

**FACTORS AFFECTING MARRIAGE-MINDEDNESS
AMONG COLLEGE FEMALES AT GRAMBLING COLLEGE**

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B. S., Prairie View A. & M. College, 1967

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A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

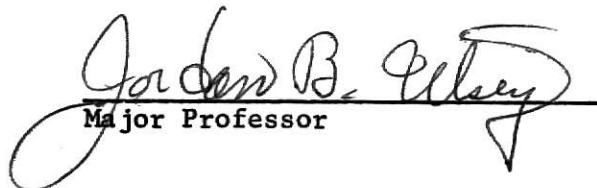
MASTER OF SCIENCE

College of Education

**KANSAS STATE UNIVERSITY
Manhattan, Kansas**

1972

Approved by:


Major Professor

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CHAPTER I

INTRODUCTION

It has been said that women go to college for many and varied reasons. It has often been noted that the desire for professional preparation is not always the motivating factor behind the decision to attend college. Indeed it has been hypothesized that some women are more concerned with mate selection than the acquisition of professional skills.

Heretofore this notion has been researched in order to establish or refute its validity or to determine the underlying factors, if any. If it is true, there is undoubtedly some connection between a woman's home environment or orientation and her particular feeling. It is obvious that the writer will deal with two factors, orientation and motivation.

Statement of the Problem

It was the purpose of the study to (1) determine if home background, orientation, and socio-economic status of parents have any deducible influence on desire to do graduate work; (2) to determine what correlation exists between these factors and the desire of the females to be actively engaged in their professions after graduation; (3) to ascertain if there was any connection between family background, orientation, and socio-economic status and the desire to find a husband while in college; and (4) to determine the relative importance of such factors on college females here at Grambling College.

Importance of the Study

This study attempted to answer questions which are of interest to the writer. Having been born and reared in a rural area, the writer observed on many occasions capable (academically) females who failed to take advantage of scholarships offered to them and other means of furthering their education. What were the reasons behind this?

The writer observed college females and is puzzled as to what influences one to strive for one goal while another engaged in the same activity is striving for a dissimilar goal. What makes females act as they do when subjected to varied influences?

This study was limited by definite factors (orientation and motivation) and females (juniors and seniors) at Grambling College.

Hypotheses

1. Women from families of relatively high socio-economic status tend to be less marriage-minded than those from lower socio-economic families.
2. Women from college orientated families tend to be less marriage-minded than those who are college pioneers in their families.
3. Marriage-mindedness tends to be reflected in choice of major and lack of desire for further study and professional inclination.
 - a. Marriage-minded women tend to major in more domestic subjects and make poorer grades.
 - b. Marriage-minded women tend to disdain graduate work.
 - c. Marriage-minded women tend to think negatively toward professional training.

Definition of Terms Used

College Orientated - This term refers to the tendency of the level of education of the parents to have an influence on the thinking of the student. It specifically pertains to those parents who have had some college training themselves. It is assumed that while lack of college training need not cause one to have negative ideas about such training, the possession of such training on the part of the parents would cause them to have perhaps a greater motivational influence upon their children.

College Pioneers - This term simply refers to those females who have come from homes where the parents have not had an opportunity to attend college. It is assumed that a great portion of the females here at Grambling would fit in this category.

Domestic - Where this term appears, it has reference to those major fields of specilization which we consider as being of special interest to those females who primarily want to become homemakers. These fields included home economics and business.

Marriage-Minded (ness) - This term refers to the tendency on the part of females to indicate perhaps a pre-occupation with thoughts of mate selection and homemaking activities. It has been established that there might be an inclination for some girls to come to college primarily to seek suitable husbands. It is not implied that this is necessarily always a conscious process. It is maintained that, consciously or not, this tendency will have some bearing on the way in which the instruments were applied by the various females.

CHAPTER II

REVIEW OF RELATED LITERATURE

Upon searching various professional publications for material related to this study, several studies were found which were thought to be specifically pertinent to the study. These will be sufficiently summarized.

