DOCUMENT RESUME

ED 265 445 CG 018 769

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TITLE Perceptions of Women and Men in Counselor Education About Writing for Publication.
PUB DATE [85]
NOTE 15p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Faculty; *Counselor Educators; Faculty Development; Higher Education; Professors; *Sex Differences; *Work Environment; *Writing for Publication

ABSTRACT

Women in academic appointments have published less frequently than men. Since this difference is only partially explainable on the basis of fewer years in higher education, a study was conducted to determine men's and women's perceptions and experiences of writing for publication in the field of counselor education. A sample of 82 counselor educators balanced by sex, academic rank, and appearance or non-appearance as authors in the Social Sciences Citation Index (SSCI) between 1966 and 1983 was drawn from the fifth edition of a national directory of counselor education programs. Subjects completed a questionnaire on job activities, professional memberships, journal subscriptions, and recollection about having had mentor experiences. In addition, SSCI respondents were asked to recall perceptions, impressions, and judgments of variables that might bear differently on women's circumstances in scholarly work compared to those of men. Comparison group subjects were asked their views about writing for publication and any barriers or difficulties bearing on research and writing they perceived as present in their work or personal situations. The results indicated that more SSCI members had assigned time for research, engaged in fewer non-job professional activities, and had more statistics courses in their training than did non-SSCI subjects. Comparisons between women and men revealed two significant differences: the number of statistics courses taken in training, and perceptions of institutional emphases on writing for publication. Women reported less access/entry to writing possibilities within departments than did their male colleagues. They also noted lack of confidence and training, and the pressure of family responsibilities and commitments as conditions affecting publishing opportunities. Overall, women perceived a lower institutional emphasis on publishing than did men. (Author/ABB)

Perceptions of women and men in counselor education about writing for publication

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Abstract

A sample of counselor educators balanced by sex, academic rank and appearance or non-appearance in the Social Sciences Citation Index (SSCI) between 1966 and 1983 was drawn from the fifth edition of a national directory of counselor education programs. Subjects were contacted by mail and asked to complete a questionnaire about their perceptions of writing for publication. For the entire SSCI sample, and respondees, more were in doctorate granting programs; more of the comparison group were in master's degree granting programs.

Three of 15 comparisons were significant at .05 between the SSCI and the comparison groups. More SSCI members had assigned time for research, engaged in fewer non-job professional activities, and had more statistics courses in their training. Comparisons between women and men revealed two significant differences: the number of statistics courses taken in training, and perceptions of institutional emphases on writing for publication.

Perceptions of Women and Men in Counselor Education about Writing for Publication.

Women in academic appointments have published less frequently than men (Emmons, 1982; Widom & Burke, 1978). The difference is only partially explainable on such bases as fewer years in higher education. The study reported here was devised as an attempt to shed a bit more light on the writing environments of women and men in one discipline. Questions from these studies prompted this questionnaire study in which currently practicing counselor educators were asked to reflect on their perceptions and experiences of writing for publication. Reasons that led to the choice of counselor education were: recent literature (Crabbs & Crabbs, 1983; Walton, 1982; White, 1983, 1984, 1985); to partially control for any influences that might be due to differences across fields; and interpretation of comments and observations (the writers were most familiar with this field).

The Sample

A large initial pool of names stratified by sex and academic rank (assistant, associate and full professor) was selected from the directory of counselor education programs prepared by Hollis and Wantz (1983). Programs were sampled randomly, as were names within programs, except to have equal numbers in the six sex-by-rank groups. These names then were compared to author entries in the Social Sciences Citation Index (SSCI). If the name appeared at least once between 1966 and 1983, it was placed in the SSCI group as having a confirmed, first author writing experience. If the name did not appear, it was placed in a comparison group. This procedure was continued for each of the six cells until 20 names were located, 10 each for SSCI and comparison sub-groups, for an active sample of 120. The intent

in using this procedure was to form a sample with sub-groups that could be descriptively compared and that together would represent counselor educators generally.

Members of the sample were sent a letter, questionnaire, and return envelope. After one follow-up, and omitting one reply that was completely blank, 82 useable replies (68.3% of the active sample) were approximately evenly distributed over the cells in the design. Replies ranged from six to nine per sub-group. Over-all, 40 women and 42 men replied; 42 were in the SSCI group and 40 in the comparison group. By rank, 26 were listed as assistant, 28 as associate, and 28 as full professor.

The Questionnaires

Two instruments were devised, identical in two sections, but the concluding subjective section contained different items to which the two groups responded. All persons were asked about job activities, professional memberships, journal subscriptions and recollections about having had a mentor experience. Brief forms of the 15 items in this portion of the questionnaires appear in Table 1.

