

1961

Social work as a career choice (a study of selected variables in the choice of social work as a career)

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BOSTON UNIVERSITY
SCHOOL OF SOCIAL WORK

SOCIAL WORK AS A CAREER CHOICE

(A Study of Selected Variables in the Choice of Social
Work as a Career)

A thesis

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1961

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The members of the thesis seminar group especially wish to express their gratitude to Mr. Louis Lowy, the thesis advisor, for his interest, enthusiasm and skilled guidance.

PREFACE

This thesis is a beginning step in the development of a long-range project of our School, the study of social work as a career choice.

This first attempt proved of great interest to the participating students as well as to myself. It was indeed a group project and everybody participated to the fullest. The initial discussions helped to crystallize and focus the particular phase of this thesis.

The thesis group met approximately once a week to discuss theoretical material which led to the determination of the study design. Insofar as possible the responsibilities for implementing the design were equally shared by all six students. This included data gathering, data analysis and the write-up of the chapters. The morale among the thesis group was high, and the more they delved into the subject the more interested they became not only with the particular aspect of the thesis, but also with the possibilities of further research and with implications for recruiting people for social work.

The cooperative and collaborative relationship which prevailed throughout this effort is a tribute to the thesis group who worked together and placed task above personal interests. It was a rewarding learning experience for all participants concerned.

Louis Lowy
Assistant Professor
Faculty Advisor

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CHAPTER I

INTRODUCTION

Purpose

We are all familiar with the question so often put to children: "What are you going to be when you grow up?" By this question the child is presented a value held by our society, that value being that one has "to do something," to make a contribution to society. Society asks that a person find some way to integrate what he knows and feels about his world, his relationships, and himself into a concrete expression or contribution. One way in which his contribution can be made is through a choice of a specific life's work or a career.

Irene Josselyn points out that "gradually during the first years of life the child has formulated a concept of the sort of person he wants to be. This is an ego ideal."¹ The child's ego ideal is influenced by his parents' attitudes toward him, their expectations, prohibitions, and permissions. Ginzburg indicates that children's expressions of occupational choice have a strong element of fantasy, for they are based more on their ego ideal rather than on reality factors.² In this study we are interested in exploring what happens between the period of "fantasy choice" and the time when a concrete career choice is made and implemented.

¹Irene Josselyn, Psychosocial Development of Children, p. 56.

²Vide Ginzburg, S. Ginsburg, S. Axelrod and T. L. Herma, Occupational Choice.

The process of making a career choice involves many dynamic factors. In this study we have focussed upon some of the factors which are important in a person's decision to enter and to persevere in the field of social work. At the same time we are interested in the other side of the coin: the factors that influence a person to reject social work as a career. These factors will be more fully elaborated on in Chapter III.

This study is of long-range interest to the social work profession and especially to those who work with people who are in the process of making career choices, such as a school of social work. This thesis is the first of a series of studies on social work career motivation which the Boston University School of Social Work hopes to develop in the next few years. This thesis will by no means cover all factors that go into a social work career choice, but we hope that it will contribute to the following purposes: (1) To gather useful and pertinent information concerning recruiting and selecting prospective social work students and workers; (2) To interpret some of the criteria of career choice which would further better understanding of successful motivation on the part of prospective and present social workers; (3) To contribute to the general field of vocational choice, both in occupational theory and in the field of vocational guidance; and (4) To reveal some of the aspects of the nature of social work as it is interpreted by that segment of the public who become members of the social work profession. The social work profession, like many other organized fields of work, would benefit from a better knowledge of career motivation and the

processes of career choice as this knowledge would enable the profession not only to lessen the present critical shortage of social workers, but also to improve the quality of those who do enter the field.

As the members of the seminar group began to learn more about social work career choice and motivations, they began to see that it would be necessary to develop a series of hypotheses which would lend themselves to research. When the members of the seminar group asked themselves what were most important variables that are significant in social work career choice, they selected four they felt were influential: 1) influence of "significant others"; 2) exposure to and experience in social work and related service fields; 3) individual interests and vocational aspirations and 4) self-concept of the individual choosing social work as a career. The first three categories are more fully elaborated in Chapter II. It was agreed that a study of "self-concept" was not feasible for this study's purposes for two major reasons: first, a "self-concept" involves many unconscious factors which would require an elaborate exploration and would be difficult to test objectively; Second, the concept of "self-concept" prevades many other categories, and it was agreed that it might be desirable for an other study to deal with this variable. The hypotheses are presented in full at the end of Chapter Two.

Scope and Methodology of the Study

The procedure of the thesis seminar and of the research study itself was planned and carried out by six members of the thesis seminar. The seminar members were the following six students in their second year

of social work graduate education at Boston University School of Social Work: Mrs. Tanchis Alcerro, Miss Elizabeth Jackson, Miss Bette Johnson, Miss Linda Lewis, Mr. Thomas McLaughlin and Mr. Burnham Riggs. Three of these members were caseworkers, two were group workers, and one was a group worker who also had community organization responsibilities. The seminar group was guided and advised by Mr. Louis Lowy, a faculty member of the Boston University School of Social Work.

During the first semester of the academic year, the seminar members met in informally conducted meetings about once a week. Minutes were taken during these meetings and were written up alternately by seminar members.

The first meetings of the seminar group involved a general discussion of careers and theories of occupational choice with a focus on social work as a career. Past and present literature pertaining to vocational theory and research studies was reviewed by all six members. All seminar members joined in formulating questions and subsequent hypotheses which were considered to be important for a study of choice of social work as a career. The hypotheses were categorized into areas which would be suitable for testing.

The entire group participated in the definition and selection of the sample, and in the development of the interview schedule. They all shared in the pretesting of the interview schedule and in making final adaptations subsequent to pretesting.

During the second semester of the academic year, the members of the seminar chose to divide the remainder of the work among themselves. Miss Lewis undertook to write up the chapter covering the purpose, scope, methodology, limitations, and expectant findings. She also wrote up the statement of the hypotheses. Mr. McLaughlin wrote up the review of the literature on career theory and research studies. He also assembled the bibleography. Miss Johnson undertook to present the chapter on background characteristics of the sample population. Mr. Riggs was responsible for the chapter covering attitudes and inferences of "significant others" and their relation to choice of social work as a career. Mrs. Alcerro wrote up the chapters on work experiences and exposure to social work, and vocational motives and vocational aspirations and their relation to choice of social work as a career. Miss Jackson, Miss Johnson and Mr. Riggs wrote the summary, conclusions and recommendations. Miss Jackson tabulated the data and served as editor to co-ordinate the chapters on data analysis of this study.

All members of the seminar shared in the interviewing tasks of the sample. The members of the sample totalled sixty, and the sample members' reaction to the study and the interview scheduled was generally favorable. Many expressed their interest in the study by requesting an abstract of the research findings. The sample consisted of four groups: (1) seniors in college who had expressed interest in social work, (2) social work graduate students, (3) employed social workers with social work masters degrees who had worked from two to five years in the field of social work, and (4) employed social workers who did

not have a masters degree in social work but who had worked a minimum of from two to five years in the field of social work.

Mr. Riggs interviewed fifteen college seniors who were majoring in sociology, psychology, or some closely allied subject or a combination of these. Thirteen of these people expressed interest in casework, one in group work, and one person was thinking about a combination of casework and community organization.

Miss Jackson interviewed twelve students in graduate schools of social work. About half of these members of the sample were first year students, and the remainder were second year students. Five students were interested in casework, two in group work, one in community organization, and four were considering a combination of the three methods. Mr. McLaughlin interviewed three students in this sample group, all of whom were preparing to be caseworkers. Two people were second year students, and one was a first year student.

Mrs. Alcerro interviewed eleven social workers who had been in the field from two to five years, and who had a master of social work degree from an accredited school of social work. These eleven social workers were employed in the following types of agencies: Veterans' Administration, youth guidance center, family service agency, a multi-purpose children's agency, general hospital settlement house, and a community organization agency. Eight were caseworkers, two were group workers, and one was a community organizer. Miss Lewis interviewed four members within this sample group, all of whom were caseworkers, and came from general hospital settings.

Miss Johnson interviewed fifteen social workers who had been in the field from two to five years, and who did not have a master of social work degree. Seven of these members of this sample were caseworkers and eight were group workers. They worked in mental hospitals, public assistance agencies, or settlement houses.

Expectant Findings

Clyde White,³ in a study of ninety-nine students at the School of Applied Social Sciences at Western Reserve University, found that male students tend to be of lower social status than females in both casework and group work. Less than one-third of the group-work students came from the upper class. About 45 per cent of these future social workers came from families in the upper and upper middle classes. It was also pointed out that the students by and large were born in urban environments. Of the ninety-nine used in his sample eighty-two of them came from urban communities and sixty of them were born in cities of 100,000 or more population. We expect to find that the majority of our sample lives in metropolitan, urban areas, and represents the middle income bracket.

Lundberg⁴ in a study of the characteristics of social work students found the following characteristics::

³Clyde White, "Social Workers in Society: Some Further Evidence", Social Work Journal, Oct. 1953, Vol. xxxiv #4, pp. 161-164.

⁴Horace Lundberg, Some Distinctive Characteristics of Students Entering Social Work Education, pp. 79-104.

1. Racial- The social work students were predominantly Caucasian.
2. National Characteristics- The group was of predominantly English, Northern European, or Central European stock.
3. Sex- 55% of the students were women.
4. Marital Status- 80% of the male social workers were married compared to 19.4% of the women and 7.5% were divorced, separated or widowed.
5. Size of Community- 39% of the social workers were reared in cities and 61% in small towns.
6. Vocational decision- 10% of the social workers made their decision before college; 50% during college and 40% after college.
7. Salary expectation- The expected annual salary, after ten years, by the students was \$6,211 with males having an expectation of \$6,720 and females \$5,762.
8. Women's After-marriage plans- 48.8% of the students reported that they expect to combine marriage with a career; 9.7% said that they do not plan to work after marriage; 21.9% replied only at first; and 19.5% indicated only after family is raised.
9. Religious Preference- 8.7% of the students were Catholic; 76.2% were Protestants; 6.2% Jewish; and 8.7% non-Christian and none.

We expect to find that the members of our sample are predominantly Caucasian and of English, Northern European, or Central European ethnic background. We anticipate that over half will be females, and that the majority will be of Protestant religion. We expect to find their choice of social work was made either during college or after college, and that it was often a result of a compromise resulting from considerations of other helping professions. We anticipate that social work has appeal to those who are somewhat uncertain as to what life's work to choose, but have a desire to "work

with people" or to effect change and improvement in social problems. Further, we expect to find that social work appeals more to women than to men, and when men choose social work as a career, they do so because they have had more intensive experience in or exposure to the practice of social work. They may also anticipate a relatively rapid movement into supervisory or administrative positions.

We anticipate that the person who is either considering social work as a career or who has already entered social work practice, has been influenced to do so by favorable attitudes toward helping professions, helping people, social work as a career generally and for the person specifically, on the part of certain significant people in his life. We anticipate that favorable attitudes on the part of friends often make them the most "significant other". Ideas such as those presented in books, movies, speeches, school courses, radio and television, etc., will be influential, but not most significant.

Limitations

One of the most serious limitations in this study was that there was a set amount of time available on the part of the seminar members. Limited time plus the fact that the seminar members were just beginning to develop skills in social work research procedure, prevented a more intensive scope, a larger sample group, more hypotheses, and more intensive data analysis in this study.

The scope of this study was limited to consideration of the influence of people significant in the person's life, to his experience in and exposure to social work, and to his vocational interests and

aspirations. The influence of "self-concept," unconscious motivations, and the wish for self-awareness in social work career choice were not explored.

Attempts to elicit information about the influence of "significant others" were limited to responses of "favorable," "unfavorable," and "indifferent." The reasons for these responses were not sought, nor was a more systematic, objective criterion of response set up. For example, a father who was "indifferent" to social work as a career choice may have been so because of ignorance about social work, because of family and cultural values, or because he believed strongly in freedom of choice for his child. We did not interview the "significant others" themselves, but depended upon the interviewer's perception of the "significant others'" attitudes. We did not accurately define some of the significant others, such as "friends" or "relatives."

We did not fully explore the nature of the experiences in and exposures to social work, nor did we attempt to differentiate between the influence of volunteer and paid work. Information about the quality of supervision or the quality of the individual's contact with social workers was not elicited. The essential influence of experiences in fields of work outside the field of social work was not explored fully.

Only a beginning was made in the exploration of the influence of vocational interests and aspirations. We did not give objective tests to the individual members of the sample to gauge their vocational interests and abilities. Our study of vocational motives was limited

to "service," "status," "intellectual," and "practical." The study of expectations was limited to salary and position in employment. We did not elicit information as to why social work is chosen at a later date than many other professions, or why any one method in social work is the most rewarding. The essential nature of why and how social work is a "compromise profession" was not explored.

The most striking limitation in the methodology of this thesis is that no statistical measure of variability or correlation was employed. Hypotheses were not compared to see if they were of equal or unequal influence. For example, the degree of influence of one "significant other" was not compared with a second "significant other," nor was the influence of "significant others" correlated with the influence of the individual's vocational interests and aspirations. We did not analyze the individual questionnaires for individual profiles.

The sample was not only limited in the number of individuals interviewed, but it was also not systematically chosen from a representative proportion of the social work profession's population. The responses of one sample group were not correlated with responses of other sample groups. High school students, younger college students, and social workers who had been employed for over five years were not included in the sample group.

CHAPTER II

VOCATIONAL DEVELOPMENT THEORIES AND CAREER STUDIES

Vocational Theory

In our society practically every young adult is called upon to make the two most crucial decisions of his life. Both of these decisions involve a long term commitment which influences a course of living a full, rich, satisfying life and also influences the thoughts, feelings, and actions of the individual. One of these decisions is marriage - whether to marry and, if so, whom. The other is choosing an occupation. It is with the latter that we are primarily concerned in this thesis. What forces are at work in shaping an occupational decision? How does the young fireman or cowboy of yesterday become the doctor, lawyer, clerk, clergyman or factory worker of today? Unfortunately, because of a lack of validated theory in this matter of occupational choice we know relatively little about the process which brings a person and his life's work together.

There has been a theory of vocational choice developed fairly recently in the career studies done at Columbia, Minnesota and Harvard Universities. In addition several authors have been at work developing occupational theories. Reporting these theories Kadushin writes,

There are several occupational theories, among them the work of Eli Ginzberg, Donald Super and the Conceptual framework which grew out of the inter-disciplinary seminar

sponsored by the Science Research Council in 1954.¹ There seems to be general agreement among them that:

1. Occupational choice is a developmental process - not a single act but rather a series of interrelated decisions, each decision affecting and conditioning subsequent decisions.
2. These decisions generally are compromises between competing needs, interests, values, and aptitudes within the individual, and are further "compromised" as the individual faces the reality of differential occupational opportunity and selectivity.
3. There are stages in the occupational choice developmental process, the movement generally being from choice based on phantasy elements to choice based on reality elements.
4. Occupational choice as a developmental process is a part of the total development of the individual and adjustment to a vocation is one aspect of total personal adjustment.
5. Unconscious as well as conscious factors affect the process of occupational choice but choice is, ultimately, a function of the ego. Consequently, the healthier the ego the less compulsive, less limited, are the choice possibilities, the less neurotic the purposiveness of the choice and the more realistically oriented is the choice.
6. Given adequate information about the variety of

¹E. Ginzberg, S. Ginsberg, S. Axelrod, and J. L. Herman, Occupational Choice.

P. M. Blau, "Occupational Choice: A Conceptual Framework," Industrial and Labor Relations Review, vol. 9 (July, 1956), pp. 531-543.

Donald E. Super, "Vocational Adjustment: Implementing a Self Concept," Occupations, vol. 30 (November, 1951), pp. 88-92.

"A Theory of Vocational Development," American Psychologist, vol. 8 (May, 1953), pp. 185-190.

"Career Patterns as a Basis for Vocational Counseling," Journal of Counselling Psychology, vol. 1 (Winter, 1954), pp. 12-20.

"Vocational Development: The Process of Compromise or Synthesis," Journal of Counselling Psychology, vol. 3, (Winter, 1956), pp. 249-253.

occupational choices and given the opportunity to select his occupation, the individual will tend to move toward the occupation which best fits his personality configuration and needs.

7. While individual needs, interests, values and aptitudes developing from each person's unique developmental history and unique inherited potential, will shape the occupational choice process, this process will likewise be influenced by the patterned behavior of the groups (class, ethnic, religion, caste, etc.) with which the individual is affiliated.
8. A distinction is made between occupational preference and choice - choice being regarded as implemented preference. However, because of limited opportunity or chance factors, some preferences may never be implemented and some "choices" may be imposed.²

Super in an investigation of the occupational choice theory of Ginzberg³ reported that four main elements were emphasized:

1. Occupational choice is a developmental process which typically takes place over a period of some ten years.
2. The process is largely irreversible; experience cannot be undone, for it results in investment of time, of money, and of ego; it produces change in the individual.
3. The process of occupational choice ends in a compromise between interests, capacities values and opportunities.
4. There are three periods of occupational choice; the period of phantasy choice governed largely by the wish to be an adult; the period of tentative choices beginning at about age eleven and determined largely by interests, then by capacities and then by values;

²Alfred Kadushin, Recruitment for Social Work Education and Social Work Practice, pp. 17-8,

³Ginzberg, op. cit.

and the period of realistic choices, beginning at about age seventeen, in which exploration, crystallization and specification phases succeed each other.⁴

Caplow approached occupational choice from a framework of Sociology of Work. He proposed that the individual has to be fitted into a work pattern because of certain work needs in a society.⁵

In his theory of vocational choice, Caplow also speaks of the irreversibility of the process and the prospective patterns of choice. He sees the process of education making the decision irreversible when he writes,

A series of important choices confronts the school child as early as the eighth grade, and a mistaken decision is often irrevocable. This is the point at which, in many large cities, pupils must choose whether to attend an academic or a "vocational" high school. The latter choice may effectively commit them to an occupation which does not require higher education. Within the academic high school, it is not uncommon for a choice to be exacted between college preparatory courses and those sequences which terminate with graduation from high school. The major choice, of course, occurs at graduation with the decision as to whether to proceed to college. This may sometimes be delayed a year or two, but seldom longer. Finally - and this is likely to be conclusive choices so far as occupations requiring advanced learning are concerned - the student must usually decide no later than his third year of college whether to pursue a particular professional curriculum.⁶

⁴Donald E. Super, "Vocational Adjustment: Implementing a Self Concept," Occupations, vol. 30 (November, 1951), p. 186.

⁵Theodore Caplow, The Sociology of Work, p. 218.

⁶Ibid.

Caplow disagrees with the Ginzberg theory of three periods of occupational choice. He postulates that,

It is unlikely that all, or even many, individuals pass through each of these periods and stages in a set order and at a regular rate. Nevertheless there are certain fixed elements which seem to characterize the projective aspect of occupational choice:

1. Crystallization of choice may take place in isolated instances at any age whatever. Thus musically gifted children in musically oriented families may be said to show crystallization of choice before entering kindergarten. At the other end of the age scale, it is not unusual to find men who have gone through an entire working life and into retirement, without ever making an emotional commitment to a particular calling.
2. In general, the time at which commitments are made will depend upon cultural norms, rather than upon the strength of individual motivations.
3. Fantasy choices are highly stylized and stereotyped and if this can fairly be applied to any doings of children - unimaginative. Their demonstrated significance for future behavior is nil.

The period of tentative choices is, above all, a period of increasing self-awareness. For those with limited and specific talents in a privileged environment, it constitutes a phase of preliminary adjustment to the adult world. For the superior, for the handicapped, and for the versatile, the choices made at this time have little meaning except that they turn attention in one general direction rather than another, and lead the person to make fixed judgements about himself, which, true or false, become the basis for future activity.

4. Realistic choices typically involve the abandonment of old aspirations in favor of more limited objectives. This is, in some sense, only a temporary abandonment. With the crystallization of occupational choice, the youth looks around for the means which lie at hand, and these are initially humble. But crystallizations of this sort are often impermanent. Closer acquaintance with the occupational milieu may eventually re-create some of the conditions of the transition stage.

In other words, the realistic choice is not especially for the mobile middle-class functionary - the final period of development as far as occupational projections are concerned. Instead, a continuous process of alternately lowering and raising goals will be initiated. Not until late in his career will the average man be able to sum up his total expectations with some degree of finality and measure them against his remaining aspirations so as to arrive at a permanent sense of frustration, a permanent glow of complacency, or an irregular oscillation from one to the other.⁷

Super reinforces the contention of Ginzberg and Caplow that vocational choice implies compromise and postulates that choosing a vocation is implementing a self concept - I am this or that kind of person - and role playing - the opportunity to try out an occupational role and test oneself against the reality of role demands. His theory proposes that,

Work is a way of life, and that adequate vocational and personal adjustment are most likely to result when both the nature of the work itself and the way of life that goes with it (the kind of community, home, leisure-time activities, friends, etc.) are congenial to the aptitudes, interests, and values of the person in question.⁸

The main points developed by Super include:

1. People differ in their abilities, interests and personalities.
2. They are qualified, by virtue of these characteristics, each for a number of occupations.
3. Each of these occupations requires a characteristic pattern of abilities, interests, and personality

⁷ Ibid.

