mediated real world models were also named by College aspirants.

Again, the researcher cautions the reader that the small number of students involved when the data are analyzed separately for the known and for the mediated
real world models prevents the results of the analyses in Tables 51 and 52 from being generalized. However, the results of the analyses of students' perceptions of all the female real world models with the students' future aspirations indicate that relationships exist between how students perceive their female real world models and the students' future aspirations.

Aside from the analyses just presented, this chapter thus far has presented data that reveal that differences exist among the students' perceptions of their female models' attitudes toward woman's societal place. Too, analyses have been presented that indicate possible relationships between what students perceive the models to believe about woman's societal place and model variables such as marital status and work status.

What Are Some Possible Reasons for the Students' Responses and the Students' Perceptions of Their Models' Responses on the Inventory of Feminine Values?

Before suggesting some possible explanations for the responses and perceptions of students, let us review some of the major findings presented in the preceding pages of this chapter.

The data obtained from The Inventory of Feminine Values revealed several significant differences among the response groups. The average total IFV scores for
the students' self-perceptions and for the students' perceptions of their television character models were quite close - +5.4 and +5.44 respectively. Both these scores fall into the *Somewhat* extra-family oriented category. A major difference occurred between the scores of the female known real world models and the female mediated real world models. The average score for the female KRW models fell into the *Balanced* category leaning in the direction of the intra-family oriented - -3.58, while the average score for the female MRW models fell at the high end of the *Somewhat* extra-family oriented category - +12.3.

A breakdown of the response groups' scores on *The Inventory of Feminine Values* revealed that although no significant differences existed between the response groups on the odd items of the test - items that when agreed with indicate concurrence with the intra-family oriented values - significant differences occurred between groups on the even items of the test - items that when agreed with indicate concurrence with the extra-family oriented values.

If we consider the average scores on the odd and even items of the IFV, it is possible to determine where the differences among the groups occurred. The range
of possible scores on each half of the test is 17 to 85. On the odd items of the test, a score of 17 would indicate the strongest possible agreement with the intra-family oriented values, while a score of 85 would indicate the strongest possible disagreement with the intra-family oriented values. Looking at each response groups' average score on the odd items of the test - SELF 51.24; TVC 51.61; KRW 47.66; MRW 54.4 - it is evident that students perceive themselves and their models to score in the middle area on the odd items. If 51 is considered the middle score on the test, then the SELF and TVC models' scores fall in the middle area, the MRW models' score show a slight agreement with the EFO values, and the KRW models' scores show a slight agreement with the IFO values.

On the even items of The Inventory of Feminine Values, a score of 17 indicates the strongest possible agreement with the extra-family oriented values, while a score of 85 indicates the strongest possible disagreement with the EFO values. Now, let us consider the response groups' average scores on the even items - SELF 45.86; TVC 46.17; KRW 51.12; MRW 42. Once again, if 51 is thought to be the middle score, the SELF, TVC, and MRW scores tend to be more in agreement with the
extra-family oriented values on the even items than they were in disagreement with the intra-family oriented values on the odd items. The average score of the KRW models on the even items occupies a middle area on the extra-family oriented value. Thus, the KRW models' scores on the odd items indicated a stronger agreement with the intra-family oriented value than their score on the even items indicate a disagreement with the extra-family oriented values.

What is suggested by these findings is that the students see themselves, their television character models, and their mediated real world models as being more extra-family oriented than intra-family oriented, but their average scores do not reflect an overwhelming adoption of the extra-family oriented values or an overwhelming rejection of the intra-family oriented values. Likewise, the known real world models were perceived by students to be intra-family oriented not overwhelmingly so, nor were the KRW models perceived strongly to reject the extra-family oriented values.

If we substitute the term "modern woman" for extra-family-oriented and "traditional woman" for intra-family oriented, it can be said that although students perceive themselves and their television character models
and their mediated real world models to be slightly more modern than traditional women, they do not perceive themselves or their models to be without traditional values. Likewise, although perceiving their known real world models to be slightly more traditional than modern, students do not perceive these models to be completely rejecting the values of modern women.

While there were a number of apparent differences among the students' own scores and their perceptions of their models' scores on The Inventory of Feminine Values, these may have been due to chance. However, analyses revealed that some statistically significant differences were found when scores on the even items of The Inventory of Feminine Values were compared. Students who named known real world models perceived themselves and their television character models to be significantly more EPO than their KRW models.

The major difference between response groups, though, occurred between the students perceptions of their KRW models and their MRW models. The significant difference again occurred on the even items. Mediated real world models were perceived by students to be significantly more extra-family oriented.

The analyses comparing students who named known
real world models with those who named mediated real world models revealed no significant differences between the two groups on their own scores or on their perceptions of their television character models' scores. Therefore, it is reasonable to assume that these differences that were revealed between the KRW and MRW models were due to the differences students perceived to exist between these models rather than any outstanding difference between the students themselves.

It can be speculated that these perceived differences between the known real world and mediated real world models may be explained by some of the same reasons that were offered during the discussion of the questionnaire. The female KRW models were selected as models chiefly for personality reasons. On the other hand, the majority of responses from students naming female MRW did not fall into any one factor category. As was pointed out in the discussion of the students' responses to the questionnaire, mediated real world models were selected for more varying reasons than were the KRW models.

Although the female known real world models usually were married, only 37% of these models in the in-depth sample fell into the Career/Housewife work status.
The majority of the female MRW models were also married. But 80% of these models named by students in the indepth study fell into the Career/Housewife work status.

These findings would appear to indicate that the mediated real world models on the whole were perceived to be more active women than were the female known real world models. The mediated real world models tend to occupy positions and pursue professions that students' MRW models would not be likely to occupy or pursue. Furthermore, the mediated real world models may be perceived by students to lead more glamorous and exciting lives than real world people with whom the students associate. One may assume that the MRW models because of their active lives would be perceived by students to be less preoccupied with the traditional woman's concerns of home and family.

It can be concluded from the students' responses to The Inventory of Feminine Values that the media present female real world models who on the whole are perceived to be more modern and less traditional than are female models with whom students come into contact with in their real life acquaintances.

Indeed, the same could be said for the television character models when compared with the known real world models, although the difference between those two model
groups was not as great as the difference between the known real world and the mediated real world models.

The female television character models were selected by the majority of students because of the Personality factor. This would seem to indicate that female television character models did not offer the students the same range of factors with which to identify as did the mediated real world models. Most of the female television character models named were single, working women. As was pointed out in the chapter discussing the students' responses to the questionnaire, the female TVC models presented on television do tend to be either young, single, working women or married, housewives. Few Career/Housewife models are presented and some that are are not perceived as being so by students.

The more popular of the television character models - e.g. Mary Richards, Doris Martin, Anne Marie - are attractive women who live in attractive surroundings. Their jobs are reasonably challenging. They have ample friends - male and female - and they lead, on the whole, happy, active lives. No doubt also entering into the students' identification with this model type is the implication that marriage at least is considered
a future possibility if not a present obsession. One can understand, therefore, why students tended to perceive this type of female television character model to be more in agreement with the extra-family oriented values than with the intra-family oriented values.

The researcher thinks that it can be concluded that although television fictional programs do not necessarily present women in a wide variety of roles, they do appear to be presenting female models that the students perceive to be more extra-family oriented or modern than the females they know in their personal acquaintances. On the other hand, the non-fictional media present female models perceived by students to be more extra-family or modern than either the known real world or the television character models. It should be mentioned, too, that of the three model groups, the female television character models were perceived by the students to be most similar to themselves as determined by their average scores on The Inventory of Feminine Values.

