

AN ABSTRACT OF THE THESIS OF

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Title: Factors that Influence the Selection of a Tradition-
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The major question of this study was why do community college women choose traditional occupations? The study examined the characteristics of community college women who chose preparation for a traditional occupation either immediately after graduation from high school or after a period of absence for family responsibilities.

The sample for this study consisted of 114 female students enrolled in early childhood education programs in four Oregon community colleges. The subjects were enrolled in the first year of an early childhood education program during Winter Term 1981.

The instrumentation had two parts. The first part elicited information on the personal characteristics of the subjects, and the second part was the 15-item version of the "Attitudes toward Women Scale," which was used to assess sex role attitudes.

The subjects in this study had chosen a traditional occupation but displayed nontraditional sex role attitudes

on the "Attitudes toward Women Scale" (\bar{X} = 31.92, S.D. = 7.55, Range = 0 to 45). The influence of fathers correlated significantly with attitudes toward sex roles. However, when partial correlations were used, mothers' influence was related to influence of fathers but was not related to sex role attitudes. Influence of spouses did not significantly correlate with attitudes toward sex roles but was related to influence of mothers. Variables such as age, marital status, parental education attainment, and status of parental occupations related to influence of fathers, mothers, and/or spouses and not to sex role attitudes when the effects of fathers' influence were controlled for.

It was concluded that women choose a traditional occupation even though they have nontraditional sex role attitudes. This is a deliberate choice with perceived family support. This study indicates that early childhood education is a viable educational program of study because people deliberately choose this field.

**Factors that Influence the Selection of a
Traditionally Female Occupation by Women
in Oregon Community Colleges**

by

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Factors that Influence the Selection of a
Traditionally Female Occupation by Women
in Oregon Community Colleges

I. INTRODUCTION

The purpose of this study was to identify the factors that influence the selection of a traditionally female-dominated occupation by women.

Background

Working women have created a significant impact on the work force of the United States. The Bureau of the Census of the U. S. Department of Commerce (1980) reported that in 1978 there were 42 million women in the labor force. Women aged 18 to 64 years constituted fifty percent of all workers, and employment of women increased from 1970 to 1978 by twenty percent. Most women work for the same reason as men-- economic need. Nearly two-thirds of all women workers were single, widowed, divorced or separated or had husbands whose earnings were less than \$10,000 in 1976 (U. S. Department of Labor, 1978). However, eighty percent of the women workers were concentrated in lower-paying, lower-status jobs in service industries, clerical occupations, retail stores, factories and plants (National Commission on Working Women, 1978). As a result, the average woman worker earned less than sixty percent of the amount a man earned when both

worked full-time year-round. Fully employed women high school graduates who had not attended college had less income on the average than fully employed men who had not completed elementary school (U.S. Department of Labor, 1978).

Although more women are working, few inroads have been made into male-dominated occupations. Female workers were concentrated in a few major occupational groups with over one-half of them working in clerical and service positions. Oppenheimer (1968) documented sex-labeling of jobs. She found that "female jobs" were those which depend on skilled but cheap labor, those where most of the training is acquired before employment, and those where career continuity is not essential. Because these jobs exist all over the country, mobility or lack of it is not usually a serious detriment to employment (Vetter, 1975).

Most of the women in the work force continue to be employed in traditionally female-dominated occupations; however, their rates of participation in occupations are changing. A study conducted by the Bureau of Labor Statistics (U.S. Department of Labor, 1979) showed the following changes in the percentage of women employed in selected occupations from 1950 to 1978:

	<u>1950</u>	<u>1978</u>	<u>Change</u>
Professional and technical occupations	40%	43%	(+ 3%)
Managerial and administrative occupations	14%	23%	(+ 9%)
Clerical occupations	62%	80%	(+18%)

The increase of women in the traditionally male-intensive occupational categories showed the following changes:

<u>Professional and Technical Occupations</u>	<u>1950</u>	<u>1978</u>	<u>Change</u>
Women accountants	15%	30%	(+15%)
Women engineers	1%	3%	(+ 2%)
Women lawyers and judges	4%	9%	(+ 5%)
Women physicians	7%	11%	(+ 4%)
Women college and university teachers	23%	34%	(+11%)
<u>Managerial and Administrative Occupations</u>	<u>1950</u>	<u>1978</u>	<u>Change</u>
Bank officials and financial managers	12%	30%	(+18%)
Buyers and purchasing agents	9%	31%	(+22%)
Food service workers	27%	34%	(+ 7%)
Sales managers and department heads in retail trades	25%	37%	(+12%)

In the traditionally female-intensive occupations changes were as follows:

<u>Professional and Technical Occupations</u>	<u>1950</u>	<u>1978</u>	<u>Change</u>
Women registered nurses	98%	97%	(- 1%)
Women elementary and secondary teachers	75%	71%	(- 4%)
Women writers, artists and entertainers	40%	34%	(- 6%)
<u>Clerical Occupations</u>	<u>1950</u>	<u>1978</u>	<u>Change</u>
Bank tellers	45%	92%	(+47%)
Bookkeepers	78%	91%	(+13%)
Cashiers	81%	87%	(+ 6%)
Office machine operators	81%	74%	(- 7%)
Secretaries and typists	95%	99%	(+ 4%)
Shipping and receiving clerks	7%	23%	(+16%)

Legislation Affecting Women

Legislation in the last twenty years has increased the emphasis on equal opportunities for women in the work force. A series of laws have had an impact on opportunities available for women and are evidence of the movement toward equity for women in the occupational world. The Equal Pay Act of 1963 prohibits employers from discriminating on the basis of sex in the payment of wages for equal work on jobs requiring

equal skills, effort and responsibility, and which are performed under similar conditions (Bem and Bem, 1970; Kievit, 1976). Title VI of the Civil Rights Act of 1964 prohibits discrimination in employment on the basis of race, color, religion, national origin and sex (Bem and Bem, 1970; Kievit, 1976). Title IX of the Education Amendments of 1972 provides for nondiscrimination on the basis of sex in educational programs and activities receiving or benefiting from federal financial assistance (U. S. Department of Health, Education and Welfare, 1975). The Vocational Education Amendments of 1976 (P.L. 94-482) supports research, curriculum development and personnel training for overcoming problems of sex bias and sex stereotyping and elimination of sex bias in materials (U. S. Department of Health, Education and Welfare, Office of Education, 1977). The Equal Rights Amendment, passed by Congress in 1972 and now in the process of being ratified by the states, guarantees that sex cannot be a factor in determining legal rights of men and women. Each person must be treated as an individual (Jolley, 1975).

Education and Training

The major vocational education enrollments of girls and women have been in traditional occupational areas that are low-paying and sex-typed as "women's work." In 1972, females accounted for 92 percent of the home economics, 85 percent of the health occupations and 76 percent of the office occupations students. In comparison, 12 percent of the trade and

industrial education and 10 percent of the technical education students were women (Jolley, 1975).

As a result of the legislation and other social and cultural changes, women are being encouraged to enter occupations that have been traditionally male-dominated. Career education programs have developed at all educational levels, with career awareness activities in the elementary grades, career exploration activities in junior high school, and career training activities in vocational education classes in high schools and community colleges. Career guidance activities of counseling and testing have been an integral part of the career education programs (Oregon Department of Education, 1979). Popular magazines (e.g., Ms., Working Woman, Glamour) regularly have features on women at work in nontraditional and traditional occupations. These provide information and may encourage women to consider nontraditional occupations.

In community colleges, programs have been developed to provide women with awareness activities of the tasks involved in industrial and technical occupations. Two such programs are at Lane Community College in Oregon and at Trident Technical Community College in South Carolina (Eliason, 1978). Lane Community College's program provides a pre-vocational class which teaches people terminology, "hands-on" use of tools and equipment, safety and training requirements of jobs in eight different industrial fields--drafting, mechanics, woodshop, electronics, blueprint reading, machine

shop, construction and welding. Students may enroll in any or all of the areas. In addition, a physical education class has been developed to strengthen women's physical abilities to do strenuous work. Trident Technical Community College has developed Project FACET, Female Access to Careers in Engineering Technology. Their program includes a summer exploration program, a peer and personal support system, academic tutoring, vocational counseling and an intensive public relations program. Trident has programs in chemical, civil, electrical, electronic, mechanical, general and architectural engineering technologies.