Literature on Role Preferences of College Women

Christensen and Swihart presented research which was, in the writer's opinion, strikingly similar to the present endeavor. This study was conducted among the senior coeds at Purdue University. The researchers distinguished between those coeds who were marriage-minded and employment-minded. This typology was set up on the bases of preferences for the first three years following graduation. These data indicate that the marriage-minded had somewhat different motives for coming to college than did the employment-minded. There was also a suggestion that the marriage-minded tended to come from the upper classes and from families with a college tradition. Finally more of the marriage-minded were in general cultural education and more of the employment-minded were following programs of specialized professional training.¹

Noble did a study on Black Women college graduates from six geographical sections of the country who had had an opportunity to test out in life the results of their education. They were asked to participate in a questionnaire survey. An effort was made to find out what these women wanted out of college, what college did for them and what college failed to do as they saw it then in retrospect.

The majority of the graduates were in the teaching profession, which has traditionally been the main occupation of Blacks and women. It should

¹Harved T. Christensen and Marilyn M. Swihart, "Post-Graduation Role Preferences of Senior Women in College," Marriage and Family Living, 18:52, February, 1956.

be stated, however, that among the youngest graduates, over 60 per cent were engaged in occupations other than teaching. Optimistically this reflects the expanding opportunities for Blacks.

The majority of the graduates were married. Only 6 per cent of the women were housewives. The rest were employed. More than 73 per cent had studied beyond the baccalaureate degree. Approximately 48 per cent of the graduates had earned M. S. degrees.²

The majority of the graduates chose the following items as those important for college to give a Black woman: (1) training for a particular occupation and profession, (2) the desire-and the ability-to be a more useful citizen, and (3) preparation for marriage and family life. When other college women have been asked to indicate values they believe to be most important in a college education, they have chosen a cultural, liberal arts value as most important.

What will be the probable social and psychological life roles of Black college graduates? Noble felt that certainly the majority of these women will work. White college women may or may not plan to work, but tend to pursue a college education as a kind of preparation that they might fall back on in case of an emergency.³

Literature on Expectation of Women Regarding Marriage and a Career

Ostlund's study traced occupational choice patterns by interrelating the past experiences, present curricula, and future goals of Black college women. He felt that there is a reciprocal relationship between the individual's choice of vocation, psychological adjustment, and social status. This research

²Jeanne L. Noble, "Negro Women Today and Their Education," Journal of Negro Education, 18:15-18, Winter, 1957.

³Ibid., pp. 19-20.

was related to a previous study by Ostlund which revealed that interests and motivation were related importantly to educational plans and college achievement. Concerning vocational choice, 68 per cent had committed themselves to education, business, home economics, social studies, and medicine, in that order. Half of the group indicated that they expected to work after marriage, even though it was not necessary financially.⁴

Olien and Donohue did a study on data from a survey of graduating high school seniors in Minnesota in 1956, and from a 1963 follow-up survey of females graduates. The following are results of longitudinal and educational attainment as they relate to expectations, residence, father's occupation, and parents' education:

(1) Occupational expectations were significantly related to occupational attainment, (2) occupational and educational attainment differ significantly by area of residence, (3) occupational attainment differs significantly with father's occupation, and (4) the educational attainment of females is significantly related to the education of both parents; the daughter of parents who have attended college is more likely to go beyond high school in her education.⁵

A more generalized study of differences in role aspirations was made by Empey. This study was conducted among girls in high school and young women in college in the State of Washington. This study sought to establish the

⁴Leonard A. Ostlund, "Occupational Choice Patterns of Negro College Women," Journal of Negro Education, 18:86-91, Winter, 1957.

⁵G. A. Donohue and C. Olien, "Occupational and Educational Attainment of Women as Related to High School Occupational Expectations and Background Factors," American Vocational Journal, 45:38, December, 1970.

prevalence of one role expectation over another from a traditional rather than a conditional standpoint. Insofar as the career versus marriage question is concerned, these young women heavily favored marriage; eight out of ten college women said they preferred it to a career.⁶ It is also concluded that there was a growing tendency for young women to view their roles as a dual one.

Although the studies that were reviewed are commendable, they are in a sense inadequate. Some of the studies were conducted many years ago and in some respects differed significantly from the group in the present study.

⁶Lamar T. Empey, "Role Expectation of Young Women Regarding Marriage and a Career," Marriage and Family Living, 20:152, May, 1958.