⁸ Donald E. Super, "A Theory of Vocational Development," American Psychologist, vol. 8 (May, 1953) p. 189.

traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.

4. Vocational preferences and competences, the situations in which people live and work and, hence their self concepts, change with time and experience making choice and adjustment a continuous process.
5. This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance and decline, and these stages may in time be sub-divided into (a) the fantasy, tentative and realistic phases of the exploratory stage, and (b) the trial and stable phases of the established stage.
6. The nature of the career pattern (that is, the occupational level attained and the sequences, frequency, and duration of trial and stable jobs) is determined by the individual's parental, socioeconomic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.
7. Development through the life stages can be guided, partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self concept.
8. The process of vocational development is essentially that of developing and implementing a self concept: it is a compromise process in which the self concept is a product of the interaction of inherited aptitudes, neural endocrine makeup, opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows.
9. The process of compromise between individual and social factors, between self concept and reality is one, whether the role is played in fantasy, in the counseling interview, or in real activities such as school classes, clubs, part-time work and entry jobs.
10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities interests, personality traits and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate.⁹

⁹ Ibid, pp. 189-190.

In the Harvard studies in Career Development attention is also given to the importance of the self concept. Tiedeman indicates that the central focus of research in career development must be on the preceptions a person has of himself in relation to work and to other aspects of living. He believes that the kind, duration and sequence of educational and vocational choices can be predicted with greater fidelity if a person's preceptions of himself and himself in relation to work are taken as the organizing thema directing career decisions or their absence. Perceptions of self and work thereby become variables necessarily intervening between earlier circumstances and decisions in a particular situation of educational or vocational choice.¹⁰

In choosing a career there are usually several possible avenues of choice available to the individual. Social work, which is generally considered to be one of the "helping" professions such as teaching, nursing, medicine, ministry, etc., where the emphasis is placed on rendering a service rather than on the profit motive, may be selected by individuals with vocational interest patterns similar to other professions. McCormack and Kidneigh in a study of the vocational interest patterns of social workers found that the average male social worker had the same vocational interest similar to a teacher, minister, school superintendent, psychologist, YMCA Secretary and Physical Director; while the average woman social worker had interest similar to

¹⁰David V. Tiedeman, Robert P. O'Hara, Esther Matthews, Positive Choices and Careers: Elements of a Theory, pp. 1-2.

those of a psychologist.¹¹ What, then, motivates an individual to choose social work in preference to any one of those other careers?

Motives for Choice of Social Work as a Career

Greenwood in a research project of occupational motivations of social work students suggests that the area of motivation falls into three groupings (1) humanitarian and social action motives (2) extrinsic motives (3) intrinsic motives and subculture.

However, it is not assumed that any one individual will enter an occupation with any or all of the above factors as determinants in his choice. A combination of motivations is more than likely in each individual's case and an individual usually places greater emphasis on one factor.¹²

1. Humanitarian and Social Action Motives

"Interest and concern in the well-being of one's fellow men is an important motivation in the choice of a service occupation".¹³ Towle points out this humanitarian interest when she concurs, "A social worker should have a concern for people, a faith in their essential worth, and a conviction as to their rights in a democracy."¹⁴

This motive appears to be one of the important qualifications for social workers. According to a bulletin of the Council on Social

¹¹R. McCormack, and J. C. Kidneigh, "The Vocational Interest Patterns of Social Workers," Social Work Journal, vol. 35 (October, 1954), p. 163.

¹²Ernest Greenwood, An Approach to the Study of Occupational Motivations of Social Work Students, pp. 21-22.

¹³Ibid, p. 22.

¹⁴Charlotte Towle, "Issues and Problems in Curriculum Development," Social Work Journal, vol. 30 (April, 1949), p. 70.

Work Education an interest in people and in social issues and problems were important qualifications for social workers.¹⁵ Rosenberg, in a study of the occupational values of some 2500 Undergraduate College students found that students interested in Social Work are more likely than any other to emphasize "the ideal job must permit me to work with people and give me an opportunity to work with others".¹⁶

McCormack and Kidneigh report that among the interests of male and female social workers as distinguished from men and women in general was "A strong liking for activities involving people".¹⁷

2. Extrinsic Motives

"A person who is occupationally motivated by a desire for extrinsic rewards is likely to enter an occupation which offers relatively higher status, opportunities for advancement and financial gain, good working conditions and job security. Of course, not all of these factors may be of equal importance to the individual in his choice."¹⁸

From the available literature it would appear that social work is not generally considered a high-status occupation. Turner states that,

The status of the social worker is not a very high one in our culture. The public shows a distressing tendency to turn for information about social welfare issues to newspaper editors,

¹⁵ National Committee on Social Work in Defense Mobilization, Social Work as a Profession, p. 9.

¹⁶ M. Rosenberg, "Occupational Values and Occupational Choice," p. 48.

¹⁷ McCormack and Kidneigh, op. cit., p. 162.

¹⁸ Greenwood, op. cit., p. 24.

public officials, bankers, politicians, labor leaders, attorneys, physicians and others, but hardly ever to the social worker whose knowledge is far greater than that of any of these people. We have the knowledge but we do not have the status to put our practice into use, either in the practice of our profession or in dealing with the social ills of our time."¹⁹

In writing about status, Cohen says that, "There is no question that social work in relation to other professions does not as yet rank high in status."²⁰ According to Kadushin,

Studies of occupation prestige clearly suggests two general, overall conclusions. First, the prestige level of social work in the hierarchy of occupations has not yet been clearly positioned; the level of the professions in the traditional structure of occupational prestige relations has not yet been clearly and firmly institutionalized. We are, as a group, more mobile, prestige-wise, at this point in the history of our profession, than is true for some of the older professions. Second, there is considerable consistency with which social work repeatedly ranks high on the occupational prestige scale of the total occupations but among the lowest of the professions listed."²¹

Therefore it can be assumed that individuals entering social work are not highly motivated by the desire for status. However, Kadushin points out that, "While social work may not be prestigious for a doctor's son it may represent upward mobility and a considerable accretion of prestige for the son of a laborer."²²

¹⁹ Damon A. Turner, "The Licensing Effect - Seven Years Later," Social Work Journal, vol. 35 (April, 1954), p. 68.

²⁰ Nathan E. Cohen, "A Changing Profession in a Changing World," Social Work, vol. 1 (October, 1956), p. 18.

²¹ Alfred Kadushin, "Prestige of Social Work - Facts and Factors," Social Work, vol. 3 (April, 1958), pp. 39-40.

²² Alfred Kadushin, Recruitment for Social Work Education and Social Work Practice, p. 20.

In social work, as in every occupation, status and financial gain are probably closely allied as natural factors. Polansky, in a study of seventy-five social workers in Detroit found that social work is generally regarded as very poorly paid by comparison with other professions. The median salary for professional services of social workers studied in 1951 was about \$4,900 as compared to the income of physicians (\$12,518), lawyers (\$9,375) and dentists (\$7,743) as reported by the office of Business Economics of the Commerce Department.²³

According to Cohen,

Salaries are tending to increase but not at a rate commensurate with the economy as a whole. A study of 174 graduates of the New York School of Social Work last year revealed that the average salary upon leaving school was \$4,091, and the median salary \$3,913.²⁴

Opportunity for advancement is, for many, an important factor in the choice of an occupation. This may not be an important factor in the choice of social work as a career. Greenwood says that, "It is generally assumed that there is relatively little opportunity for advancement in most social work positions."²⁵

In this case the prospect for advancement is not an important motivating factor. However, in a profession like social work which is dominated largely by women, advancement could be an

²³ Norman Polansky, William Bowen, Lucille Gordon, and Conrad Nathan, "Social Workers in Society: Results of a Sampling Study," Social Work Journal, vol. 34 (April, 1953), p. 74.

²⁴ Cohen, op. cit., p. 18.

²⁵ Greenwood, op. cit., p. 25.

important motivating factor for men. Caplow proposes that for men advancement is virtually automatic.²⁶

The National Manpower Council suggests that "the best way for a man to insure his advancement is to prepare for a field of work in which most employees are women".²⁷

Working conditions, especially the physical surroundings under which one works, may be a motivating factor in choosing a career. According to Greenwood working conditions in social work are usually relatively good which may be due to the highly individualized and confidential nature of the services offered.²⁸

In conclusion, it is fairly well agreed that social work does not offer high extrinsic rewards and they, therefore are not the most important factors for most people entering social work.

3. Intrinsic Motives

"Intrinsic motives operate in the choices of those individuals who enter an occupation from a strong and definite interest in the actual work to be performed."²⁹ Levesque writes that, "The social worker, whether he is interested in child welfare, or in recreation, or in psychiatric counseling, is essentially concerned with individuals, who are socially ill or ill-adjusted,

²⁶ Caplow, op. cit., p. 25.

²⁷ National Manpower Council, Woman Power, p. 13.

²⁸ Greenwood, op. cit., p. 26.

²⁹ Ibid.

in one way or the other. His duty is to provide these individuals with the minimum material help which they need in order to be better off psychologically or socially, to give them guidance that will enable them to trace back the internal or external causes of their problems, or to direct them toward the existing public or private agencies from which they can receive the most appropriate assistance.³⁰ Boehm also speaks of this restorative function of the social worker but, in addition, includes developmental, educational and preventive functions as the goal of social work. He proposes that "The goal of social work can be achieved through the discharge of the following three functions: restoration of impaired social functioning; provision of resources, social and individual; far more effective social functioning; prevention of social disfunctioning."³¹

Thus if individuals are interested in the specific activities of social work this will be an important motivation to enter social work.

Another important consideration in the choice of a career is the occupational subculture. That is to say that the behavior patterns of most adults is greatly influenced by the type of work they do. In writing about social work as a professional subculture Eaton indicates that:

³⁰ George-Henri Levesque, "Intergrating the Social Work Curriculum Into the Social Sciences," Social Work Journal, vol. 32 (April, 1951), p.65.

³¹ Werner W. Boehm, "The Nature of Social Work," Social Work, vol. 3 (April, 1958), pp.16-17.

The social work subculture, like all cultures, can be viewed as having two principal components which developed gradually in response to common working conditions and practice tasks.

1. Ethics, which includes those shared values which have strong moral sanctions. These aspects of culture, the mores of the profession, do not change readily.
2. Etiquette, which includes those shared patterns which have little moral sanction but are supported by tradition, convention, and usage. These aspects of culture, the "folkways", are much more readily changed and tend to vary within the professional subculture far more than the mores or ethical component

Every social work problem involves alternate choices of value. Workers must come to grips with many fundamental and controversial ethical issues, such as the degree to which clients should have the right to determine their own lives or what kind of help they are to receive in matters involving unconventional and anti-social behavior. Some of these ethical problems, such as those involved when dealing with divorce or an aged couple rejected by their children, present something more than an intellectual challenge. They have an emotional impact on the student since they involve his own basic philosophy of life.

There is a core of more generally shared values which makes it possible to train social workers in non-sectarian universities, even if the normative goals differ to some extent in family counseling or group work under Catholic, Jewish or nonsectarian auspices. For example, the profession generally believes that the physical and mental health of children should not be left to chance. Those born into disadvantaged homes are offered help through public or private welfare agencies, child guidance clinics, or group work agencies...The social work subculture is also characterized by a strong common sense of identification. Practitioners chose the profession from among several alternate occupations, like teaching, or clinical psychology, for which they could have acquired the necessary training and experience. They also were chosen by it. Social Work graduation carries with it a stamp of professional approval, a peer judgement of moral worthiness and emotional capacity to be of service to others. Not all persons entering the social work training routes are allowed to complete it. Some lack the intellectual qualifications; others cannot endure the personal stress inherent in the development of helping relationships with clients, groups, or communities, where the focus is on helping or enabling people to help themselves, not on manipulating them, controlling or using them...

The fact that social work is a subculture also is indicated by the existence of a professional terminology, including such terms as "relationship", "sharing", "supervision", "movement", and "generic principles"...

These and other social work folkways help practitioners to behave in a professionally appropriate manner, but they are shared less uniformly than the more basic professional ethics. Like all cultural institutions, the culture of social work contributes to the maintenance of cohesion within the group, supports a common sense of identity, and regulates the inter-action of members within it.³²

³²

Joseph W. Eaton, "Whence and Whither Social Work? A Sociological Analysis," Social Work, vol. 1 (January, 1956), pp. 16-18.

In summation- This review has been presented as an introduction to the study of social work as a career choice. The need for additional trained social workers points up the importance of such a study. Information concerning the intellectual, emotional, and moral qualities required of a social worker must be readily available not only to those who do recruiting but also to those who are about to or have not as yet made their choice of career. These individuals should know what the field of social work has to offer. They should have an opportunity to appraise the requirements, expectations, rewards, and limitations of social work so that their vocational choice can be made in favor of social work as a career. For the recruiter it is also important to know the potential pools from which social work draws so that a concerted effort may be made in this area.

In this context some of the vocational theory has been examined and the concepts of developmental process, compromise, and self were noted. The motivations to select social work in preference to other careers has perused in light of such factors as interests of social workers, status, prestige, opportunities for advancement, salary expectations, occupational subculture, etc., so that one can make a judgment as to the compatability between his values and the expectations of social work. Finally we have attempted to ascertain some of the characteristics of social work and the personal and environmental influences which may prove invaluable to a recruitment program.

Hypotheses for this Study

HYPOTHESIS I The Influence of "Significant Others"

Man perhaps more than any other being is a social animal. Aside from purely psychological drives, the motives which impel him to action and direct his choice of action are social in origin...these motivations, satisfactions, anxieties, and conflicts develop from the individual's interaction with other members of groups to which he belongs. Some of these groups will be important and wield power as sources of motivation and gratification, while others will be less important to the individual.³³

It was speculated that parents, siblings, close relatives, spouse, and teachers would play a significant role in influencing a person's choice of social work as a career. These people we termed as being "significant others." Lazarsfeld proposes that primary group contacts, people one knows fairly intimately, are of crucial significance for influencing the career decision making process.³⁴ It was agreed by the thesis seminar group that an attempt should be made to find out if any one person was the most significant among those who had an influence on the career choice.

The interview schedule was set up to elicit the attitudes of "significant others" toward helping professions in general, toward the value of offering and giving help to people, toward the social work profession, and toward the particular individual entering social work.

It was agreed that not only attitudes of the "significant others" should be explored, but also efforts should be made to see if there were any "cultural" factors such as family income, type of community,

³³ Robert P. Bullock, "What Nurses Think of Their Profession," p.34.

³⁴ P. F. Lazarsfeld, Personal Influences, p.38.

ethnic background, and education that influenced the individual.

Polansky in his Detroit study of social workers, demonstrated a picture of middle class origin of the majority of his sample. Twenty-seven of the social workers placed their father's income as having been in the upper third of the community; 65 per cent in the middle third; and only 8 per cent in the lower third. He discerned a group which in general had considerable economic security during adolescence and post-adolescence. The middle class background was further explored through an examination of paternal occupations. Over two-thirds of the workers had fathers with occupations in the top two classifications: professionals and semi-professional workers and proprietors, managers and officials, An overall impression of Polansky et al was that he was dealing with offsprings of substantial members of the community. He pointed out that 80 per cent of the workers' parents were enrolled as members of some church.³⁵

Below is a presentation of the hypotheses pertaining to "significant others", each followed by the number (or numbers) designed to elicit information on this hypothesis on the interview schedule.

Statement of HYPOTHESIS I: A person is influenced to consider social work as a career and to implement this consideration by one or more people who are significant in his life.

Sub Hypotheses

1. A favorable attitude on the part of "significant others" toward the helping professions in general serves as a positive stimulus to the

³⁵Norman Polansky, William Bowen, Lucille Gordon and Conrad Nathan, Social Workers in Society, Results of a Sampling Study, pp.76f.

person's choice of social work as a career (11b,c,d; 12; 13).

2. A favorable attitude on the part of "significant others" toward offering and giving help to people serves as a positive stimulus to the person's choice of social work as a career. (14).
3. A favorable attitude on the part of "significant others" toward social work as a career serves as a positive stimulus to a person's choice of social work as a career (14).
4. A favorable attitude on the part of "significant others" toward a person's consideration of social work as a career serves as a positive stimulus to the person's choice of social work as a career (11).
5. Attitudes of friends are most significant in influencing a person's choice of social work as a career (12b,c; 17; 1; 32).
6. Family income, type of community, ethnic background, and education can favorably influence a person's choice of social work as a career if the family's "cultural" values are compatible with a career in social work. (6; 7; 8; 9; 10; 11a).

HYPOTHESIS II Exposure to and experience in the field of social work.

It is not easy to consider an occupation if one has either limited or no knowledge about a particular occupation. It is felt that many people do not choose social work as a career or have an unfavorable, very limited concept of what a social worker's job may involve. Exposure to and experience in the field of social work or other closely related fields may serve to make social work a career choice by making it an occupational area of which the individual has some concrete knowledge. Many leaders in the social work profession see work experience of prime importance in making the decision that social work is the career a person wants. They propose that "you can get a taste of what working with people is like in off-campus work experience, either as a volunteer in your spare time, or as a part-time summer employee...experience as a volunteer or junior leader in social settlement, participation in a summer work

camp, or summer employment as a counselor in a children's camp, or an attendant in a mental hospital-- any of these will provide you with a glimpse of the setting in which social work may be practiced.³⁶

If such experience is favorable the person might tend to choose social work as a career. If he finds out that he dislikes the nature of the work or if he cannot accept being a social worker, he might tend to eliminate social work as a career choice. Experience in and exposure to other fields of work endeavor may tend to have similar influence as they enable the individual to test out what he would like to do and thus gives him a more concrete choice. Ideas presented in a written or oral manner may also be significant. Kadushin writes, "The fact that personal contacts with people appear to be of prime importance does not mitigate the worth of other channels for familiarizing prospective candidates with social work. Accurate information, even though impersonally purveyed, in pamphlet, material, interpretative articles, etc., may revise and improve the students' concept of the field in a more favorable direction."³⁷

Below is a list of Hypotheses II, each followed by the number or numbers on the interview schedule which was designed to elicit information on the hypothesis.

Statement of HYPOTHESIS IIa. Prior experience in social work practice serves as a positive stimulus to a person's choice of social work as a career.

Sub Hypotheses

1. Prior experience as a volunteer in a social agency tends to serve as a positive stimulus to a person's choice of social work as a career (19).

³⁶"What Every Prospect Social Worker Should Know", Social Work as a Profession, 1953, p. 28.

³⁷Alfred Kadushin, Determinants of Career Choice and Their Implications for Social Work, in Recruitment for Social Work Education, and Social Work Practice, p. 21.

2. Prior experience as a paid worker in social agency tends to serve as a positive stimulus to a person's choice of social work as a career (19).
3. Supervision by a professional social worker in a volunteer experience tends to serve as a positive stimulus to a person's choice of social work as a career (19).
4. Supervision by a professional social worker in a paid position tends to serve as a positive stimulus to a person's choice of social work as a career (19).
5. Work experience in fields other than social work may serve to eliminate these fields in favor of social work, especially when the experience has been unfavorable. (20)

Statement of HYPOTHESIS II;b Prior exposure to the field of social work practice serves as a positive stimulus to a person's choice of social work as a career.

Sub Hypotheses

1. Association with social workers tends to serve as a positive stimulus to a person's choice of social work as a career (19; 25).
2. Ideas such as ones gained from books, movies, speeches, trips, courses and radio or television can be significant in serving as a positive stimulus to a person's choice of social work as a career (24).

HYPOTHESIS III: Vocational Interests and Vocational Expectation of Individuals

In some respects individual occupations or families of occupations may be thought of as possessing cultures of their own. Certain belief patterns, value systems, personality traits, and behavior characteristics may become associated with particular lines of work. These occupational imperatives partially define the role a person is to play if he enters the occupation, and in so doing they exert a subtle but important influence affecting occupational choices made by young people as they select careers.³⁸

³⁸ Robert P. Bullock, What Do Nurses Think of Their Profession? p.15.

What role is perceived by a person considering social work as a career? What role would he like to take in his career choice? What are the influences of the "culture" of social work upon a person's vocational interests and expectations? What are his motives for entering social work? We sought to explore the answers to these questions in the first group of hypotheses by seeking information on the cultural values of the people significant in the person's life. But what of the individual himself? An individual does not merely reflect "significant others" attitude or just assimilate volunteer or work experience, but he has his own unique interests and aspirations, certain expectations about certain occupations and talents for certain tasks. Taietz examining the findings of Rosenberg³⁹ reported the "people-oriented" students are more likely to be found among those with superior academic attainment than students with a creativity-oriented or money and status values.⁴⁰ We know that people who have done superior academic work go into many other kinds of work that involves working with people so this does not tell us why individual people choose social work as a career. A choice of social work as a career may be a result of a compromise between vocational aspirations and realistic vocational expectations and requirements. For example, a would-be doctor or nurse may choose medical social work because of lack of time or money to prepare for their first choices. Another type of compromise may involve conflicting desires such as a career and

³⁹ Morris Rosenberg, Occupations and Values, p. 158.

