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A THESIS

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HOUSEHOLD ARTS AND SCIENCES

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## CHAPTER I

### I N T R O D U C T I O N

Career selection in the 1970's must be made from more than 30,000 kinds of vocations, thus today the young woman facing the choice of a life's work must consider the wide range of vocational opportunities. The ideal career should be an interesting occupation that pays well and is much in demand. The profession should be a field where being a woman is an asset, not a handicap. The career should be a growing occupation that reflects the constant changes in modern life. The training for the employment should serve in marriage as well as on the job. Best of all, the occupation would be the type of work in which a woman could move easily between home and job without radical change in orientations.

All of the above components, and more, can be said of jobs in home economics. Once home economics was hardly more than learning how to "sew and cook" in preparation for life as a housewife. Today home economics is a full-fledged profession that reaches in many directions. Wherever one turns, there is a home economist, because the things that have to do with families--children, food, clothing, houses--are

concerned with the basic national economy. Women do most of the consumer buying and have charge of managing practically all family income. Business knows that the best way to reach women is by using other women, not simply as salespeople, but as consultants and experts on matters that most concern women.

Not only the commercial usefulness of this occupation makes home economics very interesting, people's lives today are focused on the family. Home economics as defined by the American Home Economics Association (47), "is the field of knowledge and service primarily concerned with strengthening family life."

Every aspect of family life contributes to the field and, indeed, produces a specialty within it. Thus, home economics has become an occupation that can accomodate just about any interest or ability. A student with an interest in the biological sciences, as a home economist, can go into food technology or nutrition. A home economist with an artistic flair can find a place in home decoration, clothing design, or advertising. The student interested in television or journalism, finds wide demands for home economists in both fields.

The present study was undertaken to determine some factors which have influenced junior and senior students in



college to select home economics as a career. Students at Texas Woman's University were used as subjects.

### REVIEW OF LITERATURE

The subject of choosing careers has been explored in many journals and books. Although some points of view are unsupported by research and are based primarily on observation of and experience with students, views offered by these authorities are of value and are included in the following review of literature.

#### Steps in Choosing a Vocation

Gruen (18) reported that a major motivation of college students in pursuit of higher education is the preparation for a career. Next to the choice of a lifetime partner, the choice of a career is probably the most important series of decisions an individual is called upon to make. This series of choices among college students often crystallizes significantly and sometimes even culminates during the course of the college experience. There are years of exploration, experimentation, the deeping of interests, and the intensification of purpose. Career development is no longer thought of as an event, but as a continuous process. Higher education should aid this process.

Isaacson (28) emphasized that most American youth face and resolve three fundamental issues that have an enduring effect upon their lives. These include: 1) the development of a set of values or philosophy of life that will be used as a bench mark for resolving many of the decisions and problems to be encountered; 2) the choice of a life partner; and 3) a career choice. Stated differently, one could say that these three choices concern the way of life, with whom life will be spent, and how life will be used. Obviously, each area interacts and influences the others in a continuous chain reaction.

Goldberg (15) also recognized that choosing a way to earn a living is probably as important a decision as a person ever makes in a lifetime. A report by Gainsky and Fast (13) stated that choosing a vocation involves a kind of public self-definition that forces a person to say to the world, "This is what I am." The authors concluded that in the American society the most clear-cut avenues through which identity concerns are expressed is the process of making a vocational choice. The vocational choice is often the first decision with which a person is faced that will have marked effects on later experience. Earlier choices, such as what school to attend, even what to major in, do not have the finality of the vocational choice. The authors further concluded that many people consciously or unconsciously think of choosing a

particular occupation in the hope of assuming characteristics that seem inherent in members of that occupation. What underlies such wishes is the desire to do away with some aspects of character which do not satisfy students and cause anxiety. Such a person wishes to become all that the occupation can offer even though the person has none of the tools for the occupation.

Zapoleon (57) ascertained the reasons that prompt an individual to enter a particular occupation, or to change occupation, were as complex as those influencing other choices that affect his way of life. Most men and women drift into an occupation, swept along by chance force without or driven by unconscious forces within. Choice of occupation, like most of life's choices, usually represents a compromise between fantasy and reality, between what a person can have and what a person dreams of having. What a person wishes for reflects the basic personality needs and there is evidence that individuals with the same needs tend to select the same occupations.

Dickinson (12) agreed that many students tend to drift toward employment, perhaps because no one has required them to make a careful and considered approach to career selection. Throughout the students' lives up to this point there have been clearly defined indications given to them by parents,

teachers, and others concerning most of their activities and goals, as well as recommended methods for achieving them. In many instances, however, the benelovent pressure does not extend to the choice of the most appropriate career field. Many parents and teachers believe that, through experience, the student will gradually narrow the choices by trial and error and will eventually succeed in finding the right job. The author further stated that the student often tries to delay making this very difficult decision saying that a student should keep an open mind to career planning. This point of view undoubtedly has some merit. The student who narrows the choice of occupations too soon may be eliminating the best possibilities because of lack of knowledge of such factors as growth in a particular field, the kind of personal life the person might lead, or the sort of work the student might ultimately be doing. On the other hand, employers are particularly interested in the person who has made a vocational choice.

Watson (54) expressed the view that choice of a profession is made in response to personality needs, but once chosen, the profession tends to mold the personality of the chooser. For a student in an American college, the choice of a career is a crucial and frightening experience. Rightly or wrongly the students feel that the choice made will determine the whole course of life, that a mistake will be irreparable, and often

that the student lacks maturity and wisdom to make the choice. The author continued that the student has grown up in a society where the primary questions are not "Who are you?" "Who was your father?" but "What do you do?" and "What does your father do?" The student is keenly aware that the work a person does determines not only a person's social standing but the rewards received in money, prestige, and pride of achievement. Often the student is much more aware of this than personal needs and drives.

Haebich (19) mentioned that selecting a career frequently can be a long, nervous and unsettling experience. A limited number of young people seem to know exactly what to do and the choice appears to fit them exactly. A much larger group of students show no sign of being able to decide on a career or even a major field of interest. For one reason or another the students avoid deciding or even thinking about the way to earn a living.

Johnson (29) emphasized that women have a more complicated vocational decision to make than young men. A woman must plan both for tomorrow and, as much as a person can, for the day after tomorrow. The woman must consider the long-range possibilities of the vocational choice: will the job or graduate training be experience or preparation that a person can put to use 15 years hence. The young man thinks in terms of a

continuous working career. The young woman's career probably will be interrupted. In fact, most women are not thinking at all in terms of a career but are thinking of a job. The career, however, can come later, in those years after the home responsibilities have lessened.

The freedom of collegebound youth to choose a vocation has become an important problem and task for most of them according to Berger (3). Today young people in the United States, to a greater extent than their grandfathers before them, have the freedom to decide on a vocation. At the same time youth have greater freedom to choose, greater difficulty exists in choosing because of the much enlarged number of possibilities to choose from in an increasingly complex occupational world. This situation requires knowing much more about a person's self and about possible occupations if one is to make satisfying choices.

Hoppock (25) described one theory of occupational choice. The theory is divided into ten steps and is as follows:

- 1) An occupation is chosen to meet an individual's needs.
- 2) The occupation that an individual chooses is the one which he believes will best meet the needs which are of most concern to him.
- 3) Needs may be intellectually perceived, or they may be only vaguely felt as attractions which

draw an individual in certain directions. In either case, needs influence choices.

- 4) Vocational development begins when an individual first becomes aware that an occupation can help him to meet his needs.
- 5) Vocational development progresses and occupational choice improves as an individual becomes better able to anticipate how well a prospective occupation will meet his needs. Thus, his capacity for anticipation depends upon his knowledge of himself, his knowledge of occupations, and his ability to think clearly.
- 6) Information about an individual affects occupational choice by helping him to recognize what he wants and by assisting him to anticipate whether or not he will be successful in collecting what the contemplated occupation offers him.
- 7) Information about occupations affect an individual's occupational choice by helping him to discover the occupations that may meet his needs and by aiding him to anticipate how well satisfied he may hope to be in one occupation as compared with another.
- 8) Job satisfaction depends upon the extent to which the job that an individual holds meets those needs which he feels it should meet. The degree of satisfaction is determined by the ratio between what he has and what he wants.
- 9) Satisfaction can result from a job which meets an individual's present needs or from a job which promises to meet such needs at some future time.
- 10) Occupational choice is always subject to change when an individual believes that a change will better meet his needs.

Further summarization on occupation theory was conducted by Ginzberg and Others (14). The theory contained four elements:

- 1) Occupational choice is a developmental process which typically takes place over a period of some ten years.
- 2) The process is largely irreversible: experience cannot be undone, for it results in investments of time, of money, and of ego; it produces changes in the individual.
- 3) The process of occupational choice ends in a compromise between interests, capacities, values and opportunities.
- 4) There are three periods of occupational choice: the period of fantasy choice, governed largely by the wish to be an adult; the period of tentative choice beginning at about age 11 and determined largely by interests, then by capacities, and then by value; and the period of realistic choices, beginning at about age 17 in which exploratory crystallization, and specification phases succeed each other.