CHAPTER III

METHODOLOGY

In constructing the instrument and collecting the data, the general hypotheses were used as a guide. The instruments were designed so that personal data and general information from each questionnaire could be correlated to attitudes on specific points. The statements in part 3 of the instruments were directly influenced by the hypotheses. Four of these were considered as key statements and were correlated to certain personal data and attitudes concerning these statements.

Procedure

A sample was taken from the junior and senior females at Grambling College during the month of February, 1972. There were no provisions made for differences among these two groups as far as attitudes were concerned. One hundred females from among the residents of Adams Hall were sampled. Questionnaires were not given to females who were married, since it was felt that they would tend to bias the sample.

CHAPTER IV

FINDINGS

The analysis of the data was conducted by a systematic and comprehensive examination of the tables. The table analysis included the application of percentage as a statistical measure in determining the findings.

The data with regard to the ages of females in the sample study is included in Table I. The ages for both junior and senior females were tabulated. It was found that 84.6 per cent of the juniors were between the ages of 19 and 21. Most of the seniors were also between the ages of 19 and 21. This naturally is a reflection of the age of most college graduates.

It has been recognized that the majority of students in Negro colleges are education majors. This was borne out somewhat by the findings from the data in Table II. It was found that 51 per cent of all junior and senior females were education majors. The others were divided among the following fields: liberal arts, 30 per cent; home economics, 10 per cent; business 5 per cent; and 4 per cent distributed in other fields.

TABLE I
 STUDY SAMPLE OF JUNIOR AND SENIOR FEMALES CLASSIFIED BY AGE
 GRAMBLING COLLEGE, GRAMBLING, LOUISIANA
 FEBRUARY, 1972

| Age | Total Number | Juniors | | Seniors | |
|--------------|-----------------|---------|----------|---------|----------|
| | | Number | Per Cent | Number | Per Cent |
| 16-18 | 0 | 0 | 0 | 0 | 0 |
| 19-21 | 78 | 33 | 84.6 | 45 | 73.8 |
| 22-24 | 22 | 6 | 15.4 | 16 | 26.2 |
| 25-Above | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 100 | 38 | 100 | 62 | 100 |

TABLE II
 STUDY SAMPLE OF JUNIOR AND SENIOR FEMALES CLASSIFIED BY MAJOR
 GRAMBLING COLLEGE, GRAMBLING, LOUISIANA
 FEBRUARY, 1972

| Major | Total | | Juniors | | Seniors | |
|-------------------|------------|------------|-----------|------------|-----------|------------|
| | Number | Per Cent | Number | Per Cent | Number | Per Cent |
| Education | 51 | 51 | 17 | 43.6 | 34 | 55.8 |
| Liberal Arts | 30 | 30 | 12 | 30.3 | 18 | 29.5 |
| Home Economics | 10 | 10 | 5 | 12.8 | 5 | 8.2 |
| Business | 5 | 5 | 2 | 5.1 | 3 | 4.9 |
| Other | 4 | 4 | 3 | 8.2 | 1 | 1.6 |
| TOTAL | 100 | 100 | 39 | 100 | 61 | 100 |

The data with regard to the home towns of the junior and senior females are presented in Table III. The home town was classified as agrarian and metropolitan on the basis of population. Any place in which the population was under 25,000 was arbitrarily regarded as being agrarian. The population of the home town was determined by consulting the 1970 Census Report. According to this classification, it was found that 52 per cent of all the females from upper class classification were from agrarian background. The size of the home town could have a direct influence upon socio-economic status of the respondents since it can be assumed that those from metropolitan areas would tend to effect the hypothesis concerning the socio-economic background of the females. Then too the chances of a female's family being college oriented would tend to be greater if that family was from a metropolitan background.

Table IV gives an idea of the number of females who were contemplating marriage. It was found that 25 per cent of the total number of females were presently engaged while 75 per cent were not. According to classification, 18.4 per cent of the total number of juniors sampled were presently engaged. The majority of juniors, 81.6 per cent, was not engaged. Of the total number of seniors sampled, about 29 per cent were presently engaged. The number of engaged junior and senior females bears most prominently upon the basic reasons for investigation. However, the total significance of these data cannot be determined because no evidence has been presented at this time as to the motivational factors involved.