⁴⁰ Phillip Taietz, Bert Eldenboyen, and Charles Ramsey, Occupational Choice, Same Implications for Recruitment of Social Workers, p. 5.

a family. Social work offers a number of opportunities to work part-time, so would be compatible with motherhood. It was speculated that social work is a profession in which a variety of compatible compromises can be made. Below is a list of hypotheses, each followed by the number on the interview schedule which was designed to elicit information on the hypothesis.

Statement of HYPOTHESIS III: Social work is a compromise profession in that it combines many aspects of other helping professions. People choosing social work are primarily service-oriented in their motives. People choosing social work tend to minimize financial rewards in their aspirations and emphasize gratification through serving people.

Sub Hypotheses

1. Social work is not usually the first choice of a person, but is a result of a compromise between reality factors such as length of preparation or cost of education and vocational interests (15; .21; 23).
2. While social work does not offer high financial reward this disadvantage is balanced by other rewards such as the opportunity to be of service, the opportunity to gain intellectual stimulation, and the opportunity to gain status by belonging to the profession (28; 29; 30).
3. While social work does not offer high financial rewards, men may choose social work because they see this career choice as an opportunity to advance rapidly in professional positions within the field.
4. Social work is compatible with a woman's role as wife and mother (31).
5. Social work is considered to be an advantageous career choice because it offers opportunity for part-time work,

especially for women (21).

6. A majority of people choosing social work as a career feel that case-work is the most rewarding method of the profession (27).
7. Social work is chosen as a career at a later date in the life of a person than other professions. (15; 21; 23)

CHAPTER III

BACKGROUND OF SAMPLE POPULATION AND THEIR "SIGNIFICANT OTHERS"

In considering the factors affecting a person's choice of social work as a career, we agreed that some investigation of the background characteristics of the sample population and their "significant others" (i.e. father, mother and spouse) was necessary. Such an investigation would be important, first, to insure that the sample, picked at random by each of the interviewers did not represent identical types of backgrounds which would make the findings of the study valid only for certain types of social workers; second, to compare the various background factors of the sample population and their "significant others" to see if there were any factors in which there was a high incidence of the sample in a given characteristic; finally, to compare background factors which were found in the study to be of significance with findings of other studies and, if possible, relate these findings to their implication in the recruitment of social workers.

The background characteristics of the sample dealt with in this study included sex, marital status, religion, ethnic background, family income, age, education of parents and spouse, type of community born in and brought up in, undergraduate college, undergraduate college major and minor, career contemplated, social work methods choice and social work school attended. In addition, the occupation of the parents and spouse of the respondents and their career choice for the respondent was also included.

The total sample included sixty respondents. These respondents were divided into four groups of fifteen each. Group A includes fifteen college seniors planning to become social workers. Group B is composed of fifteen first and second year students enrolled in schools of social work. Group C includes social workers in the field with two to five years experience with a masters degree in social work. Group D is composed of social workers in the field with two to five years experience with no masters degree in social work.

Tables 1 and 2 show the distribution of the sample groups according to sex, marital status, religion, ethnic background, family income, age and highest education achievement of parents and spouse.

TABLE 1

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO SEX, MARITAL STATUS,
RELIGION, ETHNIC BACKGROUND, FAMILY INCOME AND AGE

Characteristics	Number of Respondents				Total	Per cent of Total
	A	B	C	D		
	Sample group *					
Sex						
Female	14	7	8	11	40	66.6
Male	1	8	7	4	20	33.3
Marital Status						
Single	14	7	7	7	35	58.3
Married	1	8	8	8	25	41.6
Religion						
Catholic	3	8	5	8	24	40.0
Protestant	4	5	9	6	24	40.0
Jewish	8	1	0	1	10	16.6
None	0	1	0	0	1	1.7
Other	0	0	1	0	1	1.7
Ethnic Background						
Irish	2	3	1	4	10	16.6
Irish-English	1	7	0	1	9	15.0
Jewish	4	1	0	1	6	10.0
Negro	0	2	0	2	4	6.7
Italian	0	0	0	2	4	6.7
Armenian	1	0	1	1	3	5.0
Other European	6	2	11	4	23	38.3
Chinese	1	0	0	0	1	1.7
Family Income						
Under \$5000	3	6	7	10	26	43.3
\$5-10,000	3	6	6	4	19	31.6
\$10-20,000	6	2	1	1	10	16.6
Over \$20,000	3	1	1	0	5	8.3
Age						
20-25 years	15	8	2	5	30	50.0
26-30 years	0	3	5	6	14	23.3
31-35 years	0	2	4	1	7	11.6
36-40 years	0	2	3	1	6	10.0
41 and over	0	0	1	2	3	5.0

* See preceding paragraph for explanation of group A,B,C,D.

As indicated in Table 1, the sample group included forty females and twenty males or 66.6 per cent females and 33.3 per cent males. This comparison of female and male workers parallels the Bureau of Labor Statistics finding which states that 70 per cent of all social workers are female.¹

The table further indicates that thirty-five or 58.3 per cent of the sample were single and twenty-five or 41.6 per cent of the respondents were married. This may be explained by the range of the sample groups, of which half are in college or graduate school. Out of a total of fifteen students in group A, only one of the undergraduate students is married, which tends to weigh the total in the unmarried category.

Of the total sample, 40 per cent are Catholic, 40 per cent are Protestant with 16.6 per cent of the respondents of the Jewish faith. However, in group A, the undergraduate students, over one half of the sample is Jewish. This might be of significance in relating Social Work as a career choice for members of the Jewish faith. However, since this trend is not supported in the other categories, it is most likely due to the coincidental choice of the sample.

Regarding the ethnic background of the respondents, there is a preponderance of the sample in the "Other European" category of twenty-three respondents or 38.3 per cent with ten or 16.6 per cent in the Irish category and nine or 15.5 per cent in the English-Irish category. If we combine all the "European" categories, the total is forty-nine

¹ U.S. Department of Labor, Bureau of Labor Statistics, "Social Workers in 1950", p. 5.

or 81.5 per cent of the respondents. Thus, we may conclude that a significant number of the sample population was of European ethnic background with a large proportion of these of Irish or English Irish ethnic background.

The family income of the respondents is concentrated in the lowest economic category with twenty-six or 43.3 per cent of the respondents in the Under \$5,000 category and 31.6 per cent or nineteen respondents in the \$5-10,000 category. Thus, of the total sample, 75 per cent of the families of the respondents were in the \$10,000 or under category. However, if we consider the sample groups separately, over half the respondents in Group A came from families with an income of \$10,000 or more, whereas twelve respondents of group B, thirteen respondents in group C and fourteen respondents in group D had families with incomes under \$10,000. This might indicate that interest in social work is developing in a higher economic group than in the past.

In the age category of the sample, 50 per cent of the respondents were between the ages of twenty to twenty-five years and 23 per cent were between twenty-six to thirty years old with only 26 per cent of the sample over thirty years of age. This would be related to the fact that the sample included college undergraduate and graduate students and workers with not more than five years' experience. Hence the sample groups are presumed a predominately twenty to thirty year old age group. It is of interest to note that twenty-six per cent of the sample is over thirty years of age which supports the assumption that social work as a profession may be chosen after some time in another field or work.

As indicated in Table 39 in the Appendix, a total of thirty-two different undergraduate colleges were attended by sixty respondents. These colleges are located in many different states and in several foreign countries. Boston University shows the largest number of responses with a total of thirteen respondents. Boston College and Simmons College both show four responses each and the other colleges show three or less responses.

TABLE 2

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO HIGHEST EDUCATION
ACHIEVED BY PARENTS AND SPOUSE

Number of Respondents																
Highest Education	A			B			C			D			Total			Total Sample
	F	M	S	F	M	S	F	M	S	F	M	S	F	M	S	
None	0	0	0	0	0	0	0	0	0	1	1	0	1	1	0	2
Grammar School	2	3	0	5	4	0	0	0	0	6	6	1	13	13	1	27
High School																
Year 10	1	0	0	1	1	0	1	1	0	0	0	0	3	2	0	5
11	1	0	0	1	0	0	1	1	0	0	0	0	3	1	0	5
12	3	6	0	1	4	2	3	11	1	8	5	4	15	26	7	48
Vocational Sch.	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1
Professional Sch.	0	0	0	0	1	0	1	0	1	0	0	0	1	1	1	3
Attend College	0	3	0	3	1	0	4	1	0	0	0	0	7	5	0	12
College Graduate	3	2	1	0	1	1	3	0	0	0	2	3	6	5	5	16
Graduate sch.	2	1	0	1	3	4	1	0	2	0	1	1	4	5	6	15
Post graduate	3	0	0	2	0	0	0	0	0	0	0	0	5	0	0	5
Unknown	0	0	0	1	0	0	1	1	4	0	0	0	2	1	4	7
Total																

*F= Father, M= Mother, S= Spouse.

Table 2 indicates that twenty of the fathers of the respondents, seventeen of the mothers, and one spouse did not graduate from high school. A total of fifteen fathers, twenty-six mothers and seven spouses graduated from high school, and fifteen fathers, ten mothers and eleven spouses graduated from college.

In group A, eight of the fathers and three of the mothers of the respondents were college graduates. Among the respondents in group B, three of the fathers and four of the mothers were college graduates. In group C, four of the fathers of the respondents were college graduates. However, in group D none of the fathers and three of the mothers were college graduates. This might indicate that college graduation itself was an achievement for the respondents in group D, whereas in the other three groups, the higher educational background of the parents might indicate that there was more encouragement for the respondents to go on to graduate school.

The following Tables, 3 A, 3 B, 3 C, show further background factors of the respondents by giving the distribution of the sample groups according to the state in which they lived before they chose social work as a career. The tables also show the type of community the respondents lived in before they chose social work as a career, either a metropolitan urban area or a small town.

TABLE 3 A

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO STATE OF RESIDENCE PRIOR TO
CHOICE OF SOCIAL WORK AS A CAREER

State of Residence	Number of Respondents				Total	Percent of Total
	A	B	C	D		
California	0	1	0	0	1	1.7
Canada	0	1	0	0	1	1.7
England	1	0	0	0	1	1.7
Finland	1	0	0	0	1	1.7
Germany	0	0	2	0	2	3.3
Maine	1	0	0	0	1	1.7
Massachusetts	10	5	9	13	37	61.6
Minnesota	0	1	0	0	1	1.7
Mississippi	0	2	0	0	2	3.3
New Hampshire	1	0	0	0	1	1.7
New Jersey	0	0	0	1	1	1.7
New York	1	2	1	0	4	6.7
North Carolina	0	1	1	1	2	3.3
Ohio	0	1	1	0	3	5.0
Rhode Island	0	1	0	0	1	1.7
Wisconsin	0	0	1	0	1	1.7

TABLE 3 B

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO TYPE OF COMMUNITY RESIDED IN
PRIOR TO CHOICE OF SOCIAL WORK AS A CAREER

Type of Community	Number of Respondents				Total	Percent of Total
	A	B	C	D		
Metropolitan Area	14	7	12	11	44	73.3
Small Town	<u>1</u>	<u>8</u>	<u>3</u>	<u>4</u>	<u>16</u>	<u>26.7</u>
Total	15	15	15	15	60	100.0

TABLE 3 C

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO STATE OF RESIDENCE
AND TYPE OF RESIDENCE PRIOR TO CHOICE OF SOCIAL WORK AS A CAREER

Location	Number of Respondents										Percent of Total	
	A		B		C		D		Total			
	Met.	Sm.	Met.	Sm.	Met.	Sm.	Met.	Sm.	Met.	Sm.	Met.	Sm.
California	0	0	0	1	0	0	0	0	0	1	0	1.7
Canada	0	0	0	1	0	0	0	0	0	1	0	1.7
England	1	0	0	0	0	0	0	0	1	0	1.7	0
Finland	1	0	0	0	0	0	0	0	1	0	1.7	0
Germany	0	0	0	0	2	0	0	0	2	0	3.3	0
Maine	1	0	0	0	0	0	0	0	1	0	1.7	0
Massachusetts	9	1	2	3	6	3	10	3	27	10	45.0	16.6
Minnesota	0	0	1	0	0	0	0	0	1	0	1.7	0
Mississippi	0	0	0	2	0	0	0	0	0	2	0	3.3
New Hampshire	1	0	0	0	0	0	0	0	1	0	1.7	0
New Jersey	0	0	0	0	0	0	1	0	1	0	1.7	0
New York	1	0	1	1	1	0	0	0	3	1	5.0	1.7
North Carolina	0	0	1	0	1	0	0	0	2	0	3.3	0
Ohio	0	0	1	0	1	0	0	1	2	1	3.3	1.7
Rhode Island	0	0	1	0	0	0	0	0	1	0	1.7	0
Wisconsin	0	0	0	0	1	0	0	0	1	0	1.7	0
Total	14	1	7	8	12	3	11	4	44	16	73.4	26.7

* Met. = Metropolitan Urban area
Sm. = Small Town

Table 3 A indicates that thirty seven or 61.6 per cent of the respondents were from the state of Massachusetts with seven other respondents from the New England States and New York. A total of five of the respondents were from other countries and the remaining eleven respondents were from various other states. Group D shows a strong preponderance of Massachusetts residents with thirteen of the fifteen respondents from Massachusetts. In Group B only five of the respondents from Massachusetts which indicates that the local social work schools attract students from other states.

This may be the reason why six respondents in Group C were from outside Massachusetts as compared to only two in Group D. In other words, it would appear that students are attracted to social work schools in Massachusetts and remain here to work.

Table 3 B indicates that forty-four or 73.4 per cent of the respondents lived in large metropolitan areas whereas only 26.7 percent or sixteen of the sample lived in small towns. The respondents in Groups A, C and D show a large proportion of metropolitan backgrounds but in Group B, there is an almost equal distribution of metropolitan and small town backgrounds with seven of the respondents from metropolitan residences and eight of the respondents from small town backgrounds.

Table 3 C, which combines Tables 3 A and 3 B indicates that twenty-seven or 45.0 per cent of the respondents were from a metropolitan area in Massachusetts, while ten or 16.6 per cent were from a small town in Massachusetts when they made their choice of social work as a career.

In exploring the backgrounds of the respondents in relation to their choice of social work as a career, other factors which were considered to be of significance were the undergraduate college major and minor subjects. These indicate the area of interest or career choice in college of the respondent. Also, the graduate school of social work and the social work method choice of the respondents were considered worthy of investigation. This information is illustrated on Tables 4, 5A, 5B and 5C, only four respondents had these majors. However, in Group D, eight of the respondents majored in other social sciences or in education. Thus we might speculate that for the respondents in Group D, social work may have been a second choice for a career or may have represented a job in the general field of social sciences, which was available, and was not a definite career choice. Hence, these people were not motivated to go on to a graduate school of social work.

TABLE 4

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO UNDERGRADUATE MAJOR AND MINOR SUBJECTS

Number of Respondents												
Undergraduate Courses	A		B		C		D		Total		Percent of Total	
	Maj.	Min.	Maj.	Min.	Maj.	Min.	Maj.	Min.	Maj.	Min.	Maj.	Min.
Sociology	8	0	7	0	7	0	4	1	26	1	43.3	1.7
Psychology	4	5	2	3	2	2	0	3	8	13	13.4	21.6
Philosophy	1	0	1	2	1	2	5	1	3	5	5.0	8.3
Other Social Sciences ^b	2	0	2	4	2	5	1	2	11	11	18.1	18.1
Humanities ^c		2	2	3	0	2	0	1	3	8	5.0	13.4
Natural Sciences ^d		1	1	1	3		0	1	4	3	6.7	5.0
Languages				1			0	0	0	1	0	1.7
Business ^e				1			1	1	1	1	1.7	1.7
Education							3	1	3	1	5.0	1.7
None		7			4		1 ^a	5	1	16	1.7	26.7

a One respondent had no college education.

b Includes Anthropology, History, Economics, Government, Social Welfare, Social Relations and Social Studies.

c Includes English, Art, Philosophy and French History.

d Includes Biochemistry, Science, Biology and Physics.

e Includes Business and Industrial Management.

In Table 4 we note that twenty six or 43.3 per cent of the sample majored in sociology and eight or 13.4 per cent majored in psychology, with one respondent minoring in sociology and thirteen of 21.6 per cent minoring in psychology. Thus we see that over half the respondents majored in sociology or psychology, which are the suggested undergraduate majors for a career in social work. The number of respondents who majored in sociology, psychology, philosophy, social sciences, humanities and education,

fields related to social work, was fifty-three or about 90. per cent of the sample, whereas those respondents who majored in natural sciences or business totaled only to five or 8.3 per cent. In Group A, the number who majored in sociology or psychology was twelve, in Group B, the number was nine, in Group C the number was also nine, but in Group D only four respondents had these majors. However, in Group D, eight of the respondents majored in other social sciences or in education. Thus we might speculate that, for the respondents in Group D, social work may have been a second choice for a career or may have represented a job in the general field of social sciences which was available and was not a definite career choice. Hence these people were not motivated to go on to a graduate school of social work.

TABLE 5 A

DISTRIBUTION OF SOCIAL WORK STUDENTS AND SOCIAL WORKERS ACCORDING
TO GRADUATE SCHOOL OF SOCIAL WORK ATTENDED

Education	Number of Respondents			
	B	C	D	Total
Graduate- school of soc. work				
Boston College	5	4	0	9
Boston University	8	8	0	16
Simmons College	2	2	0	4
Univ. of Wisconsin	0	1	0	1
Graduate classes of soc. work				
Boston College	0	0	1	1
Boston University	0	0	3	3
Smith College	0	0	1	1
In-service training	0	0	1	1
No graduate classes in soc. work	0	0	9	9
Total	15	15	15	45

TABLE 5 B

DISTRIBUTION OF SOCIAL WORK STUDENTS AND SOCIAL WORKERS ACCORDING
TO CHOICE OF SOCIAL WORK METHOD

Method of Social work	Number of Respondents			
	B	C	D	Total
Case work	8	12	7	27
Group work	2	3	8	13
Community organization	1	0	0	1
Combination of methods	4	0	0	4
Total	15	15	15	45

TABLE 5 C

DISTRIBUTION OF SOCIAL WORK STUDENTS AND SOCIAL WORKERS
ACCORDING TO GRADUATE SCHOOLS OF SOCIAL WORK ATTENDED AND CHOICE OF SOCIAL WORK METHOD

School	Number of Respondents															
	B				C				D				Totals			
	CW*	GW	CO	Com.	CW	GW	CO	Com.	CW	GW	CO	Com.	CW	GW	CO	Com.
Graduate school of social work																
Boston College	2	0	1	2	4	0	0	0	0	0	0	0	6	0	1	2
Boston University	4	2	0	2	5	3	0	0	0	0	0	0	9	5	0	2
Simmons College	2	0	0	0	2	0	0	0	0	0	0	0	4	0	0	0
Univ. of Wisconsin	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0
Graduate classes of social work attended																
Boston College	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0
Boston University	0	0	0	0	0	0	0	0	1	2	0	0	1	2	0	0
Smith College	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0
In service training	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0
No graduate classes in social work	0	0	0	0	0	0	0	0	3	6	0	0	3	6	0	0
Total	8	2	1	4	2	3	0	0	7	8	0	0	27	13	1	4

* CW = Case Work
 GW = Group Work
 CO = Community Organization
 Com. = Combination of Methods

Group A was eliminated from Tables 5 A, 5B, and 5 C, since this information was not applicable to that group. As indicated in Table 5A, of the thirty respondents who are attending or have graduated from a school of social work, all but one of the respondents attended a college in the Boston area with sixteen attending Boston University, nine attending Boston College and four attending Simmons College. Of the fifteen respondents in Group D, six have had some graduate classes in social work or in service training but nine or over half of the respondents in this group have had no graduate training in social work.

Table 5B indicates that of the total number of forty-five respondents in Groups B,C, and D, twenty-seven of the respondents or over half were case workers, thirteen were group workers and four had a combination of methods choice with only one community organization worker. Group B had the greatest variety of methods choice with eight of the respondents in case work, two in group work, one in community organization and four with a combination of methods. In Group C, twelve of the respondents were case workers and three were group workers while in Group D the methods choice was almost equal with seven case workers and eight group workers.

Table 5C shows that, of the 20 case workers who are attending social work school or have graduated, nine attended Boston University, six attended Boston College, four attended Simmons College and one attended the University of Wisconsin. All five of the group workers had attended Boston University.

