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THE EFFECT OF VIDEOTAPE MODELING, ORAL INFORMATION,
AND WRITTEN INFORMATION, ON THE FUTURE TIME
PERPECTIVE AND COUNSELING-SEEKING
BEHAVIOR OF WOMEN COLLEGE STUDENTS

DISSERTATION
Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Helen Garrison McLaughlin, B.A., M.A.

* * * * *

The Ohio State University
1973

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ACKNOWLEDGMENTS

With mixed emotions, I thank our children: Alex, whose impending arrival was a vivid reminder of the passage of time during which he would become independent of us; and Beth, whose infancy gave us such a joyous period of timelessness and completeness. I wish also to thank my husband, my parents, and my husband's mother for the expressions and actions of support which enabled me to complete this dissertation.

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Finally, I now understand the gratitude writers express to typists. No words can adequately describe the contribution of Sherran Bailey to the final form of this dissertation, or to my morale at various low points.
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I. INTRODUCTION

Vocational counseling is based on the assumption that proaction and planning are more functional for an individual than reaction and drifting. There is a good deal of evidence and a great deal of theoretical writing to support the contention that most college women conceptualize their futures in such a way as to leave them a very limited set of options in their middle years. In almost any symposium on the "woman problem," mention is made of two facts: (1) there are years a woman will live in an "empty nest,"\(^1\) and (2) young women are often functionally unaware of these years.

Generally, a two-pronged attack on this multi-faceted problem is advocated: the development of refresher or retraining programs for mature women, and the counseling of young women to plan for the "empty nest." The present research is a preliminary investigation in an attempt to develop a program of counseling for college women that will encourage them to look beyond the short-range future to the future in which they will have to arrive at some kind of personal resolution of their identities as wives and mothers and as persons independent of

\(^1\) Komarovsky notes that the "empty nest" is a phenomenon of the present century, resulting from the demographic factors of longer life span and smaller families. Technically, the term refers to those years a married couple survive together after the last child has left the home. In popular usage, the "empty nest" has come to refer to the stage in a woman's life after the years of full-time mothering and before the traditional retirement age of sixty-five.
that context. It is the writer's belief that the issues involved in arriving at such a resolution are important for every woman in a way parallel to the salience of vocational issues for every man. Indeed, this is the basic vocational issue for women, and short-range occupational and educational choices should be informed by at least some consideration of this long-range task.

Four years of experience on the staff of the counseling service of a state university with a student body of 15,000 have led to the following conclusions about this particular student population:

(1) Most women students do not see the world of work as relevant to their long-range futures. The overwhelming majority of female students who come to the service with questions they label as vocational define their problem as one of finding something to do in the hiatus between college and marriage or the first child. Indeed, while female students comprise a disproportionately large percentage of "personal/social" cases, they are a disproportionately small percentage of "vocational" cases.

(2) Those female counselees who see their mothers as having failed to prepare for the "empty nest" do not spontaneously see this as relevant to their own immediate vocational decisions. Rather, they express a desire to avoid putting the burden of their own fulfillment on their future children, and view the problem as one of what sort of mother to be. Thus, to the degree that the counseling professions continue to accept the dichotomy, whether it be the counselor's or the client's, between "personal" and "vocational" questions, many women clients will continue to see their "field" as one of interpersonal
relations and mothering style, and will fail to consider the intimate connection between these issues and their vocational stance.

(3) The resurgent feminist movement has not served to encourage widespread consideration of these issues on the part of most women students, but has in effect precluded such consideration. The attention of the mass media to the more strident feminists has led to a strongly negative stereotype of the "typical women's libber," a brush with which most college women do not want to be tarred (Carruth and Comer 1972).

Experiences in interviewing and conducting women's groups (see McLaughlin 1973) have provided the impetus to attempt to develop a program of proactive counseling for women which is neither wholly "occupational" nor wholly "personal" in emphasis, but which is truly vocational in encouraging the exploration of a variety of ways for women to define their life's work throughout their adult years, and which will be seen as relevant by a broad spectrum of women students. Before such a program can be attempted, the following question must be answered: Can information about the future be presented in such a way as to expand the subjective futures of college women and increase their seeking information about the longer-range future?
II. FORMULATION OF THE PROBLEM
AND RELATED RESEARCH

Career Patterns of Women

Over the past twenty years, both theory and research on occupational behaviors have emphasized vocational development throughout the life span, rather than vocational choice at a single point in time. (See Borow 1964, especially Chapters 12, 17, 18, 20, 21.) Super, a major force in this change of emphasis, has studied career patterns as expressive of a developing self-concept throughout the life span. In his book *The Psychology of Careers* (1957) Super urges the application of knowledge of career development to the vocational counseling process:

> Since formal education ceases, typically, during the exploratory or in some few fields during the establishment period, it is clear that some orientation to the total life span should be provided by high school and college. (p. 303)

Super notes a lack of research on the career patterns of women, but tentatively posits a "likely classification" of seven major patterns, all but one based on the fact that "... woman's role as childbearer makes her the keystone of the home, and therefore gives home-making a central place in her career" (1957, p. 76ff.). However, in the patterns he proposes, there is considerable variability in the
in the degree to which homemaking is central. Three of these patterns seem particularly relevant to a population of college-educated women:

1. The conventional career pattern consists of a short period of employment followed by full-time and lifelong homemaking.

2. The double-track career pattern consists of combining employment and homemaking throughout the life span, perhaps with brief interruptions of employment for childbearing.

3. The interrupted career pattern consists of a sequence of employment, homemaking, and resumption of employment either to supplement or replace homemaking as the dominant focus.

The Conventional Career Pattern

The conventional career pattern is the culturally endorsed one, and available evidence indicates that it is the goal of the majority of college women (Davis and Olesen 1965, Freedman 1962). In addition, this is the pattern reflected in the mainstream of personality theory on identity development in women. For example, Erikson (1965) writes:

... I think that much of a young woman's identity is already defined in her kind of attractiveness and in the selectivity of her search for the man (or men) by whom she wishes to be sought. This, of course, is only the psychosexual aspect of her identity; and she may go far in postponing its closure while training herself as a worker and a citizen and while developing as a person within the role-possibilities of her time. The singular loveliness and brilliance which young women display in an array of activities obviously removed from the future function of childbearing is one of those esthetic experiences ... which almost seem to transcend all goals and purposes. ... But a true moratorium must have a term and a conclusion: womanhood arrives when attractiveness and experience have succeeded in selecting what is to be admitted to the custody of the inner space "for keeps." (pp. 19-20)
This view of the activities of the adolescent woman as unrelated to either her childhood preparation for womanhood or the actual arrival of womanhood reinforces the common notion that a brief pre-motherhood job is simply an isolated episode before "settling down." It should be noted that Erikson does not hold that actual motherhood is necessary for attainment of a womanly identity. Nor does he feel that women should be limited to the roles of wife and mother. In fact, Erikson argues for women to remain active as "citizens and workers" and to make a distinctively "womanly" contribution to:

... those fateful human affairs which so far have been left entirely in the hands of gifted and driven men, and often of men whose genius of leadership eventually has yielded to ruthless self-aggrandizement. (1965, p. 26)

But if the young woman's potentially preparatory activities are viewed by her and by the world as essentially "esthetic," unrelated to "all goals and purposes," how is she later to enter this arena of "fateful human affairs," especially after a hiatus of ten years or longer?
(See Komarovsky 1966.)

The Double-track Career Pattern

The re-emergent feminist movement has challenged theories which attempt to explain women's personality development in terms of their reproductive physiology as simply reflecting the values of a sexist society (Firestone 1971, Gardner 1971, Weisstein 1970). While it is currently impossible to test empirically whether sex differences in aptitudes, motivations, or goals are innately determined or not, the very existence of the new feminist movement indicates that consensus on sex roles is decreasing and that women will increasingly be able to
choose a life style from among many possibilities. As Reisman (1965) notes, the feminist movement which culminated in the 1920s served to give women the choice between marriage and a career, whereas the new feminism has supported the additional option of marriage and a career--in other words, the double-track career pattern posited by Super. Bardwick (1971) records her impression that this goal is being increasingly sought by the more academically able and achievement-motivated college women:

Some of the young women whom I see as seniors going on to graduate school seem to represent a new intermediate type of student. . . . In other words, the problem of combining marriages and careers is not seen by them as a conflict in aspects of the personality . . . just a problem in babysitters, cleaning help, and so on. Perhaps, in a microcosm, I am beginning to see a new feminine pattern emerging in which interpersonal success and traditional behaviors remain important while the achievement success becomes equally important. (p. 187)

The double-track career pattern is a difficult one to follow, frequently due to factors beyond the control of an individual woman. However, if women as a group increasingly choose this career goal, institutions will develop to facilitate it. The desirability of establishing day-care programs, and the degree to which this should be a function of governmental agencies, has, after all, become the subject of a national debate, and the resolution of the debate will depend, at least in part, on the desires of current college women. In addition, the possibilities for educated women to find part-time work are increasing (Wall Street Journal 1972, Newsweek 1971); again, the degree to which part-time positions become available will in part depend on the advocacy of women who want such positions. It is probably true, at
least for the near future, that because of the difficulties involved
(not the least of which is defying the stereotype of the "good mother"),
relatively few women will choose the double-track career pattern in a
strict occupational sense. There are, however, interests and activities, such as volunteer work and community action, which a woman can
pursue seriously in a double-track pattern.