Havighurst (22) presented a vocational development model based on his scheme of developmental tasks. Six stages with corresponding developmental tasks were postulated: 1) age five to 10 identifying with a worker, parents, during which time the concept of work becomes part of the ego ideal; 2) age 10 to 15 acquiring the habit of industry, during which time the individual learns to organize both time and energy in order to satisfy work needs, school-work, and also to give work priority over play in some situations; 3) age 15 to 20 acquiring an identity as a worker,



during which time the individual chooses and prepares for an occupation and gains work experience to insure economic independence; 4) age 25 to 40 becoming a productive person, during which time the individual masters occupational skills and advance; 5) age 40 to 70 maintaining a productive society, during which time the individual perceives the social significance of his occupation and pays attention to the induction of young workers in stages three and four; 6) completing a productive and responsible life, during which time the individual withdraws from a satisfying work role.

Haebich (19) concluded the important thing is the determination to do what a person is capable of doing. A person needs to look for the particular talents and develop them to the highest degree possible. Each person must set up goals that can be accomplished and determine the place in life where a student can go on with one thing at a time: the goal for today, the goal for next week, for next year. Thus a student knowing about personal goals can make a major decision about a career with a feeling of confidence.

Ideally, choosing a career begins prior to graduation from high school. The career choice should affect the courses taken by a student in high school. The choice should certainly affect the course of study undertaken in

higher education. Street (44) presumed that a college senior who had followed this path is far more likely to make a wise career choice than is a senior who arrives at a decision time without having given a single prior thought to the question, "What shall I do after graduation?" Actually, however, there are very few seniors who have made an "ideal" career choice as early as high school. Very few seniors have given absolutely no thought to the choice of a career. The vast majority of all students fall somewhere between these two extremes. One factor is common to all, that is, a decision of some kind must be made about the future.

Humphreyville (27) ascertained that college students vary in the urgency felt about making a decision regarding the vocational area within a subject-matter major that the students prefer. Some students cannot relax until an exact course of action is decided upon. Some students seem not to be aware that work may be required until graduation is a few months away. Most students have made some decision by the end of the sophomore year. If a student has not made a decision by that time additional course work may be required.

Many students change the major field at least once during the college career. This change can occur when a student discovers particular courses are much more difficult

than first thought or if the student finds new areas of interest not known about before coming to college.

A career development study by Astin (1) investigated a number of critical choice points in the career development process. These points, which relate to preparation for, entry into or change in a person's occupation, involve decisions that have long-term effects on the person's subsequent development. Entry into the ninth grade can be considered one such critical point because it is usually then that the student must decide what type of high school curriculum to pursue. Another critical time of decision for the student is the last year of high school, when the student is faced with the alternatives of employment, military service or further education. The author further concluded that students by the time of entrance into the ninth grade have interests and personal orientations that are predictive of the career choices to be made when the high school experience is about to be terminated.

Phillips (38) determined that approximately one-third of entering college students have decided upon a future career. The students proceed with a college course without changing objectives, graduate in the chosen major and enter the selected occupation. Another one-third of the freshman have no idea of what courses to choose, and the remaining

third have a tentative idea. Students change their mind at least once or twice during the next year or two and in all probability, enter an occupation other than the one that at first interested them most. The student who chooses a vocation before entering college is fortunate. The student is saved the anxiety of indecision. For the majority, however, the road to a vocation has to be remapped several times. Occasional remapping does no harm, but the student can be harmed by wandering through college aimlessly.

Goldberg (15) also emphasized that if occupational goals are thought about early, the goals can be a guide to the kind and amount of education for which to plan. If consideration of occupational choice is postponed too long, the necessary education or training may be much more difficult to obtain.

Blaine (5) mentioned that in the normal course of events most college students go through a period of experimentation. The author chose to call this a psycho-social moratorium by which is meant a time in which an individual has no commitment psychologically or socially but simply remains neutral, observing and occasionally testing out various roles. Hopefully, this is accomplished during the course of junior and sophomore years and by the senior year some kind of commitment for the future has been made. A few

students, still unmotivated even at this late date, become concerned particularly after observing classmates squared away towards some graduate school or business career. Usually the student who has not been able to develop a feeling of competence in childhood years or who has not been able to compete comfortably because of a feeling of inferiority or some fear of being hurt has difficulty in the final phase of college life.

However, Berger (3) emphasized that educators have an erroneous and misleading assumption, namely, that most college freshmen are able to make a lasting and satisfactory vocational choice as freshman or soon thereafter. The assumption is erroneous because most college freshmen have not yet learned and will not learn in a short time, what students need to know about themselves and about occupations in order to make a satisfactory vocational choice. The assumption is misleading. The assumption creates the impression that the student's vocational task is merely one of "choosing" a vocation, rather than a potentially life-long task of vocational self-discovery. The task may include many vocational choices, especially in the process of discovering a satisfactory occupational field. In a sense, the assumption requires that the freshman be omniscient, that the student foresee future experiences and developments.

The student is thus required to predict what an eventual vocation will be before having had the experience and having undergone the development from which a satisfactory choice emerges.

Another point to consider in career choice is the vocational pattern of women. Lee and King (30) concluded that the low economic status of the families in the study compelled the girls to make early vocational decisions as these girls must become self-supporting at an early age. The higher the socioeconomic level of the families the greater the feelings of security and consequently the less need for the girls to make early vocational choice.

Havighurst (21) indicated that during the age period from 15 to 20 most girls take the steps and make the decisions that determine career patterns. Girls have somewhat less range of actual choice than boys at a given age during adolescence. This is because marriage focuses on a girl's life more sharply than it does a boy's life; it comes earlier for girls than for boys as a rule, and work opportunities are more narrowly defined for girls than for boys.

Calvert and Steele (8) stated that during the freshman year in college, students should make a preliminary vocational selection. The sophomore year might be called the year of decision, when the student checks the validity of

the choice by tryout work in the field during the sophomore vacation. If the choice is valid, the student sticks with it. If not, the student thinks through a change during the junior year. During vacations, the student may continue with advanced experience or try another field. The senior year is the time for action, when a student may begin to make a final decision, contracts, and specific career preparations. Graduate school should be considered when necessary for specific professional goals, but not without well-formulated plans.

Once a student elects a college major has the student made a binding career commitment? Chervenik (10) cautioned that the choice of a college major should not be looked upon as a specific career commitment. Rather, the choice should be viewed as the route by which the student can best achieve intellectual satisfaction and growth and develop the tools of thinking, expression, discrimination, and problem solving--techniques needed in a vocation.

Studies have demonstrated that many students who change their majors lose credits in transferring and are therefore required to take one or more additional semesters of course work to complete requirements for graduation. However, a study made by Matthews (32) revealed no significant difference in the total number of hours between students who had

changed their majors and those who had not. The author further noted that students who had not changed their majors took twice as many electives hours during the last two quarters of college residence as compared with students who had changed the major.

In regard to career information, Hopke (24) mentioned that while courses would be the best opportunity to find out about home economics as a profession, such information is often unavailable to the student. Many high school home economics courses are concerned with teaching homemaking skills and knowledge to girls whose education will terminate with high school. The high school home economics teacher, a professional home economist, can provide useful information. The 4-H Club in the student's community offers a look at extension work in action. College bulletins and information services also yield valuable information on home economics.

A recent survey made by Suley and Baulman (45) revealed that home economics career information is not being disseminated by the majority of high school guidance counselors. Approximately one-third of the counselors responding had indicated that students are graduating from their high schools without direct exposure to home economics career information. The survey showed that only incidental use is made of existing



home economics recruitment materials by guidance counselors. This condition results from poor communication between the home economics profession and guidance counselors, who expressed a need for career materials that are currently available.

#### Influences of Vocational Choice

A number of studies have indicated the influence of various "significant others" in the student's chosen field as they bear upon occupational choice. Uzzell (51) found that the principal influences of occupation choice, in order of impact, were person within the occupation, information gathered from mass media, personal contact with persons in other occupations, books about occupations, experience or course work related to the occupations, and hobby interests.

Steinke and Kaczowski (41) reported that ninth grade girls were influenced in their occupational preferences by some of the following factors: parents, ability and personal factors, and relatives or friends. Other factors were personal contact with persons in the occupation, articles in books and magazines, school subjects, and courses in which the highest grades were earned.

A summarization of a study by Brunkan (7) suggested that parents influence children in vocational choice not

only by their attitudes, but also through the identification of children with the vocation. The author further noted that parental attitudes may influence the individual's choice of an occupational function rather than the individual choice of a field. However, Tipton (49) mentioned that parental identification does not seem to contribute to vocational identification in the same way as teacher identification.

Handson (20) investigated ninth grade girls' vocational choices and their parents' occupational level. The results of the study indicated that the students want to enter occupations with higher prestige levels than occupations of the parents. The parents also have these aspirations for children. The American dream of seeing children improve over the level of the parents still exists.

Investigating the influences of educational choice among junior high school students, Parker (36) found that girls were affected by their mothers, their fathers, a teacher, an older brother or sister, another adult, or a peer. Warriner, Foster and Trites (52) determined that college freshmen whose fathers and mothers failed to complete educational undertakings more often discontinued their education than students whose parents had a converse educational history.

In a study of gifted students, Watley (53) reported that women that attended college but failed to graduate came from homes where the fathers were not as well educated as the fathers of the women doing graduate work. Women who were enrolled in graduate work came from homes where 60 per cent of both parents were still actively involved in scholarly activities at the time of the study and the homes were well stocked with educational and learning materials.

Day (11) studied teacher influence on the occupational preferences of high school students and found that some students select teachers as vocational models. Day also found that boys were significantly more influenced by teachers than were girls. The teacher influence was generally proportional to the amount of formal training required for the occupation. That is, the teacher influenced college-bound students in 60 per cent of the cases, trade school training students in 34 per cent of the cases, and the no formal training in 20 per cent of the cases.