The similarity between the students' self-perceptions and their perceptions of their TVC models was also reflected in the analysis to determine if students tended to perceive themselves and their models as falling
into the same Inventory of Feminine Values classifications.

These findings suggest that students, particularly students who perceive themselves to be extra-family oriented, tend to perceive their female models to hold beliefs similar to their own.

The comparisons of the marital status of the female models and their scores on The Inventory of Feminine Values confirm some of the assumptions spoken of earlier in the chapter discussion the students' responses to the questionnaire. The majority of students naming single TVC models perceived these models to be extra-family oriented, while most students naming married models perceived their models to be either balanced or intra-family oriented. As discussed earlier, female TVC models seemed to be either single, working women or married, housewives. It is not surprising, therefore, that students would tend to perceive the single models as being extra-family oriented and the married models as being balanced or intra-family oriented. However, the story differs for the real world models. As the reader may remember, a greater percentage of real world models were married than were the female television character models. Consequently, the relationship that existed between the marital status of the TVC models and their IFV classification did not exist to the same
extent for the real world models.

Of course, the relationships between models' marital status and The Inventory of Feminine Values classifications were no doubt also influenced by the models' work status. Most of the female TVC models perceived to be extra-family oriented fell into the Career or Career/Housewife category, while the slight majority of models perceived to be intra-family oriented fell into the Housewife work status.

Eighty-six percent of the known real world models perceived to be extra-family oriented fell into the Career and Career/Housewife work statuses, while only 30% of those models perceived to be intra-family oriented fell into those categories.

Since most of the mediated real world female models were perceived to be either extra-family oriented or balanced, very little in the way of a trend existed among these models. Only three female NRW models were named who were perceived to be intra-family oriented. All three of these models fell into the Career/Housewife work status. Indeed, 16 of the 20 female NRW models named fell into the Career/Housewife work status.

Finally, the analysis to determine if a relationship existed between the students' future aspirations and their self-perceptions and their perceptions of
their models produced one consistent trend. The majority of students who perceived themselves and their models to be extra-family oriented were college aspirants. No consistent findings were evident for those students whose self-perceptions or perceptions of their models fell into the balanced or intra-family oriented IPV classifications.

The findings presented in this chapter indicate that while the models’ marital and work statuses and the students’ future aspirations may contribute to the students’ perceptions of their models, none of these factors alone necessarily determines how the students will perceive their models as responding on the Inventory of Feminine Values. Indeed, the type of model, particularly the type of real world model, would appear to be a better indicator of how the students perceive their models. This is not to discount the influence of the other factors. For, they in all probability enter into the students’ initial decision to select the model.

For the television character models, the data appear to indicate that marital and work statuses were influential in determining how the students perceived their models as responding on the Inventory
of Feminine Values. This was no doubt true because of the nature of the female television character models that was discussed earlier. Since the two major types of female TVC models appear to be either single, working or married, housewife types, it is obvious that marital and work statuses are factors students consider as they select their models.

Yet, for the real world models, the factor that seemed to most strongly influence the students' perceptions was model type itself - i.e. whether or not the model was a known or mediated real world model.

We know now how students perceived themselves and their models to score on The Inventory of Feminine Values. We know what similarities and differences existed among the students' and model groups' scores and what relationships existed among the various model and student variables. Now, the question to be asked is, "What type of values and interests do these 50 students in the indepth sample perceive their models to have and, too, what are the values and interest of the students themselves." Chapter VII will present the results of the researchers efforts to answer these questions.
CHAPTER VII

ANALYSIS OF DATA: STUDY OF VALUES TEST

What Type of People Did the Students Perceive Themselves and Their Models to be?

As was stated in the previous chapter, besides wanting to determine how students perceived their models to believe about woman's societal place, the researcher was curious to determine what type of people the students thought their models and themselves to be.

To make this determination, the researcher had the students in the indepth sample complete the Allport, Vernon, and Lindzey Study of Values test. Students completed the test as they themselves believed and as they thought their models would if completing the test. As mentioned in the "Instrumentation" section of Chapter III, the Study of Values test is based upon Eduard Spranger's theories expressed in his book, Types of Men. Spranger believed that basically six types of people exist. An individual's type is determined by his primary interests and values. Allport, Vernon and Lindzey designed the Study of Values test.
to assess the degree of an individual's interest in each of the six interest or value areas.

To refresh the reader's memory, those six interest or value areas are: the theoretical (THEO); the economic (ECON); the political (POL); the aesthetic (AES); the social (SOC); and the religious (REL).

Because of the nature of the Study of Values test one general test score does not result. Rather, the test produces six scores, one for each of the value areas. Consequently, data for each value were analyzed separately. In other words, analyses could not be made for a "total" test score, but were made on the scores for each of the six value areas.

Too, it should be remembered as was stated in the "Instrumentation" section of Chapter III, three of the values of the Study of Values test tend to receive higher scores from women than from men, while the other three values tend to receive higher scores from men than from women. Throughout this chapter the former - aesthetic, social, and religious - are referred to as feminine values while the latter - theoretical, economic, and political - are referred to as masculine values.

The researcher need mention one other thing before presenting the data produced by this test. Unlike
the analysis of *The Inventory of Feminine Values*, the analysis of the *Study of Values* includes students' perceptions of their male models as well as their perceptions of their female models. The primary reason for using the *Study of Values* was to determine the general type of model that the students selected. Therefore, the researcher believed that data for both the male and female models should be considered. Consequently, for all the analyses presented in this chapter, the students' perceptions of their male and female models are considered together.

Now, the data will be presented. Table 53 presents the average scores on each of the six values of the *Study of Values* test for the students themselves (SELF), for the students' perceptions of their television character models' responses (TVC), and for the students' perceptions of their real world models' responses (RW).

Table 53 illustrates that the values on which the students themselves tended to score highest were the feminine values - SOC, AES, REL in that order. The TVC and RW models were perceived to score highest on the SOC, AES, and POL values.

Table 54 divides the real world model data into
TABLE 53. - Students' SELF, TVC models, and RW models' average scores on the six values of the Study of Values test

<table>
<thead>
<tr>
<th>Values</th>
<th>No. of Cases</th>
<th>SELF scores</th>
<th>TVC scores</th>
<th>RW scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Scores Range</td>
<td>Scores Range</td>
<td>Scores Range</td>
</tr>
<tr>
<td>THEO</td>
<td>50</td>
<td>36.36</td>
<td>23-51</td>
<td>32.74</td>
</tr>
<tr>
<td>ECON</td>
<td>50</td>
<td>36.6</td>
<td>21-54</td>
<td>36.28</td>
</tr>
<tr>
<td>POL</td>
<td>50</td>
<td>38.32</td>
<td>26-52</td>
<td>41.74</td>
</tr>
<tr>
<td>AES</td>
<td>50</td>
<td>43.06</td>
<td>28-56</td>
<td>43.48</td>
</tr>
<tr>
<td>SOC</td>
<td>50</td>
<td>44.5</td>
<td>29-56</td>
<td>45.16</td>
</tr>
<tr>
<td>REL</td>
<td>50</td>
<td>42.6</td>
<td>21-62</td>
<td>39.25</td>
</tr>
</tbody>
</table>

the students' perceptions of their known real world models (KRW) and their perceptions of their mediated real world models (MRW).

As Table 54 indicates the known real world models were perceived to score highest on the SOC, REL, and AES values, while the mediated real world models scored highest on the POL, AES, and REL values.