The Interrupted Career Pattern

Evidence on the changing motivations of women and on women's par-
ticipation in the labor force indicates that the interrupted career pat-
tern is a common one. Bardwick (1971, Chapter 11) summarizes the liter-
ature on the changing motivations of women college graduates, the major
and repeated finding being that approximately fifteen years after col-
lege women are looking for an alternative role to motherhood.

The Women's Bureau (US Department of Labor 1962) found that women
who had left college fifteen years previously were dissatisfied with the
traditional role and eager to resume their careers. Friedan (1963)
reports similar dissatisfaction in women fifteen years after college.
Baruch (1966) found that among college-educated women, though not among
the non-college-educated, projectively measured need to achieve
decreased for five to ten years after college, increased around fifteen
years after college, and was stable and high twenty-five years after
college. And statistics from the Women's Bureau have consistently
reported two age peaks for participation by women in the labor force:
the early twenties, and the years between forty and fifty-five. It is
obvious that these later years of increasing achievement motivation and
greater participation in the labor force are years of decreasing
responsibilities of child care, and the approach of the "empty nest" (Komarovsky 1966).

There are two life stages which women experience by virtue of their role as childbearer and primary parent: the "empty nest" and the years of homemaking noted by Super. Indirectly, Super indicates that he is aware of the "empty nest" and the task women face in adjusting to it. In the context of discussing the adjustment to retirement the average man must face, he states:

His wife, on the other hand, still has a job. The home is still there to be taken care of, dusting and straightening up must be done, [etc.]. . . . She has already adjusted to a reduction of roles, for the children left home when she was in her forties. (1957, p. 159)

While the wife may still have a job, it is clearly at most a part-time one, since it consists of what was left over from all the tasks she performed when the children were still at home. Today's college woman is not likely to be satisfied with this part-time job for twenty-five years of her life.

Relevance of "Life-span Counseling" for Young Women

The fact of the "empty nest" and concomitant rolelessness for "retired" mothers (Bart 1970, Henry 1966) make young women an important target population for "life-span counseling." This is particularly so for college women, in view of the evidence on changing motivations among older female college graduates (e.g., Baruch 1966).

Super (1957) and Mueller (1966) both remark that the preoccupation of adolescents with immediate goals limits their receptiveness to "life-span counseling." Because of this and because of the length of
time between the college years and the arrival of the "empty nest," one might question the utility of attempting "life-span counseling" with college women. Perhaps society's efforts would be better directed to increasing options for older women. However, a woman is free enough of family responsibilities to work, especially on a part-time basis, long before she is free enough to leave home for even a brief retraining program. Even a dramatic increase in the number of such programs is not likely to put one within commuting distance of very many women. [Both Rossi (1965) and Komarovsky (1966) note that suburban housing patterns make educational and employment opportunities inaccessible to many, if not most, women.]

An exclusive emphasis on retraining programs also assumes the continued prevalence of the interrupted career pattern for women. Early orientation to the life span would enable women to evaluate the potential choice of a double-track career pattern. Rossi (1965) notes that full-time motherhood as a woman's sole job is a relatively recent phenomenon, which has led to a preoccupation with children and youth she considers detrimental to both mothers and children:

... Full-time motherhood is neither sufficiently absorbing to the mother nor beneficial to the child to justify a contemporary woman's devoting fifteen or more years to it as her exclusive occupation. Sooner or later—and I think it should be sooner—women have to face the question of who they are besides their children's mother. (p. 115)

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1Rossi's 1965 paper has been very influential on the present writer, and the reader is referred to it and the references cited therein for a fuller treatment of these issues.
In college, women can begin to face this question by coming to view
motherhood as only one life stage, a stage of variable length and
exclusivity, and by taking a less episodic view of their educational
or work experience between college and motherhood. College women can
also begin to consider the timing of their first child, the number of
children they want, as well as the kind of marriage, life style, and
field of study which will maximize the alternatives available to them
in middle age. Finally, it is during the college years that women, as
well as men, are exposed to training opportunities for a wide variety
of careers. Women students can be encouraged, through orientation to
the entire life span, to explore these opportunities more thoroughly
than they currently do (e.g., Astin and Bisconti 1972).

Perhaps paradoxically, the rolelessness of the "empty nest,"
which necessitates long-range future orientation for college women,
also operates as one obstacle to such orientation. As feminist writ-
ers have remarked, sometimes stridently, the woman over forty, in our
culture, is an "unperson." Not only is she not a mother, she is
socially much older than a man of the same age, "obsolete" to the
point that she is nearly invisible in the mass media. (See Sontag
1972, Bell 1970, Moss 1970, Rossi 1965) In addition, the socializa-
tion of women for the feminine sex role emphasizes the fairly short-
range goals of marriage and motherhood, which typically occur in a
woman's early twenties. Beyond that age, women are socialized to
expect that their significant decisions will be made by the men they
marry, and that the pattern of their lives will be determined by their
husbands' occupations and socio-economic class. To ask young women to plan for their middle years is to ask them, first, to anticipate an unpleasant rolelessness, and second, to plan actively for a life stage which they have previously been taught to view as outside their control.

**Future Time Perspective**

Both Rossi (1965) and Komarovsky (1966) note that middle-class women, as a result of socialization for the feminine sex role, have a shorter, more constricted future time perspective than middle-class men, which both authors view as one factor preventing college women from anticipating and planning for the "empty nest."

The concept of time perspective was first explicitly formulated in the "psychological field" and "life space" theories of Lewin (1951) and Frank (1939). Lewin defined time perspective as "... the totality of the individual's views of his psychological future and his psychological past existing at a given time" (1951, p. 75). In Lewin's theory, time perspective is "one of the dimensions of the life space existing at a given time" (1951, p. 27), an aspect of the total psychological field which determines behavior.

Wallace (1956) defined two dimensions of time perspective: extension (the length of time conceptualized) and coherence (the degree to which conceptions of the future are organized). Kastenbaum (1964)

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2Bem and Bem (1970) note that the activities of most adult middle-class women could have been accurately predicted at their birth, since these activities are almost solely determined by a woman's social class and biological gender.
added the dimensions of **density** (the "stuffings" of time conceptualized, or the number of events conceptualized) and **directionality** (the relatedness and momentum of perceived progress through the three time zones of past, present, and future).

Future extension and density have been the most studied aspects of time perspective, perhaps because our society is oriented to at least the short-term future (DeLo 1965). Also, the dimensions of extension and density are relatively easy to operationalize; indeed, a confusing variety of techniques has been used to operationalize both of these dimensions of future time perspective (see Wulff 1969, pp. 58-59). This diversity of measures has made comparison of results extremely difficult, and the choice of a measuring instrument or technique important. A number of researchers have resolved this problem by including two or more measures, a procedure which rarely produces the same results for all the measures used, although results have not frequently been contradictory.

In the present research one technique, the Future Events Test (FET), was used to measure future time perspective. The FET (see Appendix C) asks a subject to list events he expects to occur in the future, and then to state the age at which he expects each event to occur. The FET can be scored for density (the number of events listed) and extension (typically operationalized as the average--mean or median --number of years between the subject's present age and the future ages at which he expects these events to occur).

Wallace (1956) was the first to use the dating of personal future events as a measure of time perspective. He asked subjects to
list ten future events and the age they might be when each occurred, thus generating a future extension score. Since that time, either the original form or some variation of the FET has been used by a number of authors to measure future extension, density, or both (Sacon 1970; Weimer 1969; Klineberg 1968, 1967; Lessing 1968; Smart 1968; Sattler 1964; Kastenbaum 1963, 1961; Siegman 1962, 1961; Teahan 1958).