Tipton (49) determined that students in education felt they were influenced toward vocational goals by their most admired teacher to a greater extent than were students in the control group. The control group was made up of students from a variety of other majors who were not planning to be teachers. Also, teachers were given more often as prime

motivators toward their vocational goal by education majors than non-education majors.

As an incidental finding, Gribbons (17) reported that many high school students made decisions which were based on inaccurate or irrelevant information about occupations and the world of work. Chervenik (10) pointed out that a student selecting a course of study is influenced in many instances by prevailing propaganda. Some students may select programs of study on the basis of success or lack of success in a certain subject.

Stoker (43) investigated the use of test results in vocational planning. The author found that there are two very important points to be remembered when dealing with measures of typical performances. First, since there are no right or wrong answers, the results of these inventories will not be helpful unless the answers really reflect the student feelings, likes and dislikes. Second, the test results will not tell the student what occupation should be entered; the tests simply compare student interests with those of persons already working in the various occupational fields.

A study on appropriateness of vocational choice of counseled and uncounseled college students was made by

Gonyea (16). Findings showed that college students who seek and receive individual vocational counseling at some point during their college career chose no more appropriate vocational objectives as seniors than was done as freshmen (before counseling). Moreover, the vocational objectives were no more appropriate than those stated by seniors who had not been counseled. The author concluded that students who seek vocational counseling are persons who somehow lack the capacity to make appropriate vocational choices, even with the assistance of vocational counseling.

Preceding studies clearly indicate that students in the process of development tend to base decisions largely upon the example, advice, or urging of parents, teachers, other adults and friends. Only rarely is contact with the guidance counselor or even with occupational information indicated as a principal source of influence upon lifework choice.

#### Further Exploration of Women's Vocational Choice

The old cliché that "Woman's place is in the home" no longer applies in the United States. According to Houghton (26) there were 24 million women in the labor force in 1960. Johnson (29) added that in 1965 there were more than 30 million women in the United States working in paid jobs. Women represented one-third of the total labor force and

earned 50 billion dollars a year. Almost all single women worked and in the past 30 years the percentage of married women working has more than doubled from 15 per cent in 1941 to 33 per cent in 1961. The United States Department of Labor estimated that in 1970 the figure will be at least 40 per cent.

Johnson (29) stated that the more education a woman has, the more likely the woman is to work. The United States Department of Labor (50) reported that 57 out of every 100 women college graduates are working for pay, compared to 41 out of every 100 high school graduates and only 28 out of every 100 elementary school graduates. The statisticians also predict that nine out of 10 college women will work at some time in their lives and that the average educated woman will work outside her home for at least 25 years.

Schaffer (39) mentioned that a woman may expect to marry soon and work while the husband completes professional training. The married woman may also expect to have a family while quite young, withdraw from the labor market, return to work during the mid-thirties and continue to work a total of 25 years.

Younger (56) ascertained that home economics graduates marry at the average rate for most college graduates, and at a better than average rate for career girls. A home

economics career and marriage work well together on all levels, concluded the author. First, the same education prepares a girl for both careers and next, a home economist can choose when and where to work.

Among vocational theorists, Havighurst (21) and Super (46) described variations of career patterns observable in the working lives of women. Women were classified in the following career categories: 1) stable homemaking pattern in which women marry shortly after leaving school and never enter the labor market; 2) conventional pattern, in which women enter the labor force after school, marry, leave the labor force, and do not re-enter the labor force; 3) stable working pattern, in which women enter the labor force to remain and do not marry; 4) dual-track pattern, in which women enter the labor force after school, marry, but continue in the labor force; 5) interrupted pattern, in which women enter the labor force after school, marry, leave the labor force, then re-enter after their children start school; 6) unstable pattern, in which women sporadically alternate between the labor force and homemaking; and 7) multiple-trial pattern, in which women enter a succession of unrelated jobs and develop no occupational identity.

Several commentators on the role of women in the modern world actively discourage girls and young women from making

a commitment to marriage and homemaking alone. Bott (6) noted that junior high school girls center their planning on occupations and education rather than on marriage, that the multiple or dual role becomes more popular during high school, and that university freshman women expect college to prepare them for fuller personal development in both marriage and occupations. The author concluded that when formal education succeeds in preparing women adequately for marriage, however, it does so virtually by accident.

Ohlsen (34) proposed that society's influences have not encouraged girls to take seriously the choice of out-of-home careers. Most scholars agree that a happy marriage and family are more highly valued by today's society than is a girl's success in a career outside the home. At least most high school and college girls are convinced that marriage is more important. Even those who have made vocational plans that involve both out-of-home career and marriage usually discover that when financial support is limited, the family will elect to educate the boys in the family in preference to the girls. Such choices suggest to the girls that their parents do not believe that out-of-home careers are very important for girls. Consequently, girls tend to be more concerned about success in love, marriage and a family than with the choice of an out-of-home occupation.



Matthews and Tiedman (31) emphasized that many girls and women appeared to structure their lives on the premise that males view the female's use of her intelligence with distaste and that the woman is therefore wise to accept the situation if one wishes to marry. Women accepting this premise probably believe that a career, particularly one in competition with men, is very unwise. The authors concluded that parents usually state a wish for girls to be able to earn a living, and yet they are fully concerned that their daughters be marriageable. This leads many parents to caution daughters not to be overly competent in careers and to seek a "suitable" marriage partner. With girls marrying earlier and earlier grave concern has been expressed by society over the lack of trained women in the professions.

Ohlsen (34) recognized that far too many intelligent women who are employed in out-of-home careers are doing work which does not begin to use their potentials. Berry (4) reported a decreasing number of women were applying for graduate school in proportion to total female college enrollment. Few women were selecting majors in shortage occupations, such as science, mathematics, medicine and engineering. The author concluded by saying that in America there is the prevalent expectation and practice that when two college or university students are married, the girl gives up her education and works to put her husband through school.

Berg, Widicus, Bartscht, Walsh, and Kenneaster (2) in a study of home economics career perceptions mentioned that 92 per cent of the home economists agreed that they should combine a career with homemaking. However, 33 per cent of the home economists in the study felt that most college graduates can make their best contribution to society by being full-time wives and mothers.

A study of freshman women by Zissis (58) determined that career motivated women students tend to have stronger scientific interests and definite career choices, while the student who plans marriage seems to favor general education which is more compatible with her marriage interests. White (55) reported that college women graduates whose mothers had a history of working outside the home as compared with those whose mothers had not pursued outside work were more committed to a career. The author concluded that perhaps marriage and a career are not contradictory.

Zrytowski (59) tested career developments of college women and found women have and can express preferences patterns of vocational participation. Approximately 80 per cent of the students in the sample preferred marriage over career, 10 per cent the obverse pattern, and 10 per cent were uncertain as to which pattern was preferred. Closer analysis also revealed that many of the students who stated

their preferences in favor of marriage would want to be prepared to undertake a career should it be necessary.

Parsons (37) investigated women's employment in the United States and reached the following conclusions:

- 1) A revolution in women's employment has occurred during the past century.
- 2) The great majority of women put marriage and the family before a career.
- 3) For a women to be successful in her career, it must be preeminent to all other aspects of her life.
- 4) Many women find themselves in the inauspicious position of having to decide which role they wish to pursue--housewife and mother or career woman. Some, however, have combined these successfully.
- 5) There have been both social and economic pressure and influences behind the long term rise in the level of education achieved by women.
- 6) There is a definite correlation between the amount of education a woman has and the likelihood that she will be employed.
- 7) A woman must plan her career as carefully as a man if she wants equal opportunities and "equal pay for equal work."
- 8) The number and variety of jobs held by women have grown because women have been employed in jobs once available only to men.
- 9) Women are represented in every professional field, and they hold top positions in management and government.
- 10) There are relatively few women in managerial positions and in the traditionally male professions.

- 11) Americans are still ambivalent about career women.
- 12) The median income of women is two-thirds that of men.
- 13) The employed woman is a greater risk to the employer than the employed man.

Naumann (33) summarized that many are the factors which a young woman must ponder when deciding upon a career. Like the man, the woman must evaluate herself, and the job possibilities, in addition, the woman must give consideration to the multiple roles of wife and mother that may also be a part of the future. The woman may be more restricted in terms of long-range planning, or in the woman's choice of geographical location but the wise woman graduate can still make a career choice that will be both happy and profitable.

Zapoleon (57) concluded that the United States of America is not a paradise where each woman can do exactly as desired, or where each even knows what she would like to do. The United States does offer greater variety of opportunity, more freedom of choice and proportionately less physical toll and drudgery to its women citizens than any other country in the world.

### PURPOSES

The overall purposes of this study are to investigate the factors which have influenced college juniors and seniors to select home economics as a career and to provide information that will help home economics educators in planning career development programs for senior high school, college freshman and sophomore students.

The specific purposes of the present study will be to:

- 1) Determine if it is to the student's advantage to know what her major field will be when she enters college in relation to not making a decision until later in her academic career.
- 2) Discover if junior and senior home economics students are satisfied with their choice of a major field.
- 3) Reveal how vocational testing affected the choice of a major.
- 4) Determine at what period home economics career information influenced career decisions.
- 5) Find if a relationship exists between the selection of home economics as a major and various factors such as educational and occupational background of the parents.
- 6) Discern if home economics junior and senior students plan to attend graduate school.
- 7) Determine if the students intend to combine marriage and a career.