The researcher was obviously curious to determine whether these differences in average scores among the students' self-perceptions and their perceptions of their models' scores were statistically significant. Therefore,
TABLE 54. - KRW and MRW models' average scores on the six values of the Study of Values test

<table>
<thead>
<tr>
<th>Values</th>
<th>No. of Cases</th>
<th>KRW Scores</th>
<th>Range</th>
<th>No. of Cases</th>
<th>MRW Scores</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO</td>
<td>28</td>
<td>35.37</td>
<td>23-60</td>
<td>22</td>
<td>34.68</td>
<td>23-53</td>
</tr>
<tr>
<td>ECON</td>
<td>28</td>
<td>38.39</td>
<td>25-47</td>
<td>22</td>
<td>36.04</td>
<td>21-49</td>
</tr>
<tr>
<td>POL</td>
<td>28</td>
<td>39.89</td>
<td>23-57</td>
<td>22</td>
<td>44.59</td>
<td>32-54</td>
</tr>
<tr>
<td>AES</td>
<td>28</td>
<td>40.92</td>
<td>28-56</td>
<td>22</td>
<td>43.77</td>
<td>32-54</td>
</tr>
<tr>
<td>SOC</td>
<td>28</td>
<td>43.82</td>
<td>30-59</td>
<td>22</td>
<td>40.27</td>
<td>21-52</td>
</tr>
<tr>
<td>REL</td>
<td>28</td>
<td>41.5</td>
<td>22-58</td>
<td>22</td>
<td>41.22</td>
<td>32-56</td>
</tr>
</tbody>
</table>

T-tests for dependent means were applied to the data. The investigator asked, "Did significant differences exist between the average scores on each of the six values for the students' and the students' perceptions of their television character models (SELF-TVC); for the students' and their perceptions of their real world models' (SELF-RW); and for the students' perceptions of their television character models and their perceptions of their real world models (TVC-RW)?"

Tables 55 and 56 give the answers to these questions. Table 55 presents the results of the analyses on the three masculine values of the Study of Values test.
while Table 59 gives the results of the analyses for the three feminine values of the test.

**TABLE 55.** - Comparisons of SELF, TVC models, and RW models on the masculine values of the Study of Values test

<table>
<thead>
<tr>
<th>Comparison Groups</th>
<th>No. of Cases</th>
<th>&quot;-&quot; Theo</th>
<th>&quot;-&quot; ECQ</th>
<th>&quot;+&quot; POL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-TVC</td>
<td>50</td>
<td>1.51</td>
<td>0.078</td>
<td>2.81\textsuperscript{a}</td>
</tr>
<tr>
<td>SELF-RW</td>
<td>50</td>
<td>0.43</td>
<td>1.04</td>
<td>3.41\textsuperscript{b}</td>
</tr>
<tr>
<td>TVC-RW</td>
<td>50</td>
<td>0.937</td>
<td>0.535</td>
<td>0.676</td>
</tr>
</tbody>
</table>

\textsuperscript{a}Significant at .02  
\textsuperscript{b}Significant at .01

**TABLE 56.** - Comparisons of SELF, TVC models, and RW models on the feminine values of the Study of Values test

<table>
<thead>
<tr>
<th>Comparison Groups</th>
<th>No. of Cases</th>
<th>&quot;-&quot; AES</th>
<th>&quot;-&quot; SCC</th>
<th>&quot;+&quot; REL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-TVC</td>
<td>50</td>
<td>1.016</td>
<td>0.258</td>
<td>2.926\textsuperscript{a}</td>
</tr>
<tr>
<td>SELF-RW</td>
<td>50</td>
<td>0.563</td>
<td>2.148\textsuperscript{b}</td>
<td>1.463</td>
</tr>
<tr>
<td>TVC-RW</td>
<td>50</td>
<td>1.25</td>
<td>2.517\textsuperscript{c}</td>
<td>0.944</td>
</tr>
</tbody>
</table>

\textsuperscript{a}Significant at .01  
\textsuperscript{b}Significant at .05  
\textsuperscript{c}Significant at .02
Tables 55 and 56 reveal that statistically significant differences did occur between groups on the political, social, and religious values. The difference between the SELF-TVC and SELF-RW models on the political value both were in the direction of the students perceiving the television character and real world models to be more political than themselves. On the social value, the differences between the SELF-RW and the TVC-RW were in the direction of the students perceiving themselves and their television character models as being more social than the real world models. On the religious value, the students perceived themselves to be significantly more religious than their television character models.

The researcher then applied tests of significance to determine if significant differences existed among those students who named known real world models, their television character models and their real world models. Too, the investigator wanted to determine what significant differences, if any, occurred among those students who named mediated real world models, their television character models and their real world models. Table 57 gives the results of those comparisons on the masculine values for both students who named known real world
models and students who named mediated real world models. Table 58 gives the results of the comparisons on the feminine values.

**TABLE 57.** - Comparisons of SELF, TVC models, and RW models scores for students naming known real world models and for students naming mediated real world models on the masculine values of the **Study of Values** test

<table>
<thead>
<tr>
<th>Comparison Groups</th>
<th>No. of Cases</th>
<th>Masculine Values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>&quot;t&quot; Theo</td>
</tr>
<tr>
<td>Students Naming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KRW Models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SELF-TVC</td>
<td>28</td>
<td>.925</td>
</tr>
<tr>
<td>SELF-RW</td>
<td>28</td>
<td>.266</td>
</tr>
<tr>
<td>TVC-RW</td>
<td>28</td>
<td>.666</td>
</tr>
<tr>
<td>Students Naming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MRW Models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SELF-TVC</td>
<td>22</td>
<td>1.700</td>
</tr>
<tr>
<td>SELF-RW</td>
<td>22</td>
<td>.340</td>
</tr>
<tr>
<td>TVC-RW</td>
<td>22</td>
<td>.666</td>
</tr>
</tbody>
</table>

<sup>a</sup>Significant at .02
<sup>b</sup>Significant at .01

Table 57 indicates that on the political value, a statistically significant difference occurred among the comparison groups for students naming mediated real world models. Looking again at Table 54 one would
TABLE 58. - Comparisons of SELF, TVC models, and RW models' scores for students naming known real world models and for students naming mediated real world models on the feminine values of the Study of Values test

<table>
<thead>
<tr>
<th>Comparison Groups</th>
<th>No. of Cases</th>
<th>&quot;t&quot; AES</th>
<th>&quot;t&quot; SCG</th>
<th>&quot;t&quot; REL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Naming KRW Models</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SELF-TVC</td>
<td>28</td>
<td>1.20</td>
<td>.342</td>
<td>1.745</td>
</tr>
<tr>
<td>SELF-RW</td>
<td>28</td>
<td>.166</td>
<td>1.593</td>
<td>1.400</td>
</tr>
<tr>
<td>TVC-RW</td>
<td>28</td>
<td>1.226</td>
<td>.869</td>
<td>1.098</td>
</tr>
<tr>
<td>Students Naming MRW Models</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SELF-TVC</td>
<td>22</td>
<td>.520</td>
<td>1.514</td>
<td>2.026</td>
</tr>
<tr>
<td>SELF-RW</td>
<td>22</td>
<td>.639</td>
<td>1.444</td>
<td>.576</td>
</tr>
<tr>
<td>TVC-RW</td>
<td>22</td>
<td>.405</td>
<td>1.836</td>
<td>.230</td>
</tr>
</tbody>
</table>

epect this. The mediated real world models were perceived to score highest on the political value. Consequently, greater differences existed between the students' perceptions of their MRW models' scores on the political value, their self perceptions, and their perceptions of their TVC models' scores than existed among students naming KRW models.