Research on the education and training of women has focused on the determinants of career choice, usually of college women. Of 82 research articles on career choice reviewed in 1971, four-year college and university students were studied in 49, graduate students in five, high school students in 11, and one concerned community college students (Astin, Suniewick, and Dweck, 1974). In studies since 1971, four-year college and university women were the subjects of ten studies (Gump, 1972; Karman, 1973; Almquist, 1974; Richardson, 1974; Oliver, 1975; Zuckerman, 1976; Wilson, 1977; O'Donnell and Anderson, 1978; Crawford, 1978; Illfelder, 1980), and women in community colleges, technical colleges and two-year postsecondary vocational education programs were the subjects of four studies (Veres, 1974; Glogowski and Lanning, 1976; Kane, 1976; Zuckerman, 1979).

Career development studies have involved differentiating between the past histories and the personality characteristics of career women and homemakers (Illfelder, 1980). Social attitudes of society have influenced the focus of the research. During the 1950's and the 1960's the emphasis was on the differences between homemakers and career women (Levitt, 1971). In the late 1960's and early 1970's feminist influences were evident in the acceptance of women working and women's career plans which involved both marriage and career (Rand and Miller, 1972; Helson, 1972; Zuckerman, 1976). The focus has been on characteristics of women aspiring to nontraditional occupations (Kane, 1976), and no studies have focused on identifying why women choose traditional occupations.

Age

The age range of participants in previous research has been limited to college and university women in their late teens and early twenties (Almquist, and Angrist, 1970; Tangri, 1972; Karman, 1973; Richardson, 1974; Almquist, 1974; Kane, 1976; Crawford, 1978). Only one study included women in two age categories, under 21 and over 21 (Eliason, 1978). The career development of women older than 25 has not been examined.

Statement of the Problem

The major question to be answered by this study was, "Why do community college women choose traditionally

female-dominated occupations?" Three traditionally female-intensive occupational areas in community colleges are office occupations, allied health occupations and home economics occupations, in particular early childhood education and clothing and textiles. Of the three areas, home economics is most identified with traditional roles, i.e., homemaker. Therefore this study specifically examined the characteristics of community college women who chose preparation for a traditional occupation either immediately after graduation from high school or after a period of absence for family responsibilities.

Significance of the Study

Focus on women in traditional occupations will serve a useful guidance function. As counselors and teachers encourage women to explore occupations, they should provide information about both traditional and nontraditional occupations. Traditional occupations need dedicated workers who have made informed career decisions based on complete information. The factors which most significantly affect career decision-making can be emphasized and understood.

Administrative decisions which impact on vocational education program development and funding can be influenced by understanding why women choose traditional occupations. The factors which impact on career decision-making can be specifically considered to determine if the needs of people the community college serves are being met by the occupational programs offered. Vocational educators have difficulty

documenting the need for a traditionally female occupational training program when high income cannot be used as a factor to justify the need for training. Other occupational satisfactions for women need to be documented so the rationale used to support the need for a traditional occupational program does not seem rhetorical.

II. REVIEW OF LITERATURE

Introduction

The increase of women in the work force has been influenced by a number of social changes. These include the transfer of the economic activities for which women have traditionally been responsible from the home to industry, mechanization of household tasks, control of fertility which has reduced the birth rate and concentrated childbearing years, economic pressures on one-income families, rapid expansion of the service industries which have traditionally been staffed by women, changes in the occupational structure which have allowed women to enter male-dominated fields, an increase in the number of female-headed families, the growth of the feminist movement which has encouraged women to explore alternatives to the role of full-time wife/mother/homemaker, and more favorable societal attitudes toward the employment of women (Couch, 1980).

Three factors seem to impact significantly on the occupational participation and career aspirations of women. The first is attitudes toward women's roles and their effect on a woman's plans for career and marriage. Conflicts between career and marriage involving children and work and self-expectations have been identified. Sex stereotyping has also been identified as a limiting factor for women's career choice. The second factor is significant others who may affect career choice. These include parents, siblings, teachers and counselors, and male friends or husbands. The

third factor is socioeconomic status, which includes education of parents, parents' expectation for achievement, marital status, age and racial/ethnic background.

Attitudes Toward Women's Roles

Two factors appear critical in the definition of women's roles in relation to occupational choice and career decision making. These factors are marriage and the role of wife, and parenthood. Decisions about marriage, children and homemaking responsibilities appear to be predictors of career commitment (Tittle, 1979). Women have traditionally had a career pattern choice that their male counterparts have not had--the choice of working or not working if they marry and have children. Traditionally males have not considered homemaking as a career. The trend toward an increasingly common pattern of dual roles for women was noted in a 1973 Bureau of Labor Statistics report. The dual role may be an interrupted career in which the woman withdraws from her career during childrearing or the true dual role in which there is simultaneous participation in both career and homemaking activities (Oliver, 1975).

In the late 1960's two researchers attempted to design a career development theory that applied specifically to women. The constructs were predicated on the fact that women did not fit the typically accepted career patterns for vocational development that were based on men's career patterns. Psathas (1968) identified factors which seemed to operate for women by virtue of the definition of their role in American

society. These factors involved the relationship between sex role and occupational role including marriage intention and fulfillment, family finances available for lengthy career preparation for a female, social class, education and occupation of parents, values and social mobility. According to Psathas, the "setting" within which choices were made needed to be explained to understand women's career choices.

Zytowski (1969) developed nine postulates to characterize the distinctive differences in the work life of men and women. He defined the developmental stages unique to women, their patterns of vocational participation, and the determinants of these patterns. The developmental stages were in line with family developmental stages related to ages of children, and vocational participation patterns were distinguished by age or ages of entry, span of participation, type of work, and amount of time in the labor force. The determinants of patterns were mainly internal and motivational factors based on a valuing system, preference factors representing motivation, and external and internal factors which included situational, environmental and ability factors. It was several years before others looked at women's career patterns.

In the late 1970's research supporting Psathas's theory found that women's attitudes toward the role of women in society were important considerations in career choice with an added factor that these attitudes were enhanced by the presence or absence of sex role stereotypes (Crawford, 1978).

Consideration of the effects of sex role socialization in the decision-making process has direct implications for the types of occupations women consider, for their labor market entry and exit patterns, and for women's career decisions. Choices within a woman's world which include decisions about marriage, parenthood, and female-male responsibilities in homemaking are left unexamined in theory and often in research (Tittle, 1978). These aspects of a woman's worth are part of the adult woman's sex roles as defined by the American culture.

In a 1979 Roper poll, 52 percent of the 3,000 women surveyed wanted to share work, home and child-rearing responsibilities with their husbands. Almost half of the women (46 percent) and nearly two-thirds (63 percent) of those who worked preferred having a job to staying home (Kagan, 1980). Dual role commitment was evidenced in a 1966 study of senior college women (Gump, 1972), which found the most acceptable view of femininity was one which attested the importance and feasibility of assuming roles of wife and mother, while concomitantly pursuing careers which would gratify needs for self-realization and achievement. However, most of the women were pursuing careers traditional for women, and most of them wished for husbands and families.

A study of high school girls holding traditional sex role values showed they did not plan as realistically for their future employment and planned to discontinue their education earlier than less traditional girls (Ireson, 1978).

When asked about their occupational plans for age 35, women age 19 to 23 tended to mention only a limited number of occupations, most of which were jobs traditionally held by women (Mott, et al., 1977). The traditional career-oriented woman expected to enjoy her traditional occupations, particularly because they could easily be combined with a successful family life (Haber, 1980).

Many women are concerned about possible role strain resulting from the dual role of wife/mother/homemaker and career woman (Parsons, Frieze and Ruble, 1978). Women with nonstereotypic aspirations hold more liberal attitudes toward the role of women in society (Karman, 1973). Sex role stereotypes are socially ascribed roles which involved assumed differences, social conventions or norms, learned behaviors, attitudes and expectations which influence women in our society so that women's true potential cannot be realized (Fought, 1975). If an individual can consider more occupations, especially nontraditional occupations, and can relate planned fertility and homemaking responsibilities to work and career plans, there is an increased opportunity for sex equality in career decision-making without regard to gender (Tittle, 1979).