The subjective, open-ended items were posed to give respondents the opportunity to express personal experiences and perceptions. The plan was to review groups of comments informally for interpretive elaborations they might afford. Those in the SSCI group were asked to recall perceptions, impressions and judgments of variables, if any, that might bear differently on women's circumstances in scholarly work compared to those for men. Persons in the comparison group were asked to share their views about writing for publication and any barriers or difficulties bearing on research and writing they perceived as present in their work or personal situation.

Principal Findings

More of the SSCI group were in doctorate granting departments than were comparison group members (Chi-square = 5.31, $p < .05$, 1 df). More SSCI respondents reported having at least some assigned time for research (Chi-square = 9.43, $p < .05$; 1 df). Of the 39 persons in the comparison group, only five claimed any assigned time.

Insert Table 1 about here

Respondents were asked to indicate their participation and hours per week in each of five activity areas outside of work: consulting, private practice, volunteer work, doing workshops and a fill-in option presented as 'other.' The amounts of time in hours per week in all activities combined did not differ. However, when the SSCI group was contrasted with the comparison group on variety or spread of activities in which they engaged, SSCI people concentrated their time in fewer kinds of activities (Chi-square = 5.45, $p < .05$; 1 df).

Questions also were asked about course work background. Whereas the two groups did not differ on numbers of research courses taken, the SSCI group had taken more courses in statistics (Chi-square = 5.70; $p < .05$; 1 df). Men also differed from women (Chi-square = 5.15; $p < .05$; 1 df). Both results were due principally to the fact that the women in the comparison group claimed fewer courses than did women in the SSCI group and men in both groups.

A five-point Likert-type item was presented about emphasis placed on writing during graduate training. Women as a group reported less

encouragement than did men when responses to 'None' and 'Very little' were contrasted with those to 'Some,' 'Quite a bit,' and 'A great deal' (Chi-square = 7.22; $p < .05$; 1 df).

Discussion

Among counselor educators, time for research, especially officially allotted time, seems to be a major concern. Other groups have reported similar concerns (Fedler & Counts,1982; Shemberg & Leventhal,1978; Slay & McDonald,1981). In the comparison group, over one-half of the respondents indicated insufficient time. Several also indicated lack of institutional resources support. However, these people also elected a greater diversity of non-job activities. Judging from comments made, some did so because of more interest in non-research/writing activities. Lack of time was cited by respondents to Walton's (1982) study, especially among those having lower productivity; the high producers spent more time per week in research. Findings in the present study suggest these sample members made similar choices.

None of the women in the present study reported being overloaded or overworked, but findings from other research suggest that women perceive load and over-load differently than do men. Jensen (1982) found that 42 female faculty and graduate students expressed substantial contrasts with male experiences. Glenwick, Johansson and Bondy (1978) compared women and men in assistant professor posts in 1970 and 1975. No difference was found in preference for research, but several differences emerged related to personal life and roles. Yogev (1982) discovered that women at one institution reported an average overall work week of 90.45 hours; married women with children reported 107.57 hours as average. Collectively they

expressed high ideals about combining careers with a family life, with the expectations of being successful in both, all without feeling either overloaded or overworked.

Recent articles by Emig (1980) and Maglin (1982) suggest a new appraisal may be in order. Literature reports also suggest that in addition to carrying sustained high time demand work loads women seem not to have the same competitive bases as men. Kaufman (1978) noted differences in associational accesses and ties, especially for unmarried women. In general, women have not had access to the same networks as have men (Kjerulff & Blood,1973; Shapley,1975; Reskin,1978; Wilson & Shin, 1983). Interestingly, very few female respondents in the present study declared directly that women have situational disadvantages, even though some extended comments were written.

However, as an example of observations by women in the present study, one female assistant professor wrote: "Any survey or research will show that women carry more home responsibilities than males (child care, household maintenance, maintenance of relationships) which just leaves them less time in a day to write -- and less leisure to focus intensely on one research or writing project." Another female assistant professor wrote that "women are given disproportionate amounts of committee work, organizational details, etc., within a department (often because they do it better -- get it done -- more organized, more attention to detail) than males." Another woman wrote: "I often find that I take care of a lot of the detail work (which is part of a professional's work and should be expected and trained for) which takes a lot of time. My male colleagues are not so encumbered -- their vision doesn't extend to include the consequences of a

plan or idea -- either by nurture, a personal inclination to avoid bothering oneself with details, and often by the kind of tasks they are given to accomplish."