As is indicated by Table 58, no statistically significant differences occurred on the feminine values.

Next the researcher asked, "Are there statistically
significant differences between the *Study of Values* scores of those students who named known real world models and those who named mediated real world models?" Further, are there any differences between the scores of the television character models that these students named and between the scores of the two types of real world models as perceived by the students?

To answer these questions, the researcher applied T-tests for independent means to the data. The results of the analysis are contained in Tables 59 and 60. Table 59 compares the scores of students who named known real world models with those who named mediated real world models and compares the scores of the television character models and the real world models named by these two groups of students on the masculine values of the *Study of Values* test. Table 60 presents the comparisons of the above groups' scores on the feminine values of the test.

As is evident from Tables 59 and 60 statistically significant differences occurred between the KRW models and the MRW models. The difference between these two types of real world models on the political and aesthetic values was in the direction of the MRW models being perceived to be more political and aesthetic than the KRW
TABLE 59. - Comparison of the 28 students' naming KRW models SELF, TVC, and RW models' scores on the masculine values of the Study of Values test with the SELF, TVC, and RW models' scores of the 22 students naming MRW models

<table>
<thead>
<tr>
<th>Comparison Groups</th>
<th>Masculine Values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theo</td>
</tr>
<tr>
<td>SELF(KRW)-SELF(MRW)</td>
<td>1.556</td>
</tr>
<tr>
<td>TVC(KRW)-TVC(MRW)</td>
<td>.157</td>
</tr>
<tr>
<td>RW(KRW)-RW(MRW)</td>
<td>.042</td>
</tr>
</tbody>
</table>

Significant at .01

models. The KRW models, though, were perceived to be more social than the MRW models.

At this point the researcher had questions about the similarity between each student's scores on the Study of Values test and her perceptions of her models' scores, as well as questions about the relationships between the models' Study of Values scores and their marital status, work status, and the future aspirations of the students who named them. The researcher proceeded to attempt to answer these questions in a manner similar to that employed in the last chapter with The Inventory.
TABLE 60. - Comparison of the 28 students' naming MRW models SELF, TVC, and RW models' scores on the feminine values of the Study of Values test with the SELF, TVC, and RW models' scores of the 22 students naming MRW models.

<table>
<thead>
<tr>
<th>Comparison Groups</th>
<th>Feminine Values</th>
<th>( t )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AES</td>
<td>SOC</td>
</tr>
<tr>
<td>SELF(KRW)-SELF(MRW)</td>
<td>.275</td>
<td>.99</td>
</tr>
<tr>
<td>TVC(KRW)-TVC(MRW)</td>
<td>.067</td>
<td>.470</td>
</tr>
<tr>
<td>RW(KRW)-RW(MRW)</td>
<td>2.176a</td>
<td>2.320b</td>
</tr>
</tbody>
</table>

\( ^a \) Significant at .05  
\( ^b \) Significant at .02

of Feminine Values data.

The students' own scores and their perceptions of their television character models' and real world models' scores on each of the six values of the Study of Values test were divided into three categories - LOW, MEDIUM, and HIGH. An example of how this was done is as follows: Each of the students' perceptions of their television character models' score on the theoretical value were placed in order from low to high. The lowest third of the scores were placed in the LOW
category. The highest third were placed in the HIGH category. The remainder of the scores in the middle range were placed in the MEDIUM category. This same procedure was followed for each of the values for each of the model groups and for the students' own scores.

The students' score categories for each value were compared to those of their models and the students' television character models' score categories were compared to those of their real world models. These comparisons were made for each value. After analyzing the results of these comparisons, the researcher concluded that the results of these comparisons did not reveal any outstanding or consistent trend. Consequently, the researcher will not present these analyses here.

The researcher too compared the students' perceptions of their female models' Study of Values score categories for each value with the models' marital and work statuses. Too, the students' scores and their perceptions of their models' score on each value were compared with the students' future aspirations. The researcher again concluded that these analyses revealed no strong or consistent relationships between the compared variables. Therefore, the researcher will not present these analyses here.

It would appear that the major differences among
the students' scores and the students' perceptions of their models' scores on the six values of the Study of Values test were those evidenced when the students' scores and their perceptions of their models' scores were compared to one another. Of course, the obvious question the researcher asked was, "Why did those differences among the students' scores and their perceptions of their models' scores on the Study of Values test occur.

What Are Some Possible Explanations for Why Students Responded and Perceived Their Models to Respond As They Did on the Study of Values Test?

The analyses of the data obtained from the Study of Values revealed that the students did perceive themselves and their models to differ somewhat in their interests. Students score highest on the three feminine values - social, aesthetic, and religious. However, students perceived their television character models and their real world models as scoring highest on the social, aesthetic, and political values. Too, when the data for the real world models were divided into that for the known real world models and that for the mediated real world models differences were evident between the two RW model types. The KRW models were perceived to score highest on the three feminine values - social,
religious, and aesthetic - in that order. The MRW models, on the other hand, scored highest on a masculine value - political. They scored next highest on the aesthetic and religious values.

When tests of significance were applied to the data some statistically significant differences among the groups were evident. Students perceived both their television character models and their real world models to be significantly more political than they perceived themselves to be. Further, students perceived themselves and their television character models to be significantly more social than their real world models and they perceived themselves to be more religious than their television character models.

When the data were divided to analyze the responses of students who named the known real world models and students who named mediated real world models, differences again were apparent. Many of these differences were due no doubt to the differences between the known real world and mediated real world models. This assumption is made because when the scores of those students who named KRW models were compared with the scores made by students who named MRW models, the only statistically significant differences that occurred were between the
KRW and MRW models themselves.

Some speculations can be made as to why the differences among students' perceptions and their perceptions of their models existed. The students in this study perceived their own interests to be those that have been determined by the past use of the Study of Values to be the dominant interests of women: social, aesthetic, and religious. These values are termed "feminine" values because the characteristics or traits which one would assume to surround these values are those which women have traditionally been socialized to adopt. For example, women have been taught more than men to be concerned for the welfare of others and to make this concern their main domain. The social value of the Study of Values test would measure the students' interests in this domain. It is understandable, therefore, that these young female students would perceive themselves as possessing these interests and values that have traditionally been thought of as "feminine".

Considering what is already known and/or assumed about the known real world models from the data derived from The Inventory of Feminine Values and the questionnaire, it is not surprising that the students perceived their known real world models mostly to be characterized as social, religious, and aesthetic. As was suggested
in the discussion of the results of The Inventory of Feminine Values, KEW models were perceived by students to be more interested in the traditional female concerns. Consequently, one would expect that students would perceive these models to possess the more traditional female values.

The television character models were also perceived by students to hold primarily social and aesthetic values. However, for the television character models, the political rather than the religious value received the third highest average score. That models were not perceived by students to be characterized by religious values was probably partially due to the nature of the television programs on which the models appeared. These programs probably do not often discuss religious or ethical matters per se. It is assumed that this would be particularly true for the programs on which most of the single, working models appeared, for most of these programs are situation comedies. Therefore, students may not be able to ascertain the models' attitudes toward religious matters to the same extent as they are able to make inferences about the models' other interests. Too, that the political rather than the religious value was named by students as the third
most popular value for the television character models may be due in part to the students' interpreting the general activity of the models as an expression of some of the qualities involved in the political area of values.

The above explanation, though is probably more appropriate for explaining why the mediated real world models as a group were perceived by students to score highest on the political value. The political individual was described as one who had an interest in personal power, influence, and renown. Many of the MRW models such as Shirley Chisolm and Jane Fonda would seem to be typified by these interests and were so perceived by the students who named them.