Significant Others

Significant others are those who have an important influence on the lives and career plans of individuals. They include parents, public idols, teachers, counselors and peers (Burkhardt, et al., 1977). Parents have been identified in a

number of studies as significantly influencing career choices (Simpson and Simpson, 1961; Katz, Comstock and Lozoff, 1970; Curry, et al., 1976; Kane, 1976; Wilson, 1977; Eliason, 1978). Some studies found that nontraditional women were influenced by their fathers or men, and traditional women were influenced by their mothers or female role models (Kane, 1976; Wilson, 1977; Eliason, 1978). Other studies do not support this finding (Baruch, 1972; Almquist, 1974). However, the most critical factor in determining career commitment and career choice of both traditional and nontraditional occupations was the support and encouragement of parents (Kane, 1976; Haber, 1980).

Significant males affect a woman's career choice, whether she aspires to a traditional or nontraditional career. Perceived attitudes about how men feel about women's career plans are important to career choice (Katz, Comstock and Lozoff, 1970; Tangri, 1972; Zuckerman, 1976; Wilson, 1977; Parsons, Frieze and Ruble, 1978; O'Donnell and Anderson, 1978).

Others who influence career choice are members of the immediate or extended family (Curry, et al., 1976). Adjacent siblings of nontraditional women were more likely to be males than the corresponding siblings of traditional women (Crawford, 1978).

Teachers and individuals employed in an occupation serve as role models and influence career choices (Simpson and Simpson, 1961; Tangri, 1972; Almquist, 1974; Eliason, 1978).

And television soap opera characters and prime-time heroines provided traditional women with role models and a very limited knowledge of nontraditional jobs (Eliason, 1978).

Socioeconomic Status

Socioeconomic status includes education of parents, parents' expectations for achievement, marital status, and racial/ethnic background. Previous studies have shown no significant relationship between socioeconomic status and career commitment, but have not investigated the influence of parents' educational attainment or socioeconomic status on educational aspirations and career choice (Zuckerman, 1976). Studies have identified the socioeconomic status of the population as middle- and upper-class college women; however, the relationship between socioeconomic status and career choice of traditional and nontraditional women has not been addressed adequately (Almquist and Angrist, 1970; Tangri, 1972; Karman, 1973; Almquist, 1974). Two-year college students were found to be from families with lower family educational and income levels than women in four-year colleges and universities (Veres, 1974; Zuckerman, 1979). The influence of socioeconomic status on community college women who choose traditional occupations has not been examined.

Research Questions

The career aspirations of women are influenced by their attitudes about the role of women and their projected level of participation in marriage and child rearing activities.

Involvement in child rearing may preclude an active involvement in a career. Many want to share home and work responsibilities with their husbands. The expectations of others influence women's career choices. Those closest to the individual have a significant impact. Socioeconomic factors including family background affect women's career choices and aspirations. It may also affect the role models available.

Given this state of the art, it appeared reasonable to ask the following questions regarding women who choose traditional occupations:

1. Do they have traditional or nontraditional attitudes toward women's roles?
2. Are the expectations of significant others related to their occupational choice?
 - a. Do their parents influence their career aspirations?
 - b. Do their spouses influence their career aspirations?
3. How is age related to sex role attitudes?
4. Is marital status related to their sex role attitudes?
5. Is the occupational prestige of parents related to their sex role attitudes?
6. Is educational attainment of parents related to their sex role attitudes?
7. Is location in the family related to their sex role attitudes?

III. METHODOLOGY

Population and Sample

The population for this study was female students enrolled in early childhood education programs in middle-sized Standard Metropolitan Statistical Areas in the Pacific Northwest. The sample consisted of 114 students in four Oregon community colleges. The colleges were: Chemeketa Community College, Salem; Mt. Hood Community College, Gresham; Lane Community College, Eugene; and Portland Community College, Sylvania Campus, Portland. The subjects were enrolled in the first year of early childhood education programs during Winter Term 1981.

The median age of the respondents was 20.4, and the ages ranged from 17 through 49 years (Appendix A, Table 1). The subjects' educational experiences range from the 11th year to the 16th year of schooling. Sixty percent were in their 13th year of school and 27 percent were in their 14th year of school (Appendix A, Table 2). Seventy percent of the subjects were single, 18 percent were married, and 13 percent were widowed, separated or divorced (Appendix A, Table 3). Twenty-eight percent of the subjects had children (Appendix A, Table 4). Race or ethnicity of the subjects was predominately (93 percent) Caucasian/White (Appendix A, Table 5). Twenty-two percent of the mothers of the subjects did not work outside the home at some time, and 40 percent worked five or more years outside the home (Appendix A, Table 6).

Analysis of the educational levels of both parents showed that 20 percent of the mothers and 24 percent of the fathers did not finish high school. Of the mothers, 36 percent were high school graduates and 26 percent of the fathers were high school graduates. Forty-five percent of the mothers and 50 percent of the fathers attended at least some college (Appendix A, Table 7).

The occupational prestige scores of the subjects' fathers ranged from 19 to 79, with 27 percent falling in the 30-39 range and 24 percent in the 40-49 range (Appendix A, Table 8). The occupational prestige scores of mothers range from 20 to 89. Fifty-five percent of the mothers were in the 40-49 category and 23 percent were in the 50-59 category (Appendix A, Table 9). Spouses' occupational prestige scores ranged from 19 to 69. Thirty-eight percent were in the 30-39 range and 33 percent were in the 40-49 range (Appendix A, Table 10). Examples of occupations in the 30-39 range are truck driver, receptionist, sales clerk, automobile salesperson, dining room manager, cook, firefighter, plumber, welder, carpenter, mill foreman, mill worker and bus driver. Occupations in the 40-49 range are skilled worker, typist, bookkeeper, retail manager, buyer, traveling salesperson, farmer, homemaker, elderly care worker, restaurant owner, mechanic, repair technician, shopkeeper, police officer, and armed forces member. The 50-59 range includes social worker, secretary, medical assistant, dietitian, nurse, x-ray technician, branch manager, elementary school teacher, librarian

and head of a small firm. Occupations in the 60-69 range include chemist, engineer, banker, factory manager, accountant, secondary school teacher, newspaper editor, member of the clergy, economist and veterinarian. In the 70-79 category are architects, physicians, lawyers, dentists, and college and university teachers.

Instrumentation

Data were acquired by use of an instrument which had two parts (Appendix B). The first part was a questionnaire which elicited information on the personal characteristics of the subjects, and the second part was the fifteen-item version of the "Attitudes toward Women Scale" (Spence and Helmreich, 1978), which was used to assess sex role attitudes. To assign occupational prestige values to the occupations of the subject's father, mother and spouse, the Standard International Occupational Prestige Scale (Treiman, 1977) was used.

Items used to acquire information on the personal characteristics of the subjects were developed to answer the previously posed research questions. To the extent possible, items were adapted from those used in other studies, such as those conducted by Kane (1976) and Wilson (1977). The items were arranged into what was believed to be a logical order for respondents. This part of the instrument was pilot tested with home economics students enrolled in selected classes at Lane Community College. The pilot test procedure involved administering the questionnaire to five students. The students had an opportunity to complete the questionnaire

and to ask questions about the items as they took the test. Each student was interviewed following the test to identify problems with the questions and the instrument's format. Problems were noted and changes were made to alleviate them.

The "Attitudes toward Women Scale" (Spence and Helmreich, 1972; Spence and Helmreich, 1978) consisted of statements about the roles, rights and privileges women ought to have or be permitted. Respondents indicated their agreement with each statement on a four-point scale ranging from "agree strongly" to "disagree strongly." Items were scored 0 to 3. High scores indicated a profeminist egalitarian attitude, and low scores indicated a traditional attitude. Possible scores ranged from 0 to 45 points.

The fifteen-item version of the "Attitudes toward Women Scale" was found to have a correlation coefficient of .91 with the original 55-item "Attitudes toward Women Scale" in a sample of college students (Spence and Helmreich, 1978). The test-retest reliabilities of the fifty-five item "Attitudes toward Women Scale" was .93 and .92 in a study by Etaugh (1975) and .85, .89, and .88 in a study by Canty (1977). Corrected split-half reliability was .92 (Stein and Weston, 1976) and .80 and .86 (Grant, 1977).