It has been hypothesized that the educational attainment of the parents would have some effect upon the aspiration of the females. When asked to give attitudes on a statement concerning reasons for coming to college, it was felt that those from college orientated families would be more profession minded. Where the mother had completed only 7-12 grades, 56 per cent agreed with this

TABLE III
 STUDY SAMPLE OF JUNIOR AND SENIOR FEMALES CLASSIFIED BY HOME TOWN
 GRAMBLING COLLEGE, GRAMBLING, LOUISIANA
 FEBRUARY, 1972

| Home Town | Total | | Juniors | | Seniors | |
|--------------|--------|----------|---------|----------|---------|----------|
| | Number | Per Cent | Number | Per Cent | Number | Per Cent |
| Agrarian | 52 | 52 | 22 | 53.3 | 30 | 49.2 |
| Metropolitan | 48 | 48 | 17 | 46.7 | 31 | 50.8 |
| TOTAL | 100 | 100 | 39 | 100 | 61 | 100 |

TABLE IV
 STUDY SAMPLE OF JUNIOR AND SENIOR FEMALES CLASSIFIED BY IMPENDING MARRIAGES
 GRAMBLING COLLEGE, GRAMBLING, LOUISIANA
 FEBRUARY, 1972

| Impending Marriage | Total | | Juniors | | Seniors | |
|--------------------|--------|----------|---------|----------|---------|----------|
| | Number | Per Cent | Number | Per Cent | Number | Per Cent |
| Presently Engaged | 25 | 25 | 8 | 20.5 | 17 | 27.9 |
| Not Engaged | 75 | 75 | 31 | 79.5 | 44 | 72.1 |
| TOTAL | 100 | 100 | 39 | 100 | 61 | 100 |

statement and 26.4 per cent strongly agreed. From the sample, it was found that 67 per cent were by far the largest majority of the mothers, who had completed 7 through 12 grades. Of the group where mothers had received B. A. or B. S. degrees, 80 per cent generally agreed with the statement, "to prepare for a profession is the most important reason for coming to college." Ten per cent of the females indicated strong agreement.

The data with regard to junior and senior females classified according to attitudes on item three and education of the father are presented in Table VI. As was the case for the mothers, the majority of the fathers had completed only 7 through 12 grades of high school (61 per cent). Percentage-wise, there was a large proportion of females who agreed with the statement (54 per cent) and a smaller per cent who strongly agreed (30 per cent). This was primarily the case based on the education of the mothers. But again, the overwhelming majority was in overall agreement. The significant difference between the two tables was that in the case of females whose fathers had B. A. or B. S. degrees, there was 100 per cent general agreement with the contention. However, none of the females whose mothers had received graduate work disagreed while 34.4 per cent of those whose fathers had received graduate training disagreed. But the majority of those from this group, 66.6 per cent, generally agreed.

Thus, it can be concluded that from the data presented on these two tables, college orientation does have a positive influence upon attitudes concerning professional training. This supports hypothesis 2.

The data with regard to juniors and seniors classified according to attitudes concerning Item 3 and occupation of parents are presented in Table VII. The majority of the chief wage earners was engaged in domestic or common labor (48 per cent). The next largest group was professional (25 per cent) followed by other general categories (17 per cent) and by proprietors and managers.

TABLE V

STUDY SAMPLE OF JUNIOR AND SENIOR FEMALES CLASSIFIED BY ATTITUDES CONCERNING
 ITEM 3 AND EDUCATION OF MOTHER
 GRAMBLING COLLEGE, GRAMBLING, LOUISIANA
 FEBRUARY, 1972

| Item 3. To prepare for a profession is the most important reason for coming to college. | | No | | 1-2 Yrs. College | | 3-4 Yrs. College | | B.A., B.S. | | Post Graduate | | | | | | | |
|---|----|-----|----------|------------------|----------|------------------|----------|------------|----------|---------------|----------|---|-----|----|-----|----|-----|
| | | No. | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent | | | | | | |
| Strongly Agree | 29 | 1 | 100 | 3 | 37.5 | 18 | 26.4 | 3 | 42.9 | 2 | 40 | 1 | 10 | 1 | 50 | | |
| | | | | | | | | | | | | | | | | 29 | 100 |
| Agree | 54 | 0 | 0 | 4 | 50 | 38 | 56.7 | 1 | 14.3 | 3 | 60 | 8 | 80 | 1 | 50 | | |
| | | | | | | | | | | | | | | | | 54 | 0 |
| Undecided | 7 | 0 | 0 | 0 | 0 | 5 | 6.5 | 2 | 28.5 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | | | | | | | | | | | | | | | | 7 | 0 |
| Disagree | 10 | 0 | 0 | 1 | 12.5 | 7 | 10.4 | 1 | 14.3 | 0 | 0 | 1 | 10 | 0 | 0 | | |
| | | | | | | | | | | | | | | | | 10 | 0 |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | | 100 | 100 | 1 | 100 | 8 | 100 | 67 | 100 | 7 | 100 | 5 | 100 | 10 | 100 | 2 | 100 |