Aesthetic values were the second most frequently named characteristics of MRW models. Many of the MRW models were performers - actresses, singers, songwriters. It could be assumed, therefore, that the students perceived these models who were in the arts to hold aesthetic values.

Religious values were the third most popular characteristic of MRW model types named by students. This is somewhat difficult to explain. It can be theorized that the nature of the activities of some of
the models - their involvement in the peace movement, for example - may be perceived by the students to have religious implications.

To sum up, the three model groups were perceived differently by the students - the television character models were perceived to be social, aesthetic, and political; the mediated real world models were perceived to be political, aesthetic, and religious; and the known real world models were perceived to be social, religious, and aesthetic. This last model group tended to be most like the students in these areas assessed by the Study of Values.

The substantive questions the researcher posed about how the students perceived their models have been answered to the extent that they could be answered in this research. However, at the onset of this research, the researcher not only had questions about how the students perceived their models, but also about the effectiveness of the methodology utilized to elicit the students' perceptions. The following chapter contains the researcher's evaluation of the utility, productivity and feasibility of the methodology employed in this study.
CHAPTER VIII

DISCUSSION OF METHODOLOGY

Did the Methodology Employed Prove a Usable and Effective Means to Obtain the Information Desired?

The students in this study appeared able to utilize this projection technique to answer questions as they believed their models would. Most students who met with the researcher and received the instructions and instruments used in the indepth part of the research completed and returned the instruments. A total of 65 students met with the researcher and received the instruments and instructions for their completion. At the time of this meeting ten students mentioned to the researcher that they no longer believed they had the time to participate in the research. However, the researcher gave them the instruments along with the instructions for completing them in case they were able to find time to take part in the study. Consequently, it is assumed that the major reason for

217
failure to complete the instruments was that students lacked the time rather than the ability to do so.

The researcher concludes, therefore, that the projective method employed in this research is workable for the type of student involved in this study. But, the investigator also believes that this projection technique can be utilized with other types of students particularly if near the age of the students who participated in this research. To make a conclusive statement about how young females perceive their models, the research needs to be expanded to include students from other sub-groups which were excluded from this initial study so that the sample could be homogeneous as possible. The researcher anticipates that quite different trends will be revealed for students of other races, classes, and geographic location. It is also possible, indeed likely, that generalizations about high school aged females' perceptions of their models as a whole may be impossible to make. Instead, generalizations may have to be made for each sub-group involved in the expanded research.

How Effective Were the Instruments in Eliciting the Type of Information about the Students' Perceptions of Their Models that was Desired?
The Inventory of Feminine Values did appear to allow students to make distinctions between their models when they perceived their models to differ. Further, the researcher believes that the information elicited from the students by means of the IFV was the type of information that helped to fulfill a substantive objective of this research - to make a determination as to whether students perceive themselves and their models to be traditional or modern women. The fact that this instrument was originally designed to be used in a projective capacity probably aided in the obtaining of these results. The researcher concludes, therefore, that in an expanded research study, The Inventory of Feminine Values might well be employed to assess the students' perceptions of their models' opinions about what should be women's societal place as well as the students' own opinions.

The Study of Values produced some differences among model groups and thereby supplied some information that helped to fulfill the intended objectives of this research - to assess the students' perceptions of their interests and values of their models as well as of the students' own interests and values. The researcher, however, has some doubt as to whether or not the students
knew enough about some of their models to be able to project themselves into the roles of their models and to answer some of the questions that the Study of Values required them to answer. Some differences did occur among the models so the researcher assumes that students were able to make at least some distinctions between their models when they perceived that some differences existed. Whether or not the Study of Values used as it was in this research was able to draw out all the important differences in interests and values among the models remains a question in the researcher's mind. This is so because the analysis of the data derived from the Study of Values seldom revealed strong trends. This may be due to the inability of the test to elicit differences in the students' perceptions of their models, or it may be due to the actual lack of differences in the students' perceptions of their models. Because the Study of Values was not originally designed as a projective device and because some of the items on the test may have been difficult for the students to answer for their models if they were not well acquainted with them, the researcher believes that serious consideration should be given to the employment of another instrument in any expanded study.
Perhaps a new instrument needs to be designed containing questions about the values and interests of the models which students would be able to answer without extensive knowledge about their models. However, consideration should also be given to shifting the emphasis from the study of the students' perceptions of their models' interests and values to a more direct study of the students' perceptions of the models' personality traits. Originally the researcher thought that students would have difficulty responding to more conventional personality inventories because the students would not know enough about some of their models to make inferences about how their models would respond on the personality tests. The researcher still believes that this is true. However, the researcher thinks that an approach that does not require the students to possess an indepth knowledge of the models' personality may be utilized to supply useful information about students' perceptions of their models.

One such approach may be the utilization of the Sarbin Adjective Checklist. This instrument contains a list of adjectives from which subjects, when describing their own personality, select those they believe apply to them. McKee and Sheriff have utilized this checklist
in a manner of particular interest to this study. The researchers asked male and female subjects to select those adjectives from the list that they believed most often applied to males and those they believed most often applied to females. (102: 356-371, 1956-57)

In a later study the researchers asked male and female subjects to select from the Sarbin Adjective Checklist those adjectives that described themselves, that described what they ideally would like to be like, that described their ideal man (for female subjects), that described their ideal female (for male subjects), and that described the ideal woman as perceived by men (for female subjects). (103: 356-363, 1958-59)

The researcher believes that methodologically speaking, students would be able to utilize the Sarbin Adjective Checklist not only to describe themselves and their models, but also to describe their ideal woman, and what they believe to be their models' ideal women. In other words, the checklist could be used by the students to help them to describe themselves and their models and to enable them to project into the roles of their models so that they might report their perceptions of their models' attitudes. Of course the results of the McKee and Sheriff studies utilizing the Sarbin
Adjective Checklist are also important to this study, particularly the results of the study which established a set of masculine and feminine adjectives. This list could be used as a standard by which to assess the students' descriptions of themselves and their models as well as their perceptions of their models' attitudes. Both forms of information would be valuable in elaborating upon the type of models students select.

It would be entirely possible, also, to design and develop other instruments to assess other dimensions of the models based upon other personality theories. For example, the designing of an instrument around Abraham Maslow's theories of self-actualization and need levels would be of particular interest in eliciting students' perceptions of their models. But, again, any such instrument or instruments would need to be designed in such a manner as to allow students to make inferences about the models on the basis of what they have observed about or otherwise knew of the model.

Aside from the usage of instruments to elicit information about models, the researcher believes that valuable information could be obtained about the students' perceptions of their models - particularly the television character models - if the students were asked
to project their models into the future and to describe what they believe their models lives would be like, for example, ten years hence. The researcher suspects that how the students perceive the future of their models may be an important determinant of why they selected and how they presently perceive their models. For example, whether or not students believed that the single models they named would marry within the next ten years may have been an influence upon the students initial selection of their models. If students do perceive that the single models would marry it would be of interest to determine whether or not the students perceived that the models would continue to pursue their careers. Again, this information may be of value to know in order to understand exactly what the students perceive about their models.
CHAPTER IX

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

A Role Model Perception Questionnaire was completed by 342, 16 and 17 year old female students from seven predominantly, white middle class suburban high schools in the Columbus, Ohio area. These students were asked to name, describe, and ask questions about a television character model and a real world model. The models named by the students were grouped into three general categories - the television character models (TVC); the known real world models (KRW); and the mediated real world models (MRW).

