

THE ACTIVITIES AND ATTITUDES OF EDUCATED YOUNG WOMEN

by

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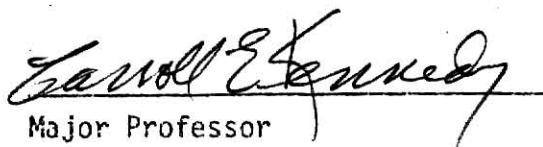
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CHAPTER I

INTRODUCTION

Glick (1977), in his study of changes in individual roles played within the family throughout the life cycle over the past 80 years, concluded that women marrying in the 1970's tended to marry earlier, have smaller families and live longer than their counterparts of previous decades. He also found the number and timing of children tended to be planned and thus minimized the negative effects on the mother's health. The result of all these factors is a shorter period of family building in the lives of contemporary women. These are the major factors contributing to the increase in the number of women in the American labor force. Another important factor is the increase in the number of women who are obtaining graduate degrees (Chronicle, 1976). These educated young women are faced with an unprecedented number of life-course options (Ginzberg, et al., 1966). No longer are they restricted by gender in the level or type of position to which they aspire. Along with this newfound freedom comes increased complexity. If she so desires, the young woman of today can focus her talents and energy on a professional career, often in addition to marriage and children. Although society has changed dramatically in the past few decades, there are still social expectations for certain behaviors. Today, educated women are often expected to be, and expect themselves to be, a competent, assertive professional and a competent, supportive spouse and a competent, nurturing

mother. Thus arises the "superwoman syndrome".

The data in this thesis report on the characteristics, activities and attitudes of a group of educated young women. It is the first part of a longitudinal study following the lives of 52 graduate women into their professional careers. The study focuses upon the patterns of choices they have made during the first 10 years following completion of their masters degree.

The subjects are a population of 52 women who were awarded Education Professions Development Act fellowships (EPDA) during their master's degree program in the College of Home Economics at Kansas State University, Manhattan, Kansas. The duration of the EPDA program was from Fall, 1969 through Summer, 1974 when the federally funded grants were discontinued. Over this five year period, each year saw a new group of graduate students beginning work on the project.

The purpose of the Education Professions Development Act was to improve and strengthen the educational system and members of the profession. The EPDA program at Kansas State University was aimed at improving the home economics curricula in the community colleges across the state and aiding in the implementation of new home economics programs where they had previously not existed (Hoeflin, 1970). The EPDA fellows' graduate experience included research conducted by them on attitudes of female students enrolled in the community colleges as compared to Kansas State University freshmen and sophomores. Some also studied the older returning female student and what motivated her to continue her education. Another major purpose of the program

was the preparation and training of future educators. Each fellow received experiential training through internships at both Kansas State University and the community colleges.

The objective of this longitudinal study is to observe within a developmental framework, the various role complexes of these young women during the young adult stage of their life careers. Angrist (1967) has concluded that, for women, their decisions on occupation, income, education, marriage and children are not separate decisions but highly interrelated. This points to the necessity of taking a "total view" of women's career developments. In response to clear evidence of differences between the life careers of men and women, some writers have discussed the need for an expanded definition of "career" to go beyond occupational boundaries (Fitzgerald and Crites, 1980; Richardson, 1979). Super (1975) has offered such a definition which includes, "the sequence of major positions occupied by persons throughout life; it includes work related positions and roles. . . together with coordinate vocational, familial and civic roles (p. 186)." This expanded or total view has been the "lenses" used for this report of the various life style or career choices of the EPDA women.

The limitations of the present study lie in its descriptive nature and its restricted sample. Work reported here is part of a larger study. The particular object of this thesis was to collect and prepare for consideration in future analysis the large amount of data available on these subjects. The display of these data is for purposes of description and to provide background for the generation of future hypotheses which, when tested, can lead toward explanations and theory building.

Chapter II reviews some of the issues in the literature addressing the developmental processes of young adult women. Chapter III explains how the data for this study were obtained. The results, a description of the subjects' histories, characteristics and life styles, are presented in Chapter IV. The last chapter provides a summary of the findings and discussion of the implications. Avenues for future research are also discussed.

CHAPTER II

LITERATURE REVIEW

This study investigates the lives of women during their early adult years. The underlying premise being that their lives are filled with new experiences which initiate continued development of their personhood. As Havighurst and Orr have concluded:

"People do not launch themselves into adulthood with the momentum of their childhood and youth and simply coast along to old age... Adulthood has its transition points and its crises. It is a developmental period in almost as complete a sense as childhood and adolescence are developmental periods."

(Havighurst & Orr, 1956, p.1)

The early or young adult life stage is generally seen as including the part of the life span between the end of adolescence and the beginning of middle age. Erik Erikson's (1959) postulation of eight stages of psychosocial tasks from infancy to old age has been paramount in the field of human development. Each stage is related to the increasing complexity of function in the maturing person. His early adulthood stage includes the years between twenty and forty. The primary psychosocial task for the individual at that stage is the establishment of intimacy with other persons. This task is subsequent to the formation of identity in adolescence and prior to the generativity of middle adulthood.

Havighurst (1970) has defined early adulthood as the period between eighteen and thirty years of age. Although he used Erikson's model of psychosocial development as a basis, he expanded upon it by including bio-

logical changes within the organism and societal expectations as sources of developmental tasks placed on the individual.

Reports of several research projects on the development of individuals during their adult years have obtained recent popular attention. George Vaillant (1978) investigated the adaptations men made in their lives after graduating from Harvard. He used in-depth interviews to collect data over time and related the function of the life adjustments to the individual's psychological character. Daniel Levinson, in his book The Seasons of a Man's Life, discusses the stages that men typically go through in life and the dilemmas of the various transition points. These studies, like many others, have focused exclusively on men.

Both Roger Gould (1978) and Gail Sheehy (1974) include women in their books reporting on stages of adult development but the discussion is generalized with men and women both seen as going through the same stages, although at times focusing on different issues. Thus, the question arises--do women develop in significantly different ways than men?

In her review of psychological and literary sources, Carol Gilligan (1977) criticizes developmental psychology theories which, she says, are based on a male model of adulthood. Her own research data, interviews with women contemplating abortion, indicates an alternative to Kohlberg's stage theory of moral development. She concludes that developmental theory has not given adequate expression to the concerns and experiences of women--the "feminine voice" has not been heard.

One longitudinal study which did look at the lives of adult women was done by Eli Ginzberg and associates in 1966. It followed the devel-

opment of a group of 311 women who pursued graduate studies between 1945 and 1951 at Columbia University. They found there was a striking difference between men and women in parallel investigations of their career developments. Men followed a relatively simple and straightforward pattern when compared with the much more complex career and life patterns characteristic of the majority of the women. They state:

"In studying the men it was possible to place their career problems into the center of the stage and to focus on these; it was necessary to pay only incidental attention to their lives off the job--as husbands and fathers and as members of communal organizations. Not so with the women. Each decision with respect to their jobs might have an even greater impact on their families than on their careers, just as actions with respect to their homes and children might have primary consequences in the job arena. Time and again we were impressed by the fact the men's study was infinitely less complicated than the women's."

(p.5)

Most behavioral scientists and lay people alike assume that occupation, education, work, income, children and husband each involve separate choices for a woman. Angrist (1967) found that her Life Style Index's internal consistency indicated these choices were highly and strongly interrelated. This attests to the importance of taking a more total view of the adult woman's life.

Mary Sue Richardson (1979) advocates an expanded view of careers which includes not only paid professional employment, but also other life involvements, positions and roles, to which one is committed and invests a considerable amount of energy and resources. This permits

the discussion of the family career and the community involvement career as integral aspects of some women's lives. Not only does this approach provide a useful model for the researcher, but it also gives credibility to life options other than continual professional employment.

The work of Fitzgerald and Crites (1980) has confronted the inability of career psychology to extend itself beyond the male model of career development to accommodate prevalent female differences. The renowned theorist in psychology of careers, Donald Super, has developed an encompassing definition of careers which is "the sequence of major positions occupied by persons throughout life (Super, 1975, p.186)." However, more research and development is needed in order to facilitate application and acceptance of this concept.

The term "family career" has been coined by theorists to encompass the timing and scheduling of functional, interactional, and structural changes over the course of a family's history. Hill and Mattessich (1979) have addressed in depth the interface of two theoretical fields, family development and life-span human development, which share similar basic concepts. Life-span development refers primarily to the increasing differentiation of personality structure, including changes in mental abilities, skills, and social competencies. Such development stimulates changes in family organization but, as well, changes in family organization influence the development of both child and adult personalities. The primary difference in these two approaches is in the unit of analysis. The family development framework focuses

on the small group, whereas the individual is the focal point of life-span development research.

Feldman and Feldman (1975) have used the term "family career" to describe the participation of a person in the family during her lifetime. For their research, which looks at the individual in the family context, they propose that for each person the family career consists of four subcareers: 1) the sex experience career, 2) the marital career, 3) the parent-child career, and 4) the adult-parent career. A person may occupy none, several or all of these positions at one time but the totality of the person's occupancy of the social positions in these four careers becomes the person's family career at any one time.