In considering social work as a career choice, a very significant factor in the background of the respondent is the career contemplated

TABLE 6 A
DISTRIBUTION OF SAMPLE GROUP ACCORDING TO CAREERS CONTEMPLATED BY SAMPLE IN HIGH SCHOOL,
COLLEGE, AND AFTER COLLEGE

CAREERS	Number of Respondents																												
	A					B					C					D					TOTAL								
	High School	College 1	College 2	College 3	College 4	High School	College 1	College 2	College 3	College 4	After College	High School	College 1	College 2	College 3	College 4	After College	High School	College 1	College 2	College 3	College 4	After College	High School	College 1	College 2	College 3	College 4	After College
Social Work	4	7	8	12	15	0	1	5	7	9	11	0	2	5	11	12	13	0	1	5	6	8	13	4	11	23	36	44	37
Psychology	0	3	3	1	0	0	1	0	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	1	5	4	1	2	0
Teaching	3	0	1	1	0	1	1	1	2	1	1	4	3	1	0	0	0	6	6	3	3	3	1	14	10	6	6	4	2
Nursing	0	0	0	0	0	1	2	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	2	1	0	0	0
Medicine	2	1	1	0	0	1	1	1	1	1	0	4	3	3	2	0	0	1	0	0	0	0	0	8	5	5	3	0	0
Dentistry	0	0	0	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2	1	1	1	1	0
Religion	0	0	1	0	0	2	3	2	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	4	5	5	2	2	2
Law	1	2	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	2	3	1	2	1	0
Corrections	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1
Counseling	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Personell Work	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Business	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	1	1	1	2	0	0	0	0	2	1	4	1	1	1
Government	1	0	0	0	0	2	1	0	0	0	0	0	1	1	0	0	0	0	1	1	1	0	0	3	3	2	1	0	0
Sociology	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Science	0	1	0	0	0	0	0	0	0	0	0	0	2	1	1	1	1	1	1	0	0	0	0	1	4	1	1	1	1
Theatre	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
Languages	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Journalism	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0
Art	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0
Cartoonist	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Florist	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Airline Stewardess	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
Veterinarian	0	0	0	0	0	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	1	0	0	0
Combination	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	2	1	1	1	0	0
No career choice	1	1	0	0	0	0	1	1	0	0	1	1	0	1	0	0	0	2	1	1	1	0	0	4	3	2	3	0	1

* 15 responses less than other totals because group A is not included in this total.

TABLE 6 B
DISTRIBUTION OF SAMPLE GROUP ACCORDING TO CAREERS (CATEGORIZED) CONTEMPLATED
IN HIGH SCHOOL, COLLEGE AND AFTER COLLEGE

CAREERS	Number of Respondents																							
	High School	College 1	College 2	College 3	College 4	High School	College 1	College 2	College 3	College 4	After College	High School	College 1	College 2	College 3	College 4	After College	High School	College 1	College 2	College 3	College 4	After College	
Social Work	4	7	8	12	15	-	1	5	7	9	11	-	2	5	11	12	13	-	1	5	6	8	13	
Other Helping Professions	6	6	7	3	0	6	10	7	7	7	3	11	8	6	2	1	-	10	8	4	4	5	2	
Business	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	1	1	1	1	2	0	0	0	
Science	0	1	0	0	0	0	0	0	0	0	0	0	2	1	1	1	1	1	1	0	0	0	0	
Government	1	0	0	0	0	2	1	0	0	0	0	0	1	1	0	0	0	0	1	1	1	0	0	
The Arts	1	0	0	0	0	4	2	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	
Other Professions	0	0	0	0	0	2	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	
Miscellaneous	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	0	0	
No Career Choice	1	1	0	0	0	0	1	0	0	0	1	1	0	1	0	0	0	2	1	1	1	0	1	

by the respondent at different times in their life. Since it was decided this study should not concern itself with fantasy career choice, it was decided that career choice in high school, college and after college would be recorded. Also of interest for the purposes of this study is the time when social work was first considered as a career choice by the respondent. Tables 6 A, 6 B and 7 consider these factors.

Table 6A indicates that in high school, only four respondents planned a career in social work, whereas fourteen planned to become a teacher, eight contemplated a career in medicine and four contemplated a career in religion. In the first year of college, social work, became a slight favorite, but only eleven respondents were contemplating a career in social work and five each were interested in psychology, medicine and religion, with ten still interested in teaching. During the second year of college, the number interested in social work doubled to twenty-three, six remained interested in teaching and five each were interested in medicine and religion. In the third year of college, those contemplating a career in social work increased to thirty-six, while six were still interested in teaching. In the last year of college, forty-four had chosen social work and those interested in teaching decreased to four. Of the forty five total respondents in the after college group, eight respondents are contemplating careers in fields other than social work, and all but one of these plan to go into helping professions.

Table 6 B, which categorizes the career choices mentioned in Table 6A, indicates that the majority of respondents were interested in careers in other helping professions in high school and the first two

years of college, but during and after the third year in college, social work was the career choice of the majority of the respondents.

In studying the two tables we find that the respondents show little interest in careers in business and science; instead there seems to be general interest in the helping professions with perhaps some indecision as to which helping profession to choose. Medicine, teaching and religion, which are probably more familiar careers to the respondents were originally the most popular career choices, but by the third year in college, the majority of the respondents were contemplating a career in social work. Group A, is the only group in which there was interest in social work at the high school level. Also Group A has the largest number of respondents interested in social work in the first two years of college. Teaching shows the greatest concentration of interest in Group D but there is also an interest in teaching in Group C along with an interest in medicine. This supports the assumption that social work is a compromise profession and is often chosen as a career by people who want to enter a helping profession but are indecisive as to which profession to enter.

TABLE 7
DISTRIBUTION OF SAMPLE GROUP ACCORDING TO TIME WHEN
SOCIAL WORK AS A CAREER WAS FIRST CONSIDERED

Time of Choice	Number of Respondents				Total	Percent of Total
	A	B	C	D		
High School	4	1	0	0	5	8.3
College						
Year 1	4	3	2	2	11	18.3
2	2	3	3	3	11	18.3
3	3	1	6	2	12	20.0
4	2	2	1	1	6	10.0
After College	0	5	3	7	15	25.0

Table 7 indicates that 25 per cent of the respondents chose social work as a career after they graduated from college. This is even more significant a total when you consider that this does not include the fifteen respondents in Group A who are still attending college. In high school, five or 8.3 per cent of the respondents chose social work as a career, the first two years of college each had eleven respondents or 18.3 per cent of the total respondents choosing to become social workers, and in the third year of college, twelve or 20.0 per cent of the respondents chose social work as a career while six or 10 per cent of the respondents chose social work as a career in their final year of college. In Group A, eight or over half of the respondents chose social work as a career during or before their first year in college. In Group B, half of the respondents had chosen social work during or before their third year of college although five waited until after college before making their decision. In Group C, eleven respondents had made their choice of social work as a career before or during their third year of college also, with the greatest number, or six deciding during their third year of college. In Group D eight of the respondents chose social work before or during their final year of college, and seven chose the field of social work after leaving college. It would appear that for the untrained workers in Group D, social work was a second choice or late career choice which may be the reason why these workers have not decided to get professional education in social work as yet. The Group A respondents made their choice of social work generally earlier than the respondents in the other groups which may indicate that recently

more information has become available to high school and college students about the profession of social work, as compared to the past. However, in general, we may assume from the information on Table 7 that social work as a career is chosen at a later time in life than other careers. A crucial time of choice seems to be between the second and third year of college; this may be due to the fact that many colleges require the choice of a specific major at this time.

One might speculate that the occupation of some of the person's "significant others" (e.g. parents and spouse), and the careers which the parents, and/or spouse suggest for an individual might affect the person's choice of a career. Tables 8 A, 8B, 8C, and 8D consider the occupations of each of the respondent's parents and spouse and their career choice for the respondent.

Table 40 in the Appendix, which is a summary of these four tables indicates that fifty of the fathers of the respondents, thirty-five of the mothers and five of the spouses had no career choice for the respondent. Of the total of nineteen fathers who had a career choice for the respondent, twelve suggested a career in a helping profession. Of the total of twenty three mothers with a career choice for the respondent, eighteen suggested a career in a helping profession. To summarize, the majority of the parents had no career choice for the respondent which he could recall, however slightly more of the mothers had indicated a career choice. Of the parents who did have a career choice for the respondent the majority expressed a career choice for the respondent in a helping profession, although only five each of the mothers and fathers were engaged in helping professions themselves.

These total represent the respondent's recollection of his parents' and spouse's career choice and it seems wise to note that the respondents might have forgotten the career choice of others or failed to report them especially if they differed from their own career choice.

TABLE 8 A

DISTRIBUTION OF GROUP A ACCORDING TO OCCUPATION OF PARENTS
AND SPOUSE AND THEIR CAREER CHOICES FOR RESPONDENT

Respondent	Father		Mother		Spouse	
	Occup.	Career Choice	Occup.	Career Choice	Occ.	Car. Ch.
1	Deceased	Housewife	Dress Maker	Housewife	-	-
2	Tailor	-	Housewife	-	-	-
3	Doctor	-	College Inst. Teacher	-	-	-
4	Business	-	Housewife	-	-	-
5	City Empl.	-	Housewife	-	-	-
6	Optician	Teacher	Housewife	Teacher	-	-
7	Food Merch.	No. Soc. Work	Housewife	-	-	-
8	Deceased	-	Executive	-	-	-
9	Librarian	Librarian	Librarian	-	-	-
10	Meat Dealer	-	Housewife	-	-	-
11	Lawyer	Nurse, Teach.	Housewife	Nurse, Teach.	-	-
12	College Pres.	-	Housewife	-	-	-
13	Store Manager	-	Housewife	-	-	-
14	Dress Manuf.	-	Housewife	-	-	-
15	Sales Super.	-	Housewife	-	-	-

TABLE 8 B

DISTRIBUTION OF GROUP B ACCORDING TO OCCUPATION OF PARENTS
AND SPOUSES AND THEIR CAREER CHOICE FOR RESPONDENT

Res Respondent	Father		Mother		Spouse	
	Occup.	Career Choice	Occup.	Career Choice	Occ.	Car. Ch.
1	Factory Worker	Writer	Deceased	Law	-	-
2	Mg. Gas Sta.	Stenog.	Nurse	Stenog.	-	-
3	Retired-Bus.	Business	Bank Empl.	Business	-	-
4	Saloon Prop.	Get Ed.	Housewife	-	-	-
5	College Prof.	Soc. Ser.	Housewife	-	-	-
6	Deceased	-	Housewife	-	-	-
7	Mechanic	-	-	-	-	-
8	Military	Nurs. or Mus.	Bank Teller	Nurse or Mus.	-	-
9	Deceased	-	Saleswoman	Teaching	Air.	House.
10	Doctor	Nurse	Housewife	Nurse-Soc. W.	-	-
11	Laborer	Doctor	Run Bd. Home	Doctor	-	-
12	Cons. Engr.	-	Housewife	Art	Bus.	-
13	Deceased	-	Housewife	Priest	Bus.	-
14	Deceased	-	Housewife	Teacher	-	-
15	Deceased	-	Housewife	Teacher	-	-

TABLE 8 C

DISTRIBUTION OF GROUP C ACCORDING TO OCCUPATION OF
PARENTS AND SPOUSE AND THEIR CAREER CHOICE FOR RESPONDENT

Respondent	Father		Mother		Spouse		
	Occup.	Career Choice	Occup.	Career Choice	Occup.	Car.	Ch.
1	Accountant	-	Sales	Medicine	-	-	
2	-	-	-	-	-	-	
3	Die Maker	-	Nurse	-	-	S. Wk.	
4	Die Maker	-	Housewife	-	-	-	
5	Fireman	-	Housewife	-	-	-	
6	Florist	-	Housewife	-	-	-	
7	-	-	-	-	-	-	
8	Treas. of Camp.	-	Office Work	-	-	-	
9	Real Estate	-	Housewife	-	-	-	
10	Oculist	-	Housewife	-	-	-	
11	Accountant	-	Housewife	Teacher	S. Wk.	S. Wk.	
12	Vetérinarian	Law	Housewife	-	-	-	
13	Personnel	-	Housewife	Music Teach.	-	-	
14	Truck Driver	-	Housewife	-	-	-	
15	-	-	Housewife	-	Student	-	

TABLE 8 D

DISTRIBUTION OF GROUP D ACCORDING TO OCCUPATION
OF PARENTS AND SPOUSES AND THEIR CAREER CHOICES FOR RESPONDENT

Respondent	Father		Mother		Spouse		
	Occup.	Career Choice	Occup.	Career Choice	Occup.	Car.	Ch.
1	Ret. Business	Lawyer	Housewife	-	Tk. Dr.	-	
2	Pipe Fitter	Lawyer	Housewife	Medicine	House.	-	
3	City Worker	-	Housewife	-	Clerk	-	
4	Laborer	-	Housewife	-	-	-	
5	Prison Sup.	-	Soc. Work.	Writer	-	-	
6	Salesman	Lawyer	Housewife	Lawyer	-	-	
7	Deceased	-	Deceased	-	Cust.	-	
8	-	-	Housewife	-	-	-	
9	Railroad	Teaching	Housewife	Soc. Work.	-	-	
10	Deceased	-	Business	-	-	-	
11	Manager	-	Housewife	-	-	-	
12	Business	-	Housewife	-	-	-	
13	Army	Teaching	Housewife	Teaching	-	-	
14	Laborer	Teaching	Housewife	-	-	-	
15	-	Teaching	Housewife	-	-	-	

Table 8 A indicates that in Group A, ten of the fathers, eleven of the mothers and one spouse had no career choice for the respondent. Of the remaining parents, one father and two mothers suggested teaching as a career choice with one mother and father suggesting teaching or nursing. In three cases, both parents had the same career choice for the respondent. One father had no career choice but was against social work as a career choice. Two parents suggested their own profession to their child. Of the four parents who were working and had a career choice for the respondent, all were professional people and suggested careers in helping professions for their children.

Table 8B indicates that in Group B seven of the fathers, four of the mothers and two of the spouses indicated no career choice for the respondent. One mother suggested social work as a possible career. In five cases, both parents had the same career choice for their child. Teaching was suggested by three of the mothers. Of the fathers, two suggested business and four suggested careers in helping professions, whereas two mothers suggested business and eight of the mothers suggested a helping profession, whereas two mothers suggested business and eight of the mothers suggested a helping profession for a career. Of the fathers, four who had career suggestions were non professional and three were professional workers or in business. Of the mothers with a career choice for the respondent, four were non-professional workers and one was a professional.

Table 8 C indicates that in Group C fourteen of the fathers and twelve of the mothers had no career choice for the respondent. Of the remaining parents with a career choice, one father suggested law,

two mothers suggested teaching and one mother suggested medicine. All the parents chose professional careers for the respondents in helping professions. Two of the spouses suggested social work as a career choice.

Table 8 D indicates that in Group D, eight of the fathers, ten of the mothers and all of the spouses had no career choice for the respondent. Of the other parents, three fathers suggested teaching, and three suggested law whereas one mother each suggested medicine, writing, law, social work and teaching. Thus all eleven parents suggested career choices in professions and ten of these suggested helping professions. There were two sets of parents with the same career choice for the respondent, one in law and one in teaching. None of the fathers who made a career choice was a professional himself and only one of the mothers was a professional worker.

To summarize these four tables, one mother and one father suggested their own career for the respondent. A total of ten parents both had the same career suggestion for the child. Of the parents who were themselves professionals, eleven had a career choice for the respondent and sixteen of the non professional parents had a career choice for their children. Only three of the spouses had a career choice for the respondents, but many of the respondents were married after they had already made their career choice. If we can rely on the career choices of others as reported by the respondents, we might conclude that the occupation of the parents and spouses of the respondents and their career choice for the respondents had practically no effect on the respondents choice of social work as a career. Only one mother and one spouse were themselves social workers and only two mothers and two

spouses suggested social work as a career choice for the respondents.

To summarize the findings of this Chapter, we can say the following: The total sample of sixty respondents included forty females and twenty males of which twenty five were married and thirty five were single. There was an equal number of Protestants and Catholics in the sample group, twenty-four of each, with ten Jewish respondents, eight of whom were in Group A. Regarding ethnic background 81.5 per cent of the respondents were of European ethnic background with a large proportion of these in the Irish and English-Irish category. About 75 per cent of the respondents came from families with an income of under \$10,000, however, in Group A, nine of the respondents' families had an income of over \$10,000 which might indicate an increasing interest in social work as a career in the upper economic categories. About half of the sample were between the ages of twenty to twenty-five years however 27 per cent of the sample were thirty-one years or older which might suggest that Social work is often chosen later in life than other professions.

Of the total of 145 parents and spouses of the respondents, fifty-five were college graduates and thirty-nine did not graduate from college. The majority of the respondents had been brought up in Massachusetts with 73.4 per cent of the total number of respondents from metropolitan areas and 26.7 per cent from small town or rural residences.

Sociology and psychology were the dominant major subjects of the respondents in undergraduate college. Twenty-seven out of a possible total of 45 respondents were case workers, thirteen were group

workers, one was a community organization worker and four had a combination of methods.

The third year in college appeared to be the crucial period in the decision to enter social work as a career; however, respondents in group A generally made their career choice in social work earlier than the other respondents. The amount of interest shown by the respondents in other helping professions appears to indicate some indecision about which helping profession to enter.

The majority of the parents and spouses of the respondents had no career choice for the respondents that the respondent recalled. Of those who did have a career choice, for the respondent, the majority suggested a career in a helping profession. There did not appear to be a relationship between the parents and spouses own occupation and their career choice for the respondent.

CHAPTER IV

ATTITUDES AND INFLUENCES OF "SIGNIFICANT OTHERS" TOWARD OCCUPATIONAL CHOICE

As reviewed in Chapter II, the attitudes of "significant others" have been considered important in this study as having an influence upon one's occupational choice. The term "significant others" as we use it in this and other chapters include the following people in relation to the individual respondents: mothers, fathers, siblings, relatives, spouses and friends.¹ The attitudes of these "significant others" towards occupations in general and social work in particular are dealt with in this thesis and shown in this chapter.

It is certain that many factors produce an attitude or response. We are dealing in this thesis only with such conscious factors of which the respondent is aware. Specifically, we are dealing with attitudes and feelings produced by the "significant others" of each respondent towards helping professions which include nursing, medicine, teaching, psychiatry and ministry, and social work. Each of these helping professions have as one of their basic values the helping or education of human beings in a physical, emotional or spiritual way or a combination of the above. The attitudes or responses of the "significant others" of each respondent towards helping professions in general and social work in particular are indicated.

In addition, the type of profession engaged in by the respondent's "significant others" is examined in order to see what influence it may

¹ For a definition of the term "significant other", see Chapter II, p. .

exert upon the respondent's choice or consideration of social work as a career.

The following six tables indicate the attitudes of "significant others" towards helping professions in general and social work in particular as reported by respondents. Responses are classified as either favorable, indifferent, or unfavorable.

TABLE 9 A

DISTRIBUTION OF GROUP A ACCORDING TO THE TYPES OF RESPONSES
OF "SIGNIFICANT OTHERS" TOWARD HELPING PROFESSIONS IN GENERAL
AND TOWARD SOCIAL WORK IN PARTICULAR

"Significant other"	Types of Career	Number of Responses			Total
		Favor- able	Indif- ferent	Unfavor- able	
Father	Helping professions	42	13	8	63
	Social work	5	5	3	13
Mother	Helping professions	31	24	7	62
	Social work	9	6	0	15
Siblings	Helping professions	35	32	2	69
	Social work	7	7	0	14
Relatives	Helping professions	51	16	4	71
	Social work	10	4	0	14
Spouse	Helping professions	4	1	0	5
	Social work	0	1	0	1
Friends	Helping professions	51	16	4	71
	Social work	<u>10</u>	<u>4</u>	<u>0</u>	<u>14</u>
Total	Helping professions	200	121	23	344
	Social work	37	31	4	72

In the above table, there was a possible total of seventy-five

responses for helping professions and fifteen for social work for each "significant other". Relatives and friends rate first in terms of favorable responses towards both helping professions and social work with fifty-one and ten responses respectively.

TABLE 9 B
DISTRIBUTION OF GROUP B ACCORDING TO THE TYPES OF RESPONSES
OF "SIGNIFICANT OTHERS" TOWARD HELPING PROFESSIONS IN GENERAL
AND TOWARD SOCIAL WORK IN PARTICULAR

"Significant Other"	Types of Career	Number of Responses			
		Favor- able	Indif- ferent	Unfavor- able	Total
Father	Helping professions	52	17	3	72
	Social work	8	6	0	14
Mother	Helping professions	57	17	0	74
	Social work	8	5	1	14
Siblings	Helping professions	56	12	2	70
	Social Work	8	5	2	15
Relatives	Helping professions	63	11	1	75
	Social work	8	6	1	15
Spouse	Helping professions	26	3	1	30
	Social work	4	2	0	6
Friends	Helping professions	54	17	3	74
	Social work	9	4	2	15
Total	Helping professions	308	77	10	395
	Social work	45	28	6	79

This table shows a very close ratio of favorable responses among social work students for both helping professions and social work among all "significant others" with mothers and relatives having a slightly

increased number of responses than the other four "significant other" classifications. In terms of total favorable responses this sample group rates higher than the college seniors, and lower in terms of total unfavorable responses.