Fifty of these 342 students participated in the indepth study. These 50 students completed The Inventory of Feminine Values and the Study of Values test for themselves and as they believed their models would.

The results of the study indicate that significant differences exist among the students' perceptions of the three different types of models. The female known real world models were perceived to be most traditional.
The majority of students selecting these models did so for the Personality factor, while students were least influenced in their choice by the Looks factor. The majority of these models were married. Although the Career/Housewife status was the most frequently named work status into which these models fell, the majority of these models did not fall into this category.

Students perceived the known real world models to be the most intra-family oriented of the three model groups. The average Inventory of Feminine Values score for these models fell at the intra-family oriented end of the balanced category. On the Study of Values test, the female known real world models were perceived by students to score highest on the three feminine values - the social, religious, and aesthetic.

While the female known real world models tended to be perceived to be the most "traditional" of the model types, the mediated real world models were perceived to be the most modern. As was true for the known real world models, the students most frequently named the Personality factor as their reason for naming their models, while the Looks factor was the most frequently named least influential factor. The students' reasons for selecting their mediated real world models
were distributed more evenly over all four factors than were the students reasons for selecting their known real world models. Indeed, no one of the factors was named by a majority of students as being the most influential reason for naming their models. Most of the female mediated real world models were married as were the female known real world models. Unlike the known real world models, though, the majority of the mediated real world models fall into the Career/Housewife work status. On The Inventory of Feminine Values, the mediated real world models were perceived to be the most extra-family oriented of all three model types. Their scores fell at the highest end of the Somewhat extra-family oriented category. On the Study of Values, the mediated real world models were perceived to score highest on a masculine value - the political. These models were perceived to score next highest on the aesthetic and religious values.

Students perceived their female television character models as being more traditional than their mediated real world models, but less traditional than their known real world models. Students most frequently named these models for the Personality factor, while the Looks factor least influenced their choice of a model.
Unlike the female known real world and mediated real world models, most of the female television character models were single and fell into the Career work status. On The Inventory of Feminine Values, the television character models were perceived to score at the lowest end of the Somewhat extra-family oriented category. On the Study of Values test, the models were perceived to score highest on two feminine values - the social and aesthetic - and third highest on a masculine value - the political.

The students themselves did not appear to be "most like" any one model group. On The Inventory of Feminine Values, students perceived themselves to be most similar to the television character models - both scored at the lower end of the Somewhat extra-family oriented category. On the Study of Values, the students scored highest on the three feminine values, thus showing most similarity to the female known real world models.

Conclusions

It is not difficult to understand why students perceived their real world models as they did. The mediated real world models were perceived to be the
"least" traditional and the known real world models were perceived to be the "most" traditional of the model groups. Most of the mediated real world women who were selected as models were achievers, known for their own accomplishments in their fields of endeavor. The known real world female models, on the other hand, tended to be relatives or friends whom the students admired primarily for their personalities.

The results of this study would appear to indicate that the female television character models that the students selected were not necessarily perceived as being extremely limited or traditional women. This is not to say that limited or traditional female characters do not exist on television or do not comprise the majority of the females portrayed on television. The purpose of this study was not to make that determination. It is to say, however, that as indicated by the instruments used in this study, the students tended not to perceive the models they selected as being extremely stereotyped, traditional women.

The television character models would appear to offer most of the students naming known real world models a modern woman alternative to the more traditional woman that most known real world models tended to represent. On the other hand, compared with the mediated
real world models, the television character models offered students a less modern woman.

The responses of students indicate that the female television character models named by students were perceived to be not as traditional as the known real world models and not as modern as the mediated real world models. This may suggest that while fictional television programs are not presenting all women characters in one type of role - e.g. the traditional feminine role - as some critics have suggested, they are not necessarily presenting many characters in the more modern role either. On the traditional-modern spectrum, the female television character models would appear to occupy a middle position.

Implications

The findings of this study indicate to the researcher that a wider range of female model types exist in real life situations than exist in fictional television programs. Judging from the students' real world models, their reasons for their choices, and their perceptions of these models, it can be concluded that audiences exist for more varied female roles than are presently being portrayed on television fiction.

The popularity of the young, single working woman
among adolescent females in this study and among other audiences as well should attest to this. Only a few years ago this model type was nearly non-existent. If this female model type has been accepted, why not others?

Another finding of this research which should have programming implications is that the vast majority of the female students in this study selected female television character models even though more male models, in a greater variety of roles are portrayed on television fiction. If females naturally look to female characters with which to identify, it would seem logical to assume that they would be receptive to more females in a greater range of roles.

Attention to findings of future research in this area should give television programming decision-makers a more specific notion of the "type" of female models for which audiences exist. Research addressing the question, "How do the students perceive the future of their female television character models," could provide such information. Since most of the female television character models were young, single, never married, working types, do the students who named them think these models will eventually marry and if so do
they think these models will continue to work? In other words, what do the students naming the models think the future existence of the young, single working models will be? As the researcher noted earlier, few working married women appear on television fiction, yet most of the female real world models named by students were women who had families and who were also working. If more married working women were portrayed, would this type of model be more popular than the young, single working woman with no family?

Other research questions with programming implications are the following. What model types are most appealing to women older than those involved in this study? What type of model do 18-25 or 26-35 year old women select? Do young women the age of those involved in this study and older women as well think that fictional television programs provide them with adequate role models? If not, what type of models would they want to see on television? What subject variables such as race, socio-economic status, future aspirations, and educational level, influenced the subjects' opinions as to whether or not their "model needs" were being met by television fiction? For example, what do black females as compared to white females think about tele-
vision fiction as a model source?

The above questions if answered would provide more detailed answers to the questions, "Do model gaps exist for female viewers and if so what type of models would fill these gaps?"

This study suggests other research ideas which may not contribute directly to information about model gaps, but perhaps could indirectly do so. These studies would provide information about the whole role model selection process. One such study could ask, "How do the model choices of the same female subjects change over time?" A longitudinal study could be undertaken to compare, for example, the models a ten year old girl selects with those she chooses when she is 15 and 22. As a 22 year old she could be asked why does she think she selected the models she selected when she was younger? How does she think these models influenced her? How lasting does she perceive these influences to be?

In conclusion, the researcher believes that television fiction can and should play a vital role in presenting female role models which singularly or collectively serve as sources for identification for young females. Television, of course, is not the only
source of role models. As Chapter II of this paper stressed, several factors contribute to the socialization process. However, television's role as presenter of models cannot be minimized considering that it serves as a consistent source of information, attitudes, and ideas for children and young adults. This is not to say, that if more female physicians or lawyers were portrayed on television, that more girls would aspire to become physicians and lawyers. However, television can contribute to the child's growing image of what is and what can be, and thus it plays its part in contributing to the child's self-perceptions, expectations, and aspirations.

As children's other information sources such as textbooks are being altered to reflect greater role choices for both sexes, so too should television, particularly since as this study indicates, audiences exist which would be receptive to these alternative roles.
APPENDIX A

ROLE MODEL QUESTIONNAIRE
Dear Student:

As a part of a study to find out the type of person girls your age most want to be like as adults, would you thoughtfully answer the questions which follow. Your help is greatly appreciated.

Thank you,

Karen Filoso
Graduate Student
Ohio State University

PART I

All of you have seen many television entertainment programs. Please take a few moments and think of some of the programs that you now watch or that you have watched in the last few years. Now, think of the make-believe television characters that you would want to be like in your adult life. Then, answer the following questions:

1. Name the make-believe television character that you would most want to be like. (If you do not know the name of the character, name the television program the character is in or was in and describe the part the character played.)