In Yohalem's (1979) follow-up study of the women in Ginzberg's research, the key finding was the diversity of professional career commitment those middle-aged women with graduate degrees had exhibited. She noted that although the attention that many women paid to their professions wavered or even ceased at times, only a handful of the women remained preoccupied with family and leisure activities to the exclusion of gainful employment during most of their adult lives. She concluded that women follow a pattern of cycling their employment to fit family needs. She found size of the family to be a crucial determinant of labor force continuity. Nearly half of the respondents were either never married, married but childless, or mothers of a single child. It was these women who demonstrated the greatest career attachment. However, many of the subjects were found to maintain their hold on professional careers by means of part-time employment. Reduced work

schedules made it possible for such women to continue pursuit of their careers while simultaneously attending to home-based duties. She pointed out that part-time work does not translate into reduced career commitment. In fact, part-time work was often indicative of career dedication in the face of circumstances where persons with less professional commitment would have continued full time homemaking without respite. Many women, who had a considerable amount of part-time work experience, were eventually able to approach and even equal the achievement of continuous full time workers in their field. Others seemed more interested in the opportunity to devote some time to their professions than in attaining top jobs.

A recent trend has emerged in response to the position of parents (especially mothers) who either want to or must work and take care of children. It is the request for flexible working schedules ("flextime") so the parent is not forced to do his or her work on a rigid schedule. Instead, they complete the set job responsibilities at times which are compatible with their home responsibilities (Newsweek, 1980).

Today over 50% of all women over the age of sixteen are in the labor force (Bureau of Labor Statistics, 1979). They make up 43% of the total labor force (Bureau of Labor Statistics, 1979). There has also been an increase in the numbers of women attending graduate school. In 1970, 32% of all graduate students were women. The year 1978 saw graduate schools consisting of 44.4% women (Chronicle, 1979). All indications are that women will continue to increase their education and numbers in professional fields. Yet, relatively little is known about the developmental experiences of young women. It is not known if placing

them in the same developmental models as men is valid. We are still not sure what gender differences exist. We do know that society has traditionally allocated different social roles and tasks to each sex. But as Gould (1978, p.93) points out, "Now, however, the only rule on sex roles still operating is that everything is in total confusion and flux." More information is necessary before it will be known exactly how women today are approaching career commitment, family and other life activities. This study is an attempt to provide current data addressing these issues.

The longitudinal study, of which the data reported here are a part, will provide information with which to consider these questions as the 52 women move on through young adulthood and toward middle years.

CHAPTER III

METHODS

This study utilizes a descriptive approach to report on the lives of the 52 young adult women: 49 Caucasian, three Afro-American. The population includes all the women who were participants in a special fellowship program administered through the Office of the Dean, College of Home Economics from Fall, 1969 through Summer, 1974. The subjects each had a specialized area of study from among the following curricula: Foods and Nutrition; Clothing, Textiles and Interior Design; Family and Child Development; Family Economics; and Home Economics Education.

The subjects were selected for the fellowships on the basis of their previous academic performance, professional experience, letters of recommendation written on their behalf, and personal interviews.

The information used in this report was obtained in the following manner: A file folder on each of the fellows is maintained in the College of Home Economics, in which all information pertinent to the individual is stored. This file also contains personal correspondence the subjects have had with the former director of the EPDA project, Dean Ruth Hoeflin. Throughout the duration of the EPDA project, the women formed a strong group identity. Their cohesion was fostered by traveling together across the state to the community colleges and by working together during their fellowship. Also, their identity with the project was solidified by the fact

that it became known nationally as the only EPDA program with a zero attrition rate (Hoeflin, 1972). Thus, although new women came into the project each year as others left, they maintained their group identity as the EPDA women at Kansas State University's College of Home Economics. Even after the project terminated, Dean Hoeflin received so many personal letters from the EPDA women commenting on how much they appreciated their fellowships and how they missed their co-workers that she decided to develop a newsletter to send to each of the former fellows telling of everyone's activities, achievements and adventures. She used a standard form which was sent to each subject to obtain uniform information. In many cases this standard information was supplemented by personal letters adding more detail. All correspondence has been kept in the individual's file folder and was available for use in this report.

In order to have additional and more specific information, each subject was sent a background survey form and those who are or have been married were also sent a marriage survey form in December, 1979. Forty-seven of the 52 subjects returned these surveys and the results have been included in Chapter IV.

In February 1980, after approval by the Human Subjects Committee at Kansas State University, a questionnaire was mailed to the subjects (Appendix A). Fifty of the 52 subjects had returned the questionnaire at the time of this report, March 1980. Thus, the number of subjects for whom data is reported may vary from item to item, depending on the source of the information. The specific number of subjects who did not respond has been

footnoted where appropriate in reporting the data.

No comparative analysis of the data was performed for this report. The object of this thesis was to collect and prepare for consideration in future analysis the large amount of data available on these subjects. The display of these data is for purposes of description and to provide background for generation of hypotheses and theory construction. The data are generally given as frequencies, means for the total group or subgroup, percentages, or case examples.

CHAPTER IV

RESULTS

The stated purpose of this research was to describe the developmental characteristics of a group of women as they moved through a major portion of their young adult years. Information will be presented on the subjects': 1) characteristics at entry, 2) family of origin, 3) current identity, 4) personal attitudes, 5) professional careers, 6) family careers, 7) husbands, 8) career coordination, 9) marital relationship, 10) life career configurations, 11) amount of stress experienced, and 12) the future.

The Subjects at Entry

This section will profile characteristics of the 52 women as they entered the EPDA program. Although they entered at different years between 1969 and 1973, this profile will reflect the initial characteristics of each woman.

Prior Work Experience

Most of the EPDA women, 38, began their fellowships directly following their undergraduate degree (TABLE I). Of the remaining 14, ten had taught in high schools from one to five years, two had been employed in commercial establishments and one had worked in the state extension service. Of all those previously employed, over half had worked less than two years. An

exception to the general position of the subjects is the one woman who was widowed prior to entering the program. She had been a homemaker for eleven years and had two children. She was thirty-five years of age when she began her fellowship.

Age at Entry

The ages of the other EPDA women, when they entered the program, ranged from 21 to 27 years. The modal age for all 52 was 22 years with 32 fellows entering at that age. The average age, at entry, was 22.34 years. However, since the operation of the EPDA program extended over a period of years, their ages when these data were being processed had some variance. As of January 1980, the average age for each year's group was: 1969 (N=10) 33.1 years, 1970 (N=12) 32 years, 1971 (N=12) 31 years, 1972 (N=11) 30 years, 1973 (N=7) 28.6 years. The average age for all 52 subjects in January 1980 was 31 years.

Marital Status

In regard to their marital status, the majority of the EPDA women were single during their fellowships. Only ten were married when they entered the program and another five married during their graduate study at K-State. The widow and one single woman with a child were the only parents that entered the EPDA project. However, another fellow became a parent before completing her fellowship. Parenthood did not keep her from finishing her master's degree.

Residential Background

Although the subjects were born in various parts of the country, the majority of them, 32, were natives of Kansas. Of the remaining twenty, five of them were from Nebraska; Missouri and Colorado provided three each; one subject came from each of the following states: New Jersey, Wyoming, Montana, Texas, Iowa, Louisiana, Oklahoma, Georgia and Arkansas. The woman born in Oklahoma had been residing in California for four years prior to entering the EPDA project.

The residential backgrounds of the subjects also varied across the group (TABLE I). Twelve of the women came from urban settings (population over 50,000); twelve came from medium size cities (population 10,000-44,999); seven grew up in small cities (2,500-9,999); and twenty-one came from rural areas (population less than 2,500).

Previous Education

While the group is homogeneous in the sense of obtaining their master's degrees from the College of Home Economics, Kansas State University, they were diverse in their undergraduate backgrounds (TABLE I). Only twenty-three EPDA fellows received their bachelors degrees from Kansas State University, nine received degrees from other colleges in Kansas and twenty women studied out of state. Of the 32 Kansas natives, three studied out of state for their undergraduate degrees. Also, three students who had undergraduate work in Kansas were from out of state.

Family of Origin

Size of Family

Of the EPDA subjects almost all came from, what is thought of as, traditional families. All but one were raised in intact families which averaged 3.67 children. Of the forty-seven subjects who returned the background questionnaire, only two subjects were the only child. On the other extreme of family size, one woman was a twin in a family of nine brothers and sisters. However, this was an exceptional case since twenty-eight families had either three or four children, nine families had two children, and the remaining seven families had either five or six children. The birth order of the subjects was fairly evenly distributed, with nineteen being the oldest child, thirteen having both older and younger siblings, twelve were the youngest child and, as mentioned before, two were only children.

Employment of Parents

About one-half of the mothers were classified by the subjects as full-time homemakers who never worked while they lived at home. One-third of the mothers worked full time during a period of time when the subject lived at home. Six mothers worked part-time outside the home while their children were at home. Of those mothers who had been employed, nine were teachers or librarians, five did clerical work, two worked in managerial capacities, two were professionals (one physician and one college department head) two were domestic workers and one was a nurse.

A large number of the fathers, twenty, were farmers (one of whom was also a postmaster). An equal number of fathers were involved in professional/managerial employment. The fathers of the other seven respondents were working in either skilled or semi-skilled positions. Thus a majority of the EPDA fathers either owned their own business (20 farmers plus two others) or were working in professional employment. Since fourteen of the mothers had professional careers and five others were doing skilled clerical work, it appears that over half of the subjects were raised in professional, career oriented families.