TABLE 9 C

DISTRIBUTION OF GROUP C ACCORDING TO THE TYPES OF RESPONSES
OF "SIGNIFICANT OTHERS" TOWARD HELPING PROFESSIONS IN GENERAL
AND TOWARD SOCIAL WORK IN PARTICULAR

"Significant Other"	Types of Career	Number of Responses			Total
		Favor- able	Indif- ferent	Unfavor- able	
Father	Helping professions	45	17	3	75
	Social work	8	5	2	15
Mother	Helping professions	57	14	4	75
	Social work	12	2	1	15
Siblings	Helping professions	49	16	4	69
	Social work	12	9	3	24
Relatives	Helping professions	45	13	2	60
	Social work	8	4	0	12
Spouse	Helping professions	39	1	0	40
	Social work	7	1	0	8
Friends	Helping professions	60	10	5	75
	Social work	<u>12</u>	<u>2</u>	<u>1</u>	<u>15</u>
Total	Helping professions	295	71	18	394
	Social work	56	17	4	89

Table 9C shows once more a high incidence of favorable responses towards helping professions among friends and mothers and towards social

work among friends, siblings and mothers. In terms of total favorable and unfavorable responses, there is no significant difference between this sample group and the social work students.

TABLE 9 D

DISTRIBUTION OF GROUP D ACCORDING TO THE TYPES OF RESPONSES OF "SIGNIFICANT OTHERS" TOWARD HELPING PROFESSIONS IN GENERAL AND TOWARD SOCIAL WORK IN PARTICULAR

"Significant Other"	Types of Career	Number of Responses			
		Favorable	Indifferent	Unfavorable	Total
Father	Helping profession	45	16	4	65
	Social work	5	7	1	13
Mother	Helping profession	46	22	2	70
	Social work	6	8	0	14
Siblings	Helping professions	57	14	4	75
	Social work	7	6	1	14
Relatives	Helping professions	24	0	2	26
	Social work	4	2	0	6
Spouse	Helping professions	34	3	2	39
	Social work	6	2	0	8
Friends	Helping professions	62	4	3	69
	Social work	<u>14</u>	<u>1</u>	<u>0</u>	<u>15</u>
Total	Helping professions	268	59	17	344
	Social work	42	26	2	70

In Table 9 D, friends again become the "significant other" with the highest number of favorable responses towards both helping professions in general and social work in particular. In other respects, this

table compares favorably with those of the other sample groups.

TABLE 9 E

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO TYPES OF RESPONSES
OF "SIGNIFICANT OTHERS" TOWARD HELPING PROFESSIONS IN GENERAL
AND TOWARD SOCIAL WORK IN PARTICULAR

"Significant Other"	Types of Career	Number of Responses			Total
		Favor- able	Indif- ferent	Unfavor- able	
Father	Helping professions	184	63	18	275
	Social work	26	23	6	55
Mother	Helping professions	191	77	13	281
	Social work	35	21	2	58
Siblings	Helping professions	197	74	12	283
	Social work	34	27	6	67
Relatives	Helping professions	169	59	7	235
	Social work	26	20	2	48
Spouse	Helping professions	103	8	3	114
	Social work	17	6	0	23
Friends	Helping professions	227	47	15	289
	Social work	45	11	3	59
Total	Helping professions	1071	328	68	1477
	Social work	183	108	19	310

In terms of favorable responses towards helping professions, friends and siblings drew the highest number with 227 and 197 respectively. Social work drew a total of forty-five favorable responses from friends and thirty-five from mothers. Fathers gave more unfavorable responses towards both helping professions in general, eighteen responses,

and social work in particular, six responses, than any of the "significant others". Mothers were the most indifferent to helping professions, seventy-seven responses, while fathers were the most indifferent to social work, twenty-three responses.

The preceding tables show that friends gave the most favorable responses towards both helping professions and social work, 227 and forty-five responses respectively; followed by siblings, 197 favorable responses towards helping professions; and mothers thirty-five favorable responses towards social work. However, a comparison of Tables 9 A - D show no clear-cut patterns, and the significance of friends does not become really evident until the summary table is examined. In this table, the total number of responses was not expressed in percentages since there was not a fixed number of responses due to the fact that some persons interviewed had a deceased mother or father, for example. Also there was not a definite number of people given to the respondent to be included in the classifications of siblings, relatives and friends.

It is evident that in all four sample groups, attitudes toward helping professions in general and social work in particular as inferred from the total number of either favorable, indifferent or unfavorable responses, were predominantly favorable with the highest incidence recorded among social workers with a Master's degree. Conversely, the highest incidence of unfavorable attitudes occurred among college seniors. This suggests that influence of attitude of "significant others" may have effect in a converse way and that when a person has chosen, achieved, and reinforced his career choice through work experience in

the field, attitudes of his "significant others" in relation to his career choice become more favorably influenced.

With regard to helping professions in general, it was found that the greatest number of responses indicating indifferent attitudes were directed toward psychiatry. The writers feel that this was in part due to the fact that respondents felt their "significant others" were not clear as to what the profession is. Further research on this point would be desirable.

The next table shows the responses of the sample group according to which "significant other", if any, influenced the respondent's choice of social work as a career. It also indicates whether influence exerted was of a positive or negative nature.

TABLE 10

NUMBER OF RESPONSES OF SAMPLE GROUP ACCORDING TO POSITIVE AND NEGATIVE INFLUENCES OF THE ATTITUDES OF "SIGNIFICANT OTHERS" UPON THE CHOICE OF SOCIAL WORK AS A CAREER

"Significant Other"	Number of Responses									
	A		B		C		D		Total	
	Posi- tive	Nega- tive	Posi- tive	Nega- tive	Posi- tive	Nega- tive	Posi- tive	Nega- tive	Posi- tive	Nega- tive
Father	0	1	5	0	2	0	0	0	7	1
Mother	1	0	3	1	3	0	2	0	9	1
Siblings	2	0	0	2	0	0	0	0	2	2
Relatives	2	0	2	1	5	0	0	0	9	1
Spouse	0	0	1	0	1	0	0	0	2	0
Friends	2	0	8	1	4	1	3	0	17	2
Total	7	1	19	5	15	1	5	0	46	7

Of the responses given, it may be seen from the table above that the majority were positive in each sample group in terms of influencing the respondent's choice of social work as a career. There was a total of forty-six positive responses and only seven negative ones. As indicated in Table forty-six responses were from a total of thirty-seven respondents. Seventeen of the positive responses were from friends, suggesting a strong influence upon career choice coming from this classification of "significant others."

It should be noted that the total response exceeds fifteen in two of the sample groups. This is due to the fact that some respondents gave some positive and some negative responses when talking about the attitudes of their friends as a whole. The same is true of siblings and relatives where the attitude of one sibling may have had a positive influence upon the respondent, while another sibling's attitude had a negative influence upon the respondent's choice of social work as a career.

In the table below, the number of respondents influenced by "significant others" is compared with those respondents not influenced.

TABLE 11

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO INFLUENCES OF "SIGNIFICANT OTHERS" UPON THE CHOICE OF SOCIAL WORK AS A CAREER

Influenced by "Significant Other"	Number of Respondents				Total
	A	B	C	D	
Yes	8	13	11	5	37
No	<u>7</u>	<u>2</u>	<u>4</u>	<u>10</u>	<u>23</u>
Total	15	15	15	15	60

In this table "significant others" are dealt with as a whole. The total number of respondents influenced by "significant others" is thirty-seven or 61.6 per cent. The total number of respondents not influenced is twenty-three or 38.3 per cent. These totals were taken directly from each of the sixty interview schedules and are represented here. "Significant others" did play an important role in influencing respondents in our sample group. It is interesting to note that Group B contained the most number of respondents who were influenced by "significant others". This may be a reflection of (1), the awareness the social work student has of the various facets of his decision-making process to enter the field of social work, and (2), the fact that he is very close in time to the choice of career and more mindful of the influences of others in his career choice.

It may also be speculated that the college seniors are at a stage of life when independent decision-making is of utmost importance. Therefore, this may account for the fact that there were seven negative and only eight positive responses as indicated in the table above.

In an examination of how the sample was affected by "significant others", the findings are clustered around several categories. One of these is the encouragement offered by various "others" for the person to enter the field of social work. The "helping" aspects of social work also stand high in importance either as a helping profession, or a general positive attitude toward helping people on the part of the "significant other". In this regard, the respondent may have wished to emulate and identify with the figure of "an other" who was already engaged in a helping profession.

The table below is an examination of the sample groups' parents' and spouse's influence upon the choice of social work as a career.

TABLE 12

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO
PARENTS' AND SPOUSE'S OCCUPATIONAL INFLUENCE ON CAREER CHOICE

Sample Group	Influence upon Career Choice	No. of Persons Influenced by Occupation of:		
		Father	Mother	Spouse
A	Yes	1	3	0
	No	14	12	1
	Don't know	0	0	0
B	Yes	4	2	0
	No	11	13	8
	Don't know	0	0	0
C	Yes	5	0	0
	No	10	15	8
	Don't know	0	0	0
D	Yes	0	1	0
	No	15	14	8
	Don't know	<u>0</u>	<u>0</u>	<u>0</u>
Total	Yes	10	6	0
	No	50	54	25
	Don't know	<u>0</u>	<u>0</u>	<u>0</u>
		60	60	25
Per cent of Total	Yes	16.6	10.0	0.0
	No	83.5	90.1	100.0
	Don't know	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>
		100.1	100.1	100.0

It can be seen that the occupation of the total sample's parents or spouses had very little positive influence upon the career choice of social work in any of the four categories of respondents. What little

influence was exerted is stated by most as being indirect, either by placing the person in a position to come into more frequent contact with people thereby stimulating interest in them and their problems, or by becoming more aware of people's needs through a father's or mother's occupation, such as a teacher or doctor. It does seem unusual to note that not one respondent "did not know" whether his choice of social work as a career was influenced by occupations of either father or mother. It might be speculated that a portion of the large number of "nos" might fall into this category. But there would probably not be enough to change the fact that a significant majority of respondents indicated their parents or spouse's occupation had no influence upon their own choice of career, while only a very few felt some influence was exerted on them by parents' occupation. Also, of those married, the majority had already made a choice of social work as their career.

(It should be noted that in the table above the figure twenty-five represents 100 per cent of spouses since only twenty of the sixty respondents were married.)

The next five tables are concerned with the numbers of "significant others" of the sample group who were engaged either in helping professions³ and/or community welfare work at the time of the respondent's choice of social work as a career and if this activity had any influence upon the respondent's choice.

³See p. for definition of helping professions.

We will now consider the "significant others" of the sample group, in relation to their involvement in a helping profession and/or community welfare work and its influence upon the respondent's choice of social work as a career as represented by the next five tables.

TABLE 13 A

DISTRIBUTION OF GROUP A ACCORDING TO NUMBER OF "SIGNIFICANT OTHERS" ENGAGED IN HELPING PROFESSIONS AND/OR COMMUNITY WELFARE WORK AND INDICATED INFLUENCE UPON CHOICE OF SOCIAL WORK AS A CAREER

"Significant Other"	Number of "Significant Others" Engaged in:		Had Influence upon Choice of Social Work as a Career	
	Helping Professions	Community Welfare Work	Yes	No
Father	5	1	3	3
Mother	2	7	8	1
Siblings	1	5	3	3
Relatives	9	7	7	9
Spouse	1	0	0	1
Friends	<u>8</u>	<u>16</u>	<u>15</u>	<u>9</u>
Total	26	36	36	26

In this table, there were a total of sixty-two "significant others" engaged either in helping professions and/or in community welfare work. The highest incidence occurs in the friends category of "significant others". Of these, thirty-six influenced the respondents' choice of social work as a career, while twenty-six had no influence.

The next table examines the same material as it pertains to Group B.

TABLE 13 B

DISTRIBUTION OF GROUP B ACCORDING TO NUMBER OF "SIGNIFICANT OTHERS" ENGAGED IN HELPING PROFESSIONS AND/OR COMMUNITY WELFARE WORK AND INDICATED INFLUENCE UPON CHOICE OF SOCIAL WORK AS A CAREER

"Significant Other"	Number of "Significant Others" Engaged in:		Had Influence upon Choice of Social Work as a Career	
	Helping Professions	Community Welfare Work	Yes	No
Father	3	6	6	3
Mother	2	8	7	3
Siblings	5	5	6	4
Relatives	10	9	14	5
Spouse	1	2	2	1
Friends	<u>10</u>	<u>12</u>	<u>17</u>	<u>5</u>
Total	31	42	52	21

In Table 13 B we see that a total of seventy-three "significant others" were engaged either in a helping profession and/or community welfare work at the time the respondent made his career choice. Friends again rank first in terms of both numbers and influence. Of this total, fifty-two reported being influenced while twenty-one reported their choice of social work as a career was not influenced by "significant others" being engaged in helping professions and/or community welfare work.

The following table examines the occupational influence of "significant others" in Group C.

TABLE 13 C

DISTRIBUTION OF GROUP C ACCORDING TO NUMBER OF "SIGNIFICANT OTHERS" ENGAGED IN HELPING PROFESSIONS AND/OR COMMUNITY WELFARE WORK AND INDICATED INFLUENCE UPON CHOICE OF SOCIAL WORK AS A CAREER

"Significant Other"	Number of "Significant Others" Engaged in:		Had Influence upon Choice of Social Work as a Career	
	Helping Professions	Community Welfare Work	Yes	No
Father	3	4	5	2
Mother	1	9	7	3
Siblings	3	3	4	2
Relatives	9	3	6	6
Spouse	1	0	1	0
Friends	<u>6</u>	<u>6</u>	<u>8</u>	<u>4</u>
Total	23	25	31	17

This table indicates that there was a total of forty-eight "significant others" engaged in a helping profession and/or community welfare work at the time of the respondent's choice of social work as a career. Of these, thirty-one influenced the respondent's choice of social work as a career, while seventeen did not.

The next table examines the number of "significant others" of sample group D to see how many were engaged either in helping professions

or community welfare work at the time of the respondent's choice of social work as a career and whether or not this activity influenced the choice.

TABLE 13 D

DISTRIBUTION OF GROUP D ACCORDING TO NUMBER OF "SIGNIFICANT OTHERS" ENGAGED IN HELPING PROFESSIONS AND/OR COMMUNITY WELFARE WORK AND INDICATED INFLUENCE UPON CHOICE OF SOCIAL WORK AS A CAREER

"Significant Other"	Number of "Significant Others" Engaged in:		Had Influence upon Choice of Social Work as a Career	
	Helping Professions	Community Welfare Work	Yes	No
Father	1	0	1	0
Mother	1	4	2	3
Siblings	4	5	2	7
Relatives	9	1	1	9
Spouse	1	1	0	2
Friends	<u>10</u>	<u>8</u>	<u>8</u>	<u>10</u>
Total	26	19	14	31

In this table, we see that of a total of forty-five "significant others" who were engaged in a helping profession and/or community welfare work, thirty-one had no influence upon the respondents' choice of social work as a career, while fourteen did exert an influence. Here, as in the other sample groups, friends rank among the highest in terms of numbers but unlike the others, also the highest in terms of not influencing the respondent.

The next table summarizes the numbers of "significant others" in helping professions and/or community welfare work and the influence this activity had upon the respondent's choice of social work as a career.

TABLE 13 E

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO NUMBERS OF "SIGNIFICANT OTHERS" ENGAGED IN HELPING PROFESSIONS AND/OR COMMUNITY WELFARE WORK AND INDICATED INFLUENCE UPON CHOICE OF SOCIAL WORK AS A CAREER

"Significant Others"	Number of "Significant Others" Engaged In:		Had Influence upon Choice of Social Work as a Career	
	Helping Professions	Community Welfare Work	Yes	No
Father	12	8	10	10
Mother	6	19	14	11
Siblings	13	11	11	13
Relatives	37	15	18	34
Spouse	4	2	2	4
Friends	<u>34</u>	<u>29</u>	<u>32</u>	<u>31</u>
Total	106	84	87	103

The preceding five tables have shown those "significant others" of the respondents who were engaged in helping professions and/or community welfare work and if this activity had any influence upon the respondent's choice of social work as a career. Table 13 E summarizes the results and indicates that of a total of 190 "significant others" who were engaged in helping professions or social work, eighty-seven exerted influence and 103 did not exert influence upon the respondent in

his choice of social work as a career. It should be noted that the grouping of "significant others" into the siblings, relatives and friends categories made no provision for a specific number within each one. For example, a respondent may have had four friends or relatives in a helping profession but would only have one father. This is the reason why the total number of friends in helping professions and/or community welfare work exceeds sixty, and why the totals are not expressed in percentages.

The answers to how the respondent was influenced are clustered mainly around the desire to help people, a change in attitude and awareness on the part of the respondent of other people's needs or created active interest in the selection of social work as a career. Other reasons cited were encouragement, emulation of a "significant other", or stimulation of discussions and conversations which led the respondent to further consider social work as a career.

The following five tables show the specific types of helping professions in which "significant others" in each of the four sample groups were engaged. The term "other" as used includes law, dentistry, and guidance. The next table shows the distribution of Group A according to the types of helping professions in which the "significant others" are engaged.

TABLE 14 A
TYPES OF HELPING PROFESSIONS
IN WHICH "SIGNIFICANT OTHERS" OF GROUP A ARE ENGAGED

Helping Profession	Number of "Significant Others"						Total
	Father	Mother	Siblings	Relatives	Spouse	Friends	
Nursing	0	0	0	1	0	1	2
Medicine	1	0	0	5	0	1	7
Social Work	0	0	1	1	0	4	6
Teaching	1	1	0	1	0	2	5
Psychiatry	0	0	0	0	0	0	0
Ministry	0	0	0	0	0	0	0
Other	<u>3</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>6</u>
Total	5	2	1	9	1	8	26

Table 14 A shows that seven "significant others" were engaged in medicine, six in social work, six in "other" and five in teaching, There were more relatives than any other type of "significant other" engaged in helping professions.

Table 14 B below shows the distribution for Group B.

TABLE 14 B
TYPES OF HELPING PROFESSIONS
IN WHICH "SIGNIFICANT OTHERS" OF GROUP B ARE ENGAGED

Helping Profession	Number of "Significant Others"						Total
	Father	Mother	Siblings	Relatives	Spouse	Friends	
Nursing	0	1	3	2	0	2	8
Medicine	1	0	0	1	0	1	3
Social Work	0	0	0	1	1	4	6
Teaching	2	1	2	4	0	2	11
Psychiatry	0	0	0	0	0	1	1
Ministry	0	0	0	1	0	0	1
Other	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
Total	3	2	5	10	1	10	31

This table shows that of a total of thirty-one "significant others" engaged in helping professions, four friends were in social work and four relatives were in teaching, which were the two professions which engaged the most "significant others." There were ten relatives and ten friends in helping professions, more than any other classification of "significant other."

The next table shows the distribution for Group C.

TABLE 14 C
TYPES OF HELPING PROFESSIONS
IN WHICH "SIGNIFICANT OTHERS" OF GROUP C ARE ENGAGED

Helping Profession	Number of "Significant Others"						Total
	Father	Mother	Siblings	Relatives	Spouse	Friends	
Nursing	0	0	1	2	0	0	3
Medicine	0	0	1	1	0	1	3
Social Work	0	1	1	2	1	2	7
Teaching	0	0	0	1	0	2	3
Psychiatry	0	0	0	0	0	0	0
Ministry	0	0	0	2	0	1	3
Other	<u>3</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>4</u>
Total	3	1	3	9	1	6	23

The table above indicates that of twenty-three "significant others" engaged in helping professions, there was a total of seven engaged in social work and three each in nursing, medicine, teaching and ministry. There were nine relatives and six friends engaged in helping professions from this sample group.

The next table shows the distribution of "significant others" in helping professions for Group D.

TABLE 14 D

TYPES OF HELPING PROFESSIONS
IN WHICH "SIGNIFICANT OTHERS" OF GROUP D ARE ENGAGED

Helping Professions	Number of "Significant Others"						Total
	Father	Mother	Siblings	Relatives	Spouse	Friends	
Nursing	0	0	1	1	0	1	3
Medicine	0	0	0	1	0	0	1
Social Work	0	1	0	1	0	4	6
Teaching	0	0	3	2	1	5	11
Psychiatry	0	0	0	3	0	0	3
Ministry	0	0	0	1	0	0	1
Other	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Total	1	1	4	9	1	10	26

Out of the total of twenty-six "significant others" of Group D, eleven were engaged in teaching while six were in social work. Relatives and friends again were the "significant others" with the most numbers in helping professions with a total of nine and ten respectively.

The following table is a summary of the sample group's participation in helping professions in terms of its "significant others."