   CHARACTER'S NAME (Or program's name and character's description)

2. In the space provided and on the back of this page, if needed, please briefly answer the following questions about the television character you have just named:
   a. Briefly describe how the character looks and dresses.
   b. Briefly describe the job, if any, that the character has. (For example, how does he or she earn a living)
   c. Briefly describe the personality of the character.
   d. Briefly describe the type of life the character lives. (Describe things such as the character's family life, home, friends, hobbies, activities, etc.)
3. Please circle the letter of the following reason that best describes why you chose the television character you named:
   a. I would like to look and dress as the character does.
   c. I would like to have the job that the character has.
   c. I would like to have the personality that the character has.
   d. I would like to live the type of life that the character does.

4. Please circle the letter of the following reason that least describes why you chose the television character you named:
   a. I would like to look and dress as the character does.
   b. I would like to have the job that the character has.
   c. I would like to have the personality that the character has.
   d. I would like to live the type of life that the character does.

PART II

Now, please think of some of the real world people you would like to be like. Real world people are those you know personally or those you "know" from reading about them in newspapers or magazines, from hearing them on radio programs, from seeing them on television news broadcasts, news specials, interviews or talk programs, or from seeing them during a personal appearance. In other words, real world people are not make-believe, but actual persons.

5. Name the real world person you would most like to be like.

   __________________________________________
   REAL WORLD PERSON'S NAME

6. Circle all the following ways that describe how you know the person you have just named.
   a. I know the person personally.
   b. I have read about the person.
   c. I have heard the person on the radio.
   d. I have seen the person on television news broadcasts, news specials, interviews or talk programs.
   e. I have seen the person at a personal appearance
   f. Other (Please explain) ________________________________

7. In the space provided and on the back of this page, if needed, please briefly answer the following questions about the real world person you named:
   a. Briefly describe how the person looks and dresses.
   b. Briefly describe the job, if any, that the person has.
c. Briefly describe the personality of the person.

d. Briefly describe the type of life the person lives.
(Describe things such as the person's family life, home, friends, hobbies, activities, etc.)

6. Please circle the letter of the following reason that best describes why you chose the person you named:

   a. I would like to look and dress as the person does.
   b. I would like to have the job that the person has.
   c. I would like to have the personality that the person has.
   d. I would like to live the type of life that the person does.

9. Please circle the letter of the following reason that least describes why you chose the person you named:

   a. I would like to look and dress as the person does.
   b. I would like to have the job that the person has.
   c. I would like to have the personality that the person has.
   d. I would like to live the type of life that the person does.

PART III

Please answer these questions about your future plans.

10. When you're through with high school do you plan to? (Circle One)

   a. Go to work.
   b. Continue your education.
   c. Continue your education and work at the same time.
   d. None of the above.

11. If you circled (a), what type of work will you be seeking?

12. If you circled (b), what will you most likely be studying and what will you want to do after you finish your education?

13. If you circled (c), what type of work will you be seeking, what will you most likely be studying, and what will you want to do after you finish your education?

14. If you circled (d), please explain.
Dear Student:

In order to go more deeply into what you think and feel about the make-believe character and the real world person you would want to be like, your help is needed. If you agree to help, you will be asked to fill out other forms both about these personalities and about your own attitudes and beliefs.

Filling out these forms will take about three hours of your time. You will have a week to complete them. You do not have to do them all at one time, but can work on them during your free time at home or at school.

Your willingness to help in this study will be greatly appreciated. But please do not hesitate to refuse if you cannot spare the time. If you decide to refuse, turn in this form as you have already filled it out, but do not complete the rest of the questions.

If you are willing to give more help, fill in the following blanks:

1. Print your name, address, telephone number, and homeroom number below. You will in no way be identified by name in the report that will result from this study. I need this information now to make it easier for me to contact you.

   (Name)  

   (Street Address)

   (Telephone number)  

   (Homeroom number)

2. If you are selected to take part in this study, I will need to meet with you for fifteen to thirty minutes during a school day. Below, please note the times of day of the regular school week you will be able to meet with me — homeroom period, study hall, free period, etc. Please do not list times during which you have regular classes. Also please note the rooms where you will be during these times — if known.

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3. If necessary, would you be willing to meet after school for fifteen or thirty minutes? Circle your answer.

Yes    No

Thank you for taking the time to complete this form and for volunteering to take part further in this study. Please give your parents the Parental Permission form so that they may decide whether or not they give their permission for you to take part in the study. When they have signed the form, please return it and this questionnaire to your homeroom teacher by the date your teacher has announced.

Thank you again,

Karen Filipos
Graduate Student
Ohio State University
Dear Parents,

Your daughter has been asked to participate in a research study that I am conducting as a part of my doctoral education. The purpose of the study is to determine how teenage girls perceive those adults that they admire.

Allow me to briefly explain what your daughter's participation in this study would entail. Your daughter would be asked to complete opinion questionnaires and value inventories. This should take her about three hours. She will be given one week, however, to complete the forms during her free time at school or at home. At the beginning of the study, your daughter will be asked to meet with me so that I may explain how she is to go about completing the questionnaires and inventories. This meeting will take about fifteen to thirty minutes of your daughter's school time.

At no time in the dissertation that will result from this research will your daughter be identified by name. This is not to suggest that the information asked of your daughter will be of an extremely personal nature. Rather, it is merely a statement of the policy governing this research.

Your school system is cooperating in this research. Your daughter has expressed a willingness to participate. If you give your permission for your daughter to take part in this study, please fill in the appropriate blanks below.

I ___________________ give permission for my daughter ___________________ to participate in this doctoral research study of girls' perceptions of admired adults.

___________________ (DATE) ___________________ (PARENT'S SIGNATURE)

Thank you very much for taking the time to read and to consider this letter.

Sincerely,

[Signature]

Karen Piloso
Graduate Student
Ohio State University
APPENDIX 3

LETTER TO HOMEROOM TEACHERS
Dear Homeroom Teacher:

Your school has agreed to participate in a research project that I am conducting as a part of my doctoral studies at Ohio State University. To obtain the information sought, your help is needed. As a former teacher, I know how busy you are with your subject matter and homeroom teaching duties. Consequently, your co-operation is especially appreciated.

Your participation in the study involves the distribution and the collection of the questionnaires accompanying this letter. What follows are the procedures for you to follow:

1. During homeroom period on ________ distribute the questionnaires to all girl students in your homeroom class.

2. After distributing the questionnaires, read the following to the class:

"Our school is taking part in a research study to determine the type of persons girls your age want to be like in your later adult lives. Each girl in the class is asked to carefully think about and answer the questions in this questionnaire as best you can. Because of its length, the questionnaire may be taken home to be completed. All completed questionnaires should be turned in to me (homeroom teacher) by ________. The researcher thanks you for your co-operation and participation in this study."

3. In homeroom beginning the day after the questionnaires are distributed and continuing until two days after the deadline date, call for and collect all completed questionnaires. Please return the completed questionnaires to the school office daily.

Teachers, allow me to again express my thanks to you for your help in this project.

Sincerely,

Karen Filoso
Graduate Student
Ohio State University
APPENDIX C

LETTER TO SUBJECT MATTER TEACHERS
Dear Teacher:

Your school has agreed to participate in a research project that I am conducting as a part of my doctoral studies at Ohio State University. To obtain the information sought, your help is needed. As a former teacher, I know how busy you are with your teaching duties. Consequently, your co-operation is especially appreciated.