Education of Parents

Education of the parents can be an important influence on the young during their developing years at home. What was the educational environment of the early years of these women? On the average, the mothers had achieved slightly higher educational levels than the fathers. This is largely explained by the twelve cases where the mother had more education than the father. Nearly three-fourths of these cases involved farmers and their wives. Several of these wives seem to have pursued higher education for personal development. That is, they had completed some college coursework but were never employed outside the home. However, they did not necessarily need a college degree to outrank their husbands educationally, since five of the farmers terminated their formal education at the eighth grade. This is not to imply that farmers are uneducated--nine of them had completed some college coursework and several had done graduate study. Additional data on the parents' education can be found in TABLE II below.

TABLE I

Profile of the E.P.D.A. Group

(N=52)	Large City (50,000 +)	Medium City (10,000-49,999)	Small City (2,500-9,999)	Rural (under 2,500)		
RESIDENTIAL BACKGROUND	12	12	7	21		
PRESENT RESIDENCE	22	15	7	8		
	K.S.U.	Other Kansas Colleges		Out-of-State		
UNDERGRADUATE COLLEGES	23	9		20		
	None	H.S. Teaching	Commercial	Extension	H'Making	
EMPLOYMENT BEFORE GRADUATE SCHOOL	38	10	2	1	1	
	College Teaching	H.S. & Voc. Teaching	Commercial	Human Service	Other	Homemaking
EMPLOYMENT FOLLOWING GRADUATION	25	11	3	3	8	2
EMPLOYMENT AT PRESENT	21	5	2	5	2	16
	Single	Single + Children	Married Childfree	Married + Children	Divorced/ Sep./Childfree	
MARITAL STATUS AT ENTRY	40	2	10	0	0	
MARITAL STATUS AT PRESENT	8	1	14	25	4	
	Single Full Time Employment (Incl. wid./sep./div.)	Married Full Time Employment	Married Reduced Employment	Married Full Time Homemaker		
FAMILY/WORK CONFIGURATIONS	13	15	8	16		
# w/ CHILDREN	1	6	6	14		

TABLE II

	<u>Education Level of Subjects' Parents</u>									
	(N=47*)	Some Grd. Sch.	8th Grd.	Some H.S.	H.S. Grad.	Vo. Tech.	Some College	B.S. Grad.Sch.	Doct. degree	
Mother		1	1	2	9	7	11	10	4	2
Father		1	5	1	9	6	9	10	3	3

* information not available for five of the subjects' parents

At the time of data collection, nearly three-fourths of the EPDA women were living in cities with populations of more than 10,000 persons (TABLE I). Only eight lived in rural areas and three of these were just outside of city limits. Cities with more than 50,000 population attracted the largest number of subjects with 21 women living in that size city. However, ten others lived within Standard Metropolitan Statistical Areas (SMSA), which is a county with more than 50,000 population and having or adjacent to an urban center (U.S. Census Bureau, 1970). This gives a total of 62% of the subjects living within SMSA's. Two who lived outside city limits are within SMSA's. It is interesting to note that these two women, along with all but one of the other women who lived at rural addresses, had been raised in rural areas. However, a significant number of those subjects coming from rural areas had moved to more urban areas after receiving their master's degrees.

Personal Identity

In order to assess the EPDA women's present view of themselves, in

February, 1980, they were asked to rate themselves on several attitude items using a Likert Scale response format.

Professional Attitudes

They were asked to rate their competencies as both professional persons and as nurturing persons (Questions 28c and 28d, Appendix A). As can be seen in TABLE III, there was no significant difference on the two responses for the group as a whole, although the ratings on nurturing competence were slightly lower than were the professional competence ratings. This suggests that the subjects perceive themselves to have a balance of competencies which allow them to function well both in professional roles and nurturing roles. The implication is that these women do not fit the stereotype which describes home economists as strong in nurturance but with little skill or confidence in professional situations.

TABLE III

Likert Scale Ratings of Professional and Nurturing Competence

(N=48*)	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Professional Competence	19	23	4	2	0
Nurturing Competence	16	23	6	3	0
*information not available for four subjects					

The subjects were also asked two questions regarding the amount of career orientation they possess (Questions 28a and 28b, Appendix A). The responses on these three items were assigned numerical values from one to five and combined into a sum score totaling 15 points. This score is seen as a current measure of their individual career orientation. As TABLE IV indicates, one-fourth of the women had very high career orientation scores. The other one-quarter of the subjects rated themselves low in career orientation. Of the thirteen lowest scores, seven are presently full time homemakers. It is possible that their low ratings came from a lack of specific occupational plans at this time due to uncertainty or vagueness about returning to work outside the home. Information on this question was not provided by four of the subjects.

TABLE IV

Career Orientation Ratings

(N=48*)	High (14-15)	Med. (11-13)	Low (8-10)
Frequency	13	22	13
Percentage	27%	46%	27%
* information not available for four subjects			

Self-evaluation

Self-evaluation is one of the most crucial factors in determining what a person will achieve in her life. The subjects' responses on five

Likert Scale items were assigned numerical values and combined to obtain a single score (Questions 28c, 28d, 28e, 28i, and 28l, Appendix A). The items assessed how much she fully enjoyed life, how satisfied she was with the major decisions she had made in her life, how satisfied she was with herself as a person and her evaluation of own professional and nurturing competencies. Thus, it is possible to think of the scale as a self-evaluation measure. Most of the EPDA women were found to have high self-evaluations (TABLE V). About one in five of the subjects had a medium rating. Seven of the remaining 18% had low self-evaluation scores. Two other subjects had exceptionally low scores.

TABLE V

Self-evaluation Scores

(N=50*)	20-25	18-19	16-17	13-15
Frequency	30	11	7	2
Percentage	60%	22%	14%	4%

*information not available for two subjects

Professional CareersFirst Employment After Masters

After graduation, thirty-four of the EPDA women obtained positions in the field of education (see TABLE I). Most of them, 19, were affiliated

with four year colleges or universities; six obtained positions in community colleges; nine became employed as high school educators and two others were employed as community adult educators. Three EPDA's who had specialized in family and child development entered social service agencies, while three women from other curricula gained commercial employment related to their area of specialization. Not all of the subjects were able to benefit professionally from their master's degree immediately. Three entered temporary positions in Manhattan while their husbands finished degrees. Five women entered jobs which were unrelated to their graduate work and two women became homemakers upon graduation.

Further Education

Two of the subjects have obtained Ph.D's. One of these women is single, the other is married and childfree. Six others are in the process of doctoral study. Of these Ph.D. candidates, four are single, one is married and childfree and the other has a nine-year-old child.

Present Employment

When the updating questionnaires were completed in Spring, 1980, 21 of the EPDA's were employed by colleges or universities (see TABLE I). Of these, four were state extension specialists and three had positions in community colleges. Of those in four-year colleges and universities, five were part-time employees. Two of these women were employed half-time as graduate assistants while completing their doctoral degrees. In addition to those in higher education, three were in the field of secondary education (two others were full time homemakers while on parental leave from teaching

positions) and two were vocational educators (one employed one-quarter time). A majority of the women employed by colleges were on nine month appointments.

Among those employed outside the field of education, per se, five were employed with human service agencies. For three of these women, most of their work revolved around public health and nutrition. Another served as the acting director of a child care center for the disadvantaged until her recent resignation to become United Way Director. The other woman was doing public relations work, with some supervisory duties, at a home for runaways in New York City.

Only two of the EPDA's were involved in commercial employment related to their area of study. One was a manager/buyer for a retail clothing store. The other was the vice-president of their family appliance business (husband's extended family) where she utilizes her knowledge of interior design for kitchens and family economics for consumer education. One other woman, who had been employed as an interior designer had just resigned prior to responding to the questionnaire. This was precipitated by the birth of her first child.

A few of the subjects were involved in work not directly related to their area of emphasis while in graduate school. Two of these were working full time: one as a sales manager for a radio station, the other was selling condominiums in her hometown. Part-time jobs occupy some of two other EPDA's time: Being the editorial assistant for a small-town newspaper in addition to doing the bookkeeping for a flower shop next door was keeping one busy half-time.

Some of the sixteen full time homemakers were involved in work activities outside the home. One woman was employed for nine hours per week in a secretarial position, where she is able to take her four-year-old daughter with her. Three women stated they work at other things in addition to homemaking. These activities included: managing real estate and other investments, for one woman; taking care of billings for a physician husband, acting as a consultant for a preschool, and doing volunteer counseling, for a second woman; and managing the family farm, for the third woman. Each of these women was married and had two children, which partially explains why they chose not to be employed formally. Lastly, there was one woman who had been unable to find work for over a year after they moved for her husband to begin his doctoral study.

Family Career

For women, decisions about occupation, work, education, income, husband and children have all been found to be highly and strongly interrelated (Angrist, 1967). This attests to the importance of taking a more total view, the gestalt of a woman's adult life. Researchers have found that many women follow a pattern of cycling their employment to fit family needs (Angrist and Almquist, 1975). This indicates the importance the family role holds for many women. The EPDA women represent a cross-section of various family career types which are continually being transformed. The following is a delineation of their family career characteristics.