These statements support Widom and Burke (1978) who noted that women may see all academic activities as equally important whereas men may have a more hierarchical view. They found also that women knew little about the publishing aspect of academic work. Men knew how they compared on publications; women didn't. Men also tended to see themselves as above average in comparison to colleagues; women placed themselves lower in colleague comparisons, similar to a finding from the Slay and McDonald (1981) study of women in professorial appointments.

Several women supported findings from previous reports by noting problems of access, lack of confidence, and lack of training. One female respondent observed: "Women have to teach themselves," implying also what others stated -- that women are less frequently in a 'good old boy' system than are men and/or that the 'good old girl' system, if it exists, does not equate to the other system in publishing success results. Jensen (1982) asserted that a 'good old girl' system does not exist. Several women also noted family responsibilities and commitments; no men mentioned them.

Similar to other groups (Basow & Howe, 1980; Blackburn, Chapman, & Cameron, 1981; Erkut & Mokros, 1984), reports in the present study of cross-sex mentoring were mixed. Several women mentioned female mentors as well as male mentors; very few men mentioned female mentors. Interestingly, according to Blackburn, Chapman and Cameron (1981), some men mentor many more women than is typical or average, but the reasons are very unclear and merit further study. Is a change from the conditions found

by Goldstein (1979) in the making? That study showed that same-sex pairings were more successful than cross-sex pairings. As counselor educators interested in various mentoring relationships, including any we may be involved in as an aspect of development of our own discipline, this specific situation should be of particular interest.

A female assistant professor in the SSCI group wrote: "Women are given less access/entry to writing possibilities within departments than their male colleagues, i.e. older male faculty are more likely to offer opportunities for book reviews, meetings with editors, etc., possibilities for doing research to their junior male faculty rather than to women." One male full professor wrote: "Women have fewer role models and mentors than men because most research faculty are men. They also have been socialized to be less aggressive about pursuing goals, such as research and publication." A male assistant professor wrote: "What I find is that women are not included in the network of professionals (i.e. 'old boys') and tend to either (a) form their own network or (b) find a 'father' from the old boy network. Special demands are put on women; e.g. women students want them to be role models and hence they feel obligated." Jensen's (1982) study is very instructive in this regard. Clearly, most women live in a system of education, socialization, communication, time investment demands, and opportunities contrasting quite sharply from those of most men.

A larger sample probably would not change findings over those reported here. Comparisons tended to show either virtually no difference or a rather substantial one. However, caution is especially warranted when analyses depend on respondent estimates, recollections or subjective comparisons. Even so, the fact that women in the comparison group reported having

completed fewer statistics courses would seem to have some importance for advisement of women entering doctorate programs currently.

Among counselor educators, research related writing tends to be associated with doctorate curricula, having load designations for research, and being involved by choice in fewer kinds of non-job activities. A widely shared observation among respondents, especially in the comparison group, was that institutional climates and conditions were not supportive of research involvement. These conditions and the likelihood that most counselor educators get considerable satisfaction from involvements in counseling and related activities, apparently results in choices for other activities over research.

Women in this sample perceived a different institutional environment related to writing for publication than did men. This condition is not readily explained except perhaps as a product of long-term socialization. However, the fact that women generally perceived a lower emphasis than did men may warrant attention by those who advise and mentor women students in counselor education doctorate programs.

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Table 1

Comparisons Between SSCI/Non-SSCI Writers and Between Sexes Among Counselor Educators on 15 Background and Activities Variables.

Comparisons Made	Chi-square: SSCI & Comparison	Chi-square: Women & Men
Per cent time teaching courses (0-60 vs 61-100)	1.20	1.00
Per cent research time (none vs any at all)	9.43*	0.06
Per cent other activity (none vs any at all)	0.22	0.02
Per cent undergraduate teaching (none vs any at all)	0.11	0.93
Number different courses taught (0-4 vs 5-10)	0.01	0.01
Over-load perceived (none vs any at all)	0.63	1.39
Other activity hours per week (0-3 vs 4 & more)	2.40	0.60
Number other activities engaged in (0-1 vs 2 & more)	5.45*	0.00
Number periodicals scanned regularly (0-6 vs 7 & more)	0.65	0.38
Journals/magazines pref. (professional only vs mixture)	0.01	0.38
Professional organization memberships (1-4 vs 5 & more)	0.42	0.85
Research courses taken (1-3 vs 4 & more)	1.07	0.34
Statistics courses taken (0-2 vs 3 & more)	5.70*	5.15*
Institution publication emphasis (scaled 0-4; 0-1 vs 2-4)	0.20	7.22*
Recollection of mentor experience (yes vs no)	0.67	0.13

Note. * = significant at .05