Lessing (1968) reported test-retest reliability coefficients of .59 and .55 for the FET, and odd-even correlations of .94 and .89; Sacon (1970) reported test-retest reliability coefficients of .49 for density scores and .56 for extension scores. While test-retest reliabilities are low, they are somewhat better than those found with other measures (Wulff 1969). The FET was selected as the measure of future time perspective in the present study because it has been frequently used, thus enabling at least a fair degree of comparability of results with other research. Also, as Wulff (1969) points out, its lack of structure gives it "... the obvious advantage of relating directly and specifically to the temporal expectations of each subject" (p. 40).

The Future Time Perspective of Women

What research there is on sex differences in future time perspective indicates that socialization for the feminine sex role does involve a shorter future time perspective.

Branigan and Tolor (1971) administered the Future Events Test (see Appendix C) and the Rotter I-E Scale to undergraduates of both sexes. Females, as predicted, had more constricted future time perspective and were more externally oriented than males. Mönks (1968)
asked 3,075 adolescents in Holland to write essays on the topic "From Now to 2000 A.D." He randomly selected 1,424 essays for content analysis on nine categories. For both sexes, "school and vocation" ranked first as thematic focal points. Males wrote an average of nine statements and females five, and similar sex differences were found in all aspects of future time perspective. Lessing (1968) found that fifth, eighth, and eleventh grade boys scored higher than same-aged girls in future time perspective, using the Future Events test, and that these scores were correlated with IQ. Brim and Forer (1956) simply asked subjects how far in the future they had planned their lives, and found a significantly shorter length of planning among females.

Sacon (1970), in investigating the relationship between future time perspective (as measured by the Future Events Test) and role variability (degree of consistency of self-reported behaviors in different situations), found women to have significantly shorter future extension (length of future conceptualized) and significantly less density (number of events) than males. In addition, he found a significant interaction effect between role variability and sex on future time perspective, with role consistent females having greater extension scores than role variable females, the opposite being true of males.

It should be noted that, with the exception of the study by Branigan and Tolor (1971), sex differences in future time perspective have been "accidental" results, discovered in the process of analyzing data. There is actually no body of literature specifically on sex
differences in future time perspective. What data there are, however, support the contention that the future time perspective of women is more constricted than that of men.

Rossi (1965) and Komarovsky (1966) both attribute the lack of long-range planning on the part of college women to their shorter future time perspective. While no research exists to suggest that future time perspective is in fact related to effective planning for the future, this is widely assumed in the literature *vide* Sacon 1970. It is clear that an individual cannot plan for a future which is not a part of the present "psychological field." Moreover, the kinds of variables found to be positively correlated with future time perspective (e.g., preference for delayed rewards, need for achievement, actual achievement, absence of delinquent behavior) are likely to be related to planning concerns and behaviors.

It would appear, then, that enhanced future time perspective for college women should facilitate their receptivity to a program of life-span counseling.

**Increasing Future Time Perspective**

Lewin (1951) remarks on the importance of expanding an individual's time perspective, particularly throughout childhood and adolescence, but also notes the lack of experimental evidence that could

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3Most of the research in this area has concentrated on the relationship of future time perspective to such variables as social class (LeShan 1952); impulse control and delinquency (Stein, Sarbin, and Kulik 1968; David, Kidder, and Reich 1962; Barndt and Johnson 1955); psychopathology (Shybut 1968; Dilling and Rabin 1967; Wallace 1956); need for achievement (Barabasz 1968); and actual achievement (Teahan 1958).
suggest means of accomplishing this expansion other than through normal
development. Indeed, most researchers have viewed future time perspec-
tive as a dispositional variable determined by an individual's develop-
mental history. However, two studies have reported an increase in
future time perspective on the basis of relatively short-term experi-
ences. Kastenbaum (1967) found that the length of future time perspec-
tive (but not of past perspective) of student nurses increased as a
result of six weeks experience with geriatric patients. Matulef,
Warman, and Brock (1964), using a sample of college students, found
that brief vocational counseling increased temporal orientation (the
preference for temporal versus non-temporal words) and future time per-
spective (longer action-spans in story-completions to incomplete sen-
tence stems). The results in these two studies indicate that the presen-
tation of information about the future, through modeling or counsel-
ing, can increase future time perspective.

The present study was designed to explore the effect of three
types of information about the "empty nest" on the future time perspec-
tive of college women:

(1) **Written information.** Direct, written information on the
phenomenon of the "empty nest" is the simplest, perhaps most obvious,
type of information to provide. However, it is also the least likely
to have a significant impact, since most college women are probably
already aware of the existence of the "empty nest," at least as a demo-
graphic or sociological fact.
(2) **Videotaped models.** Modeling has been repeatedly demonstrated to be a powerful source of information (Krumboltz and Thoreson 1964, Bandura and Walters 1963, Walters et al. 1963, Bandura et al. (1962). Bardwick (1971), Komarovsky (1966), and Rossi (1965) all note the lack of a variety of models in our culture for young women. This lack of variety, they feel, is one reason young women choose full-time motherhood as their lifework, as there are many individual and media models for this. Both Bardwick and Komarovsky do mention their impressions that an increasing number of college women are viewing their mothers' lives as models of failure to prepare for the "empty nest." Yet, young women who are, in a variety of ways, combining motherhood and other activities to prepare for the "empty nest" are not available as models. In the present study, such models were presented by means of a videotaped discussion among women who have young children, and engage in a variety of additional activities. Young mothers were chosen as models because college women were considered more likely to respond to them as models for their own futures than they would to women over forty (see Mueller 1966).

(3) **Live presentation by a counselor.** It was felt that the most forceful type of information about the "empty nest" would be a live talk by a female counselor who would function as an expert on college women and their failure to consider the long-range future in choosing their vocation and ideal roles. This particular counselor, being a widow with grown children, could also function to some extent as a model. She shared her experiences, both personal and professional,
and in effect challenged the subjects to re-examine the assumptions underlying their plans.

**Summary**

It was hypothesized that college women constitute an important target population for life-span counseling, but do not perceive the need for such counseling, due in part to a relatively constricted future time perspective. This study was designed to assess the effects of three types of information on the future time perspective of college women, and on their seeking such counseling.

**Specific Hypotheses**

It was hypothesized that the future time perspective of college women would be increased by the presentation of information about the "empty nest" and that there would be a concomitant increase in the use of counseling resources.

The kinds of information presented were:

1. counselor's talk (Treatment 1);
2. videotape modeling (Treatment 2);
3. written information (Treatment 3);
4. no information (Treatment 4).

The specific hypotheses generated were:

1. The means of the future time perspective scores of extension, density, and "empty nest awareness," measured immediately following the presentation of information, should increase sequentially, with Treatment 4 scores lower than Treatment 3 scores,
Treatment 3 scores lower than Treatment 2 scores, and Treatment 2 scores lower than Treatment 1 scores.

II. Similarly, the number of subjects using counseling service resources should increase sequentially between Treatment 4 and Treatment 1.

III. The means of the future time perspective scores of extension, density, and "empty nest awareness," measured two weeks after the presentation of information, should also increase sequentially between Treatment 4 and Treatment 1.

IV. Subjects who used counseling service resources in the two weeks between the experimental session and the second FET should have greater future time perspective scores than those who did not.
III. PROCEDURE

Subjects

Subjects were eighty-one single female college juniors between the ages of nineteen and twenty-one. Subjects were paid for their participation. Single junior women enrolled at West Virginia University in the spring semester of 1973 were phoned in random order, until ninety women had agreed to serve as subjects. Of these ninety, nine failed to attend their scheduled testing session; four more failed to complete the retest, leaving a total of seventy-seven experimental subjects for the final data analysis.

In the course of the phone calls, thirteen women were reached who decided not to participate in the study. These women were asked if they would complete and return a brief questionnaire to be mailed to them. All thirteen agreed; eleven of them returned the forms. These eleven women comprised the comparison group for the subject variable questionnaires.

Subject Variables

In the contact phone call, the research was described as "a study of the future plans and goals of college women, sponsored by the University Counseling Service." This description provided the following cues as to the nature of the experiment:
(1) the subject matter was **future plans**;
(2) the target group was **women**;
(3) the study was being conducted by a **counseling agency**;
(4) implicitly, that the study was in some sense about **careers**.

It is possible that women who agreed to participate differed from non-participants in respect to temporal orientation, future time perspective, receptiveness to counseling, involvement in feminist groups, or relative career orientation. To investigate these possibilities, two questionnaires were mailed to the comparison group and administered to all experimental subjects at the beginning of the testing session.