Evidence of construct validity of the "Attitudes toward Women Scale" was established by studies of scores made by various groups. Women were found to score higher than men, and college students scored higher than their same sex parent (Spence and Helmreich, 1972). Undergraduate students in

introductory psychology scored lower than graduate students in psychology but higher than engineering majors (Spence and Helmreich, 1978).

Procedures

The instruments were administered in classrooms during the regular class periods of early childhood education programs at each college. The regular instructors for the courses administered the instruments. The instructors were provided written instructions for administering the test. A statement to assure compliance with protection of human subjects guidelines of Oregon State University and each of the participating colleges was read prior to the testing by the administrators. The subjects' identities on the instruments were coded by number to facilitate maintaining their anonymity. Although encouraged to participate, four subjects chose not to complete the instrument. Three instruments were completed by males and were not used in the study.

The instruments were administered during the first week of March 1981, the ninth week of winter term.

Analysis

The CYBER computer at Oregon State University's Milne Computer Center was used to compile the data. The Statistical Package for the Social Sciences program (Nie, et al., 1975) was employed to compute the descriptive statistics and partial correlations. The confidence level of five percent was selected for all statistical tests.

IV. FINDINGS AND DISCUSSION

Introduction

This chapter addresses the research questions. The findings are organized into four sections: attitudes toward women's roles, significant others, influence of other characteristics on sex role attitudes and summary of characteristics.

Two major tables and one figure are in the text. The tables contain coefficients of correlations (Table 1) and partial correlation coefficients (Table 2) and the figure shows the distribution of the subjects' scores on the "Attitudes toward Women Scale" (Figure 1). All other supporting tables are presented in Appendix A.

Attitudes toward Women's Roles

The first research question was: "Do women who chose traditional occupations have traditional or nontraditional attitudes toward women's roles?" Earlier studies by Psathas (1968), Zytowski (1969), Crawford (1978), and Tittle (1979) suggested that attitudes toward sex roles were an important factor in choosing an occupation. Low scores on the "Attitudes toward Women Scale" would indicate a traditional outlook, and women who scored high had a profeminist, egalitarian attitude (Spence and Helmreich, 1978). Although they had chosen a traditional occupation, the scores of the subjects in this study indicated their attitudes toward sex roles tended towards the nontraditional ($\bar{X} = 31.92, s = 7.55$)

TABLE 1

Pearson Product Moment Correlational Coefficients
for Each Variable with All Other Variables

	Attitudes toward Sex Roles	Influence of Mother	Influence of Father	Influence of Spouse	Age	Marital Status	Father's Occupation	Spouse's Occupation	Mother's Occupation	Mother Educa- tion	Father's Educa- tion	Location in Family
Influence of Mother	.09 87 .21											
Influence of Father	.21 73 .04	.63 73 .00										
Influence of Spouse	-.22 27 .13	.46 26 .01	.38 25 .03									
Age	.14 113 .07	.25 87 .01	.26 73 .01	.01 27 .48								
Marital Status	.11 113 .07	.36 87 .00	.25 73 .02	-.01 27 .49	.58 112 .00							
Father's Occupation	.01 103 .45	-.15 78 .09	-.20 71 .05	-.21 24 .16	-.14 102 .08	-.00 102 .48						
Spouse's Occupation	-.23 21 .16	.39 14 .09	.43 12 .08	.57 14 .02	.01 21 .49	.30 21 .10	.35 20 .07					
Mother's Occupation	.19 111 .02	-.11 84 .15	-.02 72 .44	-.13 26 .26	-.21 110 .02	.02 110 .42	.32 101 .00	-.03 21 .45				

TABLE 1 (continued)

Pearson Product Moment Correlational Coefficients
for Each Variable with All Other Variables

	Attitudes toward Sex Roles	Influence of Mother	Influence of Father	Influence of Spouse	Age	Marital Status	Father's Occupa- tion	Spouse's Occupa- tion	Mother's Occupa- tion	Mother Educa- tion	Father's Educa- tion	Location In Family
Mother's Occupation	.19 111 .02	-.11 84 .15	-.02 72 .44	-.13 26 .26	-.21 110 .02	.02 110 .42	.32 101 .00	-.03 21 .45				
Mother's Education	.12 111 .11	-.29 85 .00	-.33 72 .00	-.10 27 .30	-.37 110 .00	-.26 110 .00	.45 101 .00	-.26 21 .12	.37 109 .00			
Father's Education	.02 107 .43	-.30 82 .00	-.32 73 .00	-.33 27 .05	-.35 106 .00	-.28 106 .00	.56 100 .00	-.23 21 .16	.34 105 .00	.62 106 .00		
Location In Family	.16 114 .04	.29 87 .00	.39 73 .00	.39 27 .02	-.03 113 .37	-.06 113 .28	-.04 103 .36	.09 21 .35	-.06 111 .26	-.12 111 .10	-.11 107 .13	

Numbers in each cell represent in descending order: Pearson product moment coefficients of correlations, numbers of subjects included in the statistic, and probabilities of the coefficients being zero.

TABLE 2

Partial Order Correlational
Coefficients of Selected Variables

<u>Dependent Variable</u>	<u>Independent Variable</u>	<u>Control Variable(s)</u>	<u>r</u>	<u>n</u>	<u>p</u>
SATT	IFA	IMO	.22	70	.03
SATT	IMO	IFA	-.10	70	.21
SATT	FOCC	IFA	.08	66	.26
SATT	MOCC	IFA	.08	66	.26
SATT	MED	IFA	.13	66	.15
SATT	FED	IFA	.06	66	.32
SATT	LOCC	IFA	.08	66	.25
SATT	AGE	IFA	.16	66	.09
IFA	ISP	IMO	.09	21	.34
SATT	FOCC	IMO, IFA	.07	65	.29
SATT	MOCC	IMO, IFA	.07	65	.28
SATT	MED	IMO, IFA	.12	65	.16
SATT	FED	IMO, IFA	.05	65	.35
SATT	LOCC	IMO, IFA	.09	65	.24
SATT	AGE	IMO, IFA	.17	65	.08
SATT	IMO	ISP	.22	22	.15
SATT	IFA	ISP	.33	22	.06
SATT	ISP	IMO	-.30	22	.08
SATT	IFA	ISP	.32	22	.06
SATT	ISP	IFA	-.34	22	.05
SATT	ISP	IMO, IFA	-.33	21	.06
SATT	FOCC	IMO	.06	66	.32
SATT	MOCC	IMO	.83	66	.25
SATT	MED	IMO	.07	66	.29
SATT	FED	IMO	.01	66	.48
SATT	LOCC	IMO	.15	66	.11
SATT	AGE	IMO	.20	66	.05
IMO	MARSTAT	AGE	.28	70	.01
IFA	MARSTAT	AGE	.13	70	.14
IMO	AGE	MARSTAT	.05	70	.33
IFA	AGE	MARSTAT	.14	70	.11

Variables: SATT = attitudes toward sex roles; IFA = influence of father; IMO = influence of mother; FOCC = father's occupation; MOCC = mother's occupation; FED = father's education; LOCC = location in family; AGE = age of subject; ISP = influence of spouse; MED = mother's education