A combination of those who generally agreed, with those who strongly agreed in all four categories, showed that the professionals had the highest overall percentages (88 per cent). The others in order of rank were domestic or labor 83.3 per cent; and proprietors and managers 80 per cent.

It was felt that the data from Table VII support hypothesis 1; women from higher socio-economic status families tend to be less marriage-minded.

It has been hypothesized that marriage-mindedness tends to be reflected in choice of major. It was also felt that marriage-minded women would tend to major in those fields that would prepare them for housekeeping. Upon analyzing the data it was found that as a whole both junior and senior females tended to disagree with Item 4 concerning delaying marriage. Table VIII shows that 40 per cent generally disagreed while 22 per cent were undecided. The combined percentages for those who disagreed slightly and those who disagreed strongly were home economics 60 per cent and business 90 per cent. This tends to support the third hypothesis that marriage-mindedness does have a bearing upon the choice of major. The fact that about 67 per cent of the females majoring in education disagreed is seen as a reflection of the trend in Negro colleges. The majority of students in Negro colleges are education majors. However, the writer feels that this particular finding will be somewhat different 2 years from today.

Reference to Table IX will show that 50 per cent of both junior and senior females had a cumulative average of from 2.5 to 2.9. Thirty-four per cent had averages from 2.0 to 2.4, 12 per cent had from 3.0 to 3.4 and 3 per cent had averages falling in the 3.5 and above category. If the minor hypothesis (a) is valid then those responding to Item 4 negatively will tend to make poorer grades since they are assumed to be marriage-minded. Analysis of the data indicates that there is perhaps little justification for this contention.

TABLE VI

STUDY SAMPLE OF JUNIOR AND SENIOR FEMALES CLASSIFIED BY ATTITUDES CONCERNING
 ITEM 3 AND EDUCATION OF FATHER
 GRAMBLING COLLEGE, GRAMBLING, LOUISIANA
 FEBRUARY, 1972

| Responses | No. | | Schooling | | 2-6 Grade | | 7-12 Grade | | 1-2 Yrs. College | | 3-4 Yrs. College | | B.A., B.S. | | Post Graduate | |
|-------------------|----------|-----|-----------|-----|-----------|-----|------------|-----|------------------|-----|------------------|-----|------------|-----|---------------|-----|
| | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent | No. |
| Strongly Agree | 30 | 2 | 67 | 5 | 29.4 | 20 | 32.8 | 1 | 12.5 | 2 | 50 | 0 | 0 | 0 | 0 | 0 |
| Agree | 54 | 1 | 33 | 8 | 47 | 33 | 54.0 | 5 | 62.5 | 1 | 25 | 4 | 100 | 2 | 66.6 | |
| Undecided | 6 | 0 | 0 | 1 | 5.9 | 4 | 6.6 | 1 | 12.5 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Disagree | 10 | 0 | 0 | 3 | 17.7 | 4 | 6.6 | 1 | 12.5 | 1 | 25 | 0 | 0 | 1 | 33.4 | |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| TOTAL | 100 | 3 | 100 | 17 | 100 | 61 | 100 | 8 | 100 | 4 | 100 | 4 | 100 | 3 | 100 | |

TABLE VII

STUDY SAMPLE OF JUNIOR AND SENIOR FEMALES CLASSIFIED BY ATTITUDES CONCERNING
 ITEM 3 AND OCCUPATION OF CHIEF WAGE EARNER OF FAMILY
 GRAMBLING COLLEGE, GRAMBLING, LOUISIANA
 FEBRUARY, 1972

Item 3. To prepare for a profession is the most important reason for coming to college.