Subject Variable Questionnaires

1. A Data Sheet (Appendix A), written for the present study, was designed to assess, through self-reported behaviors, a woman's receptiveness to counseling and her interest in feminism (Questions 1 through 4), as well as her relative career orientation (Question 5). Question 5 was adapted from the procedure used by Davis and Olesen (1965) to assess the "professionalizing effect" of college on women students; those authors reported an overwhelming endorsement of the traditional goal of "devotion to home and family." In the present research, the data sheet was scored for history of counseling (an affirmative answer to Question 1), interest in feminism (an affirmative answer to either Question 3 or Question 4), and relative career commitment (the quality rated most important in response to Question 5).
(2) The Important Years Question (IYQ) (Appendix B) is a written version of an oral questioning procedure used by Kastenbaum (1967) and Kastenbaum and Durkee (1964a, 1964b) to assess general temporal orientation and extension, both past and future. This questionnaire asks the subject to list three "important years" from her entire life span, and to state why each was, is, or will be important. Because the IYQ is so directly referent to a subject's own life span and asks for a very limited number of personal events, it is assumed to be less affected by situational stimuli than the unstructured "events tests" (see Wulff 1969); results obtained with the IYQ are consistent with those obtained using other measures of time perspective (Kastenbaum and Durkee 1964a).

In the present research, the IYQ was scored for future extension (the oldest age mentioned minus the subject's present age) and for non-traditionality of the final event mentioned. A "non-traditional" final event was defined as one which was rated by two out of three judges as "referring to events, other than, or later than, child-bearing and raising."

Similarity of Experimental Subjects and Comparison Group

Chi-squares were computed on the observed frequencies of history of counseling, interest in feminism, career commitment, and non-traditional final events, in the experimental sample and the comparison group (see Tables 1 and 2). The experimental sample was not significantly different from the comparison group on any of these variables. The difference between the means of the IYQ future extension scores of
the two groups were analyzed by a t-test. Again, there was no significant difference between the groups (see Table 3).

### Table 1

**Observed Frequencies of History of Counseling, Interest in Feminism, and Career Commitment in Experimental Sample and Comparison Group**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>History of Counseling</th>
<th>Interest in Feminism</th>
<th>Career Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>yes</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Comparison Ss</td>
<td>11</td>
<td>2</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Experimental Ss</td>
<td>81</td>
<td>18</td>
<td>63</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>20(^a)</td>
<td>72</td>
<td>10</td>
</tr>
</tbody>
</table>

\[\chi^2 = .10\]

\[\chi^2 = .003\]

\[\chi^2 = .63\]

\(^a\) Vocational counseling: 7

Personal/social counseling: 11

Both: 2

\(^b\) Devotion to home and family: 60

Other: 6

### Table 2

**Observed Frequency of Non-Traditional Final Event on the IYQ in Experimental Sample and Comparison Group**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Non-traditional Event</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>yes</td>
</tr>
<tr>
<td>Comparison Ss</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Experimental Ss</td>
<td>81</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>39</td>
</tr>
</tbody>
</table>

\[\chi^2 = .35\]
TABLE 3
T-TEST BETWEEN MEANS OF IYQ FUTURE EXTENSION
SCORES OF EXPERIMENTAL SAMPLE
AND COMPARISON GROUP

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison Ss</td>
<td>11</td>
<td>10.64</td>
<td>7.58</td>
<td>.004</td>
</tr>
<tr>
<td>Experimental Ss</td>
<td>81</td>
<td>12.26</td>
<td>13.86</td>
<td></td>
</tr>
</tbody>
</table>

These comparisons between the experimental subjects and the comparison group provide no basis for suspecting that the experimental sample was unrepresentative of the population of all single junior women on the subject variables considered relevant to the present study.

Design

The general design of this study was a posttest-retest design. There were three sets of independent variables, administered in a 4x2x2 factorial design as illustrated in Figure 1.

Fig. 1.—General design comparing effects of treatments, type of future plans question, and immediate posttesting, on future time perspective as measured two weeks after treatments.
Independent Variables

Future Plans Question

The Future Plans Question was included so the subjects would feel they were asked to do what they had volunteered to do: describe their future plans. If this had not been done, whatever needs subjects had in volunteering (for revealingness or for "counseling" through experimental feedback) could have been unsatisfied, perhaps confounding the information-seeking variable.

There are two forms of the Future Plans Question, one which asked for subjects' "plans and goals for the future" (Appendix K) and one which asked for "plans and goals for the two years after college" (Appendix L). It was expected that the "short-range" version would not have the effect of increasing either future time perspective or information seeking. The "long-range" version might have had such effects. Half the subjects in each treatment received the "long-range" version and half the "short-range" version.

Posttests

The aim of the present research was to assess the effects of the experimental treatment conditions on subjects' future time perspective. In view of criticisms (Lessing 1968, Heimberg 1963) of the Future Events Test on the grounds of its high susceptibility to temporary situational stimuli, future time perspective was assessed both immediately following the treatments and after a period of two weeks, to see if any increase due to experimental treatment conditions was maintained. Because of the possibility of test "rehearsal" leading to an
unwarranted conclusion of treatment effectiveness over time, half the subjects received the Future Events Test immediately and half did not.

Treatments

There were four treatments, summarized as follows: $T_1 =$ presentation of the counselor's talk ($N = 18$); $T_2 =$ presentation of the videotaped discussion ($N = 23$); $T_3 =$ presentation of the written paragraph ($N = 18$); $T_4 =$ control ($N = 18$). $^1$ Subjects in $T_1$, $T_2$, and $T_3$ were asked to evaluate the information presented in terms of their own lives, in order to involve them more actively in the information presented. The administration of each of these treatments is described in the subsection below.

Experimental Groups and Procedures

All of the experimental sessions were held at the Student Counseling Service, in groups ranging in size from eight to eighteen subjects. The group of eighteen subjects comprised the total sample for Treatment 1. Subjects in each of the other three treatment conditions met in two groups. The assignment of subjects to treatment conditions was made in rotating order during the initial phone calls, insofar as scheduling permitted. The assignment of subjects to the other independent variable conditions was made by alternating the four kinds of questionnaire booklets in the piles of booklets to be handed out to each main treatment group.

$^1$There were twenty subjects in both $T_3$ and $T_4$ at the experimental session; two subjects from each of these treatments failed to complete and return the second Future Events Test.
Treatment 1 (Counselor's Talk)

The subject variable questionnaires (Appendixes A and B) were administered at the beginning of the experimental session, with the following oral instructions:

We want to know something about the interests and attitudes of students who volunteered versus those who did not. We are also mailing these questionnaires to those women who decided not to participate in the study.

The forms were then collected before the session proceeded.

After administration of the subject variable questionnaires, the experimenter introduced the counselor as follows:

As you know, we are trying to learn more about your plans for the future in order to make our counseling with women students more responsive to their needs.

This is Mrs. Stuart, a counselor on our staff, and she is going to talk to you briefly about the reasons for this research. When she is done, you will be asked some questions about your reactions to what she says.

After Mrs. Stuart spoke (see Appendix E), the experimenter handed out booklets containing, in order: the Counselor's Talk Response Form (Appendix H); one of the two types of Future Plans Question (Appendixes K and L); and, for half the subjects, the Future Events Test (Appendix C). When the subjects had finished filling these out, the experimenter distributed the Information Opportunities Sheet (Appendix M), while saying:

Thank you for your participation in this project. Perhaps it has raised some new questions about the future --perhaps you had some already. In any case, we would like you to know about resources available to you at the Counseling Service.
Treatment 2 (Videotaped Discussion)

After administration of the subject variable questionnaires, subjects were told:

As you know, we are trying to learn more about your plans for the future in order to make our counseling with women students more responsive to their needs. We are going to show you a videotaped discussion among participants in a continuing education workshop. After the tape, you will be asked some questions about the group in terms of your own future goals.

The videotape (see Appendix F) was then shown, after which the experimenter handed out booklets containing, in order: the Videotape Response Form (Appendix I); one of the two types of Future Plans Question (Appendixes K and L; and, for half, the Future Events Test (Appendix C). When the subjects had finished filling these out, the experimenter distributed the Information Opportunities Sheet (Appendix M) according to the standard procedure.

Treatment 3 (Written Information)

After administration of the subject variable questionnaires, subjects were told:

As you know, we are trying to learn more about your plans for the future in order to make our counseling with women more responsive to their needs. The booklets I am handing out contain a paragraph on the life span of women; please read it carefully as you will be asked to respond to it in terms of your own experiences.

The experimenter then distributed booklets containing, in order: the written information on the "empty nest" (Appendix G); one of the two types of Future Plans Question (Appendixes K and L); and, for half, the Future Events Test (Appendix C). When the subjects had finished filling
these out, the experimenter distributed the Information Opportunities Sheet (Appendix M) according to the standard procedure.

Treatment 4 (Control)

After administration of the subject variable questionnaires, the subjects were told:

As you know, we are trying to learn more about your plans for the future in order to make our counseling with women more responsive to their needs.