## CHAPTER II

### P L A N   O F   P R O C E D U R E

In the present study, the author investigated the factors that have influenced junior and senior students at Texas Woman's University to select home economics as a career. Texas Woman's University was chosen because of the good reputation of the College of Household Arts and Sciences among colleges across the Southwest and because of the large number of students available for inclusion in the study.

The list of home economics students for the school year 1968-1969 was secured from the dean's office at the Household Arts and Sciences building at Texas Woman's University. The dean's files showed that 91 juniors and 84 seniors were majoring in home economics at the time the study was conducted.

Information needed for the study was collected through the use of a survey form administered to 170 students during regular class periods. A short explanation of the purpose of the study and request for cooperation was given to the classes before the survey forms were distributed. The

instrument, "Factors Which Have Influenced Home Economics Careers at Texas Woman's University," was developed by the author to secure the following information: background data, reasons for choice of a major field, plans after graduation, and satisfaction with choice of a major field.

The survey form included personal information concerning the length of time required for graduation, major and minor areas of study, marital status, place of residence, education of parents, employment of parents, employment, if any, of the individual, number of extra curricular activities the student participated in, the hobbies of the individual, the type of magazines and newspapers the students' family subscribe to, and plans after graduation.

Students were requested to state opinions concerning factors involved in choosing a major, the effect vocational testing had on the selection of a major, and satisfaction with the choice of a major. Opinions were also asked in regard to how the students felt about combining marriage and a career. One section of the survey considered how and when career information had influenced the decision to elect home economics.

The first step in the analysis of the data involved the coding of responses. A number was assigned and recorded

for each survey form. Each response of each question was given a code number and responses of each participant were recorded. The data were tabulated and statistically analyzed.

The chi square was used to test the significance of the difference between the observed and theoretical frequencies of a number of analyses of categorical data. The .01 and .05 levels of significance were accepted as being significant.

A copy of the "Factors Which Have Influenced Home Economics Careers at Texas Woman's University" is found on the following pages.



FACTORS WHICH HAVE INFLUENCED HOME ECONOMICS

CAREERS AT TEXAS WOMAN'S UNIVERSITY

Please supply the following information. Check (✓) one answer for each item or complete the blank as indicated.

1. Birthdate: Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_

2. Indicate your present marital status:

_____ Single	_____ Married but separated
_____ Married and living	_____ Divorced
_____ with husband	_____ Widowed

3. University Classification

_____ First semester	_____ First semester
_____ junior	_____ senior
_____ Second semester	_____ Second semester
_____ junior	_____ senior

4. Full time student \_\_\_\_\_ or part time student \_\_\_\_\_

5. When did you start college? \_\_\_\_\_ Month \_\_\_\_\_ Year

6. How long will it take in total years and semesters to get your Bachelor of Arts or Bachelor of Science?

\_\_\_\_\_ Years \_\_\_\_\_ Semesters

7. What is the highest level of education your parents have attained?

Father

Mother

_____ Eighth grade or less	_____
_____ Attended high school, but did not graduate	_____
_____ High school graduate	_____
_____ Attended college, but did not graduate	_____
_____ College graduate	_____
_____ Has Master's degree	_____
_____ Has Doctor's degree	_____
_____ Has attended other school (nursing school, business school or other)	_____

8. Are your parents employed?

Father: Yes \_\_\_\_\_ No \_\_\_\_\_ Mother: Yes \_\_\_\_\_ No \_\_\_\_\_

9. For whom do your parents work?

Father

Mother

\_\_\_\_\_ Self-employed  
 \_\_\_\_\_ Residential employment  
 \_\_\_\_\_ City, state, or federal government  
 \_\_\_\_\_ A business company

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

10. What is your father's exact job? (supervisor, engineer, accountant, doctor, clerk, truck driver, teacher, or other)

\_\_\_\_\_

11. What is your mother's job? (secretary, clerk, teacher, nurse, homemaker, or other)

\_\_\_\_\_

12. In what size community were you reared most of your life?

\_\_\_\_\_ Rural area (open country, farm)  
 \_\_\_\_\_ Town (under 20,000 population)  
 \_\_\_\_\_ City (20,000 - 100,000)  
 \_\_\_\_\_ Large city (more than 100,000)

13. What is your major field? \_\_\_\_\_

14. What is your minor field? \_\_\_\_\_

15. Why did you chose your major field? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. Who influenced you most in your choice of a major field?

\_\_\_\_\_ Parents  
 \_\_\_\_\_ Teacher (Taught what subject?) \_\_\_\_\_  
 \_\_\_\_\_ Guidance Counselor \_\_\_\_\_ High School \_\_\_\_\_ College  
 \_\_\_\_\_ Friends (Explain) \_\_\_\_\_  
 \_\_\_\_\_ Clubs (Which ones?) \_\_\_\_\_  
 \_\_\_\_\_ Others (Explain) \_\_\_\_\_

17. Did you take any vocational tests? \_\_\_\_\_ Yes \_\_\_\_\_ No
- Did they influence you in your choice of a major field?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
- If the answer is yes, did it influence you more than any individual included in question 16? \_\_\_\_\_ Yes \_\_\_\_\_ No
18. When did you decide what your major field would be?  
Example: a college freshman, a high school senior, or other.
- \_\_\_\_\_ How old were you? \_\_\_\_\_
19. Were you able to get information on your major in regard to:
- |                     |           |          |
|---------------------|-----------|----------|
| Training            | _____ Yes | _____ No |
| Positions available | _____ Yes | _____ No |
| Income              | _____ Yes | _____ No |
- If yes, from whom? \_\_\_\_\_
20. Was the career information given to you early enough to make a choice? \_\_\_\_\_ Yes \_\_\_\_\_ No
- How old were you when you received the information? \_\_\_\_\_
21. Did you change your mind about your major field after you choose one? \_\_\_\_\_ Yes \_\_\_\_\_ No
22. If you changed your mind about your major field, will it delay you in graduating? \_\_\_\_\_ Yes \_\_\_\_\_ No
- If the answer to question 21 is yes, for how many semesters? \_\_\_\_\_
23. Have you been employed while a student? \_\_\_\_\_ Yes \_\_\_\_\_ No
- How many hours a week are you employed? \_\_\_\_\_
- Is your job related to your major field? \_\_\_\_\_ Yes \_\_\_\_\_ No
24. What do you plan to do after graduation? Be as specific as possible \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

25. Are you planning to go to graduate school? \_\_\_\_ Yes \_\_\_\_ No
26. If you are going to graduate school what will be your major field? \_\_\_\_\_
27. To how many magazines does your family subscribe? \_\_\_\_\_
28. To how many newspapers does your family subscribe? \_\_\_\_\_
29. What are your favorite magazines and newspapers? (Rank according to preference.)
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
30. Did your family's selection of magazines and newspapers influence your selection of a major? \_\_\_\_ Yes \_\_\_\_ No
31. What clubs or organizations do you belong to?
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
32. Did the clubs or organizations you belong to influence your choice of a major field? \_\_\_\_ Yes \_\_\_\_ No
33. Do you think it is possible to combine a career in home economics and marriage? \_\_\_\_ Yes \_\_\_\_ No
34. Do you intend to combine a career in home economics and marriage? \_\_\_\_ Yes \_\_\_\_ No
35. If you were able to start as a college freshman again would you still choose the same major field? \_\_\_\_ Yes \_\_\_\_ No

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

36. What are your hobbies?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

37. Did your hobbies influence your choice of a major field?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

### CHAPTER III

#### D I S C U S S I O N   O F   F I N D I N G S   W I T H P R E S E N T A T I O N   O F   D A T A

The study was designed to investigate the reasons junior and senior students at Texas Woman's University had chosen home economics as a major field of study. A questionnaire was developed to determine: 1) the advantage of early career choice as opposed to a later decision; 2) the student's satisfaction with a choice of a major; 3) the effect of vocational testing on the choice of a major; 4) the time when home economics career information was given to the students; 5) the relationship between the selection of home economics as a major and occupation and education of parents; 6) the plans of students for attending graduate school; and 7) the plans of students for combining marriage and a career.

#### CHARACTERISTICS OF RESPONDENT AS RELATED TO THE FAMILY

One hundred and seventy junior and senior students, 88 juniors and 82 seniors, were chosen as subjects for the study. The age of the junior students ranged from 19 to 61 years. The mean age was 21.7 years. The age of the senior students ranged from 20 to 41 years. The mean age was 22.4 years.

Only 7.0 per cent of the juniors were 19 years of age. The large majority of both juniors and seniors were from 20 to 22 years of age. Of the remainder, 6.7 per cent of the juniors and 7.2 per cent of the seniors were from 23 to 30 years of age. About 3.0 per cent of the juniors and 6.0 per cent of the seniors ranged in age from 34 to 61. A distribution of the percentages follows.

---

<u>Age of Student</u>	<u>Juniors</u>		<u>Seniors</u>	
	<u>Num-</u>	<u>Per</u>	<u>Num-</u>	<u>Per</u>
	<u>ber</u> (N-88)	<u>cent</u>	<u>ber</u> (N-82)	<u>cent</u>
19	6	7.0	0	0.0
20	34	38.6	10	12.2
21	25	28.4	37	45.3
22	14	16.0	24	29.3
23	4	4.5	2	2.4
24	0	0.0	2	2.4
25	0	0.0	1	1.2
26	0	0.0	1	1.2
27	1	1.1	0	0.0
30	1	1.1	0	0.0
34	0	0.0	1	1.2
36	0	0.0	1	1.2
37	1	1.1	0	0.0
38	0	0.0	2	2.4
41	1	1.1	1	1.2
61	1	1.1	0	0.0

---

Over two-thirds of the students were single. The majority of the other students were married and living with

husband. The remainder were either separated, divorced or widowed.

