

PARENTAL ATTITUDES TOWARD FEMALE EMPLOYMENT AND CAREERS AND
THE CAREER ORIENTATION, ATTITUDES, AND CAREER PLANS OF
HOME ECONOMICS FRESHMEN WOMEN

by

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CHAPTER I

INTRODUCTION

Many aspects of parent-adolescent relationships have been studied, but there is a lack of research on the young adult female as she faces many decisions of her life, including education, marriage, and work orientation. Bell and Buerkle (1962) stated that, with few exceptions, there has been limited attention directed at the role relationship between young adults and their parents during the age period when the young person is leaving the family of orientation.

The nuclear family during the adolescent stage undergoes turmoil and conflict. The young adult, in breaking away from the home, must meet some of these differences in opinions in a more direct way than ever before. Scherz (1967) stated that families with adolescents can be described as living in a stage of transitional crisis characterized by confusion, and that insufficient attention has been given to the fact that parents' and adolescents' tasks and problems interlock. Gowan (1960) concluded that parents were the most important agents in influencing the child's value system. However, the adolescent's struggle toward an adult self-identity is commonly revealed in his questioning or rejecting his parents' values, standards of behavior, and ways of doing things. Erikson (1964) reported

that the adolescent period was the time of major identity crisis. Bell and Buerkle (1962) defined this period as the "launching stage", to symbolize the period of transition from adolescent to adult.

A model for describing how parents influence their adolescents' decisions is yet to be developed. Parents are believed to maintain an influence on their children until well past the teen years. Erikson (1968) emphasized the importance of this influence by stating that man is a product of his childhood, and his continuation of early behavior depends upon the satisfaction he derived from it as a child. Erikson also described adolescence as a period of identity crisis in which the youth needs time to define himself against the feelings and emotions of others. Thus the influence of the parents may be outwardly repelled by the youth in an attempt to establish his own identity.

Because of the female's complex role during her late adolescent years, there is a need for greater understanding of the agents that influence her choices. Parents are recognized as being agents of influence, but to what extent do they actually effect the girl's decisions as to career choice, courses to enroll in, marriage plans, and future work orientation? Do young women who are more career oriented feel closer to their parents than do those women who are not career oriented?

In order to gain insight into the above question, the following general hypotheses were proposed: The parents of

professionally oriented freshmen women in home economics are not significantly different from the parents of nonprofessionally oriented freshmen women in home economics. Professionally oriented freshmen women in home economics are not significantly different from nonprofessionally oriented freshmen women in home economics.

The following objectives of the study were proposed: 1) to describe the career plans of freshmen women in the College of Home Economics at Kansas State University, 2) to describe parental attitudes toward career plans of their daughters, 3) to compare parental attitudes of career oriented and noncareer oriented women, and 4) to compare the attitudes and family backgrounds of professionally oriented and nonprofessionally oriented women.

CHAPTER II

REVIEW OF LITERATURE

The role of parents in the decision-making processes of their children is a significant one in the United States. American adolescents are found to be psychologically and emotionally dependent on their parents until the late teens and early twenties (Kandel, 1969). Areas in which young women must make decisions include choice of career, employment plans, and education plans. Female employment and female enrollment in higher education are increasing. This review of literature will focus on three related areas: the adolescent-parent relationship, female employment, and career decisions of college-age women.

Parent-Adolescent Relationships

Much research has been conducted on the adolescent, especially in relationship to his interaction with his parents, but little study has been concerned with the late-adolescent--early-adult as he copes with such real problems as breaking away from the home, deciding on future plans, and defining specific career choices and related training. The role the young adult's parents play in these decisions largely has been neglected.

The current generation of young people has been a contro-

versial group, discussed by educators, psychologists, and counselors. Duvall (1969) stated that this generation of young people is the first to have been brought up by mass media. She further stated that adult models which young adults are exposed to frequently display contradictory policies in such once-traditional areas of life as religion, morality, and patriotism. Landis (1952) stated that the extent of parental authority, the length of time over which it should be enforced, and the way in which it should be expressed lacked clear definition in the family of today. The parent struggles between two emotions: one to give freedom, the other to retain his right of control and direction.

In 1969, Bienvenu stated that there are increasing indications that the vital facet of family communication is breaking down in the contemporary American family and that it poses a crucial problem in family relationships. Communication, defined by Scherz (1962) is the index of family operations and the means whereby the family transacts the business of life. It is the process of transmitting feelings, attitudes, facts, beliefs, and ideas between living beings.

Whether or not adolescents are as close to their parents as in the past has been questioned. Connor, Johannis and Walters (1954) found both the percentage of students reporting conflicts and the number of expressed conflicts per reporting student declined between high school and college. One could question whether this indicates a healthy break from family dependence or a less healthy state of estrangement. If

estrangement from parents is a growing trend for young adults, then it could be asked if this is a result of the child's depending upon others for the meeting of life's problems or whether estrangement might be the result of the parents' unwillingness to involve himself in his children's problems.

McCarthy (1969) stated countless young people of the sixties were pushed into estrangement because they refused to accept the status quo. He contended that adults take the time to learn about young people but not really to know them. Solomon (1961) found that internal sources of influence (impulses and values) were more involved in adolescent decisions than were external sources, such as parents and peers. He said adolescents are beginning to move away from parents, and are striving to find internal guides for their decisions. Rose (1959) stated that parents are inclined to treat their late adolescents as dependent and partly helpless and so retard their assumption of adult roles and attitudes if the relation between parents and children at this age is too close.

Strecker (1946) asserted that the high rate of rejection of military draftees for neuro-psychiatric reasons and the high rate of breakdown once in the armed forces is largely to be explained by over-attachment of the American young male adult to his mother. On the basis of their studies of schizophrenics and their parents, Gerard and Siegel (1950) and Prout and White (1950) found that schizophrenics had mothers (or sometimes both parents) who were over-protective, oversolicitous, or domineering.

Close family ties do have positive effects on the child. Rose (1959) stated a high relationship existed between closeness of family life and fondness for both parents. He also found that students with a close family life expressed more responsible attitudes toward the university than did students who felt more separated from their parents. Nye (1952) found adolescents from small families (one or two children) to have much better relations with their parents than those from larger families.

The question of the effectiveness of the family as a reference group has been brought to light. Sherif and Sherif (1953) defined reference groups as "those groups to which the individual relates himself as a part, or to which he aspires to relate himself psychologically." Slocom and Stone (1959) stated that if families are effective reference groups and are conducive to meaningful socialization, then the family must first be distinctive in its values, have definite standards of conduct, and maintain consistent interaction patterns. This type of family is believed to have the most observable influence on the attitudes and behavior of the children.

The relationship between degree of education of the parents and the influence they have on their children's attitudes has been studied. Sewell and Shah (1968) found high school senior girls whose parents were both high school graduates experienced no difference in parental encouragement and college plans. Those girls whose mothers had had some college education were

more likely to attend college and graduate from college than those who had fathers with some college experience. Sewell and Shah also found that parental education exerted more influence on females than on males at all levels of the higher education process. When parents' educational achievement was considered jointly, the higher the level of parents' education the greater the proportion of males and females perceiving parental encouragement, planning on college, attending college, and graduating from college.

Pearlin, Yarrow, and Scarr (1967) in a study of the unintended effects of parental aspirations on their children, found little relationship between the behavior parents would have liked to develop in their children and the actual behavior that was produced. They theorized that parents who had high aspirations for their children exerted a pressure on their children of which the parents themselves were not aware. This pressure frequently resulted in detrimental effects. Pearlin and co-workers (1967) found that cheating in schoolwork was frequently the result of the child's effort to achieve or maintain the level of performance expected by the parents. They also found mothers and fathers with the highest aspirations imposed the greatest pressures. An association between striving in one's own occupational life and the push for achievement imposed upon children was found by Pearlin and co-workers.

On the opposite end of the continuum is the poorly-educated parent. Landis (1952) described this parent as

limited in social, geographic, and cultural experience. The greater experiences, knowledge, and mobility of his adolescent children may confuse the poorly-educated parent so that the parent is prone to give up in bewilderment or apply the same arbitrary discipline employed by his parents.

The effect of parental occupational choice and especially maternal employment is an area in need of study. The type of work parents are involved in may be an influential factor in the choice of occupation made by the young adult. Landis (1952) stated that many parents are inclined to consider the choice of a vocation primarily from the standpoint of economic security or status of position, overlooking the fact that for the youth the vocation must first of all satisfy his basic interests and emotions.

Psychologists have developed the term "projection" to describe the tendency of parents to force their own evaluations upon their children. Two types are most common: 1) the parent who has been frustrated in his own vocation projects his ambitions on his children, and 2) the parent who is completely absorbed by his vocation and supremely happy in it may not be able to imagine his children being happy in any other vocation. Landis (1952) stated that in our society mothers are probably more often tempted to project their ambitions on their children than are fathers, for mothers are more often thwarted in ambition and have need for realizing their ambitions through their children. Landis' work with college students

lead him to believe that few parents take extreme positions, and that the common means of projection are more indirect, such as praise of success in those activities which point toward the vocation considered desirable by the parent or promising to provide the initial capital for business, farming, or some other work. He found children more likely to follow their parents' vocations rather than others. The children he studied were 2.5 times as likely to enter the parental occupation as an outside one.

The female young adult faces even more conflict in occupational choice than does her male counterpart. In the average family, the girl is taught economic dependence. In school she may be trained vocationally, and the work world may beckon her with an independent career. There is an obvious conflict between the standards of the average family regarding woman's ideal role and the role she actually plays in an urban industrial culture. In those homes where the mother has been employed much of the time when her children were growing up, her control and influence may be quite different from that of the mother who has been at home throughout her children's growth. Peterson (1961) found that middle-class mothers who had been employed over thirty-five per cent of their daughters' lives tended to be perceived by their daughters as exercising less control and having less interest in them. Simpson and Simpson (1961) found that career-oriented college women were more than twice as likely to name teachers or professors as sources of

influence in occupational choice as were students who were non-career oriented.

The female late-adolescent has aspirations which are the result of numerous factors and experiences. In a study completed in 1958 by Survey Research Center of the University of Michigan's Institute for Social Research, two thousand girls from 12-18 years of age were interviewed to determine some of their hopes and aspirations. In their job plans, girls wanted "steady employment", "interesting work", and "nice people to work with". Eight out of ten girls interviewed in the Michigan study said they wanted to grow up to be like their mothers, other female relatives, or teachers.