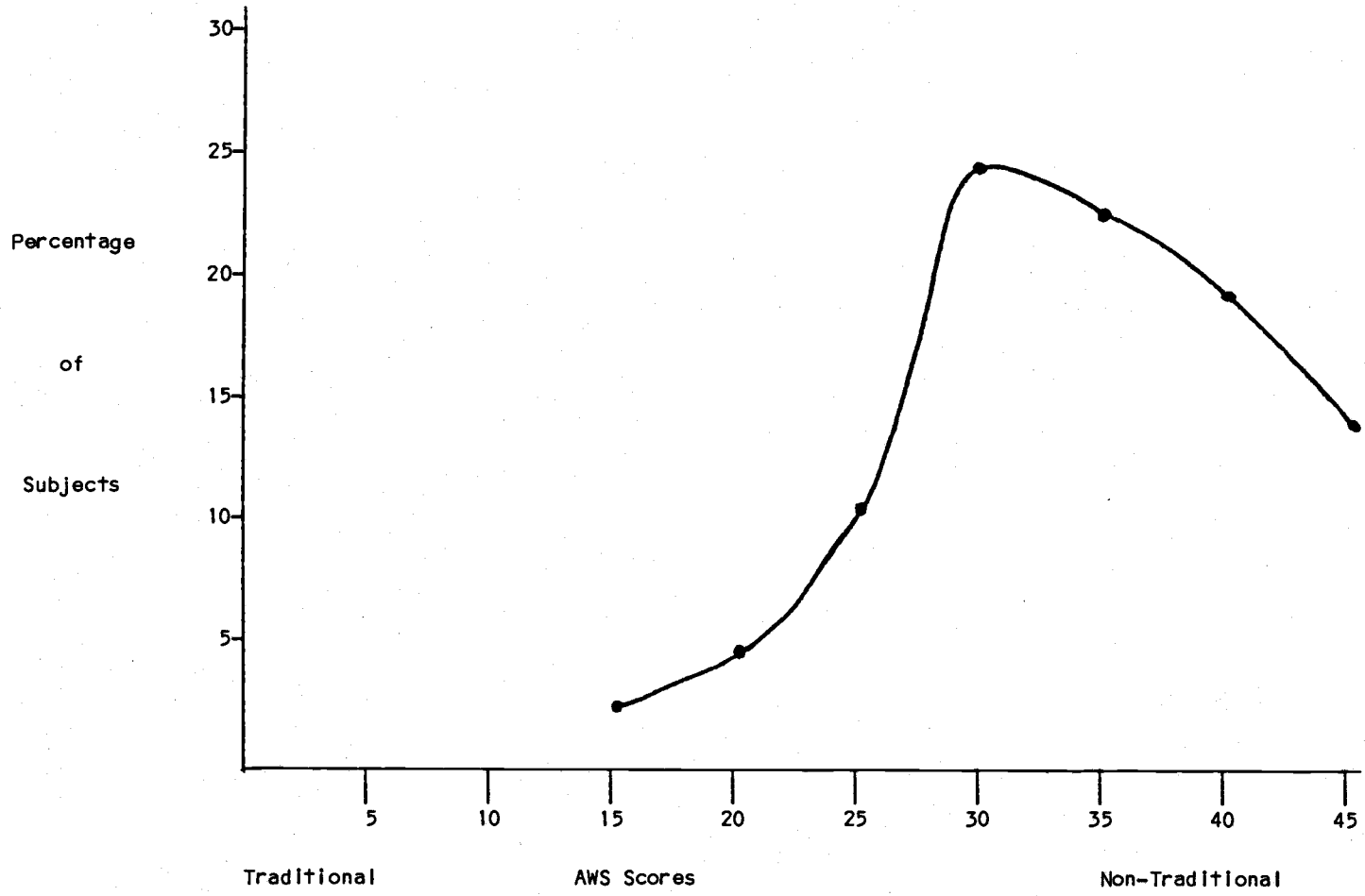


Figure 1. Distribution of Subjects' Scores on the "Attitudes toward Women Scale" (n = 114).
 $\bar{X} = 31.92$, S.D. = 7.55, Standard error = .707, Kurtosis = -.422, Skewedness = -.417.

(Figure 1). They also reported a strong dedication to the field with 70 percent indicating that they were so (Appendix A, Table 11), and 82 percent expecting to work five or more years (Appendix A, Table 12).

It seems surprising to find that women who had chosen a traditional occupation displayed nontraditional sex role attitudes and strong dedication to careers because the common belief is that traditional occupational training programs perpetuate traditional values. This may illustrate that individuals choosing traditional occupations are pursuing their free choice of an occupation that will use their interests and abilities in this area (Appendix A, Table 13). Speculatively, like women entering nontraditional careers, the subjects seemed not to place social stigma on choosing a traditional occupational area.

The subjects reported that income and working conditions were not important (Appendix A, Table 13). Yet it can be assumed that their decisions to enter a traditional occupation were made with sufficient awareness of the working conditions and salaries normally associated with those types of occupations.

The subjects in this study expected to combine career and family, and 55 percent indicated they felt no conflict at the prospect (Appendix A, Table 14). The ease of the combination of a traditional career and family life due to their commonalities reflects a similar finding by Haber (1980). Attitudes toward women's roles appear to have limited impact

on women who chose a traditional occupation as they did not exclude women with nontraditional sex role attitudes from selecting a traditional career.

Significant Others

The second set of research questions asked if the expectations of significant others were related to occupational choice. The question was divided into two parts. The first was, "Do their parents influence their career aspirations?" Fifty-three percent of the subjects indicated that their fathers were important influences on their decision to enter a traditional career ($\bar{X} = 3.19$), and 64 percent said their mother's influence on their choice was important ($\bar{X} = 2.86$) (Appendix A, Tables 15 and 16). Surprisingly only the influence of the father correlated significantly with attitudes toward sex roles ($r(\text{SATT})(\text{IFA}) \cdot (\text{IMO}) = .22, n = 70, p = .03$) (Table 2). Mother's influence was related to influence of the father ($r(\text{IFA})(\text{IMO}) = .63, n = 73, p = .00$) but was not related to attitudes toward sex roles ($r(\text{SATT})(\text{IMO}) \cdot (\text{IFA}) = -.10, n = 70, p = .21$) (Table 2).

The second part of the question was, "Do their spouses influence their career aspirations?" Of the 27 subjects who were married, 48 percent indicated that their spouses' influence was not important in helping them to decide to enroll in a traditional training program, and 11 percent indicated their spouse tried to change their mind (Appendix A, Table 17). This disagrees with earlier studies (Katz, et al., 1970; Tangri, 1972; Zuckerman, 1976; Wilson, 1977;

Parsons, Frieze and Ruble, 1978; O'Donnell and Anderson, 1978) which showed that perceived attitudes of significant males influence a woman's choice. Regardless, the perceived influence of the spouse did not correlate significantly with attitudes toward sex roles ($r = -.22$, $n = 27$, $p = .13$), but it was related to the influence of the mother ($r = .46$, $n = 26$, $p = .01$) and the father ($r = .38$, $n = 25$, $p = .03$) (Table 1). The strong familial influence may be the reason for this relationship. The values of the subjects are strongly formed in the family and do not change with marriage. As an alternative, however, spouses of the subjects may not have been perceived as providing overt influences on career choices. The approval may have been tacit for a variety of reasons, including the acceptableness of a traditional occupation.

The subjects' own expectations for achievement appeared to be associated with the perceived expectations of their father ($\chi^2 = 10.58$, $ndf = 1$, $p < .05$), their mother ($\chi^2 = 19.42$, $ndf = 1$, $p = < .05$), and their spouse ($\chi^2 = 22.25$, $ndf = 1$, $p < .05$) (Appendix A, Tables 18, 19 and 20). These perceived congruences between their own expectations and the expectations of those closest to them is similar to earlier research that indicated the most critical factor in determining career commitment and career choice of both traditional and nontraditional occupations was the support and encouragement of parents (Kane, 1976; Haber, 1980).

In summary, this sample of women in a traditional occupation reflected no unusual patterns from those shown in previous research. Earlier studies showed that nontraditional women were influenced by their father and traditional women by their mother (Kane, 1976; Wilson, 1977; Eliason, 1978). This study shows that both parents were perceived as being influential on occupational choice, but the fathers' influence was particularly strong on sex role attitudes. Since these subjects tend towards nontraditional sex role attitudes, this finding is similar to previous research. These subjects perceived the expectations of their parents and spouses to be the same as their own. This study agrees with the earlier research and supports the idea that the father and the mother are the most important people influencing the career choice of women who chose a traditional occupation. The surprising finding was the strength of the influence of the father on sex role attitudes, and that all other influences on sex role attitudes were related through the father.

Influence of Other Characteristics on Sex Role Attitudes

As indicated by the questions asked at the end of the review of related literature, the influence of selected other characteristics could explain their sex role attitudes. These characteristics were age, marital status, occupational prestige of parents, educational attainment of parents, and location of the subject in the family.

Age

The median age of subjects in this study was 20.4 years, and the ages ranged from 17 to 49 years. Age did not significantly correlate with sex role attitudes ($r = .14$, $n = 113$, $p = .07$) (Table 1), but age was significantly related to the influence of the mother ($r = .25$, $n = 87$, $p = .01$) and influence of the father ($r = .26$, $n = 73$, $p = .01$) (Table 1). It appears that parental influence is a key factor regardless of the age of the subjects.