The experimenter then handed out booklets containing, in order: one of the two types of Future Plans Question (Appendix K and L); and, for half, the Future Events Test (Appendix C). When the subjects had finished filling them out, the experimenter distributed the Information Opportunities Sheet (Appendix M) according to the standard procedure.

Follow-up Posttest

Twelve days after each experimental session, Future Events Tests were mailed to those subjects with instructions to complete and return the forms to the experimenter. Subjects were paid when they brought these forms in. At that time, the experimenter explained the purpose of the research to the subjects, and asked for their reactions and questions.

Dependent Variables

The dependent variables in this study were future time perspective, as measured by the Future Events Test (FET), and information seeking, as indicated by the use of the counseling service resources presented in the Information Opportunities Sheet (Appendix M).
The Future Events Test

The FET (Appendix C) asks a subject to list as many significant personal events as she can which she expects to occur in the future and then to indicate how old she expects to be when each occurs.

In the present study the FET was scored for extension, density, and "empty nest awareness."

(1) Extension. The FET extension score is the difference between subject's age and the mean of the ages she lists at which she expects events to occur.

(2) Density. The FET density score is the number of events she lists.

(3) "Empty Nest Awareness." This score was generated specifically for the present research. Pilot FET data gathered from two psychology classes in the fall semester of 1972 contained a number of references by female subjects either to the "empty nest" stage itself or to preparing for it. These references were more numerous in the FET protocols of subjects who had read a vocational case history emphasizing changing motivations through the life span (as opposed to no introductory reading). The "empty nest awareness" score is the ratio (expressed as a percentage) of such events to the total number of events generated. Three judges scored the protocols for "empty nest awareness" according to instructions (Appendix D) written by the experimenter; the final assigned score was the mean of the three judges' scores. Interjudge reliabilities for "empty nest awareness" scores ranged from .55 to .83.
IV. RESULTS

Statistical Analyses of Data

The hypotheses of the study and the results of the statistical analyses to test these hypotheses are presented below. An analysis of variance, weighted for unequal cell frequencies, was computed on each of the six scores generated by the two administrations of the FET. Unequal cell frequencies were unavoidable due to scheduling difficulties, as well as the failure of some subjects either to attend the experimental session or to return the follow-up FET.

Hypothesis I stated that the means of the future time perspective scores of extension, density, and "empty nest awareness," measured immediately following the presentation of information, would increase sequentially, with $T_4 < T_3 < T_2 < T_1$. Results of the statistical analyses to test this hypothesis are presented in Tables 4,

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Treatments</td>
<td>3</td>
<td>67.935</td>
<td>22.645</td>
<td>2.005</td>
</tr>
<tr>
<td>B. Future Plans Question</td>
<td>1</td>
<td>1.761</td>
<td>1.761</td>
<td>0.156</td>
</tr>
<tr>
<td>A x B</td>
<td>3</td>
<td>42.929</td>
<td>14.310</td>
<td>1.267</td>
</tr>
<tr>
<td>Error</td>
<td>34</td>
<td>384.054</td>
<td>11.296</td>
<td></td>
</tr>
</tbody>
</table>
5, and 6. [See Appendix N (Tables A-1, A-2, and A-3) for the means and standard deviations of extension, density, and "empty nest awareness" scores on the first FET.]

TABLE 5
ANALYSIS OF VARIANCE OF DENSITY SCORES ON THE IMMEDIATE POSTTEST FET

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Treatments</td>
<td>3</td>
<td>16.259</td>
<td>6.086</td>
<td>1.387</td>
</tr>
<tr>
<td>B. Future Plans Question</td>
<td>1</td>
<td>1.524</td>
<td>1.524</td>
<td>0.347</td>
</tr>
<tr>
<td>A x B</td>
<td>3</td>
<td>29.459</td>
<td>9.820</td>
<td>2.237</td>
</tr>
<tr>
<td>Error</td>
<td>34</td>
<td>149.233</td>
<td>4.389</td>
<td></td>
</tr>
</tbody>
</table>

TABLE 6
ANALYSIS OF VARIANCE OF "EMPTY NEST AWARENESS" SCORES ON THE IMMEDIATE POSTTEST FET

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Treatments</td>
<td>3</td>
<td>1012.545</td>
<td>337.515</td>
<td>2.525^a</td>
</tr>
<tr>
<td>B. Future Plans Question</td>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>A x B</td>
<td>3</td>
<td>24.517</td>
<td>8.172</td>
<td>0.061</td>
</tr>
<tr>
<td>Error</td>
<td>34</td>
<td>4545.386</td>
<td>133.688</td>
<td></td>
</tr>
</tbody>
</table>

Since none of the F-ratios attained statistical significance, the data did not support Hypothesis I.
Hypothesis II stated that the number of subjects using counseling resources would increase similarly with \( T_4 < T_3 < T_2 < T_1 \). Since only one subject used a counseling resource presented in the handout, this hypothesis was rejected.

Hypothesis III stated that the means of the three future time perspective scores, measured two weeks after the experimental session, would increase sequentially, with \( T_4 < T_3 < T_2 < T_1 \). The results of the analysis of variance of the delayed FET are presented in Tables 7, 8, and 9. [See Appendix N (Tables A-4, A-5, and A-6) for means and standard deviations of extension, density, and "empty nest awareness" scores on the second FET.]

TABLE 7

ANALYSIS OF VARIANCE OF EXTENSION SCORES
ON THE FET AFTER TWO WEEKS

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Treatments</td>
<td>3</td>
<td>21.099</td>
<td>7.033</td>
<td>0.411</td>
</tr>
<tr>
<td>B. Future Plans Question</td>
<td>1</td>
<td>13.606</td>
<td>13.606</td>
<td>0.795</td>
</tr>
<tr>
<td>C. Pretest</td>
<td>1</td>
<td>2.644</td>
<td>2.644</td>
<td>0.154</td>
</tr>
<tr>
<td>A x B</td>
<td>3</td>
<td>58.547</td>
<td>19.516</td>
<td>1.145</td>
</tr>
<tr>
<td>A x C</td>
<td>3</td>
<td>79.744</td>
<td>26.582</td>
<td>1.553</td>
</tr>
<tr>
<td>B x C</td>
<td>1</td>
<td>8.290</td>
<td>8.290</td>
<td>0.484</td>
</tr>
<tr>
<td>A x B x C</td>
<td>3</td>
<td>39.461</td>
<td>13.154</td>
<td>0.768</td>
</tr>
<tr>
<td>Error</td>
<td>61</td>
<td>1044.223</td>
<td>17.118</td>
<td></td>
</tr>
</tbody>
</table>
### Table 8

**ANALYSIS OF VARIANCE OF DENSITY SCORES ON THE FET AFTER TWO WEEKS**

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Treatments</td>
<td>3</td>
<td>18.094</td>
<td>6.031</td>
<td>0.808</td>
</tr>
<tr>
<td>B. Future Plans Question</td>
<td>1</td>
<td>0.933</td>
<td>0.933</td>
<td>0.125</td>
</tr>
<tr>
<td>C. Pretest</td>
<td>1</td>
<td>22.436</td>
<td>22.436</td>
<td>3.006(^a)</td>
</tr>
<tr>
<td>A x B</td>
<td>3</td>
<td>79.262</td>
<td>26.421</td>
<td>3.540(^b)</td>
</tr>
<tr>
<td>A x C</td>
<td>3</td>
<td>19.772</td>
<td>6.591</td>
<td>0.883</td>
</tr>
<tr>
<td>B x C</td>
<td>1</td>
<td>0.003</td>
<td>0.003</td>
<td>0.0</td>
</tr>
<tr>
<td>A x B x C</td>
<td>3</td>
<td>12.365</td>
<td>4.122</td>
<td>0.552</td>
</tr>
<tr>
<td>Error</td>
<td>61</td>
<td>455.267</td>
<td>7.463</td>
<td></td>
</tr>
</tbody>
</table>

\(^a\) \(p < .10\)  
\(^b\) \(p < .02\)

### Table 9

**ANALYSIS OF VARIANCE OF "EMPTY NEST AWARENESS" SCORES ON THE FET AFTER TWO WEEKS**

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Treatments</td>
<td>3</td>
<td>20.823</td>
<td>6.941</td>
<td>0.071</td>
</tr>
<tr>
<td>B. Future Plans Question</td>
<td>1</td>
<td>17.565</td>
<td>17.565</td>
<td>0.178</td>
</tr>
<tr>
<td>C. Pretest</td>
<td>1</td>
<td>147.659</td>
<td>147.659</td>
<td>1.501</td>
</tr>
<tr>
<td>A x B</td>
<td>3</td>
<td>656.593</td>
<td>218.864</td>
<td>2.224(^a)</td>
</tr>
<tr>
<td>A x C</td>
<td>3</td>
<td>105.798</td>
<td>35.266</td>
<td>0.358</td>
</tr>
<tr>
<td>B x C</td>
<td>1</td>
<td>200.591</td>
<td>200.591</td>
<td>2.039</td>
</tr>
<tr>
<td>A x B x C</td>
<td>3</td>
<td>415.364</td>
<td>138.455</td>
<td>1.407</td>
</tr>
<tr>
<td>Error</td>
<td>61</td>
<td>6002.060</td>
<td>98.394</td>
<td></td>
</tr>
</tbody>
</table>

\(^a\) \(p < .10\)

Since the interaction between treatments and type of Future Plans Question had a significant effect on density scores measured after two weeks (see Table 8), a simple effects test (Winer 1971, Kirk 1968) was computed on this interaction. The results of this
statistical analysis are presented in Table 10, and the profiles of the cell means in Figure 2.