Research on parent-child relationships has been extensive; many researchers have made contributions to the understanding of the adolescent relationship with his parents. However, much is yet to be learned about the parent-early adult relationship. The study of the decision-making processes of the early adult would be valuable and helpful in understanding why choices of occupation, religion, modes of living, and other significant decisions are made as they are by young people. Especially in need of attention is the young adult female who faces conflict between society and her family in making such decisions as to continue higher education, to marry, to plan a career-oriented future, or to combine several roles.

The Young Woman in College

Motives for the college attendance of young women are

numerous and interrelated. That college enrollment for females has increased 25.7 per cent from 1910 to 1960 is an indication that college is becoming more and more a part of the female's life experiences. Brookover (1965) reported that enrollment of females of college age is increasing faster than that for college age males. Brookover also stated that reasons for college attendance and attitudes toward education varied according to the quality of the relationship existing between the child and his immediate family. Although there is general agreement that attitudes and values have their origin in the home and the family, a lack of agreement exists as to how or why certain attitudes are adopted while others are modified or altered.

The existence of a relationship between attitudes and values and the curricula chosen by young women has been explored. In a longitudinal study conducted by Michigan State University and reported by Lehmann and Ikenberry (1959), females majoring in nontechnical curricula (such as the social sciences, humanities, and communication arts) were less stereotypic in their beliefs and less dogmatic than the females in vocationally-oriented curricula (such as home economics and medical technology).

How these values and personality traits are brought into existence and developed is a question still to be answered. Rodgers (1966) proposed a need for research to answer the question: "What are the characteristics of the family process

whereby the occupational (or career) role is developed in the child position of the family system?" Rodgers indicated that limiting factors are present in the process of occupational influence within the family process and with corresponding educational and training choices. Rodgers developed a model in which family contributions to the female's decision-making process were categorized into family structures, family process, and family conditions. Rodgers also proposed a "family orientation", aesthetic environment, work-recreation orientation, orientations with respect to responsibility, excellence, and ambition.

Acceptance of females into the academic world has occurred slowly. Females as other groups are frequently stereotyped, and studies have been conducted to ascertain if groupings or types of college women do exist. Komarovsky (1946) labeled the two general sex roles available to American college girls as "feminine" and "modern". According to Komarovsky, the first-born daughters are more likely to become the "conservators" of the traditional culture. He found first-born girls to select marriage over a college degree, and first-born girls agreed with their mother's orientation toward the feminine role more than later born.

The transition from verbal expression to actual practice of modern female roles is sometimes achieved only after much time and effort on the female's part. Tyler (1941) found that while many girls had accepted verbal feminist opinion, they

still retained traditional attitudes toward women's inherent limitations. Those who continued their educations into college and post-graduate work seemed to be most aware of female resources and potentiality that have not been tapped. Margaret Mead (1946) suggested that while not all women may be dissatisfied with their roles, the "best educated", the "most articulate" women are most disturbed. Cussler (1958) found that women having achieved executive success frequently would choose a career over marriage if they had to make the choice, though they had not felt this way in the beginning.

The line between traditional and modern female roles need not be a strict one, according to Empey (1958). He conducted a study of high school seniors and found that both boys and girls felt that the woman's primary role was marriage and maintenance of a household. Empey's research also indicated that the most professional of women still maintain traditional-like roles. Women have traditionally worked in occupations which involve relationships with people--for example, teaching, nursing, social work, sales, and secretarial work, and they seem to continue to prefer this work. Their strong preference for work with people tends to help them function in traditional roles. The traditional-modern concept of the feminine role was seen as on a continuum.

With American colleges opening their classrooms more and more to the female, a logical question would be: "How will the increasing number of educated women in our society utilize their

learning and skills?" This is in part determined by the degree to which the society makes their participation possible. Landis (1952) contended that society must change radically the values and objectives of education as they apply to woman's role of wife and mother, giving these values a new place, or else so modify the family institution that woman can have an independent work life along with husband and children.

After a woman has reached her desired educational level and wishes to put into reality her work aspirations, she must make decisions as to which job, whether or not to combine marriage and a career, and whether to attempt to achieve a professional status.

Career Choices for College Women

An unmistakable relationship between the kinds of jobs women hold and the amount and kind of education they have had was reported by Glenn and Walters (1966). According to the 1965 Handbook on Women Workers, the amount of education a woman has completed determines to a great extent the type of job she can obtain. Thus in March, 1964, over half the employed women who had attended college were in professional and technical occupations. Three-fourths of those who had attended elementary school only were operative or service workers. Nye and Hoffman (1961) pointed out that most women seek employment because they are given the opportunity to use their individual talents and vocational training, and not because of financial need.

Musgrave (1967) stated that there is no sociological theory of occupational choice. Ginzberg (1951) and Super (1957) made major attempts at defining a theory of occupational choice which resulted in descriptive, developmental theories. Bordin (1942) proposed a monograph on the development of vocational interests, and H. D. Carter (1944) proposed one on the development of vocational attitudes. Three phases of the occupational choice process have been suggested by Form and Miller (1949). These three phases include: 1) initial work period which covers jobs held while still at school, 2) the trial work period while a young worker shops around for a job, and 3) stable work period which some workers may never experience.

Anticipatory socialization was defined by Musgrave (1967) as knowledge of what is involved in filling the work positions. It may occur in the following ways: 1) pre-work socialization, 2) entry into the labor force, 3) socialization into the labor force, and 4) job changes. Anticipatory socialization occurs to a great extent in the family. Little research has been conducted as to how parents act as economic role-models, either consciously or unconsciously. Also more understanding is needed of what occupational stereotypes influence young people's choice of occupation, especially those of the female. Simpson and Simpson (1961) stated that because of societal influence and sanction, one would expect a college woman would not be likely to develop a strong orientation toward a work

career unless some unusually potent set of influences had been at work to produce such an orientation.

Women face many new occupational decisions. Borgese (1963) stated that the transformation of social and economic life has taken place at a pace unprecedented in the past and that more changes took place in fifty years (1900-1950) than in the three centuries that had passed since the end of the Middle Ages. As recently as 1940 six out of seven married women were housewives and held no occupational position outside the home. Since World War II, the employment rate has notably accelerated. Katelman and Barnett (1968) stated that in March of 1965, fifteen million married women living with their husbands were in the labor force, and for three-fourths of them, this was full-time employment. Women constitute thirty-five per cent of the total labor force in the United States (President's Commission on the Status of Women, 1963). Glenn and Walters (1966) stated that the dramatic gain in women's employment is the result of many forces, including the easing of household tasks, a desired higher standard of living, the need of an expanding economy for additional workers in occupations employing women, and changes in traditional attitudes toward women working outside the home. Borgese (1963) stated that nine out of ten young women in the future will join the labor force, which will bring our society close to the communist world. With this fact in mind, Borgese contended that further changes in the psychology of the American family is

being altered by this exodus of women into the labor force.

The satisfaction which women derive from their employment has been the object of study. Gass (1959) found that the satisfaction which women derived from their work experience was greater than that from their child-rearing experiences. Women in Gass's study also expressed desire for less homemaking responsibility and for more leisure time. Seventy per cent of those respondents who had no specific training greatly regretted that they did not. Gass concluded that professional journals frequently present an inaccurate description of woman's satisfaction with child-rearing, making it seem more all-encompassing than it really is. Blood (1965) foresaw the American woman's decision of marriage versus career to be a crucial one. However, Blood also contended that the work week is likely to be shortened to 25 hours, thus enabling the married woman to more easily combine a career and household responsibilities than in the past.

Glenn (1959) conducted a study on the attitudes of women regarding gainful employment of married women. Glenn found that 90 per cent of the respondents indicated that it was all right for the wife to work (if there were no children in the home) in case her earnings were needed 1) for the necessities of living, 2) to help pay accumulated debts, 3) to help her husband finish his education, or 4) to enable the family to buy a home. Between 80 and 90 per cent replied it was all right for the wife to work (if there were no children in the home),

1) in order to buy needed equipment, 2) to help take care of dependent relatives, 3) to work with her husband in his business, or 4) in the event there is a need in the community for the services of a person with her training, such as nursing or teaching. Subjects did not believe that women should seek employment because 1) her education would be wasted if she was not gainfully employed, 2) she considered working more respectable, or 3) gainful employment gave more prestige than housekeeping.

The changing of work roles by women was the subject of a study conducted by Astin (1967). She found that changes in career choices are more likely to occur if the initial choice is inappropriate to the student's sex role. Astin also found that those who changed careers tend to be more dependent, to show greater creative potential, and to come from more permissive homes. Doress (1958) explained the "launching stage" of early adulthood as a time filled with interpersonal stress, especially between daughters and parents. Indirect pressures asserted by the parents may be a factor in the daughter's choice of an initially inappropriate career or in subsequent changes in career choice.

The young adult woman has been studied in terms of her relationship with her parents, her educational potential and problems and her participation in the world of work. Lundberg and Farnham (1947) stated that women are a societal problem not only as individuals but collectively, with special functions

within the structure of society. Should they attempt a career or concentrate on household duties? If they marry, should they have children? The woman's role in contemporary society was described by Leopold (1958) as being one of expansion, in which better educational advantages will be available, the labor force will beckon the young woman with society nodding in approval, the opportunity to serve in community activities will continue to grow, and the functions of being a mother and housewife will still be meaningful and even more facilitated.