TABLE 14 E
TYPES OF HELPING PROFESSIONS
IN WHICH "SIGNIFICANT OTHERS" OF SAMPLE GROUP ARE ENGAGED

Helping Professions	Number of "Significant Others"						Total
	Father	Mother	Siblings	Relatives	Spouse	Friends	
Nursing	0	1	5	6	0	4	16
Medicine	2	0	1	8	0	3	14
Social work	0	2	2	5	2	14	25
Teaching	3	2	5	8	1	11	30
Psychiatry	0	0	0	3	0	1	4
Ministry	0	0	0	4	0	1	5
Other	<u>7</u>	<u>1</u>	<u>0</u>	<u>3</u>	<u>1</u>	<u>0</u>	<u>12</u>
Total	12	6	13	37	4	34	106

In the above table, teaching is the one helping profession in which the most "significant others" are engaged, thirty followed closely by social work and then nursing with twenty-five and sixteen respectively. We did not express the totals in percentages, as some fathers and mothers were deceased. And, as mentioned elsewhere, we did not set any limit to the numbers of aunts, uncles, etc. that the respondent wished to include in the categories of "significant others."

There is the suggestion here that more people are actually

influenced in their choice of social work as a career by "significant others" than they generally admit to, at least on a conscious, verbal level since there was a total of 106 "significant others" actually engaged in a helping profession at the time of the respondents' choice of social work as a career. If this figure is combined with the number of "significant others" engaged in community welfare work, eighty-seven as seen in Table 14 E, the grand total is 190. This is an average of 3.2 "significant others" per respondent either engaged in a helping profession or in community welfare work at the time of his choice of social work as a career. In spite of the fact that 103 did not, according to the respondent, exert influence upon him concerning his own choice of social work as a career, such an average figure of "significant others" in helping professions or welfare work suggests that the influence upon the respondent may have been more than he was aware of himself. Further exploration and research on this point seems desirable.

The next table examines the sample group in terms of the persons most responsible for the respondent's changing his career choice to social work from a previous career choice of a different field.

(The nature of these previous fields has not been examined in our study.)

TABLE 15

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO PERSONS MOST RESPONSIBLE
FOR SAMPLE CHANGING CAREER CHOICE TO SOCIAL WORK

Relationship to Respondent	Number of Respondents				Total
	A	B	C	D	
Guidance counsellor	0	3	3	0	6
Parents	0	2	0	0	2
Religious counsellor	0	1	0	1	2
Teacher	0	3	5	1	9
Friends	2	6	0	5	13
Supervisor	2	1	0	0	3
Doctor	1	0	0	0	1
Social worker	0	1	0	1	2
Other *	0	1	3	1	5
None	8	1	0	6	15

* Includes other social workers in the field and a director of religious education.

Out of a total sample of sixty, fifty-six indicated they had changed towards considering social work as a career. Fifteen indicated that this decision was not influenced by any of the persons listed. In Group A, eight of the respondents indicated they themselves were the ones who had made the reconsideration. This high number may have been in part due to their ages and the struggle for independence which would

tend to make the respondents reluctant to admit that other people had influenced them to change their minds.

Several respondents were not able to state exactly which person was most responsible for their changing their career choice to social work, so all persons responsible were recorded. Four respondents indicated they had not changed their consideration of social work.

This table reflects a strong suggestion of the great influence the peer group carries in relation to occupational choice, as there was a total of thirteen respondents who indicated that friends were most responsible for a change in career choice in favor of social work. This figure is the highest of "outside:" persons.

The next table shows the number of guidance counsellors who recommended social work as a career as well as indicating those respondents having friends who were either students of social work or social workers already practicing in the field.

TABLE 16

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO GUIDANCE COUNSELLORS
RECOMMENDING SOCIAL WORK AND NUMBER HAVING FRIENDS
AS STUDENTS OF SOCIAL WORK OR PRACTICING SOCIAL WORKERS

Sample Group	Number of Respondents		
	Having Guidance Counsellors in College	Guidance Counsellors Recommending Social Work	Having Friends as Social Work Students or Practicing Social Workers
A	11	0	14
B	6	3	10
C	3	3	5
D	<u>2</u>	<u>1</u>	<u>10</u>
Total	22	7	39

While twenty-two of the total sample had guidance counsellors in college, only seven recommended social work as a career. However, we again see that thirty-nine of the sample had friends either practicing social work or as social work students, again showing the strong peer group influence upon career choice. (We omitted here the number of high school guidance counsellors, as there were only seven. These were all in Group A, and we felt them to be of such little significance in the ultimate career choice that they were omitted.)

The following table shows a breakdown of the sample groups according to the number of friends of the respondents either currently engaged in social work or planning to enter the social work profession.

TABLE 17

TOTAL NUMBER OF FRIENDS OF SAMPLE GROUP IN SOCIAL WORK
OR PLANNING TO GO INTO SOCIAL WORK

Number of Friends	Number of Respondents				
	A	B	C	D	Total
1	2	1	2	3	8
2	2	2	1	3	8
3	1	0	1	1	3
4	1	2	0	1	4
5 to 10	6	2	4	1	13
10 to 20	2	2	0	1	5
20 or more	0	1	0	0	1
None	<u>1</u>	<u>5</u>	<u>7</u>	<u>5</u>	<u>18</u>
Total	15	15	15	15	60

In Table 17, we see the relatively large number of friends which respondents had who were either in social work or planning to enter the field of social work. Thirteen respondents had from five to ten friends in this classification. Eight respondents had one or two friends planning to go into social work or who were already in social work. Eighteen respondents had no friends either in social work or planning to enter it.

The next table deals with the occupational suggestions of the guidance counsellors to the sample group as a whole.

TABLE 18
OCCUPATIONS SUGGESTED TO SAMPLE GROUP BY GUIDANCE COUNSELLORS

Occupation Suggested by Guidance Counsellor	Number of Respondents				Total
	A	B	C	D	
Social work	0	3	0	1	4
Teaching	0	3	0	1	4
Bookkeeping	0	0	1	0	1
Psychology	1	0	0	0	1
Medicine	1	0	0	0	1
Engineering	1	0	0	0	1
Ministry	1	0	0	0	1
Science	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Total	5	6	1	2	14

Since only fourteen of the sample had any suggestions at all from guidance counsellors, it is obvious that they played only a very small role in the choice of career. But it is interesting to note that four guidance counsellors recommended social work which may indicate the possible positive influences they are able to exert if they were available in any significant numbers to students in college, the usual crucial time of career choice. Some respondents were derisive in speaking of their guidance counsellors, in cases where they were available, as being not helpful in ministering to their occupational

considerations. Further study of the role of the guidance counsellor in occupational choice would be interesting and desirable as a possible way of influencing more people in college to consider social work as a career.

In this chapter a study of the various attitudes and influences of "significant others" upon the respondent has been made in an effort to see how these may affect the respondent and his consideration and/or choice of social work as a career. These attitudes and influences were measured to a large degree either by (1) the responses of these "significant others" toward social work and other helping professions as reported by the respondent himself, or (2) by actual engagement of "significant others" in social work or helping professions. Further, an attempt was made to discover who was primarily responsible for the respondent's consideration of social work and the role of the guidance counsellor were examined to try to define more accurately the role of the "significant other" in the respondent's own choice of social work as a career.

We found that in general, favorable attitudes of "significant others" toward helping professions and social work result in positive consideration of social work by the respondent and that the peer group or friends seem to be the most influential in almost all aspects of the respondent's consideration of social work as a career. Finally, the guidance counsellor was found to play only a minor role in influencing the respondent's choice of social work as a career.

CHAPTER V

PREVIOUS WORK EXPERIENCE AND EXPOSURE TO SOCIAL WORK

Exposure to social work and previous work experiences in this field or in closely related fields has been considered to be one influential and positive factor in choosing social work as a career.

Chapter II explains in more detail why these factors, experience and exposure, are considered so influential.

In trying to find out to what extent both experience and exposure were decisive factors in our sample, we devised a set of questions to examine this problem.

From our interview schedule we gathered data concerning previous work experience in social welfare settings, exposure to social work activities and to social workers, time when first learned about and decided upon social work as a career. All of this data is summarized in the following tables.

TABLE 19

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO NUMBER OF PREVIOUS
WORK EXPERIENCES

Sample Group	Frequency of Experience	Number of Respondents		
		Volunteer	Part-Time	Full-Time
A	1 time	4	8	0
	2 times	2	1	0
	3 times	3	2	0
	4 times or more	<u>0</u>	<u>0</u>	<u>0</u>
	Total	9	11	0
B	1 time	4	3	7
	2 times	2	3	2
	3 times	2	3	1
	4 times or more	<u>1</u>	<u>0</u>	<u>0</u>
	Total	9	9	10
C	1 time	8	6	3
	2 times	1	2	0
	3 times	0	1	2
	4 times or more	<u>0</u>	<u>0</u>	<u>0</u>
	Total	9	9	5
D	1 time	5	6	1
	2 times	4	4	0
	3 times	1	2	0
	4 times or more	<u>2</u>	<u>0</u>	<u>0</u>
	Total	12	12	1
Total Sample	1 time	21	23	11
	2 times	9	10	2
	3 times	6	8	3
	4 times or more	<u>3</u>	<u>0</u>	<u>0</u>
	Total	39	41	16

Table 19 shows the number of previous work experiences of all groups in the sample broken down in terms of volunteer, part-time and full-time work. As can be seen, none of the fifteen persons in Group A worked full-time, and one out of fifteen, or 6.7 per cent, in Group D worked full-time. However, ten out of fifteen, or 66.7 per cent of Group B, and five out of fifteen, or 33.3 per cent, of Group C had full-time work experience.

The group differences in the number of experiences with part-time work are not so outstanding as the differences in full-time work: eleven out of fifteen, or 73.4 per cent; nine or 60.0 per cent; and twelve or 80.0 per cent, respectively, in Groups A through D.

The previous volunteer experiences are the same for Groups A, B, and C, nine in each group, or 60.0 per cent. Twelve workers in Group D had volunteer experience, or 80.0 per cent of the cases. In contrast to the thirty people who worked one or two times as volunteers, only nine people had three or more work experiences.

Similarly, thirty-three people worked one or two times as part-time workers, while eight worked three times.

Among people who worked as full-time workers, we have thirteen who worked for one or two times while only three worked three times.

Then we see from Table 19 that the large majority of the members of the sample group had one or two experiences rather than three or more.

TABLE 20
DISTRIBUTION OF SAMPLE GROUP ACCORDING TO NUMBER OF MONTHS OF
WORK EXPERIENCE

Sample Group	Length of Experience	Number of Work Experiences			Total
		Volunteer	Part-Time	Full-Time	
A	6 months	5	9	0	14
	7-12 months	3	0	0	3
	13-24 months	0	1	0	1
	25 or more months	1	1	0	2
B	6 months	2	3	2	7
	7-12 months	1	0	3	4
	13-24 months	1	2	2	5
	25 or more months	4	1	3	8
C	6 months	3	3	0	6
	7-12 months	2	1	0	3
	13-24 months	2	4	2	8
	25 or more months	2	2	4	8
D	6 months	1	2	1	4
	7-12 months	1	2	0	3
	13-24 months	2	3	0	5
	25 or more months	8	4	0	12
Total Sample	6 months	11	17	3	31
	7-12 months	7	3	3	13
	13-24 months	5	10	4	19
	25 or more months	15	8	7	30

The above table shows that Group A worked for a six-month period more often than for any other length of time.

In Group B, the work experiences are almost the same for each period of time and for all three types of work experiences.

We see the same trend in Group C as in Group B, except in full-time work where we find all work experiences lasting more than twelve months.

We can see further that most of the people in Group D have had volunteer work experience lasting more than a year.

Comparing A and B, the groups of students, with C and D, the groups of workers in the field, we see that the latter have had the majority of their previous work experience for periods lasting more than a year.

TABLE 21

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO
ENJOYMENT OR NON-ENJOYMENT OF WORK EXPERIENCES

Sample Group	Number of Work Experiences			
	Volunteer	Part-Time	Full-Time	Total
A				
Enjoyed:	8	9	0	17
Not enjoyed:	1	2	0	3
B				
Enjoyed:	8	8	9	25
Not enjoyed:	1	1	1	3
C				
Enjoyed:	8	7	5	20
Not enjoyed:	1	2	0	3
D				
Enjoyed:	12	10	1	23
Not enjoyed:	0	0	0	0
No answers:	0	2	0	2
Total				
Enjoyed:	36	34	15	85
Not enjoyed:	3	5	1	9
No answers:	0	2	0	2

In Table 21 we see that of all the work experiences of Groups A, B, and C, exactly eight in each of these groups, or 88.9 per cent, were rated as "enjoyed," while only one experience in each group, or 11.1 per cent, was rated as "not enjoyed."

All twelve volunteer experiences in Group D were rated as "enjoyed." We have a total of thirty-six volunteer experiences enjoyed by all groups while only three were not enjoyed. The reasons given most often and by most people are as follows: (1) Enjoyment from helping people; (2) Enjoyment from working with children; (3) Enjoyment from working with people; (4) Finding out about social work; and (5) Status and satisfaction. While thirty-two of the reasons given by those who had volunteer experience were in categories (1) through (4), only four people mentioned the fifth reason, that of status and satisfaction.

The reason given by all the groups for not enjoying volunteer work experiences is that they did not like to see people suffering. The over-all enjoyment of the groups in volunteer work was high, thirty-six, or 92.3 per cent of the total of experiences reported here.

The "enjoyed" experiences of those who worked part-time ranged from 77.7 per cent to 88.8 per cent. Various reasons were given for enjoyment, only two of which were common to all groups. They are (1) working with people, and (2) working with children. Each of these reasons was mentioned sixteen times. The reasons for not enjoying part-time work were as follows: (1) feeling that there was not a great need for this kind of work, and (2) lack of structure in the job.

Enjoyment of full-time experience was 100.0 per cent for Groups C and D, and nine out of ten, or 90.0 per cent, for Group B. There were

no full-time workers in Group A. The reasons given by Groups B, C, and D for enjoyment of their full-time experiences are (1) helping people, and (2) working with people. Only two people did not enjoy their full-time work experiences. One said that he felt used by the other workers, while the other gave no reason.

In Table 22 we see that Groups A and B while doing volunteer work had more than twice the amount of supervised experiences by social workers than did Groups C and D. The amount of supervised experiences was about the same for Groups A and B. In relation to part-time work, students had more supervised work experiences than did workers in the field, but supervision was much more frequent in the case of college students than of students of social work. It is likely that the present-day emphasis on supervision in the career programs followed by college students could be part of the explanation for these findings.

There were no full-time workers in Group A, and no supervised work experiences in Group D, but there were five supervised full-time work experiences in Group B and three in Group C.

TABLE 22

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO SUPERVISED WORK
EXPERIENCE OR INFORMAL CONTACTS WITH SOCIAL WORKERS

Sample Group	Number of Work Experiences			
	Volunteer	Part-Time	Full-Time	Total
A				
Supervised by social workers:	5	7	0	12
Contacts with social workers:	7	8	0	15
B				
Supervised by social workers:	4	2	5	11
Contacts with social workers:	6	5	8	19
C				
Supervised by social workers:	2	3	3	8
Contacts with social workers:	5	8	5	18
D				
Supervised by social workers:	2	3	0	5
Contacts with social workers:	8	8	1	17
Total Sample				
Supervised by social workers:	13	15	8	36
Contacts with social workers:	26	29	14	69

In summary, Table 22 indicates that more people in each of the groups in our study have had informal contacts with social workers during their previous work experiences than have had supervision.

TABLE 23

DISTRIBUTION OF SAMPLE GROUP SHOWING NUMBER OF WORK EXPERIENCES
BEFORE, DURING AND AFTER DECIDING UPON THE CHOICE OF
SOCIAL WORK AS A CAREER

Sample Group	Number of Work Experiences			
	Volunteer	Part-Time	Full-Time	Total
A				
Before	3	2	0	5
During	1	2	0	3
After making choice.	<u>7</u>	<u>7</u>	<u>0</u>	<u>14</u>
Total	11	11	0	22
B				
Before	8	3	3	14
During	2	2	2	6
After making choice.	<u>2</u>	<u>1</u>	<u>4</u>	<u>7</u>
Total	12	6	9	27
C				
Before	4	3	0	7
During	1	1	0	2
After making choice.	<u>3</u>	<u>7</u>	<u>5</u>	<u>15</u>
Total	8	11	5	24
D				
Before	8	6	1	15
During	3	4	0	7
After making choice.	<u>1</u>	<u>1</u>	<u>0</u>	<u>2</u>
Total	12	11	1	24
Sample				
Before	23	14	4	41
During	7	9	2	18
After making choice.	<u>13</u>	<u>16</u>	<u>9</u>	<u>38</u>
Total	43	39	15	97

Table 23 shows that the majority of Group A had their work experience after they had made social work their career choice, while the majority of Group B had their work experiences before their choice was made. Group C had the majority of their work experiences after they had made their career choice, while Group D had the majority of their work experiences before they decided to go into social work.

Thirteen out of fifteen people in Group A had previous work experiences (see Table 25). Table 24 shows that these thirteen had twenty-one different experiences as volunteer, part-time and full-time workers. Almost all of them were influenced positively by these experiences. Thirteen of these experiences were considered as having had a great deal of influence upon career choice. Only one experience was considered to have had no influence upon career choice.

Thirteen out of fifteen people in Group B had previous work experience (see Table 25). All thirteen had a total of twenty-four experiences as volunteer, part-time and full-time workers. Most of these experiences were considered influential in deciding upon social work as a career. Sixteen experiences were considered to have had a great deal of influence in the career decisions of Group B. Six work experiences were considered to have had little influence and two were considered to have had no influence upon Group B's career choice.

Twelve people in Group C had twenty different work experiences (see Table 25). Ten of these experiences were considered to have had

TABLE 24

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO WORK EXPERIENCE AS AN
INFLUENCING FACTOR IN THE CHOICE OF SOCIAL WORK AS A
CAREER

Sample Group	Number of Work Experiences			
	Volunteer	Part-Time	Full-Time	Total
A				
Influenced choice:				
Not at all	0	1	0	1
Little	3	4	0	7
Great deal	<u>7</u>	<u>6</u>	<u>0</u>	<u>13</u>
Total	10	11	0	21
B				
Influenced choice:				
Not at all	0	1	1	2
Little	4	1	1	6
Great deal	<u>5</u>	<u>4</u>	<u>7</u>	<u>16</u>
Total	9	6	9	24
C				
Influenced choice:				
Not at all	2	2	0	4
Little	3	2	1	6
Great deal	<u>2</u>	<u>6</u>	<u>2</u>	<u>10</u>
Total	7	10	3	20
D				
Influenced choice:				
Not at all	2	1	0	3
Little	5	1	0	6
Great deal	<u>5</u>	<u>9</u>	<u>1</u>	<u>15</u>
Total	12	11	1	24
Sample				
Influenced choice:				
Not at all	4	5	1	10
Little	15	8	2	25
Great deal	<u>19</u>	<u>19</u>	<u>10</u>	<u>48</u>
Total	38	32	13	83

TABLE 25
DISTRIBUTION OF SAMPLE GROUP HAVING PREVIOUS WORK EXPERIENCES

Work Experiences	Number of Respondents					
	Group A	Group B	Group C	Group D	Total	Per Cent of Total
Yes	13	13	12	14	52	86.6
No	<u>2</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>8</u>	<u>13.4</u>
Total	15	15	15	15	60	100.0

TABLE 26
DISTRIBUTION OF SAMPLE GROUP ACCORDING TO PREVIOUS WORK
EXPERIENCE WITH OR WITHOUT SUPERVISION

Supervised by Social Worker	Number of Respondents					
	Group A	Group B	Group C	Group D	Total	Per Cent of Total
Supervised:						
Yes	9	8	4	8	29	55.8
No	<u>4</u>	<u>5</u>	<u>8</u>	<u>6</u>	<u>23</u>	<u>44.2</u>
Total	13	13	12	14	52	100.0

a great deal of influence upon career choice while six were considered to have had little influence and four were considered to have had no influence upon Group C's career choice.

In Group D we see that fourteen people in the sample had work experiences (see Table 25). Fifteen of these experiences were considered to have had a great deal of influence upon career choice, while six were

considered to have had little influence and three were considered to have had no influence upon the career choice of the people in Group D.

TABLE 27

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO PREVIOUS CONTACTS
WITH SOCIAL WORKERS

Contacts with Social Workers	Number of Respondents					
	Group A	Group B	Group C	Group D	Total	Per Cent of Total
Contacts:						
Yes	11	11	9	13	44	84.7
No	<u>2</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>8</u>	<u>15.3</u>
Total	13	13	12	14	52	100.0

Tables 25, 26, and 27 show that the majority of all sample groups, that is, fifty-two people or 86.6 per cent, had previous work experience.

Over half of our sample received supervision by social workers while working as volunteer, part-time, or full-time workers. Forty-five people in the sample, 84.6 per cent, had some kind of previous contact with social workers.

From this we see that, as predicted by our hypotheses, previous work experience and exposure to social work and/or to social workers has influence upon the choice of social work as a career.