| Responses | Domestic or Labor | | Proprietor or Manager | | Professional | | Other | | | |
|----------------------|----------------------|-------------|--------------------------|-------------|--------------|-------------|-------|-------------|----|------|
| | No. | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent | | |
| Strongly Agree | 30 | 30 | 16 | 33.3 | 2 | 20 | 6 | 24 | 6 | 35.9 |
| Agree | 54 | 54 | 24 | 50 | 6 | 60 | 16 | 64 | 8 | 47.1 |
| Undecided | 6 | 6 | 3 | 6.3 | 1 | 10 | 1 | 4 | 1 | 5.9 |
| Disagree | 10 | 10 | 5 | 10.4 | 1 | 10 | 2 | 8 | 2 | 11.8 |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 100 | 100 | 48 | 100 | 10 | 100 | 25 | 100 | 17 | 100 |

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TABLE VIII

STUDY SAMPLE OF JUNIOR AND SENIOR FEMALES CLASSIFIED
 BY ATTITUDES CONCERNING ITEM 4 AND MAJOR
 GRAMBLING COLLEGE, GRAMBLING, LOUISIANA
 FEBRUARY, 1972

Item 4 If given a choice one should delay marriage in order to work.

| Responses | Education | | Liberal Arts | | Home Economics | | Business | | Other | | | |
|-------------------|-----------|----------|--------------|----------|----------------|----------|----------|----------|-------|----------|----|-----|
| | No. | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent | | |
| Strongly Agree | 2 | 2 | 1 | 1.9 | 0 | 0 | 0 | 0 | 0 | 1 | 25 | |
| Agree | 11 | 11 | 8 | 15.4 | 4 | 13.8 | 1 | 10 | 0 | 1 | 25 | |
| Undecided | 22 | 22 | 8 | 15.4 | 10 | 34.5 | 3 | 30 | 1 | 30 | 0 | |
| Disagree | 40 | 40 | 21 | 40.4 | 10 | 34.5 | 4 | 40 | 3 | 60 | 50 | |
| Strongly Disagree | 22 | 22 | 14 | 26.9 | 5 | 17.2 | 2 | 20 | 1 | 30 | 0 | |
| TOTAL | 100 | 100 | 52 | 100 | 29 | 100 | 10 | 100 | 5 | 100 | 4 | 100 |

TABLE IX

STUDY SAMPLE OF JUNIOR AND SENIOR FEMALES CLASSIFIED
BY ATTITUDES CONCERNING ITEM 4 AND SCHOLASTIC
AVERAGE
FEBRUARY, 1972

| Responses | Less than 2.0 | | 2.0 - 2.4 | | 2.5 - 2.9 | | 3.0 - 3.4 | | 3.5 - Above | | | |
|-------------------|---------------|----------|-----------|----------|-----------|----------|-----------|----------|-------------|----------|---|------|
| | No. | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent | | |
| Strongly Agree | 3 | 3 | 1 | 50 | 1 | 2.9 | 1 | 2 | 0 | 0 | 0 | |
| Agree | 11 | 11 | 0 | 0 | 4 | 11.8 | 3 | 6 | 2 | 16.7 | 2 | 66.7 |
| Undecided | 21 | 21 | 0 | 0 | 5 | 14.8 | 12 | 24 | 3 | 25 | 1 | 33.3 |
| Disagree | 41 | 41 | 0 | 0 | 17 | 50 | 17 | 34 | 7 | 58.3 | 0 | 0 |
| Strongly Disagree | 24 | 24 | 1 | 50 | 7 | 20.5 | 17 | 34 | 0 | 0 | 0 | 0 |
| TOTAL | 100 | 100 | 2 | 100 | 34 | 100 | 50 | 100 | 12 | 100 | 3 | 100 |

For instance, a combined total of those disagreeing and strongly disagreeing in averages of 2.0 to 2.4 gives 70 per cent general disagreement. The majority of those having averages of 3.0 to 3.4 were either undecided or tended to slightly disagree.

It is concluded then that there is no definite relationship between marriage-mindedness and poor grades.

The data in Table X show the relationship between marriage-mindedness as indicated by attitudes on Item 4 and income of chief wage earner of family. It can be assumed that the values of the chief wage earner in the family will in some way affect the females' orientation. It was hypothesized that the relationship could be positive. But the analysis of Table X seems to invalidate this position. Those females whose parents were professionals tended to be undecided 44 per cent or disagreed 24 per cent on the idea of delaying marriage. Those whose parents engaged in domestic labor or common labor tended to show uncertainty or disagreement on the idea of delaying marriage.