CHAPTER III

PROCEDURE

The objectives of this study were:

1. To describe the career plans of freshmen women in the College of Home Economics at Kansas State University
2. To describe parental attitudes toward career plans of their daughters
3. To compare parental attitudes of career oriented and noncareer oriented women
4. To compare the attitudes and family backgrounds of professionally oriented and nonprofessionally oriented women

NULL HYPOTHESES TO BE TESTED

Hypothesis I: Professionally oriented freshmen women in home economics are not significantly different from nonprofessionally oriented freshmen women in home economics in:

- A. Plans to complete degree
- B. Perceived influence of parents on career choice
- C. Whether marriage is more important than completing education
- D. Attitude toward changing career plans for marriage
- E. Plans to work after marriage
- F. Plans to combine a career and marriage
- G. Plans to work before marriage
- H. Plans to work after marriage before first child is born
- I. Plans to work while children are preschoolers
- J. Plans to work while children are in elementary school
- K. Plans to work while children are in high school
- L. Plans to work after children have graduated from high school
- M. Attitude toward the possibility of successfully combining marriage and a career
- N. Perceived attitude of mother toward daughter completing education

- O. Perceived attitude of father toward daughter completing education
- P. Perception of society's attitude toward women working outside the home:
 - 1. After education, before marriage
 - 2. During marriage, before children are born
 - 3. During marriage, when children are preschoolers
 - 4. During marriage, when children are in elementary school
 - 5. During marriage, when children are in high school
 - 6. During marriage, after children have graduated from high school
- Q. Perception of mother's attitude toward career choice
- R. Perception of father's attitude toward career choice
- S. Student's feeling of closeness to parents

Hypothesis II: The parents of professionally oriented freshmen women in home economics are not significantly different from the parents of nonprofessionally oriented freshmen women in home economics in the following areas:

- A. Part-time employment of mother after high school before marriage
- B. Full-time employment of mother after high school before marriage
- C. Part-time employment of mother after college before marriage
- D. Full-time employment of mother after college before marriage
- E. Part-time employment of mother during marriage before children were born
- F. Full-time employment of mother during marriage before children were born
- G. Part-time employment of mother when children were preschoolers
- H. Full-time employment of mother when children were preschoolers
- I. Part-time employment of mother when children were in elementary school
- J. Full-time employment of mother when children were in elementary school
- K. Part-time employment of mother when children were in high school
- L. Full-time employment of mother when children were in high school
- M. Part-time employment of mother after children were graduated from high school

- N. Full-time employment of mother after children were graduated from high school
- O. Perception of importance of completing education before marriage to daughter
- P. Perception of influence on daughter's career choice
- Q. Perception of daughter's plans to combine a career and marriage
- R. Perception of daughter's plan to work:
 - 1. After marriage, before first child is born
 - 2. When preschoolers are in the home
 - 3. When children are in elementary school
 - 4. When children are in high school
 - 5. When children have graduated from high school
- S. Perception of whether daughter would consider a full-time career rather than marriage
- T. Belief that a full-time career can be combined successfully with marriage
- U. Importance of daughter completing her education
- V. Opinion on the acceptability in society of women working outside the home:
 - 1. After education, before marriage
 - 2. During marriage, before children are born
 - 3. When preschoolers are in the home
 - 4. When children are in elementary school
 - 5. When children are in high school
 - 6. After children are graduated from high school
- W. Attitude toward daughter's career choice
- X. Mother's perception of own career orientation

SUBJECTS

Subjects in this study constituted two major groups:

1) 44 freshmen women in the College of Home Economics at Kansas State University, and 2) 88 adults, the parents of the above student subjects. The students were selected from a larger group of 287 freshmen women in the College of Home Economics. One student group of 22 was selected on the basis of their answer to a question on the student questionnaire. Those students who answered "yes" to the following question, and who were from intact families, were included in the professionally oriented group: "Would you consider a full-time career rather than marriage?" (Question 15). Thirty-one

subjects answered "yes" to this question; of this number, 22 were from intact families.

The second group of 22 student subjects was selected randomly from the remaining 256 students who answered "no" to question 15, and they were included in the nonprofessionally oriented group. They were also from intact families.

Subjects in the parental group were the 88 parents of the 44 student subjects. Two mothers and one father of the professionally oriented group did not return the questionnaire; three mothers and four fathers of the nonprofessionally oriented group did not reply.

INSTRUMENTS

The instruments used in this study were two questionnaires, one given to the student subjects in the two classes of Home Economics Colloquium, and the other a questionnaire mailed to the parental subjects. The student questionnaire was designed to obtain data about the freshman woman's career plans, her parents' work experience, and her attitudes toward female careers and employment. The questionnaire for the parents was constructed for the purpose of gaining information about parents' attitudes toward daughter's career choice, plans for future employment, and female employment throughout the life cycle. (Both instruments are included in the Appendix).

COLLECTION OF DATA

Permission was granted by an instructor in the College of Home Economics at Kansas State University to distribute a

questionnaire to all freshmen women during the fall term of the 1969-1970 school year. This questionnaire was administered to 287 freshmen women. The questionnaire was completed in one class session.

The subgroups were selected from the 287 student questionnaires, one being designated "professionally oriented" and the other "nonprofessionally oriented". Each student group consisted of 22 freshmen women from intact families.

A questionnaire was sent to each of the parents of the 44 student subjects. Included with the questionnaires to the parents was a letter, an explanation sheet, and two self-addressed, stamped envelopes for return. A reminder postcard was sent later to 15 of the parental subjects. Of the 88 subjects, 78 returned their questionnaires.

OPERATIONAL DEFINITIONS

The following terms were defined in the student questionnaire:

- 1) "Career plans"--including choice of profession, periods during the life cycle when planning to work, extent of education, and interest in establishing a professional image.
- 2) "Career"--employment outside of the home in which an effort is made to increase the degree of professionalism as experience is gained. Career is considered to be more demanding of the woman's time, interests, and energy than "work".
- 3) "Work"--employment outside of the home which requires an established number of hours of output per day for the woman. The type of output is considered to be more routine in nature than that of "career".

Operational definitions were included in the student questionnaire for clarification purposes. The investigator attempted to present to the students uniform concepts of the above defined terms, "career", "career plans", and "work".

ANALYSIS OF DATA

Data from the student and parent questionnaires was coded and recorded on data sheets. A frequency distribution was determined on the data from the 44 student questionnaires and the 78 parent questionnaires. The Chi-square test was utilized to compare the professionally and nonprofessionally oriented subjects and the parents of the two groups.

CHAPTER IV

RESULTS

Results of this study include the following areas:
description of student subjects, comparison of student data,
description of parental subjects, comparison of parental data,
and examination of the hypotheses.

Description of Student Subjects

Forty-four freshmen women in the College of Home Economics at Kansas State University were the student subjects in this study. Based on their answers on the student questionnaire, these subjects were divided into two groups of 22 each. One group was designated professionally oriented and the other nonprofessionally oriented.

The two groups were similar in age distribution. Two in each group were 17, two were 19, and the others were 18. None of the girls were or had been married. One half of the total student group were from urban or large city backgrounds. Two of the professionally oriented and four of the nonprofessionally oriented subjects were from small towns. Rural backgrounds were indicated by eight professionally oriented subjects and six nonprofessionally oriented subjects. One in each group listed "other" as their backgrounds.

Most of the students had graduated from relatively large

high school classes. Eleven of the professionally oriented subjects were from classes of over 250, as were eight of the nonprofessionally oriented subjects. Small classes of fifty or less were listed by seven of the professionally oriented subjects. Fewer students in each group were in middle categories of 51-150 and 151-250.

Most of the students were neither the oldest nor the youngest sibling in their families.

The professionally oriented subjects most frequently listed one younger sister. Nineteen said they had no older brothers, fourteen no older sisters, fourteen no younger brothers, and nine no younger sisters.

Students in the nonprofessionally oriented group listed older brothers and younger sisters more frequently than did subjects in the professionally oriented group. The two groups were similar in family composition. However, there was a tendency for more of the subjects in the professionally oriented group to be the oldest in the family.

College attendance of brothers and sisters of the student subjects was investigated. Most of the subjects reported that they had one brother or sister who had attended college. Six of the nonprofessionally oriented subjects said they had two siblings who had attended college. The greatest number of siblings attending college was reported by a professionally oriented subject. Six of her siblings had attended college.

TABLE 1
DESCRIPTION OF STUDENT SUBJECTS
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
<u>Age in years</u>				
17	2	9.1	2	9.1
18	18	81.1	18	81.1
19	2	9.1	2	9.1
<u>Marital status</u>				
Single	22	100.0	22	100.0
Married (now or at one time)	0	00.0	0	00.0
<u>Background</u>				
Urban/large city	11	50.0	11	50.0
Small town	2	9.1	4	18.2
Rural	8	36.4	6	27.3
Other	1	4.5	1	4.5
<u>Size of high school class</u>				
0-50	7	31.8	5	22.7
51-150	3	13.6	4	18.2
151-250	1	4.5	4	18.2
Over 250	11	50.0	8	36.4
No response	0	00.0	1	4.5
<u>Number of older brothers</u>				
0	19	86.4	7	31.8
1	3	13.6	12	54.5
2	0	00.0	2	9.1
3	0	00.0	1	4.5

TABLE 1 (Continued)

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
<u>Number of younger brothers</u>				
0	14	63.6	9	40.9
1	6	27.3	8	36.4
2	2	9.1	2	9.1
3	0	00.0	2	9.1
4	0	00.0	1	4.5
<u>Number of older sisters</u>				
0	14	63.6	14	63.6
1	6	27.3	7	31.8
2	2	10.1	1	4.5
<u>Number of younger sisters</u>				
0	9	40.8	12	54.5
1	9	40.8	5	22.7
2	3	12.6	3	13.6
3	1	4.5	2	9.1
<u>Number of siblings to attend college</u>				
0	9	40.8	7	31.8
1	9	40.8	7	31.8
2	3	13.6	6	27.3
3	0	00.0	2	9.1
4	0	00.0	0	00.0
5	0	00.0	0	00.0
6	1	4.5	0	00.0
<u>Curriculum</u>				
Clothing and Textiles	5	22.7	5	22.7
Family and Child Development	1	4.5	4	18.2
Foods and Nutrition	2	9.1	0	00.0

TABLE 1 (Continued)

Curriculum	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
General	0	00.0	1	4.5
Home Economics Education	4	18.2	4	18.2
Home Economics and Liberal Arts	3	13.6	0	00.0
Home Economics Journalism, Radio and TV	1	4.5	1	4.5
Interior Design	3	13.6	5	22.7
Restaurant and Institutional Management	1	4.5	0	00.0
Textile Research	0	00.0	0	00.0
Other	1	4.5	1	4.5
Undecided	0	00.0	1	4.5

The largest number of each student group was enrolled in the Clothing and Textiles curriculum. This represented 5 of each group. The next largest enrollment was found in the Home Economics Education curriculum, where 4 of each group were enrolled. The nonprofessionally oriented subjects had 5 enrolled in Interior Design, whereas 3 of the professionally oriented subjects were enrolled in this curriculum. Only one subject was undecided; she was a nonprofessionally oriented subject. Other curriculum choices were varied and did not represent a large percentage of the student groups.