Table 28 shows the different kind of agencies wherein sample group members had their previous work experiences. A total of forty-six persons, or more than two-thirds of the sample, worked in group

TABLE 28

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO SETTING OF PREVIOUS
WORK EXPERIENCE

Kind of Agency	Number of Respondents															Total Number
	A			B			C			D			Total			
	V*	P	F	V	P	F	V	P	F	V	P	F	V	P	F	
Group Service	0	0	0	2	2	2	4	9	2	13	12	0	19	23	4	46
Camps	0	3	0	3	2	0	0	1	0	2	8	1	5	14	1	20
Fam. & Children	2	2	0	1	2	3	2	1	1	1	0	0	6	5	4	15
Mental Health	6	0	0	1	1	1	0	1	1	0	1	0	7	3	2	12
Hosp. & Clin.	0	4	0	2	0	0	0	0	2	1	0	0	3	4	2	9
Public Welfare	0	0	0	0	0	4	0	0	0	0	0	0	0	0	4	4
Corrections	0	0	0	0	0	1	0	0	1	2	0	0	2	0	2	4
Institutions	0	0	0	1	0	0	0	0	0	3	0	0	4	0	0	4
Comm. Planning	1	1	0	0	0	0	0	0	0	1	0	0	2	1	0	3

*V = Volunteer Work

P = Part-Time Work

F = Full-Time Work

service agencies. Twenty persons worked in camps. Only four persons had full-time work experiences in public welfare agencies; all of these were students of social work. Fifteen people worked in family and child welfare agencies, twelve in mental health agencies, nine in hospitals and clinics, four in corrections and four in institutions.

We see that most of the sample had their previous work experiences in group service agencies, camps, and family and child welfare. The reason for this may be that the job is less specialized in these agencies than in the other agencies where more training is necessary.

In Table 29 we see the different sources from which information was obtained by the sample members about social work. The sources most

TABLE 29

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO SOURCES OF INFORMATION
ABOUT SOCIAL WORK

Sources	Number of Respondents				Totals
	A	B	C	D	
Social workers	0	4	4	3	11
Teachers	1	5	0	4	10
Relatives	2	0	6	0	8
Friends	3	1	2	2	8
Others	4	1	1	1	7
No one in particular	4	1	0	0	5
Bulletin or catalogue	0	2	1	1	4
Course	0	0	0	3	3
Parents	0	1	0	1	2
Guidance counselor	1	0	1	0	2

often mentioned are as follows: social workers, teachers, and relatives. Relatives were not mentioned as sources by Groups B and D. They were mentioned two times by Group A, while they were mentioned six times by Group C and eight times in the total sample. Teachers were mentioned once by Group A, five times by Group B, and four times by Group D. Social workers were mentioned four times by Groups B and C, and three times by Group D.

Table 30 shows the educational level of the sixty members of the sample at the time when they learned about social work and considered it as a career.

Seven, or 11.0 per cent of the total, learned about social work before going into high school. Only two of these considered social work as a possible career choice at that time.

TABLE 30

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO LEVEL OF EDUCATION
IN RELATION TO WHEN SOCIAL WORK WAS CONSIDERED AS
A CAREER

Level of Education	Number of Respondents									
	A		B		C		D		Total	
	L*	C	L	C	L	C	L	C	L	C
Before high sc.	2	1	1	0	3	0	1	1	7	2
During high sc.	6	6	4	1	2	1	2	0	14	8
College years:										
1	2	1	2	1	2	2	3	3	9	7
2	2	1	1	4	5	4	1	0	9	9
3	2	5	3	2	0	2	0	1	5	10
4	1	1	3	3	1	3	4	1	9	8
After college	0	0	1	4	2	2	3	9	6	15
Do not know	0	0	0	0	0	1	1	0	1	1
Total	15	15	15	15	15	15	15	15	60	60

*L = Learning

C = Considering

Fourteen persons, or 23.0 per cent, learned about social work during high school. Eight of these, or 13.4 per cent, decided at that time to go into social work. Thirty-two people, or 53.3 per cent, learned about social work during the first, second, third and fourth years of college, while thirty-three of the total sample, or 55.0 per cent, made the decision to go into social work at that time. Six persons, or 10.0 per cent, learned about social work after college, and fifteen, or 25.0 per cent, decided to enter social work as a career at that time. Only two persons did not know when they made the decision or when they learned about it.

We see that the majority of the sample learned about social work as a career during college. More than half of the sample considered social work as a career at this time, indicating that for the majority of the sample this was the "period of realistic choice or crystallization."

TABLE 31

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO CONTACTS WITH SOCIAL WORKERS: DISCUSSION OF CAREER CHOICE WITH AND DEGREE OF INFLUENCE BY SOCIAL WORKERS

Contacts with Social Workers	Number of Respondents				Total
	A	B	C	D	
Knew social workers :					
Yes	6	12	10	12	40
No	<u>9</u>	<u>3</u>	<u>5</u>	<u>3</u>	<u>20</u>
Total	15	15	15	15	60
Discussed with social workers:					
Yes	5	8	8	12	33
No	1	4	2	0	7
Influenced by social workers:					
Not at all	0	2	3	1	6
Little	4	6	0	4	14
Great deal	2	4	7	7	20

Table 31 shows that forty persons, or 66.7 per cent of the whole sample, knew social workers. Out of these, thirty-three discussed with them social work as a possible career. Twenty out of the forty said that knowing social workers influenced them a great deal in their decision to enter social work as a career; fourteen said they were influenced little by their contact with social workers, and six that they were not influenced at all.

We see then that out of the forty persons who knew social workers, thirty-four, or 85.0 per cent of that number, were influenced by them in their decision to become social workers themselves. 111

TABLE 32

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO SOURCES OF IDEAS INFLUENCING THEIR CHOICE OF SOCIAL WORK AS A CAREER

Influenced by:	Number of Respondents				
	A	B	C	D	Total
Course	7	9	9	6	31
Book	8	7	6	1	22
Speech	5	7	4	2	18
None of these	2	2	3	8	15
Event	5	4	5	0	14
Trip	1	4	2	0	7
Movie	2	0	2	0	4
T.V. or radio	0	1	0	0	1

In Table 32 we can see that "Course," which included social sciences or social services, was most significant in influencing people to consider social work as a career. Television and radio programs were the least significant in this respect. Other influencing mediums were books, speeches or lectures and, especially, events such as social science forums, consultations with faculty members and studies for priesthood.

Fifteen felt that they were not influenced by any of these sources. Consequently, forty-five, or 75.0 per cent of the whole sample, were influenced by one or the other of the above-mentioned sources. This shows that these sources played a significant part in the decision to go into social work as a career.

As may be seen in the preceding tables a very large number of persons in the sample group had previous work experiences, as volunteer, part-time and full-time workers. More than half of these had in-service

training in the form of supervision by social workers and almost all of them had some kind of informal contacts with social workers. In general the great majority considered previous work experiences as being enjoyable and as having been an influential factor in the choice of social work as a career.

In summary we see that previous work experience and exposure to Social Work and to social workers were important factors in the case of our sample group, in deciding upon social work as a career.

CHAPTER VI

VOCATIONAL MOTIVES AND ASPIRATIONS

We agree that it is not a matter of one or two factors which determine the career choice of social work but a constellation of many factors. Each individual has his own unique interest, aspirations, expectations and talents which influence his decision. In Chapter II we have dealt in detail with the background literature and theoretical viewpoints concerning the choice of Social Work as a career.

All sixty members of the sample in this study were asked a number of questions relating to their interest in the field of social work, their reasons for choosing a particular method, of social work, the kind of agency they would prefer, their expectations and anticipations about salary, and the position they will hold after ten years of working in the field, etc.

The women in the sample were asked a number of questions aimed at finding out their expectations about social work as a career and if these expectations are altered any by marriage.

In the following table are the responses to our Interview Schedule (see Appendix).

TABLE 33

NUMBER IN SAMPLE GROUP INTERESTED IN, OR MAJORING IN, CASE WORK, GROUP WORK, OR COMMUNITY ORGANIZATION

Methods	Number of Respondents				Total	Per Cent of Total
	A	B	C	D		
Case Work	13	8	12	7	40	66.6
Group Work	1	2	2	6	11	18.1
Community Organization	0	1	1	1	3	5.0
Case Work & Group Work	0	0	0	1	1	1.7
Case Work & Comm. Org.	1	1	0	0	2	3.3
Group Work & Comm. Org.	0	2	0	0	2	3.3
All Three	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1.7</u>
Total	15	15	15	15	60	99.7

In the above Table we see that forty respondents, 66.6 per cent, or more than a half of the total sample are interested in case work. Seven out of fifteen in Group A are considering case work as their method of interest. Eight of the people in Group B are majoring in case work. Twelve out of fifteen in Group C and seven out of fifteen in Group D are presently doing case work. The main reason given for interest in case work by these respondents is that they feel they work better and achieve more in a one to one relationship. Furthermore, one person added to the above reasons the desire to work with the family as a unit while another added the desire to work with emotionally disturbed children in a

prevention program. Less than a fourth of the sample, or 18.1 per cent, are interested in group work. The reasons given for interest in group work are: (1) Influence by members of the respondent's family; (2) Desire to work with groups; (3) Feeling of "using himself" in groups; (4) The respondent's own experiences in groups. Community organization was chosen as the preferred method by four respondents for the following reasons: (1) It is the business aspect of social work; (2) It fits into the world of administration; (3) There is more promise of bringing about basic changes (4) Enjoyment in listening to city planners.

Some respondents expressed a mild interest in two or more methods and gave as their reasons: (1) "To help people with all kind of problems"; (2) "Wide interest in division areas"; (3) "concern for adolescents, channelling their energies and help community at large"; (4) "Put diversified interests together". In summary we find that more than half of the total sample feel much more comfortable and think they perform better in a face-to-face relationship, thus most of the respondents choose social case work as their preferred method.

Table 34 shows the preferred work agencies of the members of the four sample groups. Settlement house, hospitals and family service agencies receive the greatest number of preferences with children's agencies being next.

It seems that previous work experience affects, to some degree, the respondents choice of preferred work settings in the future. (See Table 28, Chapter V)

Hospitals were mentioned by ten people, or 16.6 per cent. Settlement houses were mentioned by sixteen people, or 26.7 per cent of the sample and family service by eleven people, or 18.1 per cent of the sample. Members of Group A mentioned more than one place where they would like to work.

As can be seen in Table 35 forty three respondents, or 71.6 per cent of the sample considered social work as a good part-time profession. Thirteen of the respondents in Group A, eight of those in Group B, thirteen from Group C and nine respondents in Group D, considered social work a good part-time profession.

Sixteen persons, or 26.7 per cent, of the sample group did not consider social work a good part-time profession.

Some reasons given for considering social work a good part-time profession are: (1) There is a need for social workers; (2) This is a good profession for married women; (3) Social work enables one to use his free time in a rewarding manner; (4) It is better than not working at all; (5) It provides some opportunity for helping people; (6) It uses experienced people with not enough time.

Some of those who did not consider social work a good part-time profession felt that there was not enough time to do an adequate job, and that one should be at work when the client needs him.

Desired and expected positions after ten years of practice are recorded in Table 36. Among the most frequently mentioned positions are: social work supervision, both desired and expected by twelve of the sample members; case worker, desired by seven respondents and expected by four. The other positions were mentioned by one to five of the respondents.

Thus almost a third of the sample or 30.0 per cent desired and also expected to be social work supervisors and 20.0 per cent desired and expected to be executive directors. Since in the total sample there were only three who desired certain positions but did not expect to achieve them, it seems that the level of vocational aspiration is in general realistic.

TABLE 34

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO TYPE OF WORK SETTINGS
PREFERRED (DUPLICATED)

Settings	Number of Respondents				Total
	A	B	C	D	
Hospitals	7	0	2	1	10
Settlement House	3	2	3	8	16
Family Service	7	0	2	2	11
Child Guidance	0	1	0	0	1
Children Agency	0	1	7	1	9
Public Assistance	1	1	0	2	4
School Social Work	0	2	0	0	2
Public Health	0	2	0	0	2
Unwed Mothers	0	1	0	0	1
Corrections	0	2	0	0	2
Cerebral Palsy	0	1	0	0	1
Multidiscipline	0	0	1	0	1
Don't Know	0	2	0	1	3

TABLE 35

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO CONSIDERATION OF
SOCIAL WORK AS A PART-TIME
PROFESSION

Responses	Number of Respondents				Total
	A	B	C	D	
Yes	13	8	13	9	43
No	1	7	2	6	16
No Answers	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Total	15	15	15	15	60

TABLE 36

DESIRED AND EXPECTED POSITION OF SAMPLE GROUP AFTER TEN YEARS OF PRACTICE

[illegible]

*D = Desired
E = Expected

The desires and expectations of the trained social workers, (Group C,) in the field are concentrated in two areas: (1) social work supervisor; (2) executive director. This group's concentration and interest is in contrast to the other three groups whose interests and expectations are scattered.

TABLE 37

EXPECTED SALARY OF SAMPLE GROUP AFTER TEN YEARS OF
PRACTICE

Salary	Number of Respondents				Total	Per cent of Total
	A	B	C	D		
\$4,000 - \$5,000	0	1	0	2	3	5.0
5,100 - 6,000	3	2	0	4	9	15.0
6,100 - 7,000	3	1	0	4	8	13.4
7,100 - 8,000	1	2	8	3	14	23.3
8,100 - 9,000	4	5	3	0	12	20.0
10,000	2	3	4	1	10	16.6
11,000	0	1	0	0	1	1.7
No response	0	0	0	1	1	1.7
Don't know	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>3.3</u>
Total	15	15	15	15	60	100.0

The salary expected after ten years of practice is shown in Table 37. Fourteen persons, or 23.3 per cent, of the sample group expect a salary ranging from \$7,100.00 to \$8,000.00. Twelve respondents, or 20.0 per cent of the sample group expect a salary from \$8,100.00 to \$9,000.00. Ten persons, or 16.6 per cent of the sample expect to have a

\$10,000.00 salary. Eight persons, or 13.4 per cent, of the sample group expect to have a salary ranging from \$6,100.00 to \$7,000.00; four of these were social workers without training.

A total of thirty six persons, or 59.9 per cent, of the whole sample expected salaries ranging from \$7,000.00 to \$10,000.00 after ten years of practice. This does not seem to be a high salary expectation for professional social workers. It is significant that trained social workers in the field do not expect any more than students do.

Table 37 shows how each group in the sample ranked the four motives in order of importance as influencing their choice of Social Work as a career. For the purposes of this study these motives are defined as follows: (1) practical means the opportunity offered for regular employment, a decent income, and good working conditions. (2) status means opportunity to move into a position of some recognition in the community by becoming a member of recognized profession. (3) intellectual means mental stimulation that comes from the challenge of solving interpersonal problems. (4) service means opportunity to help people in trouble, to do good for humanity, and to contribute toward beneficial change.

Practical Motives were ranked by fifteen persons, or 25 per cent of the sample group as very important. Thirty five respondents, or 58.3 per cent of the sample group ranked practical motives as important. Eight persons, or 13.4 per cent of the sample group ranked these motives as unimportant. Two persons or 3.3 per cent of the sample group did not consider these motives at all.

Status Motives were considered as very important only by seven respondents, or 11.6 per cent of the sample group. Important by twenty

seven persons, or by 45 per cent of the sample group and unimportant by nineteen persons, or 31.6 per cent of the sample group. They were not considered at all by seven persons, five of whom were untrained social workers.

TABLE 38
MOTIVES OF SAMPLE GROUP FOR CHOOSING SOCIAL WORK AS A CAREER

Sample Group	Number of Respondents			
	Practical	Status	Intellectual	Service
M O T I V E S				
<u>A</u>				
Very important	5	2	8	11
Important	9	5	7	4
Unimportant	1	8	0	0
Not considered	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	15	15	15	15
<u>B</u>				
Very important	4	1	10	15
Important	11	10	3	0
Unimportant	0	4	2	0
Not considered	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	15	15	15	15
<u>C</u>				
Very important	2	2	7	11
Important	10	6	7	4
Unimportant	3	5	1	0
Not considered	<u>0</u>	<u>2</u>	<u>0</u>	<u>0</u>
Total	15	15	15	15
<u>D</u>				
Very important	4	2	6	14
Important	5	6	6	1
Unimportant	4	2	1	0
Not considered	<u>2</u>	<u>5</u>	<u>2</u>	<u>0</u>
Total	15	15	15	15
<u>Total Sample</u>				
Very important	15	7	31	51
Important	35	27	23	9
Unimportant	8	19	4	0
Not considered	<u>2</u>	<u>7</u>	<u>2</u>	<u>0</u>
Total	60	60	60	60

Intellectual Motives were considered as very important by more than a half of the sample, thirty one persons, or 51.6 per cent, of the sample group as important by twenty three persons, or 38.3 per cent, of the sample group, as unimportant by four respondents. Two untrained social workers did not consider these motives at all. The majority of the persons who considered intellectual motives very important were students of social work, 66.0 per cent of fifteen students.

Service Motives: In support of our beliefs about the people interested in social work, we discovered that more than three fourths of the sample fifty one persons, or 85.0 per cent of the sample group, considered service as a very important motive for choosing social work as a career. All other respondents considered this an important motive.

TABLE 39
WORK EXPECTATION OF WOMEN IN SAMPLE GROUP

Responses	Number of Respondents				Total
	A	B	C	D	
Married	1	3	1	4	9
Single	<u>13</u>	<u>4</u>	<u>7</u>	<u>7</u>	<u>31</u>
Total	14	7	8	11	40
Combine marriage & car.					
Yes	14	7	7	10	38
No	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>2</u>
Total	14	7	8	11	40
Only after family rais.	0	0	4	7	11
Initially & after	<u>14</u>	<u>7</u>	<u>4</u>	<u>4</u>	<u>29</u>
Total	14	7	8	11	40

In viewing Table 39 we see that two thirds of the total sample group are women, a total of forty or 66.6 per cent. Of these forty, thirty eight expect to combine marriage with social work as a career, and only two do not. The majority also expect to continue working both at the beginning of marriage and after the family is raised. Only nine of the forty are married women. It is clear that the majority of the women do plan to continue in their career choice after marriage and this is one reason why many of these women consider social work as a good part-time profession. (see Table 34).

Sources of Greatest and Least Satisfaction for Workers in the Field

The sources of greatest satisfaction mentioned by members of Group C, are: (1) The opportunity to see the changes in the parents and children and return the latter to their own home and to security; and (2) The satisfaction of being of service and the opportunity to supervise students.

Sources of greatest satisfaction mentioned by members of Group D, are: (1) Seeing changes in the parents and children and returning the children to their own homes; (2) Helping bright children (3) Seeing alcoholics stop their drinking; (4) Feeling that the work is going smoothly; (5) Using their education and experience in solving problems of others; (6) Seeing volunteer workers doing a good job and being of service.

The sources of least satisfaction found by Group D (1) The inability to help in a certain given situation; (2) Clerical work and dictation; (3) Low salary; (4) Seeing persons refuse help; (5) Insufficient staff; (6) The attitudes of the other disciplines (7) Having no follow-up

and interpretation to members of other disciplines.

The sources of least satisfaction for the untrained social workers in the field are: (1) Seeing no improvement; (2) The disposition of older people; (3) Mistakes of others; (4) The low financial compensation; (5) The lack of time; (6) People working against the common good; (7) Ten A.M. meetings; and (8) Their feelings of incompetence when the persons with whom they are working do not change.

The common greatest satisfaction for almost half of the workers in each group was returning children to their own home and security, which also indicates their common concern over children placed in institutions and foster homes.

The inability to help people and the clerical work involved in the job were mentioned as the least source of satisfaction. While low salary was mentioned four times by trained Social Workers, it was mentioned only once by the untrained Social Workers.

Sources of Greatest and Least Satisfaction at work Anticipated by The Students

Students mentioned service as the source from which they anticipated the greatest satisfactions. Other sources of satisfaction they anticipated are: (1) Successful application of theory to practice; (2) The opportunity for producing change; (3) Possibilities for social action; (4) The chance to help underdeveloped countries.

Sources from which they anticipate they will derive least satisfaction are: (1) Low salary; (2) Clerical work; (3) Not being able to help clients; (4) The poor image the public has about social work; (5) Work with the aged; (6) Lack of resources; (7) Being unable to devote enough time to work; (8) Wasted time; and (9) No communication between agencies.

Crucial Elements Influencing the Choice of Social Work as a Career

The crucial elements which were mentioned most frequently by all groups of our sample are the following: (1) A sensitiveness toward peoples' problems; (2) liking people and wanting to work with them; (3) Idealistic attitudes of helping people; (4) Satisfaction in helping people; (5) Religious values; (6) The purpose of life includes helping people; (7) The desires of their own parents to help people.

Practical reasons which were crucial in their choice of Social Work as a career are: (1) One can become a social worker in two years; (2) Possibility of scholarship aid; (3) Previous working experience; (4) Previous exposure to social problems.