**TABLE 10**

SIMPLE EFFECTS TEST ON TREATMENTS AT EACH LEVEL OF FUTURE PLANS QUESTION FOR FET DENSITY SCORES AFTER TWO WEEKS

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatments at B₁ (short-range question)</td>
<td>3</td>
<td>93.397</td>
<td>31.132</td>
<td>4.17</td>
</tr>
<tr>
<td>Treatments at B₂ (long-range question)</td>
<td>3</td>
<td>22.139</td>
<td>7.380</td>
<td>0.99</td>
</tr>
<tr>
<td>Error</td>
<td>61</td>
<td>455.267</td>
<td>7.463</td>
<td>0.001</td>
</tr>
</tbody>
</table>

*ap < .01

Fig. 2.—Profiles of treatment means for the two types of Future Plans Question.
A Newman-Keuls test on the treatment means for the Short-range Future Plans Question yielded one significant difference, that between Treatment 1 and Treatment 2. The difference between these two groups was in the predicted direction, but in view of the failure to find any other significant difference, the meaningfulness of this result is doubtful. Therefore, it was concluded that the data did not support Hypothesis III.

Hypothesis IV, which predicted greater differences in future time perspective scores for subjects who used counseling service resources in the two weeks before the second FET than for subjects who did not, could not be tested due to the fact that only one subject used a counseling resource.

Post Hoc Analyses of Data

The original interest of the writer was to investigate the effect of videotape modeling on the future time perspective of college women. The writer's initial working hypothesis was that the FET scores of extension, density, and "empty nest awareness" of subjects exposed to a brief modeling experience would be greater than the same scores of subjects who received no experimental treatment. Since this had been the original focus, t-tests were computed on the immediate posttest scores of subjects in Treatments 2 and 4. Subjects in Treatment 2 had greater extension and "empty nest awareness" scores than subjects in Treatment 4 \( [t = 1.86, p < .05 \text{ (one-tailed)}] \); similar differences occurred between Treatment 2 and Treatment 3 on these variables \( [t = 1.87, p < .05 \text{ (one-tailed)}] \). There were no significant differences
in density scores between any treatment groups. Though the ranking of the means for extension scores remained the same for the FET administered two weeks later, these differences were not statistically significant.  

3In comparing the extension and density scores of the present subjects with the female subjects in Sacon's 1970 study, the second FET (N = 77) was rescored by his coding procedure for extreme extension into the future. Statistical analysis yielded a t = 2.06 [p < .025 (one-tailed)] between the means of Treatment 2 and Treatment 4 for these extension scores on the second FET.
V. DISCUSSION

A major function of any study is to aid in the design of future research. Studies in which the data fail to substantiate the main hypotheses generate two questions: (1) Do the data seem to warrant further investigation of the hypotheses? and (2) If so, how might such a further investigation proceed?

Implications of Results for the Specific Hypotheses

Hypothesis I: The Effect of Treatments on Future Time Perspective

Post hoc analyses of the data from the immediate administration of the FET indicated that the presentation of videotape modeling apparently did lead to some increase in future time perspective, whereas the other two types of information used in this study did not. It had been expected that the written information on the "empty nest" would have a minimal effect, if any. However, the counselor's talk had been included with the expectation that it would have a high impact on both future time perspective and the use of counseling service resources. It is the writer's impression that subjects in fact responded somewhat negatively to the counselor's talk. They seemed to feel they were being "talked down" to and that they were being stereotyped as unquestioning and traditionally feminine in their goals. This stereotype
was not in accord with their own evaluations of themselves. By contrast, a frequent response to the videotape was that the participants emphasized a woman's need to decide for herself what life pattern to pursue. Subjects' reactions to this emphasis were quite positive, as verbalized in the final debriefing session. Another frequent and spontaneous comment about the videotape was that there was no opportunity to question the women on the details of their lives and how they handled the integration of their several roles. In view of the subjects' interest in the videotape and the indication that this treatment condition tended to increase future time perspective, further investigation of videotape modeling and future time perspective appears warranted.

It should be noted that, while Treatment 2 alone appears to have had any impact on future extension scores, the over-all treatment effect on "empty nest awareness" scores approached the .05 level of probability, and that the videotape and counselor's talk were equally effective in tending to increase "empty nest awareness." It is to be noted also that there were no differences between treatments for density scores on the immediate posttest. There is a need, then, for a more thorough conceptualization of the future time perspective dimensions of extension, density, and variability, and of the relationships between them.

Hypotheses II and IV: The Effect of Treatments on the Seeking of Counseling

In view of the "field theory" formulations of time perspective, it appeared reasonable to conclude that greater future perspective
would serve as one of the determinants of attempts to plan for the future. However, it appears from this study that the time-depth dimension of the psychological field (see Lewin 1951) must be much more salient than experimental manipulations can make it, in order for behavioral change to occur.¹

There is, though, some reason to suspect that the presentation of videotape modeling raises the awareness of difficulties in combining the roles of wife-mother and worker. Of the eighty-one subjects, a total of nineteen made clear reference to marriage as a hindrance to their career plans and in various ways indicated their vacillation between the two goals as well as a need of information or counseling to resolve this conflict. Of these nineteen, ten had just seen the videotape; three were in each of the other three groups. A chi-square test computed on these observed frequencies was not statistically significant, but the possibility of heightening the awareness of these role-conflicts through the videotape presentation of models would appear to be an area for future investigation.

Hypothesis III: The Effects of Treatments on Future Time Perspective Measured after Two Weeks

Neither the planned nor the post hoc data analysis supported this hypothesis. However, rescoring of the second FETs for extreme

¹Several subjects did spontaneously mention needs in counseling (Question 3, Appendices K and L) of the types described in Appendix M. This was brought up with them in the debriefing session. In regard to the group, two mentioned lack of time; one mentioned not really liking groups in general; and four said, "You mean you were really going to have it?"
extension (Sacon 1970) did yield a significant difference between Treatments 2 and 4. While this cannot be construed as supporting the present hypothesis, it does indicate the need for a more refined conceptualization of future time perspective and its assessment.

**The Assessment of Future Time Perspective**

Four techniques have frequently been used to assess future time perspective: (1) story-completion or TAT responses (e.g., Klineberg 1968, 1967; LeShan 1952); (2) structured temporal orientation questionnaires (e.g., Wulff 1969, Heimberg 1963); (3) events tests, such as the FET; and (4) projected future autobiographies (e.g., Ezekiel 1968). Of these four types, only the last two attempt to assess future time perspective as defined by Lewin (1951). Both events tests and autobiographies are attempts to obtain a "map" of a subject's future expectations. While projected future autobiographies are clearly capable of yielding a more detailed "map" of a subject's expected future than events tests, the process of devising adequate scoring procedures is complex and difficult. Events tests, on the other hand, generate data which are easily scored, at least for extension and density, and to some extent for content (such as "empty nest awareness"). However, two questions arise about the meaning of these easily obtained scores: (1) On what data are they based? and (2) What implications do they have for behavior? These questions are discussed in the following subsections.