Comparison of Student Data

Students were asked if they planned to continue their college educations until they received their bachelor's degree. Almost all of each group answered affirmatively. The professionally oriented group had slightly more answering yes to this question. There was no significant difference between the responses of the groups.

TABLE 2

STUDENTS' PLANS TO COMPLETE UNDERGRADUATE WORK
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Yes	21	95.5	20	90.9
No	1	4.5	2	9.1

Students were asked what degree of influence they felt their parents had had on their career choice. The professionally oriented subjects listed "some" the most times, while the nonprofessionally oriented subjects listed "very little" most frequently. Only one of the professionally oriented subjects listed "none", while four of the nonprofessionally oriented subjects did so. Chi-square analysis showed a significant difference at the .10 level. There was a tendency for professionally oriented subjects to view their parents as more influential in their career choices.

TABLE 3

STUDENTS' PERCEPTION OF PARENTAL INFLUENCE ON CAREER CHOICE
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Considerable	1	4.5	2	9.1
Some	12	54.5	7	31.8
Very little	8	36.4	9	40.9
None	1	4.5	4	18.2

Students were asked to indicate whether or not marriage was more important to them than completing their education. All 22 of the professionally oriented subjects answered "no", while 16 of the nonprofessionally oriented subjects answered "yes". One nonprofessionally oriented subject did not respond. The difference between the responses of the two groups was found to be significant at the .05 level.

TABLE 4*

STUDENTS' ATTITUDES TOWARD MARRIAGE VERSUS COMPLETING EDUCATION
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Yes	0	00.0	5	22.7
No	22	100.0	16	72.7
No response	0	00.0	1	4.5

* Significant difference
at the .05 level.

Students were asked if they would change their career plans for marriage. Over one half of each group said "yes". One in each group did not respond. Distribution of answers between the groups was similar. No significant difference was found.

TABLE 5

STUDENTS' WILLINGNESS TO CHANGE CAREER PLANS FOR MARRIAGE
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Yes	12	54.5	13	59.1
No	9	40.8	8	36.4
No response	1	4.5	1	4.5

The question of whether or not students ever planned to work after marriage was answered positively by all subjects. All students responded to the question. There was no difference in the responses of the two student groups.

TABLE 6

STUDENTS' PLANS TO WORK AFTER MARRIAGE
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Yes	22	100.00	22	100.00
No	0	00.00	0	00.00

Over three-fourths of both student groups said they planned to combine a career and marriage. One of the professionally oriented subjects did not respond. No significant difference was found between the responses of the two groups.

TABLE 7
STUDENTS' PLANS TO COMBINE A CAREER AND MARRIAGE
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Yes	17	77.2	20	90.9
No	4	18.3	2	9.1
No response	1	4.5	0	00.0

A high percentage of each group indicated they planned to work in their respective fields before marriage. Ninety-five per cent of the professionally oriented subjects answered "yes", while 86.4 per cent of nonprofessionally oriented subjects did so. Only one subject in the professionally oriented group answered "no". No significant difference was found.

TABLE 8
STUDENTS' PLANS TO WORK IN CHOSEN FIELD BEFORE MARRIAGE
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Yes	21	95.5	19	86.4
No	1	4.5	3	13.6

Sixteen of the 22 professionally oriented subjects answered "yes" to the question of whether or not they planned to work after marriage but before the birth of their first child, while 13 of the 22 nonprofessionally oriented answered "yes". No significant difference was found between the responses of the groups.

Over 85 per cent of the professionally oriented subjects and all of the nonprofessionally oriented subjects answered negatively to the question of whether or not they planned to work outside the home when their children were still pre-schoolers. Three of the professionally oriented subjects answered "yes" to this question. A significant difference between the two groups was found at the .05 level.

Most of the subjects did not anticipate working outside the home while their children were in elementary school. A slightly larger number of professionally oriented subjects believed they would work at this time. Two nonprofessionally oriented subjects did not respond. No significant difference was found between the responses.

TABLE 9
STUDENTS' PLANS TO WORK IN CHOSEN FIELD AFTER MARRIAGE
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
<u>Before birth of first child</u>				
Yes	16	77.2	13	59.1
No	6	22.8	9	40.9
<u>When children are preschoolers</u>				
Yes	3	13.6	0	00.0 *
No	19	86.4	22	100.0
<u>When children are in grade school</u>				
Yes	7	31.8	6	27.3
No	15	68.2	14	63.6
No response	0	00.0	2	9.1
<u>When children are in high school</u>				
Yes	17	77.2	16	72.7
No	5	22.8	4	18.2
No response	0	00.0	2	9.1
<u>After children are out of high school</u>				
Yes	22	100.00	19	86.4
No	0	00.00	1	4.5
No response	0	00.00	2	9.1

*Significant difference
at the .05 level

Over two-thirds of each group answered "yes" to the question of whether or not they planned to work outside of the home when their children were in high school. The professionally oriented group was slightly more positive in their responses. Two of the nonprofessionally oriented subjects did not answer. No significant difference was found in the responses of the two groups.

Almost all of the subjects answered "yes" to the question of whether or not they planned to work after their children had graduated from high school. Two of the nonprofessionally oriented subjects did not respond. One nonprofessionally oriented subject did not plan to work at this time. No significant difference was found.

Over one half of both groups believed that they could successfully combine marriage and a full-time career. Slightly over twenty per cent felt they could not. Two nonprofessionally oriented subjects did not respond. A significant difference was not found in the responses of the two groups.

TABLE 10

ATTITUDES TOWARD COMBINING A FULL-TIME CAREER AND MARRIAGE
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Yes	17	77.2	15	68.2
No	5	22.8	5	22.8
No response	0	00.0	2	9.1

Students were asked to indicate the degree of importance they felt their mothers placed on the daughter's completing her education. Most of the students indicated they thought that completing their educations was "very important" or "important" to their mothers. Two professionally oriented subjects marked "not important" and one of the nonprofessionally oriented subjects did so. No significant difference was found between the responses of the two groups.

TABLE 11

STUDENTS' PERCEPTION OF IMPORTANCE OF EDUCATION TO MOTHER
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Very important	12	54.5	10	45.5
Important	7	31.8	11	50.0
Not important	2	9.1	1	4.5
No response	1	4.5	0	00.0

One half of the nonprofessionally oriented subjects indicated they believed their fathers felt it was "important" for them to complete their educations. Over one half of the professionally oriented subjects indicated they felt that completing their educations was "very important" to their fathers. Two professionally oriented subjects marked "not important", as did one nonprofessionally oriented subject. One professionally oriented subject did not respond. A significant difference was not found.

TABLE 12
STUDENTS' PERCEPTION OF IMPORTANCE OF EDUCATION TO FATHER
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Very impor- tant	12	54.5	10	45.5
Important	7	31.8	11	50.0
Not important	2	9.1	1	4.5
No response	1	4.5	0	00.0

Both groups expressed the belief that society approves of the woman working during the time after she had completed her education and before she is married. Only one in each group indicated they did not believe society accepted women working at this time. No significant difference was found in the responses of the two groups.

Subjects indicated that society approves of female employment during early marriage and before children are born. Two of the professionally oriented subjects answered "no", while 3 of the nonprofessionally oriented subjects expressed this belief. The difference in the responses of the two groups was not found to be significant.

More professionally oriented subjects answered "yes" to the question of whether or not they thought society approved of women working during marriage when young children are in the home. None of the nonprofessionally oriented subjects expressed this belief. One professionally oriented subject did not

respond. The difference in responses of the two groups was found to be significant at the .05 level.

TABLE 13

STUDENTS' PERCEPTION OF SOCIETY'S APPROVAL OF WOMEN WORKING
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
<u>After education, before she is married</u>				
Yes	21	95.5	21	95.5
No	1	4.5	1	4.5
<u>During marriage, before children are born</u>				
Yes	20	90.0	19	86.4
No	2	9.1	3	13.6
<u>During marriage, when preschoolers are in the home</u>				
Yes	5	22.7	0	00.0
No	16	72.8	22	100.0
No response	1	4.5	0	00.0
<u>During marriage, when children in grade school</u>				
Yes	11	50.0	5	22.7
No	11	50.0	17	77.3

*Significant difference
at the .05 level

TABLE 13 (Continued)

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
<u>During marriage, when children in high school</u>				
Yes	20	91.1	17	77.3
No	2	9.1	5	22.7
<u>During marriage, after children are graduated from high school</u>				
Yes	22	100.0	19	86.4
No	0	00.0	3	13.6

One half of the professionally oriented subjects expressed the belief that society approved of female employment during marriage, when children are in grade school, as did one-fourth of the nonprofessionally oriented subjects. Over three-fourths of the nonprofessionally oriented subjects answered "no" to this question. A significant difference was found in the responses of the two groups at the .10 level.

A large percentage of each group expressed the belief that society approved of women working during marriage, when children are in high school. Over 90 per cent of the professionally oriented subjects expressed this belief, as did 77 per cent of the nonprofessionally oriented subjects. No significant difference was found in the analysis of the responses of the two groups.

All of the professionally oriented subjects believed that society approves of the woman working during marriage, after children have graduated from high school. Eighty-six per cent of the nonprofessionally oriented subjects also expressed this attitude. Three of the nonprofessionally oriented subjects did not believe that society approved of female employment at this time. A significant difference was found at the .10 level.

Both student groups expressed the belief that their mother approved of their career choice. Two of the professionally oriented subjects said "no", as did one of the nonprofessionally oriented subjects. Two subjects in each group were undecided about their mother's approval or disapproval. No significant difference was found.

TABLE 14

STUDENTS' PERCEPTION OF MOTHER'S ATTITUDE TOWARD DAUGHTER'S
CAREER CHOICE
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Yes	18	81.0	19	86.4
No	2	9.1	1	4.5
Undecided	2	9.1	2	9.1

Over eighty per cent of both groups felt their fathers approved of their career choices. Three of the professionally oriented subjects and two of the nonprofessionally oriented

subjects were undecided about how their fathers felt. One professionally oriented subject did not respond. No significant difference was found.