In summary the choice of social work as a career by the respondents was determined by a number of factors. In the choice of case work as a particular method of social work, most of the sample felt that they were more comfortable in a one to one relationship. The monetary expectations did not seem too high so that we can assume that the practical motives are not the decisive ones in choosing social work and that the desire to be of service outweighs other considerations. The majority of women plan to continue in their career choice after marriage.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

In investigating social work as a career choice, sixty people were interviewed which were equally divided into the following groups: college seniors planning to become social workers; first and second year students enrolled in schools of social work; social workers in the field with two to five years experience and a masters degree in social work; social workers in the field with two to five years experience with no masters degree in social work.

For the purposes of this study, an interview schedule was designed to explore three major hypotheses which considered the following: influence and attitudes of "significant others" toward a person's choice of social work as a career; exposure to and experience in the field of social work; vocational motives, interests, and expectations of individuals. This interview schedule was pre-tested on a random sample and revised accordingly.

Background material about the sample was gathered to illustrate common factors in social workers' background as reflected by this sample. As was anticipated, the majority of the sample were female of Northern European ethnic background. In contrast to our speculation that the majority of the respondents would be Protestant, there was an equal distribution of Catholics and Protestants. The majority of the respondents came from families having an annual income of \$10,000 or under who had resided in a metropolitan area most of their life.

After reviewing the literature on vocational development theories and career studies, we limited ourselves to investigate three major hypotheses and a number of sub-hypotheses. The three major hypotheses were as follows: HYPOTHESIS I: A person is influenced to consider social work as a career and to implement this consideration by one or more people who are significant in his life.

HYPOTHESIS II: Prior experience and exposure to the field of social work practice serve as a positive stimulus to a person's choice of social work as a career.

HYPOTHESIS III: Social work is a compromise profession in that it combines many aspects of other helping professions. People choosing social work are primarily service-oriented in their motives. People choosing social work tend to minimize financial rewards in their aspirations and emphasize gratification through serving people.

Conclusions

1. HYPOTHESIS I: A person is influenced to consider social work as a career and to implement this consideration by one or more people who are significant in his life.

On the basis of the methodology employed with the sample, the above hypothesis was confirmed. It was found that friends played a most significant role in influencing the respondent's choice of social work as a career through their own involvement in and attitudes toward helping professions in general and social work specifically. The attitudes of "significant others" towards helping professions in general were relatively favorable whereas the attitudes of "significant others" toward social work were predominantly favorable with a large number of indifferent responses and very few negative responses. We presume that

indifferent responses may reflect lack of knowledge about social work and should be investigated further. The majority of the respondents indicated that their parents had no career choice for them and stated also that the occupation of their parents did not influence their career choice.

2. HYPOTHESIS II: Prior experience and exposure to the field of social work practice serves as a positive stimulus to a person's choice of social work as a career.

On the basis of the methodology employed with the sample, the above hypothesis was confirmed. The vast majority of the sample group had had previous work experience in social work practice or closely related fields which they referred to as being positive. In general these experiences influenced the members of the sample group to choose social work as a career, and/or by reinforcing this choice. Over half of the total sample group had direct social work supervision while more than three fourths of the sample had had previous contact with social workers. It was also found that ideas, especially courses and lectures played an important part in positively influencing choice of social work as a career.

3. HYPOTHESIS III: Social work is a compromise profession in that it combines many aspects of other helping professions. People choosing social work are primarily service-oriented in their motives. People choosing social work tend to minimize financial rewards in their aspirations and emphasize gratification through serving people.

On the basis of the methodology employed with the sample, the above hypothesis was confirmed. The service motives were rated highest among the following three other motives offered: practical; intellectual

* for detailed description see Chapter VI p.

and status in that order. The status motive was considered least important by the respondents. However, within the profession, status factors may seem important in that the majority of the respondents desired and expected to have an administrative position within ten years. This did not affect the service motive, however, in that salary expectations were low (over one half of the sample expected to earn \$7,000 to \$10,000 ten years from now.) Most respondents made their choice of social work as a career after having shown interest in other helping professions. Relatively few respondents indicated interest in such fields as business and government.

Recommendations for Further Study

As a result of these findings (keeping in mind the limitations of this thesis), the following recommendations for further study are suggested:

1. The utilization of a broader random sample which would include a larger number of respondents as well as other sample groups;
2. More thorough investigation of the effects of background factors on a person's choice of social work as a career;
3. A closer examination of the type and amount of influence of "significant others" toward a choice of social work as a career;
4. A more specific consideration of the effect of experience in and exposure to the field of social work;
5. A more intensive study of the effects of motives in the choice of social work as a career as well as consideration of the motives which are most significant;
6. The use of statistical methods to correlate material and to establish the significance and validation of the study;

7. The use of a similar type of random sample from another profession to compare factors which would be peculiar to social work in particular.

By utilizing a larger total and particular sample, more specific trends may be apparent about the choice of social work as a career. Also, by using a larger sample, significant factors affecting the sample can be ascertained. Other sample groups which could be utilized in a study of social work as a career choice might include high school students, college students in each of the four undergraduate years, and experience workers in supervisory positions. An interesting contrast might be drawn through inclusion in the sample of social workers who have left the field.

A closer examination and analysis of the background factors of the sample and their relation to one another could better illustrate their influence in the choice of social work as a career. Other background factors which might be included would be: type of community; number of siblings and their ages; effect of marriage on career choice on men and women.

In measuring the influence of work experience in social work, the quality of the experience, type of agency, specific job of the individual and the amount, quality and type of supervision as well as the actual exposure to social work which the experience afforded the individual, should be considered. A more specific evaluation of the effect of the experience on the person and the time of the experience in relation to the person's career choice should be made.

A more intensive study of motives affecting the choice of social work as a career which should include other motive categories, should be done. The motives cited in this study should be examined and

analyzed more closely. Consideration of the effect of different motives at different periods of career choice might be investigated.

The use of statistical methods should be more effectively employed to cross-reference a larger and more diverse sample and to determine correlations among the variables.

By comparing factors of career choice of professions other than social work with those of social work itself, those factors which are peculiar to the choice of social work as a career might be isolated. This would have particular relevance to recruitment methods for social work.

Recommendations for Recruitment

Our recommendations for the recruitment of people to enter the field of social work as a career based upon the findings of this thesis can be divided into five general classifications;

1. Increase the frequency and intensity of current recruitment programs.
2. Plan for the use of graduate social work students and practicing social workers as a means of recruitment on a personal level.
3. Focus attention on hospitals, settlement houses and camps as a means of providing work experience to prospective social workers.
4. Initiate a program of education and interpretation of the profession of social work to be aimed at high school and college guidance counsellors.
5. Encourage the National Association of Social Workers to increase its public relations program.

New recruitment programs such as are currently carried on by the Social Work Careers Program, should provide a satisfying, well-supervised experience for the interested person. If possible, payment for services should be included in the recruitment programs to

help reinforce the service aspects of the experience.

We would also recommend that, in addition to college juniors and seniors, persons of a younger age be considered for exposure to and experience in social work, perhaps after their first year in college or even in high school. Programs of this type should be administered by professional social workers with graduate degrees. This early experience in social work activities would not only serve to reinforce a person's disposition toward social work or a helping profession, but would also tend to help him choose a major concentration of study which would hopefully lead him into more serious consideration of social work at an earlier age than has been demonstrated by the findings of this thesis. College provides a four year period of "trial and error" decision-making in regard to choice of career. The earlier a person is exposed to social work, its satisfactions and its opportunities, the sooner he is apt to decide to consider or to choose it as a career.

We feel that the manpower available for recruitment-the social work student and the practicing social worker-should be more fully utilized for recruitment purposes. One of the best methods of recruitment is person-to-person contact. In this regard, schools of social work and social agencies ought to be urged through the National Association of Social Workers and/or its local chapters to maximize their efforts to inform the public and reach prospective social workers on a personal level. Therefore, we recommend that some form of recruitment on a personal level be included in the curriculum of schools of social work and be developed by agency supervisors with practicing social workers. This would give the college undergraduate the

opportunity to identify with and ask questions of both social work students and social workers themselves. This in turn, would provide an excellent opportunity for social work students and workers themselves to further their own education through interpretation of their chosen profession to others considering entering the field.

The influence shown through various aspects of this study indicate that it is through people, people and more people that contacts should be made for graduate schools of social work candidates. The social science educators, the camp directors, the placement advisors in colleges and universities, the volunteer workers, the high school activity leaders who supervise student body activities which relate to career thinking and arrange for tours to various installations that graphically illustrate different fields of endeavor, - all these and many more make up the longlist of individuals who deal with students who are "trying to find their way".¹

An important recruitment source which has not been exploited fully as indicated by the findings, are high school and college guidance counsellors. It is our recommendation that a concerted program of education and interpretation be aimed at these people to use them as an important recruitment source by recommending social work as a career consideration for qualified high school and college students.

...Much can be said at this point about the demonstrated effectiveness of experiences to the student as a volunteer or paid worker, and the school-sponsored experience with the actual field.

Much of the acceptance of these opportunities depends upon family reaction to social work as a profession. It is to the education and awakening of the individuals in control of family activities that many recruitment efforts must be beamed. Support of the concepts and ideals of social work with a clear understanding of the professional possibilities in the field through a knowledge of its content and economic security are prime premises to be developed. Concomittant with this support can come encouragement to accept volunteer activities during

¹William Wirtz Associates for Careers in Social Work, "Report on Study for Careers in Social Work", 1960, p. 22.

vacation periods which will afford social work the opportunity to "sell itself" to the undergraduate who has any learning in that direction.

This is not a new concept. It is rather a further documentation of a facet of social work, that of the importance of experience, per se, to potential candidates well-known to the social worker. This further validation merely points up the importance of this "experience area" in any recruitment effort.²

Based upon the findings of this thesis, major targets to concentrate on to provide experience to prospective social workers are hospitals, settlement houses, and camps. In addition, youth service groups within communities can be utilized as a recruitment source by having social workers visit them as lecturers to clarify and interpret the functions and place of professional social work within the community. In this manner, too, friends and peer groups could be utilized to positively influence those who might be interested in social work as a career.

Finally, an overall effort of the National Association of Social Workers working through its local chapters and schools of social work should be made to educate and inform the public about the profession of social work to a greater extent than has been done to date. Eventually, it would be ideal if the National Association of Social Workers could coordinate recruitment services on a national level and use all communication media available such as television, radio, and the press. It might introduce courses in high school, and/or college curricula (as well as utilizing already existing courses such as sociology and psychology) concerning the nature and place of professional social work within our society and the challenges, satisfactions, and opportunities it affords as a career.

²Ibid., pp. 22-23.

Accepted:
 L. M. Thaw
 Am. U. Pres. 7/17/61

APPENDIX A

BOSTON UNIVERSITY SCHOOL OF SOCIAL WORK

Study of : Social Work as a Career

1960-1961

(Allow one hour for completion)

1. Sex _____ Code: _____
2. Marital status _____ Interviewer's
Name: _____
3. Religion _____ Date: _____
4. Age _____ Time: _____
5. Date and year of birth _____
6. Place of birth _____
7. Ethnic background _____
8. Type of community in which you lived most of your life before
entering college: large metropolitan _____, small town or
country _____. (check one)
9. In which category would you place your family's income when you
were in college:
 - a. less than \$5,000 _____
 - b. between \$5-10,000 _____
 - c. \$10,000-20,000 _____
 - d. over \$20,000 _____

10. Education of Interviewee

	Undergraduate college	School of Social Work	Graduate Class
name of college			
major			
minor			

11. Educational and Occupational Concerns of:

	Father	Mother	Spouse
a. Highest education achieved by:			
b. Occupation at time of your choice of social work:			
c. Did this occupation influence your choice of social work as a career	(circle one) yes no don't know	(circle one) yes no don't know	(circle one) yes no don't know
d. If yes: how:			

e. What career for you was contemplated by:

12. Attitudes of: Towards:

	Nurs- ing	Medi- cine	Social Work	Teach- ing	Psychia- try	Minis- try	Other
--	--------------	---------------	----------------	---------------	-----------------	---------------	-------

Father	F						
	I						
	U						
Mother	F						
	I						
	U						
Siblings	F						
	I						
	U						
Relatives	F						
	I						
	U						

12. (continued)

Attitudes of:		Towards:						Other
		Nursing	Medicine	Social Work	Teaching	Psychiatry	Ministry	
Spouse	F							
	I							
	U							
Friends	F							
	I							
	U							
F-Favorable		I-Indifferent		U-Unfavorable		(check one)		

b. Which of the above people's attitudes influenced your choice of social work as a career? _____

c. How? (Positively-Negatively) _____

13. Which of the following were engaged in helping professions when you made your choice of Social Work as a career?

	Types of helping professions	Did this influence your choice	If yes, how?
Father		(circle one) yes no	
Mother		yes no	
Siblings		yes no	
Relatives		yes no	
Spouse		yes no	
Friends		yes no	

14. Which of the following were engaged in community welfare activity on a volunteer or part time paid basis when you made your choice of Social Work as a career?

	Type of Activity	Did this influence your choice	If yes, how?
Father		(circle one) yes no	
Mother		yes no	
Siblings		yes no	
Relatives		yes no	
Spouse		yes no	
Friends		yes no	

15. What careers were your first consideration in:

High School _____

College: year

- 1 _____
 2 _____
 3 _____
 4 _____

After college _____

16. If your consideration has changed toward Social Work who was most responsible for this change? (check)

Guidance Counsellor	_____	Teacher	_____
Parents	_____	Friend	_____
Religious Counsellor	_____	Other (name)	_____

17. If you had a guidance counsellor in high school or college, did he recommend Social Work as a career for you? _____.

a. If not, what was his suggestion? _____.

18. Were any of your friends Social Workers or students of Social Work when you made your career choice? _____.

a. How many of your friends went or plan to go into Social Work? ____.

19. Did you have a work experience in a social agency, hospital, camp, etc. as a :

Volunteer	Part-time Salaried Worker	Full time Worker
-----------	------------------------------	---------------------

Frequency of Experience (No. of times)

Type of Agency

Nature of Work
(Describe)

Total length of Experience

____ Months

____ Months

____ Months

Did You Enjoy
This

(Circle one)
yes no

(Circle one)
yes no

(Circle one)
yes no

If Yes-Why?

If No-Why Not?
(describe)

Were you Supervised by an Professional S.W.

yes no

yes no

yes no

Did you have any contact with S.W.

yes no

yes no

yes no

Was this before or after your choice of S.W. as a career

before
after

before
after

before
after

Did this experience influence your choice of S.W. as a Career

great deal
little
not at all

great deal
little
not at all

great deal
little
not at all

20. What other types of jobs, if any, have you held which in your opinion gave you background, experience, or evoked interest in Social Work?

Type of Work	Length of employment	Did this influence your choice of SW as a career?

21. When did you first learn about SW as a career? _____.

22. From whom did you first learn about Social Work? _____.

23. When did you first consider Social Work as a career choice?

24. Did any of the following influence your choice of Social Work as a career? (be specific)

Book _____

Movie _____

Speech or Lecture _____

Trip _____

Course _____

TV or Radio _____

An Event _____

25. Did you know any Social Workers before you chose SW as a career?

a. If so, in what capacity? _____.

b. What was the nature of this person's work? _____.

c. Did you discuss SW with this person? _____.

d. How much did the person influence you to become a Social Worker yourself? _____.

23. Can you think of any other experience which influenced your choice of Social Work as a career? _____

27. What Social Work method are you interested or majoring in?

Group Work _____ Case Work _____ Community Organization _____

Why? _____

a. In what kind of setting would you like to practice? (hospital, family service, settlement house, etc.) Be specific _____

b. Do you think Social Work is a good partime profession? _____

Why? _____

28. At what level of professional position would you like to be ten years after you receive your professional training? (If already in field, what level would you like to be in _____ years from now?)

a. At what level would you expect to be in ten years after you receive your professional training in Social Work? _____

b. By then, what do you expect your salary to be (approximately) \$ _____ per year. (Assume today's general price level)

29. How would you rank the following "motives" in order of importance as being influential in your choice of SW as a career? (check)

	Very Important	Important	Unimportant	Not Considered
Practical (1)				
Status (2)				
Intellectual (3)				
Service (4)				

1. By practical we mean the opportunity offered for regular employment, a decent income, and good working conditions.
 2. By status we mean opportunity to move into a position of some recognition in the community by becoming a member of a recognized profession.
 3. By intellectual we mean mental stimulation that comes from the challenge of solving interpersonal problems.
 4. By service we mean opportunity to help people in trouble, to do good for humanity, and to contribute toward beneficial social change.
30. If employed in a SW position, what is the source of your greatest satisfaction? _____
- _____
- least? _____
- _____
- a. If a student, what do you anticipate will be the source of greatest satisfaction? _____
- least? _____
- _____
31. For Women Only:
- a. If you should get married (or if already married), do you hope to combine marriage with a career? yes____ no____
 - b. Initially? yes____ no____
 - c. Only after my family is raised? yes____ no____
 - d. Initially and after my family is raised? yes____ no____
32. What in your opinion today were or are the most crucial elements influencing your choice of Social Work as a career?
- _____
- _____
- _____
- _____
- _____
- _____

APPENDIX B

BOSTON UNIVERSITY

SCHOOL of SOCIAL WORK

Dear

The Boston University School of Social Work is sponsoring a group project concerned with the study of Social Work as a career. The project is under the guidance of Professor Lowy and is being conducted by a number of second year students. We are approaching college seniors, graduate students, and those already in the field, to participate in this study by allowing themselves to be interviewed. We would very much appreciate if you could give your time and help us in this study.

The name of the interviewee will be kept in strictest confidence and specific sources of material obtained will not be revealed. The duration of the interview is approximately an hour and will be conducted in a most informal manner. If you are interested in the findings we would be glad to make them available to you.

If you have any further questions please feel free to contact Mr. Lowy or myself. We appreciate your interest and consideration. I will be in touch with you to make the necessary arrangements for an interview.

Sincerely,

APPENDIX C

TABLE 40

DISTRIBUTION OF SAMPLE GROUP ACCORDING TO UNDERGRADUATE COLLEGES ATTENDED

Colleges	Number of Respondents				
	A	B	C	D	Total
Akron	0	0	1	0	1
Anna Maries	0	0	1	0	1
Assumption	0	0	1	0	1
Baker	0	1	0	0	1
Bates	0	0	1	0	1
Bartmeo	0	1	0	0	1
Boston College	1	1	1	1	4
Boston University	4	2	2	5	13
Brandies	2	0	0	0	2
Brown	0	1	0	0	1
Carroll	0	0	1	0	1
College of Wooster	0	0	0	1	1
Creighton	0	0	1	0	1
Cornell	0	0	0	1	1
Dominican	0	1	0	0	1
Emmanuel	0	0	1	2	3
Herzogl-Layola	0	1	0	0	1
Merrimac	0	1	0	0	1
Millsaps	0	1	0	0	1
NCSH	1	0	0	0	1
Northeastern	0	2	0	0	2
Providence	0	1	0	0	1
Radcliff	2	0	0	1	3
Regis	1	0	0	1	2
Simmons	4	0	0	0	4
Smith	0	1	0	1	2
Suffolk	0	0	1	0	1
Tufts	0	0	1	0	1
Tulsa	0	0	1	0	1
U. of Cal. and U of Wisc.	0	1	0	0	1
U of Goettingen	0	0	1	0	1
Univ. of Mass.	0	0	1	0	1
2 yrs. Sargent College	0	0	0	1	1
No college	0	0	0	1	1

TABLE 41
DISTRIBUTION OF SAMPLE GROUP ACCORDING TO OCCUPATION OF PARENTS AND SPOUSE AND
THEIR CAREER CHOICE FOR RESPONDENT

Careers	Number of Respondents																							
	A						B						C						D					
	FA		MO		SP		FA		MO		SP		FA		MO		SP		FA		MO		SP	
	OC	CC	OC	CC	OC	CC	OC	CC	OC	CC	OC	CC	OC	CC	OC	CC	OC	CC	OC	CC	OC	CC	OC	CC
Social Worker	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	2	0	0	1	1	0	0
Doctor	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0
Lawyer	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	3	0	1	0	0
Teacher	1	1	2	2	0	0	1	0	0	3	0	0	0	0	0	2	0	0	0	4	0	1	0	0
Nurse	0	1	0	1	0	0	0	2	1	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Religion	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other professional	2	1	0	0	0	0	1	2	0	1	0	0	2	1	0	0	0	0	0	0	1	0	0	0
Business	6	0	1	0	0	0	3	2	2	2	2	0	7	0	0	0	0	0	4	1	1	0	1	0
Laborer	1	0	0	0	0	0	2	0	1	0	0	0	1	0	2	0	0	0	5	0	0	0	2	0
Military	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Trade	1	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Housewife	0	1	2	1	0	0	0	0	11	0	0	1	0	0	10	1	0	0	0	0	12	0	1	0
Retired	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Deceased	2	0	0	0	0	0	4	0	0	0	0	0	4	0	2	0	0	0	2	0	1	0	0	0
No occupation	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No career choice	0	11	0	11	0	1	0	8	0	3	0	2	0	14	0	11	0	0	0	7	0	10	0	4
Occupation unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
Student	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0

* FA = Father
MO = Mother
SP = Spouse
OC = Occupation
CC = Career Choice

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