Your participation in the study involves the distribution and the collection of the questionnaires accompanying this letter. What follows are the procedures for you to follow:

1. Before distributing the questionnaires in your classes on ________ read the following to the class:

   "Very little is known about who high school aged girls admire and want to be like in their later adult lives. Each girl in the class is asked to help in finding out this information by taking part in a research project being conducted by a Ohio State University student."

2. Distribute the questionnaires to all 11th and 12th grade girls in your classes.

3. After handing out the questionnaires read the following to the class:

   "Please carefully think about and answer the questions on the first three pages of the questionnaire. The questionnaires may be completed during your free time at school or at home. Those of you who want to take part further in the study, give the information asked for on pages four and five and take the questionnaire home for your parents to look over and sign on the last page if they give their permission for you to further take part in the study. All questionnaires should be returned to your teacher by _________. After the information for this study is collected and analyzed, you will be given a report of the findings. The researcher thanks you for your co-operation in this study."

4. In class beginning the day after the questionnaires are passed out and continuing until two days after the deadline date, call for and collect all completed questionnaires. Please return the completed questionnaires to the school office daily.

Teachers, allow me to again express my thanks to you for your help in this project.

Sincerely,

Karen Filoso
APPENDIX D

GENERAL SAMPLE'S TELEVISION CHARACTER MODELS
Female Models

Mary Richards (Mary Tyler Moore Show)
Sally McMillian (McMillian and Wife)
Doris Martin (Doris Day Show)
Julie Barnes (Mod Squad)
Bridget Steinberg (Bridget Loves Bernie)
Anne Marie (That Girl)
Samantha Stevens (Bewitched)
Sandy Stockden (Sandy Duncan Show)
Alice Johnson (Room 222)
Casey (Mission Impossible)
Rhoda Morgenstern (Mary Tyler Moore Show)
Gloria Spivak (All in the Family)
Lenore Curtin (Another World)
Tara Martin (All My Children)
Holly Norris (Guiding Light)
Lisa Shea (As the World Turns)
Jane Norris (Guiding Light)
Erica Martin (All My Children)
Betsy Chernak (Love Is a Many Splendored Thing)
Iris Garrison (Love Is a Many Splendored Thing)
Alice Frame (Another World)
Mrs. Walton (The Waltons)
Shirley Partridge (The Partridge Family)
Anna Craig (The King and I)
Jeanne (I Dream of Jeanne)
Mrs. Brady (The Brady Bunch)
Becky Boone (Daniel Boone)
Peggy (Mannix)
Lisa (Green Acres)
Laura Partridge (Partridge Family)
Liz (Room 222)
Dixie (Emergency)
Woman Physician (Medical Center)
Annie (Dick Van Dyke Show)
Victoria Barkley (Big Valley)
Woman on Avengers (Avengers)
Kim (Here's Lucy)
Gidget (Gidget)
Annie (Temperatures Rising)
Candy (Here Come the Brides)
Maude (Maude)
Billie Jo (Petticoat Junction)
One of Odd Couple's Girl Friend (Odd Couple)
Lucy (Here's Lucy)
Edith Bunker (All in the Family)
J.J. (Governor and J.J.)
Social Worker (T.V. Movie of the Week)
Girl Traveler (T.V. Movie)

Male Models

Joe Gannon (Medical Center)
Marcus Welby (Marcus Welby, M.D.)
Captain Kirk (Star Trek)
Mr. Dixon (Room 222)
Paul Lynd (Paul Lynd Show)
Oscar (Odd Couple)
Ironsides (Ironsides)
Alexander Mundy (To Catch a Thief)
Joe Mannix (Mannix)
Hawkeye Pierce (MASH)
John Joy (The Waltons)
Burl Ives Character (Sold Ones)
Pete Chernak (Love Is a Many Splendored Thing)
Kung Fu (Kung Fu)
Superman (Superman)

Animated Models

Woodstock (Peanuts Television Specials)
Snoopy (Peanuts Television Specials)
Kermit the Frog (Sesame Street)
Pink Panther (Pink Panther Cartoons)
Daffy Duck (Daffy Duck Cartoons)
Donald Duck (Donald Duck Cartoons)
Bugs Bunny (Bugs Bunny Cartoons)
Sally (Peanuts Television Specials)
Peppermint Patty (Peanuts Television Specials)
Wilma Flintstone (The Flintstones)
Cinderella (Walt Disney Show)
Snow White (Walt Disney Show)
Sabrina (Sabrina - The Teenage Witch)
Pebbles (Flintstones)
APPENDIX E

GENERAL SAMPLE'S MEDIATED REAL WORLD MODELS
Female Models

Cher
Carol Burnett
Pat Nixon
Barbra Streisand
Julie Andrews
Kathy Rigby
Carole King
Jane Fonda
Jacqueline Onassis
Susan St. James
Phillis Diller
Sandy Duncan
Melanie
Ali McInerney
Rachel Welch
Ann Landers
Cybil Shephard
Elizabeth Taylor
Doris Day
Mary Tyler Moore
Lori Lea Shafer
Janis Joplin
Anita Bryant
Becky Jones
Rebecca Bell
Marie Osmond
Peggy Fleming
Mrs. George McGovern
Sally Struthers
Betty Freidan
Elizabeth Montgomery
Julie Eisenhower
Donna Fargo
Liza Minnelli
Chris Evertt
Princess Anne
Karen Valentine
Luci Arnez
Erma Bombeck
Diana Ross
Woman Charity Worker
(read about)

Olga Korbut
Debbie Reynolds
Iris Davis
Carly Simon
Melba Moore
Joan Kennedy
Marilyn Monroe
Leslie Podkin
Grace Slick
Jennifer O'Neill
Rachael Carson
Trisha Nixon
Shirley Chisolm
Charo
Barbara Eden

Male Models

Mark Spitz
Pat Boone
Rod McKuen
Dick Cavett
John Denver
Richard Nixon
George McGovern
Tom Jones
Henry Kissenger
Cat Stevens
Edward Kennedy
Billy Graham
Elton John
Peter Nero
Pess Parker
Johnny Carson
Stephen Stills
Flip Wilson
Ralph Nader
Bo Donaldson
John Kennedy
Jesus Christ
William F. Buckley
APPENDIX F

INDEPTH SAMPLE'S TELEVISION CHARACTER MODELS AND

MEDIATED REAL WORLD MODELS
Television Character Models

Mary Richards (8)
Sally McMillian (4)
Julie Barnes (4)
Anne Marie (3)
Samantha Stevens (4)
Bridget Steinberg (3)
Alice Johnson (2)
Doris Martin (2)
Rhoda Morgenstern (2)
Kim (1)
Lucy (1)
Victoria Barkley (1)
Mrs. Brady (1)
Casey (1)
Lenore Curtin (1)
One of Odd Coupl's Girl Friend (1)
Social Worker in T.V. Movie (1)
Sandy Stockden (1)
Gidget (1)
Mrs. Walton (1)
Mrs. Partridge (1)
Psychiatrist on Medical Center (1)
Betsy Chernak (1)

Hawkeye Pierce (1)
Kung Fu (1)
Superman (1)

Pebbles (1)

Mediated Real World Models

Cher (3) Charo (1)
Barbra Streisand (3) Elizabeth Montgomery (1)
Jane Fonda (2) Barbara Eden (1)
Trisha Nixon (2) Julie Andrews (1)
Janis Joplin (1) Woman Charity Worker (1)
Mary Tyler Moore (1) (read about)
Doris Day (1)
Kathy Rigby (1) Jesus Christ
Shirley Chisolm (1) William Buckley (1)
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253


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