TABLE 15

STUDENTS' PERCEPTIONS OF FATHERS' ATTITUDES TOWARD DAUGHTERS'
CAREER CHOICES
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Yes	18	81.8	19	86.4
No	0	00.0	1	4.5
Undecided	3	13.6	2	9.1
No response	1	4.5	0	00.0

Subjects were asked to indicate to which of their parents they felt closer. Over one half of the professionally oriented subjects stated they felt closer to their mothers, as did 45 per cent of the nonprofessionally oriented subjects. Two of the professionally oriented subjects and 7 of the nonprofessionally oriented subjects indicated they felt closer to their fathers. Four professionally oriented subjects and five nonprofessionally oriented subjects said they felt equally close to their parents. The difference between the responses of the two groups was not found to be significant.

TABLE 16
STUDENTS' FEELINGS OF CLOSENESS TO PARENTS
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Mother	16	72.7	10	45.5
Father	2	9.1	7	31.8
Both	4	18.2	5	22.7

Description of Parental Subjects

The parental subjects in this study were the parents of the professionally oriented and nonprofessionally oriented student subjects. Data related to educational status, type of background, and work orientation of the parents was obtained on the student questionnaire. The following tables provide a description of all 88 parental subjects. Only 78 of these subjects completed and returned their questionnaires. Thus, N = 78 was used in analysis of data by Chi-square, shown in later tables.

TABLE 17
DESCRIPTION OF FATHERS OF PROFESSIONALLY AND NONPROFESSIONALLY
ORIENTED SUBJECTS
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
<u>Education</u> (years completed)				
8	3	13.6	1	4.5
9	0	00.0	0	00.0

TABLE 17 (Continued)

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
10	0	00.0	0	00.0
11	0	00.0	3	13.6
12	9	40.9	4	18.2
13	0	00.0	2	9.1
14	2	9.1	2	9.1
15	0	00.0	0	00.0
16	8	36.4	10	45.5
<u>Graduate work</u>	5	22.7	2	9.1
<u>Other training</u>	5	22.7	4	18.2
<u>Type of back-ground</u>				
Urban	11	50.0	11	50.0
Small town	2	9.1	4	18.2
Rural	9	40.9	6	27.3
Other	0	00.0	1	4.5
<u>Completed college before marriage</u>	5	22.7	6	27.3

Of the 44 fathers of the student subjects, four completed only eight years of education, three of these were fathers of professionally oriented student subjects and one of nonprofessionally oriented. Over 40 per cent of fathers of professionally oriented subjects had completed only 12 years of education. Eight fathers of professionally oriented subjects had completed 16 years while 10 fathers of nonprofessionally oriented had. Seven of the fathers had done graduate work; five were fathers of professionally oriented subjects and two of nonprofessionally oriented subjects.

Five fathers of professionally oriented subjects had received other training, as had 4 fathers of nonprofessionally oriented subjects.

Of the father subjects, half resided in an urban or large city area. Almost 41 per cent of the fathers of professionally oriented subjects and 28 per cent of the fathers of nonprofessionally oriented subjects were from rural areas.

Five fathers of professionally oriented subjects completed their college educations before marriage. Six fathers of nonprofessionally oriented students completed their college educations before marriage.

TABLE 18

DESCRIPTION OF MOTHERS OF PROFESSIONALLY ORIENTED AND
NONPROFESSIONALLY ORIENTED SUBJECTS
N = 44

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
<u>Education</u> (years completed)				
8	0	00.0	1	4.5
9	0	00.0	0	00.0
10	1	4.5	0	00.0
11	0	00.0	0	00.0
12	8	36.3	7	31.8
13	3	13.6	4	18.2
14	2	9.1	3	13.6
15	1	4.5	2	9.1
16	7	31.8	5	22.7
<u>Graduate work</u>	2	9.1	3	13.6

TABLE 18 (Continued)

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
<u>Other training</u>	2	9.1	2	9.1
<u>Type of background</u>				
Urban	11	50.0	11	50.0
Small town	2	9.1	4	18.2
Rural	9	40.9	6	27.3
Other	0	00.0	1	4.5
<u>Completed college before marriage</u>	7	31.8	4	18.2
<u>Periods worked during life cycle</u>				
Full-time				
a. immediately after high school before marriage	9	40.9	9	40.9
b. after college before mar- riage	9	40.9	8	36.4
c. married, be- fore chil- dren	7	31.7	2	9.1
d. preschoolers in the home	2	9.1	0	00.0
e. school chil- dren in the home	2	9.1	0	00.0
f. children in high school	6	27.3	7	31.7
g. after chil- dren graduated from high school	3	13.6	3	13.6
Part-time				
a. immediately after high school before marriage	3	13.6	0	00.0

TABLE 18 (Continued)

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
b. after college before marriage	2	9.1	3	13.6
c. married, before children	3	13.6	3	13.6
d. preschoolers in the home	2	9.1	1	4.5
e. school children in the home	2	9.1	8	36.4*
f. children in high school	3	13.6	3	13.6
g. after children graduated from high school	1	4.5	3	13.6

Only one mother of the student subjects had only eight years of education. She was the mother of a nonprofessionally oriented subject. One-third of the group had a high school education only. Over thirty per cent of both of the mother groups had completed 12 years of education. The second largest category was 16 years of education, in which 31.8 per cent of the mothers of nonprofessionally oriented subjects were a part. Two of the mothers of professionally oriented and three of the mothers of nonprofessionally oriented subjects had done graduate work.

*Significant difference
at the .05 level

Two mothers of professionally oriented subjects and two mothers of nonprofessionally oriented subjects had completed other types of training.

Seven mothers of professionally oriented subjects completed college before marriage, while four mothers of nonprofessionally oriented subjects had done so.

Student subjects were asked to complete information on the work experiences of their mothers. Both full-time and part-time experiences were reported.

Mothers of professionally oriented subjects had completed a wide variety of work experiences. Forty per cent had worked full-time immediately after high school and before marriage. Forty per cent had worked full-time immediately after college and before marriage. Thirty-one per cent worked full-time after marriage but before the birth of children. Nine per cent worked when their children were preschoolers and when they were in elementary school. A larger percentage, 27.3, worked when their children were in high school and 13.6 per cent were employed after their children graduated from high school.

The full-time work experiences of the mothers of nonprofessionally oriented subjects were similar. However, only 9.1 per cent worked during marriage before the birth of children. None of them worked when there were preschoolers or school-aged children in the home. Thirty-one per cent engaged in full-time work when their children were in high school.

Differences in the full-time work experiences of mothers during marriage before children were found to be significant at the .10 level. More mothers of professionally oriented students had worked at this time.

Fewer subjects had engaged in part-time work experiences. Thirteen of the mothers of professionally oriented subjects worked part-time immediately after high school, before marriage. None of the mothers of nonprofessionally oriented subjects were employed at this time. The largest category of part-time employment for mothers of nonprofessionally oriented subjects was when children were in elementary school; thirty-six per cent worked at this time. For mothers of professionally oriented subjects, fewer engaged in part-time work during the time after their children had graduated from high school than at any other time. Fewer mothers of nonprofessionally oriented subjects were employed part-time when their children were preschoolers than at any other time. A significant difference at the .05 level was found in the part-time work experiences of the mother groups when they had school age children in the home; mothers of nonprofessionally oriented subjects had had more work experience at this time.

Comparison of Parents of Professionally Oriented and Nonprofessionally Oriented Subjects

Parents were asked if they believed that marriage was more important to their daughter than completion of her education. One parent of a nonprofessionally oriented subject did not

respond. Thirty-seven of the 41 parents of professionally oriented subjects said they did not believe their daughters' placed marriage ahead of completion of their educations. Most of the parents of the nonprofessionally oriented subjects responded in the same way. In comparing the responses of the parents of professionally and nonprofessionally oriented subjects, the difference was not statistically significant.

TABLE 19

PARENTS' PERCEPTION OF DAUGHTERS' VALUES OF MARRIAGE
VERSUS COMPLETING EDUCATION

N = 77

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Marriage more important than completing edu- cation	4	9.7	6	16.6
Marriage not more important than completing edu- cation	37	90.3	30	83.4

On a scale ranging from considerable to none, parents were asked to select the degree of influence they felt they had had on their daughter's career choice or area of study. The last two categories were combined for analysis purposes. Over half of both parent groups believed they had had some influence on their daughters' choices. Over a third of both parent groups felt they had had very little or no influence. A small

percentage of both parent groups felt they had had considerable influence. Chi-square analysis showed no significant difference in the responses of the two parent groups.

TABLE 20

PARENTS' PERCEPTION OF THEIR INFLUENCE ON DAUGHTERS'
CHOICES OF STUDY
N = 78

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Considerable	5	12.1	4	10.9
Some	22	53.6	20	54.0
Very little or none	14	34.3	13	35.1

Parents were asked if they thought their daughters would combine a career and marriage. Over three-fourths of the parents of professionally oriented subjects responded with "yes". Over one half of the parents of nonprofessionally oriented subjects also answered "yes". The differences in responses of the two parent groups was not significant.

TABLE 21

PARENTS' PERCEPTION OF DAUGHTERS' PLANS TO COMBINE
A CAREER AND MARRIAGE
N = 78

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Perceiving that daughter plans to combine career and marriage	32	78.1	21	56.8
Perceiving that daughter does not plan to combine career and marriage	9	21.9	16	43.2

Over 80 per cent of both parent groups felt that their daughters were planning to work after marriage but before the arrival of children. No significant difference was found between the responses of the parent groups.

A high percentage (over 90 per cent) of both parent groups responded that they did not believe their daughters would work when there were preschoolers in the home. Less than three in each group felt they would. No significant difference in responses was found.

Most parents in both groups responded negatively to the question of whether or not their daughter would work when her children were in elementary school. Over 80 per cent of both groups answered "no". Less than one-fifth of each group answered affirmatively. No significant difference was found

between the responses of the two groups.

Nearly three-fourths of the parents of the professionally oriented subjects replied that they did not believe their daughters would work when their children were in high school. Only one half of the parents of the nonprofessionally oriented subjects responded in this way. Only one-fourth of the parents of professionally oriented subjects felt their daughters would work while their children attended high school, while 48.7 per cent of the parents of nonprofessionally oriented subjects answered in this way. A significant difference at the .02 level was found in the responses of the two parental groups. More of the parents of the nonprofessionally oriented group felt their daughter would work while her children were in high school.