Marriage

A total of forty-four EPDA women have been married. Of those who

have been married, forty are presently in an on-going marital relationship. Three have divorced and another woman has been separated for the last few months from her husband, after five years of marriage. Two have been widowed. One of the widows has remarried, while the other, who was widowed before she began her fellowship, remains single with two teenaged children. The average age at first marriage for the EPDA women was 24 years.

Singleness

Eight of the subjects have remained single. As stated before, five of them either have obtained or are working on a doctoral degree. Two of them are working half-time as graduate research assistants while completing their studies. The remainder are employed full time.

When asked to state their attitudes toward marriage (Question 29, Appendix A), three explicitly said they want to marry and have children. One of them plans to marry within two years. A different perspective was presented by the respondent who commented, "It takes time to find a husband and one has to be looking". Another woman said that previously she had no intention of getting married but now she was becoming more receptive of the idea. Two of the eight single women have part-time, live-in relationships with men and are adamant about the practicality of having "the best of both worlds." Neither is closed to the idea of marriage, but they are not willing to make career compromises simply for the sake of the marriage. One of these women broke two previous engagements because the men wanted her to be, "first and foremost, a wife and a mother" rather than a professional woman. The eighth single woman did not respond to the questionnaire.

Children

Among the subjects who are married, 26 have children (see TABLE I). One of these is an adopted child who is now five years old. Also, one divorcee was in a "blended family" during her first marriage.

Only three subjects have three children, and one of those was adopted by the mother from the husband's first marriage. Most of the women with children have two at this time. Of the sixteen mothers with two children, there is one set of eighteen-month-old twins. Seven mothers have one child. One subject became a mother during the month prior to responding to the questionnaire. Another mother with one child is expecting her second. For all the mothers, the average age at birth of the first child was 27.5 years, (about three and a half years after marriage).

All of the EPDA's who have children, excluding the widow with two teen-aged children, are married at this time. One woman did have a child out-of-wedlock before she began her fellowship, but married at the completion of her graduate studies when she was expecting her second child. Another subject had her first child while in a common-law relationship. The relationship ended soon after the baby was born, but she is presently married by common-law to the father of her second child.

Husbands

Nineteen of the husbands were originally from Kansas. Approximately half of the husbands graduated from Kansas State University. It follows that this propinquity was highly significant in the mate selection process.

In addition to meeting other students at the university, one woman met her husband, who was stationed at a nearby army base, during her fellowship. A few of the women maintained relationships with men back home whom they later married. The husbands of the EPDA women have had a major influence on their lives as is evidenced in the following sections.

Husband's Education

Since the EPDA fellows all received master of science degrees, it is not too surprising to find nearly half of the women, 20, with more education than their husbands. Six of the husbands have not obtained a bachelor's degree. On the other hand, ten husbands have more education than their wives. They include four veterinarians, two medical doctors, two Ph.D's, one lawyer, and two men with all their doctoral work but the dissertation completed. It should be pointed out that the lawyer's wife will soon receive her Ph.D. To complete the group, ten husbands have the same amount of education as their wives.

Husband's Occupation

Unlike their wives, all of the husbands worked outside the home, with the exception of two. One was an undergraduate student. The other has degrees in architecture and art education but was self-employed as a ceramics potter. The occupations of the husbands are also, like their wives, predominantly professional. But, rather than being involved in higher education, as the women were, the greatest number of men, 13, are involved in business management. There are six husbands in health professions: four veterinarians, and two physicians. One is a lawyer. Four husbands are employed as

government administrators, as were the two deceased husbands. Although four of the husbands have been educated in engineering, only two are employed as engineers. The other two are employed in a managerial capacity in business and have already been mentioned as members of that group. Higher education is the field of employment for four of the subjects' husbands: two in community colleges, one in a university, the other was working part-time as a research assistant while pursuing his doctoral degree. The remaining eight husbands were involved with what might be considered as non-professional positions: two were farmers; one a self-employed carpenter; one was a construction foreman, but has recently decided to go into Christian ministry; one was a hairdresser; another a hardware salesman; one other was an aerospace property coordinator; and one of the husbands was with quality control in manufacturing.

Marital Relationships

An assessment of the marital relationship was obtained from the wives by means of a self-rating on four objective questions (Question 30, Appendix A) which asked about: 1) degree of happiness in the relationship, 2) how often things were going well between spouses, 3) the ability of the couple to communicate clearly and resolve conflicts, 4) how often they get on each other's nerves. Each item included six response options which were assigned numerical values and summed into a single, marital relationship score (TABLE VI).

TABLE VI

Marital Relationship Scores

(N=38*)	Excellent (20-24)	Good (18-19)	Could be Better (16-17)	Poor (15 or less)
Frequency	14	12	7	5
Percentage	37%	32%	18%	13%

*information not available for one married subject

The results of the marital relationship assessment indicate 14 of the 39 women in on-going marriages rated their marital relationships as excellent. Twelve of the marriages were rated good. The ratings of seven of the relationships indicated that although they are most likely stable, they could benefit from improvements in some areas. Five others were assessed as poor marital relationships. One did not complete the questionnaire.

In addition to the 39 on-going marriages mentioned above, there have been three divorces, one separation, and two women widowed, one of whom has remarried. As might be expected, the two divorcees who responded to the question and the person experiencing separation rated their previous marital relationships as poor. The average length of marriage before divorce or separation was six years. Their longest marriage was nine years, the shortest five years. Also, four of the present marriages are second marriages for the husbands. For these husbands, the previous

marriage lasted from one to nine years with the mean being 5.5 years.

In summary, a total of 44 subjects have been married (including the one remaining widowed). Of the 38 married respondents, 37% rated their marital relationship as excellent; 32% gave themselves a good rating and, the remaining 31% of the marital relationships had less than a good rating. Of the last group, other data suggest that 18% are probably stable marriages with possibly some unresolved conflicts but, 13% appeared to be experiencing some difficulty which was hindering the supportiveness of the relationship. Of the 43 marriages, 9% have been or are in the process of termination.

Dual Careers

In response to an open-ended question (Question 23, Appendix A), 21 reported they have encountered some difficulties in coordinating their career with that of their husband. Sixteen of these women stated this in definite terms while five of the replies implied that certain difficulties had existed. Thus, 49% of the couples have found the dual career situation to be a source of stress or adjustment. This difficulty is exacerbated if the husband and wife have different ideas or values regarding the role of women in higher education, work and the home. In response to a question concerning their husbands' attitudes on the role of women (Question 25, Appendix A), most reported their husbands to be in agreement with them and willing to let them choose to work or not. However, seven women stated that they and their husband definitely disagreed over this issue and two others indicated they had minor disagreement. There are two

interesting points to be made in regard to these findings. First, the marital relationship scores of these nine marriages were all less than 18 (see TABLE VI). It must be noted, however, that two of these marriages were dissolved. Secondly, one of the minor disagreements was that the husband wanted the wife to work part-time, if they had a child, in order to "not waste her brain". She disagreed.

Precedence of Husband's Profession

The method of giving one career predominance over the other is the one most frequently used. Twenty-eight (70%) of the forty couples have decided to let the husband's career take precedence over the wife's. A majority of these women, 15, have chosen, at least temporarily, to concentrate their efforts on their family career, after bearing children. Thus, while the wife is dependent upon the husband's income and most of their incomes are adequate, the family is dependent upon her for home management and the many tasks she performs each day.

Precedence of Wife's Profession

In a role reversal, the wife's career has taken precedence in a few cases. Typically the decision was more short-term and did not involve a continuing plan for the wife working and the husband staying home. There are seven couples which have given precedence to the wife's career at some point in their marriage. Most of these involved a move in order for the wife to advance in her career. Two of these wives later terminated employment in order to stay home with children. One of the couples has continued to focus more on career advancement for the wife and was considering another

move for this reason. The husband was self-employed as a ceramics potter. Another couple who were previously following her career was contemplating resigning from their jobs to prepare for professions in Christian ministry. One other couple married two years after she received her master's degree and relocated for a new position. After marriage, the husband moved to her location and began his professional practice. He has since become well established and she has begun doctoral study at a nearby university, while remaining with her full time job. As she is growing closer to completion of her degree, she stated some uncertainty about whether a future career advancement for her will be feasible for them as a couple. In another case, the husband refused "a prestigious position" in order to allow his wife to complete her doctoral degree. She stated that she had remained steadfast in her decision to get her degree once she entered the program. One final case was a situation where the wife obtained a very desirable new position but it took the husband more than a year to find suitable employment after their move. She states that it was an "all-time low" in their communication abilities.

Other Dual Career Adaptations

There was one other rare case who moved to a new location for quality of life reasons rather than career advancement for either of them. They were seeking a new, invigorating environment and neither had positions in the new location prior to the move. She commented that neither she nor her husband were on "fast track" career schedules. Also, they do not have children.

Several other couples have been able to find fulfilling employment

for both without either having to make major sacrifices. In other cases at times, both have had to make sacrifices such as commuting in two different directions. Other kinds of compromises include settling for the job that is available although it may not have been in one's career plans or may not have much opportunity for advancement. Regardless of the method of adjustment, the problem of coordinating careers is innate to dual-career families.