Marital Status

Seventy percent of the subjects in this study were single. Married, widowed, separated and divorced women accounted for 30 percent of the subjects (Appendix A, Table 3). Marital status correlated significantly with influence of the mother ($r = .36$, $n = 87$, $p = .00$), influence of the father ($r = .25$, $n = 73$, $p = .02$) and age ($r = .58$, $n = 112$, $p = .00$) (Table 1). First order correlations indicated a significant relationship of the influence of the mother to marital status when controlled for age ($r_{(IMO)(MARSTAT) \cdot (AGE)} = .28$, $n = 70$, $p = .01$) (Table 2), but the relationship of influence of the father to marital status when controlled for age was not significant ($r_{(IFA)(MARSTAT) \cdot (AGE)} = .13$, $n = 70$, $p = .14$) (Table 2). Influence of the spouse was not related with marital status ($r = -.01$, $n = 27$, $p = .49$) (Table 1). Other studies were concerned with women in four-year colleges and universities who were in their late teens

and early twenties. Their marital status was not considered. In this study marital status was not a factor in the choice of a traditional occupation and was not related significantly to attitudes toward sex roles ($r = .14$, $n = 113$, $p = .07$) (Table 1). Parents seem to have the most significant influence on both single and married women's sex role attitudes.

Occupational Prestige of Parents

Zero order correlations (Table 1) showed fathers' occupations were not related to sex role attitudes ($r = .01$, $n = 103$, $p = .45$). Mothers' occupations were related to sex role attitudes ($r = .19$, $n = 111$, $p = .02$); however, it appears that this relationship fades to statistical insignificance when the variance accounted for by the fathers' influence is removed (r (MOCC) (SATT) · (IFA) = $.08$, $n = 66$, $p = .26$) (Table 2).

Educational Attainment of Parents

Attitudes toward sex roles were not significantly related to education of mothers when controlling for fathers' influence (r (SATT) (MED) · (IFA) = $.13$, $n = 66$, $p = .15$) (Table 2) or education of fathers (r (SATT) (FED) · (IFA) = $.06$, $n = 66$, $p = .32$) (Table 2). When controlling for fathers' influence, occupational prestige had no apparent effect on the subjects' attitudes toward sex roles (r (SATT) (FOCC) · (IFA) = $.08$, $n = 66$, $p = .26$); (r (SATT) (MOCC) · (IFA) = $.08$, $n = 66$, $p = .26$) (Table 2). Previous

studies showed no significant relationship between socioeconomic status and career commitment (Zuckerman, 1976). This study adds that occupational prestige and educational attainment of parents had no effect on the sex role attitudes of women who chose a traditional occupation.

Location in the Family

Although the fathers' influence on sex role attitudes and location in the family were related ($r = .39$, $n = 73$, $p = .00$) (Table 1), the subjects' location in their family was not related to their attitudes toward sex roles when the influence of their fathers was accounted for (r (LOCC) (SATT) · (IFA) = $.08$, $n = 66$, $p = .25$) (Table 2).

Summary of Characteristics

In summary the apparent relationships of the variables considered by this study are shown in Figure 2.

Perceived influence of the father on sex role attitudes was significant ($r = .21$, $n = 73$, $p = .04$) (Table 1), and there was a strong relationship between the influence of the father and the influence of the mother ($r = .63$, $n = 73$, $p = .00$) (Table 1). First order correlation of the influence of the father and sex role attitudes controlling for influence of the mother was significant (r (SATT) (IFA) · (IMO) = $.22$, $n = 70$, $p = .03$) (Table 2). Fathers' occupation was related only to influence of the father ($r = -.20$, $n = 71$, $p = .05$) (Table 1), but the other variables were related to both the influence of the mother and the

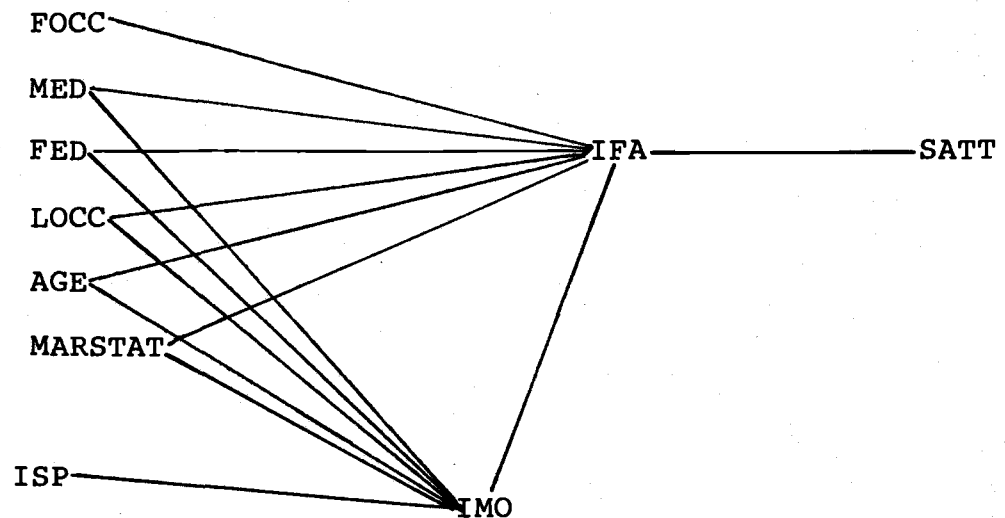


Figure 2. Relationships of the Variables

Key: SATT = Sex Role Attitudes; IFA = Influence of Father; IMO = Influence of Mother; FOCC = Father's Occupation; MED = Mother's Education; FED = Father's Education; LOCC = Location in the Family; AGE = Age of Subjects; MARSTAT = Marital Status of Subjects; ISP = Influence of Spouse.

influence of the father. Mothers' education was related to influence of the mother ($r = -.29$, $n = 85$, $p = .00$) (Table 1), and influence of the father ($r = -.33$, $n = 72$, $p = .00$) (Table 1). Fathers' education was related to influence of the father ($r = -.32$, $n = 73$, $p = .00$) and mothers' influence ($r = -.30$, $n = 82$, $p = .00$) (Table 1). Location in the family was related to influence of the mother ($r = .29$, $n = 87$, $p = .00$) (Table 1) and influence of the father ($r = .39$, $n = 73$, $p = .00$) (Table 1). Age of the subjects was related to influence of the mother ($r = .25$, $n = 87$, $p = .01$) (Table 1) and influence of the father ($r = .26$, $n = 73$, $p = .01$) (Table 1). Marital status was related to influence of the mother ($r = .36$, $n = 87$, $p = .00$) (Table 1) and influence of the father ($r = .25$, $n = 73$, $p = .02$) (Table 1). Influence of spouse was related only to influence of the mother ($r = .46$, $n = 26$, $p = .01$) (Table 1).

V. SUMMARY AND CONCLUSIONS

Summary

The purpose of the study was to examine the characteristics of community college women who choose a traditional occupation. The primary question to be answered was, "Why do community college women choose a traditional occupation?" One hundred fourteen women enrolled in early childhood education training programs in four community colleges completed a questionnaire which consisted of items concerned with their characteristics. They also completed the short form of the "Attitudes toward Women Scale."

The most important finding of this study was that women who chose a traditional occupation did not hold traditional sex role attitudes. Instead, they showed nontraditional sex role attitudes and a strong dedication to careers. The major finding was that the influence of the father correlated significantly with sex role attitudes, and the mothers' influence was related to the fathers' influence but was not directly related to attitudes toward sex roles. Both parents were perceived as important influencers of the subjects' career aspirations, regardless of the age or marital status of the subject. Occupational prestige of parents, educational attainment of parents, and location in the family were not related to sex role attitudes.

Conclusions

Women choose a traditional occupation even though they have nontraditional sex role attitudes. This is a deliberate

choice with perceived family support. An impact of the women's movement may be reflected in this phenomenon.

Implications

This study indicates that early childhood education is a viable program of study because people deliberately choose this field. How women select occupations and what information they know about salary, working conditions and other related job factors needs to be studied. Furthermore, alternative scaling may have resulted in more definitive findings. As an example, the use of dyads may have improved the findings related to influences of others.

Women in this occupational area who display nontraditional sex role attitudes may have a long-range effect on the children who are in their care in the direction of egalitarian roles. In addition they also may influence the children's parents in parent education programs connected with their child care centers.