The data in Table XI classify females according to their aspirations for graduate work and the education of their mothers. Surprisingly enough, those who were college orientated were not in agreement to the same degree as indicated in Table V. Females whose mothers had finished 3 to 4 years of college, were either undecided or slightly disagreed. Those females whose mother had received either B. A. or B. S. degree, 60 per cent were undecided while 30 agreed. Those females with mothers finishing from 1 to 2 years of college, 42 per cent disagreed while the same per cent agreed. The females whose mothers had finished 7 through 12 grades of high school tended to indicate indecision. This too coincides with the earlier definite pattern of Table V.

The data for attitudes concerning graduate work of females and education of fathers are presented in Table XII. Again the absence of the same relative

TABLE X
 STUDY SAMPLE OF JUNIOR AND SENIOR FEMALES CLASSIFIED BY ATTITUDES CONCERNING
 ITEM 4 AND INCOME OF CHIEF WAGE EARNER OF FAMILY
 GRAMBLING COLLEGE, GRAMBLING, LOUISIANA
 FEBRUARY, 1972

| Responses | Item 4. If given a choice one should delay marriage in order to work. | | | | | | | | | |
|-------------------|---|----------|-----------------|----------|-----------------|----------|---------------|----------|-----|----------|
| | Less Than \$1,999 | | \$2,000 - 3,999 | | \$4,000 - 5,999 | | \$6,000-Above | | | |
| | No. | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent | No. | Per Cent |
| Strongly Agree | 21 | 21 | 1 | 10 | 3 | 8.6 | 15 | 42.9 | 2 | 10.5 |
| Agree | 39 | 29 | 3 | 30 | 17 | 47 | 11 | 31.3 | 8 | 42 |
| Undecided | 25 | 25 | 4 | 40 | 9 | 25 | 8 | 22.9 | 4 | 21.1 |
| Disagree | 13 | 13 | 1 | 10 | 7 | 19.4 | 1 | 2.9 | 4 | 21.1 |
| Strongly Disagree | 2 | 2 | 1 | 10 | 0 | 0 | 0 | 0 | 1 | 5.3 |
| TOTAL | 100 | 100 | 10 | 100 | 36 | 100 | 35 | 100 | 19 | 100 |

TABLE XI
 STUDY SAMPLE OF JUNIOR AND SENIOR FEMALES CLASSIFIED
 BY ATTITUDES CONCERNING ITEM 5 AND EDUCATION OF MOTHER
 GRAMBLING COLLEGE, GRAMBLING, LOUISIANA
 FEBRUARY, 1972

Item 5. It is necessary for a woman to further her education after college.

| Responses | No. Cent | | Schooling | | 2-6 Grade | | 7-12 Grade | | 1-2 Yrs. College | | 3-4 Yrs. College | | B.A. B.S. | | Post Graduate | |
|-------------------|----------|------|-----------|------|-----------|------|------------|------|------------------|------|------------------|------|-----------|------|---------------|------|
| | No. | Cent | No. | Cent | No. | Cent | No. | Cent | No. | Cent | No. | Cent | No. | Cent | No. | Cent |
| Strongly Agree | 7 | 7 | 0 | 0 | 1 | 14.3 | 5 | 7.5 | 0 | 0 | 0 | 0 | 1 | 10 | 0 | 0 |
| Agree | 36 | 36 | 1 | 100 | 5 | 71.4 | 23 | 34.3 | 3 | 42.9 | 0 | 0 | 3 | 30 | 1 | 50 |
| Undecided | 27 | 27 | 0 | 0 | 0 | 0 | 18 | 26.5 | 1 | 14.2 | 3 | 40 | 6 | 60 | 0 | 0 |
| Disagree | 28 | 28 | 0 | 0 | 1 | 14.3 | 19 | 28.4 | 3 | 42.9 | 3 | 60 | 0 | 0 | 1 | 50 |
| Strongly Disagree | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 2.3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 100 | 100 | 0 | 100 | 7 | 100 | 67 | 100 | 7 | 100 | 6 | 100 | 10 | 100 | 2 | 100 |