Life Career Configurations and Activities

Although they all have similar education and training, the EPDA women have each found different modes of utilizing their talents. Even though each was unique, certain patterns or similarities can be seen. For this study, a person's life career is defined by the activities they involve themselves with most. The most efficient definitive criteria for determining a person's life career was found to be the number of hours spent on homemaking activities and the number of hours in employment outside the home (Question 1, Appendix A). The family situation of the subjects was also found to be consistently related to the activities of these women. By combining employment and family situation, which was generally directly related to the number of hours spent on home activities, six different life style patterns, or life career configurations were developed (TABLE VII). These are:

- 1) Full time work/Single (this includes the two doctoral students who are working half-time but spending at least forty hours per week on their dissertations).
- 2) Full time work/Widowed, Divorced or Separated.

- 3) Full time work/Married without Children.
- 4) Full time work/Married with Children.
- 5) Part-time work (less than 35 hours/week).
Married with Children (except the two who were childfree).
- 6) Full time Homemakers.

The number of subjects in each category and the average number of hours spent by each group on the various activities can be seen in TABLE VII. The career configurations revolve around the average number of hours spent at work and the average number of hours involved in homemaking activities. These activities are also closely related to the subjects' marital status and the presence of children in the family. This is demonstrated by the fact that slightly more than half of the mothers are full time homemakers and quite naturally spend more time on homemaking activities than any other group. Conversely, the single women spent the most time on activities outside the home (e.g. paid employment and education) and the least amount of time homemaking.

TABLE VII

Career Configurations and Average Hours per Week in Various Activities

Career Configurations	Paid Employ.	Home-making	Vol./Org.	Educ.	Total
(N=50)					
Full-work/ Single* (N=7)	46.2 (56.7**)	14.9	2.9	17.1	81.1
Full-work/ W.,D.,S. (N=5)	46.0	22.8	2.8	1.0	69.8
Full-work w/o Children* (N=8)	48.5	16.8	2.4	6.3	71.6
Full-work w/Children (N=6)	40.8	36.1	5.6	5.2	82.1
Part-time work (N=8)	22.6	28.2	3.2	4.2	55.0
Full time Homemakers (N=16)	0.8	44.1	6.1	2.2	46.7

*One subject in this career group did not respond to the questionnaire

**If doctoral study is included for the two students working half-time

Stress Rating

Often times it is not only the number of hours a person is involved in with an activity, but also the amount of duress placed on the individual during that time. The amount of stress experienced by individuals can vary within the same situation. To obtain a measurement of the amount of stress experienced in every day life by each subject, they were asked to what degree they agreed or disagreed that they were leading a very stressful life (Question 28o, Appendix A). A response of agreement or undecided was considered an indication of significant stress in that person's life activities. Using the previously introduced career configurations, the group with the highest average stress scores was composed of married women working full time and without children (see TABLE VIII). The single women had the second highest stress scores. It is somewhat surprising that the women working full time and having children were fourth in the percentage reporting stress in their lives. The full time homemakers reported the least stress of all. Thirteen of the sixteen did not agree to having a highly stressful life.

TABLE VIII

Amount of Stress in Life by Career Configurations

Career Configuration	Stress Rating							
(N=50)	(high)	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>	(low)	%Scoring <u>3 and above</u>
Full work/ Single * (N=7)		2	1	1	2	1		57%
Full work/ W.,D.,S. (N=5)		1	1	0	2	1		40%
Full work/ w/o Children * (N=8)		1	4	1	2	0		75%
Full work/ w/Children (N=6)		1	1	1	3	0		43%
Part-time work (N=8)		0	3	1	2	2		50%
Full time Homemaking (N=16)		1	1	1	11	2		19%
Totals		6	11	5	22	6		44%

*one subject from this group did not respond to the questionnaire

Idealized Changes

On the assumption it is just as revealing to know what a person would like to do as it is to know what they are doing, the subjects were asked: "If you presently had more time to do whatever you wanted, how would you spend it?" (Question 2, Appendix A).

The question was open-ended and the women gave multiple responses, therefore, the answers simply represent areas of desired activity. Hobbies of various kinds were found to be the modal response to the question. Fifteen subjects would use extra time for art and craft hobbies. The second most frequently desired free-time activity was reading. Fourteen giving that response emphasizes the fact that these are highly literate women. The third most mentioned activity was more time with family members. It was given by eleven subjects, eight of whom had children and three did not. More physical exercise or sports was favored by eight women. The next most frequent response was more involvement with volunteer work or organizational activities, with seven responses. Sewing is a popular past-time for the group with six indicating they would do more if they had time. Educational activities and increased social contact (i.e. visiting and entertaining) shared the next spot with five women choosing to spend additional time in each of these endeavors. Travel and increased relaxation each received three responses. Spending more time alone was desired by three women. The variety of activities chosen by the women reflect the diversity of interest among the group.

In order to find out what they are really wanting to do, that is, what they would do if there were no barriers, this question was asked

(Question 21, Appendix A): "If you had the ability and resources to improve your life in whatever way you wanted, what would you do?"

Again, they were allowed multiple responses. Education was the top thing in many of their minds. Eleven of them listed more or continued education. The second most frequent listing, with nine responses, was obtaining a different home. Seven indicated they would like to change some aspect of themselves in order to improve their daily lives. Six of the women, indicated that some change in their job situation would be favorable. Hiring help for household duties was also popular with five women listing that as their top priority. Eight of the EPDA's indicated extended travel as an activity they would participate in if they had more resources. Five women stated they were content with their lives as they are now. A move to another location was seen as a means of improving life for four subjects. Three want more income. Five women want to reduce stress and increase leisure time.

Future

Women in the young adult stage have yet, on the average, to reach the mid-point of their life career. Thus, it is possible that the future holds as many, if not more, changes than they have experienced in the past. Thirty of the subjects indicated changes which would affect the nature of their activities and work (Question 15, Appendix A). These changes generally involved the following: moves mandated by the husband's career; the possibility of adding children to the family; a professional career change, such as a return to work after children are either in school or away from home; returning to graduate school

for another degree; a promotion in present job or the possibility of moving into a new position. A couple of secondary education teachers who are homemakers, mentioned entering a new profession when they seek employment again. Two working women are trying to adjust their lives so they may stay at home with their children. Two were undecided which changes would occur in their lives and about one-third indicated they did not anticipate changes which would affect the nature of their activities.

When asked whether they intended to pursue further education at any time (Question 16, Appendix A) 35 of the women (70%) stated that they did. Six of them have definite plans to obtain a doctoral degree within the next few years. Twelve others want a higher degree but are less concrete in their plans. Five of the women will continue their education as part of maintaining their teacher certification. The final nine who stated an intention to pursue further education plan to do so simply for personal interest. Seven other women were unsure about whether their future included additional education or not. Some of these had a desire for more education but it was either incompatible with things they were committed to or the costs outweighed the benefits. Only eight of the EPDA group said they did not intend to pursue further education.

Even though education is of great importance to many of the women, it is only one aspect of their futures. A broader consideration includes their family career, professional career and the interacting balance of the two. When asked for their present goals for the future (Question 19d, Appendix A), eight stated goals which focused on family only. Seventeen had goals including a balance of both family and professional careers.

Another 19 women focused primarily on their professional career when stating their goals for the future. Four were uncertain on their goals. Another subject had a singular goal--"Enlightenment"--which is a reflection of her non-traditional approach to life. Three women did not respond to the question.

CHAPTER V

SUMMARY AND DISCUSSION

This study has described the lives of 52 women who completed their master's degree between 1969 and 1974 at Kansas State University. A majority of them have married, but eight have remained single. Exactly half of all the subjects had children. Of those with young children, practically 50 per cent were working at least part-time. A total of 36 were working outside the home with eight of them being in part-time positions. Sixteen were full time homemakers who, with the exception of two, had children. This data indicates the subjects became involved in a variety of life styles after leaving the EPDA fellowship program.

These women were highly professional career oriented. Over three-fourths of them rated themselves high in professional competencies. All but two have been employed in professional positions at some point and many of the homemakers stated plans for returning to professional employment when their children are older. In addition to the eight who have or are working toward a doctoral degree, 18 others expressed intentions for pursuing another degree.

One of the striking things which became apparent while the data were being processed was how rapidly this group of young women was changing. Since the data collection was terminated, May, 1980, several women have experienced a major transformation of roles. One has married into a "blended family" where the husband has custody of his three

children. It is the second marriage for both of them. Two others have given birth to their first child. The impact of this phenomenon was demonstrated by the subject who worked, full time, until the day before she gave birth and was planning to return to work in a few weeks. In the course of those weeks she decided that she wanted to be home with her baby and resigned her position. Another woman has completed her Ph.D. and will be moving soon to become a faculty member at another university. Also, one woman who had eighteen month-old twins decided to return to teaching in the fall. She states that, when they both work, she and her husband divide the house work 50-50. Undoubtedly, there are many other changes of which we are not aware. These simply illustrate that young adult women can not be easily categorized. These examples attest to the dynamics of educated young women's lives.