**Extension**

Extension is the most frequently studied of the future time perspective dimensions. Future extension was defined by Wallace as "the
length of future time span which is conceptualized" (1956, p. 240), and as the limit of the temporal "framework" by Kastenbaum (1961). Both of these definitions imply that the critical indicator of future extension is the furthest future event conceptualized. However, with the exception of Sacon (1970), all the researchers cited herein who used the FET operationalized future extension as the mean or median of the differences of ages listed and a subject's actual age. Extreme extension gives an estimate of the limit of a subject's psychologically perceived future; median extension gives an estimate of the zone of the future which is psychologically most salient; a mean extension score is influenced by both these factors. From the preponderance of research using average extension, it appears that the latter estimate has been thought to be somehow more "accurate" as a reflection of the length of future conceptualized by a given individual. In the present study, average extension was chosen as the criterion for future extension because of its greater use in previous research, although on an a priori basis extreme extension would have been equally, indeed perhaps more, appropriate in studying young women's functional awareness of the "empty nest." As there are no studies which bear on the relationship between extreme and average extension, and in view of the apparent contradiction between the verbal definitions (Kastenbaum 1961, Wallace 1956) and the most frequent operational definition of extension, investigation of this relationship would be desirable.
Density

Kastenbaum (1961) described density as the "stuffings" of the temporal framework. Density scores are assumed to be a reflection of the degree of differentiation of an individual's subjective future (Sacon 1970). Kastenbaum (1964, 1961) has discerned a factor of "generalized concern for the future," composed of extension and density, and to a lesser extent coherence.

Frequently, researchers (e.g., Weimer 1969, Wallace 1956) have asked for a specified number of events (usually ten) and have, therefore, derived only extension scores from events tests. In one pilot administration of the FET, the present writer similarly asked for ten events; about one third of the subjects failed to list ten, and many of the others listed apparently trivial events (e.g., "see a movie," "find my watch"). In addition, it appeared from some of the protocols that attempting to equalize density scores led to extension scores which were artifacts of this limitation. Extension scores can be artifacts of a specified number of events in two ways: (1) a subject may have a very detailed future time perspective and, being arbitrarily stopped at ten events, get a lower extension score than if he felt free to include as many events as he wished; and (2) a subject could include events of later life (e.g., retirement, senility) which he would not include if he felt free to list fewer events, thereby getting a higher extension score than he might otherwise have obtained. (In the present study, one subject listed sixteen events, all within the next two years of her life.)
Thus, density, while the most easily scored of future time perspective dimensions, is perhaps the most difficult to understand without some reference either to the future span in which the listed events are expected to occur or the content of the expected events. If density is indeed to be conceptualized as an indication of the detail of an individual's future "map," it must be evaluated in conjunction with extension scores.

"Empty Nest Awareness"

Sacon (1970) concluded that a scoring system is needed to assess the content and affective tone of responses to the FET, since extension and density scores alone provide such incomplete pictures of subjects' future expectations. The "empty nest awareness" score devised for the present study was an attempt to assess more specifically the nature of the experimentally induced change (if any) in future time perspective. On the immediate posttest FET, the effect of treatments, while not statistically significant, approached the .05 level of probability for this dependent variable alone. Both videotape modeling and the counselor's talk had a tendency to increase FET responses which indicated an awareness of a change in roles throughout adulthood. The apparent contradiction between this tendency in both Treatment 1 and Treatment 2 and the fact of considerably greater extension scores for Treatment 2 alone points out again the problems inherent in interpreting future time perspective scores. Extension scores are dependent upon the age at which a subject expects an event to occur; "empty nest awareness" depended solely on the fact of a given event occurring. The most
frequent response scored for "empty nest awareness" was a return to work; the range of ages at which subjects expected to do so was thirty to fifty. In terms of conceptualizing future time perspective, the question is: Which is the important aspect of the response—the content or the distance into the future? In the context of this present study, this question became irrelevant in view of the lack of significant differences between treatments for "empty nest awareness" scores after two weeks. This result was, in a sense, "predicted" by judges' impressions that any "awareness" of the "empty nest" in the FETs was a purely verbal one. The judges who scored this variable all felt that, for most subjects, the items scored as reflecting "empty nest awareness" were discontinuous with subjects' prior expectations, and were unlikely to occur. One judge mentioned that the current dream of college women appeared to be to "get married and have two children, then go to work part-time and live happily ever after."

In effect, the judges seemed to be saying that demand and agency were lacking from the FET protocols of these subjects. The constructs of demand and agency were developed by Ezekiel (1968), in a study of personal future time perspective and ratings of competence in the Peace Corps. He asked subjects to write their expected autobiographies from a specified future point. These essays were rated for differentiation (the complexity and detail with which a subject describes his future), demand (the degree to which long-term effort is implied), and agency (how much the subject sees his future self as the prime agent in determining the course of his life). Ezekiel (1968) found these scores to
be significantly and positively related to criteria of successful performance in the Peace Corps.

From the present attempt to score "empty nest awareness," two conclusions have been drawn: (1) that the presentation of models (via videotape or in person) can increase "awareness" of the "empty nest," but (2) that this "awareness" exists mainly on a purely verbal level and is apparently temporary (see Appendix N, Tables A-3 and A-6).

Implications of Future Time Perspective for Behavior

The present study can shed little light on the relationship between future time perspective and information- or counseling-seeking behaviors, since subjects did not pursue counseling resources. During the debriefing sessions, though, some subjects from all groups remarked that they had been talking to friends, family, or boy friends about the long-range future and about how little thought they had previously given to it. These subjects attributed their increased thinking about the future to the fact of having had to specify at least some expected future events on the FET; only a few subjects mentioned any of the experimental treatments as a source of new attitudes toward the future.

Summary

The post hoc data analyses for extension and "empty nest awareness" on the immediate posttest FET encouraged further investigation of the effect of videotape modeling on future time perspective. However, absence of similar significant post hoc analyses on the FET administered two weeks later indicates the need for more research on
the operations used to assess future extension, and for the development of techniques to score less frequently studied dimensions, such as directionality, demand, and agency.
APPENDIX A

(Data Sheet)

Name ___________________________________________ Age _________

1. Have you ever been to the University Counseling Service?
   ________ no
   ________ yes

2. If yes, check the applicable items:
   ________ individual personal-social counseling
   ________ group counseling
   ________ growth group
   ________ vocational counseling
   ________ other

3. Have you ever taken a course, in any department, which could be described as "women's studies"?
   ________ no
   ________ yes (please describe: _________________________)

4. Have you ever participated in a group or seminar on "women's liberation"?
   ________ no
   ________ yes (please describe: _________________________)

5. Here are four qualities admired in women. In your future, which quality do you hope to emphasize most, which second, which third, and which last? (Write the numbers 1 through 4 in the blanks at the left of each.)
   ________ great attractiveness to men
   ________ devotion to family and home
   ________ leadership in the community through volunteer work
   ________ commitment to job and career
<table>
<thead>
<tr>
<th>Ages</th>
<th>Why is this year important?</th>
</tr>
</thead>
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<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

(Future Events Test)

Name ______________________________________________________ Age ______

In the spaces below, list as many events as you can referring to things which you expect to do or which you expect to happen to you in the future. Then, in the small blank at the right of each of these events, state how old you expect to be when it occurs.

__________________________________________________________  ______

__________________________________________________________  ______

__________________________________________________________  ______

__________________________________________________________  ______

__________________________________________________________  ______

__________________________________________________________  ______

__________________________________________________________  ______

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__________________________________________________________  ______

__________________________________________________________  ______

__________________________________________________________  ______

__________________________________________________________  ______

__________________________________________________________  ______

__________________________________________________________  ______

__________________________________________________________  ______

51
APPENDIX D

(Instructions for Scoring for "Empty Nest Awareness")

On the protocols you are scoring, each subject has listed a number of events and the ages at which she expects them to occur. You are scoring these events as to whether they show an awareness of the "empty nest" stage of life. Each event which shows such awareness, as defined below, is given a score of 1, and the total score for a protocol is the number of items so scored.

An item is scored if it reflects an awareness of a change in motivation, goals, or activities in the years after a subject's children will be in school. Examples are:

- returning to work
- a new activity added (e.g., volunteer work)
- a previously mentioned activity dropped
- a change in relationship with husband
- retirement

Examples of events not scored are:

- death
- death of parents
- children going to school
- children going to college (unless clearly accompanied by an indication of a change in activities anticipated by the subject)
- grandchildren
- volunteer work related directly to one's children's activities (e.g., PTA, Scouts)
APPENDIX E

(Summary of the Counselor's Talk)

The counselor's talk was introduced as "a brief talk on the reasons the Counseling Service is doing this research." The counselor spoke for fifteen minutes, discussing her personal experiences as a widow, and the need for women to be able to be autonomous, both emotionally and economically. She pointed out statistics on divorce and widowhood, in addition to the fact that a woman's children become independent of her, as reasons college women should prepare actively for the future. She emphasized experiences with female counselees who were avoiding or failing to do this, and asked the subjects to think of these issues in terms of their own present lives. She also asked them specifically to consider their mothers' lives and the pressures mothers who were not autonomous put on their grown children.