The relationship between sex role attitudes and the influence of spouse and age were found to be statistically insignificant. However, the probability for each of the correlational coefficients was five percent. The study of these relationships should be replicated.

A follow-up of this sample after several years on the job in their chosen occupation would give further information.

The sample is limited to community college women in medium-sized cities in a single occupational field. Further

study is needed on traditional non-college women, on women in other female-dominated occupations, on women in rural areas and on women in large industrial metropolitan areas.

The subjects had completed two terms of early childhood education. No data are available about people who dropped out of the program previous to collection of data. These people may actually display different sex role attitudes and influence patterns.

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APPENDIX A

APPENDIX A

Table 1

Number and Percentage of Subjects by Age (N = 113)

<u>Age</u>	<u>N</u>	<u>%</u>
17-21	67	59%
22-29	32	28
30-39	12	11
40-49	2	2
	<u>113</u>	<u>100%</u>
Missing Data	1	

Median = 20.4

Table 2Percentage Distribution of Subjects by Years in School
(N = 113)

<u>Year</u>	<u>N</u>	<u>%</u>
10	0	0%
11	1	1
12	2	2
13	68	60
14	30	27
15	10	9
16	2	2
	<u>113</u>	<u>101%</u>
Missing Data	1	

Mean = 13.5, S. D. = 0.79

APPENDIX A

Table 3

Percentage Distribution of Subjects by Marital Status (N = 113)

	<u>N</u>	<u>%</u>
Single	79	70%
Married	20	18
Widowed	2	2
Separated	4	4
Divorced	8	7
	<u>113</u>	<u>101%</u>
Missing Data	1	

Table 4Number of Respondents Who Had and Did Not Have Children
(N = 114)

	<u>N</u>	<u>%</u>
Have children	32	28%
Do not have children	82	72
	<u>114%</u>	<u>100%</u>

APPENDIX A

Table 5

Ethnic Background of Subjects (N = 113)

<u>Racial Group</u>	<u>N</u>	<u>%</u>
Black/Negro	2	2%
Caucasian/White	106	94
Hispanic or Spanish Surname	1	1
Asian or Pacific Islander	1	1
Amer. Indian or Alaskan Native	2	2
Other	1	1
	<u>113</u>	<u>101%</u>
Missing Data	1	

Table 6Distribution of Number of Years
Subjects' Mothers Worked Outside the Home (N = 113)

	<u>N</u>	<u>%</u>
Did not work	25	22%
Worked only occasionally	14	12
Under five years	14	12
Between five and nine years	28	25
Between ten and 14 years	14	12
15 or more years	18	16
	<u>113</u>	<u>99%</u>
Missing Data	1	

APPENDIX A

Table 7

Distribution of the Educational Levels of the
Subjects' Mothers (N = 111) and Fathers (N = 107)

<u>Education Level</u>	<u>Mothers'</u>		<u>Fathers'</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
8th grade or less	7	6%	14	13%
Did not finish high school	15	14	12	11
High school graduate	40	36	28	26
Some college	29	26	20	19
College graduate	15	14	19	18
Graduate school	5	5	14	13
	<u>111</u>	<u>101%</u>	<u>107</u>	<u>100%</u>
Missing Data	3		7	

Table 8

Distribution of the Assigned Occupational Prestige Score
of the Subjects' Fathers' Occupation (N = 103)

<u>Score</u>	<u>N</u>	<u>%</u>
19-29	<u>16</u>	<u>16%</u>
30-39	28	27
40-49	25	24
50-59	14	14
60-69	17	17
70-79	3	3
	<u>103</u>	<u>101%</u>
Missing Data	11	

Mean = 43.3, S.D. = 14.24

APPENDIX A

Table 9

Distribution of the Assigned Occupational Prestige Score
of the Subjects' Mothers' Occupation (N = 111)

<u>Score</u>	<u>N</u>	<u>%</u>
20-29	8	7%
30-39	11	10
40-49	61	55
50-59	26	23
60-69	4	4
70-79	0	0
80-89	1	1
	<u>111</u>	<u>100%</u>
Missing Data	3	

Mean = 43.4, S.D. = 9.76

Table 10

Distribution of the Assigned Occupational Prestige Score
of the Subjects' Spouses' Occupation (N = 21)

<u>Score</u>	<u>N</u>	<u>%</u>
19-29	3	14%
30-39	8	38
40-49	7	33
50-59	1	5
60-69	2	10
	<u>21</u>	<u>100%</u>
Missing Data	93	

Mean = 39.5, S.D. = 11.71

APPENDIX A

Table 11

Distribution of Subjects' Indicated Dedication to the Field
(N = 112)

	<u>N</u>	<u>%</u>
1-Very	78	70%
2-Moderately	34	30
3-Not very	0	0
4-Not at all	0	0
	<u>112</u>	<u>100%</u>
Missing Data	2	

Mean = 1.30, S.D. = 0.46

Table 12

Distribution of Years Subjects Expected to Work in the Field
(N = 108)

<u>Years</u>	<u>N</u>	<u>%</u>
0	1	1%
1-2	6	5
3-5	13	12
5-10	28	26
10 or more	60	56
	<u>108</u>	<u>100%</u>
Missing Data	6	

APPENDIX A

Table 13

Factors Which Influenced the Subjects' Decision
to Enter Early Childhood Education

	<u>N</u>	<u>Mean</u>	<u>S.D.</u>
I am likely to earn a good income	110	3.4	0.92
I am attracted by the working conditions	110	2.5	0.97
I have interest or ability in this area	113	1.45	0.80
I had been working and wanted to change or improve my work skills	110	3.39	1.56
I like children	113	1.23	0.67

Scale: 1 = very important; 2 = important; 3 = somewhat important; 4 = not important; 5 = doesn't apply.

Table 14

Distribution of Subjects' Perceived Conflict of Family and Career (N = 97)

	<u>N</u>	<u>%</u>
1-Strong conflict	2	2%
2-Some conflict	31	32
3-No conflict	53	55
4-Haven't thought about it	<u>11</u>	<u>11</u>
	97	100%
Missing Data	17	

Mean = 2.75, S.D. = 0.68

APPENDIX A

Table 15

Perceived Influence of the Subjects' Fathers on Helping Her to
Decide to Enroll in Early Childhood Education (N = 73)

	<u>N</u>	<u>%</u>
1-Very important	6	8%
2-Important	14	19
3-Somewhat important	19	26
4-Not important	28	38
5-Tried to change my mind	6	8
	<u>73</u>	<u>99%</u>
Missing Data	41	

Mean = 3.19, S.D. = 1.10

Table 16

Perceived Influence of the Subjects' Mothers on Helping Her
to Decide to Enroll in Early Childhood Education (N=87)

	<u>N</u>	<u>%</u>
1-Very important	15	17%
2-Important	19	22
3-Somewhat important	22	25
4-Not important	25	29
5-Tried to change my mind	6	7
	<u>87</u>	<u>100%</u>
Missing Data	27	

Mean = 2.86, S.D. = 1.21

APPENDIX A

Table 17

Perceived Influence of the Subjects' Spouses on Helping Her
to Decide to Enroll in Early Childhood Education (N=27)

	<u>N</u>	<u>%</u>
1-Very important	4	15%
2-Important	4	15
3-Somewhat important	3	11
4-Not important	13	48
5-Tried to change my mind	3	11
	<u>27</u>	<u>100%</u>
Missing Data	87	

Mean = 3.26, S.D. = 1.29

Table 18

Chi Square of Ego's Own Expectations and Fathers'
Expectations as Perceived by Ego (N=49)

Ego's Expectation	<u>Perceived Fathers' Expectation</u>		Total
	Traditional career	Self-fulfilling career	
Traditional career	12	12	24
Self-fulfilling career	2	23	25
Total	14	35	

$\chi^2 = 10.58, \text{ndf} = 1, p < .05$

Traditional career includes marriage; marriage and career; marriage, family, and career; marriage and career; and family and career. Self-fulfilling career includes career you enjoy.