The residential pattern exhibited by these educated women is of significance. The recent population trend has been movement out of Standard Metropolitan Statistical Areas to nonmetropolitan areas. Between 1970 and 1973 nonmetropolitan areas gained 4.2 percent in population, compared to only 2.9 percent for metropolitan areas (Manhattan Mercury, 1979). However, the EPDA women continued the older trend of movement from rural to urban areas. Less than one-third of the subjects grew up in metropolitan areas but in March, 1980 nearly two-thirds were living in metropolitan areas. This may be a function of nearly half of the women coming from farm families. Nationally, the farm population has continued to drop at an annual rate of two to three percent (Manhattan Mercury, 1979). Also, the fact that they all have graduate degrees, as

do many of their husbands, has quite likely restricted the type of areas which have favorable job openings for them to the more urban areas.

During the course of this study, the importance of timing in these women's career development became increasingly clear. Most of them had similar general goals for their lives but what they were actually doing hinged on the pragmatics of their situation. It is not that the full time homemakers have no career aspirations, but the lives of their young children were more urgent commitments at this point in their lives. Similarly, none of the single women made any indication they plan to never marry. However, they have been deeply involved in the demands of graduate education and/or employment for the past few years which has restricted the time and energies they have for mate selection. As one of the single women commented, "It takes time to find a mate and one has to be looking". Since she was working on her dissertation 70 hours per week in addition to 20 hours weekly paid employment, it is doubtful that she had much time for "looking". Another example of how life events can affect a woman's life-course is the woman who was widowed before her fellowship. She had been a homemaker until the death of her husband. Her life situation changed drastically and she adapted to it. Presently she has tenure as a university faculty member. These examples could continue on until each subject was included. Each has adapted to her immediate situation. Although, in some cases, these adaptations may entail abrupt transformations of their plans and activities, in the "total view" of their lives things tend to balance out--equilibrate.

The husband has been found to play a crucial role in the wife's career configuration. In fact, some have claimed the wife's career to be contingent upon the husband's (Angrist and Almquist, 1975). It may be beneficial to focus on this aspect of the EPDA women's lives more in a future study. The dual career situation is definitely a precarious one. The give-and-take process inherent to any viable relationship is amplified to the level of major career decisions. It is not necessarily a tug-of-war battle, but it is difficult, if not unlikely, for each partner's career to benefit equally in such things as career advancements which mandate relocation. As we have seen, these women have represented a range of different dual career adjustment patterns. The husband's influence on their career decisions is an area for future study.

One interesting finding which bears discussion was the group of stress ratings of the different career configurations (see TABLE VIII). The most striking results were the two groups who had extreme percentage scores. The group of women who were married, working full time but with no children, by far, had the largest percentage reporting stressful lives--75%. The next group was the single women with 57%. The women having children and working full time had a rating of 43% indicating agreement with leading a stressful life. This is a reversal of what one would assume based on intuitive assumptions. It seems that the women with children at home in addition to a full time job away from home would have more demands placed on them which would result in more stress. But their workloads (see TABLE VII) are not totally congruent with the stress scores. This leads us to speculate on other explanations. Before continuing, it should be noted, however, that the sample size is relatively small and insufficient

for conclusive testing.

It could possibly be that the working mothers are able to compartmentalize their work better, that is, they tend not to take their work home with them. Their report of the number of hours worked per week may reflect this, since the average is 40.8 hours. This is the lowest of all the full time career groups.

Another possible explanation is the social desirability of the question. It could be that working mothers are less likely to admit to leading stressful lives for fear that they will be judged as poor mothers who are forsaking their children for their career. Guilt feelings on the part of working mothers are often typical.

On the other extreme are the homemakers who, as a group, report the least stress of all. This may or may not be surprising but the significance of it lies in the data's clear indication that, although not necessarily easy, it was the least stressful life style. This may possibly be the result of a flexible schedule which allows one some latitude in choosing activities, especially during the day. Also there may be fewer specific demands and deadlines which are found in some jobs. However, some did report frustration with the repetitiveness of homemaking tasks.

This question of the amount of stress involved in various life style configurations is intriguing and lends itself to further consideration and research.

The primary conclusion to be drawn from this study is the existence of various career options available to educated young women today. It

is expected that they will continue to change career configurations throughout their life span. A few years from now, some of the present full time homemakers will undoubtedly be reinvolved in their professional careers and some of the single career women may be temporary homemakers and so forth. The interrelatedness of all life career decisions, be it profession, family, community or leisure, is illuminated by the information gained from the EPDA women.

These data have demonstrated differences in life styles and career choices among women in the same stage of the life cycle and with similar backgrounds. Some women have concentrated on professional career achievement but they come from all three types of family settings: single, child-free married, and married with children. Thus, it is not simply a question of profession or family, but a more complex phenomenon involving issues of sequence, timing, career goals and choices; with further complications including the values, attitudes and career goals of the husbands or potential husbands involved. However, it is important to not grade these young women on professional career achievement alone, as men often are. This would degrade those who have chosen to invest themselves in raising their young children which is undoubtedly an honorable achievement in itself. Temporary withdrawal from employment does not equate with low professional career orientation (Ginzberg et al., 1966; Yohalem, 1977). Women have a whole lifetime for professional achievement but the optimal time for childbirth lies in the young adult years. This is not to imply that women should not compete with men or that they should remain at home with children. The point is that the life course and career psychology of women today and in the past tends to be different, in general, from that of men. It is

suggested that we, as social scientists and as a society, more finely attune ourselves to these differences so as to provide acceptance and support for the choices young women make when they are faced with the variety of career options available to them.

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APPENDIX A



College of Home Economics

55

Office of the Dean
Justin Hall
Manhattan, Kansas 66506
913-532-5500

Dear EPDA:

Now that you've had a chance to catch up on what everyone has been doing, we want to change your trend of thought. We have attached a questionnaire to obtain information of a different sort. Through the years you have offered information to be shared with the group for the newsletter. The questionnaire is different--all responses will be handled in strict confidence. They will be filed by coded number rather than by name and kept in a file separate from the coded roster to protect your identity. We assure you that any publication or public reference to your questionnaire responses on your records will be anonymous or under an unrelated pseudonym. Thus, no one will have access to the information provided by the questionnaire except the project staff.

Your completion of this questionnaire will allow us to illustrate the various lifestyles and life careers available for home economists today. Thus, we are asking questions dealing with your present work, home and community activities. In addition, we want some insight into the changes you have experienced in your life and the things which led you to become the unique person that you are. This information will be used to develop prototype cases representing contemporary educated young women. It will illustrate the ways in which women proceed along their life career paths which often include marriage, family, or organizational involvement along with professional achievement and recreation. In return, for your cooperation, we will send you summaries of our research prior to publication. We think these results will interest you and help you share our excitement.

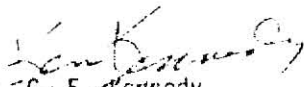
It has been our aim to restrict our inquiries to basic necessities for the advancement of our research. Some of the questions used originated in Eli Ginzberg and associates' study--Life Styles of Educated Women (Columbia U. Press, 1966). If you find any of the questions are not of specific relevance to your case, please write whatever information you believe will give us the most accurate picture of you. Also, take the liberty to elaborate beyond the space provided. We welcome any biographical information you may wish to add. If necessary, write on the back or attach additional pages to the survey. Any extra information you provide will be appreciated.

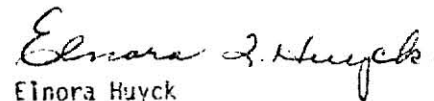
In accordance with the policy of the KSU Committee on Research Involving Human Subjects, your voluntary consent is a necessary prerequisite to your participation in this research. If you agree to fill out the questionnaire but find any of the questions bothersome you do not have to answer them. Also you may withdraw your consent at any time. We intend no discomfort to you and foresee no risk involved with participating in the study. If you have further questions or if anything is unclear, please call us at the Dean's Office (913/532-5500) or write and ask one of us to call you.

Thank you very much for your cooperation. You are an impressive group of women and we feel very fortunate to have you as part of our research project. Please let us know if we may be of help to you in any way. Please sign and return the consent form at the bottom of this page.

Sincerely,

Ruth Hoeflin
Dean


C. E. Kennedy
Professor,
Family and Child Development


Elnora Huyck
Associate Dean


Timothy Bonner
Graduate Research Assistant
on EPDA project


Susan Elder
Graduate Teaching Assistant
from New Zealand

Please attach this consent form to your completed questionnaire when you return it. Enclosed is a self addressed envelope for your use.

I have read the above and have been fully advised of the procedures to be used in this project. I understand the potential risks involved and I hereby assume them voluntarily.

Date Subject

EPDA Project
College of Home Economics
Kansas State University
Manhattan, Kansas 66506

E.P.D.A. Questionnaire

Please respond to the following questions. There is a page at the back for additional comments if you find that some of the questions do not adequately explain your life situation or history. Also use the back of the pages if you need more room to complete a question. Again, we assure you all responses will remain confidential and any reference to them will remain anonymous.