The over-all tone of her talk was challenging to the subjects' assumed conceptions of their futures, and hortatory in urging them to think more deeply about the long-range future.
APPENDIX F

(Summary of the Videotaped Discussion)

The videotape ran for sixteen minutes and was introduced as a segment of a "continuing education workshop." The participants in the discussion were all acquaintances of the researcher, chosen because they did, with one exception, lead lives parallel to the "roles" they were asked to enact; the discussion was led by a female psychologist. The scenario was as follows.

The first woman began by stating that her interest in the workshop was based on the fact that she is pregnant with her first child and that her friends and relatives assume she will quit her job soon, but that she really does not want to. She is interested in learning more about the effects on children of working mothers. She phrased her dilemma in terms similar to the "empty nest" issue: as she is a special education teacher, she is afraid she will not be rehired later if she resigns, and she does not want to have "nothing to do" after her children are in school. The answers from the other participants were also directed at the issue of what a woman does when her children reach school age.

Other participants:

A worked before her first child was born, and was delighted to quit her job, and now is beginning to involve herself seriously in community affairs; she phrased her decision in terms of wanting her
children raised by her in her way. She also emphasized the rewards of working actively for community improvement, with the freedom to choose her own schedule for this.

B has a full-time job in educational administration, and is the mother of two preschool children. She took off just enough time from her career for the birth of each child. She discussed criticisms from others, for not being a full-time mother, but stated that she and her husband were in agreement that she should use her training, as she had as much right to her career as he to his. (It seems relevant to state that this was by far the prettiest of the participants and the most "feminine" in appearance.)

C had taught elementary school before the birth of her three children, and is now in law school after an academic break of twelve years. She emphasized her feeling of rolelessness after husband and children left for their activities each morning as the primary motivation for her to return to school. She also discussed in some detail the positive effect she felt her return to school had had on her two daughters.

D had graduate training in biology, and postponed having children to complete her training. She now has two preschool children and would like to work part-time but cannot find such a position. (She was the least active participant.)

All the participants were in their thirties (with the exception of the "questioner") and three of the four had majored in education as undergraduates.
The discussion leader was silent most of the time, but brought out the following points: (1) the temporary nature of parenthood; (2) the importance of realizing early that children grow up and leave home; and, (3) the relationship between the sort of mother a woman is and what else she does with her life.

The tape concluded with Participant B stating she felt her children were happier because she worked, to which Participant A responded supportively by recounting the experience of a friend with several graduate degrees who had lately had a baby and written to A that "the best way for her to be a good mother was to go back to work."
APPENDIX G

(Written Information on the "Empty Nest")

The following quote is representative of many writings on the life span of women; please read it carefully before proceeding.

"The typical cycle of life has changed radically since the turn of the century. In 1890, the average woman in the United States was thirty-two when she gave birth to her fifth, and last, child. Now she has her third, and last, child at the average age of twenty-six. In 1890, a typical married couple could have expected to survive for thirty-one years of marriage. This would have been two years short of the time when their last child would have married and left the home. Couples today can hope to live together for forty-one years. This means that they have, on the average, close to a third of their married life to live together after their children have married. A brand new stage has been added to the family cycle: that of the 'empty nest.' This revolution in the family cycle caught us unprepared. Many women find the middle years of life not a blessing, but a burden. For an increasing number of women, the answer to the problems of middle age is a return to parttime or full-time employment. But where are the retraining institutes, the refresher courses, the parttime jobs, the counseling agencies for the middle-aged? And, programs inaugurated for mature women are not enough. Young women must be urged to take a long-range view of their lives."
APPENDIX H

(Counselor's Talk Response Form)

Name ____________________________________________

1. What ideas expressed did you particularly agree with?

2. What did you disagree with?

3. In what ways do you feel you are preparing well for your future?

4. In what ways are you preparing poorly?
APPENDIX I

(Videotape Response Form)

Name

1. Which woman represents the future you would most like and why?

2. Which woman represents the type of future you would least like and why?

3. What ideas expressed did you particularly agree with?

4. What did you disagree with?
APPENDIX J

(Information Response Form)

Name

1. List below the women you know, or know of, who are at this "empty nest" stage of their lives. Then rate each one on how successful or satisfied she is with this stage of life, with the following symbols:

++ very satisfied
+ mostly satisfied
0 don't know
- mostly dissatisfied
-- very dissatisfied

<table>
<thead>
<tr>
<th>Women</th>
<th>Rating</th>
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<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Pick the woman from the list above you would most like to be 'like, and briefly describe her activities and interests, etc.
APPENDIX K

(Future Plans Question: Long-range)

Name

1. Briefly describe your future goals and plans. (Continue on the back of this page if necessary.)

2. What difficulties, if any, do you expect to meet in trying to reach these goals?

3. What kinds of information and/or counseling, if any, would be helpful to you now in planning for your future?
APPENDIX L

(Future Plans Question: Short-range)

Name ____________________________________________________________

1. Briefly describe your goals and plans for the two years after college. (Continue on the back of this page if necessary.)

2. What difficulties, if any, do you expect to meet in trying to reach these goals?

3. What kinds of information and/or counseling, if any would be helpful to you now in planning for your future?
APPENDIX M

(Information Opportunities Sheet)

TWO NEW COUNSELING SERVICE RESOURCES FOR WOMEN
TO PLAN THEIR FUTURES

I. GROUP: THE ROLES OF WOMEN

This group will meet two hours a week for four weeks (time to be arranged). Participants will consider the many roles which women play, possible styles of integrating these roles, and the changes in roles throughout a woman's life span. Each participant will be encouraged to share and develop her plans for the future during the group in light of these considerations. Individual interest testing will be available, if a group member wishes to include this as part of her group experience.

If you are interested in joining this group, please call the Counseling Service (293-4431) and tell the secretary the hours you would be available. As soon as we have enough women signed up, we will let you know the meeting time of the group.

II. VOCATIONAL LIBRARY: THE WOMEN'S SHELF

The Counseling Service has for some years maintained a library of vocational reading material. This year we have been asking all counselors to recommend readings of particular interest to women students. Many of these readings have now been gathered together and are available to any student to look through at the Counseling Service.

Because this is a new collection, we are asking each student who uses it to pick up an evaluation form from the secretary and make some brief comments on the materials she looks at, so we can know what readings are indeed helpful or unhelpful.

OF COURSE, any student is always welcome to make an individual counseling appointment, or take a vocational interest test, in order to formulate plans for the future. Simply call in or ask the secretary.
APPENDIX N

[Summary of Data from Immediate Posttest FET
(Tables A-1, A-2, A-3) and FET after
Two Weeks (Tables A-4, A-5, A-6)]
<table>
<thead>
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<th>Treatment 2</th>
<th>Treatment 3</th>
<th>Treatment 4</th>
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<td>6</td>
<td>5</td>
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<td>6.62</td>
<td>5.22</td>
<td>5.14</td>
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<td>Short-range Future</td>
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<td></td>
<td></td>
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<tr>
<td>Plans Question</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>10</td>
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<td>6.31</td>
<td>8.23</td>
<td>5.12</td>
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<tr>
<td>S.D.</td>
<td>2.81</td>
<td>3.90</td>
<td>3.20</td>
<td>3.31</td>
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### Table A-2

**Means and Standard Deviations of Density Scores on the Immediate Posttest FET, by Treatments and Type of Future Plans Question**

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<td></td>
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<td>Mean</td>
<td>S.D.</td>
<td>N</td>
<td>Mean</td>
<td>S.D.</td>
<td>N</td>
<td>Mean</td>
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<td><strong>Short-range Future</strong></td>
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<td></td>
</tr>
<tr>
<td>Plans Question</td>
<td>5</td>
<td>9.00</td>
<td>2.55</td>
<td>6</td>
<td>6.00</td>
<td>1.27</td>
<td>5</td>
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**TABLE A-4**

MEANS AND STANDARD DEVIATIONS OF EXTENSION SCORES ON THE FET AFTER TWO WEEKS, BY TREATMENTS AND TYPE OF FUTURE PLANS QUESTION

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### TABLE A-5

**MEANS AND STANDARD DEVIATIONS OF DENSITY SCORES ON THE FET AFTER TWO WEEKS, BY TREATMENTS AND TYPE OF FUTURE PLANS QUESTION**

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TABLE A-6

MEANS AND STANDARD DEVIATIONS OF "EMPTY NEST AWARENESS" SCORES ON THE PET AFTER TWO WEEKS, BY TREATMENTS AND TYPE OF FUTURE PLANS QUESTION

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BIBLIOGRAPHY


Bell, I. P. The double standard. Trans-action, 1970, 8 (Nos. 1 and 2), 75-81.