Both parental groups had affirmative responses to the question of whether or not they felt their daughters would work after their children graduated from high school. Parents of nonprofessionally oriented subjects responded "yes" 81.1 per cent of the time. Over one-third of parents of professionally oriented subjects responded negatively. A difference in the responses of the two parent groups was found at the .20 level, which did not meet the criteria for significance. More parents of nonprofessionally oriented students felt their daughters would work after their children had completed high school.

TABLE 22
PARENTS' PERCEPTION OF DAUGHTER'S PLANS TO WORK
N = 78

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
<u>After marriage, before children are born</u>				
Yes	36	87.9	32	86.5
No	5	12.1	5	13.5
<u>When preschoolers are in the home</u>				
Yes	1	2.4	1	2.7
No	40	97.6	36	97.3
<u>When children are in grade school</u>				
Yes	8	19.5	7	18.9
No	33	80.5	30	81.1
<u>When children are in high school</u>				
Yes	11	26.9	18	48.7
No	30	73.1	19	51.3
<u>When children are out of high school</u>				
Yes	27	65.8	30	81.1
No	14	34.2	7	18.9

**Significant difference
at the .02 level

Parents were asked if they thought their daughters would consider a full-time career instead of marriage. Most of the parents responded "no" to this question. Over 80 per cent in both groups responded with this answer. Twenty per cent of the parents of professionally oriented subjects responded "yes", while only 13.8 per cent of the parents of the nonprofessionally oriented subjects did so. One parental subject in each group did not respond. There was no significant difference found between the two groups of responses.

TABLE 23

PARENTS' PERCEPTION OF DAUGHTERS' ATTITUDES TOWARD
FULL-TIME CAREER INSTEAD OF MARRIAGE
N = 76

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Perceiving daughter as considering career instead of marriage	8	20.0	5	13.8
Perceiving daughters as not considering career instead of marriage	32	80.0	31	86.2

Attitudes of parents toward a woman's successfully combining a full-time career and marriage were examined. More subjects in the group of parents of professionally oriented subjects believed marriage could be combined successfully with

a full-time career. Sixty-eight per cent of this group responded with "yes", while 44.5 per cent of the parents of the nonprofessionally oriented subjects did so. Fifty per cent of the parents of the nonprofessionally oriented subjects and 31.6 per cent of the professionally oriented parental group answered "no". One parent of the nonprofessionally oriented subjects did not respond. Chi-square analysis indicated a significant difference at the .05 level. More parents of professionally oriented subjects had positive attitudes toward dual careers for women.

TABLE 24*

PARENTS' ATTITUDES TOWARD COMBINING A FULL-TIME
CAREER AND MARRIAGE
N = 77

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Believing marriage and career can be combined	28	68.4	16	44.5
Believing marriage and career cannot be combined	13	31.6	20	55.5

*Significant difference
at the .05 level

The importance of the daughter's completing her education was measured by asking the parents to indicate the degree of importance they placed on completion of education. Most of the parents in both groups indicated that the daughter's completing her education was very important to them. In the parental group for professionally oriented subjects, 70.7 per cent of the parents stated it was very important to them, in comparison to 56.7 per cent of the parents of nonprofessionally oriented subjects. Twenty-nine per cent of each group thought it was important. Five per cent of nonprofessionally oriented subjects thought that it was not important, while none of the parents in the other group expressed this belief. A significant difference at the .05 level was found. Parents of professionally oriented subjects placed more importance on the daughter completing her education.

TABLE 25*

PARENTS' ATTITUDES TOWARD DAUGHTER'S COMPLETING HER EDUCATION
N = 78

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Very important	29	70.7	21	56.7
Important	12	29.3	11	29.9
Not important	0	00.0	5	13.4

*Significant difference
at the .05 level

Parents were asked to express their opinions about the acceptability of women working in our society after her education is completed and before marriage. Most of the parents responded "yes" to this question, expressing a belief that society approved of a woman working at this time in her life. Eighty-seven per cent of the parents of professionally oriented subjects answered "yes", while 91.8 per cent of the parents of nonprofessionally oriented subjects answered this way. No significant difference was found between the responses of the two groups.

Most parents expressed a belief that society approved of female employment during marriage but before children were born. Parents of nonprofessionally oriented subjects expressed this belief 91.9 per cent of the time; the other parental group expressed this belief 85.4 per cent of the time. No significant difference was found between the two groups.

Over 90 per cent of both parent groups expressed a belief that society does not approve of the woman's working when there are preschool children in the home. Thirty-nine of 41 parents of professionally oriented subjects expressed this view, and 35 of 37 parents of nonprofessionally oriented. No significant difference was found in the responses of the two parent groups.

TABLE 26

PARENTS' ATTITUDES TOWARD SOCIETY'S APPROVAL OF WOMEN WORKING
N = 78

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
<u>After education, before marriage</u>				
Yes	36	87.9	34	91.8
No	5	12.1	3	8.2
<u>During marriage, before children</u>				
Yes	35	85.4	34	91.9
No	6	14.6	3	8.2
<u>During marriage, preschoolers in home</u>				
Yes	2	4.8	2	5.4
No	39	95.2	35	94.6
<u>During marriage, children in grade school</u>				
Yes	10	24.3	5	13.5
No	31	75.7	32	86.5
<u>During marriage, children in high school</u>				
Yes	17	41.4	24	64.9 *
No	24	58.6	13	35.1
<u>During marriage, children out of high school</u>				
Yes	32	77.8	35	94.6 *
No	9	22.2	2	5.4

*Significant difference
at the .05 level

More parents of professionally oriented subjects expressed a belief that society approved of woman's working when her children were in grade school. However, over three-fourths of both parent groups expressed a belief that society does not approve of women working during this time. Eighty-six per cent of parents of nonprofessionally oriented subjects indicated this opinion. No significant difference was found.

Over one half of the parents of the professionally oriented subjects indicated that society does not approve of a woman working while her children are in high school. Only 13 of the 37 parents of nonprofessionally oriented subjects stated this same belief. Over 60 per cent of the parents of the nonprofessionally oriented subjects believed that society approved of female employment during this time period. A significant difference was found between the responses of the two groups at the .05 level. More parents of nonprofessionally oriented subjects felt society holds favorable attitudes toward female employment while children are in high school.

A large percentage of both parental groups indicated that society approves of women's working after children have graduated from high school. However, a statistical difference in the responses of the two groups was found at the .05 level. More parents of nonprofessionally oriented subjects felt society approved of maternal employment after children have graduated from high school.

Over ninety per cent of both parental groups indicated approval of their daughter's career choice. More parents of professionally oriented subjects expressed approval. Only five subjects in the combined parental groups expressed disapproval. No significance was found in the difference in the responses of the two groups.

TABLE 27

PARENTS' APPROVAL OF DAUGHTER'S CAREER CHOICE
N = 78

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Parents approving	39	95.2	34	91.9
Parents disapproving	2	4.8	3	8.2

Female parental subjects were asked to indicate whether or not they believed they had a career. Twelve of the mothers of professionally oriented student subjects and 9 of nonprofessionally oriented subjects answered "no" to this question. Over half of the mothers of nonprofessionally oriented subjects answered "yes", and 42.8 per cent of the mothers of professionally oriented subjects answered in this way. No statistical difference was found in the career orientation of the two groups of mothers.

TABLE 28
MOTHERS' PERCEPTION OF OWN CAREER ORIENTATION
N = 40

	Professionally Oriented		Nonprofessionally Oriented	
	Number	Percentage	Number	Percentage
Career oriented	9	42.8	10	52.6
Noncareer oriented	12	57.2	9	47.4

Examination of the Hypotheses

The following hypotheses were tested utilizing Chi square analysis of the parent and student responses:

Hypothesis I: Professionally oriented freshmen women in home economics are not significantly different from nonprofessionally oriented freshmen women in home economics in:

- A. Plans to complete degree
- B. Perceived influence of parents on career choice
- C. Whether marriage is more important than completion of education
- D. Attitudes toward changing career plans for marriage
- E. Plans to work after marriage
- F. Plans to combine a career and marriage
- G. Plans to work before marriage
- H. Plans to work after marriage before first child is born
- I. Plans to work while children are preschoolers
- J. Plans to work while children are in elementary school
- K. Plans to work while children are in high school
- L. Plans to work after children have graduated from high school
- M. Attitudes toward the possibility of successfully combining marriage and a career
- N. Perceived attitudes of mothers toward daughters' completing educations
- O. Perceived attitudes of fathers toward daughters' completing educations
- P. Perception of society's attitude toward women working outside the home:
 - 1. After education, before marriage
 - 2. During marriage, before children are born

3. During marriage, when children are preschoolers
4. During marriage, when children are in elementary school
5. During marriage, when children are in high school
6. During marriage, after children have graduated from high school
- Q. Perception of mother's attitude toward career choice
- R. Perception of father's attitude toward career choice
- S. Student's feeling of closeness to parents

Hypothesis II: The parents of professionally oriented freshmen women in home economics are not significantly different from the parents of nonprofessionally oriented freshmen women in home economics in the following areas:

- A. Part-time employment of mother after high school before marriage
- B. Full-time employment of mother after high school before marriage
- C. Part-time employment of mother after college, before marriage
- D. Full-time employment of mother after college, before marriage
- E. Part-time employment of mother during marriage before children were born
- F. Full-time employment of mother during marriage before children were born
- G. Part-time employment of mother when children were preschoolers
- H. Full-time employment of mother when children were preschoolers
- I. Part-time employment of mother when children were in elementary school
- J. Full-time employment of mother when children were in elementary school
- K. Part-time employment of mother when children were in high school
- L. Full-time employment of mother when children were in high school
- M. Part-time employment of mother after children were graduated from high school
- N. Full-time employment of mother after children were graduated from high school
- O. Perception of importance of completing education before marriage to daughter
- P. Perception of influence on daughter's career choice
- Q. Perception of daughter's plans to combine a career and marriage

- R. Perception of daughter's plans to work:
 - 1. After marriage, before first child is born
 - 2. When preschoolers are in the home
 - 3. When children are in elementary school
 - 4. When children are in high school
 - 5. When children have graduated from high school
- S. Perception of whether daughter would consider a full-time career rather than marriage
- T. Belief that a full-time career can be combined successfully with marriage
- U. Importance of daughter completing her education
- V. Opinion on the acceptability in society of women working outside the home:
 - 1. After education, before marriage
 - 2. During marriage, before children are born
 - 3. When preschoolers are in the home
 - 4. When children are in elementary school
 - 5. When children are in high school
 - 6. After children are graduated from high school
- W. Attitude toward daughter's career choice
- X. Mother's perception of own career orientation

Hypothesis I-A,-B,-C,-D,-E,-F,-G, and -H were not rejected. Hypothesis I-B indicated a tendency for professionally oriented subjects to perceive their parents as having had more influence on their career choices than did nonprofessionally oriented subjects.