1. Please give the number of hours you spend in an average week on the following activities:

Hours Weekly

- a. _____ Paid employment (specify) _____

- b. _____ Homemaking tasks (time spent on the management and maintenance of your home environment as well as time necessary to meet the physical needs of yourself and those dependent on you, e.g. childcare)
- c. _____ Family fun activities (time spent in interaction with any member(s) of your household, whether related or not, for recreation and enjoyment)
- d. _____ Volunteer work and organizational activities (time spent on either professional or community organizations - please specify each organization and your position in it along with the hours spent weekly or monthly)

- e. _____ Self activities (leisure or recreational time spent either alone or with persons other than family members, e.g. hobbies, reading, sports, hairdresser - please specify each area and amount of time)

- f. _____ Educational activities (explain) _____

- g. _____ Other (specify) _____

2. If you presently had more time to do whatever you wanted, how would you spend it?

3. a. What are your feelings toward your personal workload? _____

- b. Please comment on the adequacy of the time you have available for social contact with friends.

4. If you are married -
- a. How many total hours a week does your husband spend with his work? _____
- b. How many hours a week does he spend on homemaking and childcare, etc.? _____
- What do you think his expectations are for your fulfillment of home responsibilities and outside work?

5. We are interested in family interaction patterns. Please indicate how far these members of your extended family live from you and the amount of time you spend with each. (either their home or yours). Use whatever unit of time is appropriate (e.g. 1 day & night/year, 10 hours/week, 1 or 2 days/month)
- a. Your parents _____
- b. Brothers & sisters (specify the amount of time spent with each)

- c. Grandparents _____
- d. Other (specify - aunt, cousins, etc) _____

- If ever married:
- e. Spouse's parents _____
- f. Spouse's siblings _____
- g. Spouse's grandparents _____
- How adequate is the amount of time you have for interaction with extended family members?

6. Please rate the degree of closeness you have with these relatives by circling the appropriate number from 1 to 5. (continued next page)

6. (continued)	Not Very Close		Somewhat Close		Very Close
a. your parents	1	2	3	4	5
b. your brothers & sisters	1	2	3	4	5
c. your grandparents.	1	2	3	4	5
<u>If married:</u>					
d. your spouse's parents.	1	2	3	4	5
e. your spouse's siblings	1	2	3	4	5
f. your spouse's grandparents . .	1	2	3	4	5
g. Other (specify aunt, cousins, etc)	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

7. How have your decisions about work and other activities been influenced by your parents, relatives and other factors (e.g. availability of employment, transportation costs, taxes, etc.) or (if ever married) your husband's career or attitudes?
- _____
- _____
- _____
8. If you have children, how have your parenting responsibilities affected your involvement outside the home?
- _____
- _____
- _____
9. How have your decisions about place of residence been influenced by relative distance to urban centers, proximity of relatives, availability of desirable employment or (if ever married) your husband's career and the suitability of the area for child rearing?
- _____
- _____
- _____
10. If any of your jobs represented a major change in your line of work, why did you make this change?
- _____
- _____
- _____
11. Did you ever consider making a change in your work or activities but decided against it or it just didn't work out? ____ Yes ____ No
- Explain _____
- _____
- _____

12. Since you are engaged in homemaking, either part-time or full-time, what do you consider its most gratifying aspects?

What do you consider its least gratifying aspects?

13. If you have been or are engaged in volunteer activity, what do you consider its most gratifying aspects?

What do you consider to be its least gratifying aspects?

14. If you have been or are now working outside the home, what do you consider to be the most gratifying aspects of your work?

What do you consider to be its least gratifying aspects?

What would be your ideal work position?

15. Do you anticipate any changes in the future which would affect the nature of your activities and work? ____ Yes ____ No -- When and why?

16. Do you have any intentions of pursuing additional education or training?

____ Yes ____ No

Please explain _____

17. What advantages or satisfactions do you see to living in your residential area?

What problems or disadvantages do you see?

18. Have you ever experienced any negative discrimination or favoritism because you are a woman? ____ Yes ____ No -- Please explain.

19. What were your educational, occupational, family or other life goals:

a. when in high school? _____

b. when an undergraduate? _____

c. during graduate study? _____

d. What are your present goals for the future? _____

20. When you made your decisions regarding graduate education, were you aware of any problems involved in combining marriage and career? ____ Yes ____ No.

Please explain _____

21. If you had the ability and resources to improve your life in whatever way you wanted, what would you do?

22. What are the major decisions you have made in your life and what were the primary influential factors affecting your decisions?

23. Have you experienced any difficulties in coordinating the developments of both your husbands career and your own? Please explain.

24. There is considerable controversy about the value of higher education for women, about careers for women and about whether married women should work. What is your opinion on these matters with respect to yourself and women in general?

25. If you are, or have been married, please comment on your husband's attitude towards the things mentioned in # 24.

26. Did the feminist movement, the youth rebellion of the 60's and early 70's, or the war in Vietnam affect your life circumstance, plans or outlook on life in any way?

☐ Yes ☐ No. Please explain

27. Were there any key persons, books or events that had a major influence on your decisions about:

	<u>Yes</u>	<u>No</u>	<u>Who or what were they?</u>
a. education	_____	_____	_____
b. work	_____	_____	_____
c. other activities	_____	_____	_____

If so, please explain their influence:

a. _____

b. _____

c. _____

28. Please circle the appropriate response to the following statements. If you think that some of the statements do not fit you or represent you fully, we encourage you to write your comments on the back, indicating the letter of the statement you are responding to.

(SA = strongly agree, A = agree, U = undecided, D = disagree, SD = strongly disagree)

- | | | | | | |
|---|----|---|---|---|----|
| a. I am a person who actively makes a place for myself in life . | SA | A | U | D | SD |
| b. I am a person with a specific occupational goal at this time. | SA | A | U | D | SD |
| c. I am a highly competent professional person | SA | A | U | D | SD |
| d. I am a highly competent nurturing person. | SA | A | U | D | SD |
| e. I fully enjoy all aspects of my life at this time | SA | A | U | D | SD |
| f. I am very satisfied with my present paid employment | SA | A | U | D | SD |
| g. I am very satisfied with my present unsalaried responsibility | SA | A | U | D | SD |
| h. I am very satisfied with my opportunities for professional achievement | SA | A | U | D | SD |
| i. I am very satisfied with all the major decisions I have made and the direction my life has taken as a result | SA | A | U | D | SD |
| j. I am very satisfied with my present status in regard to marriage and family | SA | A | U | D | SD |
| k. I am very satisfied with my mode and opportunity for expression of my potential as a woman | SA | A | U | D | SD |
| l. I am very satisfied with myself as a person | SA | A | U | D | SD |
| m. I am very satisfied with my role in the community | SA | A | U | D | SD |
| n. I am very satisfied with my social, cultural, and leisure activities. | SA | A | U | D | SD |
| o. I lead a very stressful life | SA | A | U | D | SD |

29. If you are presently single, please comment on your attitudes toward marriage.

30. If you are married, or have been married, please respond to the following questions:

- a. The dots on the following line represent different degrees of happiness in your relationship. The middle point, 'happy', represents the degree of happiness of most relationships. Please circle the dot which best describes the degree of happiness, all things considered, of your relationship.

0	1	2	3	4	5	6
Extremely unhappy	Fairly unhappy	A little unhappy	Happy	Very Happy	Extremely Happy	Perfect

- b. In general, how often do you think things between you and your spouse are going well?
__Never__ Rarely__ Occasionally__ More often than not__ Most of the time__ All the time
- c. What is your assessment of your ability, as a couple, to communicate clearly and resolve conflicts?
__Poor__ Not Very Good__ Could be Better__ Good__ Very Good__ Excellent
- d. How often do you and your spouse get on each other's nerves?
__Never__ Rarely__ Occasionally__ More often than not__ Most of the time__ All the time

ADDITIONAL COMMENTS: Will you please elaborate on or clarify any of your answers - if you feel that it would be helpful to us. Also, comment on any other points that you consider important in connection with your own work or life circumstances. Any further biographical information will be greatly appreciated - use back if necessary.

APPENDIX B

December 1979

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Dear EPDA's:

HAPPY HOLIDAYS! By the time you receive this greeting, my Christmas teas will be over and I can return to a normal life. Six trees of all shapes and sizes are decorated with one devoted to your handmade angels. My dessert this time comes from the cover of Better Home and Gardens--a cranberry torte--recipe enclosed.

Your response to the proposed reunion August 2-3 in the Rocky Mountains has been great! Of course some of you can't come because of distance, family or work responsibilities. Many of you wrote you'd come depending on such minor issues as gas shortage or world crises. When we mail you our spring newsletter, we'll put in more details. I think it can be a very special occasion.

This coming June we may have a get together at the AHEA Convention in Dallas for those of you who attend. My biggest news in relation to AHEA is that my name will be on the AHEA ballot as one of two candidates for President-elect this year; if I win I'd be President of AHEA the following year. I suppose I should campaign for the vote of you AHEA members. However I have mixed feelings. It's a great honor to be asked but if I should win, the position will entail many trips to Washington and lots of work. Who knows what happens next.

I'm enclosing our annual request for information for the Spring Newsletter and even more important a questionnaire on some basic background information we need for our longitudinal study of you professional women. Our plans for the book are materializing. We want to know something about your parents and your spouse for those of you who are or have been married. Some of you may recognize the questions since they mostly come from the follow up study of community college students that EPDA's developed in the spring of 1971.