APPENDIX A

Table 19

Chi Square of Ego's Own Expectations and Mothers' Expectations as Perceived by Ego (N = 73)

Ego's Expectation	Perceived Mothers' Expectation		Total
	Traditional career	Self-fulfilling career	
Traditional career	15	12	27
Self-fulfilling career	4	42	46
Total	19	54	

$$x^2 = 19.42, \text{ ndf} = 1, p < .05$$

Traditional career includes marriage; marriage and career; marriage, family, and career; marriage and career; and family and career. Self-fulfilling career includes career you enjoy.

Table 20

Chi Square of Ego's Own Expectations and Spouse's Expectations as Perceived by Ego (N = 52)

Ego's Expectation	Perceived Spouses' Expectation		Total
	Traditional career	Self-fulfilling career	
Traditional career	22	9	31
Self-fulfilling career	1	20	21
Total	23	29	

$$x^2 = 22.25, \text{ ndf} = 1, p < .05$$

Traditional career includes marriage, marriage and career; marriage, family, and career; marriage and career; and family and career. Self-fulfilling career includes career you enjoy.

APPENDIX B

QUESTIONNAIRE

1. What year in school is this for you?

10 11 12 13 14 15 16 17 18
 High School College
 (Add all the years you've attended)

2. Please indicate your sex: Male _____ Female _____

3. How old are you? _____

4. What is your marital status? Single _____ Married _____
 Widowed _____ Separated _____ Divorced _____

5. Do you have children? _____ If yes, ages of children _____

6. How many older brothers do you have? _____ Younger
 brothers? _____

7. How many older sisters do you have? _____ Younger sisters?

8. Which of the following best describes you racial/ethnic
 group? Check one.

_____ Black/Negro

_____ Asian or Pacific Islander

_____ Caucasian/White

_____ American Indian or
 Alaskan Native

_____ Hispanic or Spanish Surname

_____ Other

9. What is (was) your father's occupation? _____

10. What is (was) your mother's occupation? _____

11. What is your spouse's occupation (if applicable)? _____

12. While you lived at home about how many years did your
 mother work outside the home?

_____ Did not work

_____ Between 5 and 9 years

_____ Worked only occasionally

_____ Between 10 and 14
 years

_____ Under 5 years

_____ 15 or more years

13. How much education did your parents complete?
Check one for each parent.

		Mother	Father
Eighth grade or less	(0-8 years)	_____	_____
Did not finish high school	(9-11 years)	_____	_____
High school graduate	(12 years)	_____	_____
Some college	(13-15 years)	_____	_____
College graduate	(16 years)	_____	_____
Graduate school	(More)	_____	_____

14. Using the rating scale below indicate how each of the following influenced your decision to enter the Early Childhood Education Program.

1--Very Important 2--Important 3--Somewhat Important
4--Not Important 5--Doesn't Apply

_____ I am likely to earn a good income.

_____ I am attracted by the working conditions.

_____ I have interest or ability in this area.

_____ I had been working and wanted to change or improve my work skills.

_____ I like children.

_____ Other (Please specify) _____

15. Please indicate by a check mark () if you participated in these activities in high school or later and rate the influence of the methods in helping you to enroll in Early Childhood Education. Use the rating scale below.

1--Very Important 2--Important 3--Somewhat Important
4--Not Important 5--Tried to Change My Mind

Participated	Influence
_____	_____ Individual counseling or discussion
_____	_____ Group counseling of mixed groups of men and women
_____	_____ Group counseling of women/men only
_____	_____ Career education class or program
_____	_____ Vocational testing program

_____ Visiting potential job sites
 _____ Having representatives from industry visit your class (guest speakers)
 _____ Other (Please specify) _____

16. Using the rating scale below, please indicate the influence of the following persons in helping you decide to enroll in Early Childhood Education.

1--Very Important 2--Important 3--Somewhat Important
 4--Not Important 5--Tried to Change My Mind

_____ Mother _____ Friends
 _____ Father _____ Other Relatives (Please identify relationship) _____
 _____ Spouse _____
 _____ Children _____ Teachers (Please identify subject) _____

17. Did you ever seriously consider training for any other occupation?

Yes _____ No _____ If yes, what other occupation did you consider? _____

18. How dedicated do you feel toward your chosen field of study? Please check one. Very _____ Moderately _____
 Not Very _____ Not at all _____

19. How many years do you estimate you will work in the field?

0 _____ 1-2 _____ 3-5 _____ 5-10 _____ 10 or more _____

20. Do your future plans include: (Please check one)

_____ Career only (no marriage plans)
 _____ Family and career (no marriage plans)
 _____ Marriage only (no career plans)
 _____ Marriage and family (no career plans)
 _____ Marriage and career (no children)
 _____ Marriage, family, and career

_____ Marriage, family and career after children are grown

_____ Other (Please specify) _____

21. If your future plans include a family and a career, do you feel any conflict between the desire for a family and a career?

_____ Yes, I feel a strong conflict.

_____ Yes, I feel some conflict.

_____ No, I want both, but I feel no conflict.

_____ I haven't thought about it.

22. What is the expectation for your achievement by your mother? Please rank order the following to indicate what you feel is your mother's expectation for you. Rank 1 as her first choice, 2 as second choice, 3 as third choice, 4 as fourth, and 5 as fifth choice. Rank order the top five.

_____ Prestigious career

_____ Marriage

_____ Traditional career

_____ Marriage and career

_____ Nontraditional career

_____ Marriage, family, and career

_____ Self-fulfilling career

_____ Marriage and family

_____ Career you enjoy

_____ Family and career

_____ Continuous educational advancement

_____ Other (Please specify) _____

23. What is the expectation for your achievement by your father? Please rank order the following to indicate what you feel is your father's expectation for you. Rank 1 as his first choice, 2 as second choice, 3 as third choice, 4 as fourth, and 5 as fifth choice. Rank order the top five.

_____ Prestigious career

_____ Marriage

_____ Traditional career

_____ Marriage and career

_____ Nontraditional career

_____ Marriage, family, and career

_____ Self-fulfilling career

_____ Marriage and family

_____ Career you enjoy

_____ Family and career

_____ Continuous educational Advancement

_____ Other (Please specify) _____

24. What is the expectation for your achievement by your spouse or the important male in your life? Please rank order the following to indicate what you feel is his expectation for you. Rank 1 as his first choice, 2 as second choice, 3 as third choice, 4 as fourth, and 5 as fifth choice. Rank order the top five.

_____ Prestigious career	_____ Marriage
_____ Traditional career	_____ Marriage and career
_____ Nontraditional career	_____ Marriage, family, and career
_____ Self-fulfilling career	_____ Marriage and family
_____ Career you enjoy	_____ Family and career
_____ Continuous educational advancement	_____ Other (Please specify) _____

25. What is the expectation for your achievement? Please rank order the following to indicate what you expect for yourself. Rank 1 as your first choice, 2 as second choice, 3 as third choice, 4 as fourth, and 5 as fifth choice. Rank order the top five.

_____ Prestigious career	_____ Marriage
_____ Traditional career	_____ Marriage and career
_____ Nontraditional career	_____ Marriage, family, and career
_____ Self-fulfilling career	_____ Marriage and family
_____ Career you enjoy	_____ Family and career
_____ Continuous educational Advancement	_____ Other (Please specify) _____

The statements listed below describe attitudes toward the roles of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you (A) agree strongly, (B) agree mildly, (C) disagree mildly, or (D) disagree strongly.

26. Swearing and obscenity are more repulsive in the speech of a woman than a man.

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

27. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

28. It is insulting to women to have the "obey" clause remain in the marriage service.

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

29. A woman should be as free as a man to propose marriage.

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

30. Women should worry less about their rights and more about becoming good wives and mothers.

A	B	C	D
Agree strongly	Agree mildly	Disagree Mildly	Disagree Strongly

31. Women should assume their rightful place in business and all the professions along with men.

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

32. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

33. It is ridiculous for a woman to run a locomotive and for a man to darn socks.

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

34. The intellectual leadership of a community should be largely in the hands of men.

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

35. Women should be given equal opportunity with men for apprenticeship in the various trades.

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

36. Women earning as much as their dates should bear equally the expense when they go out together.

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

37. Sons in a family should be given more encouragement to go to college than daughters.

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

38. In general, the father should have greater authority than the mother in the bringing up of children.

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

39. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

40. There are many jobs in which men should be given preference over women in being hired or promoted.

A	B	C	D
Agree strongly	Agree mildly	Disagree mildly	Disagree strongly

Thank you for participating in the Questionnaire.