Hypothesis I-I was rejected. Professionally oriented subjects were significantly different from nonprofessionally oriented subjects in their plans to work while their children are preschoolers. More professionally oriented subjects reported they planned to work at this time.

Hypothesis I-J,-K,-L,-M,-N,-O,-P1, and -P2 were not rejected. Hypothesis I-P3 was rejected. Professionally oriented subjects were significantly different from nonprofessionally oriented subjects in their perception of

society's attitude toward women working outside the home when preschoolers are in the home. More professionally oriented subjects indicated they felt society approved of women working at this time. Hypothesis I-P4,-P5,-P6,-R, and -S were not rejected.

Hypothesis II-A,-B,-C,-D,-E,-F,-G,-H,-J,-K,-L, and -N were not rejected. Hypothesis II-I and II-M were rejected. Parents of professionally oriented daughters were significantly different from parents of nonprofessionally oriented daughters in employment of mothers when children were in elementary school and part-time employment of mothers after children had graduated from high school. More mothers of nonprofessionally oriented subjects had worked at these times than had mothers of professionally oriented subjects.

Hypothesis II-O,-P, and -Q were not rejected. Hypothesis II-R1,-R2, and -R3 were not rejected. Hypothesis II-R4 and -R5 were rejected. Parents of professionally oriented subjects were significantly different from parents of nonprofessionally oriented subjects in their perception of their daughter's plans to work while her children were in high school and when they had graduated. More parents of nonprofessionally oriented subjects felt their daughters would work at this time.

Hypothesis II-S,-V,-W, and -X were not rejected. Hypothesis II-T and II-U were rejected. Parents of professionally oriented daughters were significantly different from

parents of nonprofessionally oriented subjects in beliefs toward successfully combining a full-time career and marriage and in the importance of their daughters' completing their educations. More parents of professionally oriented daughters felt that a full-time career could be combined successfully with marriage than did parents of nonprofessionally oriented subjects. Parents of professionally oriented subjects placed more importance on the daughter completing her education.

CHAPTER V

DISCUSSION

Parental attitudes toward female employment and careers and the career plans and attitudes of their freshmen daughters at Kansas State University were investigated in this study.

The occupational status of the parents and the professional orientation of their daughters were studied. Mothers of the professionally oriented student subjects revealed a wider full-time working background than did mothers of nonprofessionally oriented subjects. This was especially true during the period when small children were in the home. However, part-time employment was more pronounced for the mothers of nonprofessionally oriented subjects. A significant difference at the .05 level was found in this area; mothers of nonprofessionally oriented subjects had more full-time work experience after marriage but before children were born. These findings were in harmony with Landis' (1952). He found that young adults were 2.5 times as likely to follow their parents' career orientations as an outside one. In this particular study, mothers of professionally oriented subjects tended to have more experience at "careers", rather than part-time or temporary work periods which were more common to mothers of nonprofessionally oriented subjects.

The influence of parents on the career choices of their daughters was investigated. There was little difference between the two in the influence they felt they had had on their daughters' choices. However, a significant difference at the .10 level was found between the responses of the student groups. The professionally oriented subjects indicated their parents had exerted greater influence on their career choices than did the nonprofessionally oriented subjects. According to Kandel (1969) American adolescents are dependent on their parents until late teens and early twenties. They may exert an indirect pressure on their children without realizing the fact. Pearlin, Yarrow, and Scarr (1969) studied the unintended effects of parental aspirations frequently exerted more pressure than did those with lower aspirations.

An attempt was made to compare the attitudes of parents and of students toward female employment outside the home. Parent subjects and student subjects were asked to indicate the periods of the woman's life cycle in which they felt society was most accepting of female employment. The student groups showed a significant difference in attitudes at the .05 level, with the professionally oriented subjects indicating that society was more accepting of female employment when young children were in the home. A similar finding at the .10 level was indicated by the professionally oriented subjects

when children were of elementary school age. All of the professionally oriented subjects indicated approval of work at this time. Such differences were not observed between the parent groups. In fact, parents of nonprofessionally oriented subjects felt society was more accepting of female employment when children were in high school and out, than did the parents of the professionally oriented subjects. However, parents of the professionally oriented subjects had had a wider full-time working experience. Reasons for parents of professionally oriented subjects not indicating approval of mothers' working while their children are in high school and out was considered. Perhaps parents of professionally oriented subjects had had full-time working experiences which were not positively accepted by society. Therefore they did not work later in their lives, after their children were in high school and after they had graduated.

Katelman and Barnett (1968) stated that in March of 1965, fifteen million married women living with their husbands were in the labor force, and for three-fourths of them, this was full-time employment. Borgese (1963) stated that nine out of ten young women in the future will join the labor force. The trend for female employment is definitely one of growing dimensions. The fact that professionally oriented subjects in this study held more positive attitudes toward women working at all times during the life cycle than did their parents causes speculation. Perhaps the lack of communication between

parents and children, described by Scherz (1962), was more evident in the relationship between professionally oriented subjects and their parents in this study.

Both the parents and student groups were asked to indicate their attitudes toward career versus marriage for the female. Both student groups expressed a willingness to change their career plans for marriage. Yet, all of the professionally oriented subjects had stated they would consider a full-time career instead of marriage.

All of the professionally oriented subjects stated that marriage was not more important to them than completing their educations, while only three-fourths of the nonprofessionally oriented subjects did so. The difference in the responses of the two groups was found to be significant at the .05 level. Parent groups also revealed the same beliefs as their daughters, although the differences between the two groups was not significant.

Although the professionally oriented subjects were more accepting of a full-time career rather than marriage, they still indicated they would be willing to change their career plans for marriage. Blood (1966) foresaw the American woman's decision of marriage versus career to be a crucial one. However, Blood also contended that with proposed twenty-five-hour work weeks, the married woman will be more able to combine a career and marriage. Thus the issue of marriage versus career will become a lesser one. Parents of professionally oriented

daughters indicated that their daughters would probably combine marriage and a career more so than did the parents of nonprofessionally oriented daughters. This difference was not significant at the .05 level although a tendency was revealed.

Over 90 percent of each student group expressed an intention of completing their undergraduate work. Both student groups stated they thought their mothers placed a relatively high value on their completing their bachelors' degrees. The professionally oriented subjects felt their mothers placed greater emphasis on completion than did the nonprofessionally subjects. More of the nonprofessionally oriented subjects said their fathers placed a higher value on completing their education than did the professionally oriented subjects. The two parent groups differed significantly at the .05 level. Parents of professionally oriented subjects placed greater importance on completion of education than did the parents of the nonprofessionally oriented subjects. These results were in accordance with Sewell and Shah (1968) who found that the greater the parents' educational aspirations for their children, the greater the chances of girls perceiving parental encouragement, planning on and attending college, and graduating from college. That professionally oriented subjects indicated that their mothers placed a higher value on their completing their educations than did their fathers was in agreement with find-

ings by Erikson (1968). He stated that the attachment that most adolescents develop for the parent of the opposite sex in their earlier adolescent stages has diminished by the late teens; in this study it would seem that the college freshmen women had passed beyond this stage and had resumed close ties with their mothers.

The investigator recognized limitations of this study. The method of selecting the student subjects was based on responses to one question on the student questionnaire. However, on this question and other questions the subjects' answers were not always consistent. Subjects appearing professionally oriented in response to Question 15 appeared nonprofessionally oriented on other questions. Perhaps the uncertainty of late adolescence prevents an accurate assessment of attitudes from being made. The use of a questionnaire as the main instrument for collection of data also had limitations. Questionnaires administered simultaneously to a large number of subjects reduced the opportunity for communication between investigator and subjects, especially for clarification purposes. Because the student subjects were first semester freshmen, they may not have had sufficient exposure to curriculum and course opportunities on which to base their career aspirations. Finally, a larger number of subjects may have yielded a more accurate estimate of freshmen women's attitudes toward female employment and careers.

There were several limitations in collection of parental data. Completing the questionnaires through the mail prevented contact between the investigator and the subjects and made collection of data from all the subjects more difficult.

Finally, the investigator realized the limitations of a study done on the basis of attitudes. While data on attitudes lends itself to predictions of trends, it does not provide a statistically concrete means of measuring a specific factor. Attitudes vary in degree of firmness. They may be permanent or transitory.

Implications of this research were considered by the author. First, the attitudes toward the woman's working, expressed by the subjects, could be used in planning curriculums. For example, a definite trend toward accepting woman's employment was indicated in this study. From this knowledge, an administrator could better organize the course plans for a college, including an expanding emphasis on professionalism and career orientation for the female. Needs of the students could be better met by knowing the values placed on future life experiences, such as marriage, working outside the home, and rearing children. Also, by understanding what agents influence the attitudes and values of the students, an administrator could better understand the role of the student's parents, instructors, and peers.

All student subjects in both groups said they planned

to work after marriage. A high percentage in each group indicated they planned to combine a career and marriage. The fact that students indicated wide acceptance of a woman's working and combining a marriage may have implications for the structure of the future family. Will family size be reduced because of an intensification of the mother's desire to expend her energies outside the home? What implications does this have for role expectations within marriage? Will child rearing techniques be altered to meet the needs of a woman who spends less time in the mother role? What bearing will this have on the physical environment of future homes? Will the working wife make increased use of automation? Will automation, in turn, reduce the work and play relationships of the family members?

Results of this study confirm the prediction for an increasing enrollment of college women. This has implications for educators, who must concentrate not only on providing sufficient classrooms and facilities, but also on quality learning--providing a rich, individually meaningful experience for as many students as possible.

CHAPTER VI

SUMMARY

The purpose of this research was to study parental attitudes toward female employment and careers and career orientation and career plans and attitudes of college freshmen women. Student subjects were selected from a larger sample of 287 freshmen women in the College of Home Economics at Kansas State University. Parental subjects were the parents of the student subjects.

The data were collected using a student questionnaire and a parental questionnaire. The student instrument was administered to 287 freshmen women in the Home Economics Colloquium classes at Kansas State University, Manhattan, Kansas, during the fall semester of 1969. From this group, 22 professionally oriented and 22 nonprofessionally oriented student subjects were selected. Parents of these students were sent questionnaires by mail.

Results indicated that both groups of mothers had had wide work experience, with the mothers of nonprofessionally oriented subjects having had more part-time experience and the mothers of professionally oriented subjects more full-time experience. A difference at the .05 level was found between the mothers' groups in part-time work after high

school and in part-time work while children were in elementary school. Mothers of nonprofessionally oriented subjects had experienced more part-time work than had the mothers of professionally oriented subjects.

No significant difference was observed between parent groups as to how much influence they felt they had had on their daughter's career choice. A difference at the .10 level was found in the responses of the two student groups. A greater percentage of professionally oriented students indicated a feeling that their parents had been of "some" or "considerable" influence. A trend was indicated, but the relationship was not statistically significant.

Similar attitudes toward the acceptability of female employment were expressed by the two student groups. A significant difference was found, however, at the .05 level when student subjects were asked about the acceptability of working when young children were in the home. Professionally oriented students expressed more approval. Definite trends were suggested by the responses of the two student groups to questions about general employment of women. All of the professionally oriented subjects thought that society approved of women working when children were in high school and when they had graduated.

A relationship was indicated between the student groups on the value placed on marriage versus education. A significant difference at the .05 level was observed between student groups,

with more professionally oriented subject expressing a desire to complete their educations before marriage.

A comparison of parents' attitudes toward a woman's successfully combining marriage and a full-time career was made. More parents of professionally oriented daughters felt their daughters could successfully combine marriage and a career. The difference was significant at the .05 level.

Mothers were asked to indicate the value they placed on their daughters' completion of education. A large percentage of mothers of professionally oriented subjects placed a higher value on completion of education. This difference was significant at the .05 level.

The importance of certain parental attitudes and behaviors in shaping the career plans and orientation of young women is supported by the findings of this study.

APPENDIX

E X P L A N A T I O N

This questionnaire is designed to help determine some of your attitudes toward careers and work and to learn what aspirations you have for your future. Please read the questions carefully and circle or mark the answer that is most suitable for you. If you have any questions, raise your hand for assistance.

The following terms will be defined: "career plans", "career", and "work".

"Career plans" is defined as including choice of professiona, periods during the life cycle when planning to work, extent of education, and interest in establishing a professional image.

"Career" is defined as employment outside of the home in which an effort is made to increase the degree of professionalism as experience is gained. Career is considered to be more demanding of the woman's time, interests, and energy than "work".

"Work" is defined as employment outside of the home which requires an established number of hours of output per day for the woman. The type of output is considered to be more routine in nature.

STUDENT QUESTIONNAIRE

Code No. _____ Curriculum or planned one _____

Student's name _____

Student's address _____

Parents' names _____

Parents' address _____

Your age _____ (years) and _____ (months)

Are you married or have you been married? _____

Type of background: (Check one)

Urban _____ Small town _____ Rural _____ Other _____

Number in high school graduating class _____

Describe kind of work of father _____

Describe kind of work of mother _____

Education of parents: Circle the highest grade completed
by mother:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Graduate work

Circle the highest grade completed by father:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Graduate work

Other types of training, if any:

Mother _____

Father _____

Older brothers (number of) _____ Younger brothers _____

Older sisters: (number of) _____ Younger sisters _____

How many of your brothers and sisters attend or have attended
college? _____

What career, if any, do you hope to pursue? _____

- | | | | |
|-------|---|--------------|----|
| 1. | Do you plan to continue your college education until you received your bachelor's degree? | Yes | No |
| <hr/> | | | |
| 2. | How much influence did your parents have on your career choice? | Considerable | |
| | | Some | |
| | | Very little | |
| | | None | |
| <hr/> | | | |
| 3. | Is marriage more important to you than completing your education? | Yes | No |
| <hr/> | | | |
| 4. | Would you change your career plans for marriage? | Yes | No |
| <hr/> | | | |
| 5. | Did your mother complete college before marriage? | Yes | No |
| <hr/> | | | |
| 6. | Did your father complete college before marriage? | Yes | No |
| <hr/> | | | |
| 7. | Do you ever plan to work after marriage? | Yes | No |
| <hr/> | | | |
| 8. | Do you plan to combine a <u>career</u> and marriage? | Yes | No |
| <hr/> | | | |
| 9. | Are you planning to work in your chosen field before you marry? | Yes | No |
| <hr/> | | | |
| 10. | Do you plan to work outside the home after you marry but only until your first child is born? | Yes | No |
| <hr/> | | | |
| 11. | Do you plan to work outside the home while your children are preschoolers? | Yes | No |
| <hr/> | | | |

12. Do you plan to work outside the home while your children are in elementary school? Yes No

13. Do you plan to work outside the home while your children are in high school? Yes No

14. Do you plan to work outside the home after the children are out of high school? Yes No

15. Would you consider a full-time career rather than marriage? Yes No

16. Do you believe a full-time career can be combined successfully with marriage? Yes No

17. How important is it for your mother that you complete your college education?

Very important

Important

Not important

18. How important is it for your father that you complete your college education?

Very important

Important

Not important

19. In today's society it is acceptable for women to work outside the home during which of the following periods?

_____ After her education, before marriage

_____ During marriage, before children are born

Full-time Part-time

- | | | |
|-------|-------|---|
| _____ | _____ | e. During marriage, children in elementary school |
| _____ | _____ | f. During marriage, children in high school |
| _____ | _____ | g. During marriage, after children graduated from high school |
-

26. Does your mother have what you would consider a career?

Yes No

27. Which of your parents do you feel closer to?

Mother Father

Both

February 1970

Dear Parents,

Your daughter has been selected for a study of career plans and attitudes of freshmen college women which is being conducted in the College of Home Economics at Kansas State University. The study is a part of a master's thesis, and it will in no way reflect on your daughter's academic standing.

Enclosed are two questionnaires--one for each of you to complete. Please complete the questionnaires without consulting each other. We are interested in learning about parents' feelings about their daughter's plans.

Please complete the questionnaire and return it in the self-addressed, stamped envelope. All information will be kept confidential.

Thank you for your cooperation.

Sincerely,

Beverly Schmalzried
Beverly Schmalzried, Ph. D.
Advisor

Dolores Hoffman
Dolores Hoffman
Graduate Student
Department of Family and
Child Development
Kansas State University

E X P L A N A T I O N

This questionnaire is designed to help determine some of your attitudes toward your daughter's education and career plans. Please read the questions carefully and circle the answer that is most appropriate for you. There are no right or wrong answers. The questionnaire takes only 5 minutes to complete. Please return the questionnaire immediately.

Your name _____

Your address _____

Date _____

Q U E S T I O N N A I R E

1. Do you believe that marriage is more important to your daughter than completing her education?

Yes

No

2. How much influence do you feel you have had on your daughter's career choice or area of study?

Considerable

Some

Very little

None

3. Do you think your daughter plans to work after she is married?

Yes

No

4. Do you think your daughter will combine a career and marriage?

Yes

No

5. Check the times in which you feel that your daughter will probably work in her lifetime:

- _____ (1) After she is married but only until
the first child is born
- _____ (2) When there are preschoolers in her home
- _____ (3) When the children are in elementary school
- _____ (4) When the children are in high school
- _____ (5) After the children are out of high school

6. Do you think your daughter would consider a full-time career rather than marriage?

Yes

No

(2)

7. Do you believe a full-time career can be combined successfully with marriage?

Yes

No

8. How important is it for you that your daughter complete her education?

Very important

Important

Not important

9. In your opinion, it is acceptable in our society for women to work outside the home during which of the following periods?

- _____ (1) After her education, before marriage
- _____ (2) During marriage, before children are born
- _____ (3) During marriage, when preschoolers are in the home
- _____ (4) During marriage, when children are in elementary school
- _____ (5) During marriage, when children are in high school
- _____ (6) During marriage, after children have graduated from high school

10. Are you pleased with your daughter's career choice?

Yes

No

11. Would you feel that your daughter's education had been a waste if she married immediately after graduation and did not enter work or a career?

Yes

No

12. Do you have what you consider to be a "career"?
(Mothers answer only)

Yes

No

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PARENTAL ATTITUDES TOWARD FEMALE EMPLOYMENT AND CAREERS AND
THE CAREER ORIENTATION, ATTITUDES, AND CAREER PLANS OF
HOME ECONOMICS FRESHMEN WOMEN

by

DOLORES HOFFMAN STEGELIN

B. S., Kansas State University, '1969

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Family and Child Development

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Manhattan, Kansas

The purpose of this research was to study parental attitudes toward female employment and careers and the career orientation, attitudes, and career plans of freshmen women. Career orientation of student subjects was related to perception of parental influence on their career choices, attitudes toward female employment, and attitudes toward completing educations and combining marriage and a career. Work experiences of mothers, parents' attitudes toward female employment, daughter's completion of education, and combining a career and marriage were investigated. Parental perception of their influence on daughter's choice of career was studied.

A student questionnaire and a parental questionnaire were devised. The student instrument was administered to the freshmen women in the College of Home Economics at Kansas State University in the Fall of 1969. Two subgroups of students were selected for the study, one being professionally oriented and one nonprofessionally oriented. The parental questionnaire was mailed to the parents of the selected student subjects.

Results indicated that student subjects felt their parents had been of some or considerable influence in their choices of careers and areas of study. A significant difference was found between the parental groups in their attitudes toward completing college, with the parents of professionally oriented subjects placing more emphasis on completion. Differences in the part-time work experiences of the mother groups were found to be significant; mothers of nonprofessionally oriented subjects had had wider

part-time work experiences. Parental attitudes toward women combining career and marriage were found to be significantly different, with mothers of professionally oriented subjects indicating more approval.

The two groups of students' attitudes toward marriage versus completing education were found to be significantly different; more professionally oriented students indicated they placed greater importance on education than marriage. Professionally oriented and nonprofessionally oriented student subjects had different attitudes toward women's working when young children were in the home. Professionally oriented subjects indicated wider acceptance of working at this time.

The findings revealed wide acceptance of female employment, especially by the professionally oriented student group. Results supported the belief that parental attitudes and behaviors are important factors of influence in shaping the attitudes of female children.