<u>Marital Status</u>	<u>Number</u> <u>(N-170)</u>	<u>Per cent</u>
Single	114	67.0
Married and living with husbands	49	28.8
Married but separated	2	1.2
Divorced	4	2.4
Widowed	1	0.6

The greatest number of fathers were high school graduates. Fathers with eight years of schooling or less ranked second. Fathers who attended high school but did not graduate, attended college but did not graduate, and college graduates accounted for about 13 per cent each. Fathers with masters degrees accounted for 7.0 per cent and with doctoral degrees accounted for less than 2.0 per cent. The remainder had



attended a vocational or special school. One student did not respond to the question.

---

<u>Educational Level of Fathers</u>	<u>Number</u> (N=170)	<u>Per cent</u>
Eighth grade or less	27	15.9
Less than high school	22	12.9
High school graduate	54	31.8
Attended college	22	12.9
College graduate	22	12.9
Master's degree	12	7.1
Doctor's degree	3	1.8
Vocational school	7	4.1
No response	1	0.6

---

In comparison, the largest group of students' mothers were also high school graduates. A large number attended college but did not graduate. The mothers with less than a high school education accounted for more than one-fourth of the total. College graduates and mothers who attended vocational schools accounted for 10 per cent each. Only

five mothers had master's degrees and one had a doctoral degree. One student did not respond to the question.

---

<u>Educational Level of Mothers</u>	<u>Number</u> (N-170)	<u>Per cent</u>
Eighth grade or less	12	7.0
Less than high school	30	17.7
High school graduate	54	31.8
Attended college	33	19.4
College graduate	17	10.0
Master's degree	5	2.9
Doctor's degree	1	0.6
Vocational school	17	10.0
No response	1	0.6

---

Approximately 87.1 per cent of the fathers were employed, whereas only 54.7 per cent of the mothers were employed. Of the working fathers, 35.9 per cent worked in business, 25.9 per cent were self employed, 24.1 per cent worked for some government agency, 4.7 per cent were employed in a residential capacity, and 9.4 per cent of the students did not respond. Of the working mothers, 21.2 per cent worked for some type of government agency, 17 per cent were employed in business, 9.4 per cent were self employed and 7.7 per cent were employed in a residential capacity.

Occupations of the fathers were classified according to Hopke's Encyclopedia of Careers and Vocational Guidance (20). The greatest number of fathers, over one-fourth, were

classified as professional. Of the remainder, about 15 per cent were skilled workers, 14 per cent were farmers, 11 per cent were semi-skilled workers, about 8.0 per cent were engaged in managerial and official occupations, 8.0 per cent were salesmen, and about 6.0 per cent were clerical employees. Just 3.0 per cent of the fathers were semi-professional or technical employees. Of the students participating in the study, about 9.0 per cent did not respond to the question. (See Table I.)

Hopke's Encyclopedia of Careers and Vocational Guidance (20) was also used to classify the occupations of mothers. The largest number of students' mothers, about 44 per cent, did not work but were full time homemakers. Clerical occupations accounted for about 19 per cent, the professions were listed by approximately 14 per cent, and service occupations were listed by 7.6 per cent. The remainder of the listed occupations accounted for no more than 4.1 per cent in any one area. Table I shows the distribution of the percentages.

An examination of the communities in which the respondents lived, showed that the students were almost evenly

TABLE I  
CLASSIFICATION OF PARENTS OCCUPATIONS

Fathers	Occupations	Mothers*
Per cent		Per cent
5.9	Clerical	18.8
14.1	Farming	0.0
8.2	Managerial and Official	1.2
25.3	Professional	14.1
8.2	Sales	1.8
3.0	Semiprofessional and technical	2.4
11.2	Semiskilled and unskilled	4.1
0.0	Service	7.6
15.3	Skilled	2.4
8.8	No response	3.5

\* The largest number of students' mothers, about 44 per cent, did not work but were full time homemakers.

divided between the different sized communities. However, the largest number of students came from the cities.

<u>Community</u>	<u>Number</u> <u>(N-170)</u>	<u>Per cent</u>
Rural area	43	25.3
Town (under 20,000 population)	41	24.1
City (20,000 to 100,000)	46	27.1
Large city (more than 100,000)	40	23.5

#### CHARACTERISTICS OF THE STUDENTS

##### AT THE UNIVERSITY

The majority of the students in the sample were either second semester juniors or second semester seniors. The number is to be expected since the study was made during a second semester session.

The overwhelming majority of students, 96 per cent, were in school on a full time basis. The above indicates that very few students attended school on a part time basis.

The majority of the junior students started college in 1966, with the second largest group entering in 1967. Of the remainder, about 7.0 per cent had started in 1964, while 8.0 per cent started in 1965, and only 3 students had started college as early as 1961. The students that had started from

1947 to 1961 were students that had entered college, left for a period of time and then reentered later. In comparison, the majority of senior students, over one-half, had started in 1965, over one-fourth had started in 1966. One student had started college in 1967. The remainder of the senior students had started college as early as 1964. One student did not respond to the question (Table II).

Over one-half of the students in both classes, junior and senior, indicated that graduation will be in the prescribed four years. About 13 per cent of the students will graduate in three years and 11 per cent will graduate in three and one-half years. The remainder of the students will take longer to graduate. One student did not answer the question and one student who started college and then left for a long period of time returned to college and will take 18 years to graduate.

<u>Years</u>	<u>Number</u> <u>(N-170)</u>	<u>Per cent</u>
Three	22	12.9
Three and one-half	19	11.2
Four	97	57.1
Four and one-half	13	7.6
Five	13	7.6
Six	3	1.8
Seven	1	0.6
Eighteen	1	0.6
No response	1	0.6

TABLE II

## YEAR JUNIOR AND SENIOR STUDENTS STARTED COLLEGE

Year	Juniors		Seniors	
	Number	Per cent	Number	Per cent
1944	0	0.0	1	1.2
1947	1	1.1	0	0.0
1948	0	0.0	1	1.2
1952	0	0.0	1	1.2
1958	1	1.1	0	0.0
1961	1	1.1	0	0.0
1963	0	0.0	3	3.7
1964	6	6.8	5	6.1
1965	7	8.0	46	56.1
1966	52	59.1	23	28.1
1967	20	22.8	1	1.2
No response	0	0.0	1	1.2

Over two-fifths of the students indicated that eight semesters would be required for graduation. About one-fifth of the students will need nine semesters and 12 per cent will need 10 semesters for graduation. The exact percentage for the remainder of the students is shown. Three students gave no response.

<u>Semesters</u>	<u>Number</u> <u>(N-170)</u>	<u>Per cent</u>
Six	3	1.8
Seven	7	4.1
Seven and one-half	4	2.3
Eight	71	41.8
Eight and one-half	6	3.5
Nine	39	22.9
Nine and one-half	4	2.3
Ten	21	12.4
Eleven	8	4.7
Twelve	3	1.8
Fifteen	1	0.6
No response	3	1.8

In the selection of a major field, 50.6 per cent of the students had selected home economics education. About 19.4 per cent of the students were in child development and family living. Clothing and fashion merchandising had 12.9 per cent while clothing and costume design had 6.0 per cent, and clothing and textiles had 4.1 per cent of the students. Approximately 7.0 per cent of the students were in foods and nutrition. No significant difference was found by the chi square method in education of fathers and the choice of a



major field. However, the analysis showed that a higher proportion of fathers of home economics education majors were high school graduates or less. In clothing and in child development and family living majors no significant difference was noted. In foods and nutrition majors, a higher number of the fathers had attended college or attained advanced degrees. In comparison, no significant difference was found by using the chi square analysis for the education of mothers and the choice of a major field. Again, as with fathers, a large number of mothers of home economics majors were high school graduates or less. In food and nutrition, child development and family living, and clothing areas, the theoretical frequencies were about the same as the observed frequencies (Table III).

In a percentage comparison of the size of the community and the choice of a major, the majority of the home economics majors, over 70 per cent, came from the rural population. The clothing majors were evenly divided between the different sized communities. The majority of food and nutrition majors came from large cities. Not one of the foods and nutrition majors in the study came from a rural community. A very

TABLE III  
RELATIONSHIP OF EDUCATION OF PARENTS AND THE  
STUDENT'S CHOICE OF A MAJOR

Factors	Education Level of Fathers		
	High School Graduate or Less	Attended College or Above	Total
Home economics education	54	31	85
Clothing areas	23	16	39
Food and nutrition	5	8	13
Child development and family living	21	12	33
Total	103	67	170
$\chi^2 - 3.1871$ D/F 3 N.S.			
	Education Level of Mothers		
Home economics education	51	34	85
Clothing areas	22	17	39
Food and nutrition	6	7	13
Child development and family living	18	15	33
Total	97	73	170
$\chi^2 - 1.0039$ D/F 3 N.S.			

small percentage of the child development majors came from rural areas.

<u>Majors</u>	<u>Rural</u> <u>Per</u> <u>cent</u>	<u>Town</u> <u>Per</u> <u>cent</u>	<u>City</u> <u>Per</u> <u>cent</u>	<u>Large</u> <u>City</u> <u>Per</u> <u>cent</u>
Home economics education	72.1	47.6	44.5	37.5
Clothing areas	20.9	21.4	24.4	27.5
Child development and family living	7.0	26.2	24.4	20.0
Foods and nutrition	0.0	4.8	6.7	15.0

Table IV summarizes the reasons why students selected home economics as a major field. The most common reasons were: interested in the variety of fields available in home economics, liked children and wanted to work in that area, enjoyed making clothes and interested in fashion trends, and past experience made the student want to select home economics. The reasons indicated by the minority were: took an introductory course and enjoyed the subject and easy subject matter. No response to the question was given by four students.

In the selection of a minor field, approximately 34 per cent of the students had selected education. The next highest percentage was for chemistry. Business, sociology,

TABLE IV

SUMMARY OF REASONS MAJOR FIELD WAS CHOSEN  
BY JUNIOR AND SENIOR STUDENTS

Factors	Responses of Students	
	Number	Per cent
Interested in the variety of fields available in home economics	30	17.6
Liked children and wanted to work in that area	29	17.0
Enjoyed making clothes and interested in fashion trends	28	16.5
Past experiences made the students want to select home economics	19	11.2
Able to combine a career with marriage	12	7.0
Interested in teaching	8	4.7
Changing field with fresh and new ideas	8	4.7
Enjoyed working with food	7	4.1
Wanted to work with teenagers	5	2.9
Enjoyed art and fabrics	5	2.9
Security in getting a job	4	2.4
Enjoyed the courses taken in home economics	4	2.4
Closest related field to what the student wanted	3	1.8
The best department at Texas Woman's University	2	1.2
Took an introductory course and enjoyed the course	1	0.6
Easy subject matter	1	0.6
No response	4	2.4

and art were also chosen as minor fields by a large percentage of the students. No response to the question was given by 16 students.

<u>Minor Fields</u>	<u>Number</u>	<u>Per cent</u>
Education	58	34.1
Chemistry	24	14.1
Business	20	11.8
Art	14	8.2
Sociology	14	8.2
Psychology	9	5.3
English	6	3.5
Clothing	5	3.0
Speech and drama	3	1.8
History	1	0.6
No response	16	9.4

In answer to the question, who influenced you most in your choice of a major field, parents and teachers were shown to be by far the most influential. Studies made by Brunkan (7), Day (11) and Tipton (49) also agree that parents and teachers have a great influence on occupational preferences. The guidance counselor, both in college and high school, was

the least effective in influencing students. A large number of students did not respond to the question.

<u>Most Influential in Student Choice of a Major Field</u>	<u>Number (N-170)</u>	<u>Per cent</u>
Parents	43	25.3
Teachers	55	32.4
Guidance Counselors	6	3.5
Friends	13	7.7
Clubs	8	4.7
Others	31	18.2
No response	14	8.2

When the data from the preceding question was further analyzed, the results showed that high school home economics teachers were quite influential in the selection of a major (Table V). About 58 per cent of the home economics teachers influenced students to select home economics as a major compared to about 2 per cent of the high school guidance counselors. About 67 per cent of the students were used to analyze the question because the remainder of the students were influenced by their parents or did not respond.

One of the purposes of the study was to find the effect of vocational testing on the choice of a major. More than half of the students had not received any type of vocational testing. Further analysis revealed that only 8.0 per cent of the students felt that vocational testing had influenced

TABLE V  
SUMMARY OF FACTORS THAT INFLUENCED JUNIOR AND  
SENIOR STUDENTS TO CHOSE A MAJOR FIELD

Factors	Responses of Students	
	Number	Per cent
Home economics high school teachers	69	58.5
Students own selection without any outside influence	11	9.3
Future Homemaker of America or 4 H Clubs	9	7.6
Home economics majors	7	5.9
Past experiences	6	5.1
Association with children	4	3.4
College guidance counselors	4	3.4
Extension employees	4	3.4
High school guidance counselors	2	1.7
Teenage magazines	2	1.7

the decision to select home economics as a major. Only 2.0 per cent of the students were more influenced by vocational tests than any factor listed.

Over half of the students decided to major in home economics during the senior year of high school, or the freshman year of college. The college sophomore year and high school junior year were also important times for deciding on a major. The high school sophomore year was the least effective year for deciding on a major. Studies by Astin (1), Humphreyville (27) and Phillips (38) showed that most students decide on a career as high school seniors or college freshman, as did the students in the sample.

<u>Grade</u>	<u>Number</u>	<u>Per cent</u>
Eighth	5	3.0
High school freshman	6	3.5
High school sophomore	4	2.4
High school junior	17	10.0
High school senior	43	25.3
College freshman	51	30.0
College sophomore	32	18.8
College junior	12	7.0

The majority of the students were between the ages of 17 and 19 years when the students decided on a major field. Of the remainder, over 13 per cent decided at the age of 15 or 16 years and the same percentage decided between the ages



of 20 to 21 years. No response to the question was given by one student. A summary of the percentages is seen in Table VI.

Another purpose of the study was to determine students' access to information in regard to training, positions, and income. More than three-fourths of the students were able to obtain adequate information about the training needed for the particular occupation chosen. However, about 12 per cent of all the students questioned were unable to obtain adequate training information. In regard to positions available, over one-fourth of the students were unable to obtain adequate information. When asked about information regarding income, over one-third of the students were not familiar with the salaries paid in professions for which the students were being prepared. The findings agreed with a statement by Hopke (24) that adequate home economics career information is not given in such a way as to include all students (Table VII).

Table VIII contains a summary of student responses in regard to the major field. The most significant sources from which information was obtained were: college home economics advisors, high school counselors, and university bulletins. Thirteen per cent of the students gave no response.

A significant difference was found by the chi square method regarding the amount of career information given before

TABLE VI  
AGE JUNIOR AND SENIOR STUDENTS  
DECIDED ON A MAJOR FIELD

Age of Students	Responses of Students	
	Number	Per cent
12 years	1	0.6
13 years	3	1.8
14 years	5	2.9
15 years	8	4.7
16 years	15	8.8
17 years	25	14.7
18 years	50	29.4
19 years	30	17.6
20 years	15	8.8
21 years	8	4.7
22 years	2	1.2
24 years	3	1.8
26 years	2	1.2
38 years	1	0.6
40 years	1	0.6
No response	1	0.6

TABLE VII

SUMMARY OF THE AMOUNT OF CAREER INFORMATION  
JUNIOR AND SENIOR STUDENTS RECEIVED

Factors	Responses of Students	
	Number	Per cent
<u>Training:</u>		
Able to get information	149	87.6
Not able to get information	21	12.4
<u>Positions:</u>		
Able to get information	121	71.2
Not able to get information	47	27.6
No response	2	1.2
<u>Income:</u>		
Able to get information	102	60.0
Not able to get information	65	38.2
No response	3	1.8

TABLE VIII  
SUMMARY OF FACTORS FROM WHICH CAREER  
INFORMATION WAS OBTAINED

Factors	Responses of Students	
	Number	Per cent
College home economics advisors	50	29.4
High school guidance counselors	23	13.5
University bulletins	21	12.4
High school home economics teachers	14	8.2
Career literature from the American Home Economics Association	13	7.7
Orientation Courses in home economics	7	4.1
College guidance counselor	6	3.5
Employment agencies	6	3.5
Parents	5	2.9
County Extension Service	3	1.8
No response	22	13.0

a major field was chosen. Junior students in the sample were not given sufficient information to make a choice. A higher number of senior students than was expected had access to career information.

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<u>Availability of Information</u>	<u>Jun- iors</u>	<u>Sen- iors</u>	<u>Total</u>
Sufficient information	53	64	116
Insufficient information	36	18	54
Total	88	82	170

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$\chi^2=6.192$       D/F 2       $P=<.05$

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The ages at which the college students in the sample received career information is shown in Table IX. Approximately three-fourths of the students received career information between the ages of 16 and 20 years. Fourteen students gave no response.

A comparison of when the students decided on a major field and when career information was given showed that more than two-thirds of the students made a decision after the information had been received. Of the remaining students, one-fifth made a decision on a major field before the career

TABLE IX  
AGE WHEN JUNIOR AND SENIOR STUDENTS  
RECEIVED CAREER INFORMATION

Age of Students	Responses of Students	
	Number	Per cent
13 years	1	0.6
14 years	1	0.6
15 years	7	4.1
16 years	17	10.0
17 years	28	16.5
18 years	38	22.3
19 years	33	19.4
20 years	18	10.6
21 years	7	4.1
22 years	1	0.6
24 years	2	1.2
26 years	1	0.6
34 years	1	0.6
40 years	1	0.6
No response	14	8.2

information was received. Fourteen students did not answer the question.

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<u>Time Decision</u> <u>Was Made</u>	<u>Number</u> <u>(N-170)</u>	<u>Per cent</u>
After information was given	122	71.8
Before information was given	34	20.0
No response	14	8.2

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The sample showed that 40 per cent of the junior and senior college students changed majors after a supposed final choice had been made. Of the students indicating a change in major fields, 57 per cent of the students replied that no additional time would be required for graduation. However, 43 per cent of the students who had changed major fields indicated that additional time would be required for graduation.

Of the students who indicated that additional work would be required, two-fifths reported that two additional semesters would be required. Over one-third would need one additional semester to meet graduation requirements. The results tend to suggest that a change in majors may require an additional semester of college attendance. The findings of the sample disagree with a study made by Matthews (32) which

indicated that no additional semesters would be required for graduation.

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<u>Additional Time Needed for Graduation if Major Field Was Changed</u>	<u>Num- ber (N-30)</u>	<u>Per cent</u>
One semester	11	36.7
One and one-half semesters	1	3.3
Two semesters	12	40.0
Three semesters	3	10.0
Four semesters	3	10.0

---

Approximately 62 per cent of the students had been employed while attending the university. The remainder of the students indicated not having been employed. Of the employed students working, from six to 15 hours per week was the most common. A small number, 8.5 per cent of the students, worked 36 to 50 hours a week, usually in the summer months. No



response to the question was given by 4.8 per cent of the respondents.

<u>Hours Employed</u>	<u>Number</u> <u>(N-150)</u>	<u>Per cent</u>
1- 5 hours	5	4.8
6-10 hours	30	28.6
11-15 hours	37	35.2
16-20 hours	13	12.4
21-25 hours	2	1.9
26-30 hours	4	3.8
36-40 hours	8	7.6
46-50 hours	1	0.9
No response	5	4.8

A highly significant difference was found by the chi square method in relation to the jobs held while in college and the major field chosen. The analysis showed that senior students had more jobs that related to the student's major field than did the junior students.

<u>Relationship of Job</u> <u>To Major Field</u>	<u>Juniors</u>	<u>Seniors</u>
Job is related	18	33
Job is not related	38	14
Total	56	47
$X^2=13.241$ D/F 1 $P=<.01$		

When asked about occupational plans over two-fifths of the respondents indicated plans to teach. The studies of

Stevens and Osborn (42) and of Paris (35) also revealed that the majority of home economics graduates go into teaching. The only other area that drew 9.0 per cent of the students were occupations in the fashion industry. Further analysis indicated that only small minorities plan to go into any one of the other professions listed in Table X.

Of the college students responding to the question concerning future plans, over 44 per cent indicated plans to pursue a graduate program. The remainder, 58.9 per cent, indicated no plans for graduate school. The findings for the question agree with the theory of Hodnett (23), Parsons (37), and Ohlsen (34) that a large number of capable women do not continue to acquire advanced professional training.

A chi square analysis was made of the different home economics majors and the respondents' plans to attend graduate school. No significant difference was noted between the different majors and the plans to attend or not to attend graduate school. However, the food and nutrition majors, and child development and family living majors were evenly divided. Home economics education and clothing areas had

TABLE X  
SUMMARY OF THE PLANS JUNIOR AND SENIOR  
STUDENTS HAVE AFTER GRADUATION

Future Plans	Responses of Students	
	Number	Per cent
Teach home economics	76	44.7
Work in fashion industry	16	9.4
Work as a fabric designer	11	6.5
Do social work or child welfare work	11	6.5
Get married	10	5.9
Attend graduate school	10	5.9
Stay home with children or start a family	7	4.1
Intern in a hospital	6	3.5
Work with head start	4	2.3
Work as a food demonstrator	4	2.3
Work in extension service	3	1.8
Join the service	3	1.8
Undecided as to future plans	6	3.5
No response	3	1.8

more students who were not planning to attend graduate school.

<u>Majors</u>	<u>Graduate</u>	<u>School</u>
	<u>Attend</u>	<u>Not Attend</u>
Home economics education	34	52
Clothing areas	14	25
Food and nutrition	6	6
Child development and family living	16	17
Total	70	100
$\chi^2=1.715$ D/F 3      N.S.		

Of the 70 respondents planning to attend graduate school, the most popular major field chosen was child development. Clothing and textiles, 17 per cent, and home economics education, 15 per cent, were also popular major fields for graduate school. Over 15 per cent of the juniors and seniors were undecided as to what major field to pursue in graduate school.

Further analysis of the major fields chosen for graduate school follows.

<u>Major Fields Chosen for Graduate Study</u>	<u>Num- ber (N=70)</u>	<u>Per cent</u>
Child development	18	25.7
Clothing and textiles	12	17.1
Home economics education	11	15.7
Food and nutrition	7	10.0
Counseling and guidance	4	5.7
Fashion design	2	2.9
Family living	2	2.9
Special education	2	2.9
Business administration	1	1.4
Undecided	11	15.7

Inquiry was made concerning professional and non professional journals and magazines subscribed to during the students' college years. A total of 146 respondents reported subscribing to from one to eight magazines and journals. Fifteen college students subscribed to more than 10 magazines, and nine students did not subscribe to any magazines. The most frequently mentioned magazines were: Time, Life, and Better Homes and Gardens. Few professional magazines were read by the respondents in the sample (Table XI).

All the respondents subscribed to at least one newspaper with the exception of five students. Over three-fourths of the students subscribed to one or two newspapers a day. Other than the student's local newspaper, the newspaper

TABLE XI  
SUMMARY OF THE MAGAZINES READ BY  
JUNIOR AND SENIOR STUDENTS

Magazines	Responses of Students	
	Number	Per cent
Time	43	7.7
Life	42	7.5
Better Homes and Gardens	39	7.0
Good Housekeeping	35	6.3
McCall's	34	6.1
Forecast for Home Economics	33	5.9
Glamour	32	5.7
Newsweek	31	5.5
Vogue	30	5.4
Reader's Digest	25	4.5
Redbook	24	4.3
Ladies Home Journal	24	4.3
Mademoiselle	22	3.9
Women's Wear Daily	21	3.7
Family Circle	20	3.6
National Geographic	19	3.4
Seventeen	17	3.0
Harper's Bazaar	11	2.0
Look	11	2.0
House Beautiful	10	1.8
Ebony	9	1.6
American Home	7	1.3
Journal of Home Economics	7	1.3
Parents Magazine	6	1.1
What's New in Home Economics	6	1.1

mentioned most often was the Wall Street Journal. About four-fifths of the students felt that magazines and newspapers had nothing to do with the selection of a major field of study.

University Bulletin (48) of Texas Woman's University was used to classify the clubs and organizations in which the students participated. The data showed that 52 per cent of the respondents belonged to one or two clubs or organizations. About 19 per cent participated in three to five organizations and 27 per cent of the students did not join any organization or club while attending the university. The clubs and organizations the students participated in are shown in Table XII.

Approximately 85 per cent of the respondents felt that clubs and organizations did not influence the choice of a major field. Of the remainder, 15 per cent felt that clubs and organizations had influenced the selection of a major field. The findings tend to disagree with the theory of Chandler and Others (9) that organizations and clubs the students participated in have a large influence on vocational choice.

The most often mentioned hobbies reported by the respondents were sewing, cooking, and active sports. The

TABLE XII

SUMMARY OF THE CLUBS AND ORGANIZATIONS PARTICIPATED  
IN BY JUNIOR AND SENIOR STUDENTS

Clubs and Organizations	Responses of Students	
	Number	Per cent
Departmental clubs	133	55.4
Honorary scholarship organizations	28	11.7
Literary-Social organizations	27	11.3
Regional clubs	6	2.5
Special Interest clubs	6	2.5
Student Council of Religious Activities	9	3.7
Student Finance Council	9	3.7
The Round Table	10	4.2
Student Council of Social Activities	6	2.5
Woman's Recreation Association	6	2.5



least often mentioned were public speaking, going to the movies and hunting (Table XIII). About 60 per cent of the students felt that hobbies had influenced the choice of a major field. Similar findings were revealed by Chandler and Others (9); these authors found that hobbies not only show interests of students but also reveal certain aptitudes.

The question was posed as to whether a career in home economics and marriage could be combined. The overwhelming majority, 98.8 per cent, replied in the affirmative. The question was then asked if the student intends to combine a career and marriage. A significant chi square analysis revealed that more junior than senior students intended to combine a career with marriage.

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<u>Reasons</u>	<u>Juniors</u>	<u>Seniors</u>
Intend to combine marriage and a career	81	72
Do not intend to combine a marriage and a career	7	10
Total	88	82
$\chi^2=4.421$	D/F 1	P=<.05

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Respondents were requested to indicate whether the same major would be selected if the college experience could be repeated. Approximately 87 per cent replied in the affirmative. The remainder of the students, about 12 per cent,

TABLE XIII

SUMMARY OF THE HOBBIES PARTICIPATED IN  
BY JUNIOR AND SENIOR STUDENTS

Hobbies	Responses of Students	
	Number	Per cent
Sewing	127	24.0
Cooking	73	13.7
Active sports (bowling, golf, baseball, tennis)	62	11.7
Reading	57	10.8
Arts and crafts	43	8.1
Swimming	39	7.4
Music (playing, singing, and listening)	25	4.7
Horseback riding	20	3.8
Gardening	11	2.1
Dancing	9	1.7
Skiing	9	1.7
Collecting (coins, stamps, cookbooks, pictures)	9	1.7
Traveling	8	1.5
Camping	7	1.3
Bridge	5	0.9
Decorating	5	0.9
Fishing	5	0.9
Photography	5	0.9
Writing	4	0.8
Hunting	3	0.6
Going to the movies	2	0.4
Public speaking	2	0.4

indicated that another major would be chosen. A study by Matthews (32) of home economics graduates from Ohio State University also revealed that about 90 per cent of the students indicated satisfaction with the choice of a major.

Some of the specific reasons given by juniors and seniors replying in the affirmative were: enjoyed working in home economics, interested in the field and the potentials of home economics, and able to apply subject matter studied to the home as well as on the job. Some of the reasons given for negative replies were: would be happier in a different field, and found another major field that would be more interesting and challenging (Table XIV).

A chi square analysis comparing the satisfaction with a major between students who had changed fields of study and students who had not changed was conducted. The findings were non-significant. Students who had changed majors were not any more satisfied with the new choice than the students who had not changed major fields.

<u>Factors</u>	<u>Satisfaction of Choice of a Major Field</u>	
	<u>Satisfied</u>	<u>Not Satisfied</u>
Changed majors	59	10
Did not change majors	90	11
Total	149	21
$\chi^2 = .2004$ D/F 1      N.S.		

TABLE XIV

SUMMARY OF REASONS EFFECTING STUDENTS'  
SATISFACTION WITH MAJOR FIELD

Factors	Responses of Students	
	Number	Per cent
<u>Positive Replies</u>		
Student enjoyed working in home economics	44	25.9
Interested in the field and the potentials of home economics education	38	22.3
Able to apply subject matter studied to the home as well as on the job	14	8.2
No other interest	11	6.5
Enjoyed the various home economics courses taken	11	6.5
Enjoyed student teaching	7	4.1
Enjoyed the variety of home economics careers available	5	3.0
Enjoyed working with children	5	3.0
Closest related field to what the student wanted	4	2.3
Security in getting a job	3	1.8
<u>Negative Replies</u>		
Student would be happier in a different major field	8	4.7
Found another major field that would be more interesting and challenging	6	3.5
Not able to get a teaching job in child development	4	2.3
Would prefer a specialty instead of home economics education	2	1.2
No response	8	4.7

## CHAPTER IV

### C O N C L U S I O N S   A N D   R E C O M M E N D A T I O N S

The overall purpose of the study was to investigate the factors which have influenced college junior and senior students at Texas Woman's University to select home economics as a career and to provide information helpful to home economics educators in planning career development programs for senior high school, college freshman and sophomore students. Specific purposes of the study were to determine:

- 1) the advantage of early career choice as opposed to a later decision
- 2) the student's satisfaction with a choice of a major
- 3) the effect of vocational testing on the choice of a major
- 4) the time when home economics' career information was given to the students
- 5) the relationship between the selection of home economics as a major and occupation and education of parents
- 6) the plans of the students for attending graduate school and
- 7) the plans of students for combining marriage and a career.

A survey form was designed and administered to obtain the data. The instrument, "Factors Which Have Influenced Home Economics Careers at Texas Woman's University," was administered to junior and senior home economics students during regular class periods.

#### SUMMARY

The sample consisted of 88 juniors and 82 seniors whose age ranged from 19 to 61 years. Over two-thirds of the home economics majors were single. The greater number of fathers were high school graduates. Fathers with eight years of schooling or less ranked second. The largest group of mothers of home economics majors were high school graduates, as were the fathers. A large number of mothers attended college but did not graduate. The largest number of fathers of respondents were classified as being in the following occupations: professional, skilled workers, or farmers. The largest number of mothers of respondents were homemakers or had clerical occupations. An examination of the communities in which the respondents lived, showed that students were almost evenly divided between rural areas, towns, cities, and large cities.

The majority of the respondents were second semester junior or senior students, attending school on a full time basis. Over 57 per cent of the students will graduate in

the prescribed four years. About 24 per cent will graduate in less than four years. The remainder of the students will take longer to graduate.

In the selection of a major field, over half of the students had selected home economics education. The other major fields listed by the respondents in descending order were: child development and family living, clothing and fashion merchandizing, food and nutrition, clothing and costume design, and clothing and textiles.

No significant difference was found in the education of parents and the choice of a major field. In a percentage comparison of the size of the community and the choice of a college major, the majority of home economics education majors came from the rural population. The clothing majors were almost evenly divided between the different sized communities. The majority of food and nutrition majors came from large cities. A very small number of child development majors came from the rural population.

The most common reasons students selected home economics as a major field were: interested in the variety of fields available in home economics; liked children and wanted to work in that area; enjoyed making clothes and interested in fashion trends; and past experiences made the students

want to select home economics as a major. The reasons indicated by the minority for selecting home economics as a major field were: took an introductory course and enjoyed the subject, and easy subject matter.

In the selection of a minor field, one-third of the respondents selected education. Chemistry, business, sociology, and art also ranked high as minor fields.

The respondents were most influenced in the selection of a major field by parents and home economics teachers. The guidance counselor, both in college and high school, was indicated to be the least effective in influencing students.

Less than half of the college students had taken any type of vocational testing. A small percentage of the students felt that vocational testing had influenced their decision to select home economics as a major field.

Over half of the respondents decided to major in home economics during the senior year of high school, or the freshman year of college. Fewer students decided on a major during the sophomore year of high school than at any other time.

Approximately three-fourths of the students in the sample received career information between the ages of 16 and 20 years. A significant difference was found regarding



the amount of career information given before a major field was chosen. Senior students had more access to career information than did juniors.

A comparison of when the students decided on a major field and when career information was given showed that more than two-thirds of the students made a decision after the information had been received. One-fifth of the respondents made a decision on a major field before the career information was received. The most significant sources from which career information was obtained were: college home economics advisors, high school counselors, and university bulletins.

The study showed that approximately one-half of the respondents changed majors after a supposed final choice had been made. Of the students indicating a change in major fields, over one-half of the college students replied that no additional time would be required for graduation. The remainder indicated that from one to four additional semesters would be required for graduation.

Approximately three-fifths of the students had been employed while attending the university. Of the students working, six to 15 hours per week was the most common number of hours worked. A highly significant analysis showed that senior students had more jobs that related to the respondents major field than did the junior students.

When asked about occupational plans, over two-fifths of the college students indicated plans to teach. Only small minorities of respondents planned to go into other areas of home economics. The other areas included were: work in fashion industry, work as a fashion designer, and social work or child welfare work.

Of the junior and senior students in the study over two-fifths plan to pursue a graduate program. The remainder indicated no plans for graduate school. No significant difference was found between the different majors and the plans to attend or not attend graduate school. Of the respondents planning to attend graduate school, one-fourth of the students were going to major in child development. Home economics education and clothing and textiles were also often mentioned for graduate study.

The majority of students reported subscribing to from one to eight magazines and professional journals. Only nine students did not subscribe to any magazine. With the exception of five students, all the respondents subscribed to at least one newspaper. The data showed that four-fifths of the students felt that magazines and newspapers had nothing to do with the selection of a major.

The data showed that over one-half of the respondents belonged to one or two clubs or organizations. About

one-fifth participated in three to five organizations and one-fourth of the students did not join any organization or club while attending the university. About one-sixth of the students felt that clubs and organizations had influenced the selection of a major field. However, the majority of the students felt that clubs and organizations did not influence the choice of a major field.

The most often mentioned hobbies reported by the respondents were sewing, cooking and active sports. The least often mentioned were public speaking, going to the movies and hunting. About three-fifths of the students felt that hobbies had influenced the choice of a major field.

The question was posed as to whether a career in home economics and marriage could be combined. The overwhelming majority replied in the affirmative. The question was then asked if the student intended to combine a career and marriage. A significant difference revealed that more junior than senior students intended to combine a career and marriage.

More than three-fourths of the respondents were satisfied with the choice of home economics as a major field. Less than one-sixth of the students indicated that the respondent would select a different major if the college experience could be repeated. Comparing the satisfaction with a major between students who had changed fields of

study and students who had not changed major fields showed that the difference was not significant.

### CONCLUSIONS

The college student who knows what major field will be studied in college has a distinct advantage over the student who had not made a decision at the time of college enrollment. The student who changes major fields may find that an additional one or two semesters may be required for graduation. The serious concern of home economics educators should be that large numbers of students are changing major fields after a supposed final decision. The majority of the students in the sample made a decision as to a major field during the senior year of high school or the freshman year of college. The decision was made at a time when the students did not have sufficient information to make a wise and lasting choice. Students are able to get information concerning training much easier than facts concerning positions and income available to the students after graduation. Home economics educators should provide a steady flow of career material to high school guidance counselors. Thus, the high school guidance counselor could do a more adequate job of disseminating career information.

Vocational testing has reached a very small percentage of the students in the study. Students who had taken

vocational tests felt that vocational testing had little to do with a decision to select a major field.

High school home economics teachers and parents are quite influential in the selection of a major field. High school home economics teachers should be aware of the influence in order that information and assistance could be given to students.

The education of parents, the occupation of parents, the size of the home economics students' home community had little to do with the selection of home economics as a major. Although some difference was noted in the various groups, the results indicated that home economics majors come from all areas of society.

A majority of students were employed while attending the university. Thus, counselors and home economics educators should endeavor to help place the students in jobs related to the students' major field.

For the most part, junior and senior students were satisfied with home economics. Slightly less than half were planning to pursue graduate programs. The fact that students were pleased with home economics as a major and that almost one-half planned graduate work suggests that the university had provided an adequate program to keep the students

interested in the field and to encourage large numbers to pursue home economics at a higher level.

The majority of students were planning to combine marriage and a career. Home economics educators must be aware of the students' plans and present a program, especially in management, designed to aid the students as preparation is made for the combination of a career in home economics with marriage.

#### RECOMMENDATIONS FOR FUTURE STUDIES

Further research into the factors that have caused junior and senior students to select home economics as a major could be conducted at other institutions. The selected institutions could be coeducational, different in size, located in various geographical areas, and chosen for factors that would give a good selective sampling of all types of individuals.

A study could be made at Texas Woman's University to compare the results of this study with the reactions given by junior and senior students who have chosen majors outside the home economics field. By making such a study, a comparison of the factors influencing students to enter various fields could be made.

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