Our two researchers, Tim Bonner, graduate research assistant and Susan Elder, the graduate teaching assistant from New Zealand, continue to put together a colorful graph that charts your education, professional experiences and marital/family situation. Later we will send you a summary of your history as we know it for your confirmation. Perhaps you can fill in some of the gaps. You realize that we are keeping this material confidential and when we start writing, we will change your names and enough of the information to protect your identity. We still plan to do telephone interviews with you in the spring.

This letter sounds like mostly business and not much pleasure but since you are and will be involved in our research project, I thought you should know where we are and what we are doing. You know how much I enjoy hearing from each of you. Please complete the enclosed blanks and return as soon as possible. If you don't have time to do the newsletter one now, at least send the information form back immediately in the enclosed stamped envelope. Thanks so much.

Have a happy holiday season. The best to you.

Sincerely,

Ruth Hoeflin
Dean

tb

FOR SPRING NEWSLETTER -- PLEASE RETURN BY JANUARY 15, 1980⁶⁷

Name _____ Phone No. _____

Current Address _____

Permanent Address _____

Current position--title _____

Name of place where you work _____ Bus. Phone _____

Salary _____ Full-time _____ Part-time _____ 9 mos. _____ 12 mos. _____

Comments on your work or other activities:

Please add highlights of your past year--social activities, further education, family developments, business ventures and travel or everyday happenings. Remember, we all want to know more about what you are doing. (Use back of page if necessary.)

E.P.D.A. BACKGROUND SURVEY
December 1979

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These questions are to obtain more specific information on your background. Please check () the appropriate response to each of the following:

1. What is your parent's year of birth?
year living deceased

Mother _____
Father _____

2. What is their marital status?

_____ married
_____ separated
_____ divorced/single
_____ divorced/remarried
_____ other (specify) _____

3. Where do they live now? _____

4. Education of your parents. Check last grade completed in school.

Mother Father
_____ 0-7th grade
_____ 8th grade
_____ Some high school
_____ High school graduate
_____ Training beyond high school
_____ (business-school, technical school, etc.)
_____ Some college
_____ Junior College graduate
_____ 4-yr. college graduate
_____ Post graduate work

5. Name of college or special school(s) attended by parent(s):

(Mother) _____

(Father) _____

6. What is your mother's occupation?

How would you classify your mother's work?

Check one of the following:

_____ Homemaker
_____ Part-time employment
_____ Semi or unskilled position
_____ Skilled
_____ Professional position
_____ Other (specify) _____

7. What is your father's occupation?

How would you classify your father's work?

Check one of the following:

_____ Not working
_____ Semi or unskilled
_____ Clerical and sales
_____ Farming
_____ Skilled
_____ Professional, managerial
_____ Other (specify) _____

8. When did your mother work outside the home?

(Check one box in each row)

	Not at all	Part-time	Full-time
When you were preschool age			
When you were grade school age			
When you were high school age			
When you were in college			
Presently			

9. Where did your family live during your early and middle childhood?

_____ Farm
_____ Rural non-farm (under 2500 population)
_____ Small city (2500-24,999)
_____ Middle sized city (25,000-99,999)
_____ Large city (100,000 and over)

Comments _____

10. How many brothers and sisters do you have? _____

11. What is your position in your family?

_____ Only child
_____ Oldest child
_____ Youngest
_____ Have older and younger siblings
_____ Twin

12. How many of your brothers or sisters have attended college? Brothers Sisters

Older _____
Younger _____
Twin _____

13. Where and degrees received? (use back if needed)

14. Where did you live when you were in high school?

_____ Farm
_____ Rural non-farm (under 2500 population)
_____ Small city (2500-24,999)
_____ Middle sized city (25,000-99,999)
_____ Large city (100,000 and over)

Comments _____

15. How many students were in your graduating class in high school?

_____ 1-49
_____ 50-99
_____ 100-399
_____ 400-799
_____ 800 and over

16. Ideally, in what size community do you prefer to live in the future?

_____ Farm
_____ Rural non-farm (under 2500 population)
_____ Small city (2500-24,999)
_____ Middle sized city (25,000-99,999)
_____ Large city (100,000 and over)
_____ No preference

These questions ascertain much the same information for your husband. We see his background as being relevant since most of your life decisions are made in conjunction with him. Please place additional comments on back.

1. What is your date of marriage? _____
2. How many children do you have? _____
What is their date of birth and sex? _____

3. What level of education did your husband complete:
 - _____ Complete one year college
 - _____ Vocational or technical training
 - _____ Complete 2-3 year college with no degree
 - _____ Associate of Arts Degree from Jr. College
 - _____ Bachelor's Degree from 4-yr. college or university
 - _____ Master's Degree
 - _____ Ph.d., M.D., DDS., Ed.D., Law Degree
 - _____ Other _____
4. Name of college or special school(s) attended by husband and dates.

College	Dates
_____	_____
_____	_____
_____	_____
5. Under which of the following categories would you classify his major? (Denote by degree received, e.g., ND=no degree, AA, BS, etc.)
 - _____ general
 - _____ architecture, engineering
 - _____ business administration
 - _____ education
 - _____ English, speech, journalism
 - _____ home economics
 - _____ humanities--art, music, performing arts, language, literature
 - _____ mathematics, statistics, computer science
 - _____ natural sciences
 - _____ pre-professional and medical areas
 - _____ social sciences
 - _____ vocational-technical training
 - _____ other (explain) _____
6. What is your husband's occupation and position? _____

7. Where do his parents live now? _____
8. What is his father's occupation? _____

9. What is his mother's occupation? _____

10. Education of his parents. Check last grade completed in school.

Mother	Father	
_____	_____	0-7th grade
_____	_____	8th grade
_____	_____	Some high school
_____	_____	High school graduate
_____	_____	Training beyond high school (business school, technical school, etc.)
_____	_____	Some college
_____	_____	Junior College graduate
_____	_____	4-yr. college graduate
_____	_____	Post graduate work
11. When did his mother work outside the home? (Check one box in each row)

	Not at all	Part-time	Full-time
When he was preschool age			
When he was grade school age			
When he was high school age			
While he was in college			
Presently			
12. How many brothers and sisters does he have? _____
13. What is his positions in his family?
 - _____ Only child
 - _____ Oldest child
 - _____ Youngest child
 - _____ Have older and younger siblings
 - _____ Twin
14. Where did he live when he was in high school?
 - _____ Farm
 - _____ Rural non-farm (under 2500 population)
 - _____ Small city (2500-24,999)
 - _____ Middle sized city (25,000-99,999)
 - _____ Large city (100,000 and over)
15. Please name his home town. _____
16. How many students were in his graduating class in high school?
 - _____ 1-49
 - _____ 50-99
 - _____ 100-399
 - _____ 400-799
 - _____ 800 and over
 - _____ Did not graduate from high school
17. Ideally, in what size community does he prefer to live in the future?
 - _____ Farm
 - _____ Rural non-farm (under 2500 population)
 - _____ Small city (2500-24,999)
 - _____ Middle sized city (25,000-99,999)
 - _____ Large city (100,000 and over)
 - _____ No preference
18. Has your husband been married previously? Yes _____ No _____
If yes, when married? _____
How long? _____ Number of children _____
19. Is there any other information about him that you think would be helpful? _____

THE ACTIVITIES AND ATTITUDES OF EDUCATED YOUNG WOMEN

by

TIMOTHY J. BONNER

B.S., Kansas State University, 1978

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

KANSAS STATE UNIVERSITY

Manhattan, Kansas

1980

This longitudinal study focused on the lives of 52 women who completed their master's degrees while participating in the Education Professions Development Act fellowship program, between 1969 and 1974, in the College of Home Economics at Kansas State University in Manhattan. The purpose of the study was threefold: 1) to provide a profile of these women, 2) to describe their activities after graduation: professional, familial, and community, 3) to report on their current attitudes toward self, life style and future.

Forty-nine of the subjects were Caucasian, three were Afro-American. The age mean of the subjects at the time they entered the program was 22.34 years with a range of 21 to 35 years. Their age mean when these data were being processed (January, 1980) was 31.0 years. Forty-three (79%) of the women were single when they began their graduate studies.

Forty-four (88.8%) of the women have married but five (11.5%) of these have been either widowed, divorced or separated. One widow and one divorcee have remarried, however. Fifty-two per cent of the married women have borne children, with the age mean at first birth being 27.5 years. The average number of children was 1.79. During the ten years after their graduation the women followed several variations in professional and family career patterns, which are analyzed in this study.

Present career configurations for the group are as follows:

1) eight are single and employed full-time, 2) five are either widowed, divorced or separated and employed full-time, 3) nine are married, have no children and are employed full-time, 4) six are married, have children and are employed full-time, 5) eight are married and employed part-time, two of them have no children, 6) sixteen are full-time homemakers, all but two of whom have children.

Eight of the subjects either have obtained or are involved in obtaining a doctoral degree. Five of these (82.5%) are single women. A majority of the remaining women intend to also continue their education. Slightly more than one-third of them hope to obtain doctoral degrees.

In regard to their goals for the future, one-third included plans for a combination of family and professional career. Over one-third were primarily focused on professional career alone. Less than one-fourth mentioned family alone.

In the decade following the initiation of the project, over three-fourths of the 52 women have married and over half of these have children. The women are highly professional career oriented, although some are taking time off temporarily to raise their young children. Most of them plan to pursue professional